



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

FEEDBACK-ORIENTED (DIS)AGREEMENT AMONG TRANSNATIONAL GROUPS OF
PRE-SERVICE TEACHERS IN VIDEO-MEDIATED VIRTUAL EXCHANGE INTERACTIONS

Fulya ÇOLAK

Ph.D. Dissertation

Ankara, 2025



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VİDEO ARACILI SANAL DEĞİŞİM ETKİLEŞİMLERİNDE ULUSÖTESİ ÖĞRETMEN ADAYI
GRUPLARI ARASINDA GERİ BİLDİRİM ODAKLI ANLAŞMA/ANLAŞMAZLIK

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **Fulya Çolak** and entitled “Feedback-Oriented (Dis)Agreement among Transnational Groups of Pre-Service Teachers in Video-Mediated Virtual Exchange Interactions” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 30/06/2025 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

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Abstract

This study investigates the (dis)agreement practices among transnational groups of pre-service teachers (PSTs) from Austria, Spain, and Türkiye as they collaboratively design virtual exchange tasks in response to multimodal feedback from teacher educators. While previous research has explored feedback in teacher education, limited attention has been given to how PSTs in transnational settings negotiate and integrate such feedback within technology-mediated task design processes. Based on pre-established design criteria, the participants held video-mediated meetings to co-construct a virtual exchange task on an assigned topic. These initial drafts were shared with teacher educators who provided feedback via written and video-mediated modalities, reflecting various instructional preferences. Following this, each group convened for two additional meetings to revise and finalize their designs. Drawing on Multimodal Conversation Analysis, the study examines screen recordings of these collaborative sessions to analyze how PSTs deal with feedback in video-mediated interactions by managing (dis)agreement, and how these practices shape their final design decisions. The findings underscore the role of feedback as an epistemic and dialogic resource that facilitates pedagogical decision-making in interaction and enriches the co-construction of diverse social actions. This study contributes to the understanding of interactional dynamics of feedback-rich, transnational teacher education settings and offers insights into the design of effective online collaborative learning environments.

Keywords: multimodal conversation analysis, video-mediated interaction, (dis)agreement practices, feedback, technology-mediated task-based language teaching, virtual exchange.

Öz

Bu çalışma, Avusturya, İspanya ve Türkiye’den gelen ulusötesi hizmet öncesi öğretmen (HÖÖ) grupları arasındaki öğretmen eğitmenlerinden gelen çok modlu geri bildirimlere yanıt olarak sanal değişim görevlerini işbirlikçi bir şekilde tasarlarken hem/zıt fikir olma uygulamalarını, incelemektedir. Önceki araştırmalar öğretmen eğitimindeki geri bildirimini incelerken, ulusötesi ortamlardaki HÖÖ’lerin bu tür geri bildirimleri teknoloji aracılı görev tasarım süreçlerine nasıl entegre ettikleri ve müzakere ettikleri konusuna sınırlı ilgi gösterilmiştir. Önceden belirlenmiş tasarım kriterlerine dayalı olarak, katılımcılar, atanan bir konu üzerinde sanal bir değişim görevi oluşturmak için video aracılı toplantılar düzenlediler. Bu ilk taslaklar, çeşitli öğretim tercihlerini yansıtan yazılı ve video aracılı modaliteler aracılığıyla geri bildirim sağlayan öğretmen eğitmenleriyle paylaşıldı. Bunun ardından, her grup tasarımlarını revize etmek ve sonlandırmak için iki ek toplantı daha düzenledi. Çok Modlu Konuşma Analizine dayanarak, bu çalışma, öğretmen adaylarının video-aracılı etkileşimlerde anlaşma ve anlaşmazlığı yönetmede geri bildirimle nasıl başa çıktıklarını ve bu uygulamaların nihai tasarım kararlarını nasıl şekillendirdiğini analiz etmek amacıyla bu işbirlikçi oturumların ekran kayıtlarını incelemektedir. Bulgular, geri bildirim etkileşimde pedagojik karar almayı kolaylaştıran ve çeşitli sosyal edimlerin birlikte inşasını zenginleştiren epistemik ve diyalojik bir kaynak olarak rolünü vurgulamaktadır. Bu çalışma, geri bildirim açısından zengin, ulusötesi öğretmen eğitimi ortamlarındaki etkileşimsel dinamiklerin anlaşılmasına katkıda bulunmakta ve etkili çevrimiçi işbirlikçi öğrenme ortamlarının tasarımına ilişkin içgörüler sunmaktadır.

Anahtar sözcükler: çok modlu konuşma analizi, video aracılı etkileşim, hem/zıt fikir olma uygulamaları, geri bildirim, teknoloji aracılı göreve dayalı dil öğretimi, sanal değişim.

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To my son,

To Dr. Ufuk Balaman.

One taught me love, the other taught me knowledge.

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Symbols and Abbreviations

CALL: Computer-Assisted Language Learning

CA: Conversation Analysis

CIC: Classroom Interactional Competence

CMC: Computer-Mediated Communication

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

L2: Second Language

LTE: Language Teacher Education

PST: Pre-service Teacher

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

VE: Virtual Exchange

Chapter 1

Introduction

In recent years, video-mediated collaborations among pre-service teachers (PSTs) have become a central feature of teacher education, especially in multilingual and multicultural contexts where pedagogical task design is a shared practice as evidenced by the increasing scholarly interest in how PSTs reach consensus and manage multilayered participation structures in such environments (Ekin & Balaman, 2024). This study aims to examine the interactional practices through which transnational PSTs express (dis)agreement in video-mediated group discussions while collaboratively designing a telecollaborative task, focusing particularly on how such (dis)agreement is displayed among group members themselves by referencing multimodal feedback received from teacher educators. These discussions follow multimodal feedback from three different teacher educators in various countries on their initial designs. The feedback delivery includes written feedback incorporating a checklist that elaborates on specific design aspects, including goals/rationale, input/materials, and activities/instructions, whole-class video-mediated feedback, and written feedback in English, Catalan, and Spanish. In addition to investigating how PSTs interact, this study also explores how they reach consensus in their pedagogical decisions, drawing on diverse feedback sources. This research seeks to explore how participants negotiate stance and reach consensus on pedagogical decisions, offering insights into the interactional practices that underpin collaborative task design in multilingual teacher education contexts. In particular, it focuses on feedback-oriented (dis)agreement practices among PSTs, highlighting how they align with or challenge each other's design proposals by drawing on teacher educators' feedback. This perspective highlights feedback not as a top-down directive but as a collaboratively interpreted interactional resource that shapes the trajectory of peer interaction and decision-making. In this context, the term "feedback-oriented" emphasizes that PSTs use feedback in their decision-making processes not only as an external evaluation but also as a dynamic resource through which

they construct meaning together in interaction. This study conceptualizes feedback as a catalyst rather than a target of (dis)agreement; PSTs refer to feedback to support, question, or revise each other's pedagogical proposals, thereby engaging in interactionally rich, co-constructed decision-making. To enhance conceptual clarity and coherence, the introductory chapter of the dissertation introduces the foundational context of the research by outlining the pertinent research areas. It then discusses the aim and significance, considering existing unaddressed issues in existing studies. Following the description of the research background, key conceptual terms are defined to support comprehension. The chapter concludes with the organizational layout of the dissertation.

Background to the Study

The present study delves into the manner in which PSTs reach pedagogical decisions while designing a telecollaborative task during video-mediated group discussions by expressing their (dis)agreement, with each other's evolving ideas and design decisions, grounding their stances in the feedback delivered by their teacher educators or co-participants' teacher educators. Through the examination of approximately 24 hours of screen-recorded video-mediated interactions among PSTs, and by employing the analytical framework of Multimodal CA, this research records how PSTs enact (dis)agreement practices by referencing feedback points provided by their own or their peers' teacher educators. The results will contribute to different domains within the literature and deepen the overall understanding of English language teacher (ELT) education by illustrating how multimodal and multicultural settings offer opportunities for PSTs to collaboratively design virtual exchange (VE) tasks in video-mediated meetings. Furthermore, these settings enable participants to analyze feedback from different teacher educators and, through group consensus, negotiate how to implement the feedback, ultimately fostering the development of their pedagogical competence.

Although the study centers on task design, the primary analytical focus is on how participants manage interactional practices – specifically (dis)agreement, stance-taking,

and alignment – in video-mediated environments. This ensures conceptual clarity and maintains a strong link between the context (task design) and the core research interest (interactional negotiation).

In digitally enriched learning environments, task-based approaches have increasingly been acknowledged as central to advancing second/additional/foreign language (L2) instruction, particularly by fostering learners' interactional competence (González-Lloret, 2003; González-Lloret & Ortega, 2014; Hampel, 2006; Jauregi et al., 2011; Rosell-Aguilar, 2005; Balaman, 2023a; Smith & González-Lloret, 2021; Reinders & White, 2010; Yanguas, 2010). It is widely accepted that L2 development is supported through well-structured pedagogical tasks guided by explicit instructional frameworks (Ellis, 2003). Despite this theoretical consensus, empirical investigations into how such tasks are actually implemented in practice remain relatively scarce. Specifically, the procedural execution of tasks in authentic instructional settings has yet to be examined with sufficient analytical depth and methodological precision (Breen, 1989; Coughlan & Duff, 1994; Seedhouse, 2005a; Bygate, 2016; Van den Branden, 2006; Bruton, 2005). Although task-based learning has been identified as an effective method for developing interactional competence (Hall et al., 2011; Pekarek Doehler & Pochon-Berger, 2015; Balaman & Sert, 2017a; Hellermann, 2008; Cekaite, 2007), there is a compelling need to investigate how PSTs design these tasks and how they interpret and apply feedback in this process.

Studies on the interactional outcomes of task structures are generally student-focused (Balaman, 2015, 2016; Balaman & Sert, 2017a; Cekaite, 2007; Coughlan & Duff, 1994; Doughty & Pica, 1986; Ellis, 2003; Hellermann, 2008, 2011; Jakonen & Morton, 2015; Kasper & Burch, 2016; Long, 2015; Markee, 2005; Pekarek Doehler & Berger, 2018; Pekarek Doehler & Pochon-Berger, 2011; Pica et al., 1993; Pica et al., 2006; Robinson, 2001; Seedhouse, 2005a; Sert & Balaman, 2015; Van den Branden, 2006). However, how PSTs navigate these outcomes during the task design process has not been adequately addressed. Data-based approaches that examine how participants' interactional

orientations emerge momentarily during video-mediated task design processes offer an important framework for understanding PSTs' decision-making processes.

The majority of current research on instructional practices in video-mediated interaction has predominantly followed a theory-driven approach (Jauregi et al., 2011; van der Zwaard & Bannink, 2014; Wang, 2006; Yanguas, 2010, 2012). This line of research often focuses on predefined categories rather than on uncovering participants' own orientations in real-time interaction. In contrast, data-driven approaches aim to explore how participants navigate these environments as they unfold (Balaman & Sert, 2017b; Dooly & Tudini, 2016; Jenks, 2009, 2014; Jenks & Brandt, 2013; Balaman, 2023a; Bolden, 2008; Mori & Hasegawa, 2009). These studies contribute to understanding how participant orientations emerge and develop in relation to task achievement (Mondada & Pekarek Doehler, 2004). This study addresses a key gap in the literature by moving beyond task completion to focus on the interactional processes that occur during the design phase, particularly how PSTs negotiate pedagogical meaning through feedback-based discussion.

There remains an under-explored area in relation to the sequential processes of task design, feedback, implementation, and reflection. These dimensions, despite their critical role in L2 teaching and learning, have not yet been systematically examined (Balaman, 2015, 2016; Balaman & Sert, 2017b; Bygate, 2016; Van den Branden, 2006; Coughlan & Duff, 1994). This oversight highlights a significant research need in understanding how L2 tasks are conceptualized and implemented. While there is general agreement on the importance of pedagogical task design training, a substantial body of research has concentrated on instruction and training rather than on real-world applications or iterative reflection processes (cf. Uyar, 2024). Moreover, much of the work on technology-mediated TBLT has emphasized how tasks are designed and completed, with limited attention paid to the practical use of these tasks by PSTs in authentic classroom settings. The experiential aspects of task engagement – such as designing, observing, and reflecting on tasks with actual L2 learners – remain under-researched and are critical for informing future task designs. In addition, the technology-supported practices of PSTs across different cultural

contexts and the actual responses of L2 learners to these tasks in VE environments have rarely been studied in depth within teacher education or the broader L2 research field.

Feedback from teacher educators serves as a key factor in supporting the professional growth of pre-service and in-service teachers' pedagogical knowledge, reflective practice, and teaching style (Parpucu & Al-Mabuk, 2023; Borg, 2009; Burns & Richards, 2009). However, the form of feedback can become more multilayered and multidimensional when given in video-mediated, transnational, and collaborative task design contexts (Nicol, 2010; Henderson et al., 2019). These contexts pose specific challenges and affordances, including cultural and institutional differences in expectations, technological affordances, and participants' negotiating professional identities (Din Eak & Annamalai, 2024).

Succeeding the advancement of digital interaction, which empowers teachers to work together across various locations and institutions in the mutual development of knowledge, transnational teacher collaboration has attained importance in the field (Cojorn & Sonsupap, 2024). Video-mediated discussions enhance rich dialogue and instant feedback exchange. These discussions become particularly evident in task design processes among PSTs. They also present possible avenues of (dis)agreement through differences in pedagogical beliefs, language use, and power dynamics. How such (dis)agreement stances are displayed in video-mediated interactions among PSTs becomes important. Furthermore, it is essential to investigate how teacher educators provide and negotiate feedback in virtual environments to facilitate rich learning environments and interaction between teachers.

However, despite these affordances, little is known about how multimodal feedback from teacher educators across different countries shapes the interactional practices of PSTs during collaborative task design. Specifically, how such feedback serves as a resource for (dis)agreement, stance negotiation, and pedagogical decision-making remains underexplored. Moreover, there is little research on the feedback in language teacher education. Furthermore, it remains unclear how the feedback from different teacher

educators shapes the final task design decisions of the PSTs. Also, the ways in which such feedback creates opportunities for them to critically discuss feedback points and collaboratively reach a group consensus on pedagogical task design are not yet well-documented. Tackling these gaps in existing research, this study seeks to investigate the feedback-oriented (dis)agreement practices of PSTs referencing the feedback points provided by their or their peers' teacher educators while designing a telecollaborative task, holding the potential to promote pedagogical competence. This research adopts a multimodal approach grounded in Conversation Analysis (CA) for the exploration of screen-mediated interactions of internationally located PSTs to address the research gap in the investigation of their (dis)agreement strategies in video-mediated interactions.

CA is a widely utilized method to examine the fine details of how people act and respond in spoken interactions (Liddicoat, 2007; Schegloff & Sacks, 1973; Sidnell, 2010; ten Have, 2007, Markee, 2000). Instead of using assumptions or preset categories, CA focuses on how talk unfolds naturally, revealing patterns through next-turn-proof procedures. This means that analysts only describe what is clearly shown in the data. Following a participant-oriented and emic perspective, this study adopts a Multimodal CA approach to explore the social actions to which participants orient in the course of interaction (Mondada, 2018; Goodwin, 2000a). It examines not just what participants say, but also how they act – such as gestures, facial expressions, tone of voice, body movements, and screen-related behaviors. By doing so, the study reveals how transnational PSTs express their (dis)agreements while designing a telecollaborative task. These moments are closely linked to the feedback they received from their teacher educators, offering insights into how pedagogical guidance shapes task development.

Moreover, in addition to verbal and non-verbal behaviors, this study captures various shared screen-based activities in which the PSTs display alignment or disalignment. The findings may contribute significantly to deepening the general understanding of the interactional practices exhibited by PSTs in response to multimodal feedback from teacher educators from different countries during video-mediated group discussions and provide

valuable insights into language teaching practices in the context of co-design of telecollaborative tasks.

Aim and Significance of the Study

Although scholars initially aimed to enlighten the practicum, they have increasingly begun in recent years to explore how examination of Task-Based Language Teaching (TBLT) and Computer-Assisted Language Learning (CALL) can be effectively integrated to foster development in both fields (Chapelle, 2001; González-Lloret & Ortega, 2014; Thomas & Reinders, 2012). Since the use of technological tools alongside tasks provides researchers with opportunities to observe how technology embedded in language teacher education facilitates the gains of TBLT while addressing the needs of CALL environments, technology-enhanced approaches to Interactional Competence (IC) in language education have become indispensable (Chapelle, 2001; Reinders & White, 2010). Following the emergence of mobile technologies, online gaming, and social networking platforms, a shift has occurred – from conventional form-focused interactional tasks toward more realistic, meaningful, and communicative activities such as information-gap, narration, and agreement tasks – driven by the growing integration of technology into TBLT (Van den Branden, 2006). As a consequence, current practices increasingly emphasize the creation of authentic interactional contexts that reflect real-life language use by PSTs.

As delineated by González-Lloret and Ortega (2014), Technology-mediated TBLT encompasses five core principles that warrant consideration within language teacher education instructional and empirical domains. (1) To begin with, although tasks may follow a pre-established work plan aligned with specific learning goals, their design should remain implicit to allow space for participants' negotiation and flexibility. (2) Secondly, upon the completion of the task, clear outcomes are expected; hence, it must be goal-directed. (3) Furthermore, the task should be participant-oriented, particularly acknowledging the diverse pedagogical orientations of PSTs in the context of collaborative design processes during the development of activities within digital learning environments (Reinders, 2009; Chapelle,

2001). (4) In addition, the task must establish a connection to authentic contexts, thereby representing the integrated nature of meaningful language use. (5) Lastly, the task is expected to generate personalized learning experiences for participants, encouraging reflective engagement throughout their interaction with the task (Thomas & Reinders, 2012; Van den Branden, 2006). Therefore, developing digital tasks in line with these five principles has the potential to increase both the practical skills and theoretical awareness of PSTs.

Especially in the aftermath of the COVID-19 pandemic, it has been widely admitted that a strong demand exists for adapting technology-supported frameworks into L2 teacher education. This is due to the increasing relevance of creating adequately equipped conditions where PSTs can construct applicable instructional tasks suited to remote settings, enabling learners to utilize their language competencies in real-world communicative encounters (Hampel & Stickler, 2012; Comas-Quinn, 2011). In this context, it is of great importance that PSTs are exposed early to technology-supported teaching models to improve their task design and application competencies in the context of distance education. Teacher education not only encompasses providing training means to equip PSTs with the necessary skills to teach subject matters, but it also requires creating opportunities for PSTs' development of digital competencies for designing remote environments and exploring new ways of facilitating their task implementers/students' learning (Balaman, 2023a; Ekin et al., 2024; Badem-Korkmaz, et al., 2022). This study presents one such context of international, entirely online, multistep, data-led, and reflective language teacher education. The primary aim of this study is to explore how transnational PSTs manage their pedagogical decision-making processes through (dis)agreement expressions based on teacher feedback in the context of video-mediated interaction. Furthermore, the scope of this study examines how they reach consensus through the multimodal resources (verbal, nonverbal, and screen-based) employed in this process and how they manage the multilayered structures of participation. The study argues that feedback is not a fixed transfer of information, but rather a resource that is jointly constructed within interaction and shapes decision-making processes. Accordingly, the aim

of this study is to reveal micro-interactional patterns that will shed light on PST' interactional competence development processes.

Although a substantial body of research has examined instructional practices across a variety of task implementation and feedback contexts, how PSTs display their (dis)agreements during the collaborative design of telecollaborative tasks in video-mediated interaction, particularly when grounding their stances in feedback from teacher educators, has remained largely underexplored. Against this background, this research aims to investigate the processes of mutual pedagogical decision-making among transnational groups of PSTs while designing telecollaborative tasks by strategically incorporating feedback points into their designs. Further, it seeks to explore how PSTs negotiate (di)agreement with the help of verbal, nonverbal sources and screen-based activities before they reach group consensus. Applying the analytical framework of Multimodal CA to examine the screen recordings of PSTs' video-mediated meetings and drawing on the diverse feedback sources, this study aims to uncover the impact of the multifaceted feedback processes on the final designs of the groups. Additionally, it also aims to explore how PSTs navigate the multilayered frameworks of participation and engagement in situ and to bring new insights into the interactional management of video-mediated learning environments. The findings will bring new insights into international, collaborative, digitally enhanced ways of doing teacher education and the role of feedback. Ultimately, this research contributes to international, collaborative, digitally enhanced models of teacher education by highlighting the role of feedback in shaping interactional and pedagogical outcomes.

In line with the aforementioned aspects and the inductive analytical method of Conversation Analysis, this dissertation will address the following research questions:

Research Questions

1. How do transnational groups of PSTs employ multimodal feedback during interaction to express agreement?

2. How do transnational groups of PSTs employ multimodal feedback during interaction to express disagreement?

3. How do these groups reach mutual pedagogical decisions following feedback from teacher educators on their tasks?

4. In what ways do multimodal feedback processes influence the final design products of transnational pre-service teacher groups?

Research Context

This study investigates the interactional practices utilized by PSTs as they express (dis)agreement, anchoring their stances in feedback provided by their teacher educators. The research is embedded within the DigiTask4IC project, which was supported by the Erasmus+ KA226 Digital Education Readiness program and was carried out across an 18-month timeframe, from June 1, 2021, to November 30, 2022. It constitutes a strategic collaboration between four higher education institutions: Hacettepe University, Universitat Autònoma de Barcelona, Universität Innsbruck, and Muğla Sıtkı Koçman University. The primary aim of this project was to develop a web-based platform that promotes the generation of digital pedagogical tasks and the construction of a comprehensive digital task repository for use in both national and international educational contexts. Additionally, the project sought to design an online professional development module tailored for teacher educators and PSTs, equipping them with insights for designing effective instructional tasks. These tasks aimed to enhance L2 interactional competence. In essence, the project offered tangible learning opportunities to: (i) PSTs and professionals specializing in second or foreign language instruction from the participating institutions, and (ii) L2 learners interested in intercultural collaboration through VEs, particularly with peers from Bartın University and Sfax University.

Building upon these foundational objectives and collaborative outcomes, the current study examines how PSTs use multimodal interactional resources to negotiate feedback-oriented (dis)agreements and arrive at shared pedagogical decisions. By focusing on these

situated practices, the study aims to contribute to the growing body of research that conceptualizes feedback not merely as a transmission of knowledge but as a co-constructed process shaping professional identity and pedagogical interactional competence.

Within the framework of this partnership, 21 small transnational groups of PSTs were formed from Turkish, Spanish, and Austrian universities. Based on specific design criteria (specifying two or three instructional aims that reflect real-world relevance, fostering opportunities for interpersonal communication, skill integration, and collaboration among 2 or 3 participants, with a duration of approximately 30 minutes, a compelling and well-aligned task suitable for digital environments that yields a tangible output such as audio file, decision point, visual representation, interview record, written message, list, narrative, table, video clip, etc.), they engaged in video-mediated meetings (in English) to collaboratively design one VE task on a pre-assigned topic (e.g., linguistic landscapes, inclusivity, plurilingualism). The group members finalized their initial designs in three meetings, shared their tasks with the teacher educators, and participated in the feedback process with their teacher educator (and peers) from their own universities, thus outside the transnational groups. The feedback stage unfolded as a multimodal process due to the teacher educators' diverse preferences for delivering feedback. While the teacher educator from the Turkish university gathered the PSTs in a large-group, whole-class, video-mediated meeting and delivered feedback based on the screen-shared task details, the teacher educator from the Austrian university preferred delivering written feedback utilizing a checklist and elaborating on certain design aspects (goals/rationale, input/materials, activities/instructions). Moreover, while the teacher educators from Türkiye and Austria delivered oral/written feedback in English, the teacher educator from Spain delivered written feedback in Catalan, Spanish, and English. After the feedback stage, the PSTs held two more design meetings in their transnational groups. During these meetings, they had to tackle the challenge of bringing together the multimodal feedback from different teacher educators and making informed pedagogical decisions before finalizing their designs.

The second cohort of participants comprised 30 learner dyads from Bartın University (Türkiye) and Sfax University (Tunisia), who implemented the tasks originally developed by PSTs through video-mediated interaction (e.g., via Zoom) using the DigiTask web app. Upon the completion of these tasks by actual L2 learners, the task developers assessed the outcomes of their tasks by examining the screen-recorded interactions of the dyads.

Following Group Reflection Part 1, PSTs were assigned the responsibility of selecting two brief segments from various sections of the screen recordings of the learner dyads. The first excerpt highlighted a moment of interactional success that appeared to be correlated with the task design, whereas the second one featured an instance of interactional difficulty, which was again attributed to the task structure. The PSTs simply identified the corresponding timecodes from the recording, played the segment, justified their rationale for selecting that particular part, and encouraged peer feedback. Each participant alternatively presented their excerpts and collaboratively examined the pedagogical reasoning with their peers. During Reflection Part 2 & Closing, PSTs collaboratively assessed the entirety of the partnership in relation to the semester, reflecting on key takeaways (e.g., “what would you change?”), formulating recommendations for DigiTask implementers/students, and offering feedback regarding the overall partnership experience (see Uyar, 2024 for a detailed account of reflection meetings).

From a broader corpus of over 400 hours of video-mediated interactions of both groups, this study focuses specifically on the screen recordings of collaborative task design meetings conducted by 72 transnational PSTs. As the focal point is to examine how PSTs display (dis)agreement, their 4th meeting was selected for detailed analysis. In some cases, the 5th meeting was also included, as the PSTs carried the discussions related to the feedback since they had not received it earlier. The duration of the meetings was taken into consideration while deciding on the total data collection. Out of 21 PST groups, 19 successfully recorded their fourth meeting and some of their fifth meeting, resulting in a total dataset duration of 24 hours, 39 minutes, and 59 seconds. Despite missing recordings from a few participants and some technical issues (discussed in the Limitations section), all

available screen recordings were analyzed. The micro-analysis focused on verbal, embodied, and screen-based interactional resources displayed by PSTs as they negotiated pedagogical decisions and expressed feedback-oriented (dis)agreement with one another during the collaborative design process. Importantly, while multimodal feedback from teacher educators served as a shared reference point, the (dis)agreement practices under investigation were not directed toward the feedback providers but occurred among the group members themselves. In this sense, feedback functioned as an interactional resource that PSTs used to support or challenge each other's ideas during task co-construction.

Definitions

In this section, the key concepts are defined to improve textual coherence.

Multimodal Conversation Analysis: Multimodal Conversation Analysis (CA) is a data-driven methodology for examining social interaction in fine detail, taking into account not only spoken language but also embodied conduct (e.g., gaze, gesture, posture) and the use of digital tools or shared screens (Mondada, 2014; Goodwin, 2000a). This study uses Multimodal CA to analyze how PSTs display feedback-oriented (dis)agreement and negotiate pedagogical meaning during task design meetings.

Virtual Exchange: Virtual Exchange (VE), also referred to as telecollaboration, denotes the structured and sustained engagement of learner groups in online intercultural communication and collaborative tasks with peers from distinct cultural or geographical backgrounds, typically embedded within formal educational curricula (O'Dowd, et al., 2020).

Video-Mediated Interaction: Video-mediated interaction has increasingly emerged as a prevalent mode of communication among geographically dispersed participants, facilitated through either sophisticated videoconferencing platforms or webcam-enabled consumer technologies (Mlynář et al., 2018).

Multimodal feedback: refers to feedback delivered through a combination of modes – written, oral, visual, and multilingual – allowing layered and diverse forms of input for feedback recipients (Hattie & Timperley, 2007; Satar & Wigham, 2020). In video-mediated environments, multimodal task instructions involve the coordination of verbal explanations, visual cues, and digital tools, offering a rich context for feedback delivery and interaction (Wigham & Satar, 2021).

Pre-service Teacher: A pre-service teacher represents an individual participating in a teacher education program who has not yet commenced full-time professional teaching (Freeman, 2001). It is used in this dissertation interchangeably to refer to student teachers, student instructors, teacher candidates, and trainees.

Disagreement: In this study, it goes beyond a simple contradiction with co-participants. It encompasses stance-taking and the interactional practices through which alignment or disalignment is negotiated among participants (Pomerantz, 1984; Heritage, 2002; Stivers et al., 2011).

Screen-based practices: refer to the interactional use of shared digital interfaces during communication, such as pointing to, editing, or referencing screen content. These practices are crucial in video-mediated interaction (Nevile et al., 2020).

The Outline of the Study

The present study is organized into five principal chapters: (1) Introduction, (2) Literature Review, (3) Methodology, (4) Findings, Comments and Discussion, and (5) Conclusion and Suggestions. This chapter has delineated the study's overarching aim and significance, along with a range of research trajectories that underpin and inform its scholarly contribution.

Chapter 2 presents the literature review, structured around the following key areas: (i) Telecollaboration - Virtual Exchange in Language Teacher Education, (ii) Collaborative

Task Design in Language Teacher Education, (iii) Technology-mediated Task-Based Language Learning (TBLT), (iv) Feedback in Language Teacher Education, (v) Conversation Analysis (CA) and Foreign Language Teacher Education, (vi) (Dis)agreement in Language Teacher Education will be introduced respectively. Each section concludes with a table summarizing the related studies. Finally, the limited number of studies on feedback and (dis)agreement in language teacher education will be presented. Chapter 2 will systematically highlight the unaddressed areas within each strand that the current study intends to address across all pertinent sections.

Chapter 3 delineates the methodological underpinnings of the current study. It commences with a restatement of the research purpose and questions, followed by a description of the participant profile and the contextual details of the study, including the DigiTask web app used for task generation. Subsequently, the procedures for data collection, carried out in compliance with the frameworks of Multimodal CA, are thoroughly explained. The subsequent section elaborates on transcription practices, referencing widely accepted, standardized conventions, and also details the processes of data compilation through tabulated documentation. These sections aim to clarify the procedures undertaken to secure the validity and reliability of the research. The chapter is finalized with a comprehensive examination of the ethical considerations addressed throughout the study.

In Chapter 4, the data analysis and key findings will be presented. Drawing from 12 focal episodes (3 on agreement, 9 on disagreement), selected from a total of 60 identified cases (20 agreement, 40 disagreement), this chapter illustrates the diverse interactional resources PSTs employ to express feedback-oriented (dis)agreement with one another during task design discussions. The analyses focus on how PSTs use verbal, nonverbal, and screen-based practices to negotiate pedagogical decisions, using the multimodal feedback they received as a shared reference point. The extracts highlight how these interactional resources shape their progression toward mutual decision-making.

Chapter 5 presents the methodological and pedagogical insights of the present research and is structured into five primary parts: (i) agreement practices of PSTs (PSTs),

(ii) disagreement practices, (iii) decision-making processes, (iv) the influence of multimodal feedback on final design products, and (v) conclusion. The first section discusses the practices through which PSTs display alignment, while the second explores how they mark disalignment during task co-construction. Both sections examine how PSTs draw on multimodal resources – verbal, embodied, and digital – to position themselves in relation to one another's ideas. The concluding segment outlines the limitations inherent in the study and proposes avenues for subsequent inquiry, along with instructional ramifications for language teacher education. In conclusion, the literature review will be synthesized with a particular focus on identifying existing research gaps and outlining potential directions for future investigation.



Chapter 2

Theoretical Basis of Research and Literature Review

This chapter provides a general outline of the research corpus that serves as the foundation of the study in six principal sections: (i) Telecollaboration - Virtual Exchange in Language Teacher Education, (ii) Collaborative Task Design in Language Teacher Education, (iii) Technology-mediated Task-Based Language Learning (TBLT), (iv) Feedback in Language Teacher Education, (v) Conversation Analysis (CA) and Foreign Language Teacher Education, (vi) (Dis)agreement in Language Teacher Education.

This literature review captures salient themes of teacher educator feedback in video-mediated, transnational, and collaborative task design conferences. It first discusses the theoretical understanding of feedback in teacher education, emphasizing its formative and dialogic roles. It also highlights how PSTs demonstrate (dis)agreement by using feedback as an interactional resource during collaborative discussions. Subsequently, it reports on research on technology-mediated feedback, how digital resources influence patterns of interaction, and communicative difficulties. Lastly, it addresses the issue of (dis)agreements within transnational educational environments with a particular focus on how variations in educational tradition and institutional cultures influence patterns of feedback, placing special emphasis on how PSTs utilize teacher educator feedback as an interactional resource in the development of (dis)agreement. In the integration of these areas of study, this review aims to give an integrated overview of the dynamics of feedback in contemporary teacher education environments.

The subsequent sections provide an in-depth exploration of these thematic contexts.

In the first section, telecollaboration, also known as virtual exchange, will be introduced as an escalating area in language education. In this section, how transnational, technology-enabled mediated environments assist intercultural communication and professional development with the help of well-arranged exchanges among pre-service and

in-service teachers will be explored. Furthermore, the affordances and restrictions of such studies will be examined, primarily regarding pedagogical consequences.

In the second section, the function of collaborative task design in teacher education will be presented. Building on recent studies, this segment will investigate how collaboratively developed tasks promote professional discussion, reflection, and co-responsibility among pre-service and in-service teachers. Moreover, the way in which collaboration frames the planning and implementation of tasks in the teacher education framework will be introduced.

The third section will focus on Technology-mediated TBLT, with an emphasis on how digital platforms and tools are integrated into task design and implementation. It will explore how TBLT principles are adapted in online or hybrid learning environments and how technology reshapes the sequencing, interactional dynamics, and learner engagement in task-based lessons.

The fourth section will explore feedback practices within language teacher education. This part will highlight the formative and dialogic roles of feedback, particularly within digitally mediated and collaborative learning environments. Studies discussing the timing, mode (written, oral, video-mediated), and socio-interactional aspects of teacher feedback will be reviewed.

The fifth chapter will examine how CA in Language Teacher Education (CALTE) is used in language teacher education. This chapter will focus on the analytical opportunities offered by CA in examining PSTs interactions, evaluating feedback sessions, task design processes, and studies analyzing instructional discourse. Furthermore, the impact of discursive elements such as turn-taking, confirmation, correction, and negotiation of meaning on instructional practices in the classroom and digital interactions will be discussed.

The final section will investigate how (dis)agreement is expressed and managed in teacher talk. It will focus on how pre-service and in-service teachers negotiate meaning, position themselves in relation to others' views, and maintain professionalism in interaction.

The section will draw attention to how such discursive moves contribute to or hinder productive collaboration in both face-to-face and online settings, particularly when these (dis)agreements are shaped through the use of feedback as an interactional resource in collaborative task design processes.

Together, these six thematic areas aim to provide a comprehensive understanding of the key issues that underpin feedback practices in video-mediated, collaborative, and transnational language teacher education settings.

Telecollaboration - Virtual Exchange in Language Teacher Education

New teacher education models, such as telecollaboration and virtual exchange (VE), have been adopted in language teacher education after the rise of globalized education (Mani, 2024; O'Dowd, 2018; Dooly & O'Dowd, 2012), as online resources and telecollaboration facilitate pre-service and in-service teachers' learning collaboratively and put the theory into practice (Belz & Thorne, 2006; Helm, 2015). In line with the established debates in the literature, this section primarily focuses on the concept of VE; however, complementary notions such as telecollaboration, computer-mediated communication (CMC), and mentoring are also addressed. These interconnected concepts are essential for understanding the historical development, theoretical grounding, and structural variations of VE within the context of teacher education. Thus, this section aims to outline the general VE framework and to demonstrate its contributions to the education of PSTs through examples.

VE programs are based on sociocultural and constructivist doctrines of learning (Vygotsky, 1978; Lantolf & Thorne, 2006), focusing on the co-construction of knowledge in authentic and cross-cultural contexts. This theoretical framework provides a fundamental orientation for understanding the development of PSTs' intercultural collaboration and feedback-based pedagogical decision-making skills. In this context, while VE environments allow PSTs to develop (dis)agreement in collaborative decision-making processes, how feedback from teacher educators guides these interactions has become an important area

of research (Dietrich, 2022; Dooly & Sadler, 2020). The theoretical framework, background, merits, and constraints of virtual collaboration, and experimental research on its effect on teacher education will be addressed in this section (Hackett et al., 2024). VE offers opportunities for online intercultural communication and collaboration among participants located in different parts of the world. It is often facilitated by educators, especially after Web 2.0 has increasingly embraced VEs by employing real-time online collaborations via digital platforms, enabling interaction facilitated by technology (Hauck & Youngs, 2008; Stickler & Emke, 2011). Such platforms enable PSTs to interact interculturally and reflect these interactions in an instructional context. VE has secured a prominent role within tertiary-level second language instruction because of economic concerns and global health crises (O'Dowd, 2021). Thus, both governmental bodies and institutions began to progressively endorse VE (e.g., Erasmus+ VE initiatives in Europe, SUNY Center in the USA). These platforms are integrated into structured teacher education modules to enable PSTs to gain digital pedagogical awareness and intercultural interaction experience. These developments have encouraged the use of VEs in teacher education programs, particularly because they limit PSTs' ability to acquire hands-on experience outside the classroom. Such VE practices provide effective pedagogical environments in preparing PSTs for cultural diversity (Jaramillo Cherrez & Gleason, 2022). Therefore, these institutional supports enable the systematic inclusion of VA practices in teacher education curricula since PSTs participating in these VE projects engage in both pedagogical decision-making and academic interaction in the task design processes. Moreover, VE practices were supported by specially designed programs to develop the professional awareness of PSTs towards becoming European teachers (Symeonidis & Impedovo, 2023). Thus, it is important to examine how PSTs, involved in the task design process within VE projects, form either consensus or divergent perspectives based on the feedback provided by teacher educators. In this context, the (dis)agreements practices of PSTs in tasks they design together, guided by feedback from teacher educators, offer valuable insights about the nature of interactional collaboration. Critical awareness and identity formation, especially through intercultural

interaction, are among the important achievements emphasized in recent studies (Eren, 2023a; Eren, 2023b).

Experimental research has commenced to investigate how VEs assist in teacher development in real-world settings, while drawing upon the theoretical perspectives (Dooly & Sadler, 2016). Loranc et al. (2021) examined how VEs can be employed to boost the technological proficiency of language teachers in 21st-century classrooms, with the participants chosen from sixteen university students from the United States and Poland. The participants had weekly Zoom meetings in multilingual groups. They also viewed recorded synchronous sessions to reflect on their interactions critically (O'Dowd & Ritter, 2006; Vinagre, 2017). This essential component of the study made their experience an interactive and cooperative one; therefore, educators could gain better insight into their own teaching methodologies (Hauck & Youngs, 2008). The scholars bring in a concrete example of how VE can be included in language teacher education in literature. They also investigate broader implications for curriculum innovation and globalizing teacher education through VE (Guichon & Hauck, 2011). Finally, the study underscores that with the help of video-recorded interactions, PSTs could not only improve their reflection skills but also professional competence and teaching efficiency (Stickler & Emke, 2011).

