HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

VIDEO-MEDIATED LESSON PLANNING CONVERSATIONS OF PRE-SERVICE LANGUAGE TEACHERS IN A TRANSNATIONAL VIRTUAL EXCHANGE PROJECT

Semih Ekin

Ph.D. Dissertation

Ankara, 2023

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YABANCI DİL ÖĞRETMENİ ADAYLARININ ULUSÖTESİ BİR SANAL DEĞİŞİM PROJESİNDE GERÇEKLEŞTİRDİKLERİ VİDEO-ARACILI DERS PLANLAMA KONUŞMALARI

Semih Ekin

Ph.D. Dissertation

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **SEMİH EKİN** and entitled “Video-Mediated Lesson Planning Conversations of Pre-Service Language Teachers in a Transnational Virtual Exchange Project ” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of Doctor of Philosophy in English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ

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Abstract

The virtual exchange (VE) projects in language teacher education programs have become widely utilized sets of activities due to their potential affordances for teachers to develop a variety of skills and competences in technology-mediated settings. To this end, this study explores how pre-service language teachers (PSTs) make use of a VE project and VE-based teacher education activities in a trilateral exchange environment. The participants were pre-service language teachers based in Türkiye, Germany and Sweden in the VE project. All the activities were completed online and the ultimate goal for the PSTs was to create a shared lesson plan collaboratively in their teams. The data included the screen-recordings of the PSTs' video-mediated interactions, written outputs and the collaborative products that they created during the course of the project. The study used multimodal conversation analysis as the research methodology and treated every piece of the data in terms of an emic and participant-relevant perspective. The line-by-line analyses of participants' video-mediated interactions showed that the PSTs use what they have experienced during the VE project as a resource to shape their own lesson plans in-and-through their lesson planning conversations. They do so by deploying retrospective or immediate orientation to their shared experiential practices while supporting or proposing lesson plan idea, which results in a collaborative pedagogical decision about their shared product in-situ. The study demonstrates that the PSTs potentially transform the VE project into an experiential learning setting promoting their professional development, thus bringing new insights into language teacher education and virtual exchange.

Keywords: virtual exchange, multimodal conversation analysis, pre-service language teachers, lesson-planning, video-mediated interaction

Öz

Yabancı dil öğretmen yetiştirme programlarında sanal değişim (SD) projeleri, öğretmenlerin teknoloji aracılı ortamlarda çeşitli beceri ve yeterlilikler geliştirmelerine yönelik sunduğu potansiyel olanaklarından dolayı yaygın olarak kullanılan bir yaklaşım haline gelmiştir. Bu amaçla, bu çalışma öğretmen adaylarının (ÖA) üçlü değişim ortamında bir SD projesinden ve SD tabanlı öğretmen eğitimi etkinliklerinden nasıl yararlandıklarını araştırmaktadır. Katılımcılar, SD projesinde Türkiye, Almanya ve İsveç'te bulunan dil öğretmen adaylarıdır. Tüm etkinlikler çevrimiçi olarak tamamlanmıştır ve öğretmen adaylarının nihai hedefi takım olarak işbirliği içinde ortak bir ders planı oluşturmaktır. Veriler, ÖA'ların video aracılı etkileşimlerinin ekran kayıtlarını, yazılı çıktılarını ve proje süresince oluşturdukları işbirlikçi ürünleri içermektedir. Çalışmada araştırma yöntemi olarak çokkipli konuşma analizi kullanılmış ve veriler emik bir bakış açısıyla ele alınmıştır. Katılımcıların video aracılı etkileşimlerinin analizleri, öğretmen adaylarının SD projesi sırasında edindikleri deneyimlerini, ders planlama konuşmaları esnasında kendi ders planlarını şekillendirmek için bir kaynak olarak kullandıklarını göstermiştir. Bunu, pedagojik bir ders planı fikrini desteklerken ya da önerirken ortak deneyimsel uygulamalara geriye dönük ya da anlık yönelim göstererek yapmışlar ve bu da paylaştıkları ürün hakkında işbirliğine dayalı pedagojik bir karara ulaşmalarını sağlamıştır. Bu çalışma, öğretmen adaylarının SD projesinin farklı özelliklerinden yararlanarak, SD projelerini mesleki gelişimlerini destekleyen deneyimsel bir öğrenme ortamına dönüştürme potansiyeline sahip olduklarını göstererek yabancı dil öğretmeni yetiştirme ve sanal değişim projeleri üzerine yeni bakış açıları sunmaktadır.

Anahtar sözcükler: sanal değişim, konuşma çözümlemesi, yabancı dil öğretmeni adayları, ders planlama, video-aracılı etkileşim

Acknowledgements

I would like to express my deepest gratitude to the individuals and organizations who have played a significant role in the completion of my PhD thesis.

First and foremost, I am immensely grateful to my supervisor, Assoc. Prof. Dr. Ufuk Balaman. His guidance, expertise, and support throughout my research journey have been invaluable. His commitment to excellence and dedication to helping me succeed have made a profound impact on my academic growth. I am adding a very good appreciation sentence that belongs to him and that describes my feelings right now, “There is no way I can thank you enough for showing me the researcher I want to be one day, Hocam”. I am truly grateful for everything.

I would like to extend my sincere appreciation to jury members of my thesis advisory committee, Assist. Prof. Dr. Nilüfer Can Daşkın and Assoc. Prof. Dr. Aysel Sarıcaoğlu Aygan, your insightful feedback, constructive criticism, and encouragement have played a crucial role in shaping my research. I would also like to express my gratitude to the jury members in the defense presentation of this dissertation, Prof. Dr. Belgin Elmas and Prof. Dr. Hacer Hande Uysal Gürdal for their valuable insights, suggestions, and critical evaluation of my dissertation. I also want to thank Prof. Dr. İsmail Hakkı Mirici for his support and encouragement as the head of ELT department at Hacettepe University during the process of writing this dissertation.

During my PhD journey, I had the privilege of collaborating with two remarkable colleagues, Fabian Krengel and Dr. Stellan Sundh, on the design of our virtual exchange project. This collaboration took place during a challenging period when the COVID-19 pandemic confined us to our homes. Despite the difficult circumstances, our numerous meetings and friendly conversations provided me with invaluable support throughout the process.

I would like to thank to the TUBİTAK (2211-E National PhD Scholarship Program) for granting me a scholarship that supported my doctoral studies. I am truly grateful for their generosity and commitment to promoting scientific endeavors.

To my dear friends, Ozan and Meyti, I want to express my heartfelt appreciation for their unwavering support and encouragement. I want to thank, Dr. Ramazan Yetkin and Dr. Samed Yasin Öztürk, for all the conversations and support that have made this academic journey more enjoyable and memorable. Their friendship has been invaluable, thank you very much, guys.

I would also like to express my gratitude to my colleagues at *The Ofis*, namely Fatma, Hilal, İdil, Nagihan and Sena, for creating a great working atmosphere and providing encouragement throughout my journey. I am particularly thankful to Dr. Fatma Badem, whose support and assistance played a significant role in my pursuit of the CA journey. Furthermore, I am grateful to İdil Sayın for the countless and unconditional technical support for my PhD dissertation.

I would like to express my heartfelt appreciation to the Ekin and Ay families, for their love and support throughout my PhD journey. Their unconditional support has been a constant source of strength and motivation, and I am deeply grateful for their presence in my life.

My deepest gratitude goes for my wife, Feyza. Her love, support, and sacrifices have been the foundation upon which I have built my academic pursuits. Her beliefs in my abilities, encouragement during challenging times, and countless sacrifices have made this achievement possible. I am forever grateful for her presence in my life.

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Symbols and Abbreviations

CA: Conversation Analysis

PST: Pre-service Teachers

VE: Virtual Exchange

L2: Second/Foreign language

OJCS: Online Joint Class Session

TE: Team Exchange

TM: Task Module

PST: Pre-service Teacher

Chapter 1

Introduction

This dissertation explores how the pre-service teachers in a trilateral virtual exchange project utilize the interactional opportunities afforded by Virtual Exchange (VE)-based teacher education activities. The first chapter of the dissertation primarily presents the background to the study and the aims and significance with reference to the gaps in the relevant fields of inquiry. After providing the details on the research context in which the VE project was conducted, the chapter is concluded with an overview of the entire dissertation.

Background to the Study

This study investigates the interactional organization of a Virtual Exchange (VE) setting, where pre-service teachers (PSTs) engage in diverse teacher education activities such as lesson planning, task implementation, pedagogical design, reflection, and collaborative product development. The study seeks to contribute to the body of knowledge in VE projects and the relevant literature, with a particular focus on the processes of language learning and teaching, given that the participants are pre-service language teachers. Therefore, the study sets out to mainly inform VE projects and how their functionalities can be exploited in a (language) teacher education setting. Doing that, the study will also adapt the conversation analytic perspective to uncover the interactional dynamics of the VE settings that help understand the meaning negotiation processes of PSTs while they are presented with the aforementioned teacher education activities.

VE is conceptualized as “the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes and under the guidance of educators and/ or expert facilitators” (O’Dowd, 2018b, p.5). Based on this definition, it can be asserted that VE projects have a multifaceted nature that combines interculturality, interaction, collaboration and instruction. To this end, VE projects have been

utilized more and more commonly in the educational settings, especially in language learning and teaching contexts, and they have been found to have different contributions to language learners. Reviewing the literature, it can be seen that the following four contribution areas that the VEs provided for language learners are noteworthy; (i.) *linguistic competence development* (e.g., Akiyama, 2017; Angelova & Zhao, 2016; Lee, 2011; Sauro, 2009; Vinagre & Muñoz, 2011), (ii.) *intercultural learning* (e.g., Chen & Yang, 2016; Cunningham, 2019; Lee & Markey, 2014; O'Dowd, 2020; Sarıcaoglu & Geluso, 2019; Schenker, 2012) (iii.) *pragmatic competence development* (e.g., Belz & Kinginger, 2003; Belz & Vyatkina, 2005; Kinginger & Belz, 2005; Liaw & Bunn-Le Master, 2010; Zhang, 2014) and more recently (iv.) *online interactional competence* (e.g., Abe, 2020; 2021; Abe & Roever, 2019; Çolak & Balaman, 2022; Satar, 2016; Yanguas, 2010). Bearing these contributions for the language learners in mind, VE projects have gained a wide recognition as valuable pedagogical designs in language teaching due to their potential to enhance these diverse and rich areas for language learners. As such, they are increasingly being used for teacher education purposes in order to capitalize on the affordances of these rich interactional settings by presenting opportunities for pre-service teachers to participate in similar VE designs in their initial teacher education years. By this way, pre-service teachers explore VE processes as a first-hand user and get the necessary training and organizational repertoire to develop their competences (O'Dowd, 2015a; 2015b) to conduct such projects for their future students. The VE projects organized for PSTs in initial teacher education years have been found to contribute to (i.) their *intercultural communicative competence* (e.g., Dugartsyrenova & Sardegna, 2019; Eren, 2021; Tanghe & Park, 2016; Üzüm et al., 2020; Yang, 2020), (ii.) *professional, pedagogical and technological competence* (e.g., Baroni et al., 2019; Chen, 2012; Fuchs, 2019; Lawrence & Spector-Cohen, 2018; Sundh, 2018), *pedagogical design processes* (e.g., Badem et al., 2022; Dooly & Sadler, 2013; Ekin et al., 2021; Krengel, 2021; Kurek, 2015; Kurek & Müller-Hartmann, 2017) and *learning to telecollaborate experientially* (e.g., Grau & Turula, 2019; Guichon & Hauck, 2011; Meskill et al., 2016; Nissen & Kurek, 2020; O'Dowd & Dooly, 2022; Vinagre, 2017). All these

affordances of VE projects for PSTs demonstrate that the VEs are invaluable teacher education practices in which the PSTs experience a collaborative teacher learning environment in and through which they can develop different teacher competences and learn disciplinary knowledge that will be needed during their professional careers. Therefore, VE settings with their multifaceted and rich nature mark the primary background for the current study.

Designing a VE setting can be very challenging based on the participants' needs and designers' pedagogical concerns. The participants should be provided with the interactional space to discuss their ideas at both personal and professional levels. To this end, the design related features of a VE project are the second important background to the current study. The VE projects in teacher education settings must be designed in such an interactive way that the PSTs can implement various types of tasks that will give them the opportunity to discuss and analyze their culture, personal information, educational backgrounds and most importantly pedagogical knowledge in a team-based and collaborative setting. This can be done combining Progressive Exchange Model (O'Dowd & Waire, 2009) and Transnational Model of Virtual Exchange (O'Dowd, 2020) in presenting the tasks for the participants. The use of information exchange tasks, comparison and analysis tasks and collaborative tasks based on these models can pave the way for the VE process to be smoothly navigated by the PSTs. However, among all, the design of the collaborative tasks is very important in that they should give the PSTs the necessary means to display their pedagogical stances and ideas and their disciplinary knowledge related to becoming a teacher. Relatedly, one of the most important collaborative tasks in the VE setting for the PSTs is lesson planning or task designing procedures, namely pedagogical design processes (e.g., Krengel, 2021; Kurek, 2015; Kurek & Müller-Hartmann, 2017). Pedagogical design processes, if implemented in a team-based and collaborative fashion, can turn into a very rich interactional setting where the co-participants try to make meaning-negotiation in-and-through the talk-in-interaction and identify their talk as lesson planning

conferences (Liu, 2013) or task design conversations (Ekin et al., 2021) by which the PSTs can invoke their teacher identities (Morton & Gray, 2010), which also enables them to show their pedagogical knowledge and disciplinary knowledge in action (Balaman, 2023) and gain various teacher learning outcomes during these conversations. For all these reasons, integrating a lesson planning or pedagogical design procedure into the VE process as part of the collaborative task stage can provide lots of opportunities for the PSTs. As such, this became the focal point of the current study, aimed at understanding the interactional dynamics of PSTs' process of creating a shared lesson plan in their teams during their lesson planning conferences in a VE setting.

Based on this background information about the current study, here stays another important issue to mention; how to document the findings from such a diverse setting? The solution to this question is not an easy one; however, the call for more interactional analyses while documenting teacher professional development, and the call for focusing more on the processes of the PSTs rather than the outcome or product-based findings (Walkoe & Luna, 2020) made it necessary to adopt a conversation analytic perspective to analyze the data and document the findings accordingly for the current VE project. Multimodal Conversation Analysis (CA) methodology describes the interactional phenomena without the researcher perspective and help observe the interaction from the perspectives of the participants (Sidnell & Stivers, 2013; ten Have, 2007). During the analysis, the verbal and non-verbal interactional resources that the participants employ while making/negotiating meaning is explored from an insider and emic perspective by analyzing every social action during the talk-in-interaction (Wong & Waring, 2010). Doing that, CA researchers perform a line-by-line analysis of the participants' interaction and analyze every piece of conversation on a turn-by-turn basis which paves the way for explaining the interaction by merits of the next-turn proof procedure. Every turn in interaction has an expectable and potential next turn which is made available to both the interactants (and the researchers), helping understand the intersubjectivity during the conversation. This provides all the analytical procedures to

be robust, reliable and observable for the researcher. The current study, by using CA as the research methodology, has focused on the lesson planning conferences coming from the PSTs' video-mediated interactions. By analyzing how the PSTs negotiate meaning and engage in pedagogical decision-making processes, the study used CA as a tool to uncover what is happening during the process of creating a product in a teacher education setting and what helps them make pedagogical decisions. Building on the line-by-line analysis of the PSTs' team exchanges, the study reveals that the PSTs make connections between what they have experienced during the teacher trainers' VE project and their own lesson plan which was prepared during the collaborative task stage. Looking at the referencing practices of the PSTs (Enfield 2013, You, 2014; 2015; Can-Daşkın, 2017), the study shows that the PSTs observably establish connections by deploying *retrospective/immediate orientation* to their shared experiential practices that have been completed during the course of the teacher trainers' VE project (Can-Daşkın & Hatipoğlu, 2019; Jakonen, 2018). The shared experiential practices here are defined as the tasks or activities that the pre-service teachers have completed as part of the VE project at hand and have been used for establishing a common ground during their team exchange interactions. Therefore, these experiential practices were PSTs' lived temporalities (Mercer, 2008) that were recognized and practiced, hence shared and experiential, by all the participants. Based on the grammatical structures that the PSTs selected during their talk-in-interaction, the type of orientation is shaped and used for making pedagogical decisions about their lesson plans. As an example of retrospective orientation, the following sample extract shows how PSTs deploy it in their interactions with their team members.

Sample Extract 1

1	**PIN**	they can sa:y (0.9)
2		what they liked about the virtual excha:nge (1.1)
3		what they (0.6) didn't
4	**KET:**	Þ[huhu Þ
	ket	Þ-nods-Þ
5	**PIN:**	**[something li:ke (0.5) er:m we did with michael**

In this extract, PIN enacts a possible scenario about having a feedback part in their own design and exemplifies how the target students can use it from line 1 to 3 which is oriented to verbally and bodily by KET. In what follows, PIN deploys a retrospective orientation to their own shared experiential practice by likening this enactment and scenario to what they experienced with their teacher trainers (Michael) in the VE project using a past tense (displaying retrospective orientation) and first-person plural pronoun (displaying that this practice was a shared experience by all the co-participants). Therefore, PIN brings a temporality and a lived experience aspect to the ongoing interaction by deploying retrospective orientation to it through the talk-in-interaction.

The PSTs can also display immediate orientation to their shared experiential practices as a connection builder and mediator that paves the team to make pedagogical decision, as shown in Sample Extract 2.

Sample Extract 2

```
     FER reads the text aloud from the task module
1              (3.4)
2    FER:      why not↑ form teams(1.1) like ou:rs right now
```

In this sample extract, FER reads a question aloud from the Task Module asking how to integrate your students in your lesson plan. Following a 3.4s of silence, FER brings a solution to this question by deploying an immediate orientation to their shared experience in a question format. She uses their current experience (being in a team discussion - why not↑ form teams like ou:rs right now), hence immediate orientation, delivering with a first-person possessive pronoun (like ou:rs - displaying that this practice is a shared experience by all the co-participants). Therefore, FER contributes to the question that she read aloud by deploying an immediate orientation to their current shared experience which is “becoming a team and working as a team” and use it as a solution to solve the problem.

These sample extracts and all other extracts in the study will show that whenever the PSTs deploy an orientation to the teacher trainers' design while bringing a solution to a lesson design-related problem, or providing or supporting a lesson design proposal, this orientation paves them to make a pedagogical decision consequently. These findings are informed and documented with the help of conversation analytic perspective that was utilized for the analysis of the PSTs' team interactions while they create their lesson plans collaboratively.

Aim and Significance of the Study

Virtual exchange projects have become an increasingly popular practice in (language) teacher education due to their potential to enhance teacher candidates' learning experiences. They also offer numerous learning opportunities for the pre-service teachers due to their inherently rich communicative setting, where the participants can engage in interactions at personal, pedagogical or professional levels. To this end, this study explores this rich interactional setting that is presented to the pre-service (language) teachers from three different countries by the help of a Virtual exchange project.

The study sets out to examine how important it is to use VE designs in teacher education programs. To this end, the current study is one of the very few studies demonstrating that the PSTs learn to a great extent by participating in a VE process, hence shedding more light on the opportunities in a teacher education setting. Recent studies have shown that the VE practices provide an experiential learning opportunity for the pre-service teachers based on interviews and surveys received from the participants (e.g., Grau & Turula, 2019; O'Dowd & Dooly, 2022; Vinagre, 2017). However, this study brings an interactional lens to display how the PSTs make use of participating in a VE process by deploying their lived temporalities and shared experiences during the VE project as a resource to make pedagogical decisions and transferring these practices into design ideas in situ. Doing that, the results of the study are very significant in that they broaden our understanding of how teacher learning or teacher development unfolds in a VE setting

without the transmission of knowledge by a teacher, but “through transformation of experience” (Grau & Turula, 2019, p. 99). All of the cases in the current study are manifestations of how the PSTs turn the VE into an experiential learning setting where they can transform different pedagogical activities, tasks, technological tools, organizational practices that they have worked on during this process into potential design ideas and actionable disciplinary knowledge for their own lesson plans.

Most of the teacher education research have confined their focus to an outcome-oriented perspective by analyzing the products or the results of the teacher education practices; however, learning or development occurs in real-time through the collaborative activities or the practices that the pre-service teachers implement to improve their skills or professional knowledge, which marks the need for these processes to be explored thoroughly to see how they contribute to the PSTs’ learning or developmental trajectories (Bannister, 2015; Opfer & Pedder, 2011; Walkoe & Luna, 2020). This compels shifting the parameters on documenting the results from such settings, which is why this study, by utilizing the robust tools of multimodal conversation analysis, focused more on the processes and the interactions of the PSTs while they work on their collaborative products and while they do their collaborative tasks. After a close examination of these processes, the study significantly contributes to the exploration of the process aspect of teacher education activities by revealing how the PSTs use their experiential practices which occurred during the course of the teacher trainers’ VE project as a resource for bringing solutions or providing support to an ongoing pedagogical decision process during their talk-in-interaction. They deploy (retrospective/immediate) orientation to their shared experiences as an interactional resource and connect their experiences to potential solutions or proposals for their own lesson design, resulting in a pedagogical decision in the team interaction. Therefore, the study’s results are very significant in bridging the methodological gap to document the pre-service teachers’ real-time interactions and investigate how the PSTs transform their VE-based teacher education experiences into

actionable disciplinary knowledge by engaging in pedagogical discussions with their peers (Balaman, 2023). Additionally, doing a line-by-line analysis with the robust tools of multimodal Conversation Analysis, the study shows that the PSTs transform the VE discourse into a generative setting (Leftstein et al., 2019) where they can display their teacher identities, technological, pedagogical and professional knowledge by using their interactional repertoires through enactments, providing pedagogical accounts or arguments, making task or design proposals, summarizing and elaborating practices, screen sharing, reading aloud, writing aloud etc. during their talk-in-interaction.

Research Context

The study presents the analyses and results based on the video-mediated interactions of PSTs who participated in a trilateral Virtual Exchange Project. The VE project was organized with the participants from Türkiye, Germany and Sweden. All of the participants were pre-service language teachers, and they were taking their local courses connected to the VE project. All of the participants were teamed up based on their countries and every team implemented tasks collaboratively in their teams. All of the data came from online settings, and based on the design of the VE project, the data included video-mediated team exchanges of the pre-service teachers, online joint class sessions, the written outputs of the PSTs in the Task Module, and the products that the PSTs created at the end of the project. This study excluded the data coming from the online joint class sessions to fine-tune the relevant findings in a more confined way and focused on the 56 hours of team exchange data. This team exchange data included all screen-based activities and video-mediated team interactions of the PSTs. The research questions were developed based on the data-driven nature of conversation analytic research, which involved data transcription process followed by conducting an initial analysis and ended with the formulation of the research questions drawing on the focal phenomenon. To this end, there were two main research questions that this study was shaped around;

- How do the pre-service language teachers draw on shared experiential practices in a Virtual Exchange project to create collaborative lesson plans?
- How do the interactional processes of video-mediated lesson planning conferences shape PSTs' collaborative lesson plans in a VE project?

The Outline of the Study

The dissertation is organized in five chapters which are (1) Introduction, (2) Literature Review, (3) Methodology, (4) Analysis and Findings, (5) Discussion, Implications and Conclusions. Following this chapter, the study will present the related research in the Literature Review (Chapter 2). In this chapter, the Virtual Exchange will be defined with the relevant studies focusing on the "Virtual Exchange for Language Learning and Teaching" to lay the ground for "Virtual Exchange for Language Teacher Education". VE for language teacher education section will consist of four subsections including VE for (a) intercultural communicative competence development, (b) professional, pedagogical and technological development, (c) developing pedagogical designs and (d) learning to telecollaborate from the experience itself.

Following the statement of research gaps, the Methodology (Chapter 3) will start. This chapter will include "Research Context" section which will consist of the following subsections: (a) Participants and (b) Virtual Exchange Project in which an overview of the VE project will be described in detail with "The theoretical background, organizational structure and procedural unfolding of the virtual exchange project" in three parts. The chapter will continue with information and details on "Data Collection Procedures", "Data Transcription and Collection Building", "Ethical Considerations", "Validity and Reliability", "Research Questions" and "Multimodal Conversation Analysis" sections.

Analysis and Findings (Chapter 4) will be presented in two main sections which are "PSTs' Retrospective Orientations to Shared Experiential Practices for Pedagogical decision-making" and there will be five cases (Case 1, 2, 3, 4, and 5) to describe this

phenomenon, and “PSTs’ Immediate Orientations to Shared Experiential Practices for Pedagogical decision-making” and there will be eight descriptive cases (Case 6, 7, 8, 9, 10, 11,12, and 13). Each case will be presented based on the selected extracts showcasing the interactional practices of the participants and the final outputs that emerge as results of these practices.

The dissertation will be continued with the Discussion, Implications and Conclusions (Chapter 5). This chapter will start with “Virtual Exchange for (Language) Teacher Education” section to present findings related to specifically the first research question and continue with “Interactional Organization of Virtual Exchange Discourse” to provide an answer for the second research question. The chapter and the dissertation will be finalized with “Conclusions”, “Limitations” and “Suggestions for Further Research” sections.

Chapter 2

Literature Review

This chapter of the dissertation will present various definitions of virtual exchange from different perspectives. Subsequently, the focus will be on how VEs can help learners, with specific reference to the potential areas that learners can develop through VE projects. Considering the potential contributions of VEs for learners, the chapter will then explore the areas where VEs afford benefits for pre-service (language) teachers. Finally, the chapter will conclude with an examination of related literature on how VE projects can serve as an experiential learning environment for PSTs to learn telecollaboration, along with an analysis of gaps in the current literature, specifically regarding the documentation of results from VE projects.

Virtual Exchange

Using technology and digital tools in today's educational practices is inevitable for teachers and learners. The learning and teaching practices have extensively changed for almost three decades due to technological developments. One of the most common ways of integrating the technology into educational settings has been the use of virtual exchange and telecollaboration. An early example of virtual exchange studies was conducted by Warschauer (1995) and this study showed how a great number of educators explained the ways which their use of technological tools helped them in their educational practices. Warschauer (2000) predicted verily what awaits the education field in terms of technology use and claimed that it would "bring about—through analysis, collaboration, and action—greater access to computer and Internet resources and the effective use of these resources with diverse populations" (p. 525). The short span of time in educational contexts proved this claim to be true. From the beginning of the 21st century onwards, by the help of technological developments, the practitioners in education (and specifically in language teaching) changed their perspectives and tried to find alternative ways to enable their

students to contact with target language speakers and target cultures (Hauck & Youngs, 2008). Particularly, connecting diverse populations via the use of online resources have been a common practice. This activity of connecting language learners from geographically dispersed areas to collaborate in an online intercultural environment have been interchangeably defined with varying terms (Godwin-Jones, 2019; O'Dowd, 2018a; 2018b) such as "online intercultural exchange, virtual exchange, telecollaboration, collaborative online international learning and internet-mediated intercultural foreign language education" (O'Dowd, 2018a, p.1). However, of all these terms, telecollaboration and virtual exchange were regarded as the two primary models (O'Dowd & Dooly, 2020).

To start with, telecollaboration was referred to by Guth and Helm (2010, p. 14) as "internet-based intercultural exchange between people of different cultural/national backgrounds, set up in an institutional context with the aim of developing both language skills and intercultural communicative competence (as defined by Byram, 1997) through structured tasks". Another definition of telecollaboration was suggested as "an embedded, dialogic process that supports geographically distanced collaborative work through social interaction, involving a/synchronous communication technology so that participants co-produce mutual objective(s) and share knowledge-building" (Sadler & Dooly, 2016, p. 402). Virtual exchange, on the other hand, has been defined as 'the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes and under the guidance of educators and/ or expert facilitators' (O'Dowd, 2018b, p.5). Regarding the difference between telecollaboration and virtual exchange, O'Dowd and Dooly (2020) claimed that telecollaboration is enacted as a class-to-class interaction in which teachers collaboratively produce content, tasks, or projects for their students to implement together online and are extensively used in foreign language teaching contexts; while in virtual exchange, the students come together to participate in intercultural interaction through video-conferencing sessions commonly in small groups. It

can be inferred from these definitions that both concepts are intertwined in that most of the projects using telecollaboration and virtual exchange are mostly implementing intercultural interaction as the first step in establishing mutual interest with their project participants, and they use task-based activities as a follow-up step in creating collaborative partnership throughout the project timelines (e.g., Belz, 2002; Hampel, 2010; Müller-Hartmann, 2007; Müller-Hartmann & Kurek, 2016). More recently, some projects (e.g., Balaman, 2018; Dooly & Sadler, 2020; Ekin, Balaman & Badem-Korkmaz, 2021) bringing the pre/in-service teachers together in an online environment to design tasks for the virtual exchange participants from dispersed areas started highlighting both virtual exchange and telecollaboration properties at the same time. Therefore, it still seems quite difficult to argue for clear differences between the two concepts from a practical and theoretical perspective especially when the focus comprises both terminology's features. In a similar fashion, the research context of the current study operationalizes both virtual exchange and telecollaboration features at the same time in that the pre-service language teachers created lesson plans (i.e., telecollaborative feature) by firstly focusing on intercultural (virtual exchange feature) interaction (see Chapter 3, Methodology). This also explicates the rationale behind using "virtual exchange" and "telecollaboration" interchangeably throughout the literature review because a consensus in terminology remains to be seen in literature.

With this in mind, the affordances of the virtual exchange (VE) will be categorized under two sections in the chapter. The first section will focus on how VEs helped the language learners and can be used for language teaching purposes. The second section will delve into how VEs can help language teacher education and what kinds of gains the pre-service teachers and specifically pre-service language teachers can have by participating in a VE process.

Virtual Exchange for Language Learning and Teaching

When we have a close look into the research in the virtual exchange studies, we can see that they have important contributions to the learners in terms of mainly (i.) *linguistic competence development*, (ii.) *intercultural learning*, (iii.) *pragmatic competence* (Çiftçi & Savaş, 2017; Godwin-Jones, 2019; Lewis & O'Dowd, 2016; O'Dowd & Dooly, 2020) and (iv.) *online interactional competence*. As an earlier example of the language learning-related contributions (*linguistic competence development*) in virtual exchange studies, the development of reading and typing abilities of the participants in English and French were documented in Thorne's (2003) study. A number of studies scrutinized the nature of corrective feedback, explicit feedback and error correction, all of which had a focus-on-form especially concerning grammar learning via telecollaborative exchanges. In terms of using different grammatical structures throughout the exchange, the participants can have significant gains and fewer errors (Angelova & Zhao, 2016). Although error correction was regarded as a largely dispreferred and face-threatening action in these exchanges (Lee, 2011), the inclusion of the corrective feedback in an individualized way has been treated positively regarding learning forms (Akiyama, 2017). This result, though, was found reversely in terms of linguistic gains in Sauro's study (2009) in which the metalinguistic feedback focusing on the explicit rules of a structure worked better than corrective feedback envisaging more implicit modes of feedback delivery in telecollaborative exchanges. Another strand of focus-on-form and linguistically-driven perspective examining the nature of feedback in virtual exchanges differentiated among *feedback* (letting the participants know that there is a problem in statement and leaving the responsibility to the participant himself/herself for uptake), *correction* (explicitly stating the problematic part for revising) and *remediation* (giving the meta-linguistic explanation for the correct option in a problematic statement and leaving the responsibility to change and revise the statement to the participant) of these three practices, and it has been found that remediation and correction afforded more linguistic gains in the exchanges (Vinagre & Lera, 2008; Vinagre & Muñoz, 2011). However, it does not mean that all the participants in these feedback-focused exchanges were specifically provided with linguistic feedback while interacting with their

partners, because the participants in another telecollaborative exchange treated error correction as necessary only when they were given the role of tutor when interacting with their partners (Ware & O'Dowd, 2008). Additionally, some studies reported increased linguistic competence following the end of the telecollaborative exchanges. These developments were related to motivation to use the foreign language and intercultural competence-related language use (e.g., Chen & Yang, 2016; Liaw & Bunn-Le Master, 2010; Schenker, 2012). Alternatively, e-tandem models (O' Rourke, 2007), by which speakers of different languages come together and interact with each other to learn the language of each other, help the participants develop linguistic competences mostly in English as lingua franca used for correction and feedback purposes.

There is also ample body of research contributing to our understanding of *intercultural learning* of the participants via the help of virtual exchange practices. Intercultural communicative competence (ICC) is defined as "the ability to communicate and interact across cultural boundaries" by Byram (1997, p.7), and it includes the skills to interact with people from different backgrounds (Schenker,2012). Byram (1997) differentiates between a *tourist* who just wanders about the other cultures or other places increasing his/her own knowledge of the others and a *sojourner* who critically evaluates the other cultures and societies that may cause a change in his/her own conceptualization of beliefs and culture. In his multi-dimensional view of ICC, Byram (1997) refers to five different components which have the potential to change the tourists into the sojourners. These components are knowledge (of self and of others), attitudes, skills of discovery and interaction, skills of interpreting and relating, and as a result of these four components' integration, critical cultural awareness (Belz, 2003). Most of the studies including the telecollaborative exchanges to develop ICC have primarily adopted this model (O'Dowd, 2020) because telecollaboration itself "inherently involves intercultural contact" (Cunningham, 2019, p.162), hence intercultural communication and competence development. Although there can be some problems causing troubles in communication

among participants in a telecollaborative exchange (O'Dowd & Ritter, 2006) or some intercultural miscommunications that can break out during the exchanges (Ware & Kramsch, 2005), the development, especially in line with Byram's model (1997), has been documented in each of the five components with participants from different age groups (Schenker, 2012). A shift of thoughts from cultural discrimination or stereotyping to positive intercultural understandings and open and equal relationships can be shown as one of the important pillars of intercultural development via critical cultural awareness of the participants in an exchange setting (i.e., Çalışmış, 2022; Chen & Yang, 2016; Önder, 2021). During the exchanges, given that the participants will share first-hand knowledge about their own country and culture, critical cultural awareness and intercultural understanding can also provide them to gain more insights about their own beliefs and attitudes toward their own culture in addition to what they have learnt about the others' cultures (Lee & Markey, 2014). Therefore, some of the participants evaluated these exchanges as an "eye-opening experience" because of their awareness-raising functions facilitating intercultural development (Helm et al., 2012, p.117), and some of them had positive attitudes towards the cross-cultural nature of these exchanges (Sarıcaoglu & Geluso, 2019). Displaying *understanding* in a conflict situation with a partner although it may seem quite dispreferred in one's culture, critically reflecting on the situation, an effort to understand different viewpoints, ability to change one's own viewpoint can pave the way for intercultural communicative competence development (Belz, 2007; Liaw, 2006). ICC development also occurs when the participants can see the cultural content (plans, texts, books etc.) of their partners providing an opportunity to evaluate the knowledge from their partners' eyes, when the participants can take a pro-active role by responding or requesting clarifications instead of simply listening and when the participants are offered different communication tools to interact with their partners so that the ones who have difficulty in speaking can write or comment in other platforms (O'Dowd, 2007, O'Dowd, 2011). The use of synchronous modes has contributed significantly to ICC development, when compared with asynchronous ones (Chun, 2011). It has also been found that especially the students with

low self-efficacy can boost their participation through the help of a telecollaborative environment more than they do so in face-to-face interactions (Sanchez-Castro & Strambi, 2017). This result corroborates with Lee and Song's study (2019) in which three groups of students (participating in a (i.) study-abroad program, (ii.) telecollaboration and (iii.) on-campus program) were compared. The results indicated that in terms of ICC development and its cognitive, affective and behavioral aspects, the study-abroad group and telecollaboration group outscored the on-campus group. These results implied that in an era of internationalization (Helm, 2020), the participants might not need to be physically present in another country or to engage in face-to-face interaction with native speakers of a target culture or language (O'Dowd, 2016). Although the students in the study-abroad program outscored the ones in telecollaboration, both groups of students had the opportunities "to enhance their engagement in interactions with native speakers through the development of friendships and self-disclosure, as well as opportunities to boost their confidence through repeated contact and the recognition of similarities" (Lee & Song, 2019, p.192) which leaded to the development of intercultural communicative competence. O'Dowd and Dooly (2020) summarizes the contributions of the virtual exchanges to intercultural awareness and ICC development in four main results. First of all, virtual exchanges create culture learning opportunities in terms of bringing more authentic, real-life resources like webpages or online news than classroom-use textbooks or other documents. Secondly, the participants share first-hand, real informant data with their partners as regards their sociocultural surroundings. Thirdly, the participants have the chance to see the other cultures as "highly complex, dynamic systems, with boundaries that are fluid and mutable" (p.365). As for the fourth important result, they suggested that the participants can improve their pragmatic competence in foreign language learning process via virtual exchanges which will be explained below as the third main domain that the virtual exchanges contribute to.

The VE studies have documented important gains in *pragmatic competence development* of the participants. To this end, it has been found that the learners started to use address forms more appropriately in a telecollaborative mail exchange (Belz & Kinginger, 2003; Kinginger & Belz, 2005). By conducting online exchanges, the use of modal particles in an L2 can be taught in a three-stage authentic interaction with different versions of instructions on meta-pragmatic functions (Belz & Vyatkina, 2005) or how the use of "I" and "We" as an individual's level of involvement with others in interaction is unfolded through the exchange can be developed pragmatically (Liaw & Bunn-Le Master, 2010). As a very salient part of interaction or conversation whether it is synchronous or asynchronous intercultural exchange, the students' opening and closings in the dialogues have been found to become more natural after a period of time (Zhang, 2014). Also, pragmatic appropriateness, which refers to request production, has increased in relation to pragmalinguistic and sociopragmatic knowledge in a telecollaborative exchange, and a deficiency in either of this knowledge resulted in communication difficulties (Cunningham, 2017).

The results of pragmatic competence development can be associated with the development of intercultural communicative competence. Additionally, some of the findings may coincide with the fourth area of virtual exchanges, which is *online interactional competence*. There are some studies pinpointing the important details of developmental patterns of online interactional competence in text-based CMC contexts by using the cohesive devices to align with the written interaction, using messages and comments to facilitate responsiveness, using pre and post comments in the writing procedure, taking different roles in chatting and editing roles and opening text-based tasks via the use of early-suggested ideas from the interactants (i.e., Abe, 2020; 2021; Abe & Roever, 2019). As another example of participant relevant analytical procedures in text-based computer mediated communication, van der Zwaard and Bannink (2014;2016) revealed that it can be quite difficult for the students in a telecollaborative exchange to negotiate for meaning in a

task-based framework due to the risks of losing face, especially for non-native speakers of an L2. Therefore, the students may not initiate repair sequences when non-understanding occurs which can create problems regarding the task completion in video-mediated interaction, but we do not see these kinds of problems in a chat-based environment mainly because the participants do not see each other and losing face issues are left aside by just focusing on task completion. With reference to OIC development in synchronous computer mediated communication with a conversation analytic framework, Sert and Balaman (2018) investigating negotiation of meaning practices of the learners in a task-enhanced video-mediated context found that these practices can turn into a catalyst for developing interactional competence in short and long terms. The students used the negotiation of meaning practices not only for establishing intersubjectivity to complete the tasks (also Satar, 2016; Yanguas, 2010) but also for co-constructing language rules in-and-through the interaction. Another pioneering study conducted by Balaman and Sert (2017a) specifically focusing on the development of the online interactional competence concluded that the students can have important interactional gains in an online exchange through the help of tasks and task engagement. These gains include collaborative hinting practices (see also diversification of hinting practices longitudinally; Balaman, 2018), the display of unknowing behaviors, epistemic congruence, displaying listenership, and the use of checks and requests to show epistemic positioning. As we can understand from the main findings on the development of interactional competence via task-based exchanges, the online context turns into a layer and an institution in itself by which the learners can find new developmental patterns by drawing on context relevant resources (Balaman & Sert, 2017b).

The virtual exchanges and its integration into language learning settings has documented a marked increase in learners' different competences to benefit from during conversation. Bearing its contributions to the learners, the teachers should be able to effectively use virtual exchanges as part of their teaching practices. Therefore, it is timely and vital for the pre-service teachers, as the future teachers, to get prepared for such

practices from their initial teacher education years on. To this end, there are lots of studies investigating how the pre-service teachers utilize from the virtual exchanges. The following section will present the review of the literature about how the virtual exchange practices contribute to the pre-service teachers (PSTs) and what kind of gains the virtual exchanges can provide to the pre-service teachers.