Researchers have examined how telecollaborative practices function both educationally and structurally, shedding light on their broader implications (Dooly, 2017). Carrying out a review study, Emir and Yangın-Ekşi (2024) focused on research in ELT education regarding telecollaboration between the years 2013 and 2023, aiming to explore both the pedagogical aspects and the role of VEs (Helm, 2015; O'Dowd, 2018). They examined the studies that involved partnerships across various regions, including America, Asia, and Europe. They emphasized how telecollaboration contributes to building intercultural competence, developing techno-pedagogical skills, and supporting teaching design (Belz & Müller-Hartmann, 2003; Vinagre, 2017). The findings highlighted the capacity of telecollaboration to transform the gap between pedagogical theory and practice (Dooly & Sadler, 2016). Telecollaboration becomes a good virtual learning environment for teacher education since

it facilitates increased awareness and the exchange of knowledge. Moreover, the overview clarifies telecollaboration's ancillary function in gaining PSTs' telecollaborative expertise by conducting various activities, including co-developing teaching activities, assessing peer input, promoting cross-cultural communication, mediating discourse, and task design for collaborative learning (O'Dowd & Ritter, 2006; Hauck & Youngs, 2008). Therefore, it is important to consider the institutional frameworks and structures that shape and sustain them to better understand the development of telecollaborative practices (Helm, 2015). O'Dowd (2018) presented a comprehensive discussion of the progress and future trends in virtual communication after the evolution of telecollaborative practice and traces the establishment of the UNICollaboration organization, an association dedicated to the promotion of VE projects (Lewis & O'Dowd, 2016). O'Dowd (2018) classified the various models of VE used in higher education and highlighted their multifaceted applications and pedagogical intentions. His study presented a theoretical model for examining how VE strategies continue to evolve and conform to emerging technological developments and learning requirements (Guichon & Hauck, 2011). Such models of VE could also create opportunities for PSTs to engage in feedback-oriented (dis)agreement practices, where feedback becomes a catalyst for negotiating meaning, stance, and shared pedagogical decisions. During this process, however, PSTs may encounter various challenges, including difficulty interpreting feedback from different modalities, inadequate use of technological tools, misunderstandings in intercultural communication, and uncertainty regarding the immediacy of feedback. To overcome these challenges, digital literacy, reflective thinking, and intercultural sensitivity skills need to be supported.

Building on earlier theoretical and structural discussions, recent evaluations shed light on ongoing research trends and highlight the practical barriers that often arise during telecollaboration implementation (Helm, 2015; Guichon & Hauck, 2011). Coşkun (2023) has carried out a review of studies on telecollaboration from 2018 to 2022 in ELT education programs. The leading role of telecollaboration in intercultural learning, cultural awareness, language skills, and intercultural communicative competence was highlighted (Belz &

Müller-Hartmann, 2003; Vinagre, 2017). The results were grouped into three general themes: advantages of telecollaborative exchanges, obstacles to the adoption of telecollaboration, and suggestions for enhancing future telecollaborative programs (Stickler & Emke, 2011). As a result of the review, it was emphasized that telecollaboration gives language learners real intercultural interactions and it also allows language teachers to do professional development that matters (O'Dowd & Ritter, 2006; Dooly, 2017). Coşkun (2023) also recommends additional research and development on how to optimize telecollaborative programs to have them become even more integrated in language teacher education curricula to overcome some disadvantages, such as technological limitations, logistical hurdles, and differences in institutional support.

Comprehensive reviews and case studies conducted in recent years (e.g., Emir & Yangın-Ekşi, 2024; Coşkun, 2023) point to the increasing importance of VE in the context of teacher education. Ingrisch-Rupp and Symeonidis (2025), in a comprehensive review, examined VE practices in teacher education. They found that these practices varied considerably in terms of purpose, methodology, and outcomes. In addition, other recent studies have shown that VE contributes to not only PSTs' digital pedagogical awareness, intercultural communication but also feedback interactions. Calvo and Hartle (2024) revealed that PSTs' digital pedagogical awareness, intercultural communication skills, and competence in using feedback improved during this process by examining end-of-semester survey responses and interactional data from an eight-week VE among PSTs. Similarly, conducting a qualitative interpretive method, Bilki et al. (2023) examined how PSTs developed critical digital literacy skills during VEs and revealed that PSTs increased their pedagogical awareness in terms of decision-making processes. Finally, the research adds to the body of research that proposes the systematic embedding of VE methods in teacher education (Guth & Helm, 2010).

Institutional support for telecollaboration can also be seen in educational models that rely on computer-mediated communication tools. The role of CMC in foreign language education has emerged as significant (O'Dowd, 2015). It is also emphasized in certain

books such as the *European Profile for Language Teacher Education* and the *European Portfolio for Student Teachers of Foreign Languages* (Guichon & Hauck, 2011; Belz & Thorne, 2006). Telecollaboration, the most prominent CMC activity, permits geographically dispersed PSTs to interact with their colleagues while developing task-based practices and to develop feedback-oriented communication skills in these interactions. O'Dowd (2015) presents a telecollaborative teacher competences model that would be improved through a sociocultural theory of teacher education, and this model offers a competency framework for understanding how PSTs react to the feedback they receive, how they interpret this feedback, and how they are positioned interactionally within the framework of sociocultural theory.

A key focus of the study is how teacher educators use mentoring techniques within VE environments. O'Dowd et al. (2020) investigated the idea of pedagogical mentoring in VE projects by classifying various types of mentorships. The study describes a VE experience between pre-service English teacher education institutions in Spain, Israel, and Sweden. VE as pedagogy facilitates online intercultural teamwork between students of different countries (Hauck & Youngs, 2008; Stickler & Emke, 2011). Such pedagogical practices help PSTs develop teaching strategies through intercultural group work. The study investigates the teacher as a mentor within the exchanges and analyzes their strategies of support in enhancing students' learning. Mentoring practices play a critical role in helping PSTs develop their skills in receiving and applying feedback on their teaching practices. By qualitative content analysis before the exchange, the study also illuminates the experiences and learning of students as online interaction was integrated into their studies. The study further underscores the challenges and limitations of various mentorship models in VE as well as how to improve their use in foreign language acquisition.

These educational concerns also connect to broader discussions about how telecollaboration shapes society and institutional structures. These structural effects also reflect how teacher education institutions respond to digitalization and global collaborations in education. Dooly (2017) highlighted the increasing popularity of telecollaboration in

language education due to the growing number of participants and the diverse elements involved in the process (Guth & Helm, 2010). In a different context, O'Dowd (2021) examined the learning results of English students at a Spanish university. The study illustrates how task design can impact the success of VE programs (O'Dowd & Ritter, 2006). By conducting the micro-analytical method, Önder and Balaman (2025) examined the video-mediated VE interactions among the students from Türkiye and Tunisia and focused on their discursive strategies in intercultural interaction. They found that the students demonstrated their cultural awareness with strategies based on personal experiences, specific to the context, and non-confrontational, as they exhibited empathetic and sensitive approaches that ensured continuity in the interaction to avoid the role of cultural representatives and staying away from generalizations. This situation showed that the concept of interculturality was not fixed knowledge; yet it is a dynamic process constructed in real-time interaction (Liddicoat & Scarino, 2013).

A range of studies on telecollaboration and VE in teacher education have been reviewed, and their key features are outlined in Table 1.

Table 1

Overview of Telecollaboration- Virtual Exchange (VE) in Language Teacher Education

Study	Focus of the Study	Key Findings	Implications
(Loranc et al., 2021)	Examined the use of VEs for enhancing language instructors' technical proficiency.	VEs improve self-reflection, professional development, and instructional effectiveness.	Highlights the role of video-recorded interactions in fostering teacher growth.
(Emir & Yangın-Ekşi, 2024)	Reviewed ten years of telecollaboration studies in ELT education.	Telecollaboration enhances intercultural competence, techno-pedagogical skills, and instructional design. Challenges include task design, implementation, and institutional support.	Reinforces telecollaboration as a bridge between theory and practice in teacher education.
(O'Dowd, 2018)	Traced the evolution of telecollaboration and introduced the UNICollaboration initiative.	Telecollaborative methods vary in organizational structures and goals, but all emphasize intercultural interaction.	Provides a framework for understanding the development of VEs in higher education.

(Coşkun, 2023)	Reviewed telecollaboration studies in ELT between 2018-2022.	Telecollaboration enhances language proficiency and cultural awareness but faces challenges like technical barriers and logistics.	Calls for better integration of telecollaboration into teacher education curricula.
(Ingrisch-Rupp & Symeonidis, 2025)	Traced a comprehensive literature review on VE in teacher education.	VE practices vary widely in aims, methods, and outcomes, highlighting its complex and multifaceted nature.	Calls for clearer conceptual frameworks and more consistent integration of VE in teacher education curricula.
(Calvo & Hartle, 2024)	Investigated a VE between Brazil and the U.S. in a teacher education context.	VE enhanced PSTs' intercultural competence, encouraged autonomous pedagogical thinking, and deepened their engagement with feedback practices.	Emphasizes the value of structured yet flexible VE designs that foster both guided reflection and independent decision-making processes
(Bilki et al., 2023)	Explored how PSTs developed critical digital literacy skills during VEs.	VEs enhanced PSTs' awareness and shaped their pedagogical decisions; participants gained a critical stance in their engagement with digital tools.	Suggests integrating critical digital literacy into teacher education curricula to foster reflective and competent digital pedagogical practices.
(O'Dowd, 2015)	Explored the role of computer-mediated communication (CMC) in foreign language learning.	Introduced competencies for telecollaborative teachers and the UNICollaboration platform.	Provides training models to enhance online foreign language education.
(O'Dowd et al., 2020)	Investigated the role of pedagogical mentoring in VE projects.	Teacher mentorship enhances learning outcomes but varies across different models.	Proposes structured mentorship models for improving VE effectiveness.
(Dooley, 2017)	Explored the broader impact of telecollaboration in education.	Telecollaboration fosters student autonomy and transforms educational power structures.	Highlights the need for better curriculum integration of telecollaboration.
(O'Dowd, 2021)	Investigated learning outcomes in VEs among Spanish university students.	VE improves confidence, intercultural awareness, and linguistic skills.	Suggests refining task design to maximize VE benefits.
(Önder & Balaman, 2025)	Examined the intercultural discursive strategies in video-mediated VEs.	Participants avoid the role of cultural representative and ensure continuity in interaction with empathic and contextual strategies.	Interculturality is not a fixed but a process that is built in interaction; this understanding is critical for teacher education.

These investigations highlight the benefits, issues, and educational implications of using these approaches. These studies reveal how PSTs' teaching competencies, intercultural interaction strategies, and feedback-based decision-making processes

contribute to this process. Finally, VE and telecollaboration have been shown to enhance language proficiency, intercultural competence, and pedagogical knowledge, yet more longitudinal and context-specific research is needed to refine VE methodologies and ensure sustainable integration into language teacher education curricula. Drawing on the literature summarized above, this study aims to examine the (dis)agreement practices that emerge during task design processes carried out by PSTs in virtual exchange environments, as these environments offer unique opportunities to observe how multimodal feedback in the context of intercultural and digital interaction guides instructional decision-making skills through interactions of (dis)agreement.

Collaborative Task Design in Language Teacher Education

Collegiality is the central part of language teacher education, namely instructional task design following communicative and learner-centered pedagogies. Collaborative task design proceeds from joint work among PSTs, teachers, and researchers in designing effective learning activities. Social constructivism (Vygotsky, 1978) and activity theory (Engeström, 1987) identify the very centrality of collective knowledge construction during task design (Walsh & Mann, 2015; Burns & Richards, 2012). It outlines the concept of collaborative task design, the facilitating role of the teacher educators in helping the process to occur, critical success factors, and certain issues such as differences in pedagogies and organizational limitations. This theoretical framework provides a foundation for understanding how PSTs construct both their professional and pedagogical learning during the task design process.

Over the past years, connecting participants from varied linguistic and cultural contexts has been regarded as crucial in order to engage them in meaningful communication tasks (Eck et al., 1995; Kern et al., 2004). Through the support of telecollaborative interactions, a range of educational possibilities can emerge, fostering intercultural teamwork and learner independence (O'Rourke, 2005; Schwienhorst, 2002), contributing to the enhancement of linguistic precision and spoken competence (Kinger

& Belz, 2005; O'Rourke, 2005; Ware & O'Dowd, 2008), promoting intercultural sensitivity (Müller-Hartman, 2000; O'Dowd, 2006; Ware, 2005), and strengthening participants' skills in digital intercultural communication (Belz & Müller-Hartman, 2003; O'Dowd & Ritter, 2006, Vinagre, 2016) as well as their technological literacy (Guichon & Hauck, 2011; Hauck, 2007).

Projects focused on telecollaborative task development necessitate procedures that lay the groundwork for pedagogical, technological, linguistic, and intercultural components to play a fundamental role in the creation of applicable activities. The task is supposed to be framed within a cultural context, as it unites participants originating from diverse cultural and linguistic settings. Moreover, task guidelines should be explicitly formulated so that they can comprehend and carry them out effectively. It is also important to note that the efficiency of the implementations also depends on the extent to which both instructors and learners are familiar with the technological tools involved (Hauck & Youngs, 2008; Müller-Hartmann & Kurek, 2016). In this process, structuring the task design in line with the pedagogical objectives is important in understanding the decision-making and implementation processes of PSTs based on feedback.

The literature on telecollaborative task design generally outlines three main stages (Belz, 2002; Guth & Helm, 2010; Müller-Hartman, 2007). In the initial stage, also known as the introductory phase, participants present themselves and their cultural backgrounds through autobiographical narratives, either in written or multimedia form. Therefore, they become familiar with their partners and each other's cultural contexts, so they have the opportunity to develop cultural self-awareness (O'Dowd, 2006). During this process of sharing cultural content, they tend to project an idealized version of their home cultures to their counterparts (Belz, 2002). In the second phase, referred to as the comparative stage, participants are engaged in tasks designed to contrast their own culture with the target culture or to compare their native language with the second language. In the final phase, participants focus on completing tasks that require negotiation and collaboration with their partners. These tasks aim to produce a collaborative outcome, such as reflective essays

comparing cultures using autobiographies or the creation of bilingual websites (Belz, 2002) that demonstrate mutual understanding and cooperative engagement (Vinagre, 2017). These stages provide a theoretical framework for understanding which cultural positions PSTs adopt in tasks involving VE and what kind of interactional strategies they develop in these processes.

Designing tasks collaboratively plays a key role in language teacher education, particularly when supported by technology that promotes language learning (Dooly & Sadler, 2016). In this context, Konzett-Firth (2025) examined how PSTs of L2 French conceptualize and implement tasks aimed at fostering L2 interactional competence. It was found that PSTs showed growing awareness of interactional competence. It was substantially driven by teacher educator feedback rather than initial design insights. Thus, the study underscores the need for teacher education programs to explicitly integrate theoretical and practical understandings of L2 interactional competence into task design training (Walsh & Mann, 2015; Byrnes & Manchón, 2014). This study offers important implications regarding how PSTs structure the processes of meaning negotiation and collaboration in task design.

González-Lloret (2020) pointed out the significance of collaborative task design in language teacher education by emphasizing the role of technology-mediated exercises in fostering language skill development (Hampel & Stickler, 2012). The research supports collaborative work that encourages positive language production, improving both written and oral communication skills, prompting a more interactive and engaging learning process with the integration of digital tools in language acquisition (Vinagre, 2017). Methodological choices based on research have become more necessary since online language teaching takes an important place in foreign language schools. These studies highlight the potential for PSTs to collaborate in technology-supported task design processes, identify pedagogical goals, and produce content aimed at improving language skills. Similarly, Rashov (2024) explored various contemporary strategies such as task-based learning, communicative approaches, and content-integrated learning for foreign language

instruction (Ellis, 2003; Coyle et al., 2010). The study focused on engaging student involvement and value communication skills as essential elements of language learning. These strategies increase student interest and proficiency in language learning with technology and real materials (Mishan, 2005). This study indicates that these measures' efficacy generates students' interest and solves problem skills like technological accessibility and classroom management (Hockly, 2012). The study promotes that to facilitate inclusivity in language learning in a globalized setting, teachers must keep up with new instructional approaches in teacher education and methodological flexibility (Richards, 2013). These strategies inform the pedagogical framework and technology-integrated content creation processes that PSTs must consider when designing effective tasks. It is particularly emphasized that feedback from teacher educators plays a decisive role in understanding which strategies PSTs choose and why.

The research challenges educators and learners face in online language instruction, particularly in response to the COVID-19 pandemic, have also been examined (Tao & Gao, 2022). The research examines the measures taken to counter these challenges and the learnings to enhance crisis management in language teaching. The pandemic significantly increased online language teaching, showcasing teachers' and learners' resilience, flexibility, and innovation (Trust & Whalen, 2020). The research gives background on online language teaching and integrates the increasing amount of literature on this subject (Bozkurt & Sharma, 2020). Through assembling a series of studies, the authors present an overarching picture of pedagogical change and innovation during this period. In this context, online task design processes have become environments where PSTs gain experience in pedagogical decision-making and technology use under crisis conditions.

The emphasis on innovation can be seen in recent research on VE and the use of digital tools to support collaboration in teacher education. Hauck et al. (2020) emphasized the need for integrating technology and pedagogy in initial and in-service teacher education programs, particularly through VE (O'Dowd, 2018). VE has developed significantly in the domain of higher education, specifically within teacher education institutions. It also

facilitates PSTs to interact with other PSTs and learners with multicultural backgrounds (Guichon & Hauck, 2011). The PSTs might have an opportunity to gain experience in pedagogy and technology by working in natural intercultural language learning contexts. The research is based on the Evaluating and Upscaling Telecollaborative Teacher Education (EVALUATE) project. More than 1,000 stakeholders took part in the project from Initial Teacher Education (ITE) institutions in Europe and beyond. The significance of digital-pedagogical competence and the capacity of VE to further teacher education courses were highlighted in the project (Vinagre, 2017). These studies valuable insights how PSTs develop both digital and pedagogical skills when designing tasks in an intercultural context; they point to the transformative role of feedback, particularly in collaborative interactions.

Studies have also investigated the use of collaborative learning in conventional classroom environments at the university level. Sjølie et al. (2021) investigated the impact of team-skills training and real-time facilitation on PSTs' understanding of collaboration in higher education with a mixed-methods design (Gillies, 2016; Laal & Ghodsi, 2012). The research included 257 PSTs who engaged in group exercises at two intervention levels. The results indicate that the interventions elicited group reflection and positively affected PSTs' perceptions of their learning achievements. The research also identifies four enabling structures – structured collaboration, facilitation, scaffolding, and team-skills training – in task design, facilitating collaborative learning (Volet et al., 2009). Sjølie et al. (2021) also contend that working towards an inclusive vocabulary around collaboration is imperative for developing transferable teamwork abilities. Their work emphasizes the importance of well-sequenced collaborative learning activities towards PSTs' preparedness for academic and professional environments. This study demonstrates how PSTs structure group collaboration during the task design process and how meaningful learning experiences emerge during this process. Furthermore, teacher educators' guidance and interventions influence how PSTs shape their own task ideas.

The researchers have also investigated in-service teacher education processes in the context of primary schools. An example study has been carried out by Zhu (2022), who

conducted an in-depth study on the collaborative task design in Language Teacher Education (LTE). The researcher not only focused on the partnership between a researcher, a teacher educator, and a novice English language teacher, but also investigated the process of planning and delivering two repeated TBLT lessons for second-grade pupils in a Chinese primary school. Task pedagogy in children's classrooms is particularly challenging, and little research has been conducted on how in-service teacher education courses can promote effective task implementation (Carless, 2007; Erlam & Ellis, 2018). In response to this void, the teacher educator in the research offered ongoing professional guidance to the novice English language teacher through various assessment strategies, such as student-centered, response-centered, learning-centered, and community-centered task assessments (Butler, 2011; Rea-Dickins, 2006). These assessment methods were instrumental in developing the teacher's reflective practices, enabling her to adapt her teaching methodology continually. The research underscores professional guidance and evidence-based assessment of a role towards improved task achievement in the classroom of young language learners. The study also indicates the need for systematic in-service training of teachers through which professional assistance can be offered to implement TBLT suitably in their classes, offering also important insights into the context of PSTs by demonstrating that task design decisions are supported by guidance and developed through reflective practice during the teacher education process.

Digital competence has become a pivotal focus in the literature concerning collaborative task design within LTE. Employing TPACK-EFL (English as a Foreign Language) surveys, peer reflective discussion forms, and focus-group interviews, Aşık et al. (2018) studied technology integration in LTE to investigate pre-service English language teachers' construction of Technological Pedagogical Content Knowledge (TPACK). In their study, there were 100 senior student teachers from a large Turkish state university. The participants attended an intervention program where they taught peers about digital tools and created digital materials for instruction. They found that participants' TPACK-EFL knowledge was constructed following the intervention. They also reported increased

motivation, a more energetic classroom atmosphere, the construction of more engaging and informative materials, and increased practical experiences with technology integration (Baran et al., 2011). Moreover, the study proves that computer training needs to be an interdisciplinary process within LTE environments, focusing on employing various digital tools and creating effective technology training programs (Howard et al., 2021; Koehler et al., 2013). The study has pointed out technology as a crucial change agent in teacher education, proposing that PSTs must be trained to utilize digital resources in language instruction effectively.

Theoretical models also offer useful conceptual tools that contribute to teachers' professional development. Voogt et al. (2015) examined teacher learning in collaborative design and underscored the lack of specific theoretical frameworks, aiming to examine how teachers' involvement in curriculum planning serves as professional development. In the study, two theoretical models were used to guide their analysis: the situative model of Greeno et al. (1996) and the third-generation activity theory of Engeström (1987). These models highlight three key features of design learning for teachers: situatedness, agency, and the cycle of learning and change (Kennedy, 2014; Opfer & Pedder, 2011). The study draws on three case studies of collaborative design work located in different school contexts to investigate how teachers engage in iterative learning cycles, developing pedagogical abilities through active engagement with the curriculum. It is found that collaborative design can be an effective type of professional learning (Darling-Hammond et al., 2017). That's why the teachers can work intensively on the curriculum and at the same time acquire reflective and responsive teaching abilities. This study contributes to the growing literature on teacher learning, emphasizing that there should be more focus on collaborative design processes in teacher education. This study emphasizes that the task design process not only produces pedagogical content but also provides a learning cycle in which PSTs develop their reflective thinking skills. In particular, Engeström's activity theory provides a theoretical basis for understanding which tools PSTs may use in feedback-oriented interactions and how this process leads to transformative learning.

In the mobile-assisted language learning context, Kukulska-Hulme and Viberg (2018) carried out a systematic review of research articles between the years 2012 and 2016 to explore how mobile technologies facilitated collaborative learning among not only foreign but also second language learners and investigated the affordances of mobile-assisted language learning, which closely correspond with social constructivist principles underpinning learning by interaction and collaboration (Stockwell & Hubbard, 2013). They included flexibility, continuity of use, timely feedback, personalization, socialization, self-assessment, active participation, peer mentoring, outdoor sources of ideas, and cultural authenticity (Burston, 2015). They found that mobile learning was highly effective in supporting task-based, game-based, and seamless learning experiences, individualized and collaborative learning styles, to enable communicative language skills, and to support orthographic awareness (Reinders & Benson, 2017). Finally, they emphasized that it is important to consider that negotiation of meaning and feedback, which are both crucial for second language acquisition, are strong elements of mobile-assisted language learning. The study concludes that mobile language learning collaboration is rich in many pedagogical benefits. It also supports the need for integrating mobile technologies into language learning environments to encourage engagement and learning outcomes.

To conclude this segment, how pre-service language teachers engage in the collaborative process of designing, refining, applying, and evaluating telecollaborative tasks has been investigated by Ekin et al. (2024). They draw on both interactional data and reflective reports. Their study illustrates how pedagogical practices are co-constructed among PSTs, mentors, and learners. The findings also shed light on how technology-mediated collaboration supports the development of key professional skills – digital, instructional, and reflective – crucial for future language educators (Guichon & Hauck, 2011; O'Dowd & Ritter, 2006). Similarly, Ekin (2025) examined how VE participants developed their interactional competences in video-mediated settings. Employing longitudinal CA, he observed that one VE participant had a timid role, but in time became more active to start the tasks, propose ideas, and lead the interaction in the group. The observations in the

study suggested that VE projects offered strong opportunities for developing not only technical competence but also interactional competence (Kinging, 2009; Vinagre, 2016). Thus, this study supported previous findings on individual participation dynamics and drew attention to the importance of interaction diversity in the professional development of PSTs. Moreover, Uyar and Can-Daşkın (2024) investigated how PSTs experienced changes in their attitudes towards knowledge (epistemic stance) through collaborative and data-driven reflection processes (Dooly & Sadler, 2016). The PSTs from Austria, Spain and Türkiye were involved in the online task design, implementation of the tasks, and evaluation of students' performance. The study analyzed the reflection meetings of PSTs who held after observing students' task performance. The study showed that the PSTs had the opportunity to realize their past knowledge gaps and experience an increase in their knowledge levels with this awareness, expressing their previous knowledge status with expressions such as "i did not know", and "i was not aware". Furthermore, their knowledge levels changed from K- (less knowledgeable) to K+ (more knowledgeable) in this process, revealing that they advanced their professional development through collaborative reflection processes. In the same vein, using the Multimodal CA method, Ekin and Balaman (2024) examined the reflection-in-action practices of PSTs from three different countries during VE projects. The study revealed how PSTs reflected instantly during their interactions using pedagogical tools and how these reflection processes contributed to collaborative lesson planning, underscoring that VE environments provided professional development and experiential learning opportunities for PSTs (Dooly, 2017; Stickler & Emke, 2011). Considering the above-mentioned studies, it can be put forward that PSTs participate in the task design process not only technically but also pedagogically and epistemically.

Table 2 summarizes the reviewed studies regarding collaborative task design in language teacher education.

Table 2

Overview of Collaborative Task Design in Language Teacher Education

Author(s) & Year	Focus of Study	Key Findings	Implications for Teacher Education
(Konzett-Firth, 2025)	Investigated how PSTs position themselves in multilingual interactions within data-led tasks.	Participants developed strategies to manage linguistic diversity when negotiating positions in interaction.	Emphasizes the need to raise interactional awareness in multilingual task designs to enhance intercultural communication.
(González-Lloret, 2020)	Technology-mediated collaborative task design in language education.	Digital tools enhance language skills through interactive learning experiences.	Importance of integrating technology for effective collaboration and student engagement.
(Rashov, 2024)	Contemporary instructional strategies in foreign language teaching.	Task-based learning and communicative approaches enhance student participation and competence.	Continuous teacher education is needed to adapt to evolving instructional strategies.
(Tao & Gao, 2022)	Challenges in online language instruction during the COVID-19 pandemic.	The pandemic accelerated online learning innovations and adaptation strategies.	Emphasizes resilience, adaptability, and digital skills development for teachers.
(Hauck et al., 2020)	VE in teacher education programs.	VE fosters intercultural collaboration and enhances digital-pedagogical competence.	Highlights the role of VE in developing reflective teaching practices.
(Sjølie et al., 2021)	Impact of team-skills training on collaborative learning.	Reflection and structured interventions improve students' perceptions of collaboration.	Developing shared vocabulary around collaboration strengthens teamwork skills.
(Zhu, 2022)	Professional mentorship in collaborative task-based learning (TBLT).	Evaluation-based support helps novice teachers refine instructional approaches.	Structured teacher mentorship programs enhance task-based teaching effectiveness.
(Aşık et al., 2018)	Technology integration in teacher education (TPACK framework).	Digital training improves motivation, engagement, and material development.	Recommends incorporating digital literacy training in PST programs.
(Voogt et al., 2015)	Collaborative curriculum design as a form of professional development.	Teachers engage in iterative learning and reflective teaching through curriculum design.	Highlights the need for theoretical frameworks supporting teacher learning through design.
(Kukulska-Hulme & Viberg, 2018)	Mobile-assisted language learning and collaboration.	Mobile learning fosters socialization, self-evaluation, and peer interaction.	Supports integrating mobile-assisted learning to enhance collaborative engagement.

(Ekin et al., 2024)	Technology-mediated collaborative task design in pre-service language teacher education.	Technology-mediated collaboration helps PSTs co-construct pedagogy and develop digital, instructional, and reflective skills.	Integrating telecollaborative tasks into teacher education programs can enhance pedagogical knowledge and foster essential 21st-century teaching skills.
(Ekin, 2025)	Examined the development of interactional competence in a VE setting.	Participants diversified their participatory actions and expanded interactional strategies.	Highlights how task design in VE contexts can foster communication skills and pedagogical awareness.
(Uyar & Can-Daşkın, 2024)	Explored how PSTs shift epistemic stance through collaborative, data-led reflective dialogues.	Participants transformed their attitudes toward learning through dialogic reflection and co-construction of knowledge.	Suggests incorporating reflective dialogues in teacher education to promote epistemic agency and pedagogical growth.
(Ekin & Balaman, 2024)	Investigated reflection-in-action practices among PSTs in a trilateral VE.	PSTs engaged in real-time pedagogical decision-making and demonstrated adaptive interaction strategies.	Supports using live, task-based exchanges to cultivate reflective teaching habits and context-sensitive pedagogy.

Cooperative task design in language teacher education enhances learning with technology-mediated practice, generating dynamic and engaging instruction. Research attests to the benefits of computer tools, task-based teaching, and online discussion in enhancing student engagement, communication skills, and professional development (Hockly, 2012). Despite these benefits, there occurs concerns regarding technological access and institutional limitations, particularly in online and transnational settings (O'Dowd, 2018; Trust & Whalen, 2020). The related literature emphasizes the need for mentorship, rigorous evaluation, and Technological Pedagogical Content Knowledge (TPACK) in facilitating effective task design. In addition, mobile-assisted learning facilitates collaboration and flexibility, further suggesting continued research and responsive methods in teacher education (Kukulska-Hulme & Viberg, 2018; Reinders & Benson, 2017). These findings are important for PSTs to acquire not only tool knowledge but also skills such as pedagogical decision-making, collaboration, and flexibility in technology-mediated task design processes. Furthermore, despite the institutional challenges experienced in VE contexts, mentoring-supported and data-based feedback processes appear to improve task design quality.

Technology-mediated Task-Based Language Teaching

After Communicative Language Teaching began to be incorporated into language curricula, the use of tasks gained importance in instructional contexts, and Task-Based Language Teaching (TBLT) emerged not only in the domain of second language instruction but also within the field of second language acquisition. It offers a structured approach to language teaching by segmenting content into manageable units delivered sequentially yet independently (Ellis et al., 2020). The earliest investigation into TBLT within SLA was carried out by Long (1985). The first fully developed task-based syllabus was introduced by Prabhu (1987). Since then, TBLT has established itself as a key methodology in language teaching and acquisition (Ellis, 2003; Nunan, 2004; Samuda & Bygate, 2008; Van den Branden, 2006) and has also been widely adopted in second language pedagogy (Ellis, 2003; Samuda & Bygate, 2008). Thus, TBLT has increasingly become a more viable pedagogical method that focuses on authentic communication through real tasks, and with the advancement of technology, it has also extended to online classrooms, with technologies like video conferencing, learning management systems, and interactive software (González-Lloret & Ortega, 2014; Lai and Li, 2011). This theoretical framework provides an important basis for understanding how PSTs can structure their task-based teaching approaches with digital tools and how this configuration can be transformed in feedback processes.

Technological advancements, such as the widespread use of mobile devices, communication technologies, and social networking platforms, have been integrated into language education (Ellis et al., 2020). Hence, TBLT has transitioned into digital contexts. Tasks are now implemented not only in physical classrooms but also in online environments, which has led to the necessity of identifying the variables shaping TBLT in CMC settings (Chapelle, 2001; Levy & Stockwell, 2006; Thomas & Reinders, 2012). This shift was preceded by the emergence of CALL in the 1980s. Later, in 2003, Doughty and Long addressed the divide between theoretical perspectives and instructional practice by

framing TBLT's methodological foundation within technology use, integrating aspects such as input, learning activities, cognitive processes, and learner engagement. This transformation also encompasses the decision-making points and pedagogical adaptations that PSTs encounter in technology-mediated task design processes. Especially in CMC environments, knowledge of which variables influence task design should be carefully considered during the teacher education process.

Technology-enhanced TBLT offers numerous benefits. As Lai and Li (2011) highlight, these can be summarized as follows:

“On the one hand, technology facilitates and enhances TBLT both in terms of its effectiveness and its contribution to our understanding of TBLT; on the other hand, TBLT serves as a useful pedagogical framework and set of principles that can enrich and maximize the use of technology for language learning. (p. 499)”

Thanks to technological advancements, the integration of multiple modes, such as audio, written text, and visual elements, within synchronous and asynchronous settings can be rapidly implemented (Chun, 2016; Hampel & Stickler, 2012). Appel and Gilabert (2002) illustrate this by presenting tasks situated in digital contexts, for instance, organizing a short trip that includes a financial plan, sending and responding to emails, using various online platforms, and engaging in real-time communication. Furthermore, technology provides a structured framework for task developers and facilitators, enabling them to outline clear procedural steps that can also be adapted for authentic classroom applications. Ultimately, technology enables the construction of tasks that demand complex outcomes through layered and content-rich input. This not only broadens the scope for language acquisition but also enhances learners' digital competence to manage multimodal interactions (Hockly, 2012). This framework offers significant contributions to PSTs' planning of multimodal content, setting multilayered outcome goals in tasks, and structuring technological tools accordingly. Furthermore, how these elements are reshaped in response to feedback received from teacher educators during the task design process reveals PSTs' decision-making skills.

Technology enables the design of tasks composed of interconnected sub-tasks, all directed toward achieving the overarching goal of the project (Ortega, 2009). Such tasks can also be incorporated into real-life classroom settings (Skehan, 1998). The body of research on technology-supported TBLT has progressively expanded (e.g., González-Lloret & Ortega, 2014; Thomas & Reinders, 2015), which has subsequently led to the development of online TBLT-based instructional programs (e.g., Duran & Ramault, 2006). Nevertheless, a significant challenge arises when both L2 learners and instructors lack the technical competence necessary to navigate and effectively engage with multimodal learning environments (Reinders & White, 2010). This highlights the decisive role of PSTs' technological competencies in the task design process. Especially in online tasks, when the structuring of subtasks and the selection of technological tools are shaped by feedback received from teacher educators, the feasibility of the tasks increases.

As TBLT gained prominence in language education, approaches to task design were supported by studies that both considered learner needs and illuminated teachers' implementation processes (Nunan, 1989). This background provides a theoretical framework for how PSTs design tasks and shape their implementation decisions. In this context, various elements such as task design principles (Chappelle, 2001; González-Lloret & Ortega, 2014; Gruba, 2004; Hauck & Youngs, 2008; Reinders & White, 2010; Rosell-Aguilar, 2005), theoretically grounded design models (Doughty & Long, 2003; Hampel, 2006, 2010; Hauck, 2010; Levy & Stockwell, 2006; Jauregi et al., 2011), and instructors' decision-making strategies for constructing tasks (O'Dowd & Ware, 2009) have become increasingly prominent within the scope of CALL research.

Chappelle (2001) emphasizes that tasks should be authentic, meaning-oriented, practical, and relevant to the learner's language development potential. Similarly, Wang (2007) affirms these task design principles in the context of video-mediated interactions. Consistent with this perspective, Kurek and Müller-Hartmann (2017) expanded the model by focusing on the nature of interactions within telecollaborative environments. Doughty and Long (2003) addressed the psycholinguistic dimensions of task-based interactions, while

González-Lloret (2003) integrated her task design model with Chapelle's (1998) task characteristics to illustrate task setting in online contexts. Building upon this foundation, Hampel (2006, 2010) extended Richards and Rodgers' (2001) task cycle framework for application in digital learning environments. Jauregi et al. (2011) further contributed to the CALL task design literature by formulating principles specific to 3D virtual contexts. In parallel, Gruba (2004) and Rosell-Aguilar (2005) proposed models grounded in task design principles to foster the development of effective tasks aimed at producing specific learning outcomes. Finally, González-Lloret and Ortega (2014) have proposed comprehensive guidelines for designing technology-enhanced tasks that are goal-oriented, meaning-focused, learner-centered, and reflective in nature, emphasizing a holistic approach to task-based instruction. These theoretical models provide an important basis for PSTs to understand how to plan technology-supported tasks and how to relate them to different digital environments and task types.

Technology-enhanced TBLT introduces new possibilities of engagement and authenticity in language learning, but within complications related to accessibility, digital literacy, and pedagogical transformation (Hockly, 2012; Reinders & White, 2010; Zhang, 2023). This chapter introduces the common principles of TBLT, addresses technology incorporation, and presents an overview of the applied literature on how technology-supported tasks can be structured in the context of teacher education. It also summarizes experimental studies on its effectiveness and examines future research directions in technology-mediated TBLT and how it can be used more effectively in teacher education processes in teacher education.

Smith and González-Lloret (2021) explored task sequencing and task complexity in Technology-mediated TBLT (TMTBLT) in their study. Their research explored how different technologies interact with tasks and how they influence language learning (Burston, 2015). Moreover, the study outlined the necessity of more research on the interaction between tasks and technology (Reinders, 2022). They aimed to examine the role of social media and mobile apps in the TBLT model. Although they referred to the potential of such tools for

language acquisition, they proposed lines of research that need further study, encouraging participants to process data collection and analysis as a step towards a greater understanding of the impact of technology-embedded activities on language development. In the same vein, Kim and Namkung (2024) investigated the use of social media and mobile apps in TBLT and their effects on language acquisition. Their study echoed Smith and González-Lloret's (2021) call for more data-driven research into learner processes in TMTBLT environments. The research provided a conceptual definition of TMTBLT and laid out key areas that require further research or explanation. Particularly, Kim and Namkung (2024) highlighted that attention should be given to technological affordances as well as to learning contexts in designing tasks for the purpose of ensuring meaningful use of technology rather than using technology as an additional tool (Reinders, 2022). Based on their studies, it has been indicated that while the field has progressed as far as technology integration of computer-aided language learning (CALL), task-based language instruction, and instructed second language acquisition, there is still not much focus on outcomes of the task (González-Lloret, 2015). The study also indicated that previous studies in this field had mainly concentrated on a constrained set of contexts, learner groups, and linguistic features, prompting recommendations for more inclusive studies. In this respect, these studies, which focus on the interaction between task and technology, also point to an important gap in the context of teacher education, which requires investigating how PSTs are involved in task design processes.

Consistent with this empirical perspective, Chong and Reinders (2020) contributed to the debate by synthesizing qualitative data from 16 second and foreign language learning studies on technology-mediated TBLT between 2002 and 2017. Using grounded theory as a methodology framework, their study contrasted the patterns and trends of studies in second and foreign language learning contexts. Over the past fifteen years, researchers have studied the interface between CALL and TBLT to determine how these approaches complement each other towards language learning (Levy & Stockwell, 2006; Thomas & Reinders, 2012). Chong and Reinders (2020) indicated that while controlled experimental

research has been beneficial, naturalistic classroom-based research has demonstrated the pragmatic benefits of TBLT in specific teaching environments. However, due to variations in learning environments and technology equipment, the generalizability of findings is a concern. Their study presented the salient characteristics, strong points, and limitations of TBLT and the determinants of its efficacy. By proposing both an intellectual agenda and practice-oriented suggestions, the researchers delivered valuable guidelines on future research and teaching applications in this area and offered clues on how these practices could be structured in the context of teacher education.