Virtual Exchanges for Language Teacher Education

The use of virtual exchanges and telecollaborative encounters in (language) teacher education settings have drastically increased in recent years because these settings have afforded the pre-service language teachers the chance to contextualize the technological and pedagogical experiences in a truly intercultural way (Hauck et al., 2020). The participants in these exchanges have been the pre/in-service language teachers, and the general aim has been the diversified use of VEs for facilitating teacher learning opportunities including different subcategories such as ICC and pedagogical, technological and professional development. In addition to internationalization opportunities, as O'Dowd and Dooly (2022) reported, the use of VEs for teacher education purposes create various teacher learning and development opportunities by bringing the participants from geographically dispersed areas together in the comfort of their home or workplaces. Such an affordance can be exploited and navigated with a closer examination of the pre-service language teachers' developmental trajectories. To this end, reviewing the literature, we see that most of the studies engaging telecollaboration or virtual exchange with pre-service language teachers for teacher education purposes have attempted to investigate (a.) how the PSTs develop their teacher intercultural communicative competence (ICC), (b.) how they display professional, pedagogical or technological competence development with the use of technological tools, (c.) how they produce pedagogical designs including tasks and lesson plans and lastly (d.) how they learn to telecollaborate by experiencing it themselves. The following subsections will focus on how the use of telecollaborative encounters fine-tune each of these five domains in language teacher education.

Intercultural Communicative Competence (ICC) Development. I have given some examples in the previous section on how VE helps the learners improve their ICC. In a similar vein, there is a bulk of studies focusing on the pre-service teachers' ICC development and the underlying mechanisms. Intercultural communicative competence (Byram,1997; 2008) has turned into an essential skill that the teachers should be familiarized with in "today's interconnected world" (Sadler & Dooly, 2016, p. 401). The learners in a learning setting can be from very diverse backgrounds, and the teachers should be able to establish mutual understanding between themselves and their students. This requires the teachers and teacher candidates to develop their ICC and to access the necessary training in an international teacher education setting. However, this competence cannot be effectively developed "by simply reading the relevant academic literature in a typical pre-service teacher education seminar; instead, they must build their knowledge base via experiential learning and model teaching" (Müller-Hartmann, 2005, p. 63). Considering the challenges of moving to another country just to engage in international encounters, virtual exchanges and telecollaboration projects become an indispensable and cost-effective by simplifying teacher education practices and promoting interculturality and ICC development (Baroni et al. 2019; Menard–Warwick et al., 2013; Sundh, 2018). As an example, Yang (2020) notes that the pre-service teachers can develop their ICC through a blog and email exchange. In the study, the pre-service teachers from Korea and USA discussed some cultural issues in their countries and reflected on how this telecollaborative exchange helped them change their ideas which were limited in advance and how they learnt detailed information about their partner's country and culture. Similarly, using positioning theory, Tanghe and Park (2016) identified that the participants transformed their cultural perspectives with the help of participation and interaction in a telecollaborative setting. They reported that the participants moved away from their earlier simplistic beliefs about the partner culture by demolishing the prejudices during the process via meaningful interaction which ended with a changed mindset and belief about the same culture. In a similar attempt to understand how telecollaboration help the pre-service teachers develop

their ICC, Eren (2021) found similar results in that the pre-service teachers gradually dismantle their presuppositions and stereotypes by gaining an increased level of knowledge about the cultures, and in doing so, they developed a sense of critical cultural awareness. This is also portrayed in a recent study in which the pre-service language teachers displayed different intercultural learning moves ranging from recognition and interpretation of their own cultural understandings to recognition and interpretation of their partner's cultural artefacts which is accompanied by the provision of some evaluations and opinions related to the intercultural differences and practices via the help of a voice-based telecollaboration (Dugartsyrenova & Sardegna, 2019; Sardegna & Dugartsyrenova, 2021). As a recent example, Üzüm et al. (2020) documented how the pre-service teachers from USA and Turkey developed their ICC by integrating Byram's (1997) model. The PSTs displayed their awareness of differences among the participating countries by submitting related posts on an asynchronous platform. They made critical cultural evaluations related to the practices in their respective countries and shared their engaging messages seeking for more information about the partner countries which created a setting for the PSTs to practice "the skills of discovery and interaction" and "skills of interpreting and relating" in Byram's (ibid) model.

The process of telecollaboration itself inherently equips the participants (in this case pre-service language teachers) with various practices promoting their intercultural communicative competences. For example, the pre-service teachers can change their attitudes towards the partner culture in a positive way, and resulting from the meaning negotiation process, the participants can benefit from the interactional space given in telecollaborative setting to learn new information about the partner culture (Müller-Hartmann, 2005). However, changing attitudes or learning new information about the partner cultures should not be merely facilitated via a comparison-based perspective where the participants exchange their own local perspectives with each other. Instead, the interaction of the participants should be critical enough to share their multiple standpoints

including local, national or global identities in a balanced manner (Menard–Warwick et al., 2013). This line of research organized the telecollaborative practices commonly using chat-based interactions (e.g., Eren, 2021; Menard–Warwick et al., 2013; Tanghe & Park, 2016; Üzüm et al., 2020) or asynchronous voice-based interactions (Dugartsyrenova & Sardegna, 2019; Sardegna & Dugartsyrenova, 2021) to engage the PSTs into the process. Even though there are not any immediate interaction opportunities among the participants, they have shown a marked increase in their ICC via the help of telecollaborative practices. Looking at the studies which focused specifically on ICC development of PSTs in a video-mediated interaction setting, we see surprisingly very few examples (except for Bueno-Alastuey & Kleban, 2016; Öztürk, 2022, Öztürk & Ekşi, 2022). These studies centralized video-mediated interaction for the PSTs and indicated a gradual increase in the ICC levels of the PSTs by displaying culturally aware practices which are in alignment with Byram's framework (1997).

Juxtaposing the aforementioned studies, the literature from different telecollaborative settings including chat, audio and video mediated interaction of the participants shows that PSTs gain a variety of ICC development opportunities making the virtual exchange and telecollaborative settings more and more conducive to the teacher education practices.

Professional, Pedagogical and Technological Competence Development. Virtual exchanges in teacher education have been utilized by many teacher educators and practitioners in the field. One of the most recent, effective and large-scale projects on virtual exchanges' effect on the initial teacher education process was conducted by EVALUATE team. Based on their results (Baroni et al., 2019), the virtual exchanges were found to contribute to pre-service teachers (in this case, pre-service teachers from diverse background -primary school, special needs etc.- in addition to the ones in language teacher education) in the following areas. First of all, the pre-service teachers claimed that they increased their knowledge in relation to the technological tools and their integration into a

collaborative classroom practice because they urged themselves to find more innovative pedagogical solutions by trying new tools and communicative technologies (Lawrence & Spector-Cohen, 2018) during the telecollaborative encounters with their partners, which was also documented in another study between Chinese and German PSTs (i.e., Fuchs, 2019). The PSTs also reported that the VEs gave the interactional setting for them to maximize their teamwork skills, problem-solving skills and pragmatic competence in addition to their ICC development.

The interactive environment afforded by the VE can also give the pre-service teachers an ideal way to negotiate meaning during which they can formulate questions, elicit responses, provide clarifications and suggestions to complete their tasks (Baroni et al., 2019; Fuchs, 2016). The PSTs' negotiation of meaning strategies can manifest itself in the written interaction by deploying interactional strategies to deliver their divergent ideologies, recontextualization to shape their contributions on a discussion topic by sensitizing each other's ideas or text-based strategies to fine-tune their positions as relevant and understandable as for their partners (Uzum et al., 2022). These negotiation of meaning strategies in a multicultural and multilingual telecollaborative setting paved the way for the pre-service teachers to have a sustainable communication by which they could discuss cultural, professional and pedagogical issues and create a network, contacts or community out of it (Sundh, 2018).

The telecollaborative exchanges for pre-service teachers, in some studies, can be organized via engaging in-service teachers in the professional development process of the pre-service teachers. Bringing in-service teachers and pre-service teachers together in a telecollaborative setting affords lots of professional development opportunities for both parties. For instance, Chen (2012) organized such a virtual community of practice in which pre-service teachers conducted interviews with in-service teachers and created a sample lesson plan to be implemented by the students of the in-service teachers. The results were very beneficial and positive for both sides. The pre-service teachers had the chance to find

job related answers from the in-service teachers about job security, social problems, salary etc., and they had the chance to evaluate how their lesson plans were implemented in a real classroom environment by having a reflective professional collaboration with the in-service teachers. This helped both sides of the participants to sensitize themselves with pedagogical reflections, creativity, team work and telecollaboration itself. In another similar attempt (i.e., Fuchs et al., 2017), an in-service teacher helped the pre-service language teachers' task design processes by taking different roles of co-designer, facilitator, mediator and assessor. The pre-service teachers in peers created pedagogical tasks that would be implemented in a Chinese EFL classroom of the in-service teacher. During their interaction in the design, implementation and assessment stages, the pre-service teachers found the opportunity to receive instructional-procedural, pedagogical and technical knowledge practices from the in-service teacher in a telecollaborative setting.

VEs and telecollaborative exchange studies in teacher education resulting positively with reference to pedagogical and professional development of the PSTs should not be regarded as an add-on practice, but should be treated as the core of the teacher education programs (Sadler & Dooly, 2016). This is also argued for in Sadler and Dooly's (2016) long-term study (i.e., twelve years) in which they demonstrate how important it is to design telecollaborative exchange projects with adaptive iterations for pre-service teachers and what kinds of gains the PSTs can benefit from these exchanges. Although the student teachers showed development only in their personal knowledge (i.e., learning about the other cultures) in the first years of the telecollaboration, iterative practice of telecollaboration in the following years helped the PSTs to develop their professional knowledge, procedural knowledge, analyzing, and the other related skills in addition to the personal knowledge. Additionally, they have used technological tools in a technology-enhanced setting by creating products developing their techno-pedagogical competences (also Bueno-Alastuey & Esteban, 2016). Similarly, recent virtual exchange and telecollaborative exchange studies examined how these interactional settings contributed also to technological and

pedagogical content knowledge of pre-service language teachers. There are three important types of knowledge which are pedagogical knowledge, content knowledge and technological knowledge, and the interrelationships among these knowledge types brings three other interrelated knowledge domains which are pedagogical content knowledge, technological content knowledge and lastly technological and pedagogical content knowledge (TPACK) (Hauck et al., 2020; Mishra & Koehler, 2005). Drawing on this framework, Hauck et al. (2020) conducted a mixed method study in which the PSTs were provided pre and post tests regarding their technological and pedagogical knowledge as well as the reflective diaries of the PSTs. The results suggested a marked increase in the PSTs' TPACK following a VE process. Another similar result has been noted by Bueno-Alaustey et al. (2018). Although the PSTs did not accomplish tasks specifically related to TPACK, the lesson planning and task implementation processes brough about different sources of interactional episodes inducing TPACK domains of the participating PSTs. However, their interaction is predominantly shaped by the pedagogical knowledge domain which is why the authors suggest using multiple types of tasks unveiling different types of knowledge of the PSTs for further telecollaboration projects.

Using tasks requiring the technology use for the PSTs makes the telecollaboration process more demanding in terms of finding solutions to the technical problems and this would provide the PSTs to search for alternatives, resolve their problems and maintain the task or requirements by invoking their TPACK domain (Bueno-Alastuey & Esteban, 2016). Therefore, the technical problems arising in the exchange process may not necessarily mean a trouble in the PSTs' interaction and learning; however, the PSTs should be prepared for such scenarios in using these kinds of moments as an opportunity to improve their TPACK (Bueno-Alastuey & Esteban, ibid). However, VE settings should not be regarded as a direct contributor of pre-service teachers' TPACK levels despite their engagement with technology through the process. The pre-service teachers, for example, might have some technological competences at a good level before the exchange, and they might not show

a significant development in relation to TPACK growth during a VE process (in this case, primary school teachers and special needs teachers) (Rets et al., 2020; Rienties et al., 2022). Therefore, there is a timely call for a more careful process of using control groups and experiment groups engaging mixed-methodologies while documenting the TPACK growth (Rienties et al., ibid).

Developing Pedagogical Designs. Pedagogical materials including the tasks, the teaching sequences, and lesson plans are very essential mediators in language learning settings, hence, it is very important for the pre-service teachers to learn and develop these materials for their professional development. As an integral unit constituting most of the classroom activities, tasks and their use in teaching languages were found to be quite helpful in promoting the opportunities for language learning (Long, 2015; Samuda & Bygate, 2008; Van den Branden, 2006). Task-based language learning provides the language learners to practice real-world situations in the learning environment, instead of learning language units as independent from the real context, and by doing this, it has earned its place in language learning and teaching processes with rich pedagogical and methodological contributions to the field (Ziegler, 2016). It has been a very well-known fact that providing a communicative environment for language learners may not be enough for facilitating the learning (Dooly, 2011), so carefully designed tasks, task sequences and their pedagogic designs which necessitate “off- and online co-construction of knowledge not only provide opportunities for target language practice”, they also help “integrate language use as the means for shared knowledge-building” (p. 69). Bearing these specifications, tasks have been utilized extensively, and they have been found to fit very well into computer-mediated contexts (Ziegler, 2016). There are divergent perspectives about which features of tasks should have for telecollaborative encounters regarding the extent to which tasks are authentic (El-Hariri, 2016; Wang, 2007), clearly instructed (Müller-Hartmann & Kurek, 2016), learner activating attractiveness (Kurek & Müller-Hartmann, 2017), and digital literacy invoking (Hauck & Youngs, 2008).

It is noteworthy that designing tasks and related materials for telecollaborative exchanges having the aforementioned features show how important, and at the same time challenging, it is for teachers and teacher candidates to learn design procedures, task sequences and related pedagogical materials in their initial teacher education. Such a procedural and pedagogical knowledge development opportunity can be delivered to the pre-service language teachers in a virtual exchange setting which paves the way for the PSTs to create the task design in an experiential way (Kurek, 2015). To this end, different VE studies have had tasks, task sequences, lesson designs as telecollaborative products of the PSTs creating an interactional setting to construct their teacher learning in international collaboration. As an example of these studies, Kurek and Müller-Hartmann (2017) conducted a two-phase VE project. In the first phase, the PSTs in international teams developed telecollaborative intercultural tasks and provided feedback for their peers' tasks and in the second phase, they created online telecollaborative task sequences and provided feedback for their peers' task sequences. Especially, the orientation of PSTs during the evaluation of the tasks invoked different techno-pedagogical knowledge development opportunities for the participants because they have become "aware of the importance of clearly communicated task objectives and explicit instructions, task feasibility and the match between task objectives and pedagogical affordances of a tool" (Kurek & Müller-Hartmann, 2017, p. 15). In a similar vein, Dooly and Sadler (2013) documented how teacher practice, classroom activities and new assessment methods shaped by the technology use afforded by the telecollaborative exchange process are regarded as the main gains by the PSTs who created teaching sequences in collaboration with their peers.

A reflective approach shaping the task or task sequence design of the PSTs via peer feedback (Kurek & Müller-Hartmann, ibid) or teacher trainer feedback (Badem-Korkmaz et al., 2022; Ekin et al., 2021) can invoke different pedagogical and technological competences of the participants. In their multi-step study, Ekin et al. (ibid) created teams of PSTs who designed tasks for actual L2 users to be implemented in a virtual exchange

setting. The tasks were evaluated and provided feedback in a whole-class session with the participation of all team members and teacher trainer. Following the feedback session, these telecollaborative tasks were implemented by Turkish and Danish dyads in a VE setting, and the L2 user's interactions were screen-recorded. The PSTs finally watched these recordings and reflected upon their task designs based on the actual implementations of them by the actual L2 learners. Such a training cycle using telecollaborative tasks as the main product helped the PSTs develop their reflective practices and techno-pedagogical competences for face to face and virtual exchange settings.

Until now, the utility and impact of task design and task sequences on the development of pre-service teachers (PSTs) in a virtual exchange (VE) setting were presented. However, the role of lesson planning in VE contexts has yet to be addressed. The following part will therefore delve into the nature and benefits of lesson planning conferences for PSTs, as well as how they can be integrated into a VE framework for language teacher education.

Lesson planning conferences provide valuable opportunities for language teachers, allowing them to engage in collaborative planning and reflection on their teaching practices. According to Morton and Gray (2010), lesson planning conferences can involve a teacher educator and a group of student teachers working on a student teacher's lesson plan, however, these interactive settings can also be created similarly by bringing pre/in-service teachers with their peers together and letting them to work on tasks, lessons or task sequences (e.g., Badem-Korkmaz et al., 2022; Dooly & Sadler, 2013; Ekin et al., 2021; Krengel, 2021; Kurek & Müller-Hartmann, 2017). Accordingly, the task design procedures in VE settings can also be regarded as a variety of *lesson planning conferences* because the participants try to create a part of a lesson in their team interactions. Lesson planning conferences involve dynamic problem-solving processes where meanings are distributed and negotiated through discursive practices in which the production of the meanings mostly focuses on the area of knowledge of instruction (Morton & Gray, ibid). These conferences,

therefore, do not only support the development of pre-service teachers' teaching skills and knowledge, but also provide opportunities for professional growth and the expansion of professional networks which makes it a promising strategy for the construction of personal practical knowledge and professional identities of PSTs (Greer & Leyland, 2020; Liu, 2013; Morton & Gray, ibid).

Joint lesson planning conferences allow the participants to shift their identities among expert, novice, or layperson etc. based on their participatory features during the interaction (Liu, 2013). In addition to the identity shifts, the pre/in service teachers may also use a variety of sources including spoken, written language and inscribed objects to facilitate communication and collaboration to create a shared understanding among themselves giving them the chance to utilize multiple modalities in situ while creating their pedagogical designs (Greer & Leyland, 2020). Planning lesson designs collaboratively is an immensely enriched context for the pre/in-service teachers in that it provides specifically for the pre-service teachers to foresee and discuss the events and practices that may possibly be encountered in a classroom setting. Team planning talk, in this sense, can be shaped around task enactment, animation and vocalization of the students, time-management and pedagogical focus during the talk, which might be necessary for the partners to design a lesson or task requiring them to put their shoes' on the target students in an interactive setting (Leyland, 2016). The teacher participants in the lesson planning also create a shared history upon which they can name the lesson activities or plan the steps by using the epistemic resources and interactional practices available to maintain the progressivity of the design process by the help of their intersubjectivity, showing another interactionally and pedagogically rich feature of the lesson planning conferences (Greer & Leyland, 2018).

However; the context and interactants' expertise should be carefully finetuned while creating professional communities like lesson planning conferences because putting an expert person from the field with a novice teacher to work on the same lesson plan may

cause the expert to dominate the talk by acting as the source of experience or knowledge, which may result in a non-efficient way of enabling teacher learning from the other participants' perspectives (Liu, ibid). Therefore, creating a community for lesson planning conferences including participants who have similar expertise (e.g., PSTs), hence not causing an asymmetrical interactional pattern, can pave the way for an increased engagement among the participants and can ultimately provide more teacher learning opportunities for them.

The studies dealing with lesson planning conferences, though, had *in-service teachers* as the participants (i.e., Greer & Leyland, 2018; 2020 Leyland, 2016; Liu, 2013). Such a resourceful and interactive setting can be very effectively integrated into initial teacher education programs in which *the pre-service teachers* have the same opportunity to make pedagogical decisions related to a lesson design with their peers. By this way, they can invoke their identities in a more equal and democratic setting before starting their career as an in-service teacher, free from an asymmetrical interactional pattern. Interestingly, these lesson planning studies largely had face-to-face settings as the medium of the interaction, and there seems no study using "lesson planning conferences" in a VE setting (except for Chen, 2012 to a limited extent). However, analyzing the task development studies in VE contexts (e.g., Bademkorkmaz et al., 2022; Dooly & Sadler, 2013; Ekin et al., 2021; Krengel, 2021; Kurek & Müller-Hartmann, 2017), we can detect how similar both types of procedures are in terms of the interactional processes, whether they are face-to-face or online. Therefore, the integration of these conferences into a virtual exchange has, in fact, been prevalent but the procedure has been named differently as task design, task design conversations or lesson planning conferences to provide the PSTs a learning experience by connecting them with other PSTs from diverse cultural and linguistic backgrounds and to familiarize with different teaching approaches. This study, to this end, will use *lesson planning conferences* as the means for the collaborative product in a VE

setting to contribute to abridge the gap in the terminological preferences in the current literature.

Learning to Telecollaborate from the Experience Itself. Reviewing the literature, we can see that the affordances of virtual exchange practices for the pre-service (language) teachers can immensely be fine-tuned by using the VE practice as an experiential learning setting. Experiential learning can be facilitated by the practices helping a transition from theoretical knowledge (knowing the information about a learnable) to procedural knowledge (knowing how to use the theoretical knowledge in action) (Slavin, 2018; Vinagre, 2017). The virtual exchange and telecollaborative encounters were found to be providing this experiential learning opportunity, as Vinagre (ibid) puts, in the form of exploratory practice or experiential modelling (Fuchs et al, 2012; Guichon, 2009) in recent studies. Creating a learning community or community of practice (e.g., Borko, 2004; Dooly, 2013; Hadar & Brody, 2010) by the help of the virtual exchange in teacher education contributes to pre/in-service teachers' pedagogical, organizational and digital teacher competences through active participation, interaction and contribution to the collaborative work and transferring these skills to their own classroom practices while designing and implementing a VE of themselves (Vinagre, 2017). However, such operationalization of the knowledge in a VE practice may not fully work if not provided in a stepwise fashion (Vinagre, ibid) including (i.) an initial stage on developing theoretical knowledge by an extensive reading of the related studies, (ii.) task implementation that gives the opportunity for the teachers to exchange their theoretical knowledge, (iii.) a collaborative VE design procedure with their partners and (iv.) lastly the implementation of a telecollaborative project in their classroom. These stages also align with Kolb's experiential learning model (1984) stressing the knowledge construction of the learners "through transformation of experience and not a transmission by a teacher" (Grau & Turula, 2019, p. 99). However, doing stepwise and linear teacher education practices may not be conducive to all the pre-service teachers because of their lack of access to real classroom environments; nonetheless, the first three steps can be

easily implemented in initial teacher education institutions (recent exceptional studies including multi-steps similar to these four stages in a similar fashion, Badem-Korkmaz et al., 2022; Ekin et al., 2021). Such cycles can pave the way for the pre-service (language) teachers to promote a full exploitation of teacher learning opportunities shaped around hands-on and experiential practices. It is a must for the teachers to cope with the technological and pedagogical developments specifically using online learning environments for their future students, and they cannot take the necessary competences to design such environments as granted. To this end, the pre-service teachers can also develop their telecollaborative teacher competences and procedural knowledge experientially and by simply taking part in a telecollaborative exchange project without the aforementioned stages (e.g., Grau & Turula, 2019; Guichon & Hauck, 2011; Meskill et al., 2016). Telecollaborative teacher competences were compiled under four different areas, namely organizational, pedagogical, digital competences in addition to the attitudes and beliefs of telecollaborative teachers (O'Dowd, 2015b). Grau and Turula (ibid) document how the PSTs claimed that they had gains especially in organizational telecollaborative teacher competences and attitudes and beliefs towards VE projects by the help of the telecollaboration that they have experienced and reflected upon. They also demonstrate the transfer of training between a participant's participation in VE as a student teacher, and this participant's own VE as a teacher and organizer in terms of using pedagogical competences she gained through VE. Therefore, participation itself in a VE project has been positively reflected on by the PSTs claiming that the VEs have widened their horizons by experiencing new perspectives and practices related to their teaching and learning processes (Nissen & Kurek, 2020; O'Dowd & Dooly, 2022). The participation gives the interactional setting for the PSTs to improve their teaching competences (similar to Bueno-Alastuey & Esteban, 2016; Hauck et al., 2020; Sadler & Dooly, 2016) by exploiting the collaborative practices with the other partners that potentially can be turned into new partnerships and networks among the participants and by working online with innovative technological solutions for their students which may lead to improvement in their professional knowledge (O'Dowd &

Dooly, 2022). This knowledge, accordingly, should not be regarded as a gain for the PSTs that can be acquired automatically by reading related literature or relevant work; instead, the PSTs should be prepared to co-construct their knowledge base in their interactions with their partners by the help of a VE process, giving them the chance to learn *experientially* (Müller-Hartmann, 2005). This is because having this experiential learning opportunity can shape the PSTs' mindsets about themselves as future teachers. For instance, as a manifestation of the personal and professional knowledge development resulting from the PSTs' experiential learning process during their participation in the telecollaborative exchange, Waldman et al. (2016) reported an increase in PSTs' self-efficacy on "designing, organizing, running and assessing an online exchange with their future pupils" (p.183). In addition to psychological mindset, the PSTs, to boost online collaboration among their future students, can also improve their teaching skills like planning and management, participating and engaging in the process, designing materials and moderating when presented with hands-on and experiential practices in their initial teacher education years using VEs by which they can experience the pros and cons of how it feels like to be a virtual exchange participant and to collaborate online with their partners (Ernest et al., 2013).

To sum up, the VEs have been found to be an important contributor for the PSTs to develop their telecollaborative competences and teaching skills. The interrelationships among the variables like teacher learning, experiential learning, modelling, transfer of training and experiential practice can manifest themselves through the PSTs' use of their actionable disciplinary knowledge in-and-through their interactions with their partners (in this case, by the help of a VE) as disciplinary knowledge in action (Balaman, 2023). That is, the PSTs by engaging in a telecollaborative encounter *experience* the pedagogical and technological processes and tools that they will potentially use as prospective teachers in their classroom (Guichon & Hauck, 2011). Making use of these tools and processes to create and shape their collaborative products, they display their disciplinary knowledge in action. Their use of a resource or learnable from the teacher education process while

creating their own pedagogical or technological outputs in a VE paves the way for teacher learning outcomes as different telecollaborative teacher competences or teaching skills (Ernest et al., 2013; O'Dowd, 2015a; O'Dowd & Dooly, 2022; Vinagre, 2017). Having an understanding of the affordances of VEs for the language learners and pre/in-service language teachers, this study also treats a VE process designed for PSTs as an experiential learning opportunity, and the results will also show how interconnected teacher education practices and PSTs' use of these practices for their end-products demonstrating a transfer of experiential learning documented in-and-through the participants' lesson planning conferences. To this end, the design-related practices concerning the VE project in this study are enriched by using the processes of task-design, lesson planning or task sequences (Dooly & Sadler, 2013; Ekin et al., 2021; Kurek, 2015; Kurek & Müller-Hartmann, 2017) in order to maximize the teacher learning outcomes via the help of a telecollaborative product among the pre-service teachers in their online community of practice.

It is noteworthy to mention here that documenting professional knowledge, experiential learning or teacher learning outcomes may not be a straightforward and easy process. A working conceptualization of learning in a community related to the scope of this study is offered earlier by Wenger, Trayner and de Laat (2011) which puts emphasis on the collaborative endeavor to develop the learning itself in a shared domain. This sharedness can be intensified via the use of joint history as a resource, hence improving the learning practices. Therefore, experiential learning should not be regarded as an output of interaction among individuals only, but as an interplay of individuals' interactions through their histories and memories (including their shared practices) (Kramsch, 2009). The literature on teacher learning, experiential learning or professional development brings some explanations about an output-oriented development of the teachers; however, there is an important gap in documenting the lived, moment-by moment interactions of the pre/in-service teachers in their communities of practice (Bannister, 2015; Kubanyiova & Feryok, 2015; Walkoe & Luna, 2020). Therefore, analyzing the talk-in-interaction and the ways PSTs make meaning

of the process would enlighten our conceptualization of how the PSTs learn and develop professionally *during* these online collaborative environments. For that, the robust tools of multimodal conversation analysis (CA) in documenting those moments of interaction can help bridge the gap in terms of methodological framework regarding both teacher education and experiential learning. From a conversation analytic perspective, learning can be documented by tracking or connecting at least two moments which observably includes transformation or change in interaction via the participants' retrospective orientation to any past learning event (Jakonen, 2018) or explicating the connection moments of the learners during which they make use of references to their earlier learning moments or past experiences (Can-Daşkın & Hatipoğlu, 2019; Kardaş-İşler & Can-Daşkın, 2020). Another way would be to use learning behavior tracking (Markee, 2008) through which the PSTs' learned objects can be tracked including the on-set of the learnable and its routinized uses across different episodes (Balaman, 2023).

With this aim in mind, understanding how PSTs co-construct and negotiate lesson planning process via the use of retrospective orientation to strategically connect shared moments and transfer of teacher education practices into their design-relevant online interactions through a telecollaborative exchange might contribute to the existing body of literature on teacher education via the use of CA. No study, to the best of my knowledge (except for Balaman, 2023), has examined this aspect of experiential transfer of student teachers' learning or professional development in a teacher education setting. These considerations seek more answers with a conversation analytic perspective which will provide a participant-relevant and a much-needed lens for all the stakeholders in the field. The procedural unfolding of how the PSTs connect their shared experiential practices and histories to bring solution to the ongoing problems during the lesson planning conferences via the use of retrospective orientation can bring new insights about teacher learning and professional development in teacher education literature.

Chapter 3

Methodology

This chapter will start with an introduction to the details of participants including the recruitment methods. This will be followed with a detailed explanation of the research context shaped by the virtual exchange project. To this end, the theoretical background, organizational structure and procedural unfolding of the virtual exchange project will be presented. After sharing the details about the research context, the data collection and the data transcription processes accompanied by the procedures on how the collection of cases has been constructed will be explicated. Then, the reliability and validity of the collection will be discussed. After presenting how the study attended to the ethical principles, the research questions will be introduced. The chapter will conclude with how these questions can be answered using Multimodal Conversation Analysis as the research methodology with a detailed account.

Research Context

Participants

The study was conducted via the collaborative initiative of three researchers and their students from three different countries (i.e., Türkiye, Germany and Sweden) as part of a virtual exchange (VE) project. The teacher trainers of the partnering universities including the author of this study firstly met in an online partnering fair (convened by the non-profit organization, UNIcollaboration) to search for a possible virtual exchange partner, and this was the starting point for the whole process. After discussing our research interests, we established the partnership and focused on the design of the exchange. All partners tried to integrate their pre-service English Language teachers enrolled in their courses into the virtual exchange project.

To start with, the participants from the partnering university in Türkiye were taking Analysis of Discourse and Language Teaching course in their curricular program. There

was a total of ninety pre-service English language teachers enrolled in this course. These students were presented the option to participate in this virtual exchange project to meet the course requirements. They were asked whether they wanted to participate in the VE project in two rounds of call for volunteers. In the first round, the students were given general information about how the VE project would be conducted. There was a total of twenty-six volunteers for this call. Then, another detailed information package about the VE project was provided for these twenty-six volunteers, and the number of the volunteering participants decreased to fourteen. Those fourteen pre-service English language teachers became the official participants of the VE project from Türkiye. The participants from the partnering university in Germany were also the pre-service English language teachers taking their local Virtual Exchange Seminar course at their degree program. These students were required to participate in a virtual exchange to fulfill their course requirements. There were thirteen to fifteen students enrolled in the course and expected to participate in our virtual exchange project. However, some of them dropped the class, and one of them left the project for personal reasons. Thus, there were a total of eleven official participants from the partnering university in Germany. The last group of participants were from Sweden. These participants were also pre-service English language teachers taking their local courses in ELT (i.e., English Didactics), and they participated in our project as an additional activity in line with their course requirements. There were around fifteen participants from the partnering university in Sweden in our online joint class sessions (about which I will be giving information in the next sections); however, most of them did not attend the team exchanges (i.e., only three of them) because of their high workload during our project timeline which should be acknowledged as a limitation to the design of the virtual exchange project.

All in all, there were twenty-eight pre-service language teachers who regularly and officially took part in the VE project. These students were randomly assigned to six transnational teams. While creating the teams, we, as the teacher trainers, also made sure

that each team had participants from different universities. The study will present cases from different teams in the following parts, and only one team's data (i.e., Team 1) will not be in focus, because of technical problems in their recordings. All the participants will be referred to with their pseudonyms below throughout the study.

- Team 2 (KAP, SAT, TED)
- Team 3 (KAY, TOM, PAT, TIM, FER)
- Team 4 (PAK, KER, TEH, SUN, YAN, BAY)
- Team 5 (NAC, RON, SAN, TAP, TEM, SAL)
- Team 6 (PIN, NAT, KET, PEL)

Virtual Exchange Project

The research context of this study has a multifaceted nature in that it merges different theoretical backgrounds and organizational practices. To this end, the following subsection will firstly focus on how teacher trainers designed the project in terms of the theoretical background they drew on. Then, I will provide how teacher trainers structured the project organizationally and conclude this part by presenting a step-by-step procedural unfolding of the project in the following parts.

Theoretical Background of the Virtual Exchange Project. The VE project is shaped around three important domains in the literature. During the design process, we made use of (i.) the transnational model of virtual exchange (O'Dowd, 2020) and progressive exchange model (O'Dowd & Waire, 2009) to create and sequence the online tasks that were implemented by the participants in our VE project to establish an intercultural communication setting, and (ii.) global education through the use of complex competence tasks (CCTs) framework (Hallet, 2013) to integrate the virtual exchange process into a language teacher education setting for the collaborative outputs of the participants. Consequently, as an interplay of the first two domains, we created an online

professional community (Dooly, 2013) in which the PSTs can discuss their pedagogical design ideas by engaging in (iii.) lesson planning conferences with their international peers (Liu, 2013; Morton & Gray, 2010). I will try to explain these three theoretical domains briefly below, and in the following section, I will portray how we integrated these three domains into the virtual exchange project for language teacher education purposes in a structured way.

Some of the virtual exchanges may be inefficient in reaching out the intended learning outcomes related to intercultural competence development (Byram, 1997) because the participants may not negotiate their cultural understandings thoroughly due to the proposed tasks or their engagement with each other (O'Dowd, 2020). It is, thus, arguably considered more effective to adapt global citizenship models rather than intercultural competence models in educational settings (Byram, 2008). Intercultural competence models utilized in most of the earlier virtual exchanges expose the participants to interact with others and reflect on possible change scenarios on a specific topic which may turn the participants into passive listeners of cultural exchange in the interaction and may cause some of them to have the defendant role of their own society or culture. However, global citizenship models promote taking action for change by working, analyzing, collaborating or producing artefacts with their transnational teammates for their own societies or all societies included in the exchange on a specific issue (O'Dowd, ibid). Therefore, a transnational model for virtual exchanges suggested by O' Dowd (2019) in which the students are guided to talk about their differences in genuinely designed interactions can help them step up, critically discuss the cultural issues, collaborate and produce by taking up the role of a pro-active contributor to the society- that is, not necessarily solely to their own society. Another important aspect of conducting virtual exchanges is using telecollaborative tasks based on certain pedagogical criteria (Kurek & Müller-Hartmann, 2017) and sequencing those tasks accordingly. According to the progressive exchange model (O'Dowd & Waire, 2009), the VEs can include different types of tasks to integrate the participants with each other and

engage in the process. While presenting the tasks to the VE participants, the process of differentiation provides the opportunity to experience “different aspects of intercultural communication” (p.178). To this end, they categorize the telecollaborative tasks into three; (i.) information exchange tasks, (ii.) comparison and analysis tasks, and (iii.) collaborative tasks. Based on this model (O’Dowd & Waire, ibid), information exchange tasks can help the participants who did not meet before to share information about their life, country, culture, or society. These tasks may inherently engage a monologic nature and there may be little space for negotiation of meaning. The participants exchange information while introducing themselves. However, by using guided tasks, the conversation can be more interactive with game-like designs. Comparison and analysis tasks are generally used for making critical comparisons among the partnering participants’ culture, societies, books, traditions, educational systems etc. either from a cultural or linguistic perspective. Lastly, collaborative tasks entail working together to create a product in addition to exchange and compare information. The interactivity level of the collaborative tasks is very high because the participants should reciprocally discuss, decide, and co-produce what is expected of them.

In our virtual exchange project, we adopted the transnational model of VE as the main framework and used different task types of the progressive exchange model in an orderly fashion, hence merged two models in the VE process. The participants were presented (i) information exchange tasks first. This was followed by (ii.) comparison and analysis tasks on global issues, and lastly, the participants were expected to create Complex Competence Tasks, which I now turn to, as part of the (iii.) collaborative task in our project flow.

Complex competence tasks (CCTs) (Hallet, 2013) prioritize the real-world discourses and topics similar to the ones in task-based language learning framework (e.g Ellis, 2003). The CCTs, though, differ from the mainstream tasks by involving the complex issues as the overarching theme and subtasks including different sets of skills to serve for

this theme. The aim is to create task sequences or lesson design under a complex, real-life issue (e.g., gender equality, freedom, poverty, justice etc.) which may tap into global citizenship education to develop cognitive, social-interactional and linguistic-discursive skills in the language teaching process. The CCTs are finished by having a final product containing all the materials that portray a complex issue and their potential use for language teaching purposes. The subtasks are used to drive the learners to reach to the creation of the final product. The CCTs, to this end, are effective in that they foster global education which is shaped by designing the classroom activities via the use of the international themes, wider concepts related to the humanity (justice, world citizenship, respect etc.) and awareness-raising curricular understandings. From that perspective, the CCTs can be regarded as a module or a lesson design specifically focusing on a global issue by combining TBLT practices with global education framework. This nature of the CCTs paved the way for the VE participants in our project to negotiate different pedagogical and cultural purposes related to the lesson designing process throughout the exchange in line with their collaborative (productive) task. That is also why, an interplay of the first and second domains brought about a third theoretical domain for this VE project, which is lesson planning conferences.

Lesson planning conferences has been conceptualized by Morton and Gray (2010) as a process in which teacher trainers and pre-service teachers or pre/in-service teachers with their peers come together to create or discuss a shared lesson design in a face-to-face or online setting. These meetings bear similarities to the activity that was conceptualized as task design conversations (Badem-Korkmaz et al., 2022; Ekin et al., 2021). During the lesson design or task creation processes, the PSTs can negotiate pedagogical issues through talk-in-interaction (Liu, 2013). In this sense, these meetings include valuable discussions by which the PSTs can develop their personal practical/pedagogical knowledge and contribute to the development of teacher identity (Morton and Gray, ibid). The collaborative (productive) task stage for the pre-service teachers in the current VE project

was based on online lesson planning conferences, because the participants were creating their CCTs by discussing pedagogical practices with their peers.

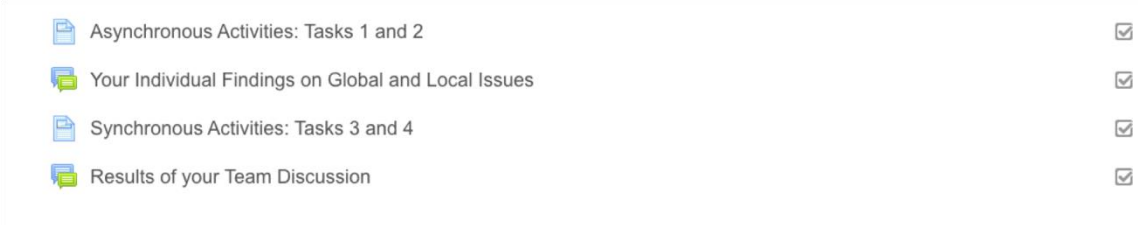
To sum up, in this virtual exchange project, we used progressive exchange model (O'Dowd & Waire, 2009) for sequencing all the tasks and shaped those tasks utilizing the transnational model of virtual exchanges (O'Dowd, 2020). Based on this sequencing, we expected our pre-service teachers to create CCTs (i.e., lesson plan) as their products. This collaborative (productive) task process paved the way for drawing on online lesson planning conferences (Morton & Gray, 2010) at the core of our project.

Organizational Structure of the Virtual Exchange Project. The virtual exchange project included three main organizational domains. The first domain was Online Joint Class Sessions (OJCS) in which all the participants in project came together online via Zoom (a video-conferencing app - https://zoom.us/). We used these sessions to give instructions and information about the VE process, to organize and introduce the teams with a facilitator-led format (O'Dowd et al., 2020), to give webinars and input about what the participants are supposed to do in terms of creating shared lesson designs (i.e., CCTs), to conduct feedback sessions (see the Procedural Flow below) and to keep the track of the participants about their progress in the shared lesson design process. We, as the teacher trainers, organized five online joint class sessions during our fourteen-week exchange project. In addition to these five OJCSs, we had an optional OJCS at the end of the project to conclude and receive overall feedback about the VE project. The second organizational domain of the VE project was the team exchanges (TE). As stated above, the pre-service language teachers in our project worked in teams. Throughout the project timeline, they met with their teammates on a weekly (sometimes bi-weekly) basis without any teacher trainer presence by using the Zoom videoconferencing app. The team exchanges were the core of our virtual exchange project because they provided the participants to freely interact with their teammates to implement their assigned tasks and to develop their collaborative products (i.e., CCTs/lesson plans) throughout the exchange. The participants themselves decided

the exact time and date of the team exchange meetings although the teacher trainers allocated them weekly slots as the deadlines for conducting their TEs. The participants were required to meet at least for seven team exchanges; however, they were also free to do more team exchanges if there was a need for more team work. The last organizational domain of the VE project was the task module (TM). During the design process of this VE, we worked with UNICollaboration (an organization for conducting Virtual Exchanges at tertiary level education - https://www.unicollaboration.org/), and they provided us with an online space in the learning management system, Moodle specifically for our VE project. We used this online space to assign asynchronous tasks and synchronous tasks, and give information for the participants' team exchanges, to post weekly instructions, and to receive the reflections or comments from them. The TM helped the project instructions be better understood and followed by the participants due to its systematic sharing and tracking features. The participants could easily see all the instructions for each week by clicking on the posts on the left side of the dedicated space and track their progress by clicking the boxes in the right side if they completed the relevant task (See Figure 1).