To support these findings with concrete data, Chen (2021) examined the impact of technology-mediated TBLT tasks on EFL learners. She particularly focused on developing their speaking skills. In this research, using a pre-test and post-test design to evaluate the effect of the tasks on the language competence of the students, 25 participants were put in small groups of four to six and given the task of producing seven five-minute English video presentations using their mobile phone cameras. The findings revealed a notable improvement in the ability of the participants to speak English, and the end-of-term questionnaire and bi-weekly video production tasks provided strong evidence of collaborative technology-mediated tasks and their contribution towards a learner-oriented environment to maximize language acquisition (Burston, 2015; Kukulska-Hulme & Viberg, 2018). The study highlighted the shift from instructor-led instruction to a highly interactive and participative learning experience imparted through technology, indicating the potential of integrating digital resources with TBLT methodologies to promote communicative competence among language learners (Hampel & Stickler, 2012). These findings offer implications for how PSTs can guide student-centered, technology-supported practices in the task design process.

The sudden transition to online learning compelled teachers to adopt varied pedagogical approaches to maintain students' interest and enable effective communication. Vellanki and Bandu (2021) investigated the problems involved in applying TBLT to virtual learning classrooms. They identified how to sustain students' interest and build productive

interactions between students and teachers. TBLT, focusing on authentic language use via communicatively relevant and challenging activities, was a feasible solution to these problems (Trust & Whalen, 2020). Their research gave an overview of TBLT and its technology-mediated implementations, illustrating how the content of coursebooks could be used meaningfully to enhance language growth among online students. In addition, they emphasized the potential that technology-enabled activities possessed in facilitating the development of constructive language use to enable learners to learn real-life language use in online environments (Bozkurt & Sharma, 2020). Similarly, Butarbutar (2021) examined learners' perceptions regarding challenges in technology-mediated TBLT with 200 students at a university undertaking different fields. The research aimed to determine challenges experienced in integrating technology with TBLT. The research found that learners were challenged in various aspects. These included comprehending task requirements, reading practical instructions, getting used to new technological resources, and gaining timely feedback (Reinders & White, 2010). In addition to these challenges, the participants had some difficulties in performance measurement, addressing individual learning needs, ensuring goal-based learning, and developing digital learning (Hockly, 2012). The research also identified broader issues of building intellectual and behavioral skills, institutional and curriculum policy compliance, and the necessity of structured technological support for learning. In attempting to address these challenges, the research also recommended several steps, including effective management of course materials, incorporation of technology into students' competencies, use of Bring Your Own Device (BYOD) policies, improvement of classroom assessment practices, increased technology-based, task-oriented learning internship opportunities, and gift of compatible technology tools to students and ongoing internet access (Kessler, 2018). These findings can help PSTs understand the challenges they may encounter in the task design process in distance learning environments.

Building further on the theoretical perspectives discussed earlier, Ziegler (2016) published a comprehensive overview of the changing role of technology in TBLT,

emphasizing the increasing prominence of TBLT as one of the leading pedagogic approaches, as it facilitates language development and instructional innovation. The study also investigated how certain aspects of TBLT, such as task design features and delivery strategies for the task, affect the effectiveness of technology-mediated instructional practices. In addition, the study outlined an intended research agenda in technology-enhanced TBLT, calling for additional research into how technology can support task-based language learning activities (Thomas & Reinders, 2012). In this context, these discussions on the interaction of technology with task design and implementation strategies pave the way for more in-depth research on how the digital task development competencies of PSTs are shaped.

In another study, Görgülü (2022) investigated the impact of technology-mediated TBLT on the grammatical competence of upper-intermediate Turkish EFL university students divided into two experimental groups and a control group. The experimental groups acquired grammar using technology-mediated task-based instruction techniques, whereas the control group was taught using a different method. Nine grammatical targets were taught over eight weeks to 71 students. The primary focus of the research was to determine if technology-enhanced TBLT enhanced grammatical ability compared to standard learning methods. Statistical data comparison revealed no significant variation in grammar skill between non-task-based and task-based learners. However, the study concluded that technology-mediated TBLT is a great and viable substitute for the practice of teaching grammar because it provides learners with engaging and interactive ways of developing their linguistic skills (González-Lloret, 2015). These findings provide an important basis for investigating how PSTs pedagogically evaluate technology-supported task-based approaches to grammar teaching and how they can integrate these approaches into their classroom practices.

Providing a fundamental viewpoint, González-Lloret and Ortega (2015) consider the rapid digital revolution in language acquisition and emphasize the need for a new paradigm referred to as technology-mediated TBLT, arguing that advancements in technology are

affecting the needs of language learning significantly and require curricular and pedagogical adaptation. Their book is an excellent exposition of how TBLT can function with existing technologies in order to uphold congruence with changing digital configurations. Additionally, the authors place a high value on empirical evidence to fill gaps in this synthesis and create systematic chapter-to-chapter connections with the expectation of stimulating further research. By synthesizing current studies, their book acts as a textbook for teachers and researchers who seek to learn and implement technology-mediated TBLT in most learning settings (Levy & Stockwell, 2006; Thomas & Reinders, 2012). Therefore, the work is an important resource for PSTs by providing a comprehensive framework for blending task-based teaching with technology in the context of teacher education.

Incorporating a complexity-theory perspective, Lopes et al. (2022) investigated empirically the application of CALL in the instruction of English as a Second Language (ESL) through a Task-Based Learning (TBL) framework based on Complexity Theory (Larsen-Freeman, 1997). Their research investigated the task cycle in an online learning process as a complex adaptive system. Utilizing a netnographic (online ethnography), an extension of conventional ethnographic techniques to the Internet, approach, they gathered information using video records of five Zoom-based sessions with Federal University of Pelotas's Biotechnology students. The results highlight the dynamic, uncertain, and adaptive character of the task cycle in online learning. The research also confirms that language learning within this setting is non-reductionist, self-organizing, and highly sensitive to initial conditions and feedback (Larsen-Freeman & Cameron, 2008). They add to the pedagogical practice knowledge base in technology-enhanced language learning, especially regarding tackling the challenges and affordances of virtual learning environments. Although the study focuses on university students, this approach to understanding the complex structure of the online task cycle can also be guiding in analyzing the variables that PSTs may encounter during the task design process.

In a comparable context, Zhang (2023) investigated how TMTBLT can enhance Chinese oral English instruction. The research integrates the TBLT pedagogy and

technology resources to solve ancient Chinese oral English instruction issues, namely the common phenomenon of student silence in speaking classes. Although TBLT has been noted to have pedagogical advantages, its potential to facilitate interactive language processing and participation has been questioned in the context of Chinese learning (Wang & Vásquez, 2012). Nonetheless, with the increasing developments in network technology, researchers have made a growing attempt to investigate how technology can be incorporated into TBLT in order to enhance students' speaking skills. Zhang (2023)'s research shows that technological tool utilization and digital platform use in TBLT play an essential role in both oral input and oral output, and the former can allow for various interactive ways of establishing speaking competence. The study places importance on the ability of TMTBLT to build innovative and interactive classroom environments and, therefore, on avoiding some common limitations to China's oral language acquisition. Even though this study focuses directly on student silence, the impact of technology-supported tasks on supporting speech production may shed light on strategies that PSTs should consider when designing student-centered, communication-based tasks.

Further exploration of intercultural and interpersonal dynamics, Lopes and Castro (2022) examined the pedagogical affordances that Technology-mediated Task-Based Learning (TMTBL) may provide in a virtual ESL course for multinational students at an American university. With an orientation of complexity, the study aimed to investigate whether TMTBL implemented using technology would build trust and confidence in learners and enhance symbolic and intercultural awareness (Hampel, 2006; O'Dowd & Ritter, 2006). Through a netnographic approach the research investigated how technology affects the language learning experience. Results indicate that technology-enhanced TMTBL fosters intercultural encounter conditions, enabling students to communicate effectively and become confident in their language ability. Besides, the loop of activities within the virtual learning space provides for realizing affordances that support trust formation and language learning, enhancing the role of digital platforms in facilitating co-learning and interactive learning experiences. Despite the fact that this study examines students directly, it reveals

the interactional and intercultural components that PSTs should consider when designing online collaborative tasks with students from diverse cultures.

Payant and Bright (2017) explored where TBLT intersects with technology-mediated instruction in instructed second language acquisition, focusing on 20 English learners' attitudes toward tasks presented in two modes: paper-mediated (PM) traditional tasks and technology-mediated (TM) information gap tasks. While in the PM mode, students worked individually on paper-based tasks, in the TM mode, they collaborated using computer-based facilities to complete information gap activities and their attitudes toward both instructional approaches were assessed through questionnaires. Although they also encountered some technological issues and difficulties related to task complexity (González-Lloret, 2015), most participants found the TM tasks helpful for language learning. The study suggests that combining paper-based and technology-mediated tasks can enhance the learning process, underscoring the importance of the practical application of flexible technology-mediated TBLT, underlining its pedagogical importance in language teaching. Although this study directly addresses students' perceptions, it allows PSTs to draw pedagogical conclusions about technology integration by comparing different task modes. Therefore, it is valuable for the teacher education context in terms of planning task types and observing student interaction.

Responding to the growing emphasis on digital collaboration in language education, Balaman and Sert (2017a) explored how learners develop interactional resources during online collaborative tasks by analyzing 13 hours of screen-recorded interactions collected over an 18-week period. By employing CA, the researchers observed steady improvement in learners' ability to manage tasks, negotiate meaning, and coordinate actions in the second language. These results highlight the potential of technology-mediated environments to foster the development of L2 interactional competence (Stickler & Emke, 2011). While this study focuses directly on L2 learners, it can serve as a model for PSTs' task planning processes as it provides basic examples of how task-based collaboration takes shape in online environments. Similarly, Balaman (2025) examines how pre-service

language teachers collaboratively engage with video-mediated interaction tools during online task design. Using Multimodal CA of screen-recorded sessions from Microsoft Teams and the DigiTask web app, the study illustrates how participants developed a specific form of digital literacy – shared screen control – while resolving a technical issue collaboratively. What initially served as a simple workaround gradually evolved into a collaborative strategy that attracted a teacher educator’s attention and was later introduced to other groups as a model. These findings emphasize the affordances of video-mediated environments in fostering real-time digital literacy and promoting hands-on, practice-oriented teacher learning.

As shown in Table 3, the reviewed studies identify several key features of Technology-Mediated Task-Based Language Learning.

Table 3

Overview of Technology-mediated Task-Based Language Learning

Author(s) & Year	Focus of Study	Key Findings	Research Gaps Identified
(Smith & González-Lloret, 2021)	Task complexity and sequencing in Technology-mediated TBLT (TMTBLT).	Technology influences task design and outcomes; social media and mobile apps offer potential but need further exploration.	Need for deeper analysis of technology-task interactions and learner process data.
(Kim & Namkung, 2024)	Role of social media and mobile apps in TMTBLT.	Progress made in merging CALL, TBLT, and SLA, but lacks focus on task outcomes and learner demographics.	Need for broader research covering diverse learner profiles and linguistic features.
(Chong & Reinders, 2020)	Trends in technology-mediated TBLT research.	Identified patterns in CALL & TBLT integration; controlled experiments show benefits, but generalizability remains a challenge.	Need for more classroom-based, naturalistic research on TBLT effectiveness.
(Chen, 2021)	Impact of TMTBLT on EFL learners’ speaking skills.	Video-based tasks significantly improved speaking proficiency, engagement, and learner-centeredness.	Need to explore task variation and long-term impact of video-mediated tasks.
(Vellanki & Bandu, 2021)	Challenges of implementing TBLT in digital environments (COVID-19 context).	TBLT helped sustain engagement; coursebook resources can support online task-based learning.	Further research needed on task adaptation in emergency remote learning.

(Butarbutar, 2021)	Learner perceptions of TMTBLT challenges.	Students faced difficulties with instructions, adapting to technology, receiving feedback, and digital literacy.	Need for structured tech-support systems and curriculum integration strategies.
(Ziegler, 2016)	The role of technology in TBLT.	Technology improves second language acquisition (SLA); task design impacts learning success.	Need for empirical studies on task complexity and real-world applicability.
(Görgülü, 2022)	Effect of TMTBLT on Turkish EFL learners' grammar achievement.	No significant difference between traditional and tech-mediated instruction, but TBLT enhances engagement.	Need to refine TBLT models for grammar instruction effectiveness.
(González-Lloret & Ortega, 2014)	Digital transformation in language education & TMTBLT framework.	Advocates for structured curricular adaptation to integrate TBLT into digital education.	Need for empirical validation of proposed frameworks.
(Lopes et al., 2022)	CALL & TBL in ESL instruction through Complexity Theory.	Task cycles in online learning are dynamic, adaptive, and self-organizing.	More research needed on online task-cycle structuring.
(Zhang, 2023)	TMTBLT in oral English education in China.	Digital tools significantly improve oral proficiency and engagement.	Need for research on different proficiency levels and classroom implementation.
(Lopes & Castro, 2022)	Pedagogical affordances of online TMTBL in ESL.	TMTBLT fosters intercultural confidence and communication skills.	Need for more studies on trust-building and student perception of online TMTBL.
(Payant & Bright, 2017)	Learner perspectives on paper-based vs. technology-mediated TBLT tasks.	Learners preferred technology-mediated tasks, but some found them complex.	Need for balance between digital and traditional task-based approaches.
(Balaman & Sert, 2017a)	Technology-mediated collaborative task design in pre-service language teacher education.	Supports co-construction of pedagogy and development of digital, instructional, and reflective skills.	Need for deeper insight into long-term impact on teaching practices and classroom transferability.
(Balaman, 2025)	Use of video-mediated tools in collaborative online task design by PSTs.	Shared screen control evolved into a model for real-time digital literacy and practice-oriented teacher learning.	Further exploration needed on scalability and integration of such emergent strategies into teacher education curricula.

In general, all these studies demonstrate the revolutionary impact of technology on task-based language learning, illustrating how technology tools and web platforms can facilitate smooth, responsive, and interactive language learning processes (Kukulska-Hulme & Viberg, 2018; Reinders, 2022). These findings offer clues on how PSTs can use

digital tools in task design processes in a more effective, interactive, and pedagogically meaningful way. Application of technology in TBLT not only resolves issues of learner engagement and speaking proficiency but also enhances intercultural communication and collaborative learning processes (Hampel & Stickler, 2012; O'Dowd & Ritter, 2006). In this context, integrating technology with task-based learning in teacher education programs can contribute to both the PSTs' own learning processes and their future teaching practices. Ongoing research must keep investigating how the role of digital technologies continues to shift for language learning to ensure pedagogical frameworks remain attuned to the needs of students of varied backgrounds within an increasingly digital world (Bozkurt & Sharma, 2020). Future studies should also address PSTs' skill development in areas such as task design, technology integration, and sensitivity to learner needs in the changing digital environment.

Feedback in Language Teacher Education

Since feedback guides PSTs in constructing their pedagogical skills, lesson plans, and professional habits, it is a critical component of teacher education. Effective feedback encourages reflective practice and continuous development as it helps PSTs bridge the theory-practice gap (Shute, 2008; Walsh & Mann, 2015). Considering various forms of feedback – formative and summative, written and oral, peer and expert –, it can be said that they have different functions in teacher development (Asregid et al., 2023; Brookhart, 2017; Hattie & Timperley, 2007). However, when constructive feedback is delivered in virtual, transnational settings, it may be multifaceted, particularly due to challenges such as linguistic diversity, culturally shaped communication norms, and the lack of immediate interactional cues (Carless & Boud, 2018; Henderson et al., 2019). To illustrate, there may emerge communication failure and different cultural notions of criticism (Hyland & Hyland, 2006; Ziegler, 2016). These problems become particularly visible in video-mediated, task-based teaching contexts and can affect PSTs' processes of giving and receiving feedback.

This section explains the value of feedback, its different types, its impact on PSTs, and the problems encountered in video-mediated learning settings.

To trace the evolving conceptualization of feedback, Winstone et al. (2022) conducted an in-depth analysis of the term “feedback” in key higher education journals across two distinct five-year periods: 2009–2013 and 2015–2019. They examined linguistic patterns and conceptual changes in the representation of feedback within scholarly discourse over time and found that although noticeable linguistic changes reflected a progressive shift from a transmission-oriented feedback model towards a learning-focused approach, transmission-based views dominated scholarly publications (Carless & Boud, 2018). This implies that even with increasing awareness of feedback as an interactive and dynamic process to support student learning, most researchers and practitioners still think of it mainly as a one-way transmission from teachers to students (Nicol, 2010). Similarly, Winstone et al. (2022) promote more accuracy in how feedback is conceived and reflected in action and research, emphasizing the importance of a stronger and more stable notion of what it accomplishes in higher education. These findings are also important in the context of teacher education because how PSTs perceive and use feedback in task design and implementation processes determines their instructional competence.

Addressing the divergence between beliefs and practices, applying exploratory factor analysis to identify several dimensions that shaped participants’ pedagogical conceptions of feedback, Kartchava et al. (2020) investigated how the pedagogical beliefs of 99 pre-service ESL teachers with minimal or no teaching experience differed from their actual teaching practices and found revealed that the PSTs tended to use similar correction strategies in both hypothetical scenarios and actual classroom situations. Hence, it reflected a degree of consistency between their stated beliefs and classroom behavior. However, discrepancies emerged between their perceptions and actual practices since they corrected fewer errors than they assumed, although they believed they were providing more corrective feedback (Basturkmen et al., 2010). This gap suggests that new teachers may struggle to fully translate theoretical knowledge into classroom practice, potentially due to limited

experience in managing real-time instructional dynamics. Therefore, the study emphasizes that PSTs should be offered more opportunities to apply theoretical concepts to real classrooms.

Focusing on institutional contexts and learner engagement, Gan et al. (2021) investigated the relationship between student learning outcomes, their experiences with teacher feedback, and the feedback strategies employed by instructors in higher education. The research sampled 308 students in English Studies programs in both key and non-key universities in order to investigate differences in the ways that students receive and react to feedback across varying institutional contexts. The findings revealed that students in elite universities perceived more motivation, involvement, and use of teacher feedback than their peers in non-key universities. In addition, it was discovered that although instructor feedback indirectly impacted exam performance and course satisfaction, student feedback behavior, as to how students respond to and use feedback, was a better predictor of both variables in non-key universities. Contrarily, at main universities, student feedback conduct and instructor feedback practices profoundly impacted course satisfaction; however, neither showed a considerable direct or indirect impact on exam marks. Such conclusions indicate that students' experience and reaction to feedback are influenced by organizational environments, which consequently have effects on learning and academic success (Evans, 2013). Gan et al. (2021) highlight the need to promote student engagement with feedback mechanisms and suggest that teachers adapt their feedback approaches to students' drivers and institutional contexts to enhance learning outcomes. Highlighting the role of institutional context in shaping feedback engagement and effectiveness, these findings may offer valuable insight for teacher education,

Aligned with the developmental potential of feedback, Han and Xu (2020) conducted a study emphasizing the role of consistent teacher feedback on peer feedback in enhancing students' feedback literacy, both in cognitive and social-affective dimensions. Their study emphasizes the importance of teacher follow-up comments on peer comments as a significant factor in students' development of the capacity to respond to and use feedback

constructively (Carless & Boud, 2018). The research was based on three Chinese master's students taking an academic writing course and aimed to investigate their attitudes, knowledge, and self-efficacy in peer feedback. The results uncovered an intricate interaction between student individuality and the construction of feedback literacy. Although all participants showed gains in their feedback literacy, the magnitude and pace of their development diverged. Interestingly, the two top-performing students showed higher improvements than their lower-achieving peer. Such variation highlights the impact of individual differences in student motivation, personal views, and linguistic ability (Nicol & Macfarlane-Dick, 2006). Finally, the study proposes that feedback by teachers of peer feedback needs to be specially designed to tackle these differences so as to maximize its utility for enhancing the students' feedback literacy. This situation reveals that peer feedback training given to PSTs should be structured in a way that is sensitive to individual differences.

Moving beyond the focus on student development, Donaghue (2020) explored the negotiation of language teacher identity within workplace discourse, adopting a linguistic ethnographic approach to examine the co-construction of teacher identities in feedback conversations. This study in particular investigated how teachers and supervisors, jointly, create and reinforce a teacher's technological capability and passion during feedback discussions. Teachers come to embody and enact an identity aligned with the dominant discourse regarding digital literacy and instructional technology through these feedback sessions. This technologically capable teacher ideal is then furthered in continuation through feedback dialogues, which directly or indirectly reinforce institutional priorities (Pennington & Richards, 2016). Furthermore, the study shows that teachers take an active role in the co-construction of this envisioned professional identity by embracing digital tools and embedding them within pedagogic practice and technological professional development. The research foregrounds the agency of interactions within the workplace towards building teachers' professional identities, tracing broader socio-political pressures that influence identity construction (Trent, 2016).

Shifting focus to professional development frameworks, Vadivel et al. (2021) explored the role of Continuous Professional Development (CPD) in the development and efficiency of EFL teachers. They employed a questionnaire administered to 83 teachers with different backgrounds to assess their attitudes towards professional development and the factors influencing its success. The study revealed that despite affirming their role in building their professional competence, they still have certain needs, including community engagement, reflective teaching, and collaborative professional practice, to achieve significant development. This study highlights the importance of CPD in ELT. Moreover, it suggests that systematic professional training programs can enhance teaching significantly. The research also states that positive dispositions of the teachers towards CPD result in their participation in professional learning (Day & Sachs, 2004; Farrell, 2015). Similarly, PSTs' understanding of the role of CPD in their preparation for the profession will contribute to their development as individuals who are open to lifelong learning. Through the effective involvement of the teachers in CPD activities, not only is their teaching strengthened, but so is their capability to support learners in achieving their educational goals. Therefore, it is important to establish structures in teacher education programs that will encourage the active participation of PSTs in CPD. Thus, the research promotes a proactive stance in teacher development, where EFL teachers own their ongoing learning while at the same time reaping the rewards of collaborative and reflective professional practices. Involving PSTs in such practices at an early stage can support the shaping of their professional identities.

Approaching feedback through a cultural lens, Cheng and Zhang (2021) sought to address a significant gap in the literature by investigating how native English-speaking (NES) and non-native English-speaking (NNES) teachers provide written feedback in a Chinese tertiary educational context. Earlier studies have tended to ignore the manner in which teachers' linguistic and cultural backgrounds impact their feedback practices and hence restricted a total perspective of feedback dynamics in second language (L2) teaching. Writing samples of 80 EFL students, classifying feedback practices along three

main dimensions: approach, focus, and scope. Their study indicated that NES and NNES EFL teachers followed an integrative approach to giving feedback. NES teachers commented on more global matters, such as coherence, structure of argument, and overall textual organization. However, NNES teachers primarily emphasized linguistic errors. This research provides valuable new information about EFL teachers' pedagogic practice by underscoring the necessity of considering linguistic and cultural contexts when measuring the practice of offering feedback. These findings demonstrate developing cultural and linguistic awareness in the feedback-giving process is essential for PSTs. Furthermore, their recognition of the feedback strategies of different teacher profiles can contribute to gaining a more holistic understanding when developing their own teaching approaches.

In yet another learning context, by employing informal, face-to-face interviews, Parpucu and Al-Mabuk (2023) investigated the feedback provision during training. They examined how training facilitators receive and react to feedback with a goal of optimizing the returns of their training sessions. The researchers interviewed three personal growth facilitators with different levels of experience and revealed that feedback featured prominently in both their pre- and post-training procedures and during the sessions. The study underlined that feedback was not merely a method of assessment following the session but rather a process that continued throughout the teaching cycle, planning, and informing the delivery of teaching. It also highlighted the importance of systemic mechanisms for giving feedback in professional development (Brookhart, 2017). The study also underscores the need to build a culture of feedback that will facilitate continuous learning and adjustment, emphasizing the need to improve the quality of training programs through incorporating systematic feedback procedures, ultimately influencing the facilitators and participants themselves. This approach requires PSTs to understand the value of feedback at every stage of the teaching process. It is critical for PSTs to be open to feedback, not only at the end of the lesson but also during the planning and implementation stages for their continued professional development.

Employing a mixed-methods strategy, Fatima et al. (2024) examined the role of feedback in cultivating creativity. They addressed the influence of feedback on students' potential to enhance creative writing with 100 students from three schools, providing diverse opinions regarding the effectiveness of feedback and found that students improved their writing abilities, particularly in terms of vocabulary usage, syntactic accuracy, narrative structure, and creativity. Although there were various feedback forms, teacher-written comments were found to be the most effective in student development (Shute, 2008). Furthermore, it was revealed that the students valued the feedback they received, and it had a tremendous impact on their academic development. This research emphasizes the significance of well-organized feedback mechanisms in ELT classrooms for the simultaneous use of peer feedback, teacher comments, and assessment feedback to maximize learning among the students, indicating that an interdisciplinary approach to feedback can strengthen students' writing skills and promote a more dynamic and reflective learning culture. These findings are important in supporting PSTs in developing strategies on how to effectively use structured feedback in creative writing processes. PSTs' ability to meaningfully evaluate both peer feedback and teacher comments stands out as a critical skill in developing their students' creativity and linguistic proficiency.

Investigating peer feedback among younger learners, Dao and Nguyen (2022) conducted a study that explored the provision and characteristics of oral peer feedback among K12 Vietnamese English as EFL learners in two intact classroom settings. The research fills a gap in the literature since most empirical studies of peer feedback have involved interactions among adult learners, while little attention has been given to younger students in everyday classroom contexts. The data were gathered through audio recordings of 68 11- to 15-year-old students, working on communicative skills-based activities in their normal classroom curriculum. The results show that while young learners could identify and comment on one another's language errors, they did not give feedback very often. The peer feedback was mainly aimed at morphosyntactic errors, targeting grammatical errors in word and sentence structure, and tended to be accurate. Nonetheless, the research discovered

that more than forty percent of the feedback given was followed by incorrect or no revised output, while just a small fraction, over one-third of the cases, resulted in proper adjustments. Furthermore, students identified a number of challenges that affected their capacity to give effective feedback. The observations made in these studies emphasize the importance of using teaching strategies capable of enhancing peer feedback's effects by resolving all the factors involved in its effectiveness and frequency in children (Topping, 2010). These findings suggest that PSTs need to develop their classroom communication skills to effectively implement peer feedback not only with adult learners but also with younger learners. They also suggest that PSTs should design instructional strategies to increase the frequency and quality of peer feedback, taking into account children's age-related limitations.

Another relevant study by Georgieva (2019) emphasized the importance of content and technological models in competency-based university education, specifically focusing on expert assessment. The research suggested an interactive model aimed at building future teachers' docimological (evaluation-related) competencies, incorporating systematic games and theatrical pedagogical situations. The research was undertaken as a reaction to Decree 12/01.09.2016 (Teacher professional standards policy) in Bulgaria, which required reconsidering the pedagogical, psychological, methodical, and subject matter aspects of training programs for future native language teachers. The model's functionality was examined, and criteria for assessing students' capacity to evaluate pupils' written texts were set. The research also examined approaches to mitigate the lack of competent teachers. The research systematically tested a theoretical-pragmatic model, practice-tested among 50 students in one university. The model constituted dynamic, interactive exercises with verbal communication, games, and reflective activities. The advantages of the experimental model were the heightened motivation of students, active involvement, learning in dialogue, and increased assurance when doing assessment tasks without immediate direction from a university. Further, it enabled individual development towards tolerant and ethical pedagogical communication (Darling-Hammond et al., 2017). Such

approaches can make significant contributions to teacher education programs, particularly in terms of improving PSTs' written text assessment skills and increasing their confidence in making independent assessments.

Focusing on self-regulated learning (SRL) in secondary education, Mäkipää (2021) carried out a qualitative case study exploring the application of teacher feedback and self-assessment by foreign language teachers in Finnish general upper secondary schools to promote SRL. The study involved interviews of nine students and ten teachers across six schools, and a content analysis approach was used to analyze the data and the findings showed that though self-assessment was incorporated in teaching practice, it was not utilized on a daily basis, and most of the teachers did not directly teach students to evaluate their own learning progress. Further, the study found a mismatch between teachers' and students' perceptions regarding oral feedback. Even though the majority of the students felt that they did not receive proper oral feedback from their teachers, they still testified to its efficacy when provided. In addition, the study revealed inconsistencies in the perception of motivation by different stakeholders. Teachers considered their feedback motivational, while students were ambivalent about its effect. Feedback and self-assessment were used to motivate SRL to some degree, but research indicates that available strategies can be more effective in promoting self-regulated learning (Panadero, 2017). This study demonstrates that PSTs need to develop feedback and self-assessment strategies to support self-regulated learning. In the teacher education process, it is crucial for PSTs to learn effective verbal feedback techniques that increase student motivation.

In another study, Vattøy and Smith (2019) examined the relationship between 1,137 Norwegian lower secondary school students' understanding of teacher feedback and their self-regulation judgments, self-efficacy judgments, external goal orientation judgments, and English as an EFL teaching. They examined the intercorrelations among the variables through survey data collection and path and multiple regression analyses and they found that students with a clear idea of learning goals viewed teacher feedback as more beneficial and path analysis also indicated that students' perceived self-efficacy and EFL instruction

positively affected their self-perceptions of teacher feedback, which were moderated by their external goal orientation and self-regulation ability. These findings underscore the importance of aligning teacher feedback practices with students' self-perceptions and learning goals to optimize their effectiveness in facilitating language learning and self-regulated learning. These findings suggest that PSTs need to develop feedback strategies that take into account student self-efficacy perceptions and learning goals.

Within the broader scope of technology-enhanced teacher education, Badem-Korkmaz et al. (2022) investigated moments when pre-service language teachers question or challenge the guidance provided by teacher educators while developing video-mediated L2 interaction tasks. Instead of dismissing such feedback entirely, these instances of resistance revealed how PSTs negotiated pedagogical meaning and asserted their emerging professional identities through critical engagement with instructional design. This situation shows that PSTs are not just passive recipients of information, but also construct their own teacher identities by actively participating in pedagogical decision-making processes. Furthermore, such critical interactions provide important opportunities for PSTs to develop 21st-century skills such as creative thinking, decision-making, and pedagogical flexibility during the teacher education process.

As shown in Table 4, a number of studies have explored the role of feedback in language teacher education.

Table 4

Overview of Feedback in Language Teacher Education

Author(s) & Year	Focus of Study	Key Findings	Research Implications
(Winstone et al., 2022)	Evolution of the concept of feedback in higher education research.	Shift from transmission-based to learning-centered feedback, but transmission-based perspectives still dominant.	Need for a clearer, more consistent conceptualization of feedback in research and practice.

(Kartchava et al., 2020)	Pre-service ESL teachers' beliefs and actual practices regarding oral corrective feedback.	Teachers favored certain correction methods but struggled to implement them effectively in real classrooms; gap between beliefs and practice.	Importance of targeted training to align theoretical knowledge with classroom practices.
(Gan et al., 2021)	Student learning outcomes and perceptions of teacher feedback in different university settings.	Students at prestigious universities reported higher motivation and engagement with feedback; feedback behavior more influential in non-key universities.	Need to tailor feedback strategies to institutional contexts and student motivations.
(Han & Xu, 2020)	The role of teacher feedback on peer feedback in developing feedback literacy.	Teacher follow-up feedback enhances students' feedback literacy, but individual differences affect progress.	Need for personalized, structured feedback to support diverse learning needs.
(Donaghue, 2020)	The role of feedback in shaping teacher identity in workplace discourse.	Feedback reinforces institutional priorities (e.g., digital literacy); teachers internalize professional identities through feedback exchanges.	Highlights the socio-political dimensions of feedback and its role in shaping teacher identity.
(Vadivel et al., 2021)	The role of Continuous Professional Development (CPD) in EFL teacher growth.	CPD enhances teaching effectiveness, and teachers value community engagement and reflective practices.	CPD should integrate structured, collaborative learning experiences.
(Cheng & Zhang, 2021)	Comparison of written feedback by native (NES) and non-native (NNES) English teachers.	NES teachers focused on global writing issues, while NNES teachers emphasized linguistic accuracy.	Feedback training should balance linguistic and structural concerns.
(Parpucu & Al-Mabuk, 2023)	Role of feedback in professional training facilitation.	Feedback is an ongoing process, not just post-session evaluation; real-time adjustments improve training quality.	Advocates for continuous, real-time feedback mechanisms in training.
(Fatima et al., 2024)	Impact of feedback on creative writing skills.	Teacher-written comments were the most effective; students valued structured feedback.	Supports a multifaceted feedback approach incorporating peer and instructor feedback.
(Dao & Nguyen, 2022)	Oral peer feedback among K-12 Vietnamese EFL learners.	Peer feedback focused on morphosyntactic errors but was infrequent; revision rates were low.	Strategies needed to enhance peer feedback effectiveness in young learners.
(Georgieva, 2019)	Competency-based teacher education and assessment practices.	Interactive and reflective assessment models increase student motivation and engagement.	Supports the integration of dynamic, dialogic feedback strategies in teacher education.

(Mäkipää, 2021)	Use of teacher feedback and self-assessment in Finnish upper secondary schools.	Self-assessment was underutilized; students wanted more oral feedback.	Need for explicit self-assessment training in teacher education.
(Vattøy & Smith, 2019)	Student perceptions of feedback and self-regulation in EFL learning.	Feedback effectiveness depends on student self-efficacy and goal orientation.	Aligning feedback with student learning goals can optimize its impact.
(Badem et al., 2022)	PSTs' critical engagement with teacher educator guidance in tech-based task design.	Resistance to guidance fosters negotiation of pedagogical meaning and supports identity formation.	Need for further study on how critical resistance shapes long-term instructional practices and teacher autonomy.

The study investigated provides useful implications regarding the role of feedback in language teacher education. Despite the fact that peer feedback by novice learners can be accurate, the fact that it is not employed systematically, and appropriate revisions are not implemented, indicates avenues of pedagogical intervention. This suggests that PSTs need conscious training in peer feedback and that these skills should be supported through structured instruction. Additionally, competency-based approaches, self-assessment strategies, and teacher feedback processes significantly influence learners' motivation, self-regulation, and academic performance (Nicol & Macfarlane-Dick, 2006). These processes also contribute to the development of PSTs' self-efficacy and their professional autonomy, thus contributing to their preparation for more effective teaching practices. The future must include studying new ways to optimize the efficiency of feedback mechanisms in language learning environments with systematic incorporation of peer and instructor feedback to aid student growth. Future studies should focus on the extent to which PSTs make pedagogical sense of feedback mechanisms and integrate them into their classroom practices.

Conversation Analysis (CA) and Foreign Language Teacher Education

In recent years, traditional paradigms based on knowledge transfer have been replaced by data-based approaches aimed at developing PSTs' interactional awareness and classroom discourse competence in foreign language teacher education (Seedhouse, 2004; Sert, 2015; Walsh, 2011). This change provides a critical opportunity for PSTs to

develop their skills in making sense of classroom interactions and making spontaneous decisions. In this transformation process, CA offers a powerful methodological framework in terms of making the micro-interactional aspects of teacher education visible and teacher learning traceable (Sherin & van Es, 2009; Waring, 2015). The CA approach allows PSTs to more consciously improve their teaching practices by analyzing classroom language use.

The CA approach allows for detailed analysis of basic interaction patterns such as turn-taking, repair, preference organization, and body language that structure classroom interaction (Mehan, 1979; Sidnell & Stivers, 2012). In this context, the CALTE (Conversation Analysis-Informed Language Teacher Education) model, developed and systematically implemented, was designed by Balaman (2023b) and implemented as an online teacher education cycle aimed at increasing the interactional awareness of PSTs. This model was developed specifically to help PSTs recognize and make sense of classroom interaction structures. It also envisages the participation of PSTs in a multi-stage learning cycle that includes the following components: video lessons presented by the teacher educator, reflective summaries based on research articles, and synchronous group interaction analyses. In particular, interactional teacher practices such as reformulation are discussed in detail in this process, and the ways in which PSTs make sense of this term in discourse are examined with CA techniques. In this process, PSTs have the opportunity to apply conceptual knowledge to their own classroom contexts. Using Markee's (2005) Learning Behavior Tracking (LBT) method, Balaman (2023a) systematically monitored how a pre-service teacher was first exposed to the concept of "reformulation" through reading articles, how he formulated this knowledge in reflective summaries, and finally how he naturally put it into practice in video-based group analyses. This process clearly demonstrates that teacher learning is not only content transfer but also structured in interaction through epistemic search and intra-conversational negotiation (Jakonen & Morton, 2015). This model, which reveals how pedagogical meaning production in classroom interaction is constructed through collective discourse, encourages PSTs to approach conceptual knowledge with contextual sensitivity. Indeed, in such micro-analyses, the process of PSTs

replacing more general expressions, such as “rephrasing,” with technical terms, such as “reformulation,” is carried out through discourse strategies, and knowledge production is carried out collaboratively (Balaman & Daşkın, 2019). This makes a significant contribution to PSTs’ development of Classroom Interactional Competence (CIC). This competency helps PSTs develop their skills in managing student participation and directing classroom communication in line with pedagogical goals. Sert (2015) defined the concept of CIC as the intra-conversational skills that teachers use to increase student participation, implement face-saving strategies, and align themselves appropriately with pedagogical goals. CA provides a unique analytical platform for monitoring and supporting the development of these skills (Liddicoat, 2007; Olsher, 2003). Several studies in the teacher education literature have shown how CA makes structures of (dis)agreement visible in teacher discourse and how these structures relate to professional development. For example, Okeke and van der Westhuizen (2020) have addressed feedback processes among teachers as not only a cognitive but also a social negotiation area. Furthermore, Balaman and Daşkın (2019) have shown that CA-based tasks develop PSTs’ interactional competences and the function of feedback in repair sequences, thus explaining the task-interaction relationship. In addition, Seedhouse (2004) analyzed how interaction patterns in different foreign language classroom contexts are compatible or contradictory to instructional goals and evaluated the structures of (dis)agreement in terms of pedagogical effects. As a result, the CALTE model provides a data-based teaching strategy and it also develops the capacity of PSTs to apply conceptual knowledge in natural speaking environments as a consequence of which, teacher learning becomes a structure that focuses not only on outcomes but also on the process, is traceable and improvable (Balaman, 2023b). In this context, PSTs acquire an important pedagogical tool to make teaching processes observable and improvable. In this respect, CALTE provides an advanced example of how the CA approach can be integrated into teacher education in both research and practice. This model’s approach to teacher education as a traceable and improvable process provides the basis for developing micro-interactional inferences for the

analysis of (dis)agreement structures in PSTs' feedback-based interactions in the current study.

As shown in Table 5, the reviewed studies identify several key features of CA and foreign language teacher education.

Table 5

Overview of Conversation Analysis (CA) and Foreign Language Teacher Education

Author(s) & Year	Focus of Study	Key Findings	Implications for Language Teacher Education
(Seedhouse, 2004)	Investigated interaction patterns in language classrooms.	Found compatibility or contradiction with instructional goals.	Highlights how (dis)agreement shapes pedagogy.
(Sert, 2015)	Examined Classroom Interactional Competence (CIC).	Defined CIC and its strategic use by teachers.	Emphasizes CIC as a critical component of teacher development.
(Waring, 2015)	Explored how CA can reveal teacher learning moments.	Micro-level analysis of teacher-student interaction.	Positions CA as a traceable framework for teacher learning.
(Sidnell & Stivers, 2012)	Outlined fundamental CA structures.	Provided a foundational guide for CA research.	Enables structured CA-based teacher education frameworks.
(Balaman, 2023b)	Tracked learning of reformulation via CALTE model.	Showed natural uptake of technical terms via interaction.	Demonstrated structured, traceable teacher learning.
(Markee, 2005)	Developed Learning Behavior Tracking (LBT).	Offered a method for retrospective/prospective learning analysis.	Supports longitudinal teacher learning tracking.
(Jakonen & Morton, 2015)	Studied epistemic search sequences.	Highlighted knowledge negotiation during interaction.	Shows how discourse supports collaborative teacher learning.
(Balaman & Daşkın, 2019)	Investigated CA-based pedagogical tasks.	Linked feedback to repair sequences.	Promotes task-interaction alignment in teacher education.
(Okeke & van der Westhuizen, 2020)	Analyzed peer feedback among teachers.	Found feedback as a site of social negotiation.	Frames professional development through CA.

Reviewed studies demonstrate how interactional approaches are used in teacher education and the potential of CA to transform teacher learning into a traceable, structured process (Balaman, 2023b). CA-focused studies reveal how PSTs apply conceptual knowledge in natural speaking environments (Sert, 2015). This allows PSTs to learn conceptual information by structuring it in interaction rather than memorizing it. The ability

to track teacher development, especially through micro-interactional structures such as reformulation, repair sequences, and epistemic quest, highlights the importance of CA-based tasks and data-based observations in teacher education programs (Balaman & Daşkın, 2019; Seedhouse, 2004). Furthermore, studies that demonstrate how feedback is negotiated in socio-cultural contexts also bring to the fore the need for culturally sensitive instructional designs (Okeke & van der Westhuizen, 2020). These findings necessitate the development of a holistic approach to both the pedagogical and social aspects of teacher education in a way that supports the development of interactional competence (Liddicoat, 2007; Sert, 2015). Therefore, programs for PSTs should be designed in a holistic structure that prioritizes both pedagogical and cultural interaction.

(Dis)agreement in Language Teacher Education

(Dis)agreement is an inevitable and common constructive element of professional discussion within teacher education. Constructively handled, it can promote deeper critical thinking, imagination, and professional growth. This contributes to the development of critical thinking skills of PSTs in pedagogical decision-making processes. Through collaboration, or in this case, in virtual settings, (dis)agreement occur as staff members negotiate ideas, provide critiques, and express their pedagogical opinions (Aggrawal and Magana, 2024). Constructively managing disagreements, especially in online environments, allows PSTs to gain openness to different perspectives. However, cultural, linguistic, and contextual factors influence how individuals perceive and engage with each other in disagreement (Hyland & Hyland, 2006). Therefore, developing cultural and linguistic sensitivity in the context of teacher education is important for conflict management. This section explores the role of (dis)agreement in teacher education, theoretical perspectives on disagreement as a pedagogical tool, feedback and (dis)agreement, and the management of pedagogical controversy. Furthermore, this chapter elaborates on the theoretical and practical aspects of how conflicts can be transformed into learning opportunities in the teacher education process.

To begin with, Nursanti et al. (2023) conducted a study on the use of (im)politeness strategies by multilingual EFL learners during casual (dis)agreement exchanges among peers in a language teacher education context. The study applied Kakava's (1993) conflict disagreement strategies, Locher's (2004) conflict mitigation methods, and Leech's (2014) politeness theory to analyze students' speech in role-play situations. These strategies were used to understand what kinds of discourse patterns students used to express (dis)agreement. Using an explanatory sequential mixed-method design, the researchers first collected and analyzed quantitative data and later supplemented the findings using qualitative approaches. First, quantitative data such as surveys and observations were collected, and then supported by qualitative data through interviews. They revealed that not only did students tend to follow politeness maxims rather than violate them, particularly in interacting with individuals who have the same status and authority, but also, they used positive politeness strategies in preference to negative ones, and preferred face-saving, positive expressions when interacting with people of equal status, implying that they laid greater stress upon creating social solidarity than upon constructing individual identity (cf. Brown & Levinson, 1987; Hofstede, 2001). This situation shows that in-group harmony and solidarity are prioritized rather than individual identity. The study further noted that intimate relationships were most important to learners, as noted in the usage of appreciation preludes and continuous mediation of conflict and they tend to maintain relationships by using expressions of appreciation and defusing tension before conflict arises, supporting the general sociocultural theory that collectivist philosophies in Asian cultures place a premium on group membership and harmony in interaction (Markee, 2005; Scollon & Scollon, 2001).

In a different pedagogical context, by employing action research, Riyanto (2020) researched the performance of integrating video production in a first-semester speaking class for university students in a state university in Surabaya, Indonesia, with the aim of enhancing the teaching and learning process by using video-based activities to engage students. The researcher employed various data collection methods, such as surveys, video

ratings, and classroom observation, to ensure that students' experiences were analyzed in detail. The findings indicated that incorporating video production positively impacted four dimensions of learning: social, linguistic and literary, psychological, and technical (cf. Hafner & Miller, 2011; Yang & Wu, 2012). This finding may offer implications for how digital tools can be used for the multifaceted development of PSTs. Socially, the students were more cooperative and engaged in their speaking activity. Linguistically, the students demonstrated enhanced pronunciation, fluency, and verbal confidence overall. Psychologically, the students reported increased motivation and reduced anxiety in speaking English since the process of video-making provided a structured but innovative space to express themselves (Lee, 2014). Technically, the students acquired digital literacy from learning how to record, edit, and deliver their video productions (Pegrum, 2014). These findings are also valuable in terms of PSTs' digital literacy development processes. The study concluded that video production is a strong pedagogical tool which can be incorporated effectively into speech lessons. Also, the research suggests that equivalent teaching methods may be used on broader educational grounds under equivalent conditions, enhancing learning for EFL students in a variety of situations, setting an example for PSTs to approach speaking teaching in creative ways.

Turning attention to instructional materials, Koran (2015) analyzed the degree to which sociolinguistic and operational skills are highlighted in two popular English language textbooks from renowned publishing companies. The study was conducted on the basis of the communicative competence model, which encompasses numerous facets of language ability, including the ability to use language appropriately in any social context (Bachman, 1990; Canale & Swain, 1980). The importance of producing teaching materials according to the Communicative Approach has been recognized for a long time, especially in light of the fact that textbooks are often among the mainstays, or even the sole, source of exposure to the target language in most environments of language acquisition (Richards, 2001). The research revealed that although both textbooks integrated elements of communicative competence, there was a significant difference in the extent to which sociolinguistic and

operational competences were dealt with. It also highlighted the need to choose teaching materials that provide balanced and comprehensive treatment of these competences to facilitate learners' communicative capacity building (Littlejohn, 2011). Further, the study brings to the forefront the importance of educators and PSTs critically evaluating textbook material to verify its alignment with pedagogical goals and optimizing language learning in multicultural classrooms (McGrath, 2013).

Focusing more specifically on classroom pragmatics, Maíz-Arévalo (2014) conducted a study that examined the pragmatic rules governing peer-to-peer communication in multicultural classrooms, specifically focusing on the speech act of disagreement. The research examined data from a cohort of master's students who taught in English. One of the key research questions of the study was whether or not students conformed to their own cultural pragmatic norms when voicing disagreement or if they conformed to native-like conventions. The dataset of 15,598 words was coded into two main types of disagreement: strong disagreement and mitigated disagreement. It revealed that students universally tried to elude strong disagreement and instead tended towards mitigated disagreement strategies (Brown & Levinson, 1987). Hedging, seeking clarification, and explanation acts to mitigate the force of disagreement were among them (Holmes, 1995). Furthermore, it was seen that linguistically proficient students possessed more native patterns of disagreement strategy and were almost as close as possible to complying with British English pragmatic norms (Kasper & Blum-Kulka, 1993). On the other hand, less advanced students also shunned intense disagreement but worked with a restricted inventory of mitigating strategies and employed largely nonnative expressions of regret and hedging. In addition, the study highlighted how factors such as knowledge of discussion partners, linguistic proficiency, and the nature of the task influence the students' choice of disagreement strategy. The results point to the interactive dynamic between linguistic competence and pragmatic sensitivity in determining classroom discourse in multicultural classrooms (Taguchi, 2011). These findings suggest that PSTs need to gain awareness of how to manage conflict linguistically and pragmatically in multicultural

classroom environments. In addition, some studies have shown that participants develop their disagreements not only at the level of individual attitudes or face-to-face interactions, but also within the framework of institutional epistemologies through references to teacher feedback (Hall, 2018; van Dijk, 2011). The ability of PSTs to analyze how institutional feedback is used in student discussions helps them to critically evaluate their roles as educators. In such cases, students may deviate from or oppose the consensus by citing feedback from their own teachers or by citing feedback from a groupmate's teacher. Thus, disagreement may take shape not only at the level of individual discourse but also through references to knowledge based on institutional authority.

Expanding on exam contexts, Hüttner (2014) investigated how conflicts arose in English language learners' interactions in three oral exam settings: teacher-conducted interviews, role-plays with teachers, and student-to-student paired interactions. She suggested that even though conflicts are usually regarded as undesirable and possibly threatening to the face, they are an essential aspect of problem-solving and decision-making in language learning contexts. She reviewed 18 oral exams and uncovered 33 instances of disagreement. She put forward that the format of the exam had a significant effect on both the scope and direction of disagreements, asserting also that different test formats placed different constraints and affordances on students' ability to disagree (Young, 2009). Despite the inherent challenges in expressing disagreement, research hypothesized that linguistic convergence could be paired with oppositional speech (Tannen, 2006). This accounts for why, even as students rehearsed disagreements at the content level, they attempted to maintain cooperative discourse patterns to achieve successful joint performance in L2 interactions. These results illuminate how students cope with pragmatic constraints in balancing the need for linguistic cooperation with academic discussion in testing contexts (Kasper & Rose, 2002). These findings are important for PSTs to develop strategies that will support both the linguistic proficiency and interactional skills of students by recognizing the language of conflict and compromise in exam contexts.

From a teacher-centered perspective, Lopez-Ozieblo (2018) analyzed teachers' expression of disagreement in Language Education classroom environments, specifically ten hours of classroom discussion in a Hong Kong university. While conventional politeness theories often categorize disagreements as face-threatening acts (Brown & Levinson, 1987), the study observed that in language education classrooms, teacher disagreements frequently occur and can even serve as a deliberate discourse strategy. The findings also demonstrated that teachers used a combination of linguistic markers and embodied behaviors, including head nods and hand gestures, to soften the potential face-threatening nature of disagreements; hence teachers were able to minimize the visibility of disagreement acts by deliberately avoiding negative gestures or overt bodily postures (Goodwin, 2000b). This practice appeared consistently across participants, suggesting that such mitigation strategies had become established norms within this particular classroom community of practice, emphasizing the flexible nature of conflict management in culturally sensitive classroom settings and the valuable role multimodal communication plays in fostering positive teacher-student relationships (Norris, 2004). These findings provide instructive examples for PSTs to pedagogically analyze forms of disagreement expressed both verbally and through body language and to structure classroom conflict management with multimodal strategies.

In the digital learning domain, Warren and Lester (2020) conducted an in-depth analysis of how members of an online ELT education program handle disagreement, drawing on a discourse analytic tradition in the context of CA, which is concerned with asynchronous discussion among participants (Satar & Akcan, 2018). When expressing disagreement, the participants frequently employed mitigated or hedged positions rather than a direct or attacking formulation (Hyland, 2005). They secured disagreements with some specific discursive strategies in a morally laced manner, making their claims more difficult to refute or contradict. The study shows that even though the type of topics shown to them brings about participants assuming clear stands on some very important issues, individual interest in moral issues could make them less able to change or modify their initial

positions. This underlines the significance of ethical positioning within pedagogical discourses, and especially within teacher education, where pedagogical and ethical matters are inextricably linked (Sokkett, 2012). In this context, PSTs' recognition of ethical discourse strategies in digital environments and their ability to handle disagreements with pedagogical sensitivity should be considered as an important educational goal in increasing their critical digital communication competence.

Focusing on in-person group discussion dynamics and using a purposive sampling technique, Ikhsan (2019) examined the expressions of (dis)agreement used by engaging 35 students during group discussions in speaking classes at STKIP PGRI Sumatera Barat. The study examined the strong and neutral expressions of (dis)agreement to analyze student interactions. Employing different techniques for data collection, including checklists of observations, video-recorded data, and fieldnotes, the researcher aimed to create a better opportunity in which the participants could better portray the discourse analysis. Findings showed that the students utilized potent and unbiased vocabulary in conforming and resisting in agreement with people. It was also found that they were based on numerous contextual and social factors for selecting the wording (Bardovi-Harlig & Hartford, 2005). Furthermore, the research sheds light on that while carrying out educational discourse, participants are linguistically heterogeneous and display different pragmatic strategies (Kasper & Rose, 2002). This research brings insights into what is known regarding how (dis)agreement are expressed in class discussions, as well as how language learners interactively negotiate the dynamics of conversational speaking activities (Taguchi, 2011).

In another context, Válková and Kořínková (2023) carried out comparative research to examine how (dis)agreement are taught in two well-used English language coursebook series. The study sought to assess how coursebooks define and treat key (dis)agreement vocabulary and to what extent background theory content is available to enable both learner and teacher understanding and deployment of this lexis. The study discovered a significant difference in supporting material for students and teachers, and it is implied that the main difference between the two coursebook series is not the presentation or inventory of the

phrases themselves, but the quantity of supporting material offered (Tomlinson, 2013). The study also investigated the place of civility and polite language in classroom discourse, and it implied that sensitive speech acts should be taught explicitly (Ishihara & Cohen, 2010). The results highlight the necessity for pedagogical materials that are balanced in their presentation of learners with not only the required vocabulary but also sensitivity to the contextual and pragmatic considerations that regulate how (dis)agreement are to be formulated in various communication contexts. This research provides helpful suggestions to instructors and textbook writers, emphasizing the necessity of incorporating pragmatic consciousness into language teaching in order to promote students' communicative competence (LoCastro, 2012). In this context, it is revealed that PSTs' skills in examining and using course material should be supported not only by grammatical competence but also by context-sensitive pragmatic awareness.

Regarding online course design, Canals and Al-Rawashdeh (2019) examined the development and implementation of Yarmouk University's initial online English language courses, under a grant supported by the Open University of Catalonia. The courses were developed as part of the EQTEL project, focusing on laying down accreditation norms and quality assessment protocols for Jordanian universities' online learning, aiming to assess the efficacy of these courses from the teachers' side as implementers. The researchers carried out a survey with the intention of gathering teachers' experiences, attitudes, and beliefs towards integrating technology into language teaching and revealed that teachers viewed technology as more useful in learning receptive skills – reading and listening – than productive skills – speaking and writing (Hampel & Stickler, 2015). Furthermore, the research highlighted the importance of understanding the institutional culture and the decision-making process involved in the use of technology in teaching (Meskill & Anthony, 2015). The research highlights the necessity of striking a balance between technology innovations and backup systems within institutions to achieve the greatest benefit to teaching and learning a language (Comas-Quinn, 2011). This situation shows that PSTs

should use digital pedagogy not only at the instrumental level but also by taking into account instructional design, evaluation and institutional contexts.

In relation to advocacy and equity, Meaney and Rangnes (2024) made a contribution to language diversity discussions in schools through their theoretical analysis of advocacy in language-diverse classrooms. They focused on the challenges teachers experience when teaching linguistically diverse learners, particularly in mathematics teacher education. Traditional mathematics education has been content- and pedagogy-focused, but current equity-based visions emphasize the importance of an expanded approach with advocacy (García & Wei, 2014). The study differentiates between in-class advocacy, or explicit support within the classroom, and beyond-class advocacy, or more general systemic support for language-diverse students. The study identified pragmatic challenges teachers face in developing an inclusive learning environment, and there is a lack of pre-service teacher education on the role of advocacy. The study called for more research on how teacher education courses can foster linguistic diversity awareness and equip future teachers with the capabilities to counter dominant language ideologies. For these purposes, teacher education programs can contribute to preparing PSTs more effectively to create more inclusive and more equitable learning environments for all students. One of the primary goals of contemporary teacher education programs should be for PSTs to recognize the impact of linguistic diversity in education and to develop advocacy-based strategies against this diversity.

In another context, Davidson and Edwards-Groves (2018) investigated children's opening and handling of disagreement when responding to whole-class discussion in the course of a literacy lesson within a Grade 5/6 classroom. The study was premised on dialogic teaching, whose methodology is interactive classroom conversation meant to build practice in language use and stimulate higher-order thinking (Alexander, 2008). Their research tested the various ways students used to indicate disagreement, align with other people, and dissolve disagreement in a constructive way by employing strategies like quoting earlier words, claiming earlier ideas, employing verbal and non-verbal alignment

mechanisms, and utilizing humor to set boundaries of disagreement. The findings highlighted the potential of dialogic teaching to promote critical thinking ability and augment the ability of students to take part in meaningful scholarly debate, bringing insights on how teachers could promote effective and respectful debates, thus enhancing learning through the examination of students' interactional practices during classroom discussions. Building on this interactional perspective, a number of studies based in CA have offered more detailed understandings of how (dis)agreement emerge in teacher feedback and classroom talk. Sert (2015), Heritage and Raymond (2005), and Stivers (2008) have examined the ways in which PSTs produce epistemic alignment and consensus in interactive conversations. They emphasized that such alignments contribute to professional learning, especially in feedback conversations. In recent years, feedback processes have been evaluated in teacher education literature not only as a pedagogical tool but also as a ground where social interaction is shaped, power relations are negotiated, and professional identity is constructed (Walsh, 2011); therefore, CA offers a powerful methodological approach to understand how (dis)agreement are constructed interactionally, especially in the context of teacher feedback (Hutchby & Wooffitt, 2008). For example, Tai and Poon (2016) revealed how explicit feedback patterns and gestural supports used in teacher interventions facilitate students' recognition and correction of their mistakes. On the other hand, Okeke and van der Westhuizen (2020), who argued that feedback in professional conversations between teachers is not only a cognitive but also a social process, analyzed how (dis)agreement expressions were related to professional development from a CA perspective. Van Bramer (2003) related this situation to the need to move beyond the classical IRE (Initiation–Response–Evaluation) model and move towards more interactional teaching designs (Mehan, 1979). Moreover, Balaman and Daşkın (2019) analyzed the contribution of CA-based pedagogical tasks to the interactional competence of prospective L2 teachers and evaluated the function of feedback in repair sequences within the task-interaction relationship. In this context, Liddicoat (2007) demonstrated how feedback shaped structures of (dis)agreement through micro-level analyses. Olsher (2003) emphasized that teacher

interventions were not only linguistic but also multimodal resources, and that elements such as gesture, posture, and tone of voice played important roles, especially in indirect disagreement statements. In addition, the concept of CIC developed by Sert (2015) revealed how teachers developed skills for strategic alignment, face protection, and participation in classroom interactions; this also showed how the CA approach sheds light on micro-interactional processes such as teacher feedback and conflict management (Seedhouse & Walsh, 2010). In addition, researchers such as Seedhouse (2004) have evaluated structures of (dis)agreement in the context of pedagogical impact and analyzed how interaction patterns in different language classroom contexts are compatible or contradictory to instructional goals. Moreover, Balaman (2023a) investigated the disagreement practices among PSTs during video-mediated peer discussions and found that the PSTs designed their disagreements carefully with the help of epistemic stance markers (*i thought*) and mitigation markers (*a little bit*) to avoid the face-threatening implications of displaying disalignment. This finding shows that PSTs develop interactional face protection strategies and that these strategies increase their awareness of the teaching profession. The study further revealed that disagreement fostered collaborative meaning-making, ultimately leading to a group consensus and deeper understanding. Therefore, including structured peer discussions in teacher education programs may be beneficial for PSTs in terms of improving both their interactional awareness and pedagogical stance. Overall, the study suggests that well-managed peer disagreement has the potential to enhance awareness of CIC and support reflective teacher learning.

All these studies show that feedback in teacher education processes is not only a structure that transmits knowledge, but also an interactional tool that affects social positioning, power relations, and professional identity construction; therefore, the CA approach provides an indispensable analytical ground for understanding these multi-layered processes. This suggests that PSTs should view feedback not only as a means of acquiring knowledge but also as a space for social interaction while developing their professional identities. To conclude this, Pomerantz (1984) showed that people tend to

agree quickly and directly in everyday talk. Although agreement was the “default” response, disagreements were usually expressed more carefully as people often hesitated, softened their tone, or used indirect language. Research in teacher education (e.g., Balaman, 2023a; Sert, 2015) confirms that these underlying conversational preferences still shape how feedback unfolds, influencing whether the talk moves toward shared understanding or becomes a space for negotiation. In this context, being aware of PSTs’ natural speech preferences (e.g., face-guarding, indirectness) during feedback may enable them to conduct their professional interactions more strategically. Bringing Pomerantz’s (1984) insights into teaching context helps us make sense of how (dis)agreements are navigated in the professional dialogues of language teachers. This approach can be instructive in understanding how PSTs manage (dis)agreement structures in professional dialogue.

Table 6 provides an overview of key studies that explore how (dis)agreement are expressed in language teacher education contexts.

Table 6

Overview of (Dis)agreement in Language Teacher Education

Author(s) & Year	Focus of Study	Key Findings	Implications for Language Teacher Education
(Nursanti et al., 2023)	Use of (im)politeness strategies in (dis)agreement exchanges.	Learners adhered to politeness strategies, prioritizing social cohesion over individual assertiveness; positive politeness strategies were more frequent.	Highlights the importance of cultural and social considerations in peer-to-peer discussions and teacher feedback.
(Riyanto, 2020)	Impact of video production in speaking classes.	Video production improved collaboration, fluency, confidence, motivation, and digital literacy skills.	Supports video-based learning as a tool to enhance PSTs’ speaking skills and engagement.
(Koran, 2015)	Sociolinguistic and operational competencies in English textbooks.	Variation in the emphasis on communicative competence; sociolinguistic and operational competencies were inconsistently addressed.	Suggests the need for textbooks that incorporate more pragmatic and discourse-level competence.
(Maíz-Arévalo, 2014)	Pragmatic rules in expressing disagreement in	Students preferred mitigated disagreement strategies; linguistic proficiency	Emphasizes the role of linguistic competence in shaping pragmatic choices in academic discussions.

	multicultural classrooms.	influenced disagreement style.	
(Hüttner, 2014)	Disagreement patterns in oral exams.	Different oral exam formats shaped the trajectory of disagreements; linguistic alignment coexisted with oppositional discourse.	Suggests that assessment structures influence how disagreement is managed in language learning.
(Lopez-Ozieblo, 2018)	Teachers' disagreement strategies in classroom settings.	Teachers used linguistic and multimodal strategies to soften disagreement (gestures, tone shifts).	Highlights the need for teacher education on multimodal communication strategies in managing disagreements.
(Warren & Lester, 2020)	Navigating disagreement in online teacher education discussions.	Participants softened disagreement using hedging; moral positioning made viewpoints harder to shift.	Stresses the role of moral discourse and stance-taking in teacher professional discussions.
(Ikhsan, 2019)	(Dis)agreement expressions in speaking classes.	Students used both strong and neutral expressions; social and contextual factors influenced their choices.	Suggests the importance of explicit instruction in academic discourse and pragmatics.
(Válková & Kořínková, 2023)	Teaching (dis)agreement in coursebooks.	Differences in how (dis)agreement were presented; supplementary material quality varied.	Calls for more pragmatic awareness and discourse-oriented exercises in instructional materials.
(Canals & Al-Rawashdeh, 2019)	Effectiveness of online English language courses at a Jordanian university.	Technology was more effective for receptive skills than productive skills; institutional policies influenced adoption.	Highlights the need for institutional support in integrating digital tools into teacher education.
(Meaney & Rangnes, 2024)	Advocacy for linguistically diverse students in teacher education	Identified lack of pre-service teacher education on linguistic diversity and advocacy	Calls for teacher education programs to include training on inclusive and equitable classroom strategies
(Davidson & Edwards-Groves, 2018)	How students manage disagreement in literacy lessons.	Students used quoting, verbal alignment, and humor to navigate disagreements.	Supports dialogic teaching as a means to develop critical thinking and respectful disagreement skills.
(Tai & Poon, 2016)	Analyzed explicit feedback patterns and gestural supports in teacher interventions.	Helped students recognize and correct mistakes.	Shows how explicit feedback fosters student learning via multimodal interaction.
(Okeke & van der Westhuizen, 2020)	Analyzed teacher-to-teacher professional conversation through CA.	(Dis)agreement linked to professional development.	Highlights feedback as both cognitive and social interaction.
(Van Bramer, 2003)	Critiqued reliance on the IRE model.	Need for interaction-oriented teaching designs.	Supports shift toward dialogic feedback structures.

(Balaman & Daşkın, 2019)	Analyzed CA-based tasks for developing L2 teacher interactional competence.	Focused on repair sequences in task-feedback relationships.	Reinforces CA task-design in teacher education.
(Liddicoat, 2007)	Conducted micro-level CA on feedback structures.	Mapped interactional patterns of (dis)agreement.	Illustrates detailed structuring of classroom interaction.
(Olsher, 2003)	Explored multimodal expression of disagreement in teacher interventions.	Gestures, posture, tone key in indirect disagreement.	Reveals importance of embodied communication.
(Sert, 2015)	Developed Classroom Interactional Competence (CIC) concept.	Outlined alignment, face-saving, participation strategies.	CA framework for enhancing teachers' strategic interaction skills.
(Seedhouse, 2004)	Analyzed L2 classroom interaction patterns and pedagogical alignment.	Observed (dis)agreement in various lesson types.	Recommends adapting feedback to instructional goals.
(Balaman, 2023a)	Investigated disagreement practices in video-mediated peer discussions among PSTs.	PSTs used epistemic stance and mitigation markers to deliver disagreement carefully; disagreement fostered collaborative meaning-making and led to group consensus.	Emphasizes the pedagogical value of structured peer disagreement as a tool to enhance Classroom Interactional Competence (CIC) and reflective teacher learning.
(Pomerantz, 1984)	Examined preference organization in conversation; how (dis)agreements are interactionally structured.	Agreements are preferred responses and typically occur promptly; disagreements are dispreferred, often delayed, mitigated, or softened.	Offers a foundational framework for analyzing how PSTs manage (dis)agreement in feedback sequences, especially in CA-informed language teacher education settings.

(Dis)agreement are significant topics in the education of language teachers, particularly in professional discussion and feedback sessions (Loewen & Sato, 2018). The earlier research identifies the manner in which disagreement, if constructively handled, results in critical thinking, creativity, and professional development, suggesting that linguistic, contextual, and cultural parameters influence the manner in which teachers and learners negotiate disagreement in the face-to-face and virtual contexts (Hyland & Hyland, 2006). Politeness strategies, hedging, and face-saving conflict avoidance strategies are

common to promote social harmony, particularly in collectivist cultures (Brown & Levinson, 1987). It is observed that learners and teachers both prefer mitigated or indirect disagreement to preserve face, but linguistic proficiency influences disagreement expression (Maíz-Arévalo, 2014). This requires PSTs to think about how they use face-protection strategies both in their own expressions and in their interactions with students. Coursebooks and pedagogical materials also vary in their approach to (dis)agreement, emphasizing pragmatic sensitivity in teacher education (Válková & Kořínková, 2023). Therefore, it is important for PSTs to be able to recognize such discourse structures in teaching materials and design lessons and tasks with pragmatic awareness. Video-mediated learning, digital literacy, and dialogic pedagogies have been examined as ways to foster productive discussions and participation in teacher education programs (Riyanto, 2020) since video-mediated applications in teacher education programs provide functional tools for PSTs to develop their discussion skills.

Summary

The literature review examines the role of teacher educator feedback in video-mediated, transnational, and collaborative task design contexts, with specific emphasis on its impact on pedagogical knowledge, reflective practice, and professional identity (Calvo & Hartle, 2024), highlighting how telecollaboration and VE enable teachers to engage in cross-border collaborations, fostering intercultural competence and technological competencies despite challenges such as technological hindrances and cultural differences (Emir & Yangın-Ekşi, 2024; Coşkun, 2023; Rienties et al., 2020). In this context, PSTs are supported to develop not only pedagogical awareness but also digital competence by interacting with different cultures online. Collaborative task design is introduced as a socially constructed activity that requires mentorship, scaffolded feedback, and institutional backing in order to resolve conflicting pedagogical opinions and matters of accessibility (O'Dowd et al., 2020; Dooly & Sadler, 2020). It is emphasized that this design process should be carried out in a structured and guided manner, especially so that PSTs can develop task sharing

and compromise skills within the group. The review also addresses technology-mediated TBLT to show its strength in enhancing both learner engagement and communication skills (Loranc et al., 2021; Calvo & Hartle, 2024) while resolving task complexity, digital literacy, and assessment issues. Language teacher education feedback is analyzed, and research observes its identification as a learner's motivator, professional development influencer, and self-directed learning facilitator (Symeonidis & Impedovo, 2023; Bilki et al., 2023). Moreover, feedback processes have decisive effects on the development of self-regulation, motivation, and professional awareness in PSTs. Challenges come in providing feedback in transnational virtual environments due to cultural differences, communication clashes, and the balance between criticism and encouragement. Furthermore, this literature study examined the interactional dimensions of feedback in the context of intercultural virtual teacher education (Önder & Balaman, 2025; Liddicoat & Scarino, 2013), revealed the contributions of the CA approach in the analysis of these processes, and particularly drew attention to the potential of the CALTE model to structure and make teacher learning traceable (Balaman, 2023b). Within the scope of the CALTE model, the process of developing PSTs' CIC has been made traceable based on both content transfer and CA-informed micro-interactional analysis. Lastly, the review examines (dis)agreement within teacher education, stating that constructive disagreement fosters critical thinking (Dietrich, 2022; Dooly & Sadler, 2020) and professional growth, but realization depends on linguistic, cultural, and context-related factors. In this context, it was emphasized that PSTs need to learn to handle disagreements constructively in order to develop their critical thinking skills. Overall, the literature identifies the prominence of sequenced feedback, technology integration, and pragmatic sensibility in teacher education, calling for future research on AI-based feedback, virtual reality in teacher preparation, and long-term consequences of video-mediated collaboration. It is recommended that future research focus on artificial intelligence-supported feedback systems and virtual reality-based teacher education applications.

Research Gaps

Building on the literature review, the following research gaps have been identified. First, although the research identifies feedback as a place of (dis)agreement in teaching (e.g., Dietrich, 2022; Calvo & Hartle, 2024), it does not examine in-depth how power relations (such as between senior and junior teachers, native and non-native speakers, or between institutions within various education systems) shape the reception and use of feedback. At this point, how PSTs interpret feedback from teacher educators and how they take action depending on hierarchical relationships has not been examined. In this regard, future studies may explore how hierarchical levels affect the efficacy of feedback in transnational and virtual learning spaces. Moreover, previous research deals with short-term consequences of video-mediated, collaborative feedback. Nevertheless, there is a need for long-term longitudinal research on how the feedback from teacher educators affects PSTs' professional development after months or years. In particular, how PSTs are affected by this type of feedback in the long term and how their professional identities are shaped have not yet been sufficiently researched. In addition, future studies might follow up on how feedback shapes instructional change and professional identity construction over months or years. While the study recognizes cultural and contextual variation in interpreting disagreement, it fails to adequately investigate the ways in which particular linguistic strategies influence the negotiation of (dis)agreement in teacher feedback. In particular, how linguistic strategies (such as indirectness, softening, directness) are effective in PSTs' responses to feedback is an area that requires further micro-analysis. Accordingly, future work might investigate politeness strategies, hedging, or directness on feedback interpretation among diverse language PSTs. Furthermore, whereas the research ventures into video-mediated feedback, it does not consider the effects of more recent digital tools, like AI-based feedback systems or VR-learning environments. The impact of new technologies, especially artificial intelligence-based feedback systems, on the interaction and learning outcomes of PSTs has not yet been sufficiently researched. Hence, additional research may examine the effects of AI-based feedback on engagement and learning outcomes in teacher education. Finally, the research addresses teacher disputes in

feedback, but not necessarily the full analysis of how (dis)agreement arise in the actual process of collaborative task design in multilingual and multicultural teaching teams. In this context, how the disagreements encountered by PSTs while collaborating in multicultural teams are resolved and how they are transformed into feedback has not been investigated in detail. To end this, future studies could examine how conflict resolution techniques affect collaborative task performance in teacher education programs.



Chapter 3

Methodology

This chapter presents the methodological and contextual framework of the study. It begins by presenting the research questions, framed in relation to the identified gap in the existing literature. Next, the research context and participant profiles are introduced. The chapter then describes the DigiTask4ic project and its online platform, followed by an overview of the data collection process. The principles and procedures of Multimodal CA are subsequently explained, including transcription protocols and collection-building steps. Finally, the chapter addresses issues of validity, reliability, and ethical considerations.

Before delving into the sections of this chapter, it is important to reintroduce the research questions that underpin this study.

Research questions

1. How do transnational groups of PSTs employ multimodal feedback during interaction to express agreement?
2. How do transnational groups of PSTs employ multimodal feedback during interaction to express disagreement?
3. How do these groups reach mutual pedagogical decisions following feedback from teacher educators on their tasks?
4. In what ways do multimodal feedback processes influence the final design products of transnational pre-service teacher groups?

Participants

The data for this study were collected from two participant groups within the scope of the DigiTask4IC Project (Digitizing Pedagogical Task Design for Interactional Competence) (see next subsection for further details). The first and primary group

comprises transnational groups of PSTs enrolled in language teacher education programs at three partner institutions: Hacettepe University (Türkiye), Universitat Autònoma de Barcelona (Spain), and Universität Innsbruck (Austria). The secondary participant group comprises task implementers/students who participated in the tasks created by transnational PSTs from Turkish and Tunisian universities.

This study focuses on the first group, as it constitutes the core data source for the research context of this dissertation. The PSTs are considered the main participants, as the study analyzes their video-mediated interactions during the project. Although the second group holds relevance – particularly because the PSTs designed telecollaborative tasks for these students – the data from the second group were not included in the current analysis. Nevertheless, the PSTs occasionally refer to these students in their interactions, treating them as task implementers/students.

For the primary participant group, and in accordance with the syllabi and institutional contexts, bachelor's-level students from the Turkish university and master's-level students from the Austrian and Spanish universities were selected to take part in the project. A total of 72 PSTs participated, representing a range of language specializations including English, French, Spanish, Italian, and Chinese. The institutional distribution of PSTs was as follows: 42 participants were from the Turkish university, 17 from the Austrian university, and 13 from the Spanish university. These participants were organized into 21 sub-groups, each comprising three or four members, with the objective of collaboratively designing a telecollaborative online task by the end of their transnational collaboration. Specifically, nine groups consisted of four members, while the remaining twelve comprised three members each. Each group included two PSTs from the Turkish university, and the third (or fourth) member(s) was drawn from the Austrian and/or Spanish universities, depending on group composition and participant availability (see Table 7).

Table 7*Distribution of Pre-Service Teachers (PSTs) Across Partner Universities*

Group	Turkish University	Austrian University	Spanish University	Total Number
Group 1	2	1	X	3
Group 2	2	1	X	3
Group 3	2	1	X	3
Group 4	2	1	1	4
Group 5	2	1	X	3
Group 6	2	1	1	4
Group 7	2	1	1	4
Group 8	2	1	X	3
Group 9	2	1	1	4
Group 10	2	1	1	4
Group 11	2	1	X	3
Group 12	2	1	1	4
Group 13	2	1	X	3
Group 14	2	1	1	4
Group 15	2	1	X	3
Group 16	2	1	1	4
Group 17	2	1	1	4
Group 18	2	X	1	3
Group 19	2	X	1	3
Group 20	2	X	1	3
Group 21	2	X	1	3
Total Number	42	17	13	72

The Turkish PSTs involved in this study were third-year undergraduate students taking part in a fully online teacher education course, *Analysis of Discourse and Language Teaching*. Aimed at enhancing students' abilities to design digital pedagogical tasks that support L2 learners' interactional competence (IC), the course combined theoretical and practical components. Through video-mediated lectures, students explored concepts such as the DigiTask4IC project, OERs, CALL, technology-mediated TBLT, telecollaboration, VE, and task design principles. Subsequently, they applied these concepts through guided practice using the DigiTask web app, facilitated by their teacher educators.

At the Austrian university, the participating PSTs were enrolled in a seminar course as part of their preparation to teach languages, including Italian and Spanish. Under the framework of the course, they were supposed to design language tasks for their future learners in languages other than English although they primarily practiced designing tasks

for English learners within the scope of the DigiTask4IC project. In addition to individual and collaborative task design processes, the course also required students to participate in collaborative reflective discussions and to submit individual reflections. The primary aim of the course was to provide students with practical experience and theoretical knowledge in TBLT across different languages and educational contexts.

At the Spanish university, the participants comprised Master's-level PSTs pursuing a degree in Chinese as a foreign language education. As part of a teaching methodology course, these students were trained in the principles of TBLT to prepare for their future instructional responsibilities. Similar to their Austrian counterparts, they were required to collaboratively design tasks aimed at teaching English as a foreign language. Taken together, the PSTs from the three partner universities represented a diverse cohort in terms of linguistic backgrounds, target teaching languages, and intended instructional levels. This diversity enriched the collaborative design process and reflected the project's transnational and multilingual scope.

The secondary group of participants in this study comprised task-implementers/students who implemented the tasks designed by the transnational groups of PSTs. These participants were recruited from two universities: one located in Türkiye and the other in Tunisia. A total of 60 students took part in this phase, organized into 30 dyads, with each pair consisting of one participant from each institution. At the Turkish university, the task-engaging participants were undergraduate students enrolled in the *Language and Society* course offered by the Department of English Language Teaching (ELT). Conversely, the Tunisian cohort consisted of master's students pursuing English Studies, who were participating in a *Communication Skills* course. While differing in academic background, both groups integrated the DigiTask activities into their course-based learning experiences. For the purposes of task implementation, the 30 dyads were further grouped into three clusters, each comprising 10 dyads. These clusters were assigned to complete the pedagogical tasks created by the transnational PSTs (i.e., the primary participant

group). As this section focuses on participant profiles, further explanation of the rationale for clustering and specific task assignments is provided in the Data Collection subsection.

Lastly, although both the PSTs and task-engagers participated in the activities as part of their respective university courses, all participants received full information regarding data collection and ethical protocols, and their participation in the research component was entirely voluntary. Those who agreed to participate provided written informed consent. In accordance with established ethical research practices, recordings of individuals who chose not to participate were excluded from the dataset. Nevertheless, these individuals continued to take part in the educational activities as required by their coursework, and their decision not to contribute to the research had no bearing on their course evaluation.

The following subsection provides a detailed overview of the research context in which the study was conducted.

Research context

As discussed above, the transnational groups of PSTs engaged in the collaborative design of one pedagogical task per group, working synchronously through video-mediated interaction on Microsoft Teams while also using the DigiTask web app as the task design tool. This platform was developed as the key outcome of the DigiTask4IC Project, with the aim of providing a sustainable, digital environment for language teachers and learners to create and implement pedagogically sound tasks.

This section provides a detailed overview of the DigiTask4IC Project and the functionalities of the DigiTask web app, which together form the technological and pedagogical framework of the current study.