Figure 1

Task Module Interface



Procedural Unfolding of the Virtual Exchange Project. In this part, I will share the whole virtual exchange procedure on a step-by-step basis, and this will be a detailed description of the entire project. It is important to share all the details about what teacher trainers did for their students (PSTs) in the VE project because I will demonstrate how pre-service language teachers during their team interactions connect the virtual exchange

experiences designed by their teacher trainers with their own lesson designs while making pedagogical decisions. The details below are, thus, essential for better understanding the analytical and methodological procedures involved in this dissertation.

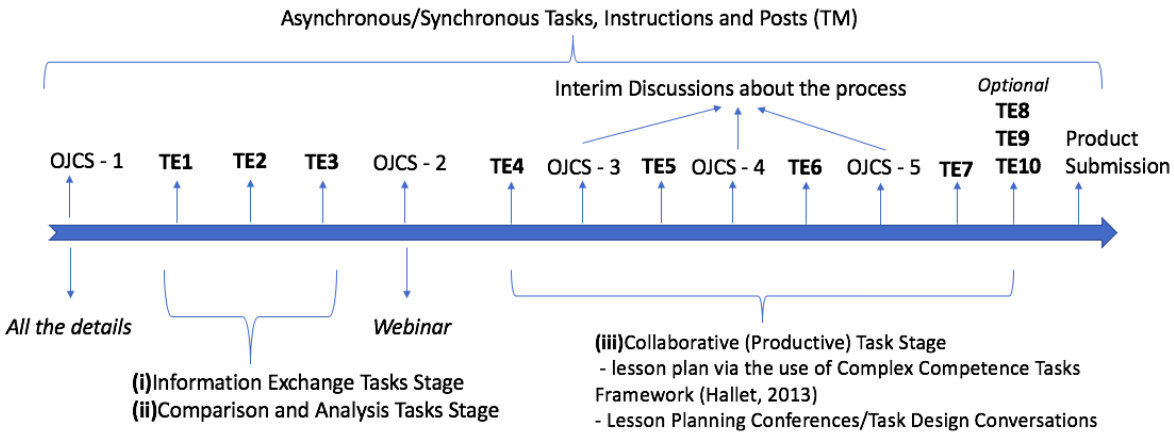
The main goal of the VE exchange project was to deliver a set of teacher education activities to provide the PSTs a setting in which they could find opportunities to have both intercultural interaction and teacher learning and professional development areas. That's why, using the progressive exchange model, the activities and the tasks were fine-tuned for the participants in an established way to present such a setting. In information exchange tasks and comparison and analysis tasks stages of the project, the PSTs were more confronted with tasks promoting intercultural interaction and cultural and country-level artefacts in their teams. In the productive task stage, the PSTs were guided to develop their lesson designs, hence creating a professional interaction and pedagogical meaning negotiation setting in their teams. This way, the PSTs were more engaged with their team members on a personal, professional and intercultural level.

Before starting the VE process, we, as the teacher trainers, prepared a guideline explaining all the details of the exchange to be shared online with the participants. We also created the teams based on the official participant (final volunteer) lists and assured that the participants were randomly teamed-up based on their countries. Afterwards, the whole fourteen-week VE procedure started with an asynchronous task on the TM. In this task, we asked all of the participants to introduce themselves using a Padlet link (a webtool for creating online bullet-in boards - https://padlet.com/) to break the ice before the very first synchronous meeting. This was followed by the OJCS-1 (See Figure 2 below for a detailed overview of the project) in which we created the teams, presented the project timeline, gave instructions about the whole process, introduced the complex competence tasks, virtual exchange examples and asynchronous tasks module. The participants from partnering university in Germany had a few weeks of instructions about CCTs prior to the project, but

the other participants (i.e., Türkiye and Sweden) were firstly introduced about the CCTs in this joint class and received further instruction sessions in their local classes.

Figure 2

Procedural Flow of the Project

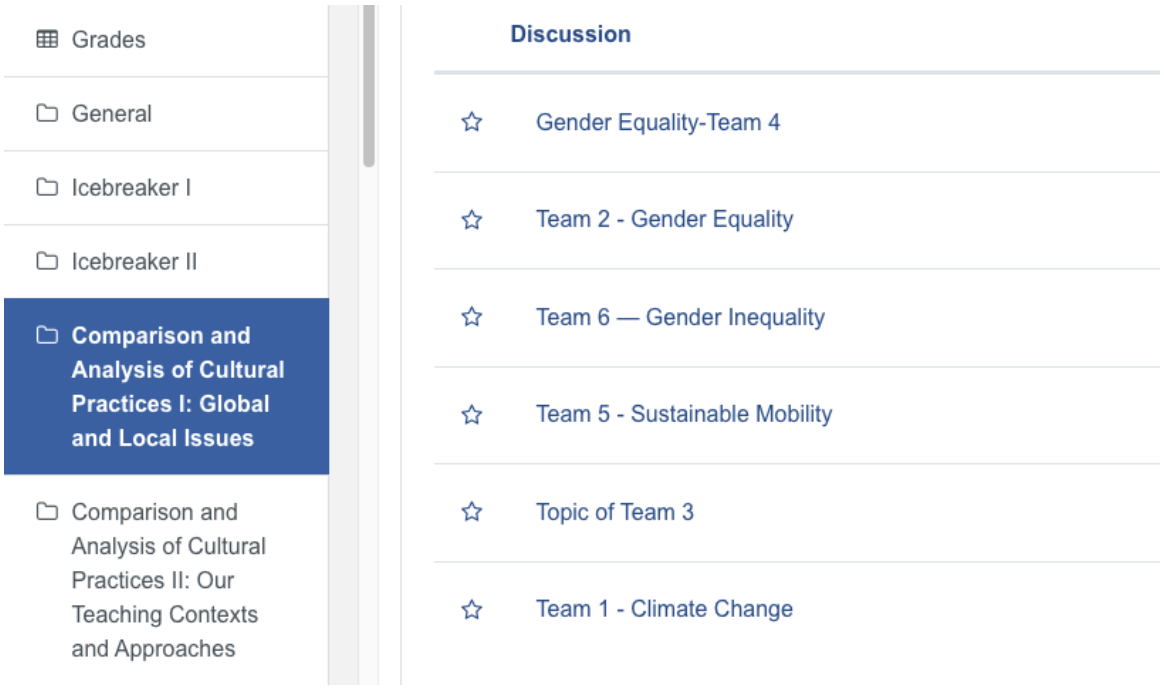


Then, we started the Information Exchange task stage and Comparison and Analysis Task stage following the progressive exchange model (O'Dowd & Waire, 2009). Synchronous and asynchronous tasks for the first team exchange (TE1) were shared with the participants on the task module. The asynchronous task before TE1 required to watch a video on the dangers of stereo-typing and included sample stories at an international level and post their stories related to the partnering countries. In the team exchange 1, the participants met with their team members for the first time, and they played "two truths and one lie" game with each other. In this game, the participants (one by one) are expected to write three statements about themselves, and one of these statements is a lie. They take turns to show or tell these statements, and the other participants try to guess which one of the statements is the lie. After playing this game, they were instructed to discuss and critically analyze the video in the asynchronous task with their team members with reference to their individual or country level experiences. Finally, they posted their results of team discussions (as a team, not individually) on the task module.

The tasks for the following team exchanges (i.e., TE2 and TE3) were the comparison and analysis tasks in which we designed the content of the tasks appropriate to our pre-service language teachers and paved the way for their collaborative (productive) tasks which would be based on their shared lesson designs (i.e., CCTs). To this end, the each of the participants, for their asynchronous task in TE2, was assigned to identify two or three global problems in their own countries and critically analyze these problems in line with the current policies and measures. At this stage, we also gave them the links for sustainable development goals of United Nations to think about the global problems. By this way, we wanted to make sure that the participants self-learn and do research about the global problems which also enabled to raise their awareness on global citizenship. Their synchronous task in TE2, on the other hand, was firstly to share, discuss and compare their findings with each other. Thus, they had the chance to get information about different global problems experienced by their teammates and make comparisons and analyses accordingly. Secondly, we wanted them to agree on a specific global problem that was relevant to all team members. This specific global problem became their central overarching theme that they were going to create in the collaborative (productive) task stage as part of their shared lesson design (i.e., CCTs). Based on these discussions, the teams submitted their central theme for the upcoming CCT (See Figure 3 below). The themes selected by each team are as follows: climate change (Team 1), gender equality (Team 2), plastic use (Team 3), gender equality (Team 4), sustainable mobility (Team 5), and gender equality again (Team 6, although they posted “Gender Inequality” in the figure below, they submitted Gender Equality themed lesson design at the end of the project)

Figure 3

The Teams and Their Central Themes for the Shared Lesson Design



The participants in their asynchronous task for Team Exchange 3 (TE3) were assigned to post their ideas individually after (i.) analyzing their own curricular system (e.g., how to become a teacher, what main requirements of becoming a teacher are, what topics should be mastered to become a teacher) and (ii.) exploring how their chosen global issue (from TE2) can be fitted in EFL instruction or curriculum for any level of learners and what potential problems or challenges can be encountered. Following this, they compared and discussed how to become a teacher in their respective countries and what their institutional requirements are during their TE 3. Secondly, the participants discussed and agreed upon their potential target audience (e.g., level, age, potential needs etc.) that they were going to create the CCTs (i.e., lesson plans) for, and they were also expected to build arguments about why their chosen global issue is relevant for their target audience.

By the end of TE3 in the project timeline, the participants completed information exchange and comparison and analysis tasks. They had the chance to know each other

through the game in the first team exchange. Then, they discussed global issues they experienced and agreed upon one specific global problem that they were going to create a shared lesson design for (i.e., CCT), and they found out about different educational practices and how to become a teacher in their respective countries. Therefore, we managed to integrate global problems and intercultural interaction into the preliminary steps of creating a CCT and made use of transnational model of virtual exchange (O'Dowd, 2020), because the pre-service language teachers analyzed the differences by discussing and sharing their experiences related to some global problems, agreed upon some of those global problems and started to act proactively to integrate them in a lesson design by deciding on what theme they were going to work on.

The following part which is the collaborative task stage (O'Dowd & Waire, 2009) was where they productively collaborated on their shared lesson plans. The participants' shared lesson plans were expected to be including both face-to-face and virtual exchange components. Therefore, the product that they submitted at the end of the collaborative task stage can be regarded as a hybrid lesson plan. The teams selected a global theme, and based on this theme, they created classroom-based and face-to-face activities and tasks. They enriched these activities by establishing an imagined virtual exchange partnership with their team members and acted like an organizer for this virtual exchange component during their lesson planning talks. The virtual exchange component included intercultural tasks and activities shaped around their global themes and acted as a complementary procedure to their overall lesson plan. The use of hybrid lesson plan idea provided the flexibility for the PSTs to include all possible activities that can potentially work for their target students and helped them differentiate the virtual exchange setting from a classroom setting. To further contribute their hybrid lesson plans, before starting this stage, we organized another online joint class session (i.e., OJCS-2). We invited a well-known researcher studying on Virtual Exchange to give a webinar about how to design and conduct virtual exchanges for language learning settings. It was timely to give information and input

for PSTs about virtual exchanges from an expert right before they started to create their lesson designs in detail.

For the TE4, the participants were assigned to work on their shared lesson design. As an individual asynchronous task, they were given the task to draft their potential learning goals, potential product, and how to integrate a virtual exchange component in the overall design. Then, during the meeting, they, as a team, were required to come up with a set of learning goals and an end-product for their CCTs (every CCT ends up with an end product as described in the "Theoretical Background of Virtual Exchange Project" section). The participants explored different options to use virtual exchange in their own designs and discussed how they could connect their target learners. They also made a division of labor for specifying related materials, possible learning activities, identifying methods or tools for their own design. This synchronous session ended with the role division among the participants about the lesson designing process (e.g., planning of learning activities, scouting materials, deciding on methods and tools etc.).

From this point onwards, we organized three more online joint class sessions (OJCS-3, OJCS-4, and OJCS-5), and the teams met for the TE5, TE6 and TE7. Both online joint class sessions and team exchanges were held in an order. For instance, we had OJCS-3 on Friday, and the participants were required to conduct their TE5 until the next Friday on which we were going to organize OJCS-4, and so on. These online joint class sessions were conducted with high number of participants from Sweden because of their availability. The participants from partnering university in Sweden were supposed to provide (i.) a yearly plan, (ii.) a lesson plan in the yearly plan and (iii.) a testing material in each online joint class session and get feedback from the other participants. Then, we had another round of feedback in which the teams were paired up (i.e., Team 1 with Team 2, Team 3 with Team 4, Team 5 with Team 6) and presented their initial ideas on their CCTs followed by receiving and providing feedback from the pair team members. These online joint class sessions regrettably were not implemented by the participants as effective as we planned in terms of

feedback processes only, and we experienced difficulties in effectively integrating all the participants to the sessions, which should be regarded as a limitation of the exchange process. However, it should also be noted here that OJCS-3, 4 and 5 provided opportunities for the PSTs to share and discuss their current progress with the teacher trainers and their peers which made these sessions to work like a progress check mechanism for both the teacher trainers and PSTs in terms of the lesson design progress.

During the TE5, TE6, and TE7, the PSTs continued to work collaboratively on their CCTs. We helped them with guiding questions about how their progress were, how their task sequences and lesson plans looked like, how the learning materials and activities helped their target audience to achieve the end product for their CCTs on our Task Module. We expected our participants to finish their CCTs by the end of the seventh week. However, we made sure that the participants were able to meet with their teammates for more exchanges to complete everything about the process if they needed. Relatedly, we had different numbers of team exchanges from each team (see details below in Data Collection section). We also organized an optional OJCS-6 for the teams to say farewell and get feedback from the PSTs. In this OJCS, we asked the voluntary participants to share their feelings and ideas about the VE project and shared Padlet links with the PSTs on which there were statements to be completed by the PSTs such as “what I find good about this project is …” and “try to improve” which provided us to receive anonymous feedback from the PSTs. The whole procedure ended with the teams’ product submissions in which they shared their overall lesson design (i.e., CCTs) with the teacher trainers, consisting of tasks and subtasks with instructions, materials, learning activities and end-product.

Data Collection Procedures

This study used the screen-recordings of the participants in the VE project as the main source of data. Prior to the project, the teacher trainers tried different data collection options. Although the videoconferencing app, Zoom, provides a recording option for its

users, this can decrease the richness of the data because Zoom allows to record the screen while using the app itself only. Therefore, when the participants change their screens and opens, for instance, a Google docs page on which every team member can contribute to, Zoom App cannot record those important screen-mediated interactions of the participants unless the screen sharing is activated. Therefore, we made sure that the collection had to include all the screen-based activities of the participants. To this end, an online screen-recording (Screencast-o-Matic, SoM, https://screencast-o-matic.com/) tool was used for recording. SoM allows its users to record all individual screen-based activities, which allowed us to record the participants' interactions when discussing their assigned tasks on the task module and using Google docs with all team members. We created a team account on SoM and added all our participants to this account. Anticipating that it could be problematic for some users to be able to use the tool, we created a guideline document. The guideline was shared with all the participants before OJCS-1. In these guidelines, we expected each participant to record their screens while joining in online joint class sessions and team exchanges in order not to lose any screen-mediated interactions. However, this did not go as planned, and not every participant recorded their screens. Nevertheless, we accessed at least one participant from each team recording their team interactions on SoM, and another participant using Zoom's recording features for data protection and collection purposes. Sometimes, the use of Zoom was more helpful than SoM because SoM caused some problems for the participants due to weak internet connection. Therefore, using different tools while recording and collecting the data from multiple sources helped us fully capture all interactional moments in the data collection process. I should also note that the data coming from online joint class sessions are beyond the scope of this study (almost six hours), because the participatory framework were mostly in a monologue mode and the interaction was shaped around the feedback giving and receiving. To this end, I will share the number of the participants and only the number and durations of team exchanges in the Table X below, that also demonstrates the focus of this dissertation.

Table 1

Data Collection Chart

Team	The number of the participants	The number and the duration of the team exchanges
Team 1	- Two participants from Türkiye - Two participants from Germany	TE1 – 01:22:32 TE2 – 01:04:45 TE3 – 52:51 TE4 – 01:35:05 TE5 – 54:37 TE6 – 40:39 TE7 – 57:28
Total		07:26:37 (App. 7,5 hours)
Team 2	- Two participants from Türkiye - Two participants from Germany	TE1 – 17.45 TE2 – 01.11.12 TE3 – 01.03.10 TE4 – 41.33 TE5 – 01.06.45 TE6 – 01.35.17 TE7 – 01.05.44 TE8 – 01.25.10
Total		08:25:16 (App. 8,5 hours)
Team 3	- Three participants from Türkiye - Two participants from Germany	TE1 – 37.11 TE2 – 35.01 TE3 – 35.29 TE4 – 59.16 TE5 – 53.51 TE6 – 01.03.11 TE7 – 01.07.12 TE8 – 37.58
Total		06:28:19 (App 6,5 hours)
Team 4	- Three participants from Türkiye - One participant from Germany - One participant from Sweden	TE1 – 22.29 TE2 – 01.11.23 TE3 – 45.57 TE4 – 46.27 TE5 – 01.12.45 TE6 – 01.00.24 TE7 – 01.11.49
Total		06:29:54 (App. 6,5 hours)
Team 5	- Two participants from Türkiye	TE1 – 37.36

	- Three participants from Germany - One participant from Sweden	TE2 – 45.14 TE3 – 38.59 TE4 – 01.00.29 TE5 – 52.55 TE6 – 01.43.57 TE7 – 01.22.53 TE8 – 58.12 TE9 – 21.08 TE10 – 24.21
Total		08:43:44 (App. 9 hours)
Team 6	- Two participants from Türkiye - Two participants from Germany - One participant from Sweden	TE1 – 54.08 TE2 – 23.50 TE3 – 01.07.09 TE4 – 01.19.23 TE5 – 01.11.08 TE6 – 01.49.19 TE7 – 02.23.17 TE8 – 02.05.14 TE9 – 39.07 TE10 – 01.42.22 TE11- 01.13.49
Total		13:47:53 (App. 14 hours)

Data Transcription and Collection Building

Multimodal conversation analysis establishes its methodological stance by attending to all minute details in social interaction as indispensable, thus cannot be treated as disorderly, accidental or irrelevant (Heritage 1984; Seedhouse, 2005). This is facilitated by detailed transcripts of the recordings of the naturally occurring talk. Transcripts enable the researchers to capture and present the talk as it occurs and without any theories or conceptualizations. However, it should be noted that “transcripts are never completely objective nor are they entirely accurate representations of spoken discourse” (Jenks, 2013, p.259). That is also to say, transcription requires making some representational decisions. These representational decisions are concerned with readability, granularity, accuracy and

research agenda (Jenks, 2018). Readability is about presenting the audience an understandable transcription, while granularity is about the extent which the dynamics of interaction are truly portrayed, and accuracy is related to what kinds of social interactional features of the conversation are presented in the transcription. To these ends, this study utilized Jefferson (2004) and Mondada (2018) transcription conventions (see Appendices A and B) to ensure readability, granularity and accuracy of the transcripts. By doing so, the multimodal transcripts included all the pauses, stretches, overlapping talks, intonation, embodied behaviors and screen-based activities, which were visually and audially available to the researcher as much as it was available to the co-participants. The fourth representational decision regarding the transcription process is the research agenda which is concerned with the researchers' interest while transcribing. To this end, the transcripts were supported by the screenshots of the participants in their interaction and images from the teacher trainers' and the PSTs' designs to fully depict the relevant actions as clear as possible for the readers, thus aiming to present visuals on how the pre-service language teachers' designs are connected with their teacher trainers' designs.

The team exchange (TE) interactions of the pre-service teachers were the main data source that the selected cases were drawn on. Constructing the collection was challenging due to the diverse intercultural and pedagogical topics that the PSTs talked during their lesson design conversations. During the first two stages of the VE project, they talked about their cultures, societies, educational backgrounds, global problems, and in an embedded way. They selected their overarching theme for their lesson designs (i.e., CCTs) and determined their target audience and language learning goals/outcomes. In the subsequent phases of the VE project, they mostly engaged in lesson designing process where they talked about their pedagogical agendas, potential ideas, task enactments and imagined classroom events. As a result of repeatedly examining these conversations with an unmotivated looking perspective, the moments when they made pedagogical and lesson-design related decisions for their own collaborative products were found to deserve a closer

look. Some of these lesson-design related decisions were done to propose a potential activity to their CCTs by (i.) bringing their individual (prior to the project timeline) learning experiences to the interaction, (ii.) referring to external resources or research papers that they individually found or read, and (iii.) sharing some design-related original ideas. These instances were important to understand how the PSTs make pedagogical decisions in-and-through video-mediated interactions. However, these decisions originated from the participants' individual work, which commonly failed to elicit group agreement. This study wanted to demonstrate convincing evidence that is devoid of exogeneous theories in explaining learning or development by presenting shared experiences of the PSTs in a trackable manner, which occurred within the scope of the VE project as part of language teacher education process and attempted to explain the context-bound teacher education activities and their effect on the participants following Deppermann (2018). Therefore, instead of focusing on participants' *individual* experiences and *individual* work as detected in the aforementioned three ways, the analytical focus of the dissertation concentrated on another pedagogical decision-making mechanism that PSTs recurrently deployed during their team interactions, namely (iv.) retrospective/immediate orientation to their *shared* experiential practices (Can-Daşkın & Hatipoğlu, 2019; Jakonen, 2018) as part of the teacher learning events that took place within the timeline of the VE project. This was because each and every moment that the PSTs deployed retrospective/immediate orientation to their shared experiential practices in the teacher trainers' VE project systematically paved the way for making a pedagogical decision collaboratively during the PSTs' discussions on their lesson plans. There was a total of thirteen moments as such in the whole data and all of them were included in the current study because of their convincing features that leaded to a collaborative decision. There were four common points that enabled these moments to be included in the collection of cases. The first one was that all of these moments included a link, a reference, an immediate orientation or a retrospective orientation to the teacher trainers' design of VE project which therefore became an experiential, shared practice of the PSTs and which connected their specific ideas to the ongoing VE-based teacher

education process. The second one was that after deploying (retrospective or immediate) orientation to shared experiential practice in interaction, this idea was accepted collaboratively and unanimously by the other team members as a lesson-design related pedagogical decision. Thirdly, these design-related pedagogical ideas were added to the shared lesson plan that the PSTs submitted to the teacher trainers at the end of the VE project. Lastly, all the cases in the collection were documentable and trackable in (i.) the teacher learning events within the scope of the VE project, (ii.) the PSTs' (retrospective or immediate) orientations and their referral points to their shared experiences in their interactions and (iii.) the related parts in PSTs' final submissions (i.e., lesson plan product as the final output) showing the experiential transfer of teacher trainers' design to the PSTs' own lesson designs.

Figure 4

Cases for Retrospective Orientation

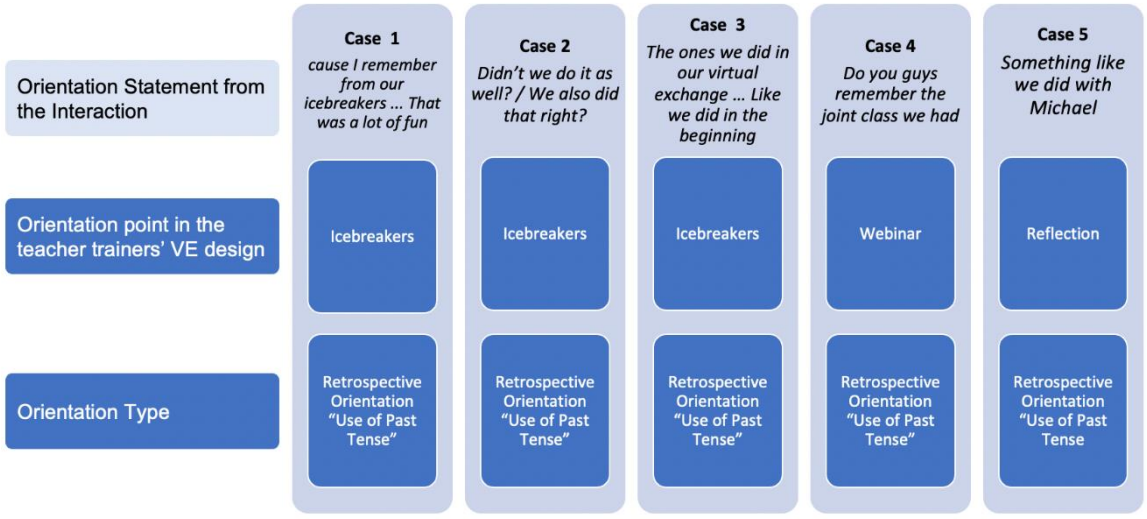
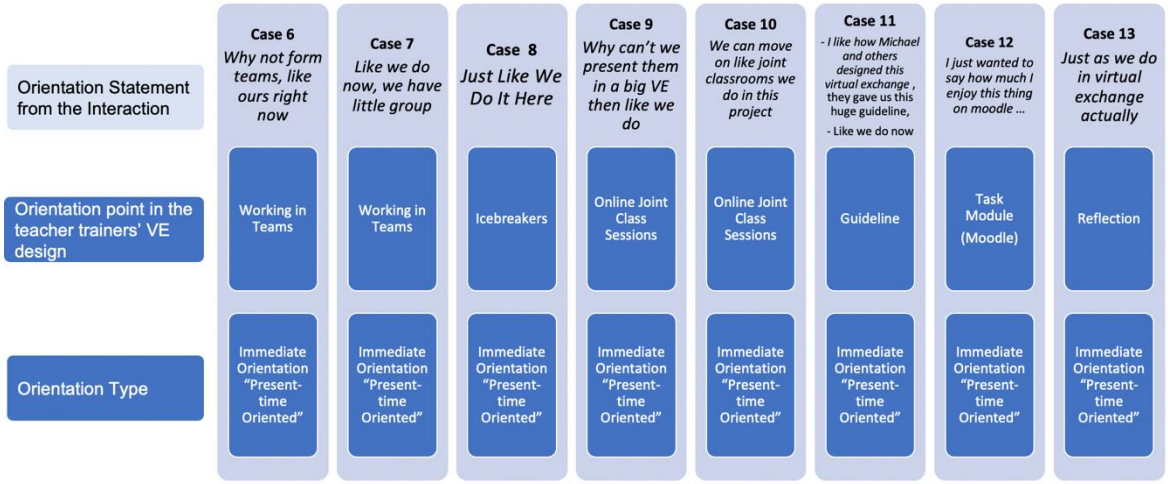


Figure 5

Cases for Immediate Orientation



I will present each of the thirteen cases coming from different teams which addresses all of the aforementioned common points, and show how the PSTs deploy retrospective orientation (see Figure 4) or immediate orientation (see Figure 5) to their shared experiential practices in earlier or present teacher learning events to make collaborative pedagogical decisions for their own lesson design in-and-through video-mediated interactions.

Ethical Considerations

This dissertation project started following the receipt of ethical clearance from the related institutions. Following the submission of a very detailed application form, the ethics board provided the ethical clearance to conduct the research (see Appendix C). The data-set including the video-mediated team interactions and written outputs of the participants within the scope of VE project required the current research to be conducted very prudently in terms of ethical issues. The ethical clearance application form was prepared by introducing every step of the VE project. The form included information about recruiting participants to the VE project (see this chapter, Participants).All participants gave the consent forms after reading the information about that (i.) they are expected to screen-

record their team interactions, (ii.) they should not share any recordings with any other third parties other than the teacher trainers, (iii.) they have the right to withdraw from the project at any time and their all recordings will be excluded from the data-set in case of withdrawal, (iv.) the study will be analyzed using multimodal conversation analysis as the research methodology and their identities, names or other personal information will not be exposed in anyway.

In the analysis, all extracts were presented using pseudonyms for each participant. The screenshots in the transcripts were blurred to avoid identifying personal details of the participants. The images from the teams' collaborative products (i.e., lesson designs/CCTs) and any other potential risks were also anonymized using additional software. All in all, the study was conducted by careful attending to ethical procedures.

Validity and Reliability

This study attributes its findings to the sound and robust tools of multimodal conversation analysis through which the participant relevant perspectives are portrayed in the analysis. I will demonstrate how validity and reliability are attended to in this section with "objectivity and credibility of research" (Peräkylä, 2011, p. 366) in mind. Reliability is generally associated with the repeatability and the consistency of the results in different occasions (Bryman, 2016). From a conversation analytic perspective, the reliability of a study is highly dependent on the selection method of the transcripts, technical quality of the data and the necessary amount of transcript (Peräkylä, 2004; Sert, 2011). In terms of ensuring the reliability, conversation analytic studies have an inherently reliable process in presenting the results, because CA studies creates a transparent analysis opportunity for the readers by bringing every minute detail into the transcription (Seedhouse, 2005). To this end, this study presents its all cases with supporting figures, screenshots, text and the transcriptions of talk-in-interaction. During the data collection process, the use of different software and modules has supported to create a well-connected data comprising the texts

and the talk of the participants throughout the project. The inclusion of similar representative transcripts in the study paves the way for exploring the phenomenon from diverse perspectives in a repeated fashion. That is why, this study brings every case that connects the teacher trainers' VE project with the pre-service teachers' lesson designs. The presentation of the repeated cases with all the relevant details gives the readers the opportunity "to analyse the data themselves, to test the analytical procedures which the author has followed and the validity of his/her analysis and claims" (Seedhouse, 2005, p. 6). Reliability has been rendered by having other prominent CA researchers analyzed some of the representative cases for this study. This has been done in multiple data sessions organized by Micro Analysis Network (https://microanalysisnetwork.com/) through which researchers with similar interests come together to analyze any data recording from an ongoing study (Duran, 2017). In addition to the data sessions, the representative cases were thoroughly discussed with the thesis committee members every six months. By doing so, the study results were prudently prepared based on different researchers' comments and observations on the relevant findings, which resulted in an increased degree of the reliability for the current study.

As for the validity, it is mostly concerned with the "interpretation of the observations" to create integrity between the foci and the results of the study (Peräkylä, 2011, p.367). While validating a CA study, Peräkylä (ibid) states six dimensions to consider. The first one is the "transparence of analytic claims" which refers to doing a true analysis when examining an extract with all its details. To this end, this study makes all the relevant data extracts available for the reader in the Analysis chapter. The second important step is "validation through next turn". This is also called next-turn proof procedure (Schegloff, 1968). In all CA work, the analysts try to present the interconnectedness of the turns-at-talk because what interactants say in a turn makes the following turn expectable and conditionally relevant (Schegloff, ibid). The next-turn proof procedure paves the way for gaining an emic validation (Clayman & Heritage, 2021) in the analysis because the CA analysts "make no claims

beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole internal validity of the enterprise" (Seedhouse, 2005, p.7). From the very beginning till the end, I analyzed the dataset by bringing convincing evidences from a participant relevant perspective via the use of their interactions and their outputs during the course of the VE project, hence having internal validity. The third issue in validating a CA study is the deviant case analysis. Deviant case analysis is to look for cases that go differently from a repeated pattern. This study does not let deviant cases to be ignored by evaluating all of them according to structured criteria for the selection method. The fourth consideration about validating CA studies according to Peräkylä (2011) is the treatment of institutional character of interaction. The CA analysts do not take the interactants' gender, age, social status, job or race into consideration unless they make these institutional roles relevant for the interactants, hence the analysts. Although the project description in this study includes the countries of the participants, the analysis part in the following section do not include any definition based on their country, university or race to hold the construct validity unbounded with any institutional relevance. The fifth dimension of validity construction is the generalizability of the findings. Although CA studies might be alienated to claim generalizability in that they do not focus on any a priori research question before conducting research as in studies with a quantitative methodology (Markee, 2017), they inherently analyze micro details in a specific moment of interaction that may also occur in another interactional setting (Seedhouse, 2005). This is further proved to be true by the commonalities from classroom interactional research findings gained through the conversation analytic methodology (Sert, 2011). This study also expects its results to have this level of generalizability by demonstrating the PSTs' transfer of shared experiential practices within the VE project into their own lesson design, thereby ensuring the external validity. The last dimension of validating a CA study is quantification. Some CA studies can provide a quantity of interactional practices that can be categorized under a simple description, while some of them may not have this opportunity because of the intertwined nature of the cases limiting them to be regarded under a specific category (Peräkylä, 2011).

However, it is advised to present a numeric representation of an interactional phenomenon in the overall dataset if possible.

Research Questions

Based on an emic and data-led perspective, the following research questions describe the coverage and scope of this dissertation;

- How do the pre-service language teachers draw on shared experiential practices in a Virtual Exchange project to create collaborative lesson plans?
- How do the interactional processes of video-mediated lesson planning conferences shape PSTs' collaborative lesson plans in a VE project?

This research question will be examined thoroughly in the Analysis chapter by documenting the PSTs' interactional practices in-and-through interaction and by closely examining how they make pedagogical decisions collaboratively by connecting their shared teacher learning experiences with the ongoing pedagogical discussion point. The results will also be explicated in Discussion and Conclusion chapter with reference to both the role of using interactional data to document pre-service teachers' interactions in situ and the ways that PSTs turn actionable disciplinary knowledge into disciplinary knowledge in action.

In line with the richness of PSTs' interactions in-situ and to better understand how they accomplish tasks in a pedagogical setting with their peers, this study utilizes Multimodal Conversation Analysis as the research methodology. By analyzing the PSTs' talks with their international peers in a video-mediated setting, the study attempts to show how important the process is and how essential the lived senses and moment-by-moment interactions of the PSTs are in understanding their pedagogical decision-making mechanisms. For all these reasons, the following part reviews the multimodal conversation analysis and its robust tools in documenting the PSTLs' interactional and multimodal conduct.

Multimodal Conversation Analysis

Conversation Analysis (CA) originates from the works of Harvey Sacks, Emanuel Schegloff and Gail Jefferson. CA is a research methodology for analyzing the talk and interaction in different settings. It was originally based on ethnomethodology (Garfinkel, 1967), and the relationship between CA and ethnomethodology was conceptualized as follows (Seedhouse, 2004, p. 3); “ethnomethodology studies the principles on which people base their social actions, whereas CA focuses more narrowly on the principles which people use to interact with each other by means of language”. Ethno-methods mean the emic perspectives in which the interpretative actions taken by the members in a conversation are analyzed in terms of the participant’s perspectives (Seedhouse, ibid). CA, in line with ethnomethodology and its insider perspective, regards the participants in talk as competent agents who try to “conduct their activities in an orderly and therefore mutually recognizable fashion” (Kasper & Wagner, 2011, p.122). Based on these preliminary ideas, CA is defined as “an approach to social research that investigates the sequential organization of talk as a way of accessing participants' understandings of, and collaborative means of organising, natural forms of social interaction” (Hutchby & Wooffitt, 2008, p.1). It has been revolutionary to examine the orderliness and sequentiality of the talk (Sacks, Schegloff and Jefferson, 1974).

CA has two essential goals in terms of the analysis of talk. The first one is characterizing the systematicity of interaction using micro-details as the source of the data, and the second one is examining the development of the intersubjectivity in interaction for which the researchers reach a shared understanding about how the interlocutors analyze and interpret their social actions (Seedhouse, ibid). Shaping around these goals, there are four fundamental principles of CA (Seedhouse, 2005);

1- There is order at all points.

2- Contributions to interaction are context-shaped and context-renewing.

3- No order of detail can be dismissed as a priori as disorderly, accidental, or irrelevant (Heritage, 1984)

4- “Analysis is bottom-up and data-driven” (pp. 14-15).

All four principles are interdependent. The orderliness of interaction is the most crucial pillar underlying CA. The analysis mainly requires treating talk in a sequentially structured fashion. The sequence structure is described by closely examining what is said in what order (i.e., adjacency pairs). This principle is quite connected to the second principle suggesting that interaction can be interpreted in reference with the context it occurs. The resources that the interactants deploy to co-construct conversation are the determinants of sequentiality to shape understanding and meaning-making between the interactants. Every turn is analyzed with reference to the preceding and subsequent turns in its own context. The third principle has gained much more importance because of the recent developments in transcription processes. The earlier CA studies included the audio data mostly; however, recent research draws more on video data. Whatever the data format is, the details cannot be underestimated in CA because sequences and turns are dynamic and connected to each other, which also implicates that the researchers have “the possibility to analyze the sequentiality of actions in detail that are achieved by other resources than talk, and more precisely a diversity of embodied practices” (Mondada, 2019). While studying CA, the data is “transcribed at a level of granularity that makes visible the details of the sequential and temporal organization of the talk” (Kasper & Wagner, 2011, p.123). Therefore, the transcription process is so detailed that even silences and embodied actions in the interaction are included in the analysis. The fourth principle is what makes a CA understanding different from the theory-driven understandings in research design. In these methodologies, the researchers generally inform their research designs by a theory and interpret their results based on this theory. However, CA researchers analyze the data with an “unmotivated looking” (ten Have, 2007). CA, therefore, is free from exogenous theories. The researchers’ analysis on the data leads them to detect some patterns. These patterns

are shared and discussed to reach a shared understanding and lastly, they become phenomena to focus on. However, the exogenous theories can be associated with the research results as post-analytic discussion points (Kasper & Wagner, 2011). This principle also reveals the emic perspective of CA because the researchers do not have any control over the research participants, and they try to analyze the phenomenon from the perspective of the participants. While analyzing the data, the verbal and nonverbal interactional resources are evaluated from an insider perspective including the visualization of meaning making processes of the interactants. In this sense, from a CA understanding, the emic perspective entails “stepping inside the shoes of participants to understand their talk and action” (Wong & Waring, 2010, p. 6). CA studies also further on bringing evidence from the interactional data. This evidence is provided by the conditionally relevant situation of the talk explained by the next turn proof procedure. Every turn has an expectable and potential next turn which can be accessible to the researcher to understand the intersubjectivity among the participants. This makes the analysis more robust, reliable, emic and observable from both a participant-relevant and a researcher perspective.

As briefly stated above, the CA researchers analyze their data via the use of five unique procedures (Wong and Waring, ibid);

1- Unmotivated looking

2- Repeated listening and viewing

3- Answering “why that now?”

4- Case-by-case analysis

5- Deviant case analysis

The researchers start with an unmotivated and repeated listening and viewing of the data which require them to identify any potential phenomenon in the data collected from naturally occurring environments. Then, the potential phenomenon or focus of the data is answered by asking “why that now?” question (As cited in Wong & Waring, 2010), and this

question implies why a social action was performed at that specific moment. When it is decided that this particular social action is an interactional practice, the researcher tries to find similar patterns to define this practice based on different episodes of the data. By making a collection of similar interactional practices and analyzing all similar cases, CA researchers try to build an argument which can be afterwards tested in data sessions where CA researchers come together and try to analyze one of those focal cases to reach a shared understanding to gain more reliability for the argument. When analyzing, there can be some deviant cases which are different from the existing argument. They should also be examined properly because they can lead the argument to another level (Kasper & Wagner, 2014).

The main analytical practices used in CA include turn-taking, turn-design, sequence organization, repair and preference structure and embodiment (Sidnell & Stivers, 2013). The basic aim of the analysis is to examine the unfolding of the turns, and the primary question to start analyzing the turns is “how do we figure out when to begin talking and when to stop?” (Wong & Waring, 2010, p. 9). The answer to this question is not an easy one; however, it can be briefly stated that by using turn constructional units, the interactants use the transition relevance places to take/allocate the turns which is not in a pre-allocated fashion, but a participant-shaped one (Seedhouse, 2004). Sequence organization and turn-design are very connected to each other. As Drew (2013, p.131) put it; “the contingencies one turn creates for a subsequent (responsive) turn, generate strings or sequences of connected turns, sequences that progress on the basis of our understanding of what one another was doing in his/her prior turn(s)”. Therefore, the design of turns by the speakers also design the sequence organization which can be pre, insert or post expanded by using the interactional resources (Stivers, 2013). Repair, on the other hand, was firstly introduced by Schegloff, Jefferson and Sacks (1977), and it has been further defined by Seedhouse as follows (2004, p.34);

“Repair may be defined as the treatment of trouble occurring in interactive language use. Trouble is anything which the participants judge is impeding their communication, and a repairable item is one which constitutes trouble for the participants.”