DigiTask4IC Project

The *DigiTask4IC* project was funded by the Erasmus+ Programme (Project ID: 2020-1-TR01-KA226-HE-098066). Conducted over an 18-month period – from June 1, 2021, to November 30, 2022 – the project brought together a consortium of 22 researchers from four

partner universities across three countries. The primary aim of the project was to develop innovative digital tools to support interactional competence in language education. Specifically, it produced three core intellectual outputs: (1) a digital task catalog, (2) a digital task generator, and (3) a comprehensive training module on the pedagogical use of these tools. Further information is available on the project website: <https://digitask4ic.com>.

In addition to these outputs, the project compiled a curated list of open educational resources (OERs) and aimed to ensure that the task generator could operate entirely based on OERs. OERs are broadly defined as teaching, learning, and research resources that are freely accessible, adaptable, and redistributable, often licensed for open use and available in various formats, including digital and non-digital media (UNESCO, 2017) (<https://en.unesco.org/themes/building-knowledge-societies/oer>).

Among the project's outputs, the most significant is the DigiTask web app – a platform designed to allow language teachers to design, modify, and implement pedagogical tasks. All data used in this study are based on the first version of the DigiTask web app. Currently, the second version of the application is being developed within a new project supported by the European Union (see <https://www.optimist.education>). Therefore, it is important to clearly state that this thesis is based on the current version, considering the possibility of more widespread use of DigiTask version 2 in future studies. In the current study, PSTs from the three partner universities (i.e., the primary participant group) used the *Teacher Module of the DigiTask* web app to design tasks, while learners (the secondary participant group) completed these tasks using the *Student Module* (see Data Collection for further details). Given the focus of this dissertation on PSTs' experiences, the next subsection offers a detailed description of the design interface integrated into the Teacher Module of the DigiTask web app.

Teacher Module on DigiTask

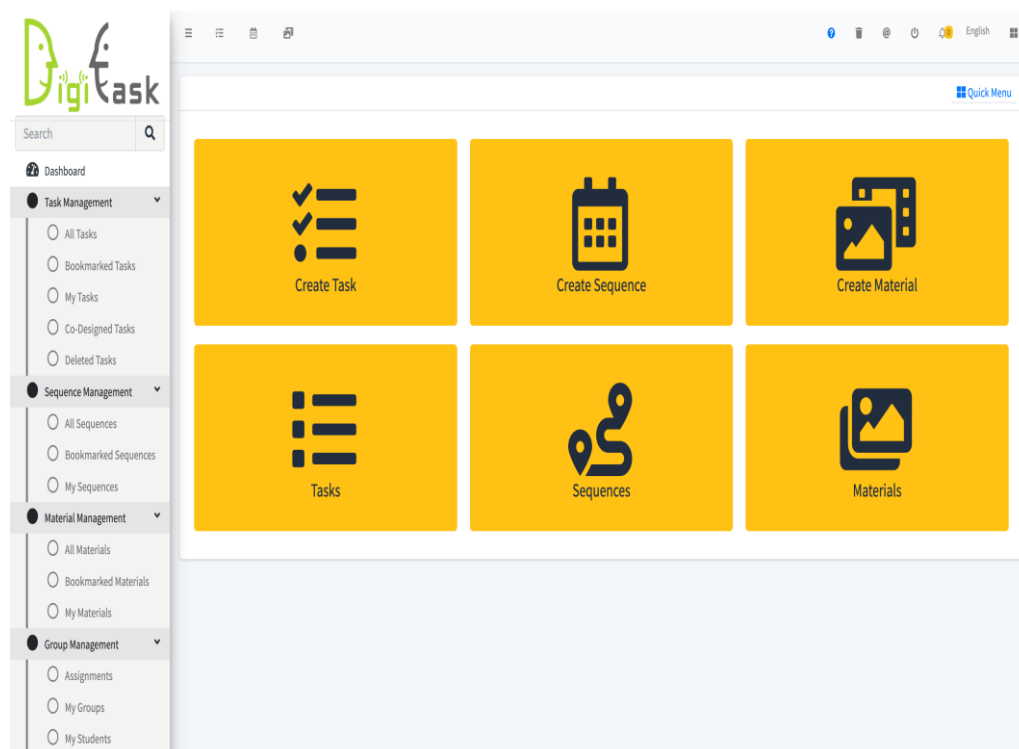
The DigiTask web app was developed as an enduring digital environment for task design and assignment. It consists of two main interfaces: a Teacher Module and a Student Module.

In the Teacher Module, instructors (referred to as *task designers*) can either create new tasks or adapt existing ones designed by other educators. Tasks can be fully customized, allowing teachers to either use pre-uploaded OER materials – including texts, videos, audio recordings, and images – or upload their own materials sourced from OER repositories. On the main interface of the application (see Figure 3.1), task designers have access to the following features:

- Create Task, Create Sequence, and Create Materials: for generating original pedagogical content.
- Tasks, Sequences, and Materials: for browsing and selecting from existing content.

In addition to these core features, the Dashboard on the left-hand side of the interface offers access to several management sections:

- Task Management: includes *All Tasks*, *Bookmarked Tasks*, *My Tasks*, *Co-Designed Tasks*, and *Deleted Tasks*.
- Sequence Management: provides access to *All Sequences*, *Bookmarked Sequences*, and *My Sequences*.
- Material Management: offers options such as *All Materials*, *Bookmarked Materials*, and *My Materials*, enabling efficient organization of instructional content.
- Class Management: contains subsections for *Assignments*, *My Groups*, and *MY Students*.

Figure 3.1***Teacher Module Interface on DigiTask Web App***

This modular structure enables educators to efficiently design, manage, and assign tasks while collaborating with peers and organizing materials in a streamlined workflow. The following subsections present a detailed overview of the individual pages within the DigiTask web app, highlighting their specific functions and pedagogical affordances in the task design and implementation process.

Create Material

On the “Create Material” page – which typically constitutes the first step for teachers or task designers opting not to use pre-uploaded materials on the DigiTask web app – users are first prompted to name the material they intend to upload and to select its corresponding type. The available material types include audio, image, text, video, or mixed (see Figure 3.2).

Figure 3.2

“Create Material” Interface for Naming and Selecting Material Type in DigiTask Web App

The screenshot shows the 'Create Material' interface. At the top, there is a title bar with the text 'Create Material' and a close button (X). Below the title bar, there is a 'Title' field. To the right of the title field is a 'Material Type' dropdown menu. The dropdown menu is open, showing the following options: 'Please Choose' (with a checkmark), 'Audio', 'Image', 'Mixed', 'Text', and 'Video'. Below the title field is a 'Content' section. The content section has a rich text editor toolbar with various icons for undo, redo, link, unlink, bold, italic, underline, strikethrough, font size (12), font family (Source Sans Pro), text color (A), background color, bulleted list, numbered list, indent, outdent, table, link, unlink, code, and preview. Below the toolbar is a large text area for entering content. At the bottom right of the interface, there are two buttons: 'Cancel' (blue) and 'Save' (green).

In the content section (see Figure 3.3), users are required to insert links to the materials they have either created or selected from one of the integrated OER repositories. The platform also supports the use of embedded links and popular content-sharing platforms for videos and audio files, allowing for seamless integration of multimedia resources provided that these resources are designated as open access (CC-licensed) videos or audios.

Figure 3.3

Content Section for Adding or Embedding OER-Based Multimedia Materials Create Task

Create Task

On the “*Create Task*” page, teachers or task designers are guided through four structured subsections: (1) Basic Information, (2) Task Design, (3) Completion Options, and (4) Preview and Confirm (see Figure 3.4).

Figure 3.4

Interface of the “Create Task” Page Showing Task Design Workflow

Note. The red frame was added by the author.

In the *Basic Information* section, users are required to provide a title for the task. If the task is co-designed, the platform allows users to add collaborators by listing co-designers. This section also includes mandatory fields such as task type, information gap, target skills, objectives, target languages, target proficiency level, and keywords. Several of these fields are supported by drop-down menus to streamline selection.

- The Task Type menu includes various pedagogical formats such as *brainstorming*, *collaborative writing*, *problem-solving*, *negotiating*, *role-play* and *decision making*, among others.
- The Target Proficiency Level menu offers options aligned with the Common European Framework of Reference for Languages (CEFR), encompassing levels from A1 to C1, with the possibility of selecting multiple levels.
- The Information Gap menu provides six selectable categories: *one-way*, *two-way*, *multi-way*, *emergent*, *none*, and *other*.
- The Target Skills menu includes *Speaking*, *Listening*, *Interaction*, *Reading*, *Writing*, *Mediation*, and *Integrated Skills*.

Fields not marked as mandatory remain optional, giving task designers flexibility in the level of detail provided during task creation.

The next step in the task creation process is the *Task Design* section, which includes two main components: Task Instruction and Students (see Figure 3.5).

Figure 3.5

Task Design Section of the “Create Task” Page Including Task Instruction and Student Assignment Components

The screenshot displays the 'Tasks' interface with the 'Task Design' tab selected. At the top, there are four tabs: 'Basic Information', 'Task Design' (active), 'Completion Options', and 'Preview And Confirm'. Below the tabs is the 'Task Instructions' section, which includes a large text area for entering instructions. Underneath is the 'Students' section, which features two student cards. Each card has a 'Delete' button, an 'Assign Material' button, a text input for 'Specific instructions for this student', and a checkbox labeled 'This student can answer'. Above the student cards, there are buttons for 'Add Instruction To All', 'Add Material To All', and 'Add Student'.

In the *Task Instructions* area, task designers can provide written instructions and embed various instructional materials directly using the panel located at the top of the interface. This panel provides access to all OER-based materials available within the DigiTask web app.

The *Students* section allows task designers to define the number of students assigned to a task. By using the “*Add Student*” button, task designers can include as many students as needed in the task. Once students are added, materials can be assigned through two main options:

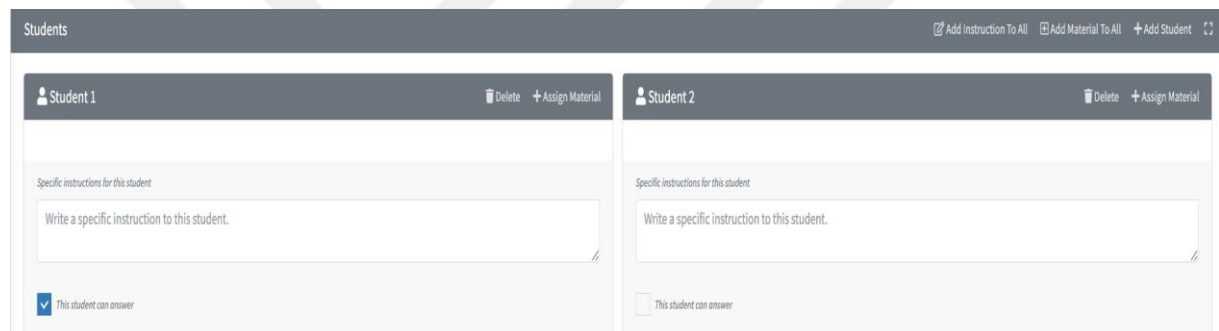
- The “*Add Instruction to All*” button allows the same task instructions to be distributed to all students in a group.
- The “*Add Material to All*” button allows the same material to be distributed to all students in a group.

As part of the task design process, once students have been added to the task, task designers are able to configure a range of individualized settings to tailor the experience for each participant. Specifically, they can provide customized instructions aligned with the materials assigned to each student. Additionally, the “*Assign Material*” button enables the

assignment of individualized materials to each student. This function is visible only to the designated student, allowing for differentiated task input. The platform also allows the teacher to control the timing of material visibility during task engagement, enabling the design of dynamic tasks with alternative scenarios based on sequencing and conditional input. An additional feature in this section is the ability to determine which student(s) can submit an answer (see Figure 3.6). Depending on the task design, either a specific student or all group members may be given submission permissions.

Figure 3.6

Individualized Instruction, Material Assignment, and Submission Settings in the Task Design Section of DigiTask Web App



At the bottom of the page, an optional feature titled “Collaborative Writing” is available (see Figure 3.7). When this option is selected, the individual submission buttons (“This student can answer”) are deactivated, and a collaborative writing interface, resembling Google Docs, becomes available to students. This feature supports synchronous and co-constructed written responses from group members.

Figure 3.7

Collaborative Writing Interface for Synchronous Group Task Completion in DigiTask Web App

The screenshot displays the 'Tasks' interface in the DigiTask Web App. At the top, there's a header with the title 'Tasks' and an 'Edit' button. Below the header, there are four tabs: 'Basic Information', 'Task Design *', 'Completion Options *', and 'Preview And Confirm'. The 'Task Design' tab is currently active. Under this tab, there's a 'Task Instructions' section with a large text input field. Below that, there's a 'Students' section. This section contains two student profiles, 'Student 1' and 'Student 2'. Each profile has a 'Delete' button, an 'Assign Material' button, and a text input field for 'Specific instructions for this student'. Below each text input field, there's a checkbox labeled 'This student can answer'. At the bottom of the interface, there's a 'Collaborative Writing' checkbox which is checked. A yellow circular button with a document icon is located in the bottom right corner.

The third subsection of the task creation process is “*Completion Options*”, which allows teachers or task designers to define how a task should be completed by selecting from a drop-down menu (see Figure 3.8). The available options include: (1) Exact Value, (2) Word Limit, (3), Time Relevant, (4) Exact Value + Time Relevant, (5) Word Limit + Time Relevant, and (6) None. Each of the first five options corresponds to a specific task completion scenario, as illustrated in Figure 3.9.

Figure 3.8*Interface View of Completion Option Types Available in Task Design*

Tasks

Basic Information Task Design * Completion Options * Preview And Confirm

Please Choose Completion Type

- ✓ Please Choose
- EXACT VALUE (match words, phrases, sentences)
- WORD LIMIT
- TIME RELEVANT
- EXACT VALUE (match words, phrases, sentences) + TIME RELEVANT
- WORD LIMIT + TIME RELEVANT
- NONE (Complete on Click)

Figure 3.9*Task Completion Scenarios Based on Selected Submission Constraints*

Tasks

Basic Information Task Design * Completion Options * Preview And Confirm

Please Choose Completion Type

EXACT VALUE (match words, phrases, sentences)

EXACT VALUE (match words, phrases, sentences)

Enter possible exact values by separating commas

Scenario 1

Tasks

Basic Information Task Design * Completion Options * Preview And Confirm

Please Choose Completion Type

WORD LIMIT

Minimum Word Limit Maximum Word Limit

0 0

Enter minimum word count Enter maximum word count

Scenario 2

Tasks

Basic Information Task Design * Completion Options * Preview And Confirm

Please Choose Completion Type

TIME RELEVANT

TIME RELEVANT

0 0 0

Hour Minute Second

Enter relevant time as second value

Scenario 3

Tasks

Basic Information Task Design * Completion Options * Preview And Confirm

Please Choose Completion Type

EXACT VALUE (match words, phrases, sentences) + TIME RELEVANT

EXACT VALUE (match words, phrases, sentences)

Enter possible exact values by separating commas

TIME RELEVANT

0 0 0

Hour Minute Second

Enter relevant time as second value

Scenario 4

Tasks

Basic Information Task Design * Completion Options * Preview And Confirm

Please Choose Completion Type

WORD LIMIT + TIME RELEVANT

Minimum Word Limit Maximum Word Limit

0 0

Enter minimum word count Enter maximum word count

TIME RELEVANT

0 0 0

Hour Minute Second

Enter relevant time as second value

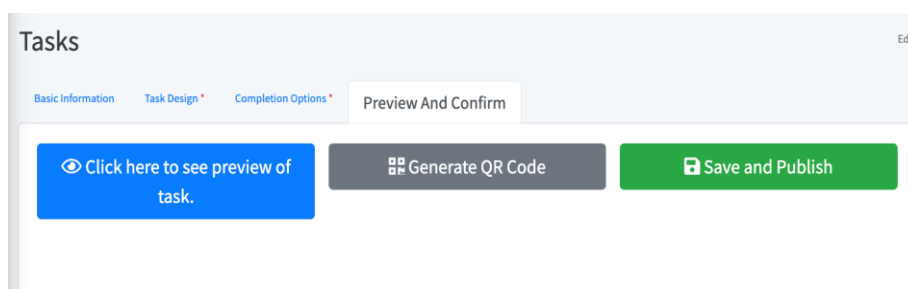
Scenario 5

- In the Exact Value option (Scenario 1), task designers are prompted to specify exact expected responses, such as a word, phrase, or sentence. Students must input this precise value in the answer box in order to complete the task.
- The Word Limit option (Scenario 2) allows task designers to set a minimum and/or maximum word count requirement that students must meet in their submissions.
- The Time Relevant option (Scenario 3) enables task designers to assign a specific time limit within which the task must be completed.
- Exact Value + Time Relevant (Scenario 4) requires both an exact response and a defined time constraint for task completion.
- Word Limit + Time Relevant (Scenario 5) is a combined constraint in which both a word limit and a time limit are set.
- The “None” option removes all constraints, allowing students to complete the task freely without limitations on content or time.

Once a completion option is selected, the final step in the task design process is the *Preview and Confirm* stage. Here, task designers can review their task, generate a QR code, and publish it for student accessibility (see Figure 3.10).

Figure 3.10

Preview and Confirm Interface for Finalizing and Publishing Tasks in DigiTask Web App



Following the detailed presentation of the research context, including the DigiTask4IC Project and web application, the following section provides an overview of the data collection procedures employed in this study.

Data Collection

The empirical data examined in this dissertation originate from the dataset collected within the framework of the *DigiTask4IC* Project. From a broader corpus comprising over 400 hours of video-mediated interaction data, this study focuses specifically on the screen recordings of collaborative task design meetings conducted by transnational groups of PSTs. The primary aim is to investigate how PSTs negotiate, express (dis)agreement, and make pedagogical decisions during the task creation process after they receive feedback from their teacher educators.

To facilitate the capturing of interactional data, participants were instructed to record their screens during group meetings via the online screen-recorder tool, in accordance with the established data collection procedures. This software allowed the project researchers to retrieve and store the recordings for both project monitoring and research purposes. As a precaution against potential data loss, the built-in screen recording feature in Microsoft Teams (MS Teams) was used alongside the online screen-recorder tool. All recordings – regardless of whether they were captured via the online screen-recorder tool or MS Teams – were securely stored by the *DigiTask4IC* project team.

Prior to the data collection phase, several preparatory steps were taken to ensure the smooth functioning of the DigiTask web app. The platform's functionality was validated through both internal testing by the project team and external piloting conducted by lecturers and teacher educators at dissemination and training events. Following these preparations, a series of coordination meetings were held among the partner universities to collaboratively plan the data collection process.

Within the scope of their university coursework, PSTs received training from teacher educators on open educational resources (OERs) and the use of the DigiTask web app. Subsequently, each institution conducted pre-design meetings in which PSTs were introduced to the fundamental principles of task design, including specific task design criteria that would guide the collaborative design process.

Before data collection began, PSTs were assigned to collaborative groups, and their contact details were shared to facilitate self-organized meeting scheduling. A document titled “*Collaborative Task-Design Guidelines*” was distributed, outlining the core requirements that each group was expected to fulfill. These included: (1) watching the training video on how to use the DigiTask web app, prepared by the project team; (2) registering on the Teacher Module of the DigiTask web app; (3) viewing introductory videos prepared by the teachers of the target student group (i.e., task-engagers) to understand their learners’ profiles; (4) becoming familiar with the task design criteria; (5) watching the instructional video on how to use the online screen-recorder tool, registering on the platform, and conducting a test recording; and (6) contacting group members via email to schedule video-mediated task design meetings.

The guideline document delivered to participants included a timeline outlining the data collection timeline, detailed instructions for each meeting, task design criteria, a topic allocation list for each transnational group of PSTs, and dedicated Microsoft Teams meeting room links assigned to each group. In line with the project’s task design criteria (see Table 8), PSTs were expected to collaboratively develop an online task based on their designated topic and integrate two to three real-life learning objectives into the design. All participant groups were anticipated to (1) foster opportunities for social interaction, (2) integrate multiple language skills, (3) be suitable for online environments, (4) engage two or three learners, and (5) last approximately 30 minutes.

Table 8

Task Design Criteria Provided in the Collaborative Task-Design Guidelines Document

Task Design Criteria
Design tasks that cover the topic that was assigned to your group.
Define 2-3 learning objectives (real-life related).
Design a task that creates opportunities for social interaction.
Design a task that integrates skills (more than one skill).

Design a task with a clear outcome/product (audio, decision, drawing, graph, interview, message, list, story, table, video, ...).

Design a task that is compatible with digital spaces (does it make sense to do it online?).

Design a task that is engaging and attractive.

Design a task that works for 2 or 3 students.

Design a task that lasts about 30 minutes.

The topics for the collaborative tasks were jointly determined by the teacher educators, with additional input from the instructors of the task-engagers. The selected topics included: *Getting to Know Each Other*, *Language Learning Biographies*, *Communication Styles*, *Language in the Public Space*, *Multilingualism*, *Language Varieties*, *Inclusive Language*, *Final Lingua Franca*, and *Final Reflection Task*. The distribution of these topics among participating PST groups is presented in Table 9. While *Getting to Know Each Other*, *Lingua Franca*, and *Final Reflection Task* individually allocated to specific PST groups, the remaining topics were distributed among distinct PST groups, enabling varied pedagogical interpretations and collaborative designs.

Table 9

Distribution of Task Topics Across PST Design Groups

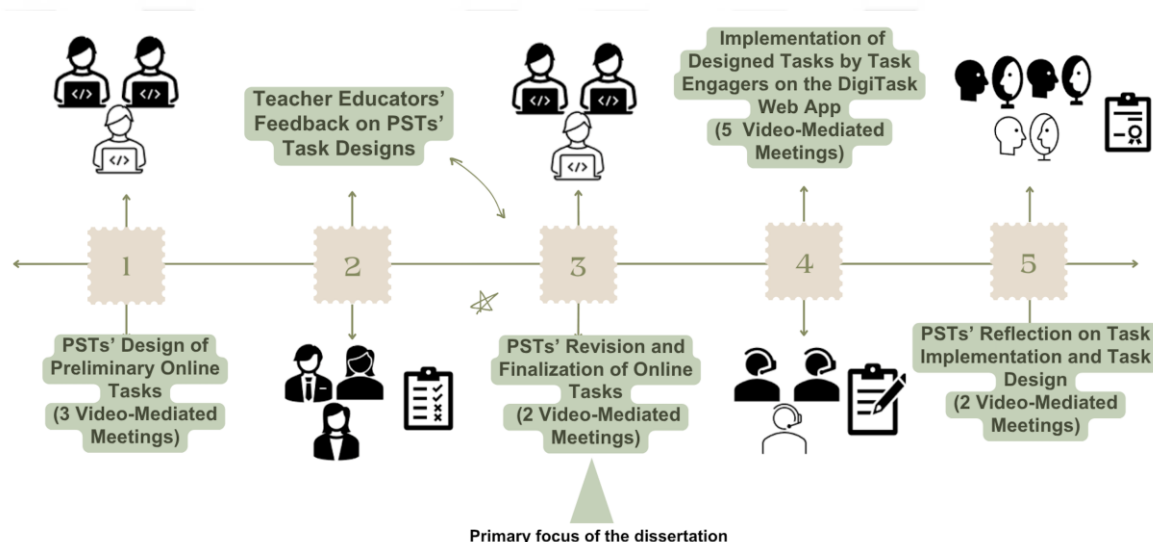
Topics	Assigned PST Task Design Groups
Getting to know each other	Group 1
Language Learning Biographies (e.g. linguistic repertoires, personal language learning history, episodes, portraits)	Group 2 Group 10 Group 16
Communication styles (e.g. individual differences, importance in business communication, how to improve)	Group 3 Group 11 Group 17
Language in the Public Space (e.g. linguistic landscapes, linguistic choices)	Group 4 Group 12 Group 18
Multilingualism (e.g. bilingualism, codeswitching, translanguaging)	Group 5 Group 13 Group 19
Language Varieties (e.g. registers, dialects, styles)	Group 6 Group 14 Group 20

Inclusive Language (e.g. gender sensitive language, sensitive to minority groups)	Group 7 Group 15 Group 21
Lingua Franca (e.g. vernacular languages, globalization, languages with special roles)	Group 8
Final Reflection Task	Group 9

Once all preparatory steps were completed and the PSTs were ready, the data collection procedure commenced. The outlined procedure included five sequential phases (see Figure 3.11).

Figure 3.11

Phases of the Data Collection Procedure



In the first phase, transnational groups of PSTs participated in three video-mediated meetings to collaboratively design preliminary online tasks using the DigiTask web app.

The second phase involved a structured feedback process in which the PSTs received input from their teacher educators. The mode of feedback delivery varied across institutions: Turkish PSTs received feedback during a whole-class video-mediated session, whereas Austrian and Spanish PSTs received written feedback from their instructors.

In the third phase, PSTs engaged in two additional meetings to finalize their task designs, drawing on the feedback they had received. This phase represents the main focus of the present dissertation, as it explores how PSTs expressed (dis)agreement while revising and refining their tasks after receiving multimodal feedback.

The fourth phase of data collection involved the implementation of the designed tasks by task-engagers. These tasks were performed over five video-mediated meetings. Except for the first session (which included only one task), the remaining sessions involved the implementation of two tasks each (see Table 10).

Table 10

Overview of Task Implementation by Task-Engagers

Meeting 1	Task 1 (Getting to know each other)
Meeting 2	Task 2 & 3
Meeting 3	Task 4 & 5
Meeting 4	Task 6 & 7
Meeting 5	Task 8 & 9

In the final phase, PSTs were provided with access to screen recordings of task-engagers completing the tasks. They were subsequently asked to critically analyze the implementation of their designs and reflect on their VE experiences.

Even though the central analytical emphasis of this research lies in the third phase – specifically, the task finalization process and how PSTs responded to feedback and implementation insights – an overview of all preceding phases is provided to contextualize the broader data collection framework. The following sections introduce each phase in detail.

In the first phase of the data collection process, the PSTs participated in three video-mediated meetings held across a two-week period to collaboratively design their tasks.

During Week 1, PSTs held their first two group meetings. The initial meeting was dedicated to group members getting acquainted, initiating the task design process, and reviewing the task instructions and design criteria. In the second meeting, the groups engaged in brainstorming sessions, selected relevant open educational resources (OERs), and bookmarked the chosen materials on the DigiTask web app.

In Week 2, PSTs conducted their third meeting, during which they finalized the first draft of their tasks on DigiTask and submitted their task links to the teacher educators. Following this, each group received teacher educator feedback from their local teacher

educators, thus temporarily working outside in the transnational group formation. The teacher educator from the Turkish university provided feedback in English via video-mediated interaction. This was conducted in a whole-class format, where the educator reviewed each group's task design on a shared screen using the DigiTask web app. In contrast, the teacher educators from the Austrian university offered written feedback in English for each group, based on a set of evaluation criteria. These criteria included: goals and rationale, input/materials, activities, institutions, feedback, and interest and motivation (see Figure 3.12). Four teacher educators contributed to this process. One teacher educator gave feedback for all groups, while a second educator provided additional input for several groups, except for Group 8, which received feedback solely from the main teacher educator. The teacher educator from the Spanish university provided written feedback in three languages – English, Spanish, and Catalan – tailored to the respective groups.

Figure 3.12

Criteria-Based Written Feedback from Austrian Teacher Educators

I.	Goals and rationale	1	2	3	4
I.1	The goal (or the goals) of the task is clear.	☐	☐	☐	☐
I.2	The task is appropriate to the learners' proficiency level.	☐	☐	☐	☐
I.3	The task reflects a real-world or pedagogic motivation.	☐	☐	☐	☐
I.4	The task encourages learners to apply classroom learning to the real world.	☐	☐	☐	☐
I.5	The current state of research about language learning is reflected in the task.	☐	☐	☐	☐
I.6	There is a clear focus on meaning.	☐	☐	☐	☐
I.7	There is a clearly defined outcome.	☐	☐	☐	☐
I.8	The task supports oral interaction between learners.	☐	☐	☐	☐
I.9	The task builds on learners' prior knowledge and competences.	☐	☐	☐	☐
II.	Input/Materials	1	2	3	4
II.1	The input is authentic.	☐	☐	☐	☐
II.2	The input is appropriate to the goal(s) of the task.	☐	☐	☐	☐
II.3	The input is likely to interest the learners.	☐	☐	☐	☐
II.4	The input provides opportunities for scaffolding.	☐	☐	☐	☐
III.	Activities	1	2	3	4
III.1	The activity is appropriate to the communicative goals of the task.	☐	☐	☐	☐
III.2	There is an information/opinion gap which might prompt negotiation of meaning.	☐	☐	☐	☐
III.3	The activity fits the given input.	☐	☐	☐	☐
III.4	The activity allows learners to cooperate in pairs.	☐	☐	☐	☐
III.5	The activity is likely to engage the learners cognitively.	☐	☐	☐	☐
III.6	The activity is reasonably challenging for the target group.	☐	☐	☐	☐
III.7	The activity supports learner autonomy.	☐	☐	☐	☐
IV.	Instructions	1	2	3	4
IV.1	The instructions are clear.	☐	☐	☐	☐
IV.2	The instructions are as long as necessary but as short as possible.	☐	☐	☐	☐
IV.3	The language of the instructions is appropriate for the target level of the task.	☐	☐	☐	☐
V.	Feedback	1	2	3	4
V.1	The completion options are appropriate to the task.	☐	☐	☐	☐
V.2	<i>where appropriate:</i> The defined time span is likely to allow the learners to complete the task.	☐	☐	☐	☐
V.3	The task provides learners with opportunities to gain feedback.	☐	☐	☐	☐
VI.	Interest and motivation	1	2	3	4
VI.1	The task is relevant for students of the defined age group.	☐	☐	☐	☐
VI.2	The task is likely to be interesting and motivating for the students.	☐	☐	☐	☐
VI.3	The activities are likely to engage the learners emotionally.	☐	☐	☐	☐
VI.4	The activities are related to the students' personal lives.	☐	☐	☐	☐

In Week 3, the groups returned to transnational collaboration with peer PSTs in small groups and held their fourth and fifth meetings. The fourth meeting, which constitutes the primary focus of this dissertation, was dedicated to discussing the feedback and

collaboratively revising or redesigning their tasks. PSTs were instructed to record their screens during these video-mediated collaboration sessions. These recordings serve as the primary data source for the analysis presented in this study.

In the fifth and final meeting, the groups finalized their task designs on the platform. Upon completion of the tasks, teachers of the task-engager groups (i.e., the secondary participants) assigned the finalized tasks to their students on behalf of the PSTs who had originally designed them (see Table 11 for an overview of Stages 1, 2, and 3).

Table 11

Three-Stage Process of Task Finalization During Week 3 Meetings

Data Collection Step	Participants	Data Collection Procedure and Instructions
Step 1	PSTs (Task designers)	Meeting 1: Warm-up, get to know each other, discuss the instructions and the task design criteria you received as a team, discover potentials for collaborative task design. Meeting 2: Discuss design ideas, decide on Open Educational Resources (OERs) materials, bookmark OERs on DigiTask web app. One group member is responsible for the task design in the DigiTask web app. Decide on who it is going to be. Meeting 3: Finalize the design of one task on DigiTask web app, share the task link with us (your university lecturers).
Step 2	Teacher Educators	Teacher Educators give multimodal feedback to Task Designers (Video-mediated/Written and in English, Spanish and Catalan).
Step 3 (Main Focus)	PSTs (Task designers)	Meeting 4: Re-design or edit the design, compare/contrast divergences, and convergences between various lecturer feedback points. Meeting 5: Finalize the design and publish your task on the DigiTask web app.

During the fourth phase of data collection, the task-engagers – language learners from Tunisia and Türkiye – performed the tasks assigned to them via the Student Module of the DigiTask web app. As with the PSTs, written informed consent was obtained from all task-engagers prior to participation. A total of 30 dyads (60 participants) were formed, each pairing one student from Tunisia with one from Türkiye. Contact information was exchanged among the paired participants to facilitate the autonomous scheduling of their task-based meetings. Once the dyads were established, they were divided into three clusters, each containing 10 dyads: Cluster 1 (Dyads 1–10), Cluster 2 (Dyads 11–20), and Cluster 3 (Dyads 21–30). Each dyad participated in five video-mediated meetings, during which they

collaboratively completed nine tasks developed by the transnational PSTs. In the first meeting, all clusters performed the “Getting to Know Each Other” task, created by PST Group 1 (see Table 12). During the second meeting, participants engaged with tasks on the themes of “Language Learning Biographies” and “Communication Styles.” Cluster 1 worked on tasks developed by PST Groups 2 and 3, Cluster 2 by Groups 10 and 11, and Cluster 3 by Groups 16 and 17. The third meeting focused on “Language in the Public Space” and “Multilingualism.” Cluster 1 completed tasks designed by PST Groups 4 and 5, Cluster 2 by Groups 12 and 13, and Cluster 3 by Groups 18 and 19. In the fourth meeting, dyads explored the themes of “Language Varieties” and “Inclusive Language,” with Cluster 1 engaging with tasks from Groups 6 and 7, Cluster 2 from Groups 14 and 15, and Cluster 3 from Groups 20 and 21. Finally, in the fifth meeting, all three clusters engaged with tasks related to “Lingua Franca” and “Final Reflection,” designed by PST Groups 8 and 9, respectively. This distribution ensured that each task was implemented by at least 10 dyads, allowing for robust and comparative analysis across contexts.

Table 12

Mapping of PST Group Tasks to Clusters and Meetings During Task Implementation Phase (Data Collection-Step 4)

Meeting	Cluster 1	Cluster 2	Cluster 3
Meeting 1	Task Designed by PST Group 1	Task Designed by PST Group 1	Task Designed by PST Group 1
Meeting 2	Tasks Designed by PST Group 2 & 3	Tasks Designed by PST Group 10 & 11	Tasks Designed by PST Group 16 & 17
Meeting 3	Tasks Designed by PST Group 4 & 5	Tasks Designed by PST Group 12 & 13	Tasks Designed by PST Group 18 & 19
Meeting 4	Tasks Designed by PST Group 6 & 7	Tasks Designed by PST Group 14 & 15	Tasks Designed by PST Group 20 & 21
Meeting 5	Tasks Designed by PST Group 8 & 9	Tasks Designed by PST Group 8 & 9	Tasks Designed by PST Group 8 & 9

As with the PSTs, the task-engagers were instructed to record their screens using the online screen-recorder tool while performing the tasks. This allowed the project team to securely collect the data without the use of third-party platforms requiring installation on individual computers. Upon completion, the task-engagers’ screen recordings were made

accessible to the PSTs, forming the underpinning of the subsequent video-mediated evaluation and feedback sessions in the fifth phase of data collection. Upon receiving the recordings of their tasks as implemented by multiple dyads of task-engagers, the PSTs entered the fifth and final phase of the data collection process (see Table 13). In this phase, each PST first individually viewed the screen recordings of task-engagers performing the tasks they had designed. Following this individual review, PSTs engaged in data-led, collaborative reflection sessions in their original design groups via video-mediated meetings. These sessions were organized into two structured meetings. During the first reflective meeting, PSTs discussed the implementation of their tasks, using prompts including *How was the task implemented?*, *Did learners behave as expected?*, *Did learners do anything unanticipated?*, *Was the task successful?*. The second meeting served as a closing reflection, during which PSTs were asked to evaluate the overall experience of the project and the collaborative process. They responded to questions from the reflection guideline, such as *What did you learn?*, *What would you do differently in a future collaborative task design?*, *Was the project useful for your future professional life as a language teacher?*. Consistent with the prior phases, PSTs were instructed to record their screens during these collaborative video-mediated sessions. With respect to the reflective meetings, no time constraints were imposed on the PST groups. As noted earlier, each group recorded their sessions using the online screen-recorder tool, and the project researchers accessed these recordings directly from the online screen-recorder tool database.

Table 13

Structure of PST Reflective Meetings Based on Task-Engager Screen Recordings (Data Collection – Phase 5)

<i>Data Collection Step</i>	<i>Participants</i>	<i>Data Collection Procedure and Instructions</i>

<i>Step 5</i>	<i>PSTs (Task designers)</i>	Meeting 6: Group Reflection Part 1. Share your observations on the recordings you viewed (How was the task implemented? / Did learners behave like you expected? Did learners do something you had not anticipated? / Was the task successful?) Meeting 7: Group Reflection Part 2 & Closing. Collaboratively assess the entire partnership this semester with reference to the lessons learned (What did you learn? What would you do differently in a future collaborative task design? Was the project useful for your future professional life as a language teacher?)

Although all preparatory steps have been outlined thus far, the core dataset of the dissertation will now be presented in detail.

As the focus of this dissertation is on how PSTs express (dis)agreement based on the feedback received from their teacher educators while making mutual pedagogical decisions on task design, the fourth meeting of each group was selected as the primary site of analysis. In some groups, however, the fifth meeting was also analyzed, as the discussion of feedback points took place during that session as well due to delays in receiving feedback from teacher educators.

All meeting recordings were collected using the online screen-recorder tool and downloaded for progress tracking and analysis purposes. Out of 21 PST groups, 19 successfully recorded their fourth meeting, resulting in a total dataset duration of 24 hours, 39 minutes, and 59 seconds (see Table 14). In cases where technical issues occurred, such as audio echoing or missing sound, alternative participant screen recordings from the same group were used to ensure data completeness. Some groups experienced deviations from the standard meeting structure (see Table 14):

- *Group 11* held an additional meeting, as Aras (a Turkish PST, pseudonym) was absent from the original fourth meeting. The group reconvened to discuss the feedback points with him.
- *Group 14* combined their fourth and fifth meetings into a single session, during which they addressed the feedback and finalized their task design.

- *Group 15* conducted two separate fifth meetings to accommodate feedback from Marlene's teacher educator, which had not been received during the original fourth meeting.
- *Group 16* experienced an early participant departure, as Qianru (a Chinese PST, pseudonym) left the meeting in the fourth minute.

In total, 63 participants attended at least one meeting, while 4 participants were absent. All participant names listed are pseudonyms, and data collection followed the institutional ethical guidelines regarding consent and anonymity.

Table 14

Attendance and Duration of Video-Mediated Group Meetings

Groups	Meeting	Duration of Meeting	Attending Participants (Pseudonyms)	Non-Attending Participants (Pseudonyms)
Group 1	4	00:41:55	Sophie - Yusuf	Aras
	4*	00:13:50	Sophie - Yusuf - Aras	X
Group 2	4	00:39:36	Greta - Toprak - Belinay	X
Group 3	4	02:24:46	Jasmin - Mete - Duru	X
Group 4	4	01:18:32	Lina - Suzan - Doruk - Elsa	X
Group 5	4	01:02:06	Lenka - Furkan - Oya	X
Group 6	4	01:14:38	Mia - Jimin - Kerem - Ela	X
Group 7	4	00:50:45	Lan - Yalın - Çağla	X
Group 8	4	00:40:18	Lilly - Kuzey - Hale	X
Group 9	4	01:06:43	Isabel - Demir - Kumsal	Wei
Group 10	4	01:24:47	Sarah - Helen - Ayaz - Ceren	X
Group 11	4	00:48:14	Martin - Candan - Lale	X
Group 12	4	02:25:21	Freya - Yuxin - Simay - Melis	X
Group 13	4	01:13:34	Madita - Ahenk - Sezen	X
Group 14	4&5**	01:42:32	Olivia - Leonardo - Sema - Bade	X
Group 15	4	00:34:05		X
	5 Part 1***	00:21:55	Marlene - Lina - Tuana	X
	5 Part 2***	00:33:05		X
Group 16	4	01:45:13	Beau - Zeynep - Elif	Qianru****
Group 17	4	00:56:34	Mey - Ceyda - Ecem	Lihua
Group 18	4	02:00:15	Zhao - Evin - Gaye	X
Group 19			No Recording	
Group 20	4	00:41:15	Anneliese - Aysa - Ayten	X
Group 21			No Recording	

Total	-	24:39:59	63 participants attended at least one meeting	4

* An additional meeting was held as Aras could not attend the original fourth meeting; the group reconvened to discuss the feedback points with him.