Repair can be self-initiated in which the producer of the trouble-source repairs himself/herself and other initiated in which the recipient initiates the repair (Kitzinger, 2013). The mundane talk cannot be without troubles which the participants should align and resolve. In the conversation, the speakers use repair to maintain the interaction and by using repair, the speakers clarify, check, ask or correct what was said earlier in their interaction (Wong &Waring, 2010). Lastly, preference organization “refers to the next actions, for example, responses to a previous utterance” (Kasper & Wagner, 2014, p.176). The terminology may incline a misunderstanding about preference; however, Seedhouse (2004, p.23) claims that “this is not related to the notion of liking or wanting to do something, but rather involves issues of affiliation and disaffiliation, of seeing, noticeability, accountability, and sanctionability in relation to social actions” and adds that an acceptance to an invitation can be regarded as a preferred action if it is affiliative and suitable to the norms although a rejection to an invitation is a dispreferred action if it is not suitable to the norms. This can also be conceptualized as expected or unexpected situation in the interaction. A preferred action can be an expected one; when a speaker designs an utterance according to the recipient, s/he expects the recipient to act normatively. A dispreferred action hence can be an unexpected one.

There are three different approaches in CA studies to treat naturally occurring interactional data. These are ethnomethodological CA approach, socio-cultural CA approach and linguistic CA approach (Seedhouse, 2005). In the first one, the main focus is to understand the orientation of the participants without assessing the “why” of an action but exploring the “what” of an action. An interactional resource shaping the talk and social actions is analyzed in this line of CA research. The socio-cultural approach to CA deals with seeking answers to socio-cultural theories by using CA as a methodology (Markee &

Kasper, 2004). The researcher tries to conceptualize the process of participants' language learning in their social environment that they show adaptation and orientation to the interaction, which creates a situated learning opportunity for themselves. In the linguistic approach to CA, the aim is to examine "CA findings in a format in which they can be readily employed to isolate interactional phenomena for quantitative treatment" (Seedhouse, 2005, p.176). This categorization of CA approaches to language learning and teaching was revisited by a broader one in the following years. According to this one, there are two strands of CA approaches which are developmental and purist approach (Kasper & Wagner, 2011; Markee & Kunitz, 2015). The developmental CA approach conducts research based on exogenous learning theories by using CA as a method. Therefore, CA has been a means to an end in this perspective. However, the purist tradition towards language teaching or learning attempts to show "–without having to rely on any exogenous theories – how empirically instantiated language learning behaviors lead to user-learners observably incorporating linguistic changes into their actional repertoires in both the short and long term" (Markee & Kunitz, ibid, p. 430). Being informed by a priori theories before starting a study actually creates a problem for CA's emic and data driven perspective. Here seems a dilemma. On one hand, CA requires the researchers having no a priori theories, on the other hand, it is expected from CA researchers to create useful ideas about second language acquisition, learning theories, construction of knowledge or development in learners or pre/in-service teachers. Markee (2008) presents three solutions to this dilemma. The first one is to ignore the data-driven nature of CA, conduct a study based on an exogenous theory and use CA as a methodological tool. The second solution is that the analytical tools of CA (e.g., turn-taking, sequence organization etc.) cannot be analyzed separately; however, they may seek help from established socio-cultural theories to create new ideas, which makes this solution to be similar to the first one. The last solution is having an "unmotivated looking" (Kasper & Wagner, 2011, p.124) to the data which provides for respecifying what is in the related learning literature. It is this third solution that the researchers in purist CA tradition treat the theories, respecifications, and new ideas as

hidden in the data so there should not be any a priori exogenous theories to start with, which makes CA as an end in itself. One other important thing that makes CA research different from the mainstream studies trying to document learning or development in the participants has been their conduct of longitudinal research. When analyzing a phenomenon from a longitudinal perspective, the developmental CA research generally focuses on the development of participants' interactional competence and the purist CA researchers focus on "tracking learning objects and language behaviors as they occur in moment and over time" (as cited in Markee & Kunitz, pp. 430-431).

All in all, multimodal conversation analysis methodology affords the researchers to explore the interactional data in a moment-to-moment basis. Its robust methodological foundation paves the way to treat the data from a truly emic perspective and reveals the turn-by-turn mechanisms and negotiation processes among the participants. Therefore, this dissertation utilizes a purist CA approach with its all principles and analytical procedures to explore the pre-service language teachers' interactions with their international peers on a lesson design production process. By closely examining the processes of PSTs' pedagogical decisions in-situ rather than an output-oriented approach, this study will attempt to bridge the gap in understanding how pre-service language teachers negotiate and make a pedagogical decision in-and-through video-mediated interactions.

Chapter 4

Analysis and Findings

This chapter will present the research findings drawing on the virtual exchange (VE) data that was introduced in the earlier chapter. The chapter will demonstrate how the pre-service language teachers deploy retrospective/immediate orientation to their shared experiential practices in the earlier pre-service teacher learning events in the ongoing VE project. Before starting the analysis chapter, it is important to define the focal interactional practice (retrospective/immediate orientation) and how this practice acts like a connector between the PSTs' design and teacher trainers' design. In everyday conversation or any institutional conversation, people make use of referencing by bringing a person, time, object, event or practice (Can-Daşkın, 2017) to establish mutual understanding and common ground among the participants and to manage the interaction (You, 2014) as much recognizable and trackable as possible for the participants. Referencing inherently puts a shared knowledge or experience that can potentially be recognizable for the participants (Can-Daşkın, ibid). Recent studies showed that referencing can be an effective tool for the teachers or the students to connect their past events or experiences to the ongoing practices or events in search for increasing the opportunities for learning and knowledge construction in-and-through the talk-in-interaction (e.g., Can-Daşkın & Hatipoğlu, 2019; Kardaş-İşler & Can-Daşkın, 2020; Jakonen, 2018). This way, the interactants bring temporality (Mercer, 2008) and time-relevant interactional resources (Enfield, 2013) to shape their ongoing talk that paves the way for establishing common ground among themselves. This study also has established such a setting that the PSTs have had a chance to create shared VE experiences in their teams and in online joint class sessions, especially by the help of the information exchange tasks and comparison and analysis tasks. They then used these experiences as reference points by deploying orientation to them during the collaborative task stage. Similar to Jakonen's study (2018), this study, by analyzing the participants' interactions without a teacher presence, will reveal that the PSTs

use different referencing practices to their shared experiences that happened in the past and that has just happened or is happening during their interaction, that also paved the way for easing their pedagogical-decision making processes. That said, there are two focal points of making reference in the collections of cases, namely immediate orientation and retrospective orientation. Retrospective orientation occurs when the PSTs deploy orientations to their past shared experiences commonly using past tense and past time expressions, and immediate orientation occurs when they deploy orientation to their current and ongoing shared experiences which are mostly marked with present tense, present time expressions (e.g., now, right now) and indexicals (i.e. here, this), thus being shaped around their immediate setting.

The current study will explore a total of thirteen cases coming from different teams that connect the components or features of teacher trainers' design of the VE project to the pre-service teachers' pedagogical decisions on their lesson planning process. All of the cases will start with the multimodal conversation analysis of extracts from the pre-service teachers' video-mediated team interactions. These analyses will demonstrate how the pre-service teachers bring their shared teacher learning experiences from the VE project into the ongoing team interactions by deploying retrospective / immediate orientation as an interactional practice, and by doing so, how they make a collaborative pedagogical decision or support a task or lesson design idea in relation to their own lesson designs. All of the analyses include a reference and retrospective / immediate orientation point to the VE project designed by the teacher trainers; therefore, each of the analyses will be supported with the snapshots/images or explanations of the related parts from the teacher trainers' VE project about which the pre-service teachers are referring to in-and-through interaction. Lastly, each case will be supported with the related figures or texts from the pre-service language teachers' outputs (i.e., lesson designs based on CCT framework) that they submitted to the teacher trainers at the end of the VE project. The related figures and texts from the PSTs' final outputs help showcase how their pedagogical ideas in the team

interactions were shaped or supported by the reference or retrospective/immediate orientation points to their teacher trainers' designs. That said, each of the cases will be presented as an interactional story of a collaborative pedagogical decision-making including (i.) a reference to some of the teacher education events in the VE project, (ii.) the pre-service teachers' use of these events for decision making purposes in their interactions and (iii.) the addition of these events in the final output of the pre-service teachers.

Based on the PSTs' language use and target of orientation, the following section will be divided into two sections. The first one will be "PSTs' Retrospective Orientations to Shared Experiences for Pedagogical decision-making" and the second part will be "PSTs' Immediate Orientations to Shared Experiences for Pedagogical decision-making".

PSTs' Retrospective Orientations to Shared Experiential Practices for Pedagogical Decision-Making

This section will include five cases demonstrating the PSTs' retrospective orientations to their shared experiential practices. This type of orientation occurs when the PSTs bring a lived and past temporality, hence retrospective, to the ongoing interaction. Doing that, they connect what they experienced in the earlier phases of the teacher trainers' VE project to their pedagogical discussions for making or supporting lesson plan related proposals, which resulted in a collaborative pedagogical decision in situ. In order to sequence the cases effectively with their references to the teacher trainers' VE design, I will prioritize their orientation points. Specifically, I will start with three cases related to icebreakers, followed by one case for the webinar idea and finally one case for the reflection section, that the PSTs deployed retrospective orientation to and made pedagogical decision accordingly.

Case 1

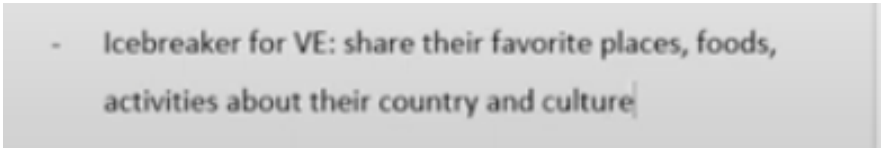
The following extract comes from the eighth team exchange of the Team 6 (PIN, NAT, PEL and KET). They have just completed making some initial planning for their first

lesson and added some introductory and organizational contents to their hybrid lesson plans. Then, they discuss how to start the virtual exchange in their lesson plan and propose some relevant design ideas. One of the team members has the typist role (NAT). She shares her screen showing their draft lesson plan document, so the co-participants can see and comment on what NAT writes on this document. During the interaction, PEL suggests a design idea about what their students can do for the very first virtual exchange meeting. She suggests that they can discuss their favorite things about their own countries so that the participants from different countries can learn more about each other, as part of their own virtual exchange component. However, this is problematized by NAT because of the risk of stereotyping. In what follows, PEL cannot establish a mutual understanding with the other participants due to weak internet connection upon which one of the co-participants asks PEL to repeat her design idea. The extract starts with PEL's response to the repetition request by the co-participants.

Extract 1 "*Cause I Remember from Our Ice-breakers*" (00:44:47 - 00:46:14)

1	**PEL:**	i sa:id er:
2		they can talk about their favorite↑ thing (1.1)
3		erm for example i can talk about my favorite thing
4		about turkey↓ so: they don't have stereotype .hhh
5	**NAT:**	‡[oh abo- about their own‡
	nat	‡----------1------------‡
		1: raises eyebrows and points her index finger to herself
6	**PEL:**	[they just have to
7	**NAT:**	Œ oka:y Œ (1.4) O- OKA:Y (0.8) >oka:y<
	pel	Œ—-nods- Œ
8	**PIN:**	mhm
9	**NAT:**	oh oka:y so i- i- erm about their own culture okay
10		(2.2) .hhh erm share with mm-hmm
11		>okay okay< i got [you↑
12	**PEL:**	[bu:t if you got any: (0.9) ideas
13		we can talk about that (1.7)
14		it was just an opinion heh ehe
15		(2.6)
16	**KET:**	[i also like it

17 **PIN:** [i liked it
18 **NAT:** erm >that's erm< erm just i just mis u- understood
19 (2.1)
20 **PIN:** yeah↑ i like it
21 **'cause i remember from our <icebreakers> (0.8)**
22 **that i: (0.4) really ǂlikedǂ [to:=**
nat ǂ-nods‡
23 **NAT:** [˚yes˚
24 **PIN:** **get to know the differences**
25 Œ **between Þturkey and germany** ŒÞ **(1.8)**
pel Œ ----------nods--------- Œ
ket Þ--------nods-------Þ
26 **PIN:** **so↑ >that was< (0.8) lot of fun**
27 **(3.3)**
28 **PIN:** so i liked [the idea
29 **NAT:** [erm let's: say (1.2) yeah let's say er:m
30 ǂshare their favorite erm places e:rm foods e::rm
nat ǂ -----2----->
31 **NAT:** <activities>' maybe↑ (1.5) erm 'about their country
32 and culture‡ (1.7) erm
nat ------2----‡
2: writes aloud on the screen shared document as below



33 **NAT:** ‡share their favorite places foods activities about
nat ‡----3---- >
34 **NAT:** their country and culture‡ (1.5)
nat ----3---‡ 3: reads aloud
35 **NAT:** e:rm (1.7) is that all right↑ (1.1)
36 **KET:** ŒÞ huhu ŒÞ
pel Œ nods Œ
ket Þ nods Þ

In line 1, PEL clarifies her proposal by firstly stating the design idea (they can talk about their favorite↑ thing) and exemplifying it to provide an account for avoiding stereotyping between lines 2 and 4. This clarification of the design proposal receives a change of state token by NAT, who problematized the idea earlier. In the same

turn, NAT also shows uptake of PEL's clarification by bodily orienting to the design idea. In overlap with NAT's change of state token, PEL utters an incomplete turn about what the students are expected to (`[they just have to`) in line 6. Subsequently, NAT provides repetitive acknowledgement tokens which are elongated and prosodically marked, which receives nodding from PEL. In line 9, NAT delivers a change of state token and acknowledgement token in turn-initial position, and she repeats her uptake again with the first-person singular pronoun marked with cut-offs. In lines 10 and 11, NAT clearly states that she understands what PEL suggested by firstly using acknowledgement tokens in turn-initial position and a rising intonation at the end of line 11 (`>okay okay< i got [you↑`). Overlapping with the turn-final particle, PEL designs a turn with a conditional format to open an interactional space for alternative proposals from the co-participants by addressing them with second person plural pronoun (`if you got any: (0.9) ideas` in line 12, `we can talk about that` in line 13). She mitigates her earlier proposal by referring to it as *just an idea* and with the laughter in turn-final position. Following 2.6s of silence, KET and PIN state their enjoyment about PEL's proposal in an overlapping fashion. NAT also clearly states that she misunderstood what PEL suggested earlier before the beginning of this extract using hesitation markers in turn-initial position in line 18. After 2.1 seconds of silence, PIN takes the floor and repeats her positive assessment of PEL's design proposal, then she claims remembering by deploying retrospective orientation to their shared experiential practice marked with first person plural possessive pronoun to provide an account about why she endorses PEL's design proposal in line 21 (`cause i remember from our <icebreakers>`). PIN, in the following lines (22, 24 and 25), elaborates on her positive assessment stating that she got to know the differences from the participating countries during the icebreaker activity. This provision of positive assessment right after the use of retrospective orientation to their shared experiential practice receives noddings from KET, NAT and PEL. In line 26, PIN provides also a positive assessment and enjoyment about the shared experiential practice within the scope of the VE project (`>that was<`

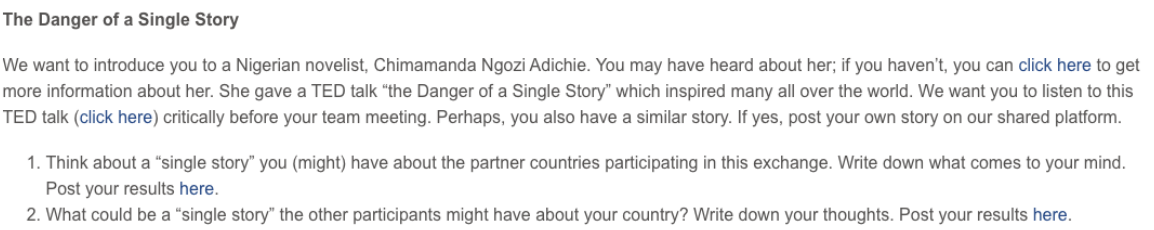
(0.8) lot of fun). After a 3.3s of silence, PIN again states her liking of PEL's design proposal (so i liked [the idea). In an overlap, beginning with a hesitation marker, NAT requests an action and starts to write aloud on the screen shared Word document with hesitation and probability markers between the TCUs in lines 30, 31 and 32. She writes "share their favorite places, foods, activities about their country and culture" on the screen shared Word document. In the subsequent lines, NAT reads aloud what she has written on the document. In line 35, she uses a hesitation marker and intra-turn pause and asks a question for confirmation about her addition on the document (is that all right↑). KET provides an acknowledgement token in the second pair-part of the question-answer sequence along with her and PEL's bodily orientation.

The analysis showed that PEL's design proposal was negotiated in-and-through the interaction. PIN provided positive assessments about PEL's design proposal by deploying retrospective orientation to their shared experiential practice (i.e., icebreaker activity, 'cause i remember from our <icebreakers') within the VE project. In the VE project, the teacher trainers prepared two synchronous ice-breaker tasks. PIN's retrospective orientation falls into the scope of the icebreakers provided by the teacher trainers in the beginning of the VE project, which were "the danger of a single story" task and "two truths, one lie" task. In the first one, the PSTs were assigned to watch a video focusing on the dangers of creating stereotypes by having a single or only one story about the other countries which may cause their stereotyping based on this one case. The participants were expected to write their sample stories about their own and their partners' countries in the Task Module as an asynchronous task to get prepared for discussing this topic synchronously in the team exchange (see Figure 6). Then, they did their discussions based on the video during the team exchange by analyzing stories about their own country and their partners' country as part of their synchronous tasks (see Figure 7). In the second one, they shared personal information by telling two true and one lie statements about themselves. By this way, the PSTs were provided with an interactional space to share

different stories and information about partnering countries and cultures which potentially led PIN to refer to these kinds of discussions that they did in the icebreaker activity of the VE project (lines 21, 22, 24 and 25).

Figure 6

The Asynchronous Task from the Teacher Trainers' VE Project ***



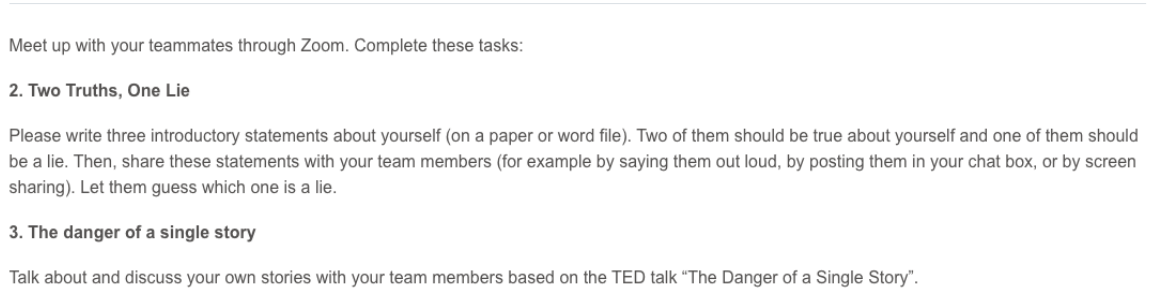
The Danger of a Single Story

We want to introduce you to a Nigerian novelist, Chimamanda Ngozi Adichie. You may have heard about her; if you haven't, you can click here to get more information about her. She gave a TED talk "the Danger of a Single Story" which inspired many all over the world. We want you to listen to this TED talk (click here) critically before your team meeting. Perhaps, you also have a similar story. If yes, post your own story on our shared platform.

1. Think about a "single story" you (might) have about the partner countries participating in this exchange. Write down what comes to your mind. Post your results here.
2. What could be a "single story" the other participants might have about your country? Write down your thoughts. Post your results here.

Figure 7

The Synchronous Task from the Teacher Trainers' VE Project ***



Meet up with your teammates through Zoom. Complete these tasks:

2. Two Truths, One Lie

Please write three introductory statements about yourself (on a paper or word file). Two of them should be true about yourself and one of them should be a lie. Then, share these statements with your team members (for example by saying them out loud, by posting them in your chat box, or by screen sharing). Let them guess which one is a lie.

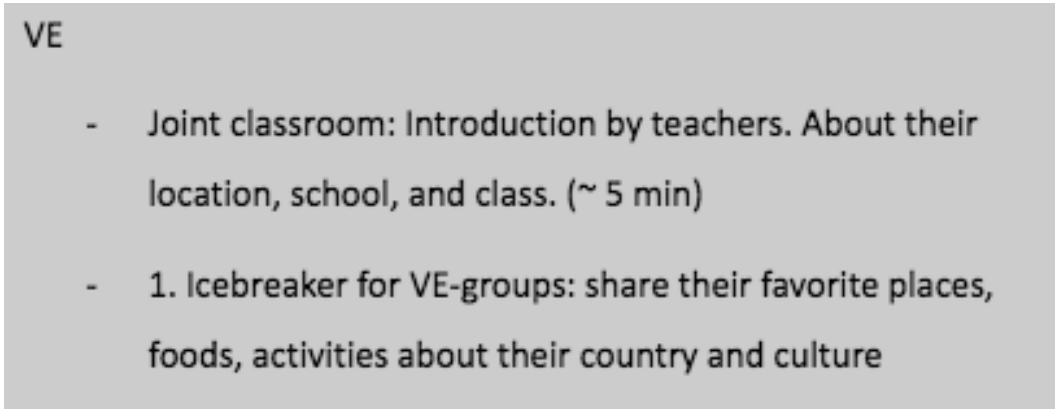
3. The danger of a single story

Talk about and discuss your own stories with your team members based on the TED talk "The Danger of a Single Story".

Supported by PIN's retrospective orientation to their shared practice, PEL's design proposal was then accepted and added to the screen shared word document by NAT. She firstly wrote and secondly read aloud what she added to the document. Subsequently, NAT asked for the other team members' ideas on the addition, and they provided acknowledgements for the idea. With this in mind, looking at the final product of Team 6, we see that they used the icebreaker part verbatim. Similar to what their teacher trainers provided for them, they also created an interactional space for their target students to discuss country-level and cultural analyses in their own lesson design ("*share their favorite places, foods, school, and class*" at Figure 8 below).

Figure 8

The Related Part from the Pre-service Teachers' Final Product



This analysis showed that the PSTs used their shared icebreaker activity that was implemented within the teacher trainers' VE project and brought this lived temporality in their interaction as a supportive point to an ongoing lesson plan idea. Deploying a retrospective orientation to this shared practice, this leaded to a pedagogical decision in their team lesson planning process. They also added a second ice-breaker activity to their overall design which will be the focus of the following case.

Case 2

This case demonstrates how the same PSTs in Team 6 (PIN, NAT, PEL and KET) co-construct their second ice-breaker activity for the overall lesson design. This case starts right after Extract 1. The earlier case ends with NAT's question for confirmation about the addition of the first ice-breaker activity which is acknowledged by the other participants. Following this, another task design idea is suggested by PIN from line 1 onwards below.

Extract 2.1 "*Didn't we do it as well? / We also did that right?* " (00:46:16 - 00:47:12)

1	**PIN:**	>maybe<↑ give e:r five facts about yourself (1.0)
2		something Œ like this Œ
	pel	Œ ---nods-- Œ
3	**NAT:**	°huhu°
4	**PIN:**	Þ so that they get to know each other >a little<↓ Þ
	ket	Þ --starts smiling ----------starts laughing-Þ
5	**KET:**	hehehe yes so hehheh original ideas[really Œ hehehe Œ

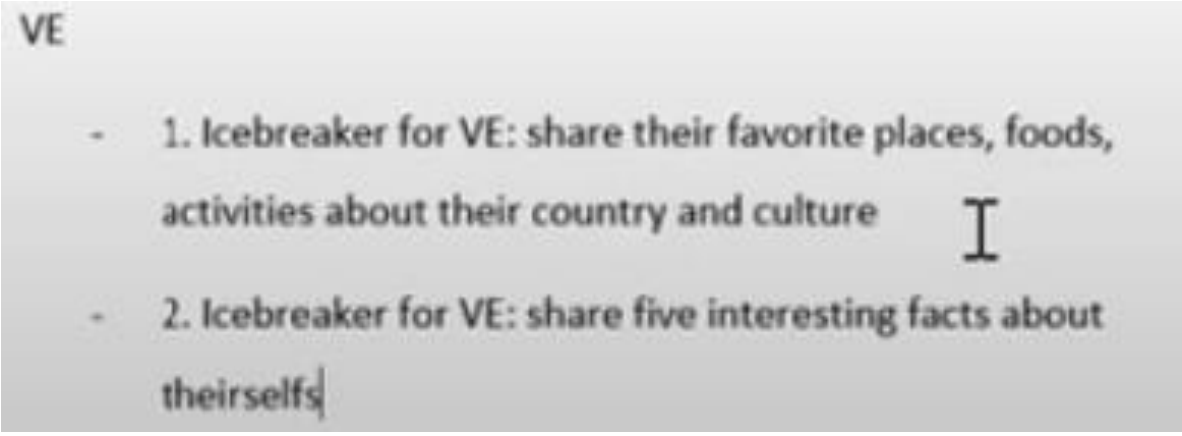
6	**NAT:**	[okay
	pel	Œ smiles Œ
7	**PIN:**	HEH EHE heh
8	**NAT:**	°thank you° (1.1)
9	**PIN:**	**didn't↑ we do it as we:ll↓**
10	**PEL:**	**[heh heh**
11	**KET:**	**[yes heh ehe**
12	**NAT:**	**[yes**
13	**PIN:**	Œ **[yeah** Œ **heh ehe heh**
	pel	Œ-nods- Œ
14	**NAT:**	heh ehe heh .hh .hhh e:rm (1.7)
15	**PIN:**	we don't have to
16		>but< heh ehe heh i- i- guess they kind of
17		have to: get to know each other >a little<↓
18		(4.0)
19	**NAT:**	‡share fi:ve‡ (1.0)
	nat	‡----2-----‡
		2: writes aloud on the screenshared document
20	**PIN:**	if you have another idea↑
21	**KET:**	heh ehe heh
22	**NAT:**	l- l- like to be hhonest heh (1.0)
23		what i: what i can think of is
24		the: game with erm hh tell three sentences
25		and er two of them are: (0.6)
26		like one of them is a lie or something (0.8)
27	**PIN:**	¤ [hu yeah¤
	pin	¤--nods--¤
28	**NAT:**	**[so: we al- also did** ŒÞ **that (0.7)** ¤**right↑**ŒÞ¤
	pel	Œ ----- nods ----- Œ
	ket	Þ -nods and laughs-Þ
	pin	¤ -nods- ¤

Using a turn-initial probability marker in a faster pace, PIN tells her idea (`give e:r five facts about yourself`) which is replied with a confirmation token by NAT and a nod by PEL. In line 4, PIN provides her account for this idea (`so that they get to know each other >a little<↓`). During this account giving, KET starts smiling and laughing. She then uses laughters during her turn and mentions about the originality of the

ideas in line 5. This jocular telling receives confirmation token from NAT in line 6, smile from PEL and a loud laughter from the owner of the idea (i.e., PIN) in line 7. Following NAT's thanking and 1.1s of silence, PIN takes the turn again and uses retrospective orientation to their shared experiential practice as a remember recognition check (`didn't↑ we do it as we:ll`) in line 9. This receives overlapping acknowledgement tokens and loud laughters from all the participants between lines 10 and 14 demonstrating the cognizance and remembrance of the participants about the practice that PIN used the retrospective orientation for. In line 15, PIN mitigates her proposal by claiming that they are not obliged to add this activity (`we don't have to`). By prefacing *but* in turn-initial position, she provides her epistemic stance jocularly about what their students should do in lines 16 and 17. Following a 4.0s of silence, NAT, as the typist in the team, starts to write "share five" to the screen-shared Word document. In line 20, PIN asks whether there are alternative ideas from the other team members during which KET laughs. Then, NAT gives the details about a game interspersed with intra-turn pauses from line 22 to 26. PIN provides listenership and acknowledgement tokens about this game. In line 28, NAT deploys retrospective orientation by specifying that this game was also a shared practice of the team participants in a question format (`we al- also did that (0.7) right`). The other participants bodily orient to this question. NAT's use of "also" marking the additional aspect of the practice help us understand that this game was practiced earlier in the VE project. In the following part, NAT, as the typist, completes her writing of PIN's idea because she left it incomplete in line 19 (share five). Then, she writes "share five interesting facts about theirselfs" as the second ice-breaker (Figure 9).

Figure 9

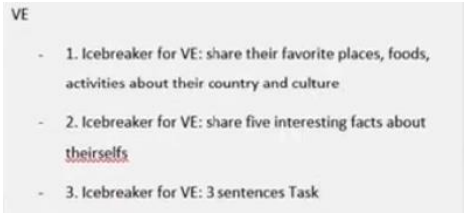
NAT's Addition to the Lesson Plan



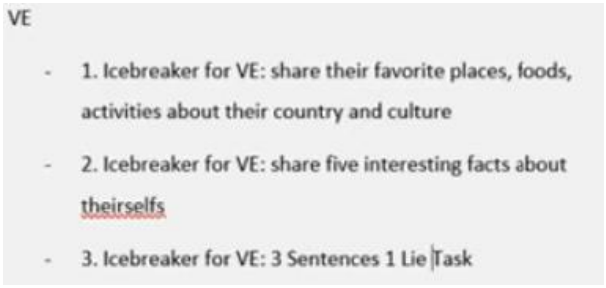
In the following seven minutes, the PSTs discuss how they should start the VE process. They want these ice-breaker activities to be done in the second lesson and they add some details to do before the ice-breakers. After completing this part, they return back to the game NAT suggested and she, as the typist, adds this to the screen-shared Word document.

Extract 2.2 "*Two truths one lie*" (00:54:04 - 00:54:40)

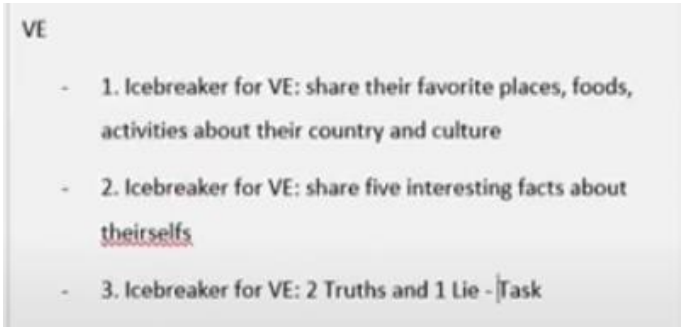
190 **NAT:** ‡three sentences task‡ (2.2) all right↑
nat ‡----writes aloud----‡



191 (4.3)
192 **PIN:** i like it because it's something (1.0)
193 where (0.8) ‡we don't need to prepare (1.2)
nat ‡ ---3----- >
194 **PIN:** <material> for‡ [heh ehe heh
nat ---3---‡
3: adds '1 Lie' between '3 sentences' and 'task'



195 **KET:** [heh ehe
196 **PEL:** [heh ehe
197 **NAT:** [heh heh (1.5) yeah that's true (0.4) good point
198 (1.6)
199 **NAT:** ‡°three sentences° one lie task‡
nat ‡--------reads aloud---------‡
200 **NAT:** [i like that
201 **KET:** **[two truths one lie could be (1.5)**
202 **NAT:** what↑
203 **KET:** **two truths one lie (2.9)**
204 **NAT:** huhu ‡ (3.0) ‡
nat ‡---4---‡ ---------4---------------‡
4: deletes '3 sentences' and writes '2 Truths and'



205 **NAT:** ‡two truths and one lie task‡ (1.8)
nat ‡------reads aloud--------‡

In line 190, NAT writes "3 sentences task" to the document with a writing aloud episode and finishes her turn with rising intonation. Following 4.3s of silence, PIN provides her personal stance on this task by giving account in a jocular fashion between lines 192 and 194 during which NAT finishes her writing on the document indicating this task. PIN's jocular telling receives laughter from the co-participants and a positive assessment from NAT in line 197. After 1.6s of silence, NAT reads aloud what she has written on the document (°three sentences° one lie task) and provides her liking of the idea in

line 200. In an overlap with NAT, KET suggests an alternative name for this task (`two truths one lie could be`). NAT asks for clarification in what follows and KET repeats what she suggested in line 203. NAT uses a confirmation token and makes the changes during 3.0s of silence. After completing the writing, NAT reads aloud what she has written in line 205.

After nine minutes during which they discuss the timing issue related to the ice-breaker activities and the other activities for this lesson, the PSTs decide that three ice-breakers can be too much in terms of time-management. To this end, PIN provides a suggestion in line 402.

Extract 2.3 "*Maybe cut out the second ice-breaker*" (01:03:31 - 01:03:40)

402 **PIN:** maybe:: cut out the second ice-breaker
403 because we ‡prepared‡ the [third ice breaker
nat ‡---1---‡
1: deletes "2. Icebreaker for VE: share five interesting facts about theirselfs" (see the screenshot below)

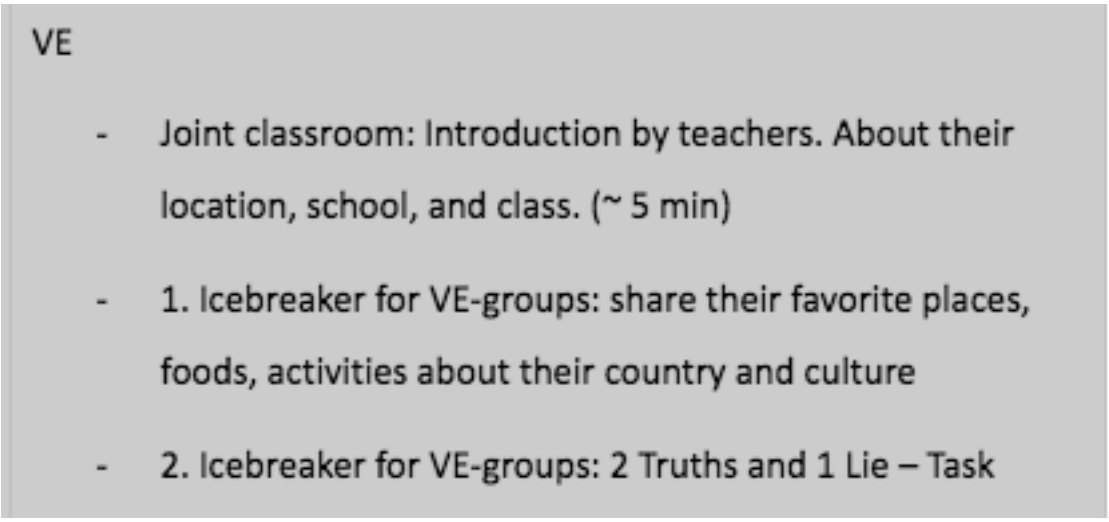
404 **PEL:** Œ[°yes°Œ
pel Œ-nods-Œ
405 **KET:** Þ yeah Þ
ket Þ nods Þ
406 **NAT:** okay

She provides her account about this solution in line 403, during which NAT, as the typist, deletes the related part from the screen-shared Word document. This suggestion is also oriented to by PEL and KET's verbal and embodied confirmation. The lesson design process for the icebreakers ends with NAT's sequence closer (`okay`) in line 406.

In this case, the extracts (2.1, 2.2, 2.3) demonstrated that the PSTs used their experiential practices within the VE project as lesson design ideas to be included in their own lesson plan. In Extract 2.1, PIN came up with a design idea about an ice-breaker activity and when she produced this idea in her talk, it was replied with laughter by KET indicating the recognition of this idea. In what follows, PIN deployed a retrospective orientation to their experiential practice by asking a question (didn't↑ we do it as we:ll↓) which was then replied with all participants' confirmations and laughters which made this idea a shared one. Considering that the participants firstly met within the VE project, PIN's retrospective orientation became associated with what was done within the VE project. This suggestion was added to the shared Word document by NAT following the Extract 2.1 ("share five interesting facts about theirselfs"). Similarly, NAT delivered her design idea in the last part of Extract 2.1 by deploying a retrospective orientation to their shared practice (we al- also did that (0.7) right↑). This was also acknowledged by the co-participants bodily. They added this activity firstly as "3 sentences 1 lie" task in lines 193 and 194 of Extract 2.2. However, this was changed by KET in the following lines as "2 truths and 1 lie" task between the lines 201 and 205. KET made this change and turned this design idea into the same one that the teacher trainers provided for them in the beginning of the VE project. Looking back at the teacher trainers' VE project, the teacher trainers gave the interactional space for the participants to get to know each other by the use of "the danger of single stories" task in which they shared their cultural and personal information with their partners and "two truths, one lie" task as shown in the figures of previous case . These ice-breaker activities were also utilized by the PSTs for their design. However, because of the time management issues, in the following parts, the PSTs removed "share five interesting facts about themselves" activity and used "two truths and one lie" activity only as the second ice-breaker activity in addition to the first one which is demonstrated through the previous case (see Figure 10).

Figure 10

The Related Part from the Pre-service Teachers' Final Product



Although they have removed "sharing five interesting facts" idea from the overall design, the way that it is proposed and added to the design by the use of retrospective orientation shows how interconnected the teacher trainers' design and the PSTs' design are. The analysis section continues with the following case from another team's interaction focusing on the use of icebreakers.

Case 3

This case includes another instance of PSTs' retrospective orientation to shared experiential practices in line with the ice-breaker activities and their use of these practices in the final product. The extract presents a part from the eighth team exchange of Team 3. During this exchange, they share their design ideas with each other. This is not a case demonstrating the whole decision-making process of the design idea unlike the earlier ones, it rather shows how the PSTs came up with a design idea while presenting this idea to the other team members for their approval to be included in the final product. In the following extract, there are four participants (FER, TIM, KAY, TOM). Two of them (FER and TOM) worked together to bring some activities to be used in the beginning of the overall lesson design, and they presented these ideas to the other two participants. After these two participants (KAY, TIM) asked for some parts to change, FER made the changes in the

screen-shared document because she has the typist role in this part of the exchange. The following extract is where FER introduces the first part of the activities, and she scrolls down in the screen-shared document. When coming to the icebreakers part, she takes the turn from the first line onwards and produces a claim of insufficient knowledge about the icebreaker activities in line 1.

Extract 3.1. "*The ones we did in our virtual exchange*" (00:00:32 - 00:01:28)

```
1     FER:    ^i don't know what to say >to those< icebreakers an-
2     fer     ^---1---->
3     FER:    these are basically the ones
4             we di:d (0.8) *in our +virtual exchange*+^
      fer                                      ----1----^
              1: shows the ice-breaker parts on the shared document
      kay                    *---------nods----------*
      tim                             +------nods------+
5     FER:    >and i just< *copypasted them* heh ehe heh (0.9)
      kay                  *-----smiles----*
6     TOM:    %this is good%
      tom     %----nods----%
7     FER:    ^er:: o:kay
      fer     ^---2--->
8     FER:    so here (0.4) is (0.5) the working together thi:ng^
      fer                         ----2----^
              2: scrolls down the screen to the working together
              part
9     FER:    where they (0.6) work together
10            wi:th (0.7) their exchange partners
11            whether in Germany o:r in Turkey (1.5) er: yeah
12            ^(7.1)^
      fer     ^--3--^  3: scrolls down on the screen shared document
```

In lines 2 and 3, FER deploys a retrospective orientation to their shared experiential practice within the VE project to introduce these activities (`these are basically the ones`

we di:d (0.8) in our virtual exchange). This introduction receives noddings from KAY and TIM who possibly displayed their recognition of the activities. FER in the following line explicitly states with turn-final laughters that she copy-pasted those activities. TOM in the subsequent line provides a positive assessment about the icebreaker activities (this is good) by using her embodied resources. FER then delivers a turn-initial elongated hesitation marker which is followed by a confirmation token in line 6. There is no attempt to change anything on the design or no bid for a turn which is why FER scrolls down the second part. In line 7, she utters the name of the related part on the screen-shared document with intra-turn pauses (here (0.4) is (0.5) the working together thi:ng). In what follows, FER introduces the working together part and provides an explanation about what this part is about between lines 8 and 11. This is followed by 7.1s of silence for FER's scrolling down slowly on the screen-shared document. Then, TOM takes the floor and gives extra information about the working together part to contribute to what FER said by signaling an expansion in line 13 which is oriented to by FER with her noddings.

Extract 3.2 "*Like we did in the beginning*" (00:01:29 - 00:02:07)

13	**TOM:**	also it- it is the first (0.9) erm ^getting together^
	fer	^-----nods------^
14	**TOM:**	like whe- when- when can we (0.7) meet↑ erm (0.8)
15		>how is< yo- what is your schedule <li:ke> (0.5)
16		+**like we: did** in the beginning+
	tim	+----------nods----------+
17	**TOM:**	like *ao:w what about thursdays↑*
	kay	*----------nods----------*
18	**TOM:**	yes we want to meet on Thursdays
19		so they ^get to know each other better that^(0.4)
	fer	^--------------nods--------------^

TOM continues her turn by elaborating more on what the working thing part is. She produces the time relevant detail with a disrupted structure (whe- when- when) followed by intra-

turn pauses and a hesitation marker in line 14. She subsequently produces another point of elaboration on the same part starting with a faster pace and repairing herself in the first TCU. In line 16, she deploys retrospective orientation to shared experiential practice by using first-person plural pronoun (`like we: did`) and a time-relevant detail to this shared practice (`in the beginning`) which receives nodding from TIM. Enacting an imagined talk bodily oriented by KAY in line 11 and 12, TOM finishes her long turn by prefacing *so* in her initial TCU and by stating the purpose of the working together part on the screen-shared document (`they get to know each other better`).

In Extract 3.1, FER clearly stated that she added the ice-breaker activities into their own lesson design from the teacher trainers' VE project (Extract 3.1, lines 3 and 4). Looking back to the teacher trainers' design, there were three ice-breaker activities as stated in the earlier cases; sharing introductory information on a Padlet link as an asynchronous task (see Figure 11), two truths and one lie activity and reflecting on a video which focused on stereotyping and sample stories related to the different countries as synchronous tasks (see Figure 12).

Figure 11

The Asynchronous Introductory Padlet Task from Teacher Trainers' Design

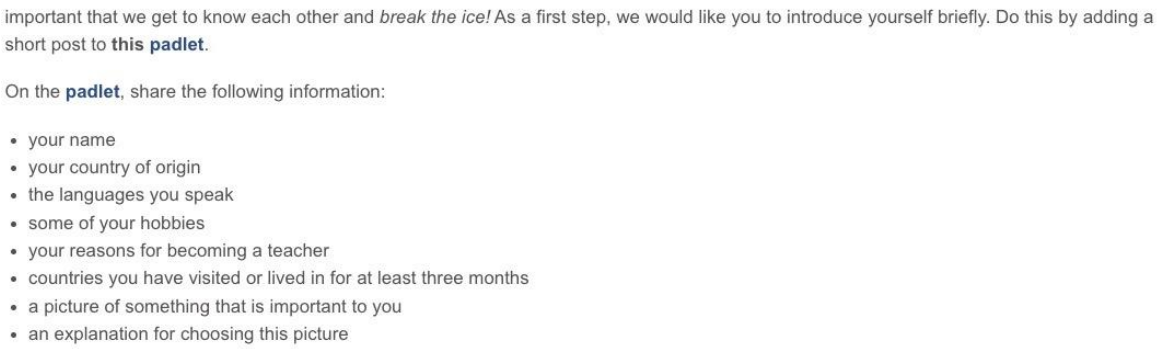
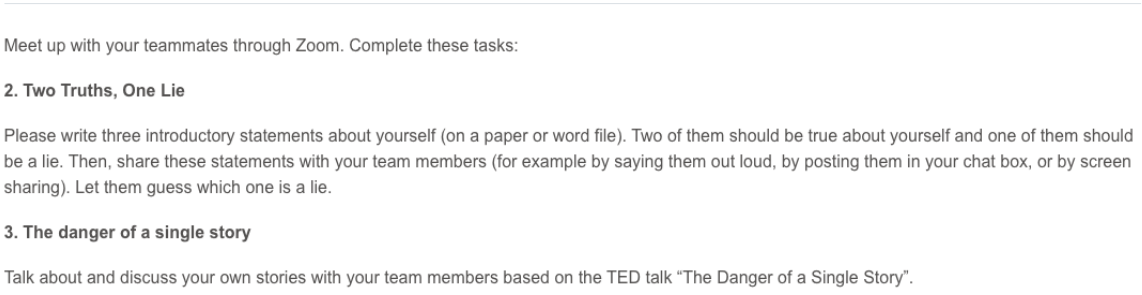


Figure 12

The Synchronous Ice-breaker Tasks from Teacher Trainers' Design



Meet up with your teammates through Zoom. Complete these tasks:

2. Two Truths, One Lie

Please write three introductory statements about yourself (on a paper or word file). Two of them should be true about yourself and one of them should be a lie. Then, share these statements with your team members (for example by saying them out loud, by posting them in your chat box, or by screen sharing). Let them guess which one is a lie.

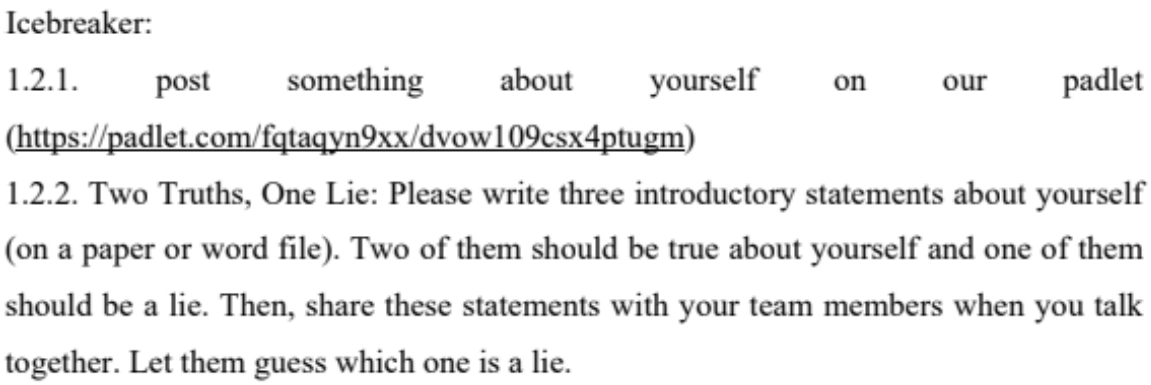
3. The danger of a single story

Talk about and discuss your own stories with your team members based on the TED talk "The Danger of a Single Story".

In their lesson planning conversations, FER's retrospective orientation to their shared experiential practice in relation to the ice-breaker activities that she shared with her teammates received noddings and positive assessment showing the approval of the design idea, which enabled this idea to be included in their final product (i.e., a lesson design based on CCT framework). As shown in Figure 13 below, the PSTs' ice-breaker activities ("*post something about yourself on our padlet*", "*Two Truths, One Lie*") in their final products were very similar to what teacher trainers provided for them within the scope of the VE project. Thereby, the pre-service teachers used a shared experiential practice to suggest a lesson design idea, and this idea was approved and added to their overall design.

Figure 13

The Ice-breaker Activities from the Pre-service Language Teachers' Final Product



Icebreaker:

1.2.1. post something about yourself on our padlet (https://padlet.com/fqtaqyn9xx/dvow109csx4ptugm)

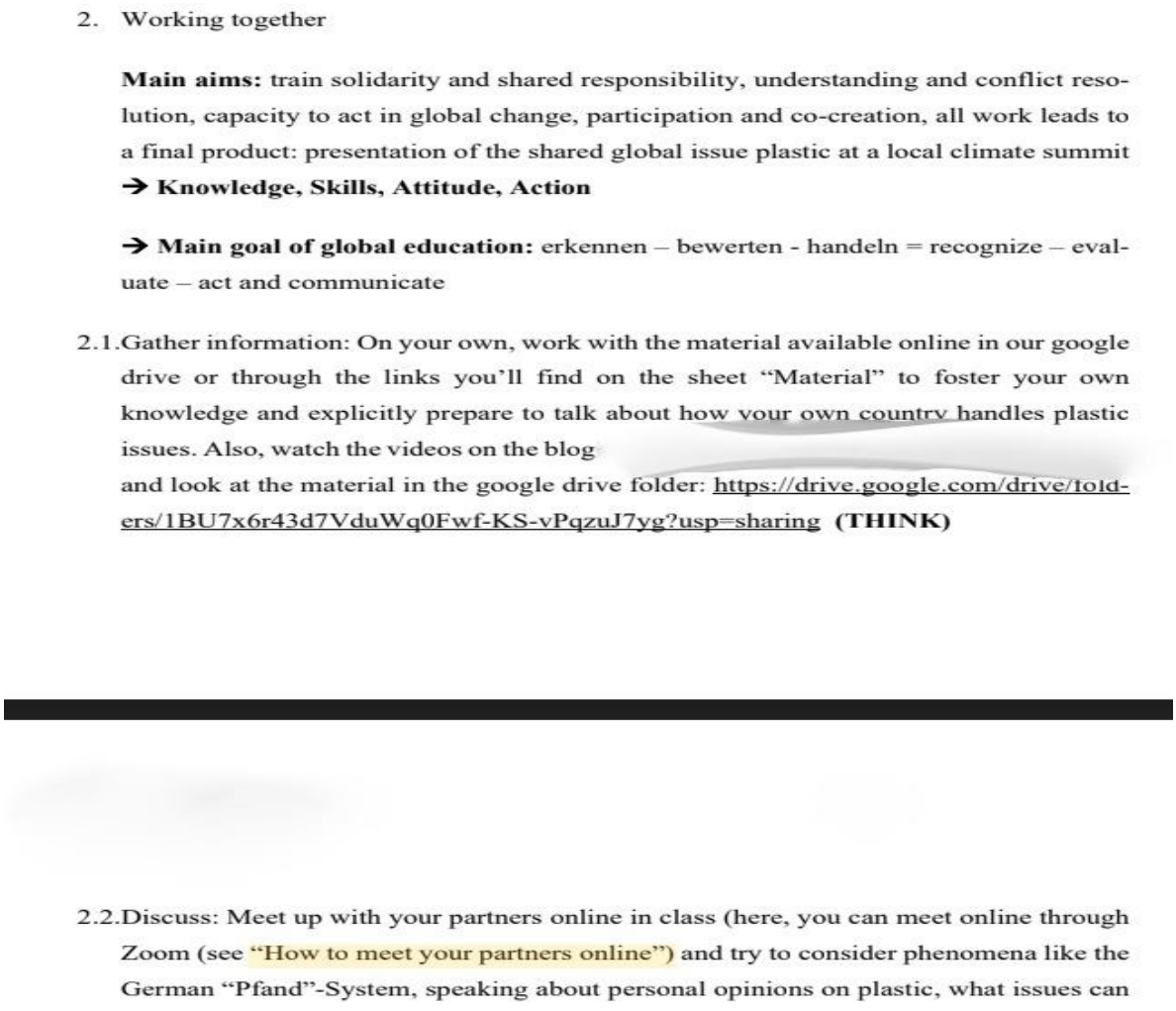
1.2.2. Two Truths, One Lie: Please write three introductory statements about yourself (on a paper or word file). Two of them should be true about yourself and one of them should be a lie. Then, share these statements with your team members when you talk together. Let them guess which one is a lie.

As for the Extract 3.2, TOM contributed to working together part that FER shared during the interaction and provided accounts by similarly deploying retrospective orientation

to their shared experiential practice that they did in the beginning of the VE project. Based on this argumentation, she related what they did within the VE project to their own design. Looking back to the teacher trainers' VE project, the participants were given their team members' email information before the first online joint class session so that they could organize their team exchanges and they were also put into breakout rooms to interact with each other during the first online joint class session. Adding a working together part by connecting this to their shared experience (`like we: did in the beginning`), the PSTs used their VE practice as a basis to add an instruction of "How to meet your partner online" providing an opportunity to organize their exchanges for their own learners in their own lesson design.

Figure 14

*The Related Part from the Pre-service Teachers' Final Product **



2. Working together

Main aims: train solidarity and shared responsibility, understanding and conflict resolution, capacity to act in global change, participation and co-creation, all work leads to a final product: presentation of the shared global issue plastic at a local climate summit
➔ **Knowledge, Skills, Attitude, Action**

➔ **Main goal of global education:** erkennen – bewerten - handeln = recognize – evaluate – act and communicate

2.1. Gather information: On your own, work with the material available online in our google drive or through the links you'll find on the sheet "Material" to foster your own knowledge and explicitly prepare to talk about how your own country handles plastic issues. Also, watch the videos on the blog
and look at the material in the google drive folder: https://drive.google.com/drive/folders/1BU7x6r43d7VduWq0Fwf-KS-vPqzuJ7yg?usp=sharing **(THINK)**

2.2. Discuss: Meet up with your partners online in class (here, you can meet online through Zoom (see "How to meet your partners online") and try to consider phenomena like the German "Pfand"-System, speaking about personal opinions on plastic, what issues can

**Highlights were added by the author.*

In these extracts, we see another instance of PSTs' transferring experiential practice from the teacher trainers' design to their own lesson plan by bringing those shared temporalities into the interaction which paves the way for a pedagogical decision. The following case will also show how the PSTs shape and reshape their pedagogical design ideas using the interactional space created by their retrospective orientations.

Case 4

This case showcases another episode that demonstrates how the pre-service language teachers make a pedagogical decision on their overall design by deploying retrospective orientation to their shared experiential practice, and even change this already made pedagogical decision by using retrospective orientation again. The extracts in Case 4 come from the tenth team exchange of the Team 6. The participants (PIN, NAT, PEL and KET) try to complete their overall lesson design by adding the related activities and procedures to their shared product. They determined "preparing a gender equality themed play and presenting it to the rest of the class" as the final outcome for their shared lesson design. They also decided on producing a ten-week lesson design to accomplish this final outcome. Therefore, their talks and lesson plan related ideas are recognizably connected to the gender equality theme and a drama play. NAT has the typist role in the team, and she shares her screen with the co-participants. They now discuss some possible activity ideas that can be added to the sixth week of their lesson plan, and NAT proposes "interviewing an activist" idea as a possible activity.

Extract 4.1 "*Do you guys remember the joint class we had*" (00:28:53 - 00:29:51)

1	**NAT:**	what i >wanted< to say is (0.5)
2		the interviewing an activist (0.8)
3		maybe we ca:n er:m do that at the: (0.7)
4		Œla:st↑ lessonŒ
	pel	Œ----nods-----Œ
5	**NAT:**	maybe just a short um (2.6) ǂsh:o-ǂ (0.7)
	nat	ǂ--1--ǂ

```
                                    1: purses her lips
6   NAT:    should↑ we do that it's a lot of work↓
7           ‡°to be honest°‡
    nat     ‡------2-------‡ 2: Raises her eyebrows
8   NAT:    .hh er:: what do you guys think (0.5) should we:
9           (2.8)
10  KET:    er:m (1.1) maybe we can (1.0)
11          a joint classroom kind of thing an:d (0.8)
12          invite the activist↑
13  PEL:    huhu
14  KET:    ‡an:d she talks (1.4) instead of interviewing (1.7)‡
    nat     ‡----------------------3-------------------------‡
            3: leans back, raises eyebrows and folds hands
15  NAT:    ‡yes:↑ really good (0.7)‡ er (0.6) input KET↑
    nat     ‡----------4-----------‡
            4: leans forward and shows her both index fingers
16  NAT:    do you: guys remember the joint class we had
17          with this >er< Spanish (1.3) .hh ermm gu:y↑
18          so [actually
19  KET:       [heh ehe
20  NAT:    we could do: heh ehe we could do: [er:
21  PIN:                                      [with the $spanish↑
22          $guy$ heh ehe
23  KET:    heh ehe heh
24  NAT:    ye:s he was from $somewhere$ in spain↑ $okay$
25          ‡heh ehe heh‡ he was really $nice$ (0.6)
    nat     ‡-leans back-‡
26  NAT:    so (0.8) .hhh nothing mo:re erm .hh
```

In lines 1 to 4, NAT addresses a possible timeline (`la:st↑ lesson`) for her proposed activity. Displaying some hesitation with her embodied behavior, she produces a self-assessment about her proposal in a question format in lines 6 and 7. In the subsequent turn, she directly asks a question to the co-participants to elicit their ideas on her proposal by leaving the turn incomplete and stretching the turn-final first-person plural pronoun (`we:`) in line 8. Following a 2.8s of silence, KET takes the turn and proposes another candidate activity to be used in the lesson plan. In line 10 to 12, using turn-initial hesitation markers,

she delivers her proposal which is aligned with a confirmation token by PEL. It should be noted here that KET's proposal (a joint classroom) is very similar to the teacher trainers' naming of the activity in the VE project for the PSTs (i.e., online joint class session / OJCS-2), and she uses a similarity token (kind of thing) following this activity in her turn design. However, there is still a lack of direct orientation to their shared experience. In what follows, KET finishes her proposal by using a comparison with NAT's already proposed idea (an:d she talks (1.4) instead of interviewing (1.7)) in line 14 which is bodily aligned by NAT. Starting with a confirmation token, NAT provides an explicit positive assessment about KET's proposal by using an address term in her turn-final position in line 15. In the subsequent turn, NAT delivers a remember recognition check (do you: guys remember the joint class we had) to the co-participants, and she deploys retrospective orientation to their shared experience as part of teacher learning events in line 16. By using the first-person plural pronoun (the joint class we had), she reminds this activity as a shared experiential practice for all the participants. Following this, NAT gives details about the shared practice (spanish ... gu:y) and turns this shared practice as a basis for a newly proposed activity to be added to their own lesson design (we could do:) in line 20. Considering the laughters from lines 19 to 25 produced by the co-participants and the entire context-bound interactions of the PSTs, they show their familiarity and cognizance of the shared practice as a response to NAT's remember recognition check in the following lines. In lines 24 to 26, NAT delivers a positive assessment about the shared practice and ends the laughing episode. Following this, NAT provides another positive assessment about her proposal and a candidate timeline for the "inviting an activist to give a presentation" idea (but really good for the la:st‡ lesson) in line 27 below.

Extract 4.2 "*But really good for the last lesson*" (00:29:52 - 00:30:23)

27	**NAT:**	‡but really good for the la:st‡ lesson
	nat	‡----------5----------‡
		5: leans forward and shows her right index finger
28	**NAT:**	>because< then we can (0.7)

```
29          er: Œ hear her presentation for Œ example and then
    pel         Œ ------------nods--------- Œ
30  NAT:    everyone goes ‡back into their‡ groups (0.8)
    nat                 ‡-------6-------‡
                    6: spreads her both arms wide and closes
31  NAT:    says how their presentation went and (1.2)
32          Þsays (0.6) ‡by:eÞ‡ a:nd er:m then
    ket     Þ------nods------Þ
    nat               ‡--7--‡
                7: waves her both hands
33  NAT:    we come back to the ‡Œjoint class‡ andŒ
    pel                       Œ------nods------Œ
    nat                      ‡-----8------‡ 8: claps her hands
34  NAT:    say ‡goodby:e‡ and then we are [done↓
    nat          ‡---9----‡
             9: makes bye bye gesture with both hands
35  PIN:                                    [heh ehe heh
36  KET:    [heh ehe heh
37  NAT:    [th[at's a good
38  KET:       [°a perfect plan°
39  NAT:    way ri:ght↑
40  KET:    [$yep$
41  PEL:    [$yes$ heh ehe
42  NAT:    ok[a:y (0.9)
43  PIN:      [yes
44  NAT:    OH gosh↑ ‡i'm gonna write that down
    nat           ‡---10--->
45  NAT:    before we forget that↓‡
    nat                  ------‡
            10: opens the word document on the screen-shared screen
```

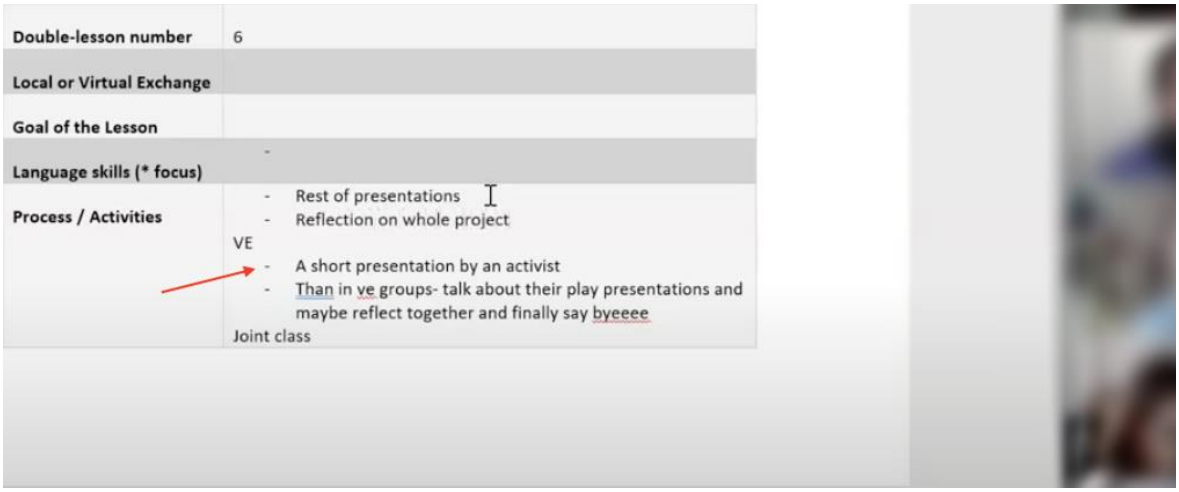
Between lines 28 and 34, she starts a stepwise idea proposal and gives details about what they can do for this specific activity. In this stepwise telling, she mentions about the presentation in line 29, the group work in line 30, a critical reflection of the presentation in line 31, joint class in line 33 and the closure of the activity in line 34. Her jocular ending of the stepwise telling of the activity gets laughter from the co-participants. Overlapped by a positive assessment from KET in line 38, NAT tries to elicit the co-participant's confirmation on this activity plan by formulating a question in lines 37 and 39. This was oriented to by

acceptance tokens from the other team members. The extract ends with NAT's informing the co-participants and taking action to write what they have discussed on the shared document.

In the following two minutes, NAT, as the typist of the team, starts a writing aloud episode and adds their presentation by an activist idea on the shared document (Figure 15).

Figure 15

*NAT's Addition of Presentation Idea to the Lesson Plan**



* (Red arrow was added by the author)

After the addition, NAT brings cursor to the "Double-lesson number" (i.e., timeline) and changes 6 to 10 as she suggested in line 27 (`but really good for the la:st lesson,` Extract 9.2). She completes this pedagogical decision-making episode in which the timeline of the activity was aligned with her proposal and was added to the overall lesson design after the team's mutual agreement (Figure 16).

Figure 16

*Change in the Timeline of the Lesson Design**

* (Red arrow was added by the author)

From the beginning till now, the PSTs made a pedagogical decision on a lesson design activity by deploying retrospective orientation to their shared experiential practices as part of teacher learning events in a VE project. This decision was made procedurally as following; KET, firstly, delivered her opinion on inviting an activist idea by alternating NAT's interviewing an activist idea, then NAT supported this alternative idea by bringing a lived temporality to the ongoing interaction via retrospective orientation to their shared experiential practice (i.e., OJCS-2), and finally, the use of retrospective orientation paved the way for a collaborative agreement on a lesson design idea for their overall plan after NAT's addition of the activity on the shared document.

The following part of the PSTs' interactions demonstrate that although the PSTs make a pedagogical decision, they revisit this specific design idea for pedagogical concerns by using retrospective orientation again. After forty-one minutes in the same team exchange, the PSTs do a screen reviewing together to check what they have added on their shared document. NAT maintains the typist role, and she manages the scrolling down and up on the shared document (i.e., the same document on the Extract 9).

Extract 4.3 "*Are we only going to plan it in session ten?*" (01:10:18 - 01:11:16)

1	**PIN:**	no↑ i mean like the presentation by an activist (0.9)
2		are we: only going to plan it
3		in (1.0) session (0.6) Þ ten (0.8) Þ
	ket	Þ ---nods---Þ

```
4   NAT:    yeah i thought [so
5   PIN:                   [this i thought (1.0) i thought
6           maybe: some students (1.1) might get (1.4) new input
7           o:r ideas [for their play
8   KET:              [mhm
9   PIN:    from the: activist (3.7) and [maybe
10  NAT:                                 [O:H [oka:y=
11  KET:                                      [mhmm
12  PIN:    =if so:
13  NAT:    yeah hhh [we can also:
14  PIN:             [so then (1.0)
15  NAT:    i'm sorry (0.5)
16  PIN:    so >that< they can use it Þfo:r their pla:y↑Þ
    ket                              Þ-------nods------Þ
17          (2.9)
18  NAT:    .hhh ‡°okay so°‡ (0.6) that was the question
    nat          ‡----1----‡ 1: stretches her arms
19  NAT:    we asked before um- do we want to
20          include that at the end↑
21          so (0.7) we've got er: something to: (0.5)
22          concluded with↑ (0.7) the whole project or
23          do we want them to have (0.9) a-  ‡a new‡ input (0.6)
    nat                                       ‡--2--‡
                                        2: Raises eyebrows
24  NAT:    that's also possible maybe
25          it would even make more sense (0.7) but↓
26          what do you guys think >i don’t kno:w<
27          (2.5)
```

While NAT is showing the tenth week’s activities including the “short presentation by an activist” part, one of the co-participants, PIN, takes the turn and asks a question by delivering her own stance in lines 1 to 3. This question is delivered to problematize the timeline of the mutually agreed activity (i.e., last lesson) in the previous extracts. This is confirmed bodily by KET, and NAT also provides a confirmation token including her epistemic stance in line 4. Overlapping with NAT’s incomplete turn-final, PIN provides her own epistemic stance and delivers a counter argument about the pedagogical aspect of the

mutually agreed activity with intra-turn pauses encompassing her talk in lines 6, 7 and 9 during which KET utters a listenership token (maybe: some students (1.1) might get (1.4) new input o:r ideas [for their play from the: activist). This account giving treating presentation as the source of input provision also displays PIN's pedagogical knowledge in action. Overlapping with PIN's turn-final probability marker, NAT delivers a change of state token and an acknowledgement token. PIN goes on accounting for the problematization in line 12 (=if so:) which is interfered by NAT, resulting also NAT's apology in line 15. In the subsequent turn, PIN provides another account for the counter argument about the proposed activity (so >that< they can use it fo:r their pla:y↑). Following 2.9s of silence, NAT acknowledges the problematized point and reminds their earlier pedagogical decision-making process with two alternatives about the presentation activity as either a conclusion or input provision. She then expresses her own stance in line 24, provides a positive evaluation in a mitigated manner and ends her turn by directing a question to the co-participants to elicit their opinions on the problematized aspect by PIN and to establish a collaborative decision point on the same activity in line 26. Following an off-task talk and clarifying PIN about the exact place of the presentation activity which happened during the omitted 20 lines, PIN continues her account giving about the pedagogical aspect of the presentation activity again in line 48.

Extract 4.4 "*I liked the presentation we had, but it was also for input?*" (01:11:14 - 01:12:16)

20 lines omitted

```
48  PIN:    yeah 'cause i think if (1.1) ‡an activist (0.6)
    nat                                  ‡-------->4
49  PIN:    gives the presentation (1.2) then
50          it's (0.8) not rea:lly a conclusion
51          but mo:re new input‡ (1.1) wouldn't you
    nat               ----------‡   4: NAT deletes 'A short presentation
                    by an activist' from the screen-shared Word document
52  NAT:    [yes
53  PIN:    [say
54  NAT:    [yeah that's true
```

55	**KET:**	[yeah
56	**NAT:**	actually
57		(3.3)
58	**NAT:**	so:: do we: even want↑
59		(3.5)
60	**PIN:**	¤i mean i like it¤ 'cause
	pin	¤--------5------- ¤
		5: touches her chin and shows her index finger
61	**PIN:**	i liked the presentation we ha:d Þ (1.6) Þ
	ket	Þ -nods- Þ
62	**PIN:**	but it [was also for input
63	**NAT:**	[yes
64		(0.8)
65	**NAT:**	yeah Œ that's true Œ
	pel	Œ ----nods--- Œ
66		(3.3)

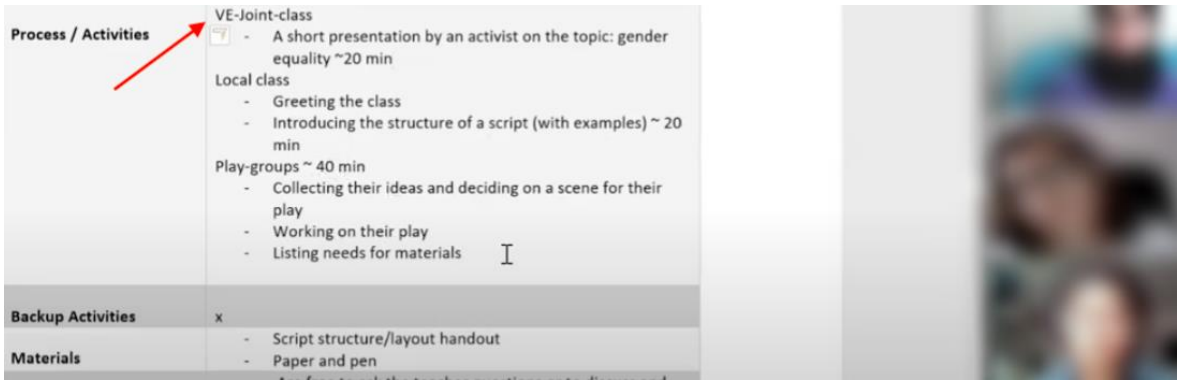
PIN provides the reason for her counter argument by problematizing the link between the type of activity (an activist gives the presentation) and its pedagogical agenda in their lesson design (it's (0.8) not rea:lly a conclusion but mo:re new input). She ends her turn with a tag question to elicit the co-participants' (dis)agreement on her problematization in line 51. In coordination with PIN's counter argument, NAT deletes the relevant part on the shared document. In lines 54 and 55, NAT and KET provide acknowledgement tokens. However, following a 3.3s of silence, NAT asks a question that is inherently withdrawal implicative about the presentation activity by design to the co-participants about whether they still want the activity or not in line 58. NAT's turn makes the recipients' answer relevant, and nobody takes the floor for 3.5 seconds. PIN, then, initiates an i-mean prefaced turn and states her disagreement about the withdrawal of the presentation activity by claiming her own stance (i mean i like it) in line 60. While giving this account, she brings a lived temporality again to the ongoing interaction, and she uses retrospective orientation to their shared experiential practice within the teacher trainers' VE project (i liked the presentation we ha:d) in line 61 during which KET bodily demonstrates her acknowledgement. Prefaced with *but* in her next turn, PIN also

pedagogically evaluates why there was a presentation in teacher trainers' design (`but it was also for input`). Overlapping with the PIN's turn-final position, NAT delivers a confirmation token and positive assessment about PIN's idea in lines 63 to 65. PEL also shows her bodily orientation to the ongoing pedagogical decision-making process.

In these extracts, we see that the use of retrospective orientation to shared experiential practices as part of teacher learning events at a critical point when a pedagogical decision is offered to be completely withdrawn paves the way to change and re-evaluate a mutually agreed point and leads to a collaborative pedagogical decision in the PSTs' design in-and-through the interaction. For this new decision which is keeping the "presentation by an activist" activity in the lesson design but changing its timeline, the PSTs look for new alternatives other than the last lesson. The PSTs discuss and decide to add this activity to the fifth weeks' plan. NAT, as the typist, cuts "A short presentation by an activist on the topic: gender equality ~ 20 min" from the relevant part and pastes it into the fifth week's plan. She then names this part as a "VE-Joint-class" section as the title of this small virtual exchange activity in their own lesson plan document (Figure 17).

Figure 17

*NAT's Addition of the Presentation Activity in the Beginning of the Fifth Week's Plan**



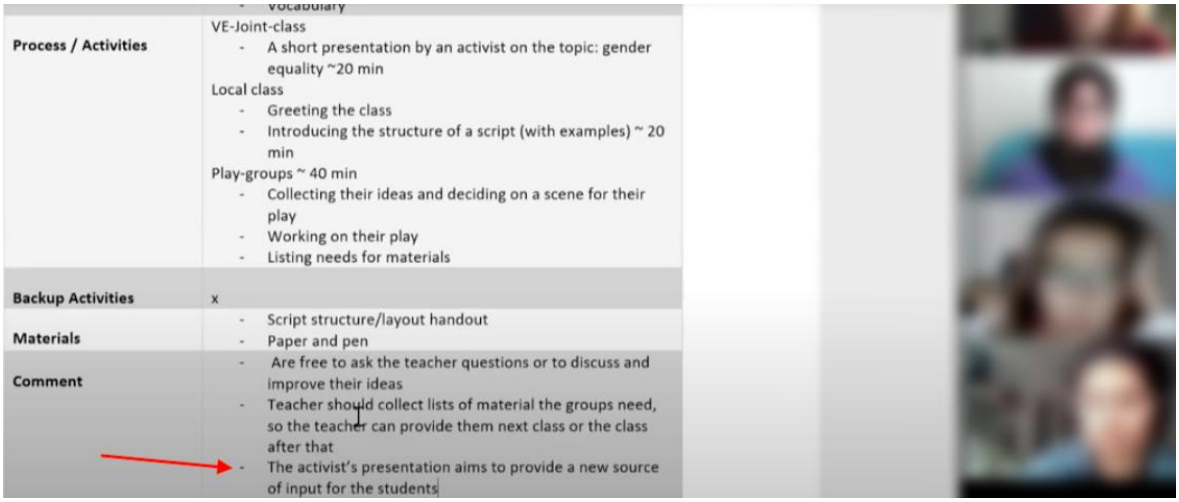
* (Red arrow was added by the author)

The PSTs do not end the mutually agreed pedagogical decision process about the "presentation by an activist" activity here. They also make it available to the teacher trainers

by clarifying why they added this activity in the fifth week. This is offered by PIN again who problematized the timeline of the activity in the first place and she asks from NAT to insert an explanation to the lesson plan to indicate the pedagogical aspect of the proposed idea. Following this they add to the lesson design the following explanation; “The activists’ presentation aims to provide a new source of input for the students” (see Figure 18).

Figure 18

*Addition of Presentation as “A New Source of Input” into the Lesson Design**



* (Red arrow was added by the author)

All in all, the previous extracts and figures demonstrated how PSTs made a pedagogical decision on a lesson design activity and how retrospective orientation led to a collaborative pedagogical decision in situ. The whole process started with KET’s design proposal (lines 10 to 14, Extract 4.1). This proposal turned into a pedagogical decision when NAT used a remember recognition check to deploy retrospective orientation to their shared experiential practices as part of teacher learning events (line 16, Extract 4.1). After mutually agreeing on a pedagogical decision, the PSTs even changed their already made decision. They did so by PIN’s retrospective orientation to their shared experiential practice again (lines 61 and 62, Extract 4.4) following her problematization about the link between the nature of the activity and its pedagogical agenda (Extract 4.3). The following case will also

show how the shared experiential practices of the PSTs can be a resource for making pedagogical proposals for a lesson design process.

Case 5

This case is also an example about how the PSTs make pedagogical decisions by using retrospective orientation to their shared experiences. The extract comes from the ninth exchange of the Team 6. The PSTs try to complete their lesson plan, and they work on the final week's activities in their overall design.

Extract 5 "*Something like we did with Michael* " (00:28:10 - 00:30:20)

1	**PIN:**	**OH >but< (1.1) i just remembe:r (0.8)**
2		since it's our last virtual exchange (1.2)
3		>shouldn't< they have like (1.6) er:m
4		‡a conclusion about the‡ (1.4)
	nat	‡-----looks upright----‡
5	**PIN:**	virtual exchange like (1.3)
6	**NAT:**	we can er:m (2.2) erm
7	**PIN:**	[or ‡do they meet again‡
	nat	‡---------1---------‡
		1: touches her chin and looks up
8	**NAT:**	[(inaudible) erm we can- we can do:
9		like a little erm (1.7) Þ reflectionÞ
	ket	Þ-----nods--- Þ
10		(2.8)

(18 lines omitted)

6	**KET:**	i think it's better if they meet again after the play
7		(1.9)
8	**NAT:**	‡ [okay‡
	nat	‡-nods-‡
9	**PIN:**	¤[yeah ¤ (0.8) and thenn maybe↑
	pin	¤-nods-¤
10	**PIN:**	they can sa:y (0.9)
11		what they liked about the virtual excha:nge (1.1)
12		what they (0.6) didn't
13	**KET:**	Þ[huhu Þ
	ket	Þ-nods-Þ

14 **PIN:** ¤**[something li:ke¤ (0.5) er:m we did with michael**
pin ¤--leans forward-¤
15 **PIN:** with the: (1.1) er::
16 whe:re ¤everybody: was able to write↑ ¤ (0.8)
pin ¤----------2----------¤
2: shows both hands and moves all fingers

17 **PIN:** on the page (1.0) Þ>on the link<
ket Þ ----3------>
18 **PIN:** ¤he's (0.8) e::r he:: Þ¤
ket ----------3----------Þ 3: nods
pin ¤----------4---------¤
4: opens and closes left hand and looks right
19 (1.8)
20 **KET:** padlet↑ (1.3)
21 **PIN:** ¤yea:h yeah exactly the padlet¤
pin ¤----------nods----------¤
22 (3.2)
23 **PIN:** because i think they- (1.0)
24 s:omehow need an (1.2) conclusion [a:nd
25 **KET:** Þ[huhuÞ
ket Þ-nodsÞ
26 **PIN:** say [goodbye
27 **NAT:** ‡[yes ‡
nat ‡nods-‡

While discussing on the format of the last activity (i.e., a theater/drama play), PIN takes the turn and starts her turn with a change of state token followed by *but* and a short silence. Then, she claims remembering but she does not give any specific details in line 1. She orients to their overall lesson plan's timeline in line 2 and formulates a negatively reversed question about whether their students should have a conclusion point in their virtual exchange from line 3 to 5. This is complied with by NAT's incomplete utterance finalized with hesitation markers and a 2.2s of silence in line 6. PIN subsequently adds another question to her earlier one requesting information about the target students' meeting (or ‡do they meet again). Overlapping with PIN's question, NAT responds to PIN's first question on whether the students should have a conclusion and proposes a

reflection part for the lesson design. However, she does not provide any answers to PIN's second question. In the following eighteen lines (omitted), they discuss and negotiate whether they should add another lesson for the students to meet up again which ends with resolution starting from line 11 onwards. KET shares her epistemic status on whether there should be an additional meeting in line 11. Following a 1.9s of silence, NAT delivers an acknowledgement token accompanied with her embodied action in line 13. Therefore, PIN's question in line 7 (do they meet again) elicit a collaborative final answer from the co-participants in lines 29 and 31. In the following part, PIN initiates her turn with an acknowledgement token about KET's idea, and she uses a probability marker in line 32. She delivers a conclusion proposal for the lesson design and enacts how the students can potentially respond in a such a scenario in lines 34 and 35 (they can sa:y what they liked about the virtual excha:nge (1.1) what they (0.6) didn't). This is shown compliance by KET in the following line. What happens next is noteworthy because PIN makes the source of her conclusion proposal to the co-participants by deploying a retrospective orientation to their shared practices as part of the teacher trainers' VE project. She does this by establishing a link between her proposal and their shared experience about which she gives explicit reference to their teacher trainer's name (**something li:ke¤ (0.5) er:m we did with michael**) in line 37. Then, she tries to give details about this shared experience by using her embodied actions (whe:re ¤everybody: was able to write↑) and by stating the place of the activity (on the page (1.0) Þ>on the link) in lines 39 and 40. In what follows, PIN's referral to Michael (the teacher trainer) by using a third singular pronoun (he's) and use of stretched hesitation marker followed by this third singular pronoun again (he::) is probably regarded as a word search trial by KET in that she utters the website's name on which they did this shared experience as a candidate word with a rising intonation displaying also her recognition of the shared experience in line 43 (padlet↑). PIN shows compliance with KET's utterance with repeated acknowledgement tokens and the website's name in her turn-final in line 44. Following a

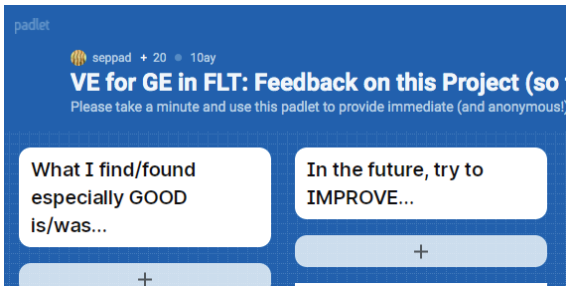
3.2 seconds of silence, PIN provides account on why she proposed this conclusion activity by delivering her epistemic stance about the target students' situation (`i think they- (1.0) s:omehow need an (1.2) conclusion a:nd say [goodbye`) during which KET produces an acknowledgement token. The extract ends with NAT's confirmation token and her embodied response to PIN's argument in line 50.

This extract started with PIN's change of state token about whether there would be a conclusion point for the virtual exchange in their lesson plan. The decision-making process developed with PIN's request for information about the end point of the lesson plan. Upon deciding when the exact finishing point would be (from line 32 on), PIN came up with a conclusion activity that they could use in their lesson design (lines 33, 34 and 35). In the following part, she explicitly stated that this proposal was similar to what their teacher trainers did for them in the VE project, and in doing so, she deployed a retrospective orientation to their shared experience (line 37). Subsequently, she provided details about this shared experience and the co-participants displayed agreement by helping PIN remember the website on which they did this shared experience. Similar to this, PIN proposed having a similar kind of activity on their lesson design. This was acknowledged by the co-participants' acknowledgement tokens in the end.