** The group combined the fourth and fifth meetings into a single session, during which they discussed the feedback and finalized the task design.

***Two separate fifth meeting sessions were conducted to address feedback from Marlene's teacher educator, as she had not received feedback during the original fourth meeting.

****Qianru left the meeting in the 4th minute.

Building on the preceding discussion of the research components – namely, the participants, context, and data collection methods – the following section delineates the Conversation Analytic approach adopted for the analysis.

Multimodal Conversation Analysis

Multimodal Conversation Analysis (CA) was employed as the central methodological framework for data analysis. According to Sidnell (2010, p. 1), CA constitutes a framework developed to “analyze, describe, and understand talk as a fundamental and essential aspect of human social life.” Pioneered by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson, this method is characterized as “a naturalistic observational discipline capable of rigorously, empirically, and formally addressing the detailed and complex nature of social action” (Schegloff & Sacks, 1973, p. 289).

Rooted in the principles of ethnomethodology and sociology, CA builds upon the theoretical foundations laid by Garfinkel (1964, 1967) and Goffman (1964, 1967). Drawing on Liddicoat's (2011, p. 2) definition, ethnomethodology is concerned with uncovering “the common-sense resources, practices, and procedures” by which social actors construct and interpret shared meanings in everyday interaction. The fields of ethnomethodology and CA jointly aim to expose the foundational structures of social interaction, highlighting the

interpretive strategies individuals employ to facilitate mutual understanding and maintain social order (Maynard & Clayman, 2003).

While CA and ethnomethodology are closely related – CA is often considered an offshoot of the latter – their methodological emphases differ. Ethnomethodology typically employs ethnographic or quasi-experimental methods to uncover the tacit principles underlying social behavior. In contrast to broader ethnomethodological approaches, CA is anchored in the detailed empirical analysis of naturally occurring social interactions, employing video and audio recordings in conjunction with meticulous transcriptions to investigate how talk-in-interaction is organized.

Ethnomethodology's influence on CA is evident in its bottom-up, emic approach: rather than applying external theoretical frameworks, CA focuses on the participants' own orientations and practices. Both approaches are attentive to the "seen but unnoticed" (Garfinkel, 1967) aspects of everyday life, including instances where normative expectations are disrupted – a focus also reflected in CA's deviant case analysis. These shared commitments underscore a mutual interest in how interactional order is produced and recognized through social action.

CA was employed in this study as a systematic, data-driven methodology that emphasizes empirical evidence and minimizes researcher subjectivity. CA allows for the detailed analysis of both verbal and non-verbal aspects of interaction, making it especially suitable for examining complex social actions in real-time, situated contexts. With its rigorous analytical procedures, CA has contributed significantly to a range of scholarly domains, including both humanistic and scientific fields such as anthropology, applied linguistics, sociology, and psychology. The core principle of CA involves the study of naturally occurring verbal interactions (Sacks et al., 1974; Hutchby & Wooffitt, 2008). While it was originally focused on everyday conversations, CA has been broadened to include various institutional contexts, such as courtroom dialogues (Atkinson & Drew, 1979), political speeches, news reports (Heritage, 1988), medical consultations (Maynard &

Heritage, 2005; Heritage & Robinson, 2006), and interactions within classrooms (Markee, 2000; Seedhouse, 2004; Hellermann, 2008; Sert, 2015; Waring, 2015).

As outlined by Seedhouse (2005b), CA is grounded in four analytical principles:

1. Order at all points: Interaction is methodical, with participants organizing and sustaining mutual intelligibility through practices like sequencing, turn-taking, and repair. This directly challenges the 1960s structural linguistic view (e.g., Chomsky, 1965) that everyday talk is too arbitrary for systematic analysis.
2. Context-shaped and context-renewing contributions: Each turn in interaction is shaped by its preceding context and also helps shape the context for subsequent turns. This principle reflects the notion of next-turn proof procedure, whereby participants display their understanding of prior actions through their own contributions (Goodwin & Heritage, 1990).
3. Relevance of all interactional detail: CA assumes that all aspects of interaction – including pauses, overlaps, gaze, and embodied gestures – may carry analytic relevance (Heritage, 1984a). This principle underpins the use of transcription systems that capture multimodal elements of interaction (e.g., Jefferson, 2004; Mondada, 2018).
4. Bottom-up, data-driven analysis: Rather than applying pre-existing theories or assumptions, CA works inductively, discovering patterns and practices as they emerge from the data. This emic perspective prioritizes participants' own orientations and understandings (Sert, 2015).

To maintain this emic stance, CA analysis begins with unmotivated looking (Psathas, 1995), where the data are examined without predefined hypotheses to allow phenomena to emerge organically. This approach ensures analytic validity by avoiding the imposition of external constructs. Seedhouse (2004, p. 134) emphasizes that “CA researchers cannot make any claims beyond what is demonstrated by interactional detail without destroying the emic perspective,” thereby highlighting the methodological rigor and participant-centered focus of CA.

In this study, the foundational mechanisms of CA – including turn-taking, sequence organization, repair, and preference organization – were employed to analyze interactional

data from video-mediated meetings of PSTs engaged in the design of a telecollaborative online task. These mechanisms not only structured the analysis but also mirrored the resources participants themselves drew upon in constructing and interpreting social action.

Sequence organization, as defined by Schegloff (2007), refers to the way certain actions (e.g., questions) make subsequent actions (e.g., answers) relevant. While often confused with the broader term sequential organization, sequence organization specifically concerns the local, turn-by-turn architecture of talk. Another essential structure is the adjacency pair, a sequence of two turns (e.g., question–answer, offer–acceptance) that form the basic unit of conversational structure (Schegloff & Sacks, 1973; Heritage, 1984a). These can be expanded through pre-expansions, insert expansions, and post-expansions (Schegloff, 2007; Stivers, 2013).

Turn-taking is locally managed and context-sensitive, occurring either through speaker selection or self-selection. It is a key practice for maintaining intersubjectivity, the shared understanding achieved in interaction. It is constructed through turn-constructual units (TCUs) and transition-relevance places (TRPs) – points at which speaker change becomes possible and expected. TCUs can be linguistic (sentences, clauses) or multimodal (gestures, gaze), and are socially recognizable as complete actions (Clayman, 2013; Seedhouse, 2004). Additionally, turn-design constitutes a foundational concept within the domain of CA, as it underpins the organization of talk-in-interaction (Drew, 2012; Wong & Waring, 2020). According to Drew (2012), turn-design is influenced by three principal factors: the sequential position of the turn, the action it performs, and the recipient to whom it is directed (p. 134). In this regard, turns are meticulously constructed to fulfill specific social actions within the evolving context of interaction, taking into account the participants involved.

An analysis of turn-design facilitates the uncovering of the underlying sequence organization and interactional order. Each turn is typically shaped by preceding actions and projects potential subsequent actions. Consequently, turns are inherently interdependent; they respond to prior contributions and influence subsequent ones. This dynamic is

encapsulated in the analytic inquiry: “Why that, in that way, right now?” – a guiding question in CA that underscores the contextual and sequential nature of interaction. Within this analytical framework, adjacency pairs assume a central role in sustaining intersubjectivity and establishing the sequential architecture of conversation (Heritage, 1984b; Stivers, 2012). Adjacency pairs are composed of two utterances produced by different speakers: the first pair part (FPP) and the second pair part (SPP). Common examples include question–answer, greeting–greeting, and summons–response sequences (Sacks et al., 1974; Levinson, 1983; Schegloff, 2007; Wong & Waring, 2020). While SPPs are generally anticipated to follow FPPs, they are not invariably realized in actual interactions (Seedhouse, 2004). The absence or delay of an SPP can be interactionally significant, often allowing for inferences regarding participants’ orientations or stances. The structure of adjacency pairs also elucidates the distinction between preferred and dispreferred responses – a concept that highlights the social expectations associated with certain responses, which may be affiliative, while others may be marked, delayed, or mitigated. Thus, adjacency pairs not only contribute to the maintenance of mutual understanding but also reveal the normative structure of social action within interaction.

CA also explores how participants display preference organization – that is, how certain responses (e.g., agreement) are produced more smoothly and directly than others (e.g., disagreement). Importantly, “preference” here does not imply psychological bias but refers to the social organization of affiliation and disaffiliation (Pomerantz & Heritage, 2013; Seedhouse, 2004). Preferred responses typically follow without delay, while dispreferred responses are marked by pauses, hedges, or mitigation (e.g., “well,” “uh...”), often reflecting face-saving strategies (Pomerantz, 1984).

Lastly, repair is conceptualized as a set of organized practices that address interactional difficulties arising during the course of conversation (Liddicoat, 2011, p. 208). Such difficulties may stem from issues related to speaking, hearing, or understanding, prompting participants to initiate repair in order to maintain the progression of talk and ensure intersubjective understanding (Schegloff et al., 1977; Schegloff, 1979, 1987, 1992).

As a fundamental mechanism in the structure of talk-in-interaction, repair reflects participants' orientation to meaning-making and their collaborative management of conversational coherence (Schegloff, 1997). Within this framework, a trouble source refers to any element that is perceived to disrupt the flow of communication, while a repairable denotes the specific segment of talk treated by participants as requiring resolution (Seedhouse, 2005b, p. 168).

Schegloff et al. (1977) distinguished between types of repair based on two parameters: who initiates the repair and who carries it out. This classification yielded four core types: (i) self-initiated self-repair, (ii) self-initiated other-repair, (iii) other-initiated self-repair, and (iv) other-initiated other-repair. These categories capture the interactional dynamics through which participants manage trouble sources in conversation.

While either speaker may initiate or perform repair, certain trouble types are more commonly associated with specific configurations. For instance, hearing or perception difficulties are frequently addressed through *other-initiated repair*, often via open-class repair initiators (Drew, 1997), whereas grammatical or lexical issues tend to be resolved through *self-initiated repair* (Schegloff, 1987; Kitzinger, 2013). These repair practices not only maintain the flow of interaction but also reflect participants' orientations to accountability, clarity, and mutual understanding.

In light of the preceding discussion, the methodological steps adopted in this study – rooted in Multimodal CA – are summarized as follows:

1. Data collection of naturally occurring interaction: The dataset comprised screen/video-recorded episodes of spontaneous, video-mediated interaction involving PSTs, with no researcher interference in the interactional flow.
2. Initial transcription: The interactions were transcribed orthographically to prepare the data for preliminary analysis.
3. Unmotivated looking and identifying focal phenomena: Consistent with the inductive and participant-centered orientation of Multimodal CA, the analysis proceeded without reliance on pre-formulated hypotheses, allowing patterns to emerge from the

interactional data. Through this process of *unmotivated looking* (Sacks, 1984), specific patterns of interaction emerged as analytically salient. In particular, the focus of the analysis was directed toward PSTs' practices of (dis)agreement following teacher educator feedback during mutual decision-making on task design.

4. Building a collection: Verbal and multimodal instances in which PSTs displayed (dis)agreement during feedback-related sequences were systematically compiled into a structured collection. This collection enabled the identification of recurrent interactional patterns and facilitated comparative analysis across cases, in accordance with Conversation Analytic conventions (Schegloff, 1987).
5. Selecting representative extracts and enriching the transcriptions: From a total of 40 instances, 12 representative extracts were selected based on recurrence and relevance. These were transcribed using standardized conventions (Jefferson, 2004; Mondada, 2018) to capture both verbal and embodied actions.
6. Conversation analytic examination and reporting findings: The selected extracts were analyzed from a participant-relevant perspective, drawing on the same interactional resources employed by participants – such as sequence organization, turn-taking, and repair. The results of this microanalytic investigation will be presented in Chapter 4.

Transcription and Building Collections

CA approaches data without reference to predefined theoretical frameworks, hypotheses, or coding schemes based on preexisting constructs. Instead, it adopts an inductive and participant-relevant stance, prioritizing the documentation of participants' orientations as they emerge in and through interaction. This orientation necessitates a high degree of granularity in transcription to preserve the emic perspective and capture the multimodal complexity of social action.

This study aligns with the emic, participant-relevant orientation of CA, which involves a close, data-driven investigation of participants' observable methods for producing and interpreting social actions in interaction (ten Have, 2007; Sidnell, 2010). From a CA

perspective, analysis is grounded in naturally occurring data, emphasizing fine-grained transcription and microanalysis to examine how participants themselves display and recognize actions as socially meaningful. As Seedhouse (2004) highlights, CA focuses on examples that can be adduced for the existence and relevance of interactional categories, as established by participants *in situ*.

Video recordings constitute the primary mode of data collection in CA, as they allow for the close examination of both verbal and nonverbal conduct. In the context of digitally mediated interaction, screen activities – particularly those occurring on a shared screen, such as cursor movements, on-screen navigation, typing, and the manipulation of digital resources – also play a significant role in both transcription and analysis, as they contribute to how participants accomplish and interpret social actions. These screen-based behaviors are not merely ancillary; rather, they are fully integrated into the sequential organization and interactional relevance of the unfolding interaction (Mondada, 2012, 2014; Neville, 2015).

Transcription, while essential for analysis, is not considered equivalent to the data itself but rather serves as a representational tool. It captures the fleeting, multimodal nature of talk-in-interaction in a static, analyzable format (Liddicoat, 2007, p. 13). Transcripts serve as a lens through which analysts can perceive details that are often difficult to identify through listening or watching alone (Jenks, 2011). From this perspective, transcripts are not the data themselves, but rather tools for analysis, designed to document the organizational features of talk-in-interaction with maximum clarity and accuracy (Hutchby & Wooffitt, 2008; Liddicoat, 2021; Kasper & Wagner, 2014). According to Jenks (2011), transcription should fulfill four core functions: to represent interaction, assist analysis, disseminate findings, and enable verification by others. Although transcripts aim to closely mirror the recorded data, no transcript can capture every feature of an interaction. Thus, transcription inevitably involves selective representation based on the analytic focus of the study (Hepburn & Bolden, 2012; Jefferson, 2004; Hutchby & Wooffitt, 2008). As Liddicoat (2021) and Seedhouse (2005b) emphasize, detailed transcripts are essential to understanding the

structure and sequential organization of talk, enabling researchers to analyze not only what is said, but how it is said, including prosodic, embodied, and temporal features.

Transcripts are produced and refined through repeated engagement with the recordings, allowing analysts to build intimate familiarity with the interaction and to identify patterns that may not be initially visible (Hutchby & Wooffitt, 1998, p. 75). This iterative process is especially crucial in Multimodal CA, where the transcription must also account for gaze, gesture, posture, prosody, facial expressions, and, in digitally mediated settings, interactions with the digital interface.

Within CA, no detail is regarded as irrelevant (Sacks, 1992). Accordingly, transcription extends far beyond the mere documentation of spoken words; it encompasses fine-grained representations of pauses, overlaps, vocalizations, prosodic features (e.g., intonation, pitch, stress), and other aspects of speech delivery. In order to preserve the interactional authenticity of the recorded data, CA transcription frequently departs from standard orthographic conventions, instead reflecting how utterances are actually produced in real time. The importance of capturing features such as syllable elongation and intonation as indicators of turn boundaries has been well established (Hutchby & Wooffitt, 1998). For instance, a falling intonation may signal a possible completion point where speaker change can occur, whereas syllable elongation at a transition-relevance point may signal the interlocutor's intention to retain the floor. These subtle prosodic features are essential for understanding how participants manage turn-taking and negotiate meaning in real-time interaction.

One challenge CA researchers face is striking a balance between transcription detail and readability, particularly when presenting data to both CA and non-CA audiences (Hepburn & Bolden, 2012). Since transcripts are not only analytic tools but also communicative devices used to share findings with scholarly communities, they must be comprehensive enough to support both interpretation and verification.

Researchers inevitably make decisions regarding which aspects of interaction to represent or omit in a transcript, a process that introduces the potential for subjectivity. To

mitigate this, standardized transcription systems have been developed that minimize researcher interference and promote analytic transparency (Jefferson, 2004; Mondada, 2011). In the present study, Jefferson's (2004) transcription conventions were adopted, as they are widely recognized within CA for their capacity to represent the fine-grained dynamics of turn-taking and speech delivery. As Liddicoat (2011, p. 29) observes, Jeffersonian transcription provides "a robust and useful tool for understanding the ways in which language is used in social interaction."

However, in Multimodal CA, talk alone is not sufficient for capturing the full complexity of interaction. Temporally and sequentially organized embodied conduct – including gestures, body movements, gaze, and spatial positioning – plays an equally crucial role in the construction and maintenance of intersubjectivity. To systematically capture these multimodal resources, Mondada's (2018) transcription conventions were also employed. This system enables the transcription of a wide range of embodied actions in relation to talk, offering a temporally precise and coherent representation of participants' multimodal practices. According to Mondada (2011), her transcription convention allows for the systematic representation of a spectrum of embodied actions, the documentation of their potential relationship to talk, and the detailed depiction of their temporal positioning and sequential trajectories. Furthermore, it supports the incorporation of visual representations that are precisely aligned with the temporal organization of interaction.

Moreover, with the increasing prevalence of online and video-mediated interactions, the need to transcribe screen-based activities has become particularly salient. These include actions such as cursor movement, highlighting, selecting, typing, and other navigational behaviors within shared digital environments. This study also employed Mondada's (2018) transcription system to represent these screen-based activities, as it allows for precise notation of the onset and offset of such actions, particularly when they are mutually visible and interactionally relevant. Previous work by Balaman (2016; 2018) has also highlighted the importance of including screen-based behavior in transcripts,

particularly in video-mediated educational contexts, further underscoring the analytical value of these practices.

The transcription process in this study followed the methodological steps outlined above. Initially, orthographic transcriptions of the dataset were produced. During the preparation of these transcriptions, the screen recordings were reviewed multiple times to facilitate initial observations and to gain familiarity with the data through the process of unmotivated looking (ten Have, 2007). This approach involves engaging with the data without any predefined theoretical framework or research question. As Jenks (2011, p. 13) explains, unmotivated looking encourages the researcher “to let the data and transcript speak for itself.”

Through this inductive engagement with the recordings, certain interactional patterns began to emerge, allowing for the identification of potential focal phenomena – discussed in the following section. Once these initial insights were formed, representative sequences were selected for detailed transcription. To capture the multimodal complexity of the interactions, transcription conventions developed by Jefferson (2004) and Mondada (2018) were employed (see Appendix A and Appendix B). Jeffersonian notation was used to annotate prosodic features such as intonation, pauses, overlaps, and stress, while Mondada’s system was applied to represent both embodied conduct (e.g., gaze, gesture, posture) and screen-based activities (e.g., cursor movement, highlighting, typing). To support accurate segmentation and synchronization of these multimodal features, the transcription work was conducted using the Transana software platform, which enabled close analysis of timing and coordination across modalities.

In this study, approximately 24 hours of video-recorded interaction were collected from video-mediated collaborative meetings among transnational PSTs. The data were drawn specifically from the fourth meeting, during which PSTs engaged in collaborative task design following feedback received from their teacher educators. In some groups, the discussion of the feedback extended into the fifth meeting, and those interactions were also included in the dataset. The researcher transcribed the video recordings with the aid of

Transana, a transcription platform designed for the transcription, segmentation, as well as analysis of audio/video data.

Following a participant-relevant and inductive approach, the analysis focused on the meaning-making practices of PSTs as they unfolded in situ, particularly in response to the feedback provided. Aligned with the bottom-up, data-driven principles of Multimodal CA, the analysis was guided by unmotivated looking (ten Have, 2007), allowing for the emergence of analytically significant patterns without the imposition of pre-existing theoretical frameworks. Through this process, (dis)agreement practices emerged as focal interactional phenomena. These practices were shaped by a combination of verbal, embodied, and screen-based resources, including gaze shifts, head movements, smiling, nodding, body positioning, and on-screen actions such as cursor movement, highlighting, and typing. The analysis focused on how these multimodal actions were mobilized by PSTs to either align with or resist the teacher educator feedback they had received. Once these practices were identified, a collection of relevant episodes was compiled and iteratively transcribed in increasing detail. The dataset yielded a total of 60 (dis)agreement sequences, comprising 20 instances of agreement and 40 instances of disagreement, distributed across 19 PST groups. This distribution suggests that feedback frequently prompted extended negotiation and differing perspectives among group members.

From this collection, 12 representative excerpts were selected for detailed analysis – 3 illustrating agreement and 9 illustrating disagreement (representing the overall distribution of cases), all of which were produced with reference to specific feedback points provided by teacher educators. These excerpts were also presented and discussed in data sessions held at TIM (Talk, Interaction and Multimodality) and the Micro Analysis Network, where they were collaboratively examined by researchers working within the CA tradition. The distribution of (dis)agreement practices across PST groups is summarized in Table 15.

Table 15

Distribution of (Dis)Agreement Practices in Video-Mediated Interactions Where Teacher Educator Feedback was Used as an Interactional Resource

Groups	Agreeing	Disagreeing
Group 1	1	2
Group 2	X	X
Group 3	2	5*
Group 4	X	6**
Group 5	2	2*
Group 6	1	2**
Group 7	X	2
Group 8	1*	2
Group 9	1	1
Group 10	X	5
Group 11	1*	X
Group 12	X	1
Group 13	6*	X
Group 14	1	3*
Group 15	1	1
Group 16	2	3*
Group 17	1	3*
Group 18	X	X
Group 20	X	2
Total	20	40
Clips Total Time	0:24:27.9	1:48:17.0

* Indicates that an extract from this group was included in the detailed analysis.

** Indicates that two extracts from this group were included in the detailed analysis.

The next chapter offers a detailed CA-based investigation of the selected extracts and reports the findings derived from the analysis.

To support the subsequent analysis, particular attention was given to how the transcript excerpts were formatted and presented, ensuring clarity and consistency in the representation of multimodal data.

Pseudonyms were used in all transcript excerpts to ensure participant anonymity and adhere to ethical research standards. Sequential line numbers were assigned to each verbal utterance and gap to enhance the readability and analytic accessibility of the transcripts (see Sample Extract below). Embodied actions and screen-based activities were

transcribed on separate lines without numbering, and aforementioned actions were presented using lighter-toned for visual distinction. Multiple notation symbols were employed to indicate the onset and offset of actions, with each symbol corresponding to a specific participant. In cases where a single participant performed multiple actions in the same line, additional symbols were introduced to prevent ambiguity regarding the temporal boundaries of each action (see Line 2 as illustrated in the following Sample Extract). When action descriptions exceeded the available space in the transcript line, the action was indexed numerically and described in an additional annotation line (see Lines 8, 9 and 10 as illustrated in the following Sample Extract). To further support the analysis of screen-based conduct – particularly cursor movement, highlighting, and typing – visual figures were also incorporated alongside the transcripts. These figures offer complementary representations of temporally organized on-screen activities and help illustrate how participants coordinated their verbal and embodied conduct with interface-related actions. To further support the analysis of screen-based conduct – particularly cursor movement, highlighting, and typing – visual figures were also incorporated alongside the transcripts (see Figures 9 and 10 in the Sample Extract below). These figures offer complementary representations of temporally organized on-screen activities and help illustrate how participants coordinated their verbal and embodied conduct with interface-related actions. Red arrows or frames were added by the researcher to highlight the relevant areas of each extract, and these were annotated accordingly below each figure (see Figure 9 in the Sample Extract below). The font *Courier New*, a monospaced typeface, was selected to ensure consistent alignment across lines. A sample extract is presented below:

Sample Extract

1. LIL: then we can: (.) ↑actually
2. #&remove the *second↓ (0.4) video↑
 lil #Figure 9
 &moves the cursor over the video section of the DigiTask web app
 hal *frowns--->line 6

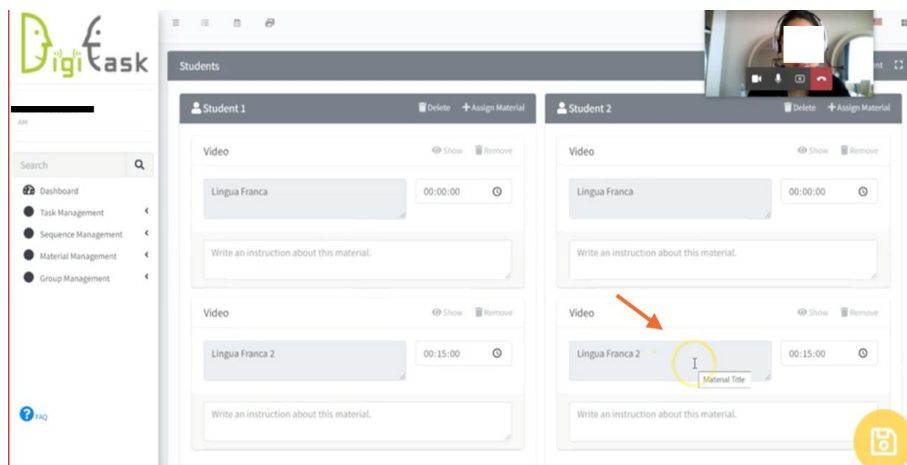


Figure 9

Note. The red arrow was added by the author.

3. (1.7)
4. KUZ: +yes,+
kuz +nods+
5. (0.4)
6. HAL: *↑okay
--*
7. (0.7)
8. LIL: >because< (0.4) #&err: (.) *>i don't know what your lecturer said*
lil #Figure 10

&moves the cursor over the feedback document tab
and opens it

lil *shakes her head side to side-----*

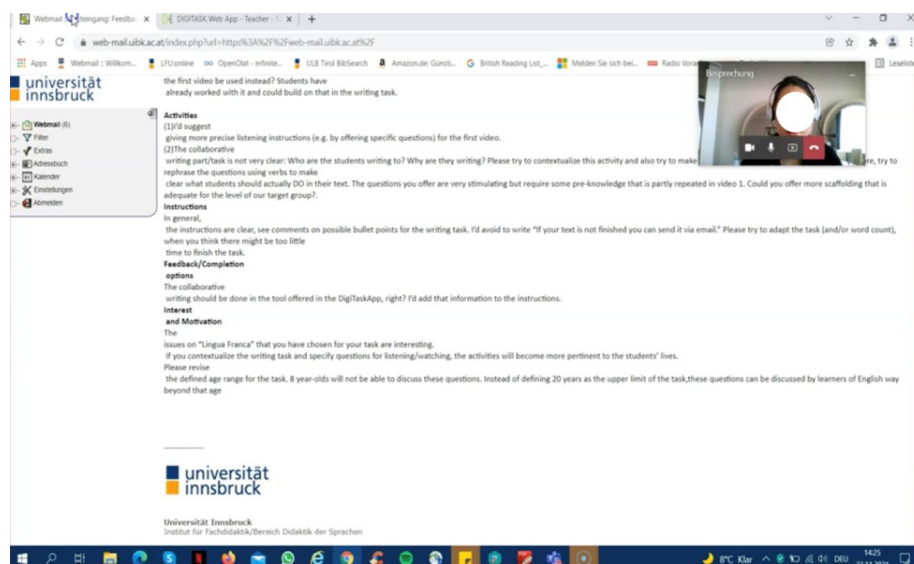


Figure 10

9. &mine said maybe just focus on&
lil &-----1-----&

1:moves the cursor over the feedback document
10. *one (.) one video and just (0.5) this one*↓

lil *-----2-----*
 2:points downwards with her right index finger three times

Validity and Reliability of the Study

In addition to transcription and data organization, ensuring the validity and reliability of the analysis is a core concern in Conversation Analytic research. This section outlines the strategies implemented in this study to uphold methodological rigor and analytic transparency. From data collection to analysis, CA adopts a rigorous, empirical approach, aiming to document and examine naturally occurring interactions in situ (Psathas, 1995; ten Have, 2007). Reliability in CA is ensured through specific methodological strategies, including the careful selection of data, the fidelity of the recordings and the suitability of transcription (Peräkylä, 1997, as cited in Seedhouse, 2005b). In line with this objective, CA emphasizes recording interactions as they unfold, minimizing the risk of data loss, and producing detailed, systematic transcriptions (Hepburn & Bolden, 2017). In the present study, screen-recorded data were collected from each participant employing the screen-recording tool the online screen-recorder tool, and the native recording tool provided by Microsoft Teams was employed in parallel to safeguard against data loss and to ensure that participants' screen-based activities were fully captured. Transcription conventions for prosodic, embodied, and screen-mediated actions – adapted from Jefferson (2004) and Mondada (2018) – were applied to best represent the complexity of the data (see Appendices A and B for further details).

A distinctive feature of CA is its transparency: researchers typically provide readers with access to excerpts from the data, making the analytical process open to verification (ten Have, 2007; Hutchby & Wooffitt, 1998). This openness is a fundamental aspect of ensuring both the credibility and replicability of CA research. A series of well-established methodological principles contributes to this transparency and rigor. First, the use of *unmotivated looking* (ten Have, 2007) ensures that the analysis emerges inductively from the data, rather than being guided by pre-existing hypotheses. Second, detailed

transcriptions are produced to capture how participants co-construct interaction through observable practices (Sidnell, 2010). Third, researchers maintain an *emic perspective*, interpreting the data from the participants' point of view without imposing external analytical categories. In line with this, CA analysts rely on the *next-turn proof procedure*, which involves examining how participants orient to prior turns – thereby providing evidence of how actions are understood within the sequence (Schegloff, 1992; Seedhouse, 2005b).

All of these methodological principles were rigorously implemented throughout the present study. Beyond these core CA practices, the study also incorporated external validation through various feedback mechanisms. Selected data extracts were presented during data sessions organized by CA scholars and postgraduate researchers, in which recordings and transcripts were closely examined using CA terminology and principles. In addition, the findings were regularly reviewed and discussed with the supervisory committee during biannual thesis meetings conducted over the past four years. Together, these practices contributed to the credibility, reliability, and validity of the study. The methodological transparency, adherence to CA principles, and collaborative engagement with experts ensured that the findings were subjected to continuous scrutiny and refinement. As highlighted throughout this section, transcription plays a vital role in maintaining the analytical integrity of CA research. The following section will outline the transcription procedures in greater detail.

Ethical Considerations

According to Markham and Buchanan (2012), key ethical principles in research comprise human dignity, autonomy, protection, safety, and the balancing of benefits and harms. In contemporary frameworks, these are expanded to include respect for persons, justice, and beneficence. Within the Turkish research context, securing ethical clearance from the university's Research Ethics Committee is the first official step in initiating a research project. Following the review of the submitted application, which included detailed

information about the study's aims, data collection procedures, and participant involvement, ethical approval for this study was granted (see Appendix C).

In Multimodal CA, where video recordings of naturally occurring interactions form the core data, ethical considerations must be addressed both prior to and following data collection. Before beginning fieldwork, obtaining informed consent is essential to ensure the protection of the ethical and legal entitlements of participants. As ten Have (2007) outlines, participants must have the right “to be recorded or to give access to the situation for recording purposes; to grant permission to use the recordings for research purposes; [and for] public display or publication of the recordings in one form or another” (p. 61).

Accordingly, all participants in this study were provided with detailed consent forms outlining the scope and nature of the research, the use of video recordings, and their rights as participants. They were informed about the purpose and duration of data collection and assured that all materials would be used exclusively for research purposes. It was clearly stated that participation was entirely voluntary and could be discontinued at any point, while also affirming that strict measures would be taken to ensure anonymity and confidentiality.

All participants agreed to the terms and provided written informed consent. In order to safeguard participants' identities, pseudonyms were generated, and only the initial three letters of each pseudonym appear in the transcript excerpts. Furthermore, any screenshots containing participant images were intentionally blurred to comply with ethical standards regarding visual anonymity and data protection.

Conclusion

This chapter presented the research design and methodological framework of the present study, which investigates PSTs' interactional practices during video-mediated collaborative task design meetings. Building on the identified gap in research on feedback use and meaning-making in digitally mediated educational settings, the guiding research questions were introduced. This was followed by detailed descriptions of the participants, the dataset, and the broader research context. The Teacher Module of the DigiTask web

app was used by PSTs for task design along with the procedures followed for data collection. Multimodal CA was introduced as the analytic approach adopted in the study, including its core principles such as participant-relevance, sequentially, and the emic orientation to interaction. The transcription process was then elaborated in detail, including the use of Jeffersonian and Mondada transcription conventions to capture prosodic, embodied, and screen-based resources, as well as the procedures for building collections based on (dis)agreement sequences. Finally, the chapter addressed issues of validity and reliability, as well as ethical considerations.

The next chapter presents the research findings, offering a fine-grained analysis of selected interactional episodes through the microanalytic lens of Multimodal CA.

Chapter 4

Findings, Comments and Discussion

Introduction

This chapter presents the analysis and findings of the study by addressing the research questions outlined in the previous chapter. Drawing on Conversation Analysis (CA), the chapter examines how pre-service teachers (PSTs) collaboratively navigate pedagogical decision-making during digital task design, particularly in relation to feedback provided by their teacher educators. The analyses uncover the interactional resources through which PSTs reference, reinterpret, or resist feedback points while engaging in real-time proposal-making, stance negotiation, and task finalization.

The data illustrate that teacher educator feedback functions not as a fixed directive, but as an interactionally negotiated resource. PSTs invoke feedback to support or challenge design decisions, demonstrating emerging pedagogical reasoning. The analyses attend closely to the verbal, embodied, and screen-based practices used to manage agreement, disalignment, and resolution. Prosodic features (e.g., rising intonation, emphasis), embodied actions (e.g., nodding, head tilts, hand gestures), and digital behaviors (e.g., cursor movement, document editing, screen sharing) all contribute to how alignment and decision-making are sequentially organized.

The extracts are grouped based on the interactional trajectory of agreement versus disagreement in relation to teacher educator feedback. The first three extracts (Extracts 1–3) illustrate sequences in which PSTs draw on feedback to support task proposals that are met with alignment and relatively unproblematic consensus. Specifically, Extract 1 presents agreement with convergent points from their own teacher educator; Extract 2 involves alignment despite non-converging feedback; and Extract 3 shows agreement with feedback from a co-participant's teacher educator. In contrast, the remaining nine extracts (Extracts 4–12) illustrate sequences in which feedback becomes the very ground on which participants build their disagreement. In these segments, PSTs reference feedback from

their own or their peers' teacher educators as a resource to initiate disalignment and negotiate pedagogical alternatives. For instance, Extracts 4 and 5 reflect disagreement with feedback on divergent points from the speaker's own teacher educator; Extracts 6 and 7 show disagreement with a co-participant's teacher educator (with 7 oriented to a convergent point); and Extract 8 involves interactionally nuanced disagreement with co-participants' teacher educators, achieved via questioning and collaborative challenge. Finally, Extracts 9, 10, 11, and 12 demonstrate how participants resist or reinterpret feedback from their own teacher educators. Across these interactional trajectories, the analyses reveal how PSTs collaboratively manage epistemic authority, express pedagogical agency, and reach design decisions in digitally mediated, feedback-rich environments.

Teacher Educator Feedback as a Source of Agreement

Extract 1, which will be given in three segments below, comes from Group 13, illustrating how PSTs navigate feedback points of their own and peers' teacher educators, demonstrate agreement with reference to the feedback point of their own teacher educator, and collective refinement of ideas, and engage in final decision-making regarding the material for the task design. In this group, MAD (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. Meanwhile, SEZ and AHE (PSTs from the Turkish university) received video-mediated feedback.

In Extract 1, all participants have their cameras off, and they unmute themselves only when taking a turn. SEZ shares her screen to facilitate group members' access to her screen-based actions on the DigiTask web app (see Figure 1). Prior to the extract, MAD presented the feedback points of her teacher educator, after which the group commenced collaborative work on their task design within the application.

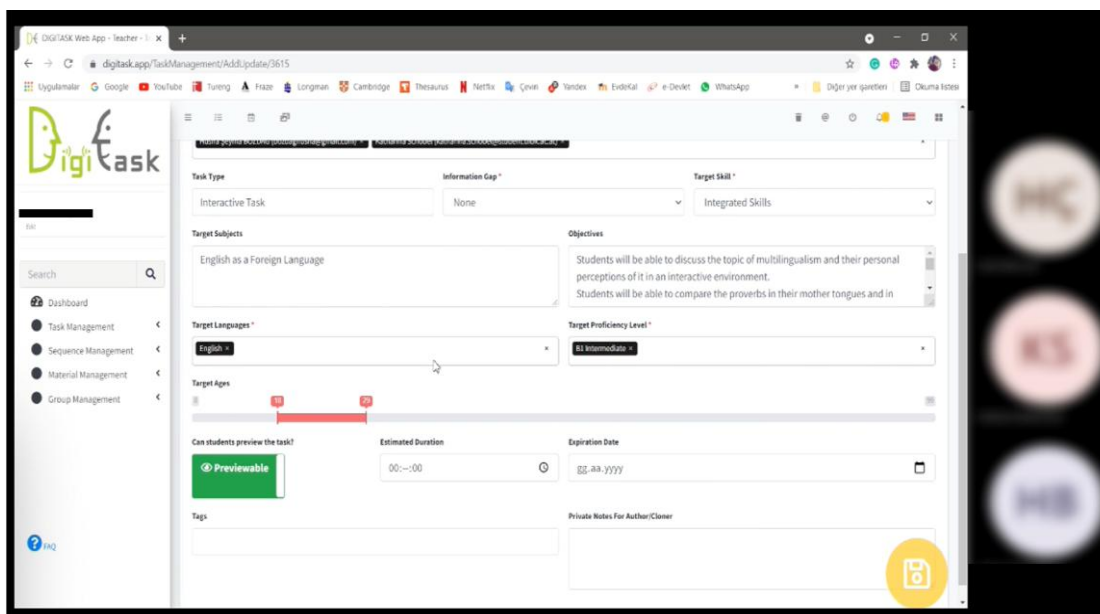


Figure 1. SEZ's Shared Screen

Extract 1. Agreement when teacher educators' feedback points converge

(Time: 0:03:29.8 - 0:05:05.6 / Length: 0:01:35.8)

Segment 1/3: Group 13 – delete the collaborative story writing

1. SEZ: we >need to< talk ↑about: (0.4) err

2. our table↑ and the err (0.4) ↑writing #&part↓

sez

#Figure 2

&clicks on the task design

tab on the DigiTask web app, opens it

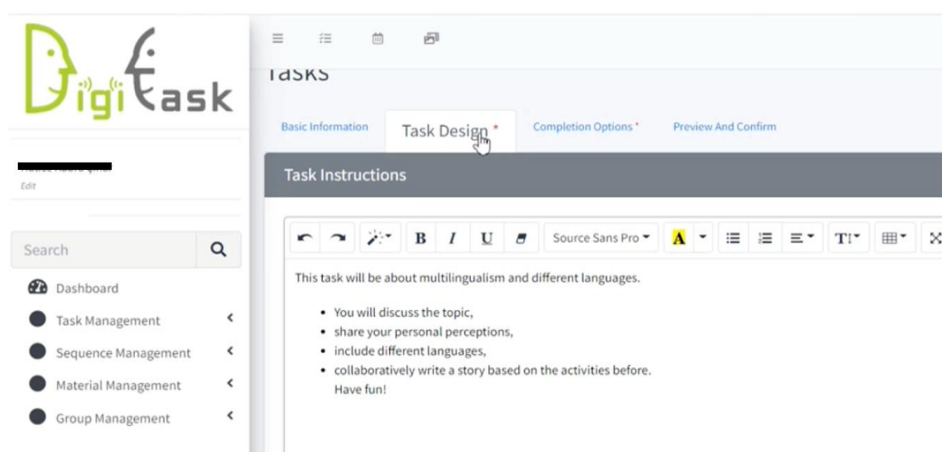


Figure 2

3. #&↑because (.) our instructor said↑ (0.5) err (0.4)

sez #Figure 3

&moves the cursor over the remove icon for collaborative writing

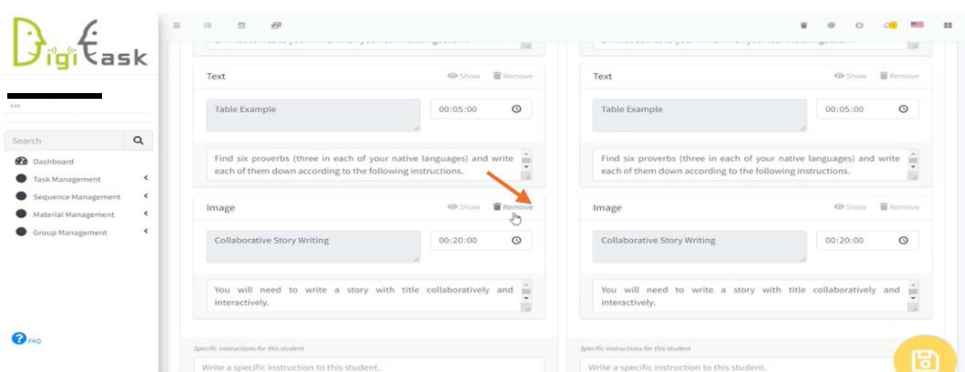


Figure 3

Note. The red arrow was added by the author.