Looking back at the VE project, the PSTs were assigned to provide anonymous feedback using Padlet in the end of the project timeline. By using Padlet, the teacher trainers received constructive feedback from the PSTs about the different domains of the VE project. This is the feedback activity that PIN deploys retrospective orientation about (Figure 19).

Figure 19

Padlet from the Teacher Trainers' VE Project



PIN, in this sense, brought a shared temporality to their ongoing interaction and used their experience as the source to make and propose a pedagogical decision. Tracking this interaction and pedagogical decision prospectively, we see that the PSTs used this anonymous written feedback idea as a conclusion point in their final product. They created a space for their target students to be able to provide oral and written feedback in the last lesson and added it to their design as a part described as "students give written and anonymous written feedback on the whole project for their teachers on a Padlet" (Figure 20). They also used the same website (i.e., Padlet) that they discussed during their interaction similar to their experience in the VE project.

Figure 20

The Related Part from the PSTs' Lesson Plan (Final Product)

VE-groups ~ 25 min
- Then in VE-groups talk about their play presentations and reflect together on the whole project and maybe their work as a VE-group
- Wish farewell

Joint class ~ 10 min
- students give written and anonymous feedback on the whole project for their teachers on a Padlet
- Final farewell by teachers and everyone

As can be seen from this case, the PSTs brought their lived and shared experience on a technological tool (i.e., Padlet) and discuss the pedagogoical focus of this activity on this technological tool, and finally use it a pedagogical solution to end their own lesson plan by deploying a retrospective orientaiton to this experience in their lesson planning talk.

Until now, we saw five comprehensive cases showing that the PSTs, in their team interactions, deployed retrospective orientation to their earlier shared experiential practices which occured within the teacher trainers' VE project to support or make a lesson plan proposal. This orientation paved them to make pedagogical decisions collaboratively for their own lesson plans. These cases were the manifestations of the practices or activities that happened in the past which is why the PSTs utilized commonly past tenses to indicate temporality and lived experiences. There are also other cases that PSTs use orientation by generally using present tenses, present time expressions instead of past tenses to display that the practice or activity to which they deploy orientation shapes around their immediate settings and time as a part of the ongoing project, hence immediate orientation. These cases that also paves the way for making pedagogical decisions collaboratively will be presented in the following section.

PSTs' Immediate Orientations to Shared Experiential Practices for Pedagogical Decision-Making

In this section, I will present eight cases that the PSTs deploy an immediate orientation to their shared experiential practices within the scope of the VE project. These cases have the same functionalities with the aforementioned five cases; however, their temporal nature is present-time oriented and the manifestations of the orientation happens in their immediate settings. They also treat and deploy orientation to their activities and tasks that are part of the ongoing VE project using the present tense, present time expressions and indexicals, to this end. Similar to the previous section, the cases will be sequenced according to their orientation points in the teacher trainers' VE design. There

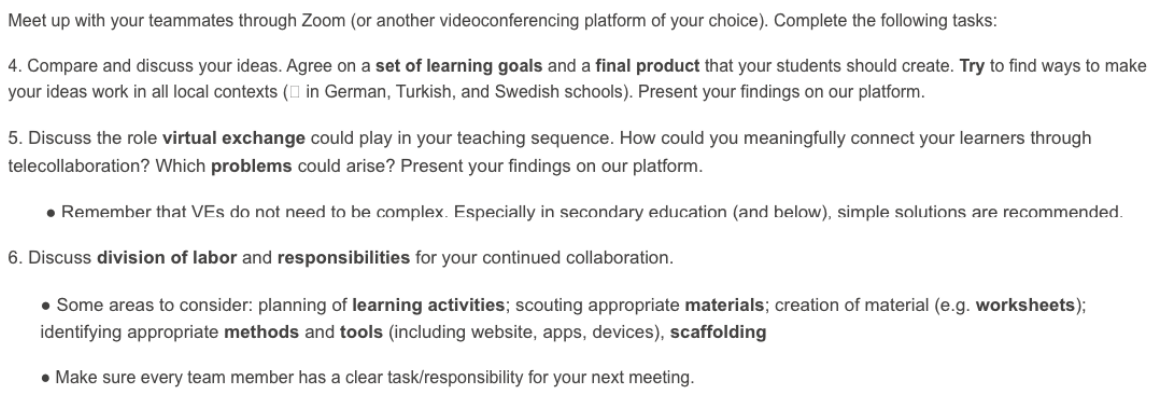
will be two cases for "teamwork" and two cases for "online joint class sessions," as well as one case each for the "icebreakers," "guidelines," "task module," and "reflection" parts from the teacher trainers' VE design. The PSTs will deploy orientation to these components and make pedagogical decisions accordingly.

Case 6

The first case of the section comes from the fourth team exchange of Team 3. In this team exchange, there are four participants (KAY, TOM, FER, TIM), and they are doing their synchronous activities for this week on the Task Module. It should be noted that this is the very beginning phase of their lesson design, and they are assigned to (i.) specify their learning goals and final product for their final output, (ii.) discuss the role of the virtual exchange and how they can connect their target learners in their design, and (iii.) make a division of labor for their upcoming meetings (see Figure 21).

Figure 21

Synchronous Tasks for the Team Exchange in the Task Module



They are expected to post their findings as a team on the Task Module. Accordingly, one of the participants has the typist role (TOM) and shares the screen on Zoom so that the other team members can see their team post. They finished the first part (the fourth task in the Figure X) which was agreeing upon some set of learning goals and a final product. Then, they start the following task (the fifth task in the Figure X) to submit an answer on the Task

Module. TOM, as the typist, formulates a question about what the second task is about in line 1.

Extract 6 *"Why not form teams, like ours right now?" (*00:38:45 - 00:41:30*)*

```
3    TOM:    so: that question >what was< that again↑
4    FER:    erm ^discuss the role of virtual exchange could play
     fer          ^-----1----- >
5    FER:    in your teaching sequence
6            how could you meaningfully connect your learners
7            through telecollaboration
8            which problems could arise
9            present your findings on our platform^
     fer                                  -----1-----^
             1: reads the text aloud from the task module
10           (3.4)
11   FER:    *why not↑ form teams(1.1)
     kay     *---2--->
12   FER:    like ou:rs* right now
     kay             ---* 2: nods
13   FER:    >and let them< °create° this +together↑+
     tim                                  +---nods--+
14           (1.2)
15   TIM:    yea:h and this way they have %lik- a more chance
     tom                                   % ----3--->
16   TIM:    to share their [ideas
17   FER:                    [yeah
18           (1.1)
19   TIM:    and ^express themselves=^
     fer          ^--------nods-------^
20   KAY:    =and more chance to (0.4) access (0.8) to more people%
     tom                                                  ----3-------%
             3: On task module, writes "form teams and let them create it
             together"
21           (1.7)
22   KAY:    does that make sen[se↑ hehheh
23   FER:                       [^yeah^
     fer                         ^nods^
24   TIM:    [ye:s (0.5)
25   FER:    [heh ehe
26   TIM:    i think so↓ hehheh
```

Following TOM's question, FER takes the turn and starts to read aloud the question between lines 2 and 7. After the long silence in line 8, none of the team members takes the initiative to submit a response to the question, and FER self-selects by proposing a solution to the question (why not↑ form teams). She refers to the current VE project that all the participants are part of (like ou:rs* right now) in line 10 and finishes her proposal by giving extra details about how their target learners can do the final product (>and let them< °create° this together↑) that they specified in the earlier question (see the fourth question in Figure X) which is to 'create a film or presentation about how different countries deal with plastic use', with a rising intonation at turn-final position in line 11. FER here refers to the shared experiential practice (i.e., working in teams) as part of the teacher trainers' VE project and argues that this team experience can be a candidate option for connecting their learners to do the final product in their own lesson design. During the telling of this proposal, KAY and TIM show their embodied compliances on the screen. Following 1.2s of silence, TIM provides an acknowledgement token and starts to deliver an account for a possible affordance of FER's proposal for their learners in line 14 (to share their [ideas), turn-final of which receives an acknowledgement token from FER in an overlapping fashion. After TIM's acknowledgement token and her first part of accounting, TOM, as the typist in the team, starts to write FER's proposal on the Task Module as an answer between lines 13 and 18 (form teams and let them create it together). After 1.1s of silence, TIM adds second possible affordance of FER's proposal for their learners (and express themselves=) in line 17 which is latched by KAY's contribution for FER's proposal in the following line. Following another silence, KAY, in line 20, uses a comprehension check question to control the maintenance of mutual understanding with a laughter in the turn-final position which is complied with an acknowledgement token by FER in an overlapping fashion. TIM also provides a confirmation token which also overlapped with FER's laughter in line 23. The sequence is closed when TIM provides her own

epistemic stance related to KAY's confirmation check question in line 20 and provides a laugher in turn-final position in line 24.

This extract shows how the pre-service teachers, for their own lesson design, co-constructed a pedagogical decision about meaningfully connecting their learners in a virtual exchange process. The pedagogical idea of "forming teams" was firstly proposed by FER. She did this by connecting their own teacher learning experience with the ongoing problem. At that moment, they worked in teams in the teacher trainers' VE project, and FER used this shared experiential practice (`like ou:rs right now,` in line 10) as a contribution to the ongoing design-related pedagogical decision-making process. This proposal was acknowledged by the other participants' verbal and embodied responses, and was provided as an answer on the Task Module. This "forming teams" idea did not stay as a response to a question in the Task Module. The pre-service language teachers also added this pedagogical decision to their overall lesson design that they submitted at the end of the VE (see Figure 22 below).

Figure 22

*The Related Part from the Pre-service Teachers' Final Product **

In this document, you will find all instructions for the following weeks, so that you are able to see where you are and what you need to do next. You will be put into a team of 4 with two students from Turkey. You will work on material concerning the plastic issue to gather information beforehand and discuss about plastic and how each government treats plastic in the different countries. You will publish your results on the blog and create a film and presentation in the end of 20 minutes length. So, you will engage in transnational discussion with your partners and you will be presenting your final product (film/ presentation) in the town councils of each city, of course: Turkish students in their country and German students in their country.

**Highlights were added by the author.*

From the very beginning till the end, all the pre-service teachers worked in teams, they met with their team members on a regular basis, and they created collaborative outputs together within the scope of this project. It should be noted that this extract is from the fourth

exchange meeting so the pre-service teachers experienced team work was the first four weeks of the VE project, and they similarly added this 'team work in a virtual exchange setting' idea to their own lesson design by giving reference to their shared experiential practice (Extract 1, line 10), and providing accounts for doing team work (Extract 1, lines 14, 17, and 18). As can be seen in Figure 22, they also planned their learners to work in teams ("*You will be put into a team of 4*") and to engage in transnational discussions ("*You will engage in transnational discussion with your partners*") in their own lesson design. To this end, the pre-service teachers transferred an experiential practice gained by the help of a VE project (i.e., working in teams) into their own pedagogical decision-making process by using an orientation to their shared experiential practice as part of teacher learning events in their interactions (therefore in this case, not retrospective but immediate) (Can-Daşkın, Hatipoğlu, 2019; Jakonen, 2018). The following case will also show how the team work nature of the VE setting helped the PSTs use it as solution to a design problem for their own lesson plan.

Case 7

This case, similar to the earlier one, will provide extracts and visuals about how the PSTs gives reference to their shared VE experiences while making design related pedagogical decision for their lesson plan. The extract in this case shapes around the sixth team exchange of Team 6 (SAL, TEM, SAN, TEP, RON and NAC). They differ from the other teams in that they topicalize design related ideas first, and then write collaboratively on the shared Google document to which every team member can contribute. During this exchange, they discuss how to organize their lesson design for the virtual exchange process over Zoom videoconferencing tool and how to integrate local and online classes. Before the following extract, they decided the first lesson to be conducted on local classes and to start the virtual exchange process from the second lesson onwards. They proposed some ideas about how to start the virtual exchange process but did not reach a consensus yet. The

extract below shows their pedagogical decision-making process for organizing the virtual exchange participants in their own design.

Extract 7.1 *"Like we do now, we have little group"* (00:53:36 - 00:54:37)

```
1    RON:    we can have little focus groups
2            for the zoom sessions &>ready<&
     tem                          &--nods--&
3    RON:    so that you don't have (1.9)
4            all of the students of the two classes
5            in one zoom se- zoom session
6            (1.1)
7    RON:    so that we kind of like we (0.6) do now
8            we have little Øgroup (1.3)
     san                    Ø---1--- >
9    RON:    that might be easier to talkØ (0.7) to: %&(0.8)&%
     san                          ---1—Ø  1: nods
     tem                                          &-nods-&
     sal                                          %--2---%
                                                2: nods fastly
10   RON:    Ø>so I< don't knowØ HOW exactly %we should (1.6)
     san     Ø------nods-------Ø
     sal                                    %----3---→
11   RON:    er:m (1.2) divide the groups (0.8)
12           >or when< exactly to be honest% (1.0)
     sal                          ---3----%
             3: raises eyebrow and scratches her chin
13   RON:    bu:t I think mmight be easier (0.7)
```

In lines 1 and 2, RON takes the turn and proposes a design related idea for the Zoom session in their virtual exchange process (`we can have little focus groups`). RON provides account for her proposal by enacting a scenario for the virtual meeting with participating classes (`so that you don't have (1.9) all of the students of the two classes in one zoom se- zoom session`) in line 3. After 1.1s of silence, a transition relevance place for the other participants to take the floor, RON continues her turn and uses an orientation to their shared experiential practice within the VE project (`like we (0.6) do now`) with an intra-turn pause in line 7. RON specifies what this orientation

to shared experiential practice is in the following line (we have little group). RON continues her long turn by giving another account for her design related proposal (that might be easier to talk to (0.7) to: (0.8)) and this receives noddings from SAN, TEM and SAL in line 9. In the following lines, RON produces a claim of insufficient knowledge about how and when they should do the division of the groups surrounded by the intra-turn pauses and hesitation markers. She finishes her long turn by starting with "but" in an elongated fashion in turn-initial position and provides her epistemic stance about her earlier proposal to be easier with a probability marker in line 13 (bu:t I think mmight be easier). In the following 13 lines (omitted), RON returns to discuss when exactly they should divide the groups and retells whether they should do this group division on the first local class or in the beginning of the second lesson that the virtual exchange process will start in their timeline. In lines 26 and 27, SAL takes the turn and proposes a candidate time for the group division to be done in a more manageable way by providing her own epistemic stance about doing it on local classroom, indicating the very first local classroom session before the second virtual exchange session. This is oriented with an embodied action by RON.

Extract 7.2 " *I think that would work*" (00:55:09 -00:55:27)

13 lines omitted

```
26  SAL:    so if we do it in our local ¥classrooms¥
    ron                                      ¥---nods---¥
27  SAL:    i think that (0.8) would be manageable
28          %i (0.4) had (0.5) a picture% in mind
    sal     %-------------4-------------%
            4: looks up and raises both hands
29  SAL:    that we would do %it on zoom
    sal                      %-----5--->
30  SAL:    with Š[all of the heh ehe students%Š
    sal                           ---5----%
            5: brings both hands together
    tap          Š--------------6--------------Š
```

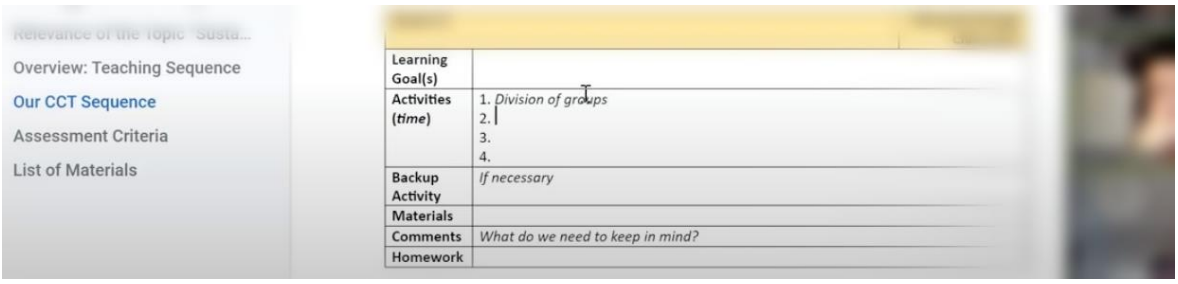
```
                6: shakes head right and left, then smiles
31  RON:         [no no no no
32  SAL:        but (0.6) yea:h (0.6) doing it(0.4)
33              in Germany and >in Turkey< and
34              then just ¥Ømatching &the groups¥Ø& (0.7)
    ron                  ¥-------nods----------¥
    san                   Ø---------nods--------Ø
    tem                               &----nods----&
35  SAL:        that i think that (0.4) would work (0.6)
36  RON:        °huhu°
37  SAL:        so that's good
```

In lines 28 and 29, SAL shares her own imagination of a scenario in which they would do a class on a Zoom session. In line 30, she adds another detail to this imagination (`with all of the heh ehe students`) with laughter which overlapped with repetitive disagreement markers of RON in line 31. In what follows, taking the turn with but and a confirmation token with intra-turn pauses, SAL summarizes the group division process in a stepwise fashion by stating where exactly to use the participating countries' names with reference to the local classrooms in line 32, then to match the groups that they created on these local classes (`then just matching the groups`). This stepwise telling receives noddings from RON, SAN and TEM. In line 35, SAL provides her own epistemic stance on this idea (`i think that (0.4) would work`). This is complied with a confirmation token by RON. The sequence ends with SAL's positive assessment of the process (`so that's good`).

As stated in the beginning of the case, this team firstly discusses on the design related topics, and they add their decisions on a shared Google document. After 37 minutes in the same exchange, they add this group division decision into their shared Google document (see Figure 23).

Figure 23

Addition of the Group Division to the Lesson Design



From the very beginning, RON proposed little focus groups idea for conducting their virtual exchange process in the lesson design (Extract 7.1, line 1). She then deployed an orientation to their shared experiential practice (`like we (0.6) do now in line` in line 7, `we have little group` in line 8) to support this proposal. This proposal was then bodily accepted by the other members (noddings in Extract 7.1, lines 8 and 9). Following this, SAL specified the exact time and division methods for this group work in their lesson design which was designed to take place in the first local class session in the participating countries before the virtual exchange session. This decision became available for everyone in their shared Google document during the interaction. Finally, "Division of Groups" part in the Figure X above turned into its final shape in the product submissions of Team 6. They also instructed their students to work as groups similar to what they experienced within the VE project and prepared their design accordingly (Figure 24).

Figure 24

*The Related Part from the Pre-service Teachers' Final Product **

break in between). Additionally, students will have to work on certain tasks at home. Our teaching sequence is mainly based on group work. After a general introduction to the topic during the first lesson, students are divided into groups according to their topic priorities. There will be more than five groups, so some topics probably will be dealt with by more than one group. But each topic should be covered at least once. Recommendation of 4 (or max. 5) students in each group. The possible group topics are:

**Highlights were added by the author.*

All in all, it can be seen that the PSTs, by bringing their shared experiential practices as part of teacher learning events (i.e., group/team work) into their interaction as the source or supportive points for their proposal (Extract 7.1, line 7 and 8), make their pedagogical decision-making process relatable to their teacher trainers' design, as will also be shown in another case below with different team members.

Case 8

This case comes from the sixth team exchange interactions of Team 4. There are six participants in this exchange (PAK, KER, TEH, SUN, YAN and BAY). YAN has the role of the typist, and she shares her screen opening a Word document so that all the other team members could monitor their draft product document. It should be noted here that YAN shares a draft Word document with her team-mates. She uses this document to take notes and manage the flow so that the team members can use it as the basis for their official final product. They have completed the first week activities in their design timeline and decided include two lessons. The first week activities in their flow are designed to take place as local classroom practices, and they plan to start the virtual exchange from the second week onwards. Before shaping the details of week 2, the beginning time for virtual exchange, one of the team members, KER, takes turn and proposes a design idea about the exchange.

Extract 8 "*Just Like We Do It Here*" (00:35:30 - 00:36:02)

1	**KER:**	so: erm in lesson two- three
2		I think we would have to have u:h something like
3		an icebreake:r (0.6) §fo:r (1.5) couple of minutes§
	sun	§ ----------nods---------- §
4	**KER:**	(1.1) >and then< after the: icebreaker
5		**just like we do it here (0.9)**
6	**SUN:**	§[°huhu°§
	sun	§--nods-§
7	**KER:**	[°after° the icebreaker we go to breakout rooms
8		o:r↑ (0.8) erm we talk about (0.8)
9		what the EXchange is about (0.7)
10		and then go into breakout rooms (1.1)
11	**SUN:**	§huhu§

sun §nods§

12 ÷(13.9)÷

yan ÷--1---÷

1: on the screenshared word document, YAN writes 'Firstly, there will be an icebreaker'

Entering the turn with an elongated *so* in turn-initial position followed by a hesitation marker, she proposes a candidate timeline for the lesson flow in line 1. KER uses an epistemic stance marker followed by another TCU starting with the first-person plural pronoun and marks the collaborative aspect of the upcoming idea in line 2. Also, she deploys an obligation-implicative grammatical structure while specifying the upcoming design idea (`we would have to have`) in the same line. Then, KER specifies her proposal with a timeline and suggests the icebreaker activity for the lesson design with intra-turn pauses in line 3 while SUN bodily orients to this proposal. In line 4, KER displays continuation to her proposal by adding another time relevant detail (`after the: icebreaker`). In line 5, she uses an orientation to their shared experiential practice within the VE project by using the first person plural pronoun and a place marker to refer to their current VE experience (`just like we do it here`), which is acknowledged by SUN. It might be asserted that KER uses this orientation for the icebreaker activities because she expands what she suggests in her earlier turn. She starts her turn (`°after° the icebreaker`) in line 7 by repeating her last TCU in line 4 (`after the: icebreaker`) to continue the stepwise telling of her design proposal with alternative activities surrounded by pauses between lines 7 and 10. This proposal was bodily approved by SUN. Following KER's proposal, there is a 13.9s of silence during which YAN, as the typist in the team, starts and writes (*Firstly, there will be an icebreaker*) what KER proposed to their draft

product document which demonstrates that this design idea has become an official part of the team's overall lesson design.

The teacher trainers as described in the earlier cases used ice-breaker activities to start the VE process among the team members. During their lesson planning conversations, KER proposed a design related idea (i.e., the use of icebreakers) and connected this idea with their shared experiential VE practice (`just like we do it here`). After deploying an orientation to this practice, KER finished her design proposal which was then added to their shared draft product document by YAN. Therefore, KER's design proposal in relation to the use of an icebreaker activity was also another instance demonstrating the transfer of a practice from teacher trainers' design into the PSTs' lesson designs (see Figure 25). During their interactions, KER also suggested the icebreaker activity by using an obligation-implicative grammatical structure (Extract 8, line 2) implying that the use of icebreaker was a necessity. Similarly, they presented the use of icebreakers as a must in their official final product (*Icebreaker is a must as the participants would need a comfort zone in order to show their opinions easily*).

Figure 25

*The Related Part from the Pre-service Teachers' Final Product **

Week 2: BEGINNING THE EXCHANGE

Lesson 3: Exchange between the different countries

Learning goals: In this lesson sequence, virtual exchange is integrated to the final product. The aim is to get students to see differences between the partner countries and reflect them in their final product.

Icebreaker: Icebreaker is a must as the participants would need a comfort zone in order to show their opinions easily. The icebreaker activities could include typical activities such as:

- Tell me about yourself
- Two truths, one lie
- A place that makes you happy

**Yellow highlight was originally added by the PSTs and the orange highlight was added by the author.*

As can be seen from the extract and the outputs of the PSTs, they have used an experiential practice from their teacher trainers' design as a source to make a pedagogical decision, and they added ice-breaker activities to their lesson plan which are very similar to what teacher trainers provided for them. Following this icebreaker case, the next case will show how the PSTs used the online joint class sessions that were completed in the teacher trainers' VE project as a solution to their pedagogical problem during their discussions.

Case 9

This case comprises extracts and screenshots from Team 2 (KAP, SAT, TED, TAG). They work on gender equality as the overarching theme and based on this theme, they design their lessons. They do not use screen-sharing like the other teams did in earlier cases. Instead, they discuss and take notes during their interactions. Their final product requires the target students to create a fictional society by focusing on the gender roles in

education, family and economy. The following extract comes from their seventh team exchange. They try to finalize the details on integrating the lessons by using virtual exchange.

They decided to have posters for each topic including women in education, in family and in economy. However, KAP, in an extended turn before the following extract, shared his negative stance about finding out the suitable ways of how to create a discussion and presentation setting in the virtual exchange using these posters. In the following part, TED takes the turn and starts an episode for suggesting an idea.

Extract 9 "*Why can't we present them in a big VE then like we do*" (00:15:22 - 00:16:28)

1	**TED:**	but er: why- why can't we do that (0.7)
2		because we're creating the posters↑
3		the teams are creating [the posters
4	**KAP:**	þ[huhu (1.1)þ yeah sure
	kap	þ---nods----þ

7 lines omitted

13	**KAP:**	yeah sure have [to be °digital posters°
14	**TED:**	[yeah in the v- e- (0.8)
15		so we have digi- po- digit- po- <di-gi-tal> posters
16	**SAT:**	[heh heh
17	**KAP:**	[yeah
18	**TED:**	a:nd ¿e:rm (1.3) and (0.8) we:ll
	ted	¿----6--->
19	**TED:**	why can't we present them¿
	ted	----6----¿
		6: puts his right hand on his forehead and closes his eyes
20	**TED:**	in- in- a- in **a big v- e- the:n li:ke we do**↑
21		(2.8)
22	**KAP:**	yeah sure (0.5)
23	**TED:**	so what↑ (1.8) >what-<(0.4) heh ehe (0.3)
24		what was the problem the:n↑ (0.8)
25		what is the: i don't understand the problem (1.0)
26	**KAP:**	beca:use (1.2) <the:y> when they present this-
27		these posters these posters only: are supposed

28		to be like a: a basis (1.4)
29		to: create this fictional society (1.7)
30	**TED:**	¿[a basis?¿
	ted	¿----7----¿ 7: raises eyebrows
31	**SAT:**	[mhm
32	**TED:**	no: they are the results (0.6)
33	**KAP:**	the results↑ O:H o:kay (1.0)
34	**TED:**	of course
35	**SAT:**	yeah (1.5)

In line 1, prefaced with but, TED uses a “why” questioning format to initiate a possible suggestion regarding the discussion and presentation parts of the virtual exchange component in their lesson design. In the following lines, he uses “because” to portray the situation, and repairs himself in line 3 (the teams are creating the posters). In an overlapping fashion, KAP delivers confirmation tokens (huhu (1.1) yeah sure) with an intra-turn pause. After a short negotiation of whether the posters are going to be digital or not (omitted lines), KAP provides an acknowledgement token for the digital poster idea and states the necessity to have digital posters in line 13. In an overlap, TED provides a confirmation token and marks the setting by using cut-offs (in the v- e-). In line 15, TED closes the poster discussion by repairing himself in turn-initial position and using stress, cut-offs and a slower pace in turn-final position (<di-gi-tal> posters). This telling receives laughter from SAT and an acknowledgement token from KAP. Following this, TED uses a hesitation marker and intra-turn pauses (a:nd e:rm (1.3) and (0.8) we:ll) in line 18. Then, he proposes a possible solution to what KAP problematized before the extract in another ‘why’ question accompanied with embodied resources (why can't we present them in- in- a- in **a big v- e- the:n**) in lines 19 and 20. Doing so, TED finishes his proposal by deploying an orientation to their shared experiential practice indicating the similarity and sharedness of the activity (**li:ke we do**↑) to the teacher trainers’ design. Following a 2.8s of silence, KAP provides acknowledgement tokens about this proposal. In lines 23 and 24, TED asks for clarification using repetitive

questions, intra-turn pauses and laughters. He displays his non-understanding about the problematized point in line 25. Then, KAP takes the floor to establish mutual understanding with TED about the problematized point by delivering his account in lines 26 and 29. This telling is replied with a comprehension check question by TED (a basis?) using rising intonation. Without waiting for KAP to clarify himself, TED takes the turn again and uses a negation marker in turn-initial position which is followed by his clarification of what the presentations are in line 32 (they are the results). In what follows, KAP repeats what TED said as the last TCU, provides a change of state token and an acknowledgement token (the results↑ O:H o:kay (1.0)) which means that the problematization has been resolved. The sequence ends with TED and SAT's confirmation tokens about what KAP provided as his understanding and change of state.

This case shows another instance that the PSTs make use of their teacher training practices to solve their design related problems. KAP earlier mentioned about how to create a presentation and discussion setting for the virtual exchange process in their own lesson design. To this end, TED deployed orientation to their shared experiential practice to bring a solution to KAP's stance. In doing so, he referred to the teacher trainers' VE project. The teacher trainers in their own design presented the PSTs six online joint class sessions in which *all* the participants came together, discussed their lesson designs for feedback providing, and shared their progress with the rest of the participants (see Figure). It should be noted here that this case is from the seventh team exchange of Team 2 which means that it is right after completing the fifth online joint class session in the VE project. Therefore, it was quite timely for TED to refer to what they have just practiced within the VE project (in a big v- e- the:n li:ke we do) in line 20 using a present tense in the deployment of orientation to their shared experiential practice. They were through a three week online joint class session process within the VE project which observably created an opportunity to devise a solution to a problem in their lesson planning conversations. This solution was then acknowledged and accepted as a part of their overall design. Analyzing this team's

final product, it can be seen that they used TED's solution to the problem in their lesson design (see Figure 26). They expected their students to present their posters online to all the other students (*They will present their posters on Zoom to the rest of the two classes*). They also added an online discussion activity to their overall design (*Until the last session which is the discussion session*) which will be the focus of the following case.

Figure 26

The Related Part from the Pre-service Teachers' Final Product

Bi-weekly, they will deal with another aspect of gender inequality (family, education, economy), first in the local classroom, then via virtual exchange. During these exchanges, the students discuss the given aspect and agree on how they want to shape their society in this regard. They will present their results on digital posters, using Canva.

They will present their posters on Zoom to the rest of the two classes. While presenting the posters, students give oral feedback for the posters of each other. Until the last session which is the discussion session, students may make adjustments on their posters considering the feedback

Similar to the previous cases, the PSTs transformed a teacher education activity into a pedagogical practice for themselves by deploying an orientation to it, which helped the team make a pedagogical decision. The following case will also demonstrate how the PSTs make use of break-out room organization of the online joint class sessions that the teacher trainers prepared for OJCS-3, 4 and 5.

Case 10

This case can be regarded as a follow-up to the earlier case. The PSTs in Team 2 continues designing their lesson flow, and they specifically focus on how to add a discussion session in the virtual exchange. In the earlier case, they focused on how to design the presentation format, and they have decided doing it like the online joint class session they had in teacher trainers' VE project. Following this, they talk about the discussion format and share some ideas on which they could not mutually agree.

Extract 10.1 "*Like the joint classrooms we do in this project*" (00:24:39 - 00:26:10)

1 **TED:** let's think about that
2 if we take ¿two teams ¿ and ¿and

```
    ted                  ¿----1-----¿        ¿--2->
                1: shows his left and right index finger
3   TED:        we: compare them ¿ because (1.1)
    ted                  --2---¿
                2: brings his index fingers together and aparts
                them
4   TED:        each team has uh: ¿three topics¿  ðright↑
    ted                        ¿------3-----¿
                3: shows right index, middle and ring fingers on
                     screen
    sat                                          ð --4-->
5   TED:        >and we< have to talk about ð(1.5) er:m >every topic<
    sat                        --4----ð      4: nods
6   SAT:        huhu
7   TED:        so: (0.5) ninety minutes (1.1) two groups (0.5)
8               three topics (2.1) er:m
9   SAT:        e:rm: (1.0) maybe we can move o:n
10              like the joint classrooms we (0.5) do: in this project
11              (0.5) for example (1.2)
12              we can er have (0.4) two- three breakout rooms (0.9)
13              right↑ (0.9) three- three groups i mean (0.8)
14              >for example< one for family (0.7) i mean
15              one for e:r education and one for economy (0.9)
16              a:nd maybe we can (0.8) e:rm
17              at the end of the breakout rooms (0.5)
18              we c- they can (2.0) generally discuss
19              as we do: in ðthis ð (0.9) þjoint classroomsþ
    sat                    ð--5--ð
                           5: shows her hand as palm down
    kap                                  þ ------nods------þ
20  KAP:        °huhu°
```

In line 1, TED takes the turn and provides his epistemic stance on the issue. By using conditional conjunction in turn-initial position, he creates a scenario for the upcoming design idea in line 2. He, then, leaves his turn incomplete by delivering an account giving token in turn-final position which is followed by 1.1s of silence. None of the co-participants takes turn, and TED continues his turn by summarizing what they decided earlier in a questioning format in line 4. However, he does not wait for the clarification but continues his

turn by claiming a necessary step to be done in the discussion (we< have to talk about (1.5) er:m >every topic<). This is oriented to with SAT's listenership token and embodied action in line 6. In what follows, TED summarizes the variables in their design by using long intra-turn pauses and a hesitation marker at turn-final position, probably indicating that he seeks for a solution to the problem. Then, SAT takes the turn and starts her turn by using a probability marker which signals a possible solution to ongoing problem with the discussion format in line 9. SAT delivers her solution by deploying an orientation to their shared experiential practice using a first person plural pronoun by explicitly referring to the joint classrooms in the current project (like the joint classrooms we (0.5) do: in this project) in line 10. Then, she exemplifies a scenario by specifying the details in her proposal (we can er have (0.4) two- three breakout rooms (0.9)) in line 12 and 13. She repairs herself by using a cut-off in delivering the number of the breakout rooms and clarifies what she meant about the number of the groups between the lines 14 and 15. Subsequently, SAT produces another probability marker signaling a continuation to the enactment of the design idea and specifies the time of the activity (at the end of the breakout rooms (0.5)). She suggests what the students can do by self-repairing the first-person plural pronoun to third-person plural pronoun (we c- they can (2.0) generally discuss). In line 19, SAT ends her design idea by deploying another orientation to their shared experiential practice within the VE project (as we do: in this (0.9) joint classrooms) during which KAP aligns with an embodied action. The sequence is closed by KAP's listenership token in line 20.

In the following part, KAP announces an idea marking the similiarity to SAT's earlier suggestion (i've i have a similar idea (1.3)), SAT produces a listenership token in line 22.

Extract 10.2 "*I have a similar idea … that we pair two groups*" (00:26:12 - 00:27:38)

21 KAP: **i've i have a similar idea (1.3)**
22 SAT: huhu

```
23  KAP:    er:m also with the >breakout rooms< (0.3) that
24          we: (1.5) pair two groups (1.2)
25          like one group (0.5) ð ha:ss their suggestion
    sat                          ð ---6---->
26  KAP:    for >society< (0.8) a:nd
27          that group ha:s (0.7) another t- suggestionð(1.2)
    sat                                  -----6------ð
                                      6: nods
28  KAP:    and we þ pair those two and those two discuss þ
    kap             þ----opens palms facing each other-----þ
29          (1.2)
30  TED:    ¿ [huhu ¿
    ted     ¿--nods-¿
31  KAP:    [like [similar to: a big discussion (1.3)
32  SAT:          ð[huhu ð
    sat            ð-nods-ð
33  KAP:    but they can have a pro and con (1.0)
34  SAT:    [OH
35  KAP:    [°because° (1.3) they have their position
36          >and there's< only one other positio- position↓
37          (2.0)
38  SAT:    yea:h
39  KAP:    maybe that would  ¿work↑ ¿ (1.9)
    ted                       ¿-nods-¿
40  SAT:    [i guess so
41  TED:    [so (be-)which- in which discussion fo:rmat↑
42          (1.7) so >we're< we're online here right↑
43          (1.1) o:r are we offline (1.2)
44  SAT:    °huhu°
45  KAP:    we are online=
46  SAT:    =online
47  TED:    [okay
48  SAT:    [yeah
```

KAP starts his idea telling turn with a hesitation marker repeating the earlier context SAT provided (`er:m also with the >breakout rooms<`) in line 23. He subsequently tells his design idea for their target students (`we: (1.5) pair two groups (1.2)`) and elaborates on what their students are going to do by enacting the design idea between lines

25 and 28 accompanied with embodied actions. Following a 1.2s of silence, TED provides a listenership token, and KAP continues elaborating on his design idea ([like [similar to: a big discussion (1.3)) in line 31. In an overlap with KAP's elaboration, SAT displays her listenership using verbal and embodied resources. Prefaced with but in turn-initial position, KAP situates another scenario (but they can have a pro and con (1.0)) for which SAT delivered a change of state token. In what follows, KAP explicates a possible situation in his enactment of the discussion format in lines 35 and 36. Following 2.0 seconds of silence, SAT provides an acknowledgement token, and KAP delivers his stance on this idea with a rising intonation in turn-final position (maybe that would work↑) in line 39 about which TED displays his acceptance by using an embodied action. In overlap with SAT's delivery of her epistemic stance (i guess so), TED asks for clarification about possible alternative settings to conduct this design idea produced by the intra turn pauses between lines 41 and 43. Following SAT's listenership token, KAP answers TED's question in the second pair part of the question-answer sequence (we are online=) by stressing the first-person plural pronoun in line 45. SAT repeats KAP's last TCU in a latching fashion in line 46. The sequence is closed by TED's acknowledgement token overlapping with SAT's confirmation token.

From the very beginning, the PSTs looked for a solution about the discussion format that they wanted to use in their lesson design. By line 8, TED completed situating the problem with its all variables, then SAT suggested a possible solution to the ongoing problem. Doing that, SAT delivered her solution by deploying an orientation to their shared experiential practice within the VE project. In terms of the structural use of this orientation, SAT used a present tense while referring to this practice (like the joint classrooms we (0.5) do: in this project). This was then supported by KAP stating that he also had a similar idea and suggested that they can pair two teams for the discussion sessions. The use of breakout rooms (by SAT) and pairing two teams (by KAP) for creating a group discussion was negotiated in their interaction (lines 39 and 40). The use of

orientation to their shared practice as the basis for a design idea (i.e., the use breakout rooms and pairing teams) also showed how teacher training events and the PSTs' utilization from this process were interconnected. The teacher trainers in the VE project organized three online joint class sessions (OJCS-3, 4 and 5) which consisted of two parts. The first part was listening to their partners from Sweden to give a presentation on their *year*, *unit* and a *test* plan respectively in each OJCS. The second part was providing feedback to their pair team in a different breakout room. To this end, the teams were paired and they had feedback and discussion sessions (see Figures 27 and 28 below)

Figure 27

The Related Part from the Teacher Trainers' VE Project

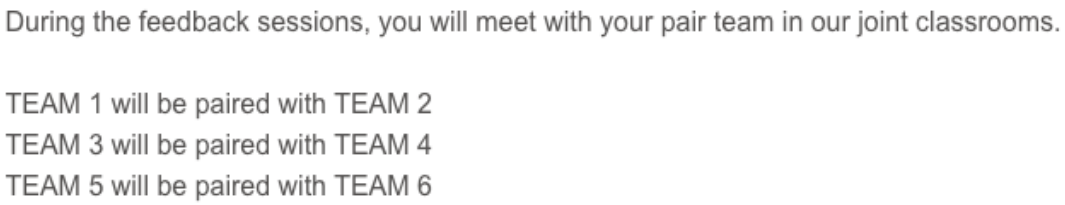
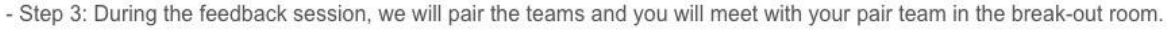


Figure 28

The Related Part from the Teacher Trainers' VE Project



Although the feedback sessions in terms of the provision of the feedback was not satisfactory for the teacher trainers, the participant relevant and emic perspective of conversation analysis has shown that the PSTs nevertheless deployed orientation to their shared experiential practices while proposing a design idea- that is, pairing teams as a part of the VE project. This idea afterwards became a part of their final product that they submitted to the teacher trainers. In the related part (Figures 29 and 30 below), they added this discussion format into their design, and they paired two groups to discuss their findings. They also specified that the discussion would be a part of virtual exchange showing that

they transferred an experiential practice from their teacher trainers' design into their own lesson design.

Figure 29

The Related Part from the Pre-service Teachers' Final Product

"In the last session, there will be a discussion about the different suggestions of the teams. The discussion will draw on what students have worked on in their groups. Two teams each will be paired up to discuss their societies."

Figure 30

The Related Part from the Pre-service Teachers' Final Product

10. VE: Discussion	90 min - Immersion	The students have a discussion. Two groups each discuss their findings, the teacher has to make sure that the groups that are paired up dont have too similar results to ensure there is room for discussion.

As can be seen from this case, although I, as one of the teacher trainers, firstly thought that the organization of the OJCS-3, 4 and 5 went not as smoothly as we planned, the PSTs transformed their shared experiential practices based on these sessions into a pedagogical solution for their own problem, deploying an immediate orientation to this process, which paved the way for their collaborative decision making in situ.

Case 11

The following extracts come from the sixth team exchange of Team 6. These extracts will show how the PSTs make a pedagogical decision on providing guidelines to their students by deploying an immediate orientation to their shared experience as part of the VE project. The team members are NAT, PIN, KET and PEL. Until the sixth exchange, they have decided on what they expect from their target students as an outcome, which is creating a gender-equality themed play. They now discuss about the initial stages of their lesson plan and propose some ideas on how they can structure the lesson plan for the students.

Extract 11.1 "*I like how Michael and others designed this virtual exchange?*" (00:23:00 - 00:25:03)

1	**NAT:**	er:m (0.4) maybe: er:m because since (1.0) erm
2		the cct- i see this as a who- a big↑ project (0.7)
3		to be honest .hhh so: um
4		it takes several weeks and >all that<
5		so: (1.3) erm **i li:ke ho:w (1.4) um**
6		**>how< michael↑ and erm others erm designed**
7		**this er:m Œ this virtual exchangeŒ thing .hhh**
	pel	Œ --------nods------- Œ
8	**NAT:**	so: um i like that
9		**they beforehand gave us (1.0) this↑ huge guideline**
10		so we kno:w .hh ermm every single step
11		we know our tasks (0.8)
12		we know um hhh (1.1) yeah
13		we- we are like (0.9) erm informed about everything
14		so .hh um ¤i really like¤ and enjoy that
	pin	¤ ---nods---¤
15	**NAT:**	**so: maybe we can include that >in our thing<**
16		so (1.0) erm at the beginning
17		**we can also give them a guideline** .hhh erm and (0.9)
18		er: divide that into: (0.6) er small steps
19		and also: erm (1.0) like erm
20		so that everyone is actually sure about erm
21		um what to do↑ erm
22	**PEL:**	mhm mhm
23	**NAT:**	>because< i feel like

24		if they wouldn't have done tha:t↑
25		we would be here talking about like (0.9)
26		i >don't know< (0.7) like stuttering and
27		shutting it down after >fifteen< minutes
28		.hhh so: erm since↑ we also have virtual exchange
29		.hh erm i feel like that's a good idea um
30		(2.1)
31	**NAT:**	‡how do you (1.1) erm <feel> erm <about‡ the idea>
	nat	‡----------1---------- ‡
		1: looks upright and shifts gaze to the screen again
32	**NAT:**	that we base (0.9) the ge- the guidelines on (1.0)
33		erm the process of creating a play↑ (1.5)
34		so: um (0.8) that we:: that
35		we give them: (1.1) like hh a step to step
36		er:m (1.1) guideline of how to create (1.4) a play↑
37		.hhh and erm (1.6)
38		there- there it includes tasks like erm
39		research on the topic >and all that< and then .hh
40		a:nd like it's (0.8) divided (0.7)
41		>into< smaller things
42		er: i don't know it was just an idea right now
43		so↓ .hhh erm or (0.8) other ways erm
44		how would you (2.3) er:m create hhh guidelines hhh
45		(0.9)

The extract starts with NAT's delivery of an opinion in an extended way. Starting with hesitation and probability markers in line 1, she starts to provide her understanding about what they are going to create as the lesson plan (i.e.,CCT) from lines 2 to 4. In what follows, she delivers her own stance about the design of their ongoing teacher learning events in a general sense and she does this by directly addressing their teacher trainer's name in line 6 which is complied with by PEL's nodding. In doing so, she deploys an orientation to their current experience, but she uses first person singular pronoun to deliver her idea. NAT continues the delivery of her own stance for a more specific aspect of their teacher learning events from line 8 onwards and gives a reference to the teacher trainers' guideline (**this↑ huge guideline**) that were given to the PSTs in the beginning of the VE project. She then starts to use first person plural pronouns helping her to establish a shared ground among

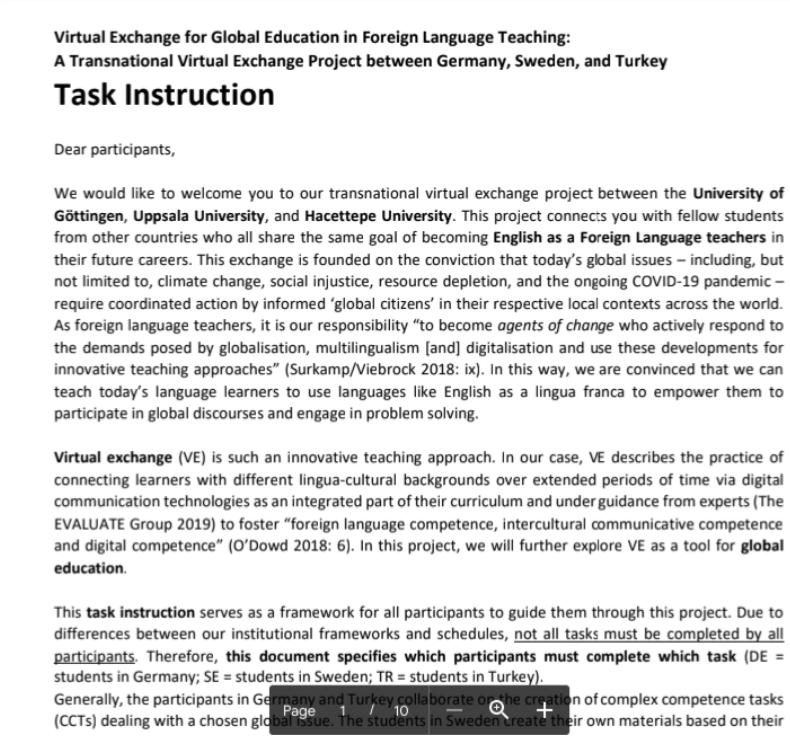
the co-participants while building arguments about how this guideline helps them for their current teacher learning experiences between lines 10 and 13. She, then, provides a positive assessment about the teacher trainers' guideline in line 14. This is oriented to by PIN's nodding. NAT continues her turn in the subsequent lines. In line 15, she transitions to propose a pedagogical design idea (so: maybe we can include that >in our thing<), and she suggests delivering a guideline to their target students in the lesson design similar to their teacher trainers by specifically using "also" in her utterance which may potentially connect their lesson design with their teacher trainers' design (we can **also** give them a guideline). NAT gives details about how they can structure the guideline with hesitation markers and silences surrounding her talk. In lines 20 and 21, she gives an account on the possible affordance of her proposed idea for the students. This is aligned by PEL with a listenership token. Subsequently, NAT shares her epistemic stance by offering some scenarios about what could have happened when their teacher trainers did not give a guideline (if they wouldn't have done tha:t) from line 25 to 27. Following an inbreath, she provides an account about why she endorsed her design idea by establishing a similarity between the teacher trainers' design and their own lesson design (since↑ we also have virtual exchange) in lines 28 and 29. During a 2.1s of silence, no one takes the turn and NAT delivers the details of her guideline idea in an extended question format addressed to the co-participants. She shares her idea by delivering the content related aspects and structural features of the guideline from line 32 to 41. She claims insufficient knowledge and produces a question addressed to the other team members to elicit their ideas on the ongoing design idea in line 44.

So far, the extract shows that one of the PSTs, NAT, shares a pedagogical design idea in relation to their own lesson design (i.e., creating a guideline). However, what NAT does before she comes up with the design idea is also noteworthy here, because she deploys an orientation to their ongoing shared experiences as part of teacher learning events in the beginning by reflecting on her epistemic status about what their teacher trainers prepared

for them (**i li:ke ho:w> how< michael↑ and erm others erm designed this er:m ⁰ this virtual exchange⁰ thing**). Although she shared her own stance, in the following lines, she uses first person plural pronouns and she establishes a shared ground among the participants which makes the ongoing experience a shared one (**they beforehand gave us (1.0) this↑ huge guideline**). Looking back to what the teacher trainers gave the PSTs as a guideline, we can see a detailed flow of the project (10 pages) for them (Figure 31) and also another timeline document (2 pages) to remind them the deadlines and milestones (Figure 32). NAT, by deploying an orientation to their shared experience, brings this guideline into their interaction.

Figure 31

Guideline/Instruction document Teacher Trainers provided for the PSTs



Virtual Exchange for Global Education in Foreign Language Teaching:
A Transnational Virtual Exchange Project between Germany, Sweden, and Turkey

Task Instruction

Dear participants,

We would like to welcome you to our transnational virtual exchange project between the **University of Göttingen**, **Uppsala University**, and **Hacettepe University**. This project connects you with fellow students from other countries who all share the same goal of becoming **English as a Foreign Language teachers** in their future careers. This exchange is founded on the conviction that today's global issues – including, but not limited to, climate change, social injustice, resource depletion, and the ongoing COVID-19 pandemic – require coordinated action by informed 'global citizens' in their respective local contexts across the world. As foreign language teachers, it is our responsibility "to become *agents of change* who actively respond to the demands posed by globalisation, multilingualism [and] digitalisation and use these developments for innovative teaching approaches" (Surkamp/Viebrock 2018: ix). In this way, we are convinced that we can teach today's language learners to use languages like English as a lingua franca to empower them to participate in global discourses and engage in problem solving.

Virtual exchange (VE) is such an innovative teaching approach. In our case, VE describes the practice of connecting learners with different lingua-cultural backgrounds over extended periods of time via digital communication technologies as an integrated part of their curriculum and under guidance from experts (The EVALUATE Group 2019) to foster "foreign language competence, intercultural communicative competence and digital competence" (O'Dowd 2018: 6). In this project, we will further explore VE as a tool for **global education**.

This **task instruction** serves as a framework for all participants to guide them through this project. Due to differences between our institutional frameworks and schedules, not all tasks must be completed by all participants. Therefore, **this document specifies which participants must complete which task** (DE = students in Germany; SE = students in Sweden; TR = students in Turkey).
Generally, the participants in Germany and Turkey collaborate on the creation of complex competence tasks (CCTs) dealing with a chosen global issue. The students in Sweden create their own materials based on their

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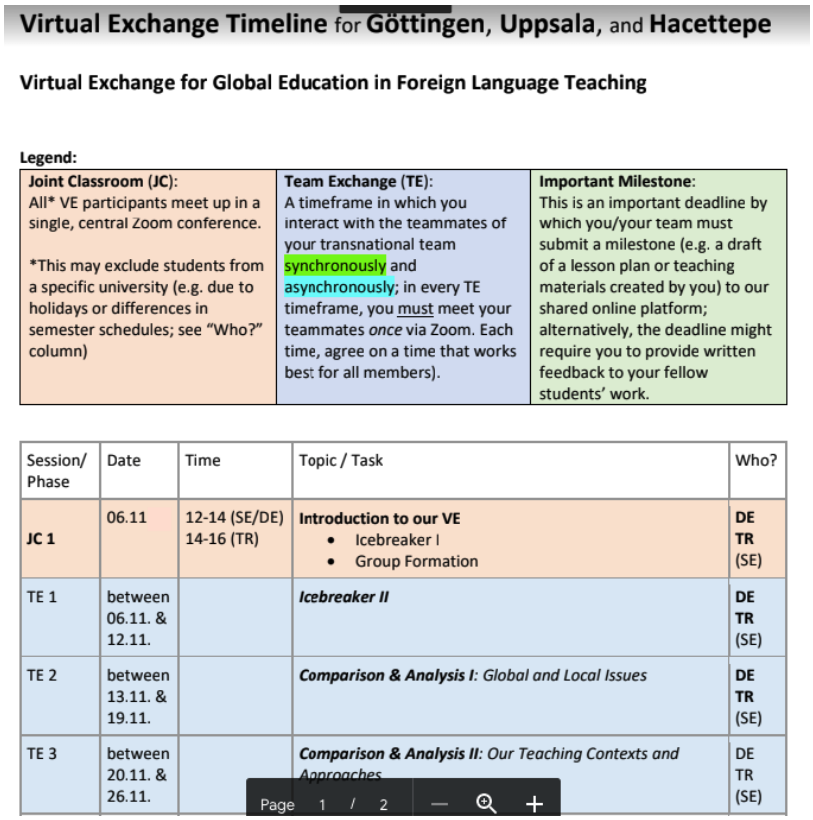
Figure 32

Timeline document Teacher Trainers provided for the PSTs



Virtual Exchange Timeline for **Göttingen**, **Uppsala**, and **Hacettepe**

Virtual Exchange for Global Education in Foreign Language Teaching

Legend:

Joint Classroom (JC): All* VE participants meet up in a single, central Zoom conference. *This may exclude students from a specific university (e.g. due to holidays or differences in semester schedules; see "Who?" column)	**Team Exchange (TE)**: A timeframe in which you interact with the teammates of your transnational team synchronously and asynchronously; in every TE timeframe, you must meet your teammates *once* via Zoom. Each time, agree on a time that works best for all members).	**Important Milestone**: This is an important deadline by which you/your team must submit a milestone (e.g. a draft of a lesson plan or teaching materials created by you) to our shared online platform; alternatively, the deadline might require you to provide written feedback to your fellow students' work.

Session/ Phase	Date	Time	Topic / Task	Who?
JC 1	06.11	12-14 (SE/DE) 14-16 (TR)	**Introduction to our VE** • Icebreaker I • Group Formation	**DE** **TR** (SE)
TE 1	between 06.11. & 12.11.		***Icebreaker II***	**DE** **TR** (SE)
TE 2	between 13.11. & 19.11.		***Comparison & Analysis I**: Global and Local Issues*	**DE** **TR** (SE)
TE 3	between 20.11. & 26.11.		***Comparison & Analysis II**: Our Teaching Contexts and Approaches*	DE TR (SE)

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In what follows, based on this orientation to the teacher trainers' design related practice (i.e., giving a structured guideline in the beginning), she proposes a similar pedagogical design idea and she asks this idea to be negotiated with team members (line 44).

The following extract will show how the team members share their ideas on the proposed idea. There are fifteen lines omitted because there was a misunderstanding about the question, and when resolved, NAT formulates a response-seeking utterance for the team members to share their ideas by claiming her insufficient knowledge in line 61.

Extract 11.2 "*Like we do, provided by Michael* "(00:25:03 - 00:26:08)

61	**NAT:**	so i don't know how you feel about that guys↓(1.5)
62	**KET:**	that's- that's a great point (1.0) and
63		once we give them the <whole> plan (0.8)
64		they ‡will have more (1.2) er- opinions or maybe‡
65		(1.0)
	nat	‡--------------------nods--------------------‡

66 **KET:** Œ they can prepare them beforehand Œ (1.4)
pel Œ --------------nods------------Œ
67 **KET:** so that's a good [idea
68 **NAT:** [yeah
69 (1.9)
70 **PIN:** i also: really liked your idea (0.5) er:m and
71 i really (0.4) think that it's good↑ (0.7)
72 when you do: a project ‡over a couple of weeks‡ (1.0)
nat ‡ -------nods-------‡
73 **PIN:** **that you: also have (0.5)**
74 **like we do↑ (0.7) provided by michael**
75 **er:m (0.9) ‡the milestones and also‡ (0.7)**
nat ‡---------nods--------‡
76 **PIN** when you have to finish some tasks↑ (0.8)
77 that's always good to know in advance
78 because some students like to do it (1.4) EARLier
79 Œ some students like to do it late:r Œ (1.1)
pel Œ -------------nods------------ Œ
80 **PIN:** a:nd when you have (0.5) to know
81 wh- wh- what you have to do
82 >over the< next couple of weeks (1.1)
83 that's always good i think (0.8)
84 ¤and thereby↑ ¤we can¤ structure our lessons (1.3)
pin ¤--1--¤
1: moves her index finger up and down
85 **PIN:** ‡more or better even↓‡
nat ‡-------nods--------‡
86 **NAT:** yeah (1.1) [I °also°
87 **PIN:** [i find it a great idea (1.3)
88 **NAT:** °okay°
89 **PIN:** ¤GOOD¤ HEH EHE HEH
pin ¤-2-¤
2: makes thumbs-up with both hands
90 **NAT:** heh ehe heh
91 **KET:** heh heh heh

NAT's utterance is replied with an explicit positive assessment by KET, and she continues her turn by providing a possible affordance of creating a detailed guideline from line 63 to 66 during which NAT and PEL show their bodily orientation. KET finishes her turn

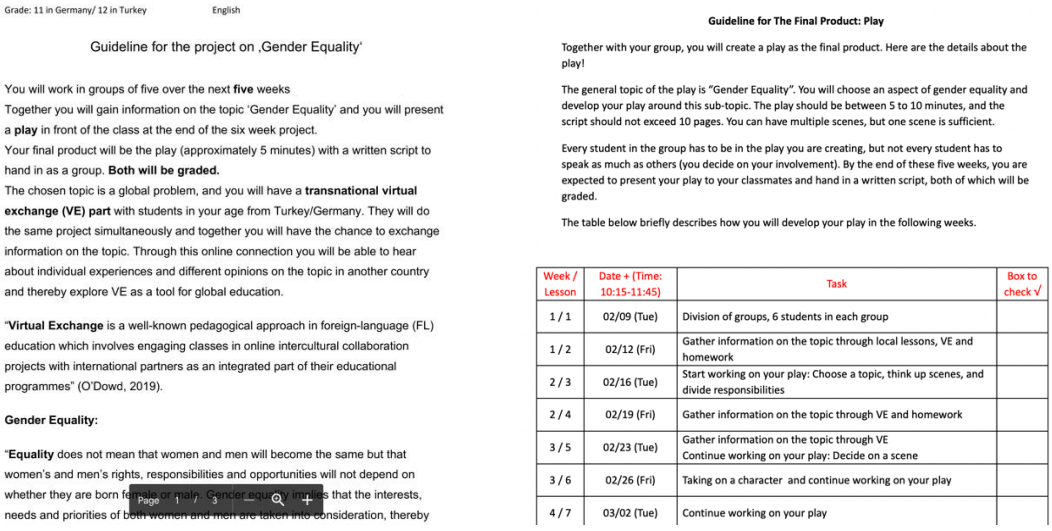
by delivering another positive assessment about the proposed idea. In overlap with KET in turn-final position, NAT produces a confirmation token in line 68. Following 1.9 seconds of silence, PIN takes the turn and provides an explicit positive assessment about the NAT's proposal in line 70. She subsequently mentions about the connection between the timeline of the project and its expected structural concerns (**er:m (0.9) ‡the milestones**). However, while establishing this connection, she deploys a direct orientation to their shared experience within the teacher trainers' design by addressing his name in their interaction using first person plural pronoun (**like we do↑ (0.7) provided by Michael**) in line 74 during which NAT shows her bodily orientation by nodding. Bringing their teacher trainers' design-related pedagogical practices in their interaction, PIN give reasons for why it is important to present the tasks in advance for students from line 76 to 80 which is oriented to by PEL. In the subsequent lines, PIN shares her epistemic stance on the beneficial aspect of knowing what to do in advance from line 80 to 83. PIN finishes her turn suggesting they can structure their design based on the aforementioned concerns in a better way, which is accompanied by her embodied actions and NAT's nodding at her turn-final. NAT, then, delivers a confirmation token and an incomplete utterance in turn-final position which is overlapped by PIN's another positive assessment of the proposed idea in line 87. This is complied with NAT's acknowledgement token. PIN then provides a positive assessment token and laughter in a jocular turn using her embodied resources in line 89, and this prompts mutual laughter from the co-participants which ends the extract.

This extract showed how the PSTs made a pedagogical decision by deploying an orientation to their shared experiences within the teacher learning events. In the previous extract, NAT proposed her guideline idea drawing on an orientation to their teacher trainers' instructions in the beginning of the VE project. Using this experience, she stated her liking of the general design of the VE project by addressing their teacher trainers' name in interaction and her positive evaluation of the guideline idea. She, then, suggested this idea as a practice that they could also utilize in their own lesson design (so: maybe we can

`include that >in our thing< so (1.0) erm at the beginning we can also give them a guideline`, lines 15,16 and 17 in Extract 11.1) and attempted to make this proposal a collaborative decision by formulating direct questions to elicit the co-participants' ideas. In the next extract, the co-participants delivered their explicit positive assessment tokens (lines 62, 67, 70 and 87 in Extract 11.2) for NAT's proposal. What happened when PIN provided arguments about why she liked NAT's proposal is noteworthy because she also deployed an orientation to their shared experiences by addressing their teacher trainer's name in-and-through the interaction (**`like we do↑ (0.7) provided by michael`**). They, at the end, registered NAT's proposal a pedagogical decision in relation to their own lesson design. From this point onwards, they created a guideline document and worked on this document until the end of the project. As a team, they submitted two different documents called "Guideline for the project on Gender Equality" and "Guideline for the Final Product: Play" (Figure 33) in addition to their fourteen-page detailed lesson plan.

Figure 33

Guideline Documents the PSTs submitted as part of their lesson plan



Grade: 11 in Germany/ 12 in Turkey English

Guideline for the project on ‚Gender Equality'

You will work in groups of five over the next **five** weeks
Together you will gain information on the topic 'Gender Equality' and you will present a **play** in front of the class at the end of the six week project.
Your final product will be the play (approximately 5 minutes) with a written script to hand in as a group. **Both will be graded.**
The chosen topic is a global problem, and you will have a **transnational virtual exchange (VE) part** with students in your age from Turkey/Germany. They will do the same project simultaneously and together you will have the chance to exchange information on the topic. Through this online connection you will be able to hear about individual experiences and different opinions on the topic in another country and thereby explore VE as a tool for global education.

"**Virtual Exchange** is a well-known pedagogical approach in foreign-language (FL) education which involves engaging classes in online intercultural collaboration projects with international partners as an integrated part of their educational programmes" (O'Dowd, 2019).

Gender Equality:

"**Equality** does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born female or male. Gender equality means that the interests, needs and priorities of both women and men are taken into consideration, thereby

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Guideline for The Final Product: Play

Together with your group, you will create a play as the final product. Here are the details about the play!

The general topic of the play is "Gender Equality". You will choose an aspect of gender equality and develop your play around this sub-topic. The play should be between 5 to 10 minutes, and the script should not exceed 10 pages. You can have multiple scenes, but one scene is sufficient.

Every student in the group has to be in the play you are creating, but not every student has to speak as much as others (you decide on your involvement). By the end of these five weeks, you are expected to present your play to your classmates and hand in a written script, both of which will be graded.

The table below briefly describes how you will develop your play in the following weeks.

Week / Lesson	Date + (Time: 10:15-11:45)	Task	Box to check √
1 / 1	02/09 (Tue)	Division of groups, 6 students in each group	
1 / 2	02/12 (Fri)	Gather information on the topic through local lessons, VE and homework	
2 / 3	02/16 (Tue)	Start working on your play: Choose a topic, think up scenes, and divide responsibilities	
2 / 4	02/19 (Fri)	Gather information on the topic through VE and homework	
3 / 5	02/23 (Tue)	Gather information on the topic through VE Continue working on your play: Decide on a scene	
3 / 6	02/26 (Fri)	Taking on a character and continue working on your play	
4 / 7	03/02 (Tue)	Continue working on your play	

Similar to their teacher trainers' guideline document, the PSTs also created an instruction document, and they did this by using their experiential practices that they observed from their teacher trainers within a VE project as a source to make a new

pedagogical decision by deploying an immediate orientation to this specific document and their shared experiences based on the existence of this guideline document. The following case will also demonstrate a similar immediate orientation that the PSTs deploy while using the task module provided for them by the teacher trainers.

Case 12

The following case is also from Team 6 and from the same meeting which occurs after ten minutes following the previous case. This case also demonstrates how the PSTs make a pedagogical decision by deploying an orientation to their shared experience as part of the VE project. They discuss some off-task topics related to their courses and the extract starts with KET's transition token to shift the topic.

Extract 12.1 *"I just wanted to say how much I enjoy this thing on moodle* "(00:36:08 - 00:36:45)

1	**KET:**	so:
2	**NAT:**	[I
3	**KET:**	[we start (1.2)
4	**NAT:**	[yeah
5	**KET:**	[go on (1.4) heh ehe heh
6	**NAT:**	no i**- i just >wanted< to say**
7		**how much i enjoy this (0.7) erm thing on moodle**
8		**like you can [just see↑**
9	**KET:**	[huhu
10	**NAT:**	the next section Þ is open Þ (0.8)
	ket	Þ--nods--Þ
11	**NAT:**	**you can see like structured ǂthis this and [this**ǂ
	nat	ǂ----------1--------ǂ
		1: bends her right hand fingers and shows her hand from up to down
12	**KET:**	[huhu
13	**NAT:**	other bullet points and
14		you know OKAY↑(0.8) I'm gonna do that today↑
15		and um **i really enjoy that**
16		i- i- i really (0.7) i <u>really</u> like that=
17	**PIN:**	=and then
18	**KET:**	heh heh

19	**PIN:**	and then you ca- when you finish
20		you can (1.2) put a cross behind it
21	**KET:**	[heh heh
22	**PIN:**	[and know
23	**NAT:**	[yeah
24	**PIN:**	[you're done with this↑ (1.1)
25	**NAT:**	[it's so satisfying
26	**PIN:**	[°yeah i like it ()°
27	**NAT:**	[just
28	**PIN:**	[yeah
29	**NAT:**	‡checking something‡ right↑
	nat	‡--------2--------‡
		2: makes a "checked" move with her right index finger with a smiley face
30	**PIN:**	heh ehe heh
31	**PEL:**	°heh heh°
32	**KET:**	[yeah heh heh
33	**PIN:**	[yeah yeah heh ehe

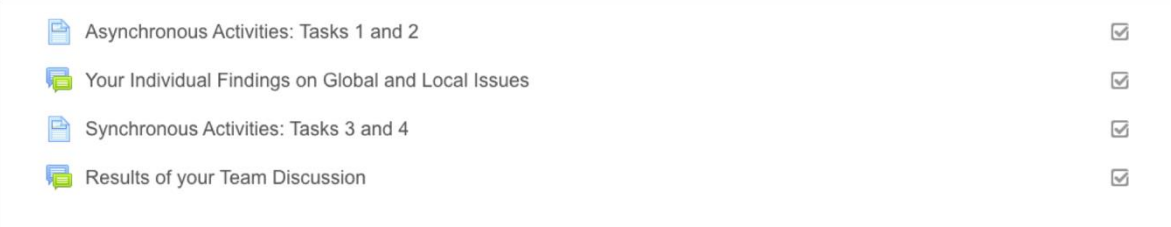
NAT's use of first person singular pronoun in line 2 overlaps with KET's incomplete utterance in line 3. NAT leave the floor to KET by using an acknowledgement token but KET gives it back to NAT again with a go-ahead imperative accompanied with her laughter in line 5. NAT then initiates another design-related episode by stating her stance on another point related to the teacher trainers' design. She delivers her own epistemic stance and her liking of the use of Moodle platform in line 7. In doing so, NAT deploys an orientation to their teacher trainer's design (i.e., Task Module) and specifically talks about how enjoyable as a VE feature Moodle system was. She, then, starts to clarify her reasoning, and KET shows listenership with an acknowledgement token. NAT addresses the openness of the sections (`you can [just see the next section is open`) and the structural organization of the Task Module assignments (`you can see like structured ‡this this and [this`) in line 10 and 11 utilizing her embodied resources during which KET nods. Synchronized with NAT's turn-final, KET produces another acknowledgement token to display her understanding and listenership. In lines 13 and 14, NAT provides an additional detail about

the Moodle platform (`other bullet points`) and how this feature helps her. Then, she delivers her enjoyment about the Moodle platform in line 15 and completes her turn by repeating and stressing her stance in line 16. Latching with NAT's turn completion, PIN initiates an incomplete utterance, and KET delivers laughter in line 18. PIN then shares another feature of the Moodle platform, crossing, in line 19 (`when you finish you can (1.2) put a cross behind it`). During her telling, she is oriented to by KET's laughter and NAT's acknowledgement tokens. After some overlapping talk, PIN completes her turn in line 24. NAT subsequently joins PIN's reference point and delivers a positive assessment, but her turn is overlapped with PIN's stance in line 26. NAT takes the turn again and produces an incomplete utterance in another overlap with PIN's acknowledgement token. In line 29, NAT completes her turn with a rising intonation by specifying what exactly is satisfying in the Moodle platform (`[it's so satisfying just checking something‡ right`, lines 25, 27 and 29). This prompts mutual laughter and overlapping acknowledgement tokens from the co-participants from lines 30 to 34.

Until now, the extract shapes around NAT's orientation to the teacher trainers' design in the Task Module. She brings this feature (i.e., the structure of the Moodle) into the interaction, and she delivers her enjoyment about the Task Module. She provides details and accounts about this feature and how this feature helps her in the VE process. This idea is supported by PIN's contribution about another feature in the Task Module related to the structured nature of the Moodle (i.e., crossing feature). For a better understanding the PSTs' interaction in this extract, we need to look at the teacher trainers' Task Module design as a part of the ongoing VE project (see Figure 34).

Figure 34

Task Module (Moodle Platform) Interface



The teacher trainers used the detailed guideline that they submitted to PSTs at the beginning of the project to structure the Task Module. In the module, every step that the PSTs should take were specified in a step-by-step fashion, and this is the feature that NAT and PIN deploys orientation to during their talk. As seen in the Figure 34, the weekly task steps are open and are presented in a stepwise fashion. When the students finish a task, they can use the crossing feature on the right side so that they can track their progress. Mentioning this background information, the extract continues with another pedagogical design idea by NAT.

Extract 12.2 "*Like our guidelines gonna have this little boxes to check* "(00:36:45 - 00:37:23)

34 NAT: **like (1.2) our guidelines gonna have**
35 **‡this little erm boxes‡ to ‡check↑‡ okahhy heh heh**
nat ‡----------3---------‡ ‡--4---‡
3: makes a square shape with her fingers
4: makes a "checked" move with her right index finger
36 PIN: [heh ehe heh
37 KET: [heh ehe heh
38 NAT: so [heh ehe heh
39 PIN: [yeah
40 NAT: that↑ decision is made heh ehe heh heh ehe heh
41 yeah i- this good thing is (0.7)
42 **like even no:w** you know erm
43 we- we just (0.6) co- talked about
44 **how we didn't manage um the one task Þ two weeks ago** Þ
ket Þ -----nods---- Þ

45	**NAT:**	like erm (1.1) we totally would have forgotten that
46		>if it< wouldn't be so [clear
47	**KET:**	[huhu
48	**NAT:**	**and now we kno:w** Þ **what's missing** Þ **and erm like (1.1)**
	ket	Þ -----nods------Þ
49	**NAT:**	**so (0.5) it's like (1.0) brilliant** i feel .hhh
50	**PIN:**	¤yeah¤
	pin	¤nods¤

Using a similarity token, she establishes a link with the Task Module feature with their own lesson design (**like (1.2) our guidelines gonna have**) and proposes this as a design idea in a jocular turn and accompanying embodied resources in lines 34 and 35. Her jocular turn is responded with the co-participants' mutual laughters and PIN's acknowledgement token successively in line 39. NAT also joins these laughters by producing another jocular turn addressing that this pedagogical decision has been made in line 40. Following the joking and laughing episode, starting from line 41 on, NAT delivers a positive assessment (good thing is) about how this structured nature and crossing feature of the Task Module help them in their VE progress by using an orientation to their shared experience (**like even no:w**) from line 41 to 44. She does this by exemplifying a VE progress-related task that they almost missed, which is oriented to with nodding by KET. She maintains her talk by deploying an orientation to their shared experience on how they finished this missed task by utilizing the structured feature of the Moodle platform in lines 45 and 46 (we totally would have forgotten that >if it< wouldn't be so [clear). This is acknowledged by KET in the subsequent turn. NAT finishes her turn by orienting to their epistemic status about the missing part related to the VE project during which KET shows alignment with her embodied actions and a positive assessment about the experience they have. The extract finishes with PIN's acknowledgment token and nodding about NAT's ideas in line 50.

From the very beginning, the PSTs shared their ideas and positive assessments about the ongoing VE progress by deploying an orientation to their shared experience. One of them

brought a feature into the interaction (lines 15 and 16; Extract 12.1) and this was supported by another participant's experience (lines 19, 20 and 24; Extract 12.1). In doing so, the PSTs deployed orientation to their shared experiences as part of the VE project in-and-through the interaction. Subsequently, the features that they topicalized as positive assessment points about the teacher trainers' design turned into a pedagogical design idea for their own lesson design although it was delivered in a jocular fashion (lines 34, 35 and 40; Extract 12.2). This design idea was also supported and rationalized by deploying an orientation to their shared experience again (lines 42 to 46; Extract 12.2).

Looking at the PSTs' final lesson plans, we see a different design from Team 6 related to task steps compared to the other teams. They delivered the lessons and tasks in a structured way by adding timetables (Figure X below). As an instruction, they said "The following timetable will help you and your group to keep up with your work in progress!", and they created columns for the number of the week/lesson, allocated time for this lesson, the lesson's topic or task, and homework about the lesson including all relevant information for their target students. Interestingly, they added another column, "Box to check √ ", suggesting their students to check their progress (Figure 35 below).

Figure 35

The PSTs' lesson plan (final product)

The following timetable will help you and your group to keep up with your work in progress!

Week/Lesson	Date (10:15-11:45)	Topic/Task	Homework	Box to check √
1/1	02/09/21 (Tue)	Introduction on "Gender Equality" and group formation	Speak to family members or friends about the topic; watch the given video	
1/2	02/12/21 (Fri)	**Starting with Virtual Exchange project**: Meeting their partner groups	Read the text and take notes; optional: watch given videos to get more input on the topic	
2/3	02/16/21 (Tue)	Collecting all information on "Gender Equality" up until this point and work on the play	Read the text and take notes in **preparation for VE**	
2/4	02/19/21 (Fri)	**Virtual Exchange:** Gain more input on the topic regarding the other class's text	Describe a scene you would like to act out in the play; Research different types plays and create a list of them (short descriptions)	
3/5	02/23/21 (Tue)	Decide on a scene for play; input from an activist; introducing structure of a script	Write about your personal feelings towards your group choice of a scene and play type (and everything you have decided	

All in all, the PSTs deployed orientation to their shared experiences as part of the teacher trainers' design. They topicalized, shared and supported their ideas based on how their teacher trainers prepared a learning environment for them in-and-through their interaction. Then, they used these experiences as a source to make pedagogical decisions on their own designs. They transferred the structured way of delivering a guideline and crossing feature of the Moodle platform from their teacher trainers' design to their own work by creating a structured lesson by lesson plan and progress check mechanism in their own output. The analysis and findings chapter will end with the following case displaying how

the PSTs transfer the reflection idea from the teacher trainers' VE design by deploying an immediate orientation to their shared experiential practices.

Case 13

This case will also demonstrate how the PSTs transfer the experiences they have during a VE project into their collaborative lesson plans. The case comes from the eighth team exchange of the Team 2 (SAT, BET, KAP). They work collaboratively as a team in a Google document. Before this exchange, they shared roles and added input to their own lessons individually for this team exchange. In this team exchange meeting, they share what they have added to the lesson plan with their team members.

Extract 13 "*Just as we do in virtual exchange actually* " (00:20:45 - 00:21:58)

1	**SAT:**	the:n (0.5) in (0.4) virtual exchange (0.6)
2		they share results (0.9) of their learning process
3		(0.9) discuss a:nd (1.5)
4		writing a short reflection (0.5)
5		**just as we do: in (1.2) virtual exchange actually**
6		**(1.1)**
7		a:nd ¿this was all (0.9) ¿
	ted	¿--------nods-------¿
8	**SAT:**	from me (0.9) of that [(...)
9	**KAP:**	[the:n (1.1) þ thi:s-
	kap	þ --1->
10	**KAP:**	this short reflection þ paragraph (1.0)
	kap	----------þ
		1: leans forward
11	**SAT:**	ð [huhu ð
	sat	ð -nods-ð
12	**KAP:**	[erm: **i took that too**
13		and put it down fo:r (1.2)
14		the (0.8) last part of (0.9) this (0.4)
15		virtual exchange (0.8) thing
16	**SAT:**	ð [huhu ð
	sat	ð -nods-ð
17	**KAP:**	[like >maybe< half a page of (0.6)
18		a reflection: on (0.9) how <the:y>
19	**SAT:**	ð [huhu ð

```
     sat      ð -nods-ð
20   KAP:       [came to their >product< that
21               ¿they have >created< in this¿ (1.0) li:ke thing
     ted      ¿------------2-------------¿
              2: nods and touches his forehead
22   SAT:     ð [huhu ð
     sat      ð -nods-ð
23   KAP:       [>because< [reflections
24   BET:                   [°yeah good idea°
25   KAP:     always good (0.8)
26   SAT:     huhu=
27   KAP:     =so: i think we can add this fo:r (0.5) every (0.7)
28   BET:     yeah
29   KAP:       [>every part<
30   BET:     ¿ [i like it (0.9) ¿
     bet      ¿ -----nods-------¿
31   KAP:     yeah mayb- ð maybe even ð as homewo:rk (0.8)
     sat                ð-----nods---ð
32   KAP:     like yeah (0.4) as homework obviously (0.6)
33   BET:     yeah (1.3)
```

SAT summarizes what she has prepared and starts to talk about the virtual exchange component in her design. From line 1 to line 4, she explains what their target students are expected to do in virtual exchange surrounding her talk with silences (`share results (0.9) of their learning process (0.9) discuss a:nd (1.5) writing a short reflection (0.5)`). Following this, she deploys an orientation to their shared experience in the teacher trainers' VE project using first person plural pronoun (`just as we do: in (1.2) virtual exchange actually`) in line 5. In doing so, she makes it explicit that the virtual exchange design in her lesson plan has similarities with the teacher trainers' VE project and their shared experiences. Following 1.1s of silence, she addresses that this is all for her part which receives acknowledgement from TED in lines 7 and 8. Overlapping with SAT's turn-final utterance, KAP takes the turn and refers to a part that SAT addressed previously in line 10 cutting off the demonstrative (`thi:s- this short reflection þ paragraph (1.0)`). SAT delivers a listenership token in what follows. Then,

with a hesitation marker in turn-initial position, KAP states that he also utilized that part in his lesson plan part in line 12. KAP continues his talk by providing where exactly he added this reflection part in his lesson plan (`the (0.8) last part of (0.9) this (0.4) virtual exchange (0.8) thing`) about which SAT provides a listenership token. In lines 17 to 21, KAP specifies how long reflection he expects from the target students and what it is about, during which SAT delivers a listenership token, and TED shows alignment with embodied actions. In line 22, SAT produces another listenership token. Subsequently, KAP gives an account on the reflections during which BET provides a positive assessment about KAP's idea. Latching with SAT's listenership token, KAP proposes a pedagogical design idea on using the reflections in every part of their lesson in line 27. This is responded with BET's acknowledgement and enjoyment of the proposal accompanying with his embodied actions in line 30. Subsequently, KAP repairs his own proposal in terms of the format in line 30 (`maybe even ð as homewo:rk`) during which SAT displays alignment with her embodied actions. KAP finishes his turn by repeating his repaired idea in line 32. This is responded with an acknowledgement token from BET.

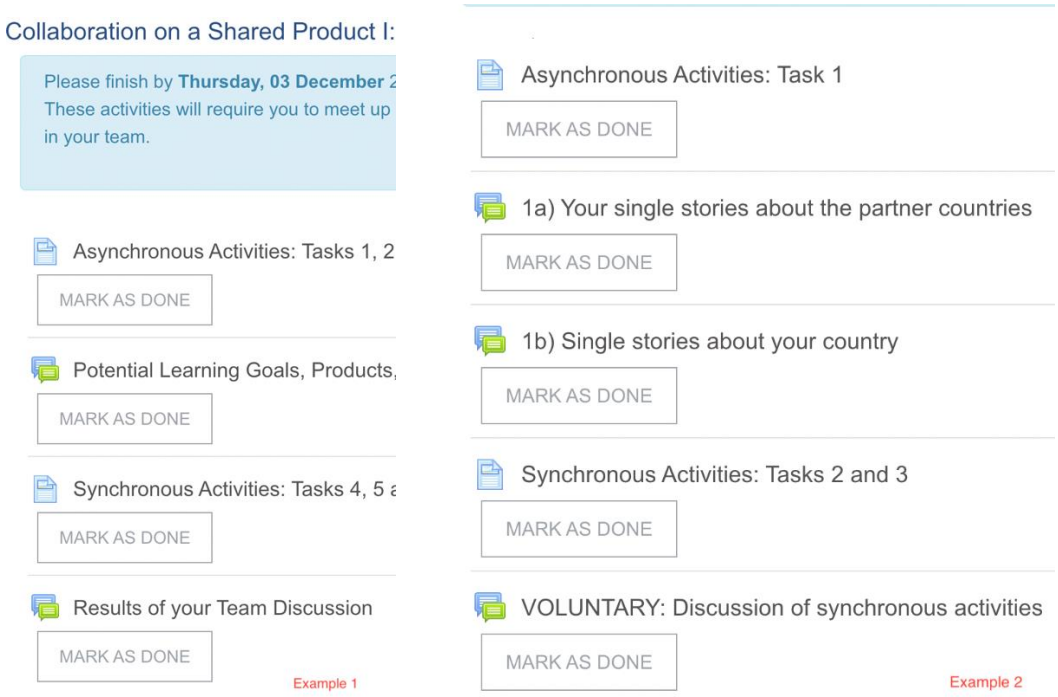
From the beginning, it can be seen that the PSTs used their experiential practices in making pedagogical decisions. In the beginning, SAT summarized what she added to the overall lesson plan by making it explicit that what she used has similarities with their teacher trainers' design (line 5; Extract 13). This idea was supported with KAP's contribution indicating that he also used it in his part of the lesson plan (**`i took that too`**). Following this, KAP used the interactional space afforded by the orientation to their shared experience to propose a pedagogical design idea that could be used in every part of the virtual exchange component in their lesson plan (`i think we can add this fo:r (0.5) >every part<`). This was then accepted by the co-participants, and the extract ended with mutual agreement of the team members.