4. .hhh (0.4) ↑doing both of them (.) at the same ↑task
5. (0.4) err would be ↑hard
6. (1.0)
7. err in terms of (.) ↑time (.)
8. because err (.) writing (1.0) a story
9. >collaboratively< (.) ↑also .hhh err takes (0.6)
10. much more↑ time (.) than err #&twenty↑ minutes↑ (0.3)

#Figure 4

sez

&moves the cursor over the duration
of the collaborative writing

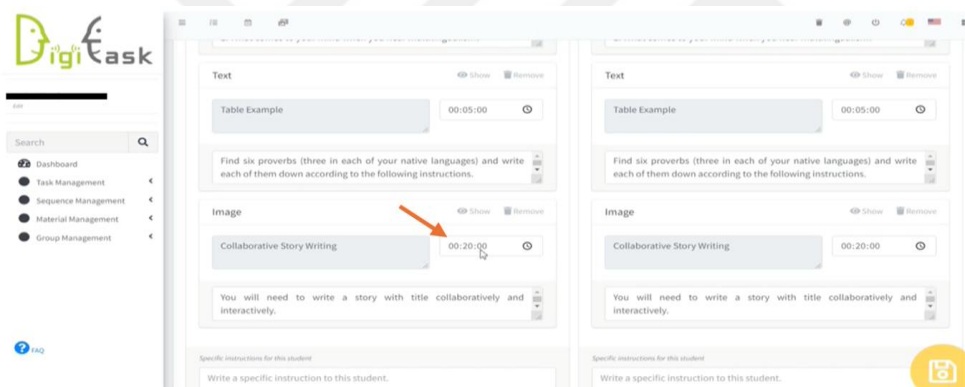


Figure 4

Note. The red arrow was added by the author.

11. .hhh so (.) err >#&he said maybe< we can add something

#Figure 5

sez

&moves the cursor over the table example part

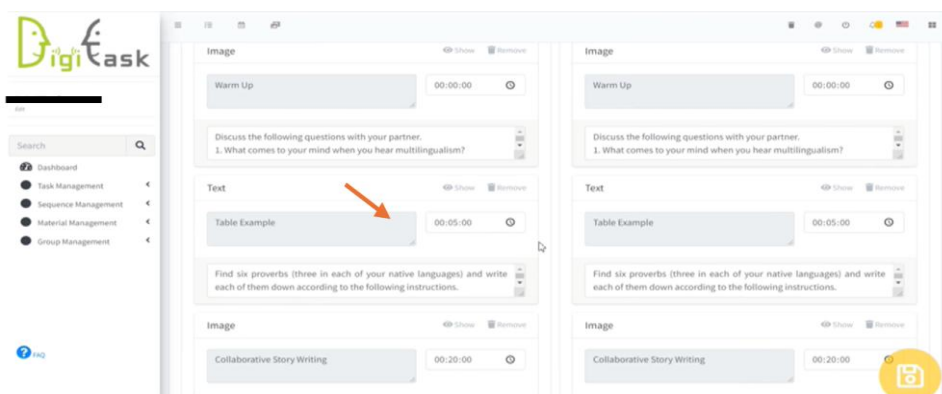


Figure 5

Note. The red arrow was added by the author.

12. on ↑table (.) and #&delete the err
#Figure 6

sez &moves the cursor from the beginning to the
end of the collaborative story writing section--->

13. >collaborative& story writing part↑< (0.4).hhh
---&

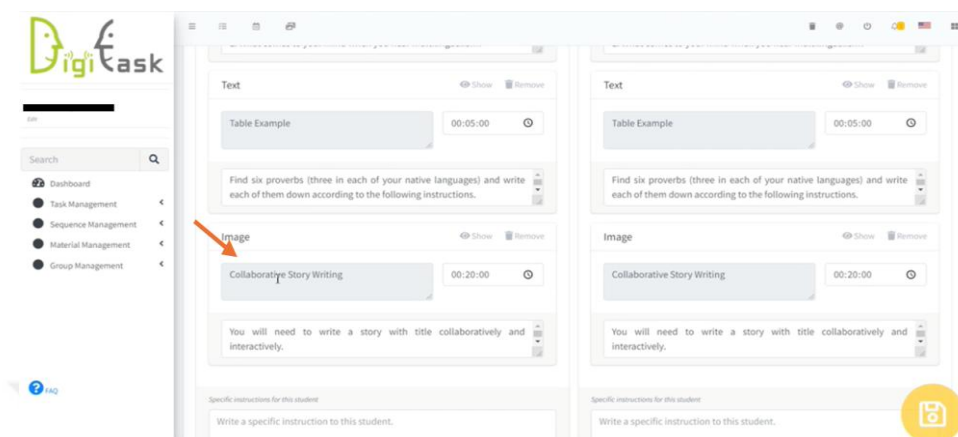


Figure 6

Note. The red arrow was added by the author.

14. (1.9)
15. what's↓ (.) what are you↑
16. (0.6)
17. MAD: er[r yeah↑
18. SEZ: [what can you say↓

The Extract 1 starts with SEZ's stating the requirements and the necessity of discussing the table and writing section of the task in lines 1 and 2. This is marked by a rising intonation at the end of "table" and the beginning of "writing", followed by the utterance of "part", accompanied by her screen activity, where she clicks on the "task design" section in the DigiTask web app (Figure 2) (we >need to< talk ↑about: (0.4) err our table↑ and the err (0.4) ↑writing part↓). In line 3, SEZ introduces a causal marker with initial stress and a rising intonation (↑because), rationalizing her previous statement by referencing the feedback point from her and her classmate AHE's teacher educator using the first-person plural possessive adjective (our). This justification is reinforced through her screen activity as she moves the cursor over the remove icon for the collaborative story-writing (Figure 3). She employs a reported speech, emphasizing it through stress and a rising intonation on the word "said↑". Following 0.5 seconds of pause, a hesitation marker (err), 0.4 seconds of pause, an in-breath (.hhh), and another 0.4 seconds of pause, she

prepares to report the feedback point. In lines 4 and 5, she highlights the difficulty of performing two activities (table and writing) within the same task, stressing the words “doing”, “same”, “task,” and “hard” (↑doing both of them (.) at the same ↑task (0.4) err would be ↑hard). After 1.0 second of silence, in line 7, she begins with a hesitation marker (err), and then she establishes a focus on the time-related difficulty of the task with a framing marker (in terms of). In lines 8 to 10, she reformulates her prior utterance by providing an alternative explanation to emphasize that writing a story collaboratively requires more than twenty minutes, accompanied by her screen activity, where she moves the cursor over the duration section of the material, which was set to twenty minutes (Figure 4). She emphasizes the word “writing”, articulates “collaborative” at a faster pace, and employs a rising intonation on the words “twenty↑” and “minutes↑”. Her turn also includes multiple micro-pauses (.), hesitation markers (err), and intra-turn pauses (1.0s and 0.6s), as she reports related to the feedback point of her teacher educator accompanied by her screen activity in which she moves the cursor over the table example part (Figure 5). Following 0.3 seconds of intra-turn pause and an in-breath (.hhh), SEZ continues her turn with a transition marker (so), a micro-pause (.), and a hesitation marker. She then refers to the feedback point of her teacher educator using reported speech at a faster pace. In line 11, she proceeds to suggest adding content to the table, mitigating it with a possibility marker (maybe) aligning her verbal utterance with her screen activity as she moves the cursor over the table example section of the task, and deleting the collaborative story-writing activity in lines 12 and 13, again coordinating her talk with her screen activity, moving the cursor over the collaborative story writing section of the task (Figure 6) (.hhh so (.) err >he said maybe< we can add something on ↑table (.) and delete the err >collaborative story writing part↑<). After 0.4 seconds of intra-turn pause, SEZ takes an in-breath (.hhh), followed by an extended wait time (1.9s), before initiating a turn in line 15 in which she invites her group members to share their ideas after reporting the feedback point and providing her suggestions. She makes two self-repair

attempts before (what's↓ (.) what are you↑) successfully reformulating the question in line 16 (what can you say↓), which overlaps with MAD's hesitation marker (err) and an acknowledgment token (yeah).

The first segment of the Extract 1 has illustrated how SEZ critically engages with task design, particularly regarding the materials, by referencing the feedback from her teacher educator. Through these feedback points, she rationalizes the situation and reports the teacher educator's comments. Following that, she engages in suggesting the addition of content to the table and the removal of the collaborative story-writing component. Her decision is supported by references to the teacher educator's feedback and is conveyed with numerous pauses, hesitation markers (err), and micro-pauses (.). Moreover, since the group is supposed to design their task using the DigiTask web app, SEZ interacts with the platform by moving her cursor over the relevant section, effectively directing attention to the focal point of her discussion. At the end of this segment, she initiates a group discussion to seek alignment and agreement before reaching a final group decision.

Segment 2/3: Group 13 – this is something also our lecturers criticized

19. (0.5)
 20. MAD: this is also something err (0.5) our lecturers (.)
 21. err criticized (0.5) so that there is much (.) err to
 22. (0.5) ↑less time for the collaborative ↑story writing↓
 23. and↑ err they also mentioned that (.)
 24. >we definitely ↑should check< our word count↓
 25. (0.4)
 26. >because i think< we had a ↑word count (0.4)
 27. from fifty to seven ↑hundred
 28. (0.7)
 29. and they [criticized (.) err
 30. SEZ: [↑yeah
 31. MAD: >that you're not really able to<
 32. write a good story (.) in fifty↑ ↑words (0.3)
 33. and (.) .hhh err that seven hundred words are (.)
 34. far↑ too much (.) for twenty minutes↓
 35. (1.2)
 36. AHE: ↑yes [yes↑
 37. SEZ: [huh huh↑
 38. (0.3)
 39. AHE: it was maximum↓ (0.4) but \$yeah↑\$

In the second segment of Extract 1, following 0.5 seconds of silence, MAD takes a turn, and in lines 20 and 21, employing a first-person plural possessive adjective to refer to her classmates in the same project, she reports the feedback point of her teacher educators,

which aligns with the feedback point previously reported by SEZ. To further emphasize the agreement, she uses an additive discourse marker (also) (this is also something err (0.5) our lecturers (.)). After the self-repair of the quantifier, marked with a rising intonation and stress (there is much (.)) err to (0.5) ↑less time), in line 22, she reiterates the issue of insufficient time for the collaborative story-writing task, emphasizing that the allocated time may not be adequate for students. In line 23, using a continuation marker (and) (Schiffrin, 1986; Nevile, 2006), and after a hesitation marker (err), MAD refers to another point of her teacher educators' feedback introducing an additional perspective by employing another additive discourse marker (also) to expand the discussion on the task activity. However, she softens the assertion by choosing the verb "mentioned", mitigating the strength of the extended authority, in other words, her teacher educators' position. Following a micro-pause (.), in line 24, she addresses the word-count requirement at a faster pace, reinforcing her stance with an epistemic certainty marker (definitely) and the modal verb "should" positioned in a less face-threatening manner, making the recommendation sound more tentative rather than authoritative (>we definitely ↑should check< our word count↓). After 0.4 seconds of intra-turn pause, in lines 26 and 27, she evaluates and rationalizes the feedback point at a faster pace, using a causal marker (because) and an epistemic stance marker (i think) (Kärkkäinen, 2007) and then refers to the word count, which had been adjusted from fifty to seven hundred, using past reference to indicate alignment with the decision to modify it. Following 0.7 seconds of intra-turn pause, in line 29, MAD initiates another turn construction, starting with another continuation marker (and) and reformulates her earlier contribution with a reference to the feedback point of her teacher educator using the word "criticized" again to upgrade the importance of the situation which overlaps with an acknowledgement by SEZ. In lines 31 to 34, MAD reports the feedback on the word count for collaborative story-writing, indicating that writing a good story in fifty words is unrealistic, while seven hundred words are excessive for a twenty-minute task. To emphasize her point, she stresses the words "fifty," "word," "seven," and "far." After the wait time (1.2s), AHE expresses her agreement with a confirmation token

(↑**yes**), marked by a rising intonation in the turn-initial position. She repeats the token, but the second instance overlaps with AHE's acknowledgment token (**huh huh**↑), also marked with a rising intonation, reinforcing agreement. Following 0.3 seconds of intra-turn pause, AHE justifies the seven-hundred-word count, stating that it was the maximum limit, and after 0.4 seconds of intra-turn pause, she introduces a contrastive marker (but) and an acknowledgment token, delivered with a smiling voice (**\$yeah**↑**\$**) and a rising intonation in the turn-final position.

The second segment of the Extract 1 has illustrated how MAD takes a turn following the group discussion. She aligns her perspective with the previously reported feedback, emphasizing that it corresponds with her teacher educators feedback as well to support her agreement. Notably, she chooses to express this alignment using the term “criticized”, which suggests that she elevates her teacher educator’s authority as a strong external evaluator. Moreover, MAD expands the discussion by introducing a new concern related to the collaborative story-writing task, specifically, the word count. She employs the verb “mentioned” to subtly downgrade her previous stance. However, she later reintroduces the word “criticized” to underscore the significance of the issue and reports her teacher educators’ concern regarding the initially proposed word limit of 50 to 700 words. She justifies this criticism by arguing that producing a well-written story within just 500 words and a 20-minute timeframe is unrealistic for 700 words. Although AHE initially expresses agreement, which overlaps with an acknowledgment token of SEZ, she clarifies that 700 words were intended as a maximum limit for students. However, she ultimately withdraws from further elaboration, seemingly to avoid confrontation as is shown in the last segment of the Extract 1:

Segment 3/3: Group 13 – deleting the collaborative story writing

40. (1.8)
 41. SEZ: **err** (.) ↑**okay .hhh i think the table is okay**↑
 42. **the table err might stay**↑ (0.3)
 43. [**err according to me**↓
 44. MAD: [**yeah i also think**
 45. (1.2)
 46. **err i: [i would also have some ideas err regarding the tables**
 47. SEZ: [**huh huh**↑

48. MAD: of how to kind of extend↑ (.) ↑this activity
 49. so i would be okay with err deleting
 50. the collaborative story writing↓ (.)
 51. if you are too↓
 52. (1.2)
 53. AHE: yeah [i agree↓
 54. SEZ: [yes yes ()
 55. (0.4)
 56. .hhh #&(0.8) ↑okay

#Figure 7

sez & moves the cursor over the remove icon in the collaborative story writing section

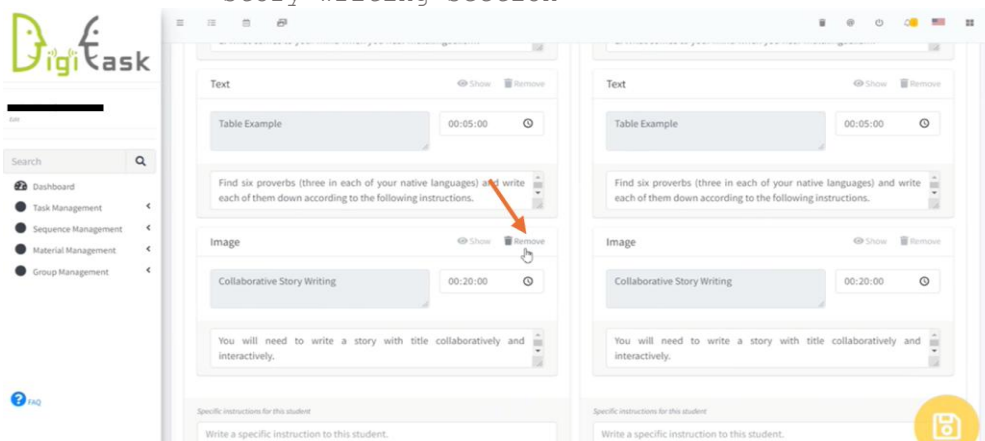


Figure 7

Note. The red arrow was added by the author.

The final segment of Extract 1 begins with the wait time (1.8s), after which SEZ takes a turn and, following a hesitation marker (err) and a micro-pause (.), she reiterates her agreement using an acknowledgment token (okay). After an in-breath (.hhh), she deploys an epistemic stance marker (i think), suggesting that the table is acceptable, with a stress on the word “table”. In line 42, she downgrades her suggestion by using an epistemic marker of possibility (might), hedging her claim. Additionally, she stresses the verb “stay” accompanied by a rising intonation. Following 0.3 seconds of intra-turn pause, and a hesitation marker (err), in line 43, she reinforces her own argument with an attribution marker (according to me), placing an emphasis on the word “according” to highlight her personal perspective. In line 44, overlapping with SEZ’s hesitation marker (err) in line 43, MAD expresses her agreement through an acknowledgment token (yeah), followed by a personal stance marker (i think) delivered with an additive discourse marker (also) to strengthen her alignment, signaling her support for the decision to keep the table. Following 1.2 seconds of intra-turn pause, in line 46, starting with a hesitation marker (err), MAD

reformulates her agreement, stating that she has some ideas regarding tables; however, her turn overlaps with SEZ's acknowledgment token (huh huh). In line 48, MAD refines her earlier utterance by proposing an extension to the table. Starting with a transition marker (so), in lines 49 and 50, MAD initiates her suggestion, the deletion of the collaborative story-writing activity (*so i would be okay with err deleting the collaborative story writing*). In line 51, she seeks alignment with the other group members by using a conditional sentence and an alignment marker (too) (Arminen, 1996). After 1.2 seconds of silence, AHE expresses her agreement through an acknowledgment token (yeah) and an agreement token (i agree), which overlaps with SEZ's acknowledgment token (yes), indicating her agreement as well. After 0.4 seconds of intra-turn pause, in the final line of the extract, during 0.8 seconds of intra-turn pause, SEZ moves the cursor to the *remove* icon in the collaborative story-writing section (Figure 7), followed by her acknowledgment token (okay) with a rising intonation, marking the conclusion of the decision-making process and reaching group agreement.

The final segment of the Extract 1 has showcased SEZ's direct suggestion regarding the table. However, she mitigates her claim by using hedging expressions such as "i think", "maybe", and "according to me". Her statement overlaps with an acknowledgment token (yeah), indicating agreement. MAD then strengthens her agreement proposing additional ideas to enhance the table's content. She also suggests removing the collaborative story-writing component, by mitigating her stance. This is followed by expressions of agreement from the other group members, leading to a consensus on the final pedagogical task design decision.

The first extract has demonstrated how participants navigate feedback points through reporting, sense-making, reformulation, and open discussions. Additionally, they displayed agreement towards the feedback points of teacher educators by highlighting the convergent aspects of the feedback. They also used feedback references to extend the discussions on the same topic, ensuring that no aspect of the teacher educator feedback was overlooked. Although they shared the same initial perspective, rather than reaching an

immediate consensus, they systematically addressed each point to reinforce their agreement. Furthermore, they employed mitigation strategies to minimize face-threatening acts, thereby maintaining group cohesion. Before finalizing their task design, they actively engaged in group discussions to reach a collective decision. Finally, screen sharing played a crucial role in video-mediated interaction, as it allowed group members to observe interactions with the platform in real-time. This feature helped them focus on specific discussion points, ensuring clarity and collective focus. Importantly, throughout Extract 1, agreement is interactionally constructed among PSTs via turn-taking, alignment tokens, mitigated proposals, and shared reasoning. While the teacher educator's feedback provides the initial direction, the final pedagogical decision is achieved through peer negotiation and mutual endorsement.

Similar to the first extract, the second extract, presented in two segments below and coming from Group 8's video-mediated interactions, illustrates how PSTs seek information about the feedback of their group members' teacher educators, and demonstrate agreement through feedback from their teacher educators. However, this time, the feedback from different teacher educators has divergent aspects, thus requiring further interactional work to deal with the divergences for the ultimate objective of reaching a group decision. Therefore, the extract also highlights how they make a final decision regarding the task material. In this group, LIL (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects (see Figure 3.12 in Chapter 3), including goals/rationale, input/materials, and activities/instructions. Meanwhile, KUZ and HAL (PSTs from the Turkish university) received video-mediated feedback. In this extract, all participants have their cameras and microphones on. LIL shares her screen, allowing group members to follow her navigation through the DigiTask web app and the feedback document provided by her teacher educator (see Figure 8). Previously, they had already selected "word limit" as the completion criterion, and in this extract, the group continues developing the "task design" section of the DigiTask web app, where they determine the materials required for the task.

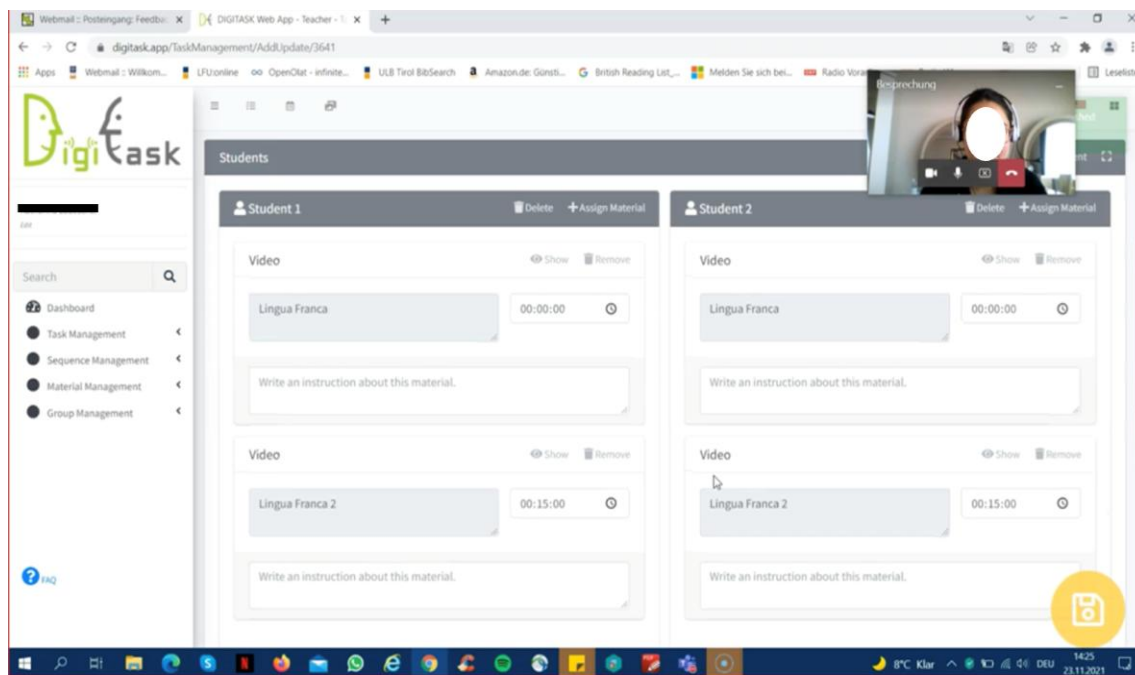


Figure 8. LIL's shared screen.

Extract 2. Agreement when teacher educators' feedback diverge

(Time: 0:18:56.2 – 0:19:49.6 Length: 0:00:53.4)

Segment 1/2: Group 8 – I don't know what your lecturer said but mine said

11. LIL: then we can: (.) ↑actually
 12. #&remove the *second↓ (0.4) video↑
 lil #Figure 9

&moves the cursor over the video section of the DigiTask web app

hal *frowns--->line 6

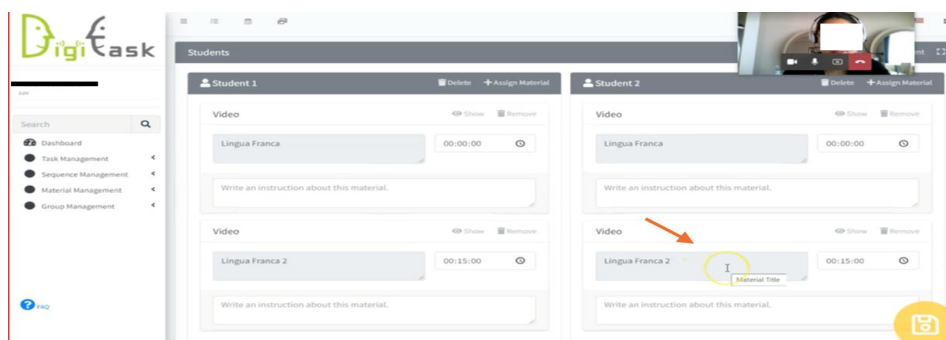


Figure 9

Note. The red arrow was added by the author.

13. (1.7)
 14. KUZ: +yes↓+
 kuz +nods+
 15. (0.4)
 16. HAL: *↑okay
 -- *
 17. (0.7)

18. LIL: >because<(0.4) #&err:(.) *>i don't know what your lecturer said*
 lil #Figure 10
 &moves the cursor over the feedback document tab
 and opens it
 lil *shakes her head side to side-----*

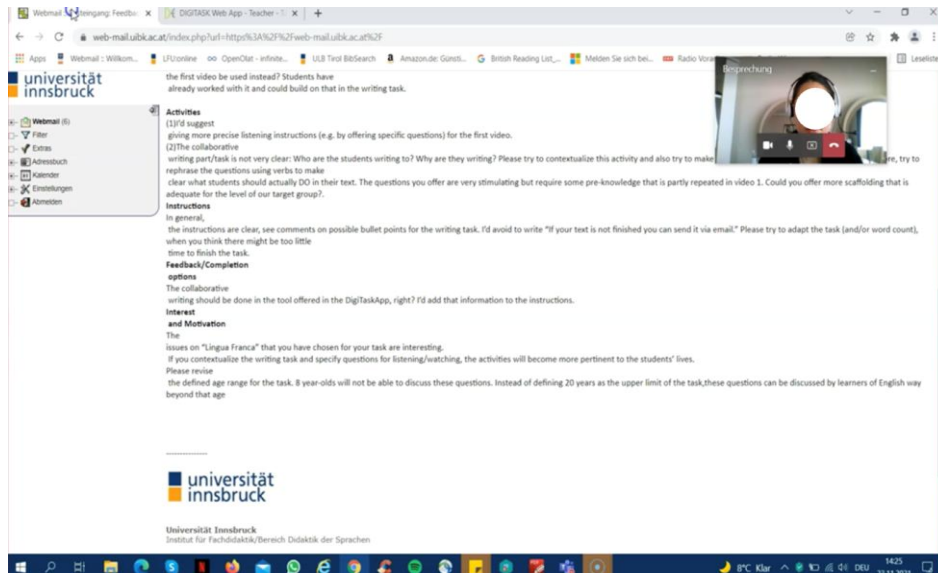


Figure 10

19. &mine said maybe just focus on&
 lil &-----1-----&
 1:moves the cursor over the feedback document
 20. *one (.) one video and just (0.5) this one*↓
 lil *-----2-----*
 2:points downwards with her right index finger three times
 21. (0.6)
 22. HAL: *okay↓*
 hal *nods=*
 23. (0.5)
 24. LIL: but >i don't know< #&[if you want both videos
 lil #Figure 11
 &scrolls up to ensure the related feedback
 becomes visible

Input/Materials

The first

video is interesting and stimulating and allows you to activate pre-knowledge.

The second

video is probably quite hard to understand (remember we are on a B1/B2 level), it will be especially hard to use the video in a writing task without doing

the first video be used instead? Students have

already worked with it and could build on that in the writing task.



Figure 11

25. KUZ: [*yes* +our lecturer-
 kuz *nods* +-----3----->line 21
 3:shakes his head laterally
 26. LIL: and i'm ↑fine with it

The first segment of the Extract 2 starts with LIL's continuation marker (then) to work on task design, and in lines 1 and 2, she suggests removing the second video with an

emphasis on the words “remove,” “second,” and “video”. She mitigates her proposal, using the modal verb “can.” Additionally, while uttering the word “remove”, she moves the cursor over the video section of the DigiTask web app (Figure 9). From the moment she utters “second”, she frowns to indicate the specific material she wants to remove, maintaining the embodied action (frowning) until line 6. Following 1.7 seconds of silence, KUZ demonstrates alignment with her proposal with a compliance token (yes) accompanied by his nod. After an additional 0.7 seconds of silence, HAL also signals agreement with an acknowledgment token (↑okay). In line 8, LIL delivers an account-giving token at a faster pace (>because<) and does so after 0.4 seconds of intra-turn pause and with her elongated hesitation marker (err:) while moving the cursor over the feedback document tab and opening it (Figure 10), indicating feedback reference to her suggestion. At a faster pace, she claims insufficient knowledge (Sert, 2011) regarding the feedback of the other group members’ teacher educators, reinforcing through her embodied action of shaking her head laterally. In line 9, she signals contrast with a contrastive marker (but) and references her teacher educator with a possessive marker with a stress (mine). She frames the incipient feedback as authoritative using the reported speech verb (said); however, she mitigates it with a possibility marker (maybe) and an epistemic downgrade (just). In line 10, she reports the feedback point – focusing on one video– and specifies the video material. Additionally, while articulating the focal point of her teacher educator, she employs an embodied action, pointing downwards with her right index finger. Following 0.6 seconds of silence, HAL displays an agreement using an acceptance marker with a falling intonation in turn-final position (okay↓) accompanied by his nod. After 0.5 second of silence, LIL employs a contrastive marker (but) and a claim of insufficient knowledge (>i don’ t know<) at a faster pace. She then downgrades her suggestion using a conditional marker (if), aligned with her screen activity in which she scrolls up to ensure the related feedback becomes visible (Figure 11), in overlap with KUZ’s compliance token (yes) and along with his nod, possibly to leave the decision open-ended, making her earlier stance flexible. Furthermore, she stresses the word “both” to reference their earlier decision to use two videos as task

materials. In line 15, in an overlap with LIL's turn, KUZ refers to his teacher educator using the first-person plural possessive adjective (our), accompanied by his head shaking side to side, signaling an imminent divergence between his teacher educator's point and the topicalized feedback point of another teacher educator; however, he cuts it off to allow LIL to complete her turn. In the final line of the segment, starting with a continuation marker (and), LIL delivers an affiliative agreement marker, stressing the word "fine" with a rising intonation (i'm ↑fine with it). This functions as a turn-yielding device, while also inviting the group members to confirm or reject the suggestion.

The first part of the Extract 2 illustrates LIL's engagement in directive suggestion, specifically concerning the removal of material from the task design, which is grounded with the reference to the feedback point of her teacher educator. She provides a clear rationale for her proposal, a screen-based activity, making the feedback document visible to the group (Figure 9). Although the group members express agreement with verbal cues, including an acceptance marker (okay) and a compliance token (yes) and nonverbal cues like nodding, LIL fosters a collaborative decision-making process. Additionally, she establishes an egalitarian authoritative stance by indirectly eliciting the feedback points of other group members' teacher educators, employing a claim of insufficient knowledge before referencing her own teacher educator's feedback. Furthermore, she mitigates the assertiveness of her suggestion by reformulating it as a collective decision, deferring the choice – whether to remove the video or retain both – to the group.

Segment 2/2: Group 8 – he didn't say something about the videos

27. (1.4)
 28. KUZ: it actually doesn't matter for me↓
 29. >&i mean< err (.) our lecturer (.) err: err:
 lil &turns to the DigiTask web app page
 30. *i think↓* (.) he didn't say (.) &#err (.) something
 kuz *looks up*
 lil &moves the cursor over the video
 part of the task
 #Figure 12

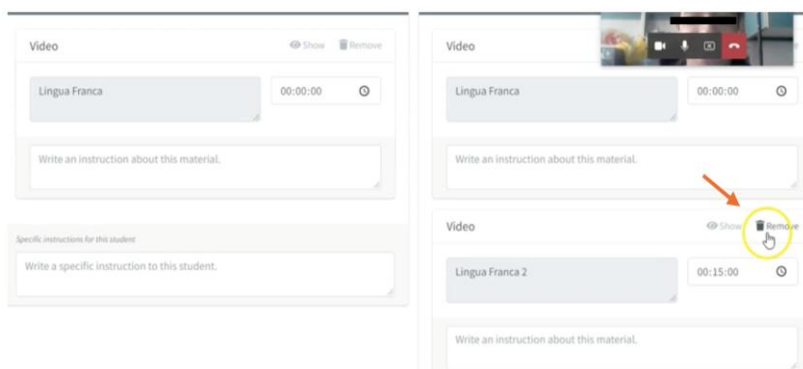


Figure 14

Note. The red arrow was added by the author.

43. (0.5)

44. KUZ: *↑yes* (.)

kuz *--3-* 3:nods slowly

45. HAL: *ye[s*

hal *nods*

46. KUZ: [#&exac\$tlly\$ %hehe[he

lil #Figure 15

&moves the cursor over the remove button for the video of the third student

%deletes the video material for the third student

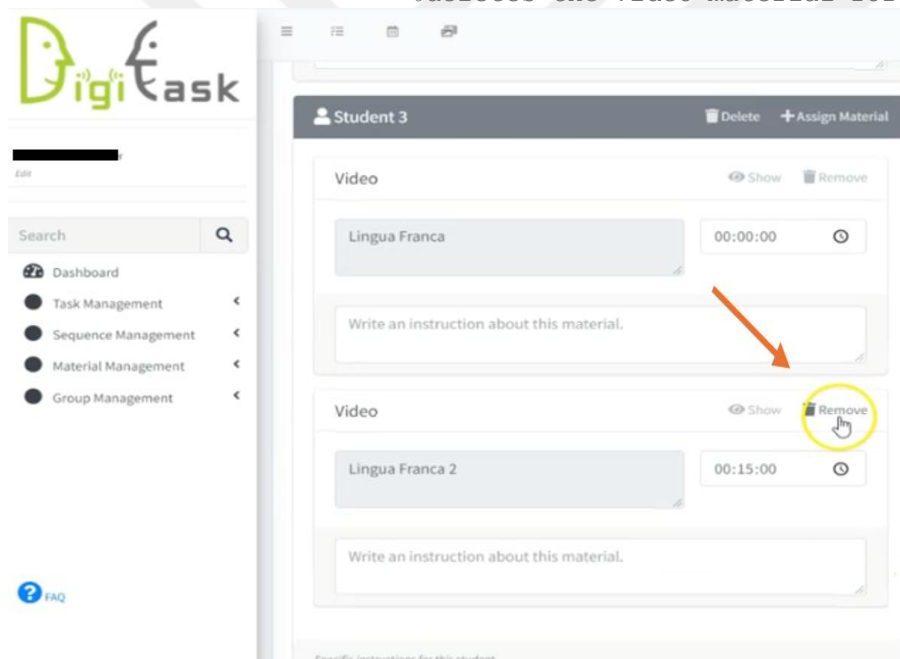


Figure 15

Note. The red arrow was added by the author.

47. HAL: [hehe

48. (0.7)

49. LIL: \$&okay↓\$ \$so now we have (.) only one↑ video\$

lil &scrolls up

In the final segment of the Extract 2, following 1.4 seconds of silence, KUZ employs a stance modification to soften his claim (actually) before shifting decision-making responsibility to the group members. He further signals epistemic neutrality through a stance marker (it doesn't matter to me), indicating a lack of strong preference. In line 19, he maintains his turn with a repair initiator at a faster pace (>i mean<), while LIL simultaneously

engages in screen-navigating on the DigiTask web app page. He then references his teacher educator, followed by two elongated hesitation markers (**err: err:**). In lines 20 and 21, he employs a personal stance marker (i think), accompanied by an upward gaze and LIL's screen-based activity, moving the cursor over the video part of the task (Figure 12). He then references the non-convergent aspect of his teacher educator's feedback using negative reported speech – not saying anything related to the video – (**he didn't say (.) err (.) something about (.) the videos**). His turn overlaps with HAL's reformulation of his stance, starting with a personal stance marker (i think); she justifies the absence of feedback by suggesting that her teacher educator did not watch the videos. She reinforces this claim by stressing the words “didn't” and “watch” (**i think he didn't watch the ↑videos**), further enacting her verbal utterance through an embodied action – frowning– while KUZ responds with repeated nodding. After 0.4 seconds of silence, in line 24, KUZ initiates his turn with an acknowledgment token (yeah) then delivers an epistemic stance marker (most probably), signaling a high probability while maintaining uncertainty, with which LIL's laughter overlaps. Following 0.3 seconds of intra-turn pause, elongated hesitation marker (**err:**) and a micro-pause (.), KUZ delivers a continuation marker (and), which has already been uttered in line 21 but has been cut off to yield the conversational floor to HAL and then references LIL's teacher educator, and setting up a conditional dependency to confirm the authoritativeness of LIL's teacher educator with a conditional marker (if) (**if your lecturer (.) tells you to do that↓ (.)**). He also uses a possessive determiner (your) to reinforce an epistemic distinction between LIL's teacher educator and his own, implying variability in authoritative guidance. In line 27, KUZ employs a conditional consequence marker (↑**then**) with a rising intonation, signaling the follow-up consequence. He asserts the certainty of following the teacher educators' feedback, stressing the verb “do” with a rising intonation. Additionally, he employs the third-person plural subject pronoun (they) as a referential marker encompassing all the group members' teacher educators, including his own (↑**then we will do↑ that**). In line 28, LIL takes the

turn with an account-giving marker (because), overlapping with KUZ's reformulation of his stance—that they should adhere to their teacher educators. KUZ again stresses the word “do” with a rising intonation, reinforcing his assertion. His utterance is accompanied by HAL's nonverbal alignment –nodding– followed by his laughter, introducing a potential shift in stance or mitigation of prior assertiveness. In line 30, KUZ delivers an account-giving marker in a smiling voice (*\$because\$*) overlapped by LIL's laughter and accompanied by LIL's screen activity –moving the cursor over the remove button for the video of the first student (Figure 13) –, indicating group agreement on removing the second video. Furthermore, in line 30 KUZ produces a repair initiator with a cut-off, giving the conversational floor to LIL. In line 32, LIL employs another account-giving marker (because), justifying their decision by humorously stating that they are “very nice students,” expressed at a faster pace. Simultaneously, she engages in screen-based activities, orienting toward the DigiTask web app and deleting the second video materials for both the first and the second students (Figure 14). After 0.5 seconds of silence, KUZ signals alignment with her stance by employing a compliance token (*↑yes*) with a rising intonation in the turn-initial position, further reinforced by his slow nod. Following a micro-pause (.), HAL displays agreement with a compliance token (*↑yes*) accompanied by her nod, which overlaps with KUZ's compliance token (exactly), delivered in a smiling voice, followed by his laughter. This, in turn, overlaps with HAL's laughter. Meanwhile, LIL removes the cursor over the remove button for the video of the third student and deletes it (Figure 15). After 0.7 seconds of silence, in the final line of the extract, starting with an acceptance marker (okay), accompanied by her scrolling action (Figure 13), LIL reasserts the outcome of the decision-making process by confirming that only one video remains, employing prosodic stress on the words “have” and one” to highlight the resolution, serving as a sequence-closing action, thereby marking the completion of pedagogical group decision-making and the establishment of group agreement.