The reflection parts that the PSTs refers to are concerned with the assignments by their teacher trainers delivered almost every week to post their individual and team discussion

results as a form of reflective practice within the VE Project (see Figure 36). By this way, the PSTs had the opportunity to think over the procedures that they experience during the course of the project.

Figure 36

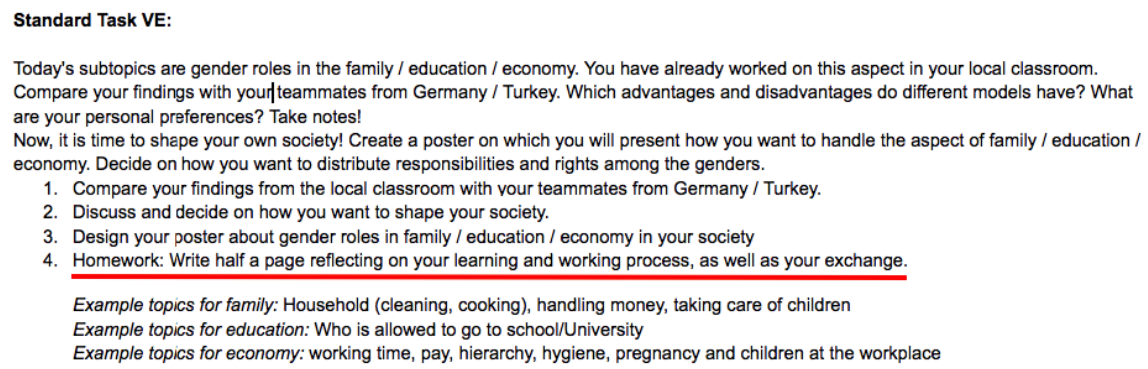
Some examples of reflective parts in teacher trainers' VE project



Similar to their teacher trainers' design, the PSTs added a reflection part for every virtual exchange session in their final lesson plan. In their own lesson plan, they had three virtual exchange steps which were discussing about gender roles in the family, education and economy respectively. Following this, they expected their students to make a poster related to the content they discussed. For each of these sessions, the target students were assigned to share their ideas in their groups. The PSTs added an instruction part for this VE procedure to their final lesson plan titled "Standard Task VE". In this part, they explained what their target students were expected to do and they added a homework in the final part of this task as can be seen in the figure below. The instruction was "Homework: Write half a page reflecting on your learning and working process, as well as your exchange" which aligned with what they were discussing in their team interactions (Figure 37).

Figure 37

*The related part from the PSTs' lesson plan (final product)**



Standard Task VE:

Today's subtopics are gender roles in the family / education / economy. You have already worked on this aspect in your local classroom. Compare your findings with your teammates from Germany / Turkey. Which advantages and disadvantages do different models have? What are your personal preferences? Take notes!
Now, it is time to shape your own society! Create a poster on which you will present how you want to handle the aspect of family / education / economy. Decide on how you want to distribute responsibilities and rights among the genders.

1. Compare your findings from the local classroom with your teammates from Germany / Turkey.
2. Discuss and decide on how you want to shape your society.
3. Design your poster about gender roles in family / education / economy in your society
4. Homework: Write half a page reflecting on your learning and working process, as well as your exchange.

Example topics for family: Household (cleaning, cooking), handling money, taking care of children
Example topics for education: Who is allowed to go to school/University
Example topics for economy: working time, pay, hierarchy, hygiene, pregnancy and children at the workplace

*Red line was drawn by the author.

All in all, we see PSTs' experiential transfer of using reflection in their own lesson plan and their use of the teacher trainers' practices as a source to make a pedagogical decision for their own target students.

This section of the chapter has documented eight cases that the PSTs deploy an immediate orientation to what they experience during the course of the project. These orientations, every time, paved the way for the PSTs to make a pedagogical decision related to their lesson plans. Whether the orientation is immediate or retrospective, all of the cases are manifestations of how the PSTs make use of VE-based teacher education activities. As shown in detail, the PSTs treat their shared experiential practices as a way to solve their problems while making pedagogical decisions. By referring to their shared experiences via retrospective or immediate orientation, they establish a link to what the teacher trainers provided for them in VE design and transform this design idea into a potential solution for their own pedagogical designs, which result in a collaborative pedagogical decision process for them in their interaction. These findings will be discussed in detail in the following chapter of the dissertation with a specific reference to teacher learning outcomes and the affordances of VE design and discourse.

Chapter 5

Discussion, Implications and Conclusions

The last chapter of the dissertation will include five sections. The chapter will start with “Virtual Exchange for (Language) Teacher Education” section in which I mainly focus on the affordances of using a VE-based teacher education process and teacher learning opportunities that emerges from this process in relation to the how the PSTs find ways to operationalize and develop their pedagogical, technological and professional knowledge in an experiential way by the help of a VE project. The chapter will continue with the second section which is “Interactional Organization of Virtual Exchange Discourse”. In this chapter, I will concentrate on how examining the process of a teacher education practice drawing on the conversation analytic perspective have uncovered the interactional dynamics of such processes. I will discuss the outcomes of the exploration of retrospective and immediate orientations via a line-by-line analysis and how this orientation establishes a link between the PSTs’ experiences in a teacher education process and their use of these experiences in action with their team members. In the third section, I will introduce main conclusive points of the dissertation. The dissertation will end with the limitations that include the challenges that I have experienced while conducting this study and possible solutions about these challenges, pedagogical implications and the suggestions for the future studies that might potentially use VE-based teacher education practices.

Virtual Exchange for (Language) Teacher Education

This study focused on exploring the collaborative design processes of the PSTs’ shared lesson plans and how it unfolds interactionally in their team exchanges within the scope of a VE project. Using the robust tools of multimodal conversation analysis, the main findings gained from the participants’ VE-based team exchanges suggested that the PSTs exploit VE-based teacher education activities as a resource for making pedagogical decisions about their shared lesson plans. Doing that, they deploy retrospective or

immediate orientation (Can-Daşkın & Hatipoğlu, 2019; Jakonen, 2018) as an interactional practice to connect what they have experienced within the scope of the VE project with their shared lesson plan (see also Ekin & Balaman, under review). Therefore, the shared experiences in the VE-based teacher education activities are harnessed by the PSTs for transferring some of their teacher trainers' practices into their own pedagogic repertoires in the lesson planning procedure. I explain how the PSTs incorporated what they experienced in the VE project into their own lesson plans. To this end, I remind basic features and domains of the teacher trainers' VE project and how the PSTs, as shown with all of the cases in the Analysis chapter of this dissertation, used these features for their own lesson plans in-and-through their interactions by giving snapshots and summaries from the cases. In doing so, I also establish links between the benefits of VE procedures for language teacher education (see Literature Review) and a variety of potential teacher learning outcomes that the current VE project participants gained at pedagogical, technological, professional or experiential levels.

The current VE project was designed for the PSTs in a way that they could find opportunities for interacting on a transnational scale, implement intercultural tasks, create pedagogical designs, use a variety of technological tools and engage in a reflective teacher learning setting for professional development. As stated in the Methodology chapter, teacher trainers' VE project adopted Progressive Exchange Model (O'Dowd & Waire, 2009) and Transnational Model of Virtual Exchanges (O'Dowd, 2020) in providing different sets of tasks procedurally for the PSTs, that is, information exchange tasks, comparison and analysis tasks, and collaborative tasks. The types of the tasks also set the three different stages of the VE project. In the first two stages, the teacher trainers, presented ice-breaker tasks and cultural activities for the PSTs, and the PSTs implemented those tasks in their teams. In the last stage, the PSTs worked collaboratively on their complex competence tasks which required creating a hybrid lesson plan including tasks and task sequences for both face-to-face and VE contexts under a global theme. About the procedural unfolding of

the VE project, we started the VE with a detailed guideline about all the steps that the PSTs should follow during the course of the project. Then, we created transnational teams, organized team exchanges and online joint class sessions with all the participants via the use of Zoom, the videoconferencing software. We also supported all the participants with the use of the Moodle platform in which we added all the instructions and guidelines for weekly synchronous and asynchronous tasks. The Moodle platform also worked as a reflection medium throughout the project, and the PSTs delivered their individual and team reflections on this platform. We also used Padlet to receive feedback and organize some activities during the VE project. These domains and features were the main communicational and organizational underpinnings of the teacher trainers' VE project.

One of the main focal points of the current study, as stated in the first research question, was explaining the role of the pre-service teachers' experiential practices in the Virtual Exchange project in designing their shared lesson plans collaboratively. The findings have shown that the PSTs used their shared experiential practices in the VE project as the reference and orientation points while making pedagogical decisions about their collaborative designs. Each and every one of the cases showed that when the PSTs bring a lived temporality aspect (Mercer, 2008) into the interaction by deploying an immediate or retrospective orientation, this helps them reach pedagogical decisions in a more smooth and collaborative manner because they could establish connections between what they experienced and what they can offer for their target students based on these experiential practices.

To start with, the pre-service teachers were given a very detailed guideline about the VE project. During their video-mediated interactions in the team exchanges, they talked about how structured and detailed the guideline was and how they liked it with their team members. Then, mentioning this shared experience that their teacher trainers provided for them, they also discussed and made pedagogical decisions about that they could also prepare a very detailed similar guideline for their target students, as shown in Case 11. The

PSTs, in this sense, demonstrated a reflection-in-action practice using an immediate orientation to the teacher trainers' VE design (Ekin & Balaman, 2023), which paved the way for coming up with a similar design proposal for their own lesson plan. Here, it can be speculated that the PSTs evaluated the necessity and easing effect of an instruction and guideline document in a lesson plan or in a VE design, which tapped into their pedagogical reasoning processes, as shown in their interaction with follow-up questions or account giving practices while making this decision. Therefore, they treated the guideline idea from the teacher trainers' VE design as a transferrable practice for their own pedagogical design by the help of the interactional space that was afforded to the PSTs for doing lesson planning talk with their peers, resulting in their pedagogical decision-making about a part of the lesson plan in situ, which is also a manifestation of their pedagogical knowledge in action with their references and account giving practices.

Another important transfer between the teacher trainers' VE design and the PSTs' shared lesson plan occurred when the PSTs made pedagogical decisions on how to start the virtual exchange processes in their own lesson plans. The PSTs were expected to create lesson plans including a virtual exchange component and global themes. To this end, they created VE-beginning procedures for their own lesson plans. In doing so, they utilized either the same or very similar tasks for starting the VE process to those involved in the teacher trainers' VE project. For example, as was clearly shown in Case 1, Case 2, Case 3 and Case 8, the PSTs shared their positive assessments and devised ideas about how they liked the VE-beginning procedures of the teacher trainers; that is, the information exchange tasks and comparison and analysis tasks stages (O'Dowd & Waire, ibid). Then, deploying a retrospective or immediate orientation to their shared experiential practices, they suggested similar VE-beginning tasks for their own lesson plans, and they utilized the same tasks in their own designs. As can be documented in many different VE studies (e.g., Rets et al., 2020; Hauck et al., 2020), it is very important to present the information exchange tasks including ice-breaking components and the other tasks procedurally for the VE

participants. The PSTs, in the current VE project, displayed this knowledge by experientially taking part in a VE project, and they similarly discussed how ice-breaking activities and comparison activities in the teacher trainers' VE project helped them make a smooth start to their VE process and how important it was to have those activities to get their lesson plans started (Extract 2.1, Extract 3.2, Extract 8). This happened with no teacher presence and with no transmission of knowledge from the teacher trainers, rather it seems that the PSTs transformed their experiences into disciplinary knowledge in action with the help of their participation in a VE project (Balaman, 2023; Grau & Turula, 2019; Vinagre, 2017). Consequently, they made pedagogical analyses, provided assessments and clarifications, proposed ideas or suggestions to deal with the ongoing discussion topics and produced enactments, which can be regarded as potential contributors for their pedagogical and professional development (Baroni et al., 2019; Fuchs, 2016).

The current study created a rich reflective setting for the PSTs in a way that the PSTs could be the agents of their actions and make more reasonable argumentations about the practices that they are confronted with. To this end, the PSTs were expected to provide their team and individual reflections over the activities and tasks that they implemented. Based on the analysis, it can be seen that the PSTs used this feature of the teacher trainers' VE project and transferred this experiential practice for their own lesson design. For example, Case 5 demonstrated that the PSTs clearly preferred adding a feedback mechanism for their own lesson design to conclude and wrap-up the activities that they offered for their target students as a summative assessment about the whole procedure, and Case 13 also showed how the PSTs utilized this reflection idea as a formative assessment and feedback mechanism by adding it for every virtual exchange sessions' closure activity in their own lesson design. The interactional evidence coming from the PSTs' team exchanges showed that the PSTs made this important pedagogical decision by deploying a retrospective/immediate orientation to the teacher trainers' VE design. This also demonstrated how the current VE project helped the PSTs gain an important pedagogical

and professional knowledge (i.e., using reflection and feedback) experientially and how the PSTs benefitted from a reflective and a VE-based teacher education setting (Badem et al., 2022; Chen, 2012; Ekin & Balaman, 2023; Ekin et al., 2021).

The VE project organizationally included different types of exchanges for the participants (i.e., team exchanges and online joint class exchanges). Most of the VE projects include these types of meetings for specific purposes (e.g., Baroni et al., 2019; Krengel, 2021; Öztürk, 2022; Öztürk & Ekşi, 2022). From an organizational perspective, the online joint class sessions (OJCS) may be helpful for giving the instructions, providing detailed information (e.g., webinar), or creating a community atmosphere. The team exchanges, relatedly, create the bond among the participants, and they help the participants to establish a collaborative network in which they can discuss different pedagogical and professional issues (Sundh, 2018). The participants in this study also fully exploited their OJCS and TE experiences in this way. They transferred their shared experiential practices in these OJCSs and TEs by bringing solutions to their problems about their lesson designs. For example, Case 9 and Case 10 showed that the PSTs used “joint classroom meeting and pairing different teams in this joint classroom” idea to solve their poster presentation problem by deploying an immediate orientation to the teacher trainers’ OJCS design in their interaction. Similarly, Case 4 displayed how the PSTs used webinar idea from the teacher trainers’ design (i.e., OJCS-2) to provide input for their target students by adding a similar webinar to their own lesson plan after deploying a retrospective orientation to their shared experiences in the VE project. Not only the PSTs used online joint class sessions as a solution to their problems, but they also used “creating teams and groups” (i.e., team exchanges) idea from the teacher trainers’ VE design by specifically deploying an orientation to it. For instance, Case 6 and Case 7 showed how the PSTs used their team experiences as a resource to establish the virtual exchange partnerships for their target student in their lesson plan. All these cases demonstrate that the PSTs use their shared experiences in a VE-based teacher education setting to come up with solutions to their

pedagogical and organizational problems. Therefore, even experiencing a VE-based team interaction setting helped the PSTs understand its powerful dynamics as a first-hand user of this process by providing assessments this way in their interaction, and they benefit from the team work by creating a similar setting for their own target students, hence displaying their pedagogical and professional knowledge in-action (Balaman, 2023) and developing their organizational skills for their future teaching careers.

The virtual exchange settings inherently have the technology usage and technological tools at their core. Such a technology-mediated environment can provide lots of affordances for the PSTs in terms of the development of technological competence and technological and pedagogical content knowledge (TPACK) (Bueno-Alastuey & Esteban, 2016; Hauck et al., 2020; Sadler & Dooly, 2016). The participants in the current VE project also had a chance to use different technological tools. More importantly, the PSTs did not only familiarize themselves with these technological tools, but they also used the same specific tools for their target students and for their own lesson plans (also Dooly & Sadler, 2013). That is, they experientially tried a technological tool, found it effective by sharing their assessments in their interactions, and transferred this tool as a pedagogical resource to be utilized in their designs. For example, the teacher trainers used Padlet to receive feedback from the PSTs at the end of the VE project. Similarly, the PSTs, as shown in Case 5, reminded each other that they should also have a concluding feedback part in their own design and decided that they could use Padlet to organize such a procedure in their own design deploying a retrospective orientation to their conclusive feedback practice that was presented with a Padlet link in the VE project. Another example came from Case 8. The teacher trainers used Zoom App as the main video-conferencing tool in the VE project and specifically, they paired the teams in a discussion setting with the help of “creating break-out rooms” feature of the Zoom in OJCS-3, OJCS-4 and OJCS-5. This feature was also utilized by the PSTs to connect their own target students in pairs over Zoom by deploying an immediate orientation to their own experiences in these OJCSs during their team

planning interactions. Similarly in Case 12, the teacher trainers used the Moodle platform as the Task Module to give all the instructions and weekly synchronous/asynchronous tasks for the PSTs in the VE project. The PSTs in their interaction provided reflections about how effective this platform was and used its features as a resource to make their own lesson plans more user-friendly in their own design. This example is very important in that the PSTs did not use the technological tool itself (i.e., Moodle) but a specific feature of it. That is, the PSTs evaluated a feature of a technological tool, turned it into a pedagogical resource in their interaction and presented it to their target students as a part of a lesson plan. These cases suggested that the VE project paved the way for the PSTs to try and use technological tools as the first-hand users, and the PSTs treated these tools as potential contributors for their own lesson plans by adapting them based on their own purposes. In search for more innovative pedagogical decisions (Lawrence & Spector-Cohen, 2018), the PSTs in the current study turned these technological tools and some features into technological and pedagogical resources in their own designs. These practices, to this end, can be regarded as the contributors to the PSTs' professional development (O'Dowd & Dooly, 2022) and the ways that they turned actionable disciplinary knowledge into disciplinary knowledge in action by transferring their experiential practices shaped by the technological tools to their own lesson designs.

All of these aforementioned developmental areas manifested with different cases was possible due to the design of the VE project, and specifically, the collaborative task stage. Although the PSTs utilized different domains and features of the teacher trainers' VE project, they established the connections with their own lesson plans by deploying orientations to those features and domains in their interaction during the collaborative task stage. This stage was shaped around the lesson planning conferences framework. The PSTs were expected to create a lesson plan including virtual exchange component and a global theme, and they were confronted with dynamic problem-solving processes during the creation of these lesson plans in the VE project (Morton & Gray, 2010); therefore, their

interaction was enriched by their pedagogical discussions on lesson planning via negotiation of meaning, discursive strategies, assessments, reflections or proposals etc. to solve their design-related problems as shown in the line-by-line analyses of the cases (also Leyland, 2016). From this perspective, the VE project had the role of an online community of practice for the PSTs (Dooly, 2013) in which they could have a professional experience by the help of a lesson planning procedure for their imagined target students.

All in all, the VE project and its components operated as a teacher learning and professional development setting for the PSTs in which they shaped their pedagogical decisions and discussions deploying retrospective/immediate orientation (Can-Daşkın & Hatipoğlu, 2019; Jakonen, 2018) to their shared experiential practices, created a lesson plan including virtual exchange components and global themes, utilized different technological tools, provided reflections and feedbacks and experienced a transnational virtual exchange setting. All of these shared experiential practices had a contributing effect on their pedagogical, professional and technological competences (O'Dowd, 2015b), that was drawn on the conversation analytic examination of their video-mediated team interactions, as shown in all of the cases. To this end, using VE designs in teacher education processes can be regarded as invaluable teacher education practices by which the participants co-construct the learnables with their peers based on their experiences and interaction. Hence, VE-based teacher education activities should be encouraged and increased in (language) teacher education programs to exploit their full potential for the pre-service teachers.

Against the backdrop of these results, in what follows, I discuss the affordances of using multimodal conversation analysis methodology in exploring the dynamics of such complex and interactive discourses (i.e., VEs), what a transnational VE discourse can offer for the PSTs, and how focusing on the process and product together rather than focusing only on products and outcomes in language teacher education can be more supportive to understand the developmental trajectories of the PSTs.

Interactional Organization of Virtual Exchange Discourse

The teacher education practices are very prominent procedures during which the PSTs can learn the necessary skills, knowledge and competences that they will need for their future years. Therefore, the teacher education research mostly focuses on how the teacher education practices can be made more effective for teacher learning by using various methodologies to document their results in a systematic pattern. However, most of the research adapt a reductionist perspective and analyze outcome-oriented results of a teacher education practice. This situation was criticized by some of the recent studies on the grounds that the underlying mechanisms paving the way for the observed outcomes and explicating the resources that the PSTs bring to the table while reaching those outcomes or products should be the main focus for teacher education research (Walkoe & Luna, 2020). To this end, there was a call for using a micro-analytic and interactional lens for depicting the procedural practices of the PSTs when they are on a professional development setting (Bannister, 2015; Opfer & Pedder, 2011; Walkoe & Luna, ibid). Hence, the current study focused on the interactional practices of the PSTs while creating their shared and collaborative lesson plans in a transnational VE project setting, which was reported in the previous subsection. By connecting the outcomes and products of the PSTs to their interactional practices in situ, the study tried to bridge the gap between outcome-oriented perspectives and process-oriented perspectives with a more interactional lens on teacher education research.

Doing that was only possible by the use of multimodal conversation analysis (Sidnell & Stivers, 2013; Mondada, 2019) which helped find the connections between the pedagogical decision-making process and the products and outcomes of the PSTs. A moment-by-moment and line-by-line analysis of the PSTs interactions allowed me to detect a recurrent practice that the PSTs drew on while they were designing their lesson plans, which was retrospective/immediate orientation to their shared experiential practices (Can-Daşkın & Hatipoğlu, 2019; Jakonen, 2018). The PSTs referred to their earlier experiences

or current experiences in the VE project while coming up with a proposal and a solution to an ongoing problem because these experiences were recognizable and practiced by each of the participants in the team, and they were part of their shared histories. Following Deppermann (2018), tracking the interactional trajectories across the entire context-bound, social interactional histories of the participants provided a level of evidence that was exempt from any impact on development or learning that could be ascribed to exogenous factors, because, as shown with all of the cases, the analytical findings were all contextually connected to the practices that were conducted within the VE project. Therefore, the study was an example of how to connect the *process* to the *product* or *outcome* in a teacher education setting and how multimodal conversation analysis and an emic perspective helped document these results in a sound and consistent manner.

While presenting the results, I used a differentiated terminology between retrospective and immediate orientation. This differentiation was also a result of delving into the moment-to-moment interactions of the PSTs longitudinally, suggested by the multimodal resources and grammatical structures that the PSTs deployed during pedagogical decision-making process in-and-through their video-mediated interactions. Analyzing the interactions of the PSTs, I defined the retrospective orientation as the referral point to an event or practice which happened in the past and immediate orientation as the referral point to an ongoing event or practice which has happened in a very near future or at the time of their meetings. Whether their orientation is retrospective or immediate, the PSTs treated their shared experiences as actionable knowledge, and they turned this actionable knowledge into disciplinary knowledge in action (Balaman, 2023) during the *process* of creating a lesson plan by deploying an orientation to those practices. This disciplinary knowledge in action became a part of their shared lesson plan as an outcome and product at the end of their project timeline. In this sense, the PSTs' shared experiential practices in the VE project can be regarded as input. This input is then negotiated in a collaborative fashion during the team exchanges and is turned into output at the end of the project. They

do this transformation through experience and not a transmission from a teacher (Grau & Turula, 2019) showing that the PSTs' VE process afforded an experiential learning opportunity for the participants.

In this teacher education setting, the PSTs, via the help of participation in a VE project, experienced how to become a partner in their teams, how to establish mutual agreement on a variety of topics with international peers, how to work collaboratively on the same task, how to organize a team exchange when there was no teacher presence, how to implement telecollaborative tasks in an exchange and most importantly how to design lesson plans including complex topics and tasks in a transnational setting. Therefore, converging with the previous studies (e.g., Dooly & Sadler, 2013; Kurek, 2015; Kurek & Müller-Hartmann, 2017; Sadler & Dooly, 2016), the VE project with its general design and with its inclusion of lesson planning at the center had many affordances for the PSTs in that they had the chance to integrate into an intercultural and transnational setting to practice a wide range of online activities with their team members.

VE process has also paved for the PSTs to invoke different identities throughout the VE project (Morton & Gray, 2010). Based on their interaction, it was seen that, in the beginning of the project where they implemented the information-exchange tasks and comparison and analysis tasks, they used identities like student, problem-solver, analyzer, etc., although not extensively presented in the Analysis chapter of this dissertation. With the help of collaborative tasks stage, the PSTs delved into lesson planning process and related-topics by which they engaged different identities like teacher, practitioner, designer etc. because they attributed the design related talks to their target students, they vocalized their students and enacted possible scenarios by making it explicit in their talk-in-interaction (e.g., Extract 3.2; Extract 5; Extract 7.1; Extract 10.1). Such a differentiated identity construction process was possible due to the VE design shaped for teacher education.

Using the progressive exchange model (O'Dowd & Waire, 2009) and transnational model of virtual exchange (O'Dowd, 2020), the teacher trainers created a VE design where

the PSTs can be exposed to not only intercultural communication, but also pedagogical discussions, which ended up with an atmosphere for the participants that they can interact with each other on personal and professional levels. In this sense, in addition to retrospective and immediate orientation to the PSTs' shared experiences, the VE project created a very beneficial discursive setting inherently allowing them to use a variety of interactional practices about which I will be talking about in the next paragraph.

Here, I will not focus on the mechanics of the conversations that comprise most of the interaction in different institutions like prosodical devices, intonation, embodied resources and etc. Instead, I will delve more into the interactional practices that the PST employed because of the specific features that the VE discourse provided for them. The team exchanges and the collaborative and team-centered nature of the VE project paved the way for the PSTs to make meaning collaboratively throughout the process. The PSTs were expected to make a shared lesson plan and make team reflections out of their team exchanges which forced each participant to contribute to their decision-making processes actively. For all these reasons, the cases in the analysis section demonstrated different interactional practices that helped the PSTs make pedagogical decisions collaboratively, in addition to their retrospective/immediate orientation. For example, the PSTs made proposals and attempted to create a shared ground by providing accounts and arguments about an ongoing lesson plan (e.g., Extract 1; Extract 2.3, Extract 5; Extract 11.2). Sometimes, the PSTs used mitigation strategies while making their proposals about the pedagogical design less directive (e.g., Extract 1; Extract 2.1; Extract 4.3). The PSTs also produced elaborations to make their lesson plan proposals and design-related contributions clearer for the co-participants (e.g., Extract 1; Extract 3.2; Extract 10.2). The PSTs made use of summarizing, timelining, and enactment practices to make their pedagogical discussions smoothly running and easier to follow (e.g., Extract 4.1; Extract 5; Extract 7.2). They used different elicitation and questioning practices to actively involve their teammates about an ongoing proposal (e.g., Extract 4.2; Extract 4.4; Extract 11.1; Extract 11.2). They

also made use of assessments and reflections (see also Ekin & Balaman, 2023) about their own experiences, their proposals, or their teammate's proposals or contributions about the ongoing lesson planning procedure (e.g., Extract 7.2; Extract 11.1; Extract 12.2). The PSTs in every part of the VE project tried to make a consensus on every decision and make their progress and contributions available and trackable for all the participants in their teams. To this end, they utilized the technological tools to make their all processes more transparent. For instance, a participant in almost every team had a typist role for writing down the team members' contributions, and this typist shared his/her screen by which all other participants could see how their team work progressed clearly (e.g., Extract 1; Extract 2.1; 2.2; Extract 4.1; Extract 6). The PSTs also used writing-aloud and reading-aloud practices to make their progress or decisions more trackable for other team members (e.g., Extract 1; Extract 2.1; Extract 6).

As can be understood, the PSTs exploited the VE discourse in such a resourceful and effective way that these all practices paved the way for conducting meaning-negotiation and pedagogical decision-making collaboratively in their teams. While interactionally organizing their shared lesson plans, the PSTs utilized from the powerful dynamics that the VE discourse and lesson planning talk provided for them. In this sense, the PSTs turned the VE discourse into a generative one (Lefstein et al., 2019) that helped them have more learning opportunities out of this teacher education process. It is noteworthy to mention here that all of these processes were documented by tracking PSTs' practices longitudinally from the process to the product within the VE project. Therefore, the current study calls for more research including virtual exchange-based teacher education activities reported with a multimodal conversation analysis framework. This way, many unexplored discursive and interactional practices that can be readily promoting for teacher learning can be documented and then multiplied with a sound and convincing perspective. The next section will conclude the dissertation by providing an overall account for the feasibility of VE project in language teacher education and further implications.

Conclusions

This study examined how a virtual exchange setting designed specifically for the pre-service (language) teacher education can create teacher learning opportunities for the participants. The VE settings can become very challenging to organize for teacher education practices, because especially while working with the pre-service teachers as the participants in an exchange process, the organization and the procedural unfolding of the VE becomes very prominent in that the PSTs should not be overwhelmed with linguistic, technological and intercultural tasks only, rather they should also be provided with a variety of tasks focusing on developing their pedagogical and professional competences. The VE project in this study was successful in providing the pre-service teachers with a well-established VE design that allowed for personal, professional, and intercultural interactions with their partners, and it additionally presented the PSTs the opportunity to try new technological and pedagogical resources adapted for a technology-mediated setting. The study demonstrated that such a VE project could potentially become a teacher learning setting in which the PSTs treated their shared experiential practices during the participation in the VE project as actionable disciplinary knowledge, and they transferred those practices to their own pedagogical designs by turning their actionable disciplinary knowledge into disciplinary knowledge in action (see also Balaman, 2023). They did this by bringing their shared experiences into their interaction as a potential solution or proposal to an ongoing pedagogical decision-making process, which resulted in a collaborative pedagogical decision in their team interactions. Doing that they transformed different practices from the teacher trainers' VE design into their own professional repertoires as potential development points in their technological and pedagogical knowledge and competences. The interactional organization and discursive features of the VE setting, in that, became the ultimate mediator between the PSTs' process of creating a pedagogical design and the product and outcomes gained through this process.

All of these results were documented by using multimodal conversation analysis. Without conversation analytic examination of the teams' interactions, this study could not connect the process of creating a pedagogical design collaboratively to the products of the PSTs. By longitudinally tracking the PSTs' interactions and products, the study set out how the PSTs in their interaction exploited the dynamics of pedagogical decision-making processes about a part of their collaborative product. The discourse that the VE project afforded for the PSTs provided the interactional space for the PSTs to make a variety of practices, which also became observable with the robust tools of multimodal conversation analysis. Consequently, the study contributed to the methodological gap in documenting teacher professional development and teacher learning opportunities that comes with a well-designed teacher education *process.* Rather than examining the products of the PSTs, this study focused both on the products and the processes that these products are developed by using the tools of conversation analytic perspective, hence bringing interactional evidences to document the effectiveness of examining the process of PSTs' team interactions in a VE setting.

Limitations

Despite the reported contributions to VE literature and benefits for language teachers and language teacher education, this study has also some limitations. First of all, the study was designed for a video-mediated setting, and it had a technology-enhanced nature from the very beginning of the VE project till the end. Every exchange was completed online using video-conferencing tools. Doing everything online makes some processes smoothly running in terms of user-friendliness and accessibility issues; however, it causes everything dependent on the internet connection and internet availability. For example, watching the screen-recordings of the team exchanges, there were many moments that one student was disconnected from the Zoom App because of the lack of a stable internet connection. This caused interaction breakdowns during the team exchanges and caused extended wait-time and attention-losses for the participants because they were making their

pedagogic decisions collaboratively, and they expected to take all their steps altogether. A related problem also occurred while transcribing the data. Unstable internet connection sometimes caused a double-barreled latency problem (see also Balaman, 2016) and caused participants' voices to be heard at a later time and at a lagged way, which made the transcription process far more challenging. However, what makes this problem is more challenging is that a stable internet connection and a perfect communication over the internet cannot be guaranteed for any online setting. Therefore, it should be regarded as *a part* of the process and further manifestation of the participants' emic perspective, while conducting similar studies.

Another problem was with the use of technological tools, specifically the screen-recording software (screencast-o-matic.com-SoM). Although we created a guideline to introduce the SoM, some of the students could not use the software, and there was much lost data in relation to screen-related activities of the participants. Some other students also had problems related to Moodle but their problems gradually disappeared in time because they became more familiar with the software. To these ends, if the researchers want to use different technological tools in their own VE projects, it would be wiser to conduct an introductory session in which the participants are familiarized with the technological tools that they will make use of during the project timeline.

A third limitation was the engagement of the students from the partnering university in Sweden. These participants had a different course scheduling in their local programs, which forced us to try to integrate them into the VE project only for a month. The team exchanges were optional for these students but they were expected to join the online joint class sessions 3, 4, and 5 to present their unit plan, weekly plans and yearly plans. This caused some problems in evenly distribution of the participants in the teams, and there were only three students from Sweden who participated in the team exchanges. For this reason, the practitioners and the researchers should make sure that their program

schedules and students' status should be overlapping while establishing a partnership to conduct a VE project.

Pedagogical Implications and Suggestions for Further Research

VEs are innovative approaches that help participants engage in meaningful intercultural communication and collaboration using online technologies. This study used virtual exchange as a teacher education practice and presented a wide range of activities shaped around this virtual exchange project by integrating technology and pedagogy. The VE project via the diverse set of activities provided the PSTs with hands-on and interactive experiences supporting their professional development. These activities were specifically finetuned to create a pedagogically sound teacher education process in which the PSTs can find opportunities to develop their critical thinking, intercultural understanding, lesson planning and pedagogical design skills, and interactional and communicative competences. Additionally, the use of technological tools in a VE setting, the PSTs were offered the chance to discover the challenges and affordances of online settings which can be regarded as an inevitable part of the 21st century classroom and teaching medium. As suggested by the results of the current study, providing such a resourceful teacher education process can be very helpful for the PSTs to equip themselves with the necessary skills to engage with diverse teaching and learning settings by transferring many technological and pedagogical practices for their own use out of such a procedure. Utilizing this technology-rich interactional setting, the PSTs can be exposed to an experiential learning process by which they can develop their technological competences and digital literacy, that are very needed teacher learning areas for today's technology-driven world. In this sense, the success of this study demonstrates the potential of VEs as valuable procedures for teacher education, and marks the importance of incorporating technology and pedagogy to present innovative and effective learning experiences for the PSTs.

In order to maximize the teacher learning and professional development opportunities, the VE projects can also be enriched by the help of lesson planning procedures and pedagogical design activities for the PSTs, similar to this study. Lesson planning paves the way for the PSTs to imagine themselves in a professional setting in which they can invoke their teacher identity and shape all their repertoires accordingly to create the ultimate pedagogical design at its best version. The lesson planning process in a VE setting can easily help the PSTs do enactments, make pedagogical proposals, provide arguments about these proposals, evaluate a pedagogical idea, sequence and organize the pedagogical activities, use technological tools in a pedagogically sound way and so on, hence displaying their teacher knowledge in action.

Organizing this lesson planning procedure in a transnational team work setting, the VE process can also afford the possibility to foster collaboration and cooperation among the PSTs, which is another important pedagogical benefit of the VE process for the PSTs. By working together on their pedagogical designs and lesson plans, the PSTs can develop their teamwork skills, in addition to their ability to negotiate meaning, make pedagogical decisions collaboratively, and resolve conflicts in a transnational and multicultural team setting.

In this study, the PSTs created collaborative lesson plans themed around a global problem that they wanted to focus on in their teams. Working on a global problem in a transnational team setting with the assistance of a VE project can also help the PSTs become more aware of that specific global problem. By sharing their individual perspectives and the country-level situations related to the global problem, they can gain a broader understanding of the global problem from their team members' diverse perspectives. Through creating a lesson plan on a global problem, they take action to create the awareness among their target students and change perspectives on this issue. This can also create opportunities for developing a sense of the global citizenship among future teachers, hence among their future students.

This study explicated how the PSTs' shared experiences in a VE setting play a role on making pedagogical decisions about a lesson plan. The methodological design of this study contributed to our understanding about that the PSTs, during their interactions, use their shared experiences as an orientation point to shape lesson plans. Therefore, the study explored retrospective/immediate orientation as one of the underlying mechanisms that paves the way for making a pedagogical decision in a collaborative setting. However, as suggested in the second subsection of the Discussion and Conclusion chapter, the PSTs make use of a wide range of interactional practices like summarizing, enactment, assessment, reflection, timelining, proposing, organizing, vocalizing etc. to make the pedagogical decision-making process more straightforward and effortless for the co-participants. Although some of them have been examined beforehand, the virtual exchange context adds another unexplored layer to the current situation. To this end, further research can focus on how a transnational online peer interaction setting can improve the participants' interactional practices or their online interactional competences, how the participatory frameworks can change during a project timeline, how reflective practices can unfold in-and-through interaction, how the existence of transnational teams make difference in pragmatic competence development of the participants, how VE process contributes to linguistic competence development of the participants and how interculturality is manifested in-and-through their interactions. These questions can help uncover the rich interactional setting that is presented with a VE project.

The study focused on how the PSTs brought their shared experiential practices in the VE project and how these practices shaped their lesson plans. Another interesting topic would be how the PSTs bring their individual experiential practices out of the VE process and use these practices as a solution to an ongoing pedagogical decision-making process in-and-through interaction.

Alternatively, further research may focus on the written interaction of the participants in a VE setting. Although not rich as the oral interaction, collaborative writing episodes,

written chat and reflection parts and written assessment parts can be very interesting to examine from an emic and participant-relevant perspective.

The study also demonstrated that the process of creating a pedagogical design is as similarly important as the product resulting from this process. That said, having an interactional lens over the PSTs while they are practicing, implementing or conducting any teacher education event sheds light on the underlying contributory factors that help PSTs' meaning making through these processes. This can best be done using a conversation analytic perspective and going over all their interactions in a moment-to-moment way without ignoring any minute detail. The current study was an important attempt to create the process and product connection by analyzing the interactional organization of the PSTs' team exchanges. Following the current study's methodological and organizational stance, similar studies using VE projects and focusing on *process* and *product* connection may yield very interesting and important results because VEs can be characterized as multifaceted and intricate contexts facilitating various interactional opportunities for the participants, thereby creating a rich milieu for discovery.

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APPENDIX-A: Jefferson (2004) Transcription Convention

[ ]	Overlapping utterances – (beginning [) and (end])
=	Contiguous utterances (or continuation of the same turn)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
–	An abrupt stop in articulation
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
	Underline letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
° °	Surrounds talk that is quieter
hhh	Exhalations
.hhh	Inhalations
he or ha	Laugh particle
(hhh)	Laughter within a word (can also represent audible aspirations)
> <	Surrounds talk that is spoken faster
< >	Surrounds talk that is spoken slower
(( ))	Analyst notes
( )	Approximations of what is heard
$ $	Surrounds 'smile' voice

APPENDIX-B: Mondada (2018) Multimodal Transcription Convention

* *	Gestures and descriptions of embodied actions are delimited between
+ +	two identical symbols (one symbol per participant)
Δ Δ	and are synchronized with corresponding stretches of talk.
*--->	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 when (s)he is not the speaker.
fig	The exact moment at which a screen shot has been taken
#	is indicated with a specific symbol showing its position within the turn at talk

APPENDIX-C: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001524511 6.04.2021
Konu : Semih EKİN (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 04.03.2021 tarihli ve E-51944218-300-00001480191 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencilerinden **Semih EKİN**'in **Dr. Öğr. Üyesi Ufuk BALABAN** danışmanlığında yürüttüğü **"Öğretmen Adayları İle Uluslararası Uzaktan İşbirliğine Dayalı Değişim Üzerine Bir Konuşma Çözümlemesi Çalışması"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **23 Mart 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
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.

…. /…./2023

(Signature)

Semih Ekin

APPENDIX-E: Dissertation Originality Report

20/06/2023

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Languages Education

Thesis Title: Video-Mediated Lesson Planning Conversations of Pre-Service Language Teachers in a Transnational Virtual Exchange Project

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ADVISOR APPROVAL

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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 haklan 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)

…… /..... /.....

(imza)

Semih Ekin

"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 karar verilir.*