The final segment of the Extract 2 reveals how, following LIL's invitation to share ideas about the second video, KUZ aligns with her stance by referencing his teacher

educator. However, he emphasizes a discrepancy between the feedback from his own teacher educator and LIL's teacher educator, as he did not receive any feedback related to task material – specifically, the videos previously included in their task designs. HAL subsequently reformulates KUZ's stance, offering an account for the absence of similar feedback from her own teacher educator – not watching the video materials. Notably, group members tend to provide more extensive reasoning and reformulations when they share the same teacher educator. Additionally, KUZ employs humor to negotiate the authority of LIL's teacher educator, subtly positioning all teacher educators as equally authoritative and reinforcing the need to follow all feedback provided. Finally, after a group consensus is reached to remove the second video, LIL orients to DigiTask web app, directly executing the removal of the related material. She then confirms that only one video remains in the task design, marking the conclusion of the decision-making process.

Similar to the first extract, the second extract has demonstrated how PSTs displayed alignment and agreement with their groupmates' suggestions, utilizing verbal cues such as acknowledgment tokens, compliance markers, and acceptance tokens (e.g., yeah, okay, yes). Additionally, in both extracts, PSTs employed screen-based activities as a means of conveying meaning and reinforcing their suggestions within the group. Furthermore, the feedback document was made visible to all members, providing a shared epistemic resource that strengthens the validity of suggestions. However, in contrast to the first extract, where PSTs demonstrated agreement by referencing their teacher educator's feedback – particularly when it aligned with the feedback point of their groupmates' teacher educators – the second extract revealed a different interactional pattern in which agreement emerged not from shared feedback but rather from the recognition of non-convergent points in their respective teacher educators' feedback. This contrast highlighted how PSTs navigated discrepancies in authoritative guidance while still working toward consensus. Another key difference was that while both extracts involved screen-based activities, the second extract extended this engagement beyond discussion, incorporating direct actions for establishing group consensus. Specifically, PSTs operationalized their agreement by

removing the second video from the platform, thus materializing their decision through digitally-enhanced actions on the screen. Furthermore, although the agreement was established immediately after LIL's suggestion, she further rationalized the decision by explicitly referencing her teacher educator's feedback, emphasizing the collaborative nature of group decision-making. Finally, while both extracts illustrated PSTs' recognition of teacher educators' authority, the second extract introduced humor as a strategy for negotiating this authority. This suggested a more nuanced engagement with power dynamics, as humor served both to acknowledge the teacher educator's role and to diffuse potential tension. Importantly, this agreement was not solely about adhering to a specific teacher educator's feedback, but rather emerged through peer negotiation in response to differing feedback sources. The PSTs evaluated the available suggestions collaboratively and co-constructed a shared pedagogical action, showing that peer agreement was interactionally achieved even in the face of non-converging feedback. The extract concluded with LIL's finalizing the collaborative pedagogical decision-making process by removing the video and reiterating the agreed-upon outcome, effectively marking the closure of the group agreement sequence, which was grounded not directly in the teacher educator's feedback, but rather in a peer proposal shaped by an interpretation of that feedback.

Different from the first two extracts, Extract 3, which comes from Group 11's video-mediated interactions, illustrates how PSTs demonstrate group agreement by referring to the feedback received by co-participants (CAN and LAL) from their teacher educator and engage in mutual pedagogical decision-making regarding the completion options for the task design. In this group, CAN and LAL (PSTs from the Turkish university) received video-mediated feedback, but MAR (PST from the Spanish university) has not yet received any feedback from his teacher educator. In this extract, all participants have their cameras on except for LAL who shares her screen to facilitate group members' observation of her orientations within the DigiTask web app (see Figure 16), and they try to decide on the

completion of the task which had been chosen previously as a word limit completion option (minimum 90-maximum 200 words).

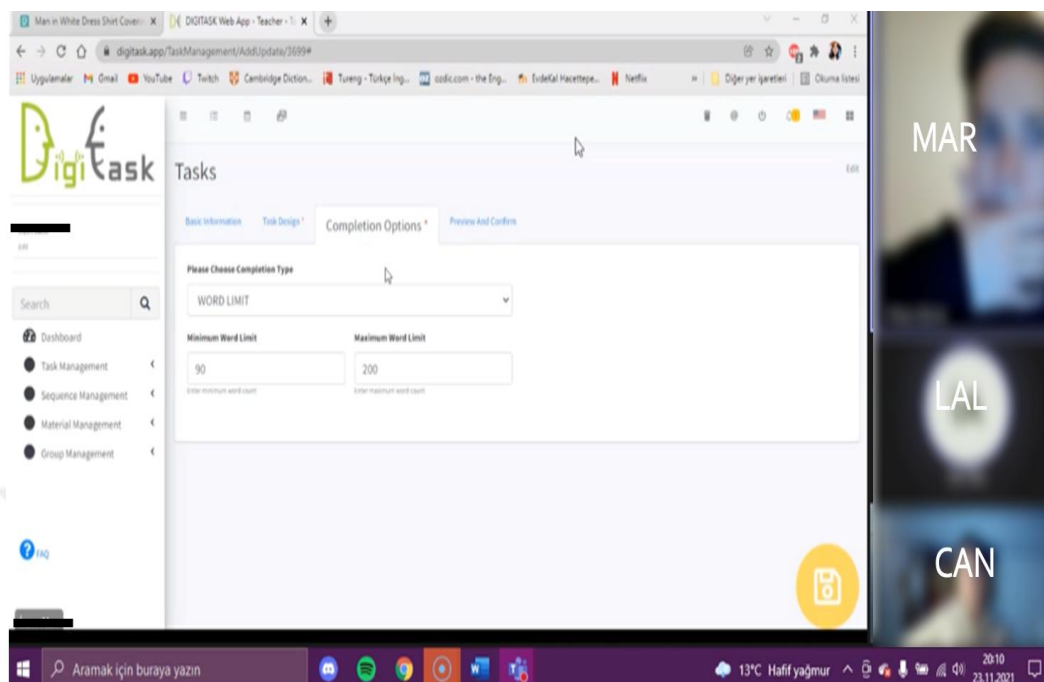


Figure 16. LAL's shared screen.

Extract 3. Agreement through the feedback point of the co-participant's teacher educator Group 11 – as your lecturer suggested

(Time: 0:33:27.2 – 0:34:26.9 Length: 0:00:59.7)

- 1.CAN: but can we arrange the time↑
2. (3.8)
3. at the same *[time*
can *frowns*
- 4.LAL: [err:
- 5.CAN: okay
6. (1.3)
- 7.LAL: err: #&[ye:s: i:: %#guess
#Figure 17 #Figure 18
lal &moves the cursor over the dropdown menu and opens it
%moves the cursor over the word limit + time
relevant option

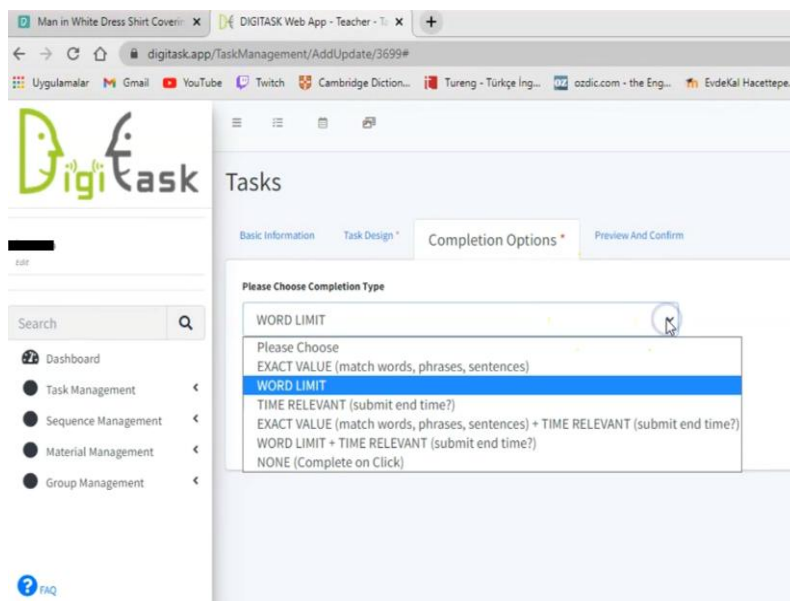


Figure 17

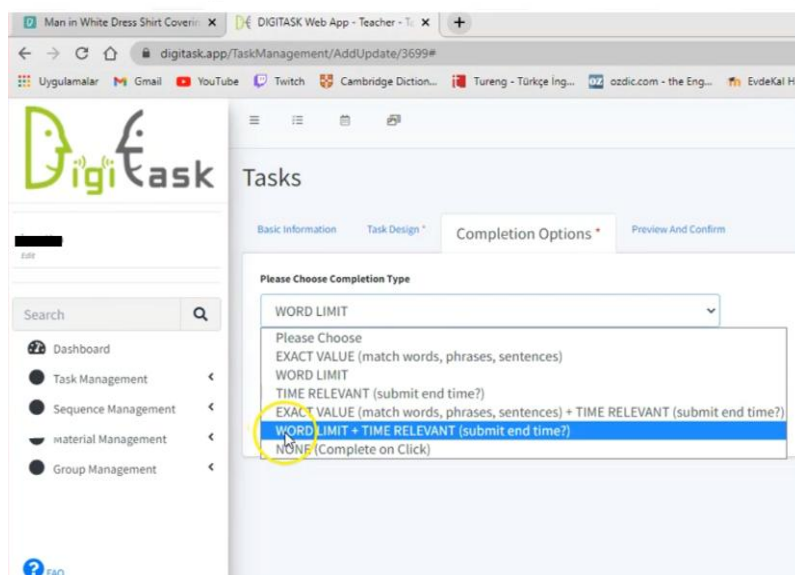


Figure 18

8. CAN: [because
 9. (0.6) err: we should
 10. (1.7)
 11. are you sure↑
 12. (1.7)
 13. oh↑ okay↑
 14. (0.7)
 15. MAR: huh
 16. (1.0)
 17. CAN: err: *(1.2)* thirty five minutes↑ maybe↑
 can *--1--* 1:curls the lips
 18. *(1.2)*
 mar *nods-*
 19. MAR: huh huh
 20. (3.3)
 21. as your lecturer also suggested
 22. CAN: *huh huh*
 can *nods---*
 23. MAR: err (0.9) err (0.6) >giving them< more time↑
 24. (0.4)
 25. CAN: *>yes↑ yes↑<*<
 can *nods slightly*

26. (0.8)
 27. so (.) they- they won't /pa-/ panic
 28. MAR: *right*
 mar *nods-*
 29. (1.5)
 30. LAL: it'll-
 31. (0.3)
 32. MAR: huh [huh
 33. LAL: [what did you say candan i didn't hear
 34. (0.5)
 35. CAN: thi- #&thirty five (1.6) *minutes*##

#Figure 19 #Figure 20
 lal & moves the cursor over the time-relevant section for the
 minutes

mar *nods---*

lal %types 35 for the time-relevant
 section for the minutes

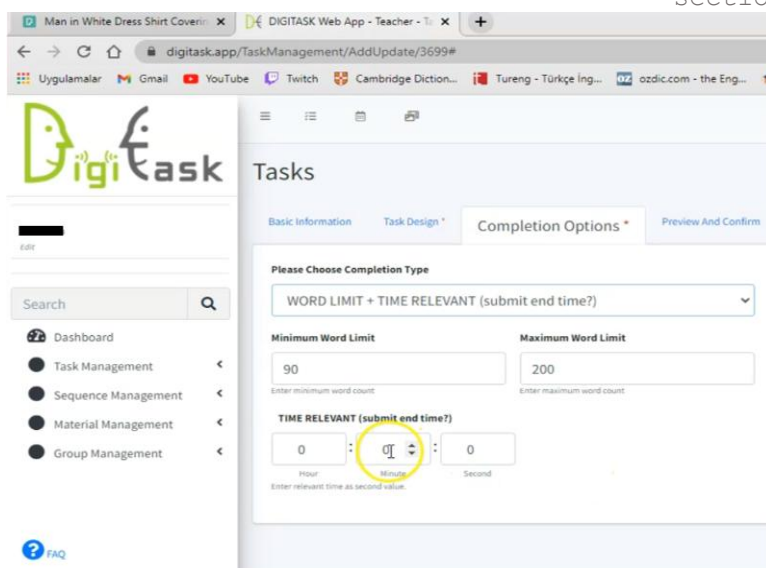


Figure 19

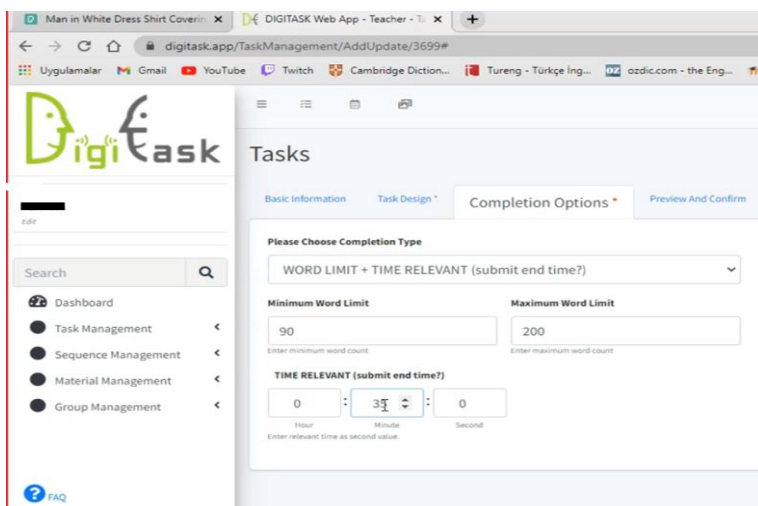


Figure 20

36. (6.7)
 37. LAL: hmm
 38. (4.4)
 39. °okay°

In Extract 3, CAN initiates a query regarding the availability of completion options of the DigiTask web app regarding timing with a contrastive marker (but), signaling a shift from the prior decision (*can we arrange the time*_↑). Following 3.8 seconds of silence, she reformulates the question by incorporating a temporal dimension (*at the same time*), which specifies the word limit option. This reformulation is accompanied by her embodied action – frowning –, which possibly indicates uncertainty. CAN's turn overlaps with LAL's elongated hesitation marker (*err:*), suggesting hesitation or delay in response. Following CAN's acknowledgment token (okay) and 1.3 seconds of silence, in line 7, LAL initiates her response with a hesitation marker (err), subsequently producing an elongated compliance token (*ye:s*), hedged by an epistemic marker (i guess), indicating a degree of uncertainty. Concurrently, LAL engages in screen-based activities – moving the cursor over the dropdown menu to open it and moving the cursor over the word limit+time relevant option, thereby demonstrating the technical feasibility of CAN's suggestion (Figures 17 and 18). In overlap with LAL's compliance token (yes), CAN employs an account-giving marker (because), signaling an attempt to justify or elaborate on her initial query. In line 9, after 0.6 seconds of intra-turn pause, CAN employs an elongated hesitation marker (*err:*) before justifying her suggestion using the modal verb “should,” which conveys a sense of necessity. After an additional 1.7 seconds of silence, she inquires whether LAL is certain about the platform's technical aspects. Following another 1.7 seconds of silence, CAN signals her acknowledgment through a change-of-state token (Heritage, 1984b) and acknowledgment token with a rising intonation in the word-final position (*oh*_↑ *okay*_↑), indicating a shift in understanding. After 0.7 seconds of silence, MAR demonstrates listenership by producing a go-ahead token (huh). Following 1.0 second of silence, CAN takes the turn, initiating her utterance with an elongated hesitation marker (*err:*), and a 1.2 intra-turn pause follows, during which she signals her impending suggestion through an embodied action – curling her lips – indicating hesitation. Subsequently, she suggests a duration of thirty-five minutes for the task, employing a possibility marker (maybe) to

mitigate the strength of her suggestion (*thirty five minutes↑ maybe↑*). After 1.2 seconds of silence, during which MAR displays alignment through a nod, and in line 19, he produces an acknowledgment token (*huh huh*), reinforcing his engagement in the interaction. Following an extended intra-turn pause of 3.3 seconds, in line 21, MAR reformulates his agreement by referencing the feedback of his co-participants' teacher educator (*as your lecturer also suggested*), thereby aligning his stance with external validation. In line 22, CAN signals agreement through an acknowledgment token (*huh huh*), accompanied by her nod. In line 23, MAR further refines his reasoning, justifying his agreement by emphasizing the benefit of providing students with additional time. His utterance contains two hesitation markers (*err*) and two intra-turn pauses (0.9 and 0.6 seconds of silence), indicating an ongoing cognitive process. After 0.4 seconds of silence, in line 25, CAN responds with two compliance markers, produced at a faster pace and with a rising intonation in the word-final position (*>yes↑ yes↑<*), reinforcing her agreement. This response is accompanied by her slight nod, further demonstrating her alignment with MAR's reasoning. Following 0.8 seconds of silence, suggesting that this would prevent them from panicking. In line 28, MAR signals agreement through a confirmation token (*right*) accompanied by his nod. Following 1.5 seconds of silence, LAL attempts to take the turn but cuts off her utterance. After 0.3 seconds of silence, MAR demonstrates listenership by producing a go-ahead token (*huh huh*), which is overlapped by LAL's request for CAN to repeat her previous statement due to an inability to hear it. After 0.5 seconds of silence, in line 35, CAN reiterates the timing suggestion (*thirty-five minutes*), while LAL simultaneously engages in screen-based activities – moving the cursor over and typing thirty-five on the time-relevant section for the minutes (Figures 19 and 20). MAR also reinforces engagement through nodding. Following a prolonged silence of 6.7 seconds, LAL produces a thinking marker (*hmm*), and after an additional 4.4 seconds of silence, she utters an acknowledgment token in a soft voice (*°okay°*), indicating acceptance.

The third extract has demonstrated how PSTs engaged in group agreement and pedagogical decision-making by referencing the feedback of co-participant's teacher

educator, which contrasted with the first and second extracts, where references were made to their own teacher educators. It is also noteworthy that the absence of LAL's own teacher educator's feedback might have contributed to her acceptance of the feedback provided by her co-participants' teacher educator, potentially serving as a compensatory orientation in the group decision-making process. This instance also reflects a broader dynamic in teacher education settings where a single source of feedback, typically from one teacher educator, might lead to quicker consensus, potentially reducing opportunities for pedagogical negotiation. In contrast, the presence of multiple teacher educators, as in the current project, appears to foster more complex decision-making processes grounded in a diversity of perspectives. Additionally, the third extract highlighted PSTs' efforts to navigate the DigiTask web app to achieve their pedagogical goals, particularly concerning word limit and task timing, ensuring that students receive the necessary support. Furthermore, given that screen activities were visible to all group members, it was significant to note that they could collaboratively engage with the platform before finalizing their final decisions. After confirming the technical feasibility of the platform, CAN proposed a task duration of thirty-five minutes. This suggestion contrasted with the initially documented task design criterion of thirty minutes, which was later flagged by teacher educator due to being more than thirty minutes. Additionally, while MAR aligned with CAN's timing suggestion through both an embodied action (nodding) and acknowledgment tokens (huh huh, right, okay), as well as by referencing teacher educator of the co-participants, he further elaborated on the reasoning for extending the time. This reasoning was subsequently completed by CAN, who highlighted the consequence of this decision – ensuring that students do not experience panic. Thus, it was concluded that group agreement was reached not only through references to co-participants' teacher educator's feedback but also through reasoning and reformulations, which served to rationalize the pedagogical decision. Last but not least, this extract shared similarities with the second extract in that the decision was operationalized through its direct implementation in the DigiTask web app (Figure 19, 20). However, unlike the second extract, LIL did not use verbal cues to indicate agreement but navigated the

platform via the shared screen. This was particularly significant in video-mediated interaction, where screen activities functioned as a mode of communication.

Thus far, three distinct extracts have been presented to illustrate how PSTs reached group agreement and made mutual pedagogical decisions regarding task design in video-mediated interactions, highlighting key differences in interactional patterns. In the first two extracts, PSTs expressed agreement by referencing their own teacher educator. However, a contrast emerged between the two: in the first extract, the convergent aspect of the feedback from two different teacher educators was emphasized through the additive discourse marker (also) (this is also something err (0.5) our lecturers (.)), whereas in the second extract, the non-convergent aspect of the feedback from two different teacher educators was highlighted (our lecturer (.) err: err: i think! (.) he didn't say (.) err (.) something about (.) the videos). In contrast to the first two extracts, the third extract revealed that PSTs also demonstrated agreement by referencing the feedback of the co-participants' teacher educator (huh huh (3.) as your lecturer suggested). What makes this instance particularly distinct was that only one teacher educator's feedback was available to the group. This absence of multiple feedback sources may have simplified the decision-making process and shaped the dynamics of agreement within the group. It was crucial to highlight that when PSTs received feedback from multiple teacher educators, it provided an opportunity for them to evaluate and rationalize the feedback critically rather than directly adhering to it while still acknowledging the authority of their teacher educators. Additionally, PSTs engaged in a systematic analysis of feedback from different teacher educators, allowing them to identify its convergent or non-convergent aspects before integrating it into their pedagogical decision-making. Exposure to diverse perspectives from different teacher educators from different universities and countries not only fostered intercultural competence but also provided a working understanding of the pedagogy across the diverse institutional contexts. It was also important to note that designing tasks via a digital platform enhanced PSTs' technological competence, enabling them to integrate technology into education for their task

implementers/students. Finally, the use of a digital platform for task design, combined with video-mediated interaction, allowed screen sharing to facilitate collaborative engagement in task creation (see e.g., Balaman, 2025). This collaborative process enabled the group to contextualize the task design. It is also important to note that while the group oriented to the feedback of a co-participant's teacher educator, the agreement was constructed interactionally among peers through mutual reasoning and platform engagement, not through direct compliance.

The following section presents nine extracts that illustrate how PSTs express disagreement by referring to the feedback from both their own teacher educators and those of their co-participants. These extracts provide insights into the ways in which PSTs engage in critical evaluation of pedagogical feedback, demonstrating their ability to negotiate differing perspectives. Additionally, these extracts highlight how PSTs emphasize the convergent and non-convergent aspects of the feedback from different teacher educators.

Teacher Educator Feedback as a Source of Disagreement

Extract 4, which will be given in three segments below, comes from video-mediated interactions of Group 4 and illustrates how PSTs express their disagreement by referencing the feedback of their own teacher educators. This extract also demonstrates how PSTs navigate divergent feedback points from different teacher educators and decide on whether to disregard certain aspects, thereby showcasing the dynamics of reasoning, acknowledgment, and final pedagogical decision-making processes among transnational groups of PSTs. In this group, ELS (PST from the Austrian university) received written feedback that utilized a checklist and elaborated on certain design aspects, including goals/rationale, input/materials, and activities/instructions, DOR and SUZ (PSTs from the Turkish university) received video-mediated feedback, whereas LIN had not yet received any feedback from her teacher educator. In this extract, SUZ shares her screen to enable all PSTs in the group to follow her screen-based activities (see Figure 21). However, she is unable to turn on her camera or microphone due to the crowd in her room. Prior to this

extract, the group had been collaboratively drafting task instructions, with SUZ's typing the text into the DigiTask web app. At this point, they had finalized the instructions for the second activity of their tasks (see Figure 22).

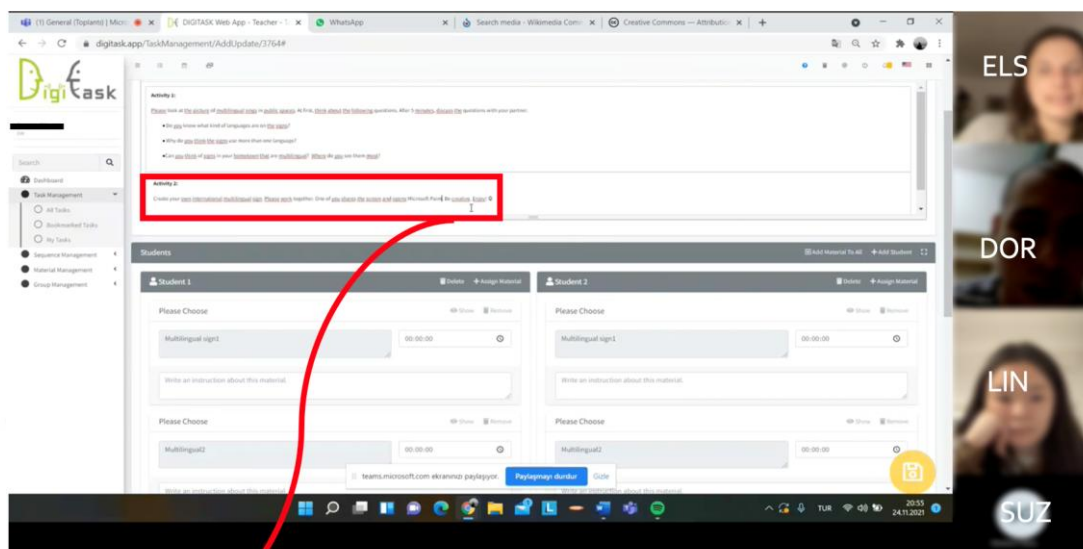


Figure 21. SUZ's Shared Screen.

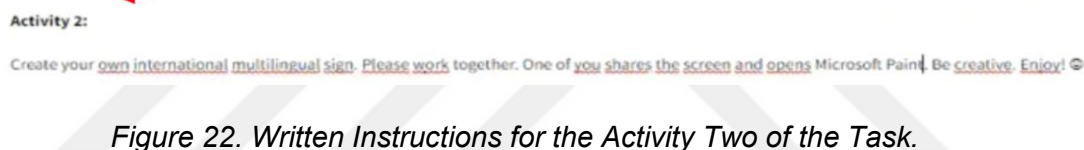


Figure 22. Written Instructions for the Activity Two of the Task.

Extract 4: Disagreement when teacher educators' feedback points diverge

(Time: 0:50:36.4-0:53:31.6 Length: 0:02:55.3)

Segment 1/3: Group 4 – my professor said

1. ELS: secon- >what should we<
2. maybe like- err (0.3) between paint and be creative (0.3)
3. my professor said (0.3) where should they *upload it*↓
els *nods-----*
4. (1.0)
5. >because< they have to *show it to us*
els *nods-----*
6. (1.1)
7. DOR: *err (1.0)* (0.7) aren't they go- going to >you know<
els *----1----* 1:looks upward
8. record their screens while doing the task
9. (0.5)
10. ELS: well err &↑yes *↑but it (0.7) ↑says
suz &clicks on the WhatsApp tab and opens it
els *scans over the screen--->line 24
11. wait >just a second< please °oh my gosh° (0.6) err
12. she said↓
13. (2.1)
14. DOR: i mean they're going to record their screens
15. >while doing the (tasks)<
16. so [we can ↑see

17. ELS: &#[↑yeah ↑but
 suz &sends a message via WhatsApp
 #Figure 23

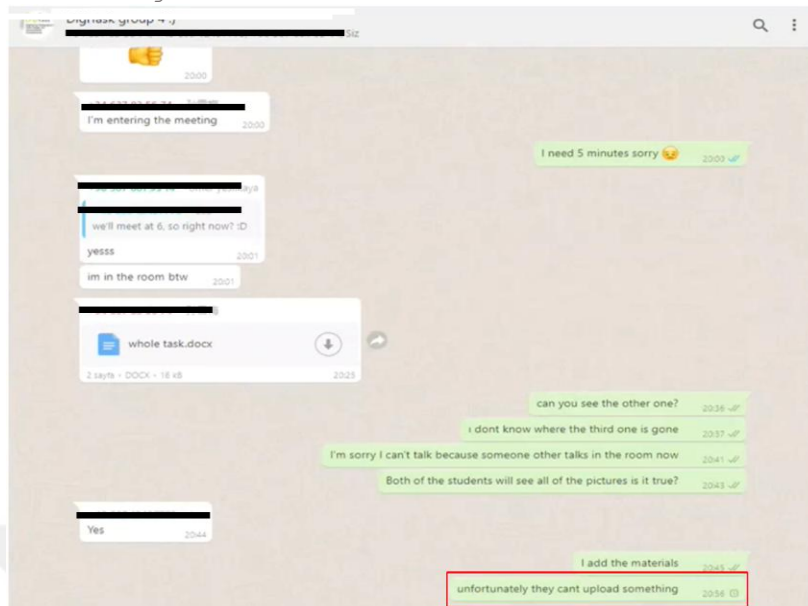


Figure 23

18. that's not for us that's for the researchers right↑ (.)
 19. ♠she says (0.5) err (1.2)
 els ♠leans closer to the screen--->line 24
 20. DOR: huh↓
 21. (1.8)
 22. ELS: err (0.8) +consider that (.) that digitask doesn't allow
 els +reads from the screen--->line 24
 23. &direct upload (0.3) how can they share it with their
 suz &clicks on the DigiTask web app tab and opens it
 24. ↑teachers and group mates*♠+
 -----*
 -----♠
 -----+
 25. (3.6)
 26. DOR: ♣hmm:
 dor ♣looks upwards--->line 28
 27. (1.4)
 28. ELS: poof ♣>i don't know<
 ----♣
 29. (3.9)
 30. DOR: ♣i don't know \$either\$ hehe
 dor ♣----2----> line 34
 2:leans toward the screen and places his left hand on his head

The fourth extract starts with ELS's initiating a proposal regarding the already-completed instruction writing for the second activity of the task. Initially, she produces a cut-off in the word "second". However, she immediately engages in self-repair, mitigating the directness of her proposal by reformulating it as a question directed at the group (*second>what should we<*). This mitigation is further reinforced through the use of the modal verb "should" – a softer, more tentative linguistic choice – delivered at a faster pace. In line 2,

she continues this mitigation strategy by prefacing her suggestion with a possibility marker (maybe) and employing a cut-off exemplification marker (like-) to downplay the assertiveness of her statement. She ultimately marks the suggested insertion point (between paint and be creative) with prosodic stress, thereby drawing attention to its relevance. In line 3, ELS references to the feedback point of her teacher educator by employing a reported speech structure (my professor said) in an interrogative form (where should they upload it). She emphasizes the word-final position of the action verb “upload” through prosodic stress, accompanied by an embodied action – nodding. Following 1.0 second of silence, she proceeds to rationalize both the feedback point and her stance by using a reason-giving construction (>because<), delivered at a faster pace. Additionally, she employs an obligation-implicative grammatical structure (have to), which is stressed to highlight the necessity of the feedback point, further reinforced by nonverbal affirmation through nodding. Following 1.1 seconds of silence, in line 7, DOR initiates his turn with a hesitation marker (err) in turn-initial position, accompanied by ELS’ embodied action, looking upward. He then expresses disagreement in an interrogative form, providing reasoning (aren’t they go- going to >you know< record their screens while doing the task), which illustrates a peer-to-peer disagreement over the interpretation of the teacher educator’s feedback, rather than a direct challenge to the feedback content itself. Although formatted as a question, this turn functions as a candidate understanding (Schegloff, 1992), offering a divergent reading of the feedback’s practical implication. Specifically, the disagreement does not concern whether recording occurs, but rather who the intended recipients of that recording are – DOR frames it as something peers should see, while ELS later orients to it as intended for researchers (see line 18). His disagreement is mitigated by a discourse marker (>you know<) (Schiffrin, 1987), which serves as a stance-taking device and is delivered at a faster pace. After 0.5 seconds of silence, in line 10, ELS prefaces her disagreement with a discourse marker (well). She then expands her turn by employing an agreement preface (yes but), which acknowledges DOR’s stance

while introducing a counter-position. This is accompanied by her embodied action – scanning over the screen to find the feedback document. ELS further supports her stance by referencing the feedback document, using a rising intonation in the word-initial position and the present simple tense (*it* (0.7) ↑*says*) to indicate the continued relevance of the feedback. In line 11, she retains her turn by requesting wait time, employing a temporal discourse marker (*wait*) (Walsh, 2002) alongside a turn-holding device (>*just a second*<), which is delivered at a faster pace. In line 12, she refers to the feedback point of her teacher educator through the reported speech structure in the past simple tense (*she said*). Following 2.1 seconds of silence, in lines 14 and 15, DOR initiates an i-mean prefaced turn, reformulating his disagreement in an affirmative manner to assert that the students are expected to record their screens while completing the tasks (*i mean they're going to record their screens >while doing the (tasks)<*) and his increased speech pace serves to emphasize the procedural aspect. In the subsequent line, he employs a transition marker (*so*) to respond to ELS's earlier question (asked in line 3), asserting that they will be able to see the material produced by the students (*we can* ↑*see*). The utterance overlaps with ELS' partial agreement preface, produced with a rising intonation in the word-initial position (↑*yeah* ↑*but*). Simultaneously, SUZ engages in a screen-based activity – sending a text message via WhatsApp as a nonverbal means of expressing disagreement with ELS' suggestion. As SUZ is sharing her screen at this point (see Figure 21), the WhatsApp message becomes visible to all group members, allowing it to function as a publicly accessible, interactionally relevant action. Her disagreement is mitigated through the use of a discourse marker (*unfortunately*), followed by a direct statement (*unfortunately they cant upload anything*) (Figure 23). In line 18, ELS expresses disagreement by asserting that the recorded activity is intended not for them but for the project researchers. She constructs this claim using the first-person plural object pronoun (*us*) combined with a negative response marker (*not*) but for the project researchers followed by a confirmation checking marker with a rising intonation in the word-final position (*right*↑). In line 19, she references

her own teacher educator through the reported speech structure, this time using the present simple tense (*she says*). This utterance is accompanied by her embodied action – leaning closer to the screen – which may indicate engagement or emphasis. After 0.5 seconds of intra-turn pause, she produces a hesitation marker (*err*), followed by 1.2 seconds of intra-turn pause. In line 20, DOR acknowledges ELS's statement by providing a confirmation token, produced with a falling intonation in the word-final position (*huh↓*) (Gardner, 2001). After 1.8 seconds of silence, ELS delivers a hesitation marker (*err*), followed by 0.8 seconds of intra-turn pause. In lines 22 to 24, she reads aloud from the written feedback document, directly referencing the feedback point to provide an account of her initial suggestion. Meanwhile, SUZ engages in a screen-based activity –navigating the DigiTask web app by clicking on its tab and opening it. After a prolonged silence (3.6s), in line 26, DOR provides an elongated thinking marker (*hmm:*), accompanied by an embodied action, looking upward. Following 1.4 seconds of silence, ELS claims insufficient knowledge at a faster pace, taking the turn with a disengagement marker (*poof*). After another prolonged silence (3.9s), DOR displays solidarity by claiming insufficient knowledge in a smiley voice, followed by a burst of laughter. This is accompanied by his embodied actions of looking upwards. Following 1.4 seconds of silence, in line 28, ELS takes the turn with a disengagement marker (*poof*) and claims her insufficient knowledge about how the students will share the drawing material (*>i don't know<*), delivering this statement at a faster pace. After 3.9 seconds of silence, in line 30, DOR once again displays solidarity, claiming insufficient knowledge with a smiley voice (*>i don't know<*), followed by a burst of laughter. His response is accompanied by embodied actions – approaching the screen and putting his hand on his head, demonstrating his engagement.

The first segment of the Extract 4 has illustrated how ELS expresses her disagreement with her groupmate DOR, based on the feedback point of her own teacher educator and how they collaboratively engage in resolving divergent perspectives. ELS initiates the discussion by proposing an idea grounded in her teacher educator's feedback, positioning her teacher educator as an epistemic resource. The analysis reveals a dynamic

continues his turn with repetitions (we we), intra-turn pauses (0.4, 0.7, 0.4 and 1.5 seconds), and hesitation markers (err). He ultimately claims insufficient knowledge about how they will access the students' drawings, which is marked by a self-initiated self-repair grammatical structure (what (0.4) did what they did draw). After 1.4 seconds of silence, DOR produces a question addressed to the other team members to elicit their opinions in line 42 (what do you- (.) what do you guys think). Following 0.9 seconds of silence, ELS takes the turn, responding with a smiley voice and a negative response marker in turn-initial position (no). She then mitigates her response by claiming insufficient knowledge (no, i have no idea, to be honest\$), accompanied by her embodied action – shaking her head horizontally – to convey negation, which overlaps with DOR's laughter. Between lines 46 and 48, DOR takes the turn with a repair initiator (i mean) and a possibility marker (maybe). His turn includes intra-turn pauses (0.7, 0.8, 0.4 seconds) and hesitation marker (err), as he proposes a resolution to the misalignment. He employs a minimization marker (just), repeating it twice to refer to the actions that the task implementers/students will undertake during the task (drawing and completing). The second instance of "just" overlaps with ELS's acknowledgment token (yeah), which is accompanied by an embodied action – nodding – to display alignment and agreement. In line 50, ELS delivers another acknowledgment token (yeah), followed by a repair initiator (i mean) and a softened modal verb "could" to propose disregarding the feedback point of her teacher educator (we could ignore it). She stresses the word "ignore" with a rising intonation in the word-initial position, accompanied by her embodied action – shrugging her shoulders. This is followed by her confirmation checking marker (right↑), produced with a rising intonation in the turn-final position, signaling an appeal for group consensus. In line 51, DOR expresses alignment by producing an acknowledgment token (↑yeah) with a rising intonation in the turn-initial position.

The second segment of the Extract 4 has highlighted that PSTs collaboratively navigate the feedback points of all teacher educators before making pedagogical decisions.

---*

59. ♦because we can't *control the:: err (0.8) *the line♦ or
 lin ♦draws in the air, rotates her hand, draws in air--♦
 els *types on the keyboard---*

60. (4.7)#& (5.8)
 #Figure 25
 suz &clicks on the WhatsApp tab and opens it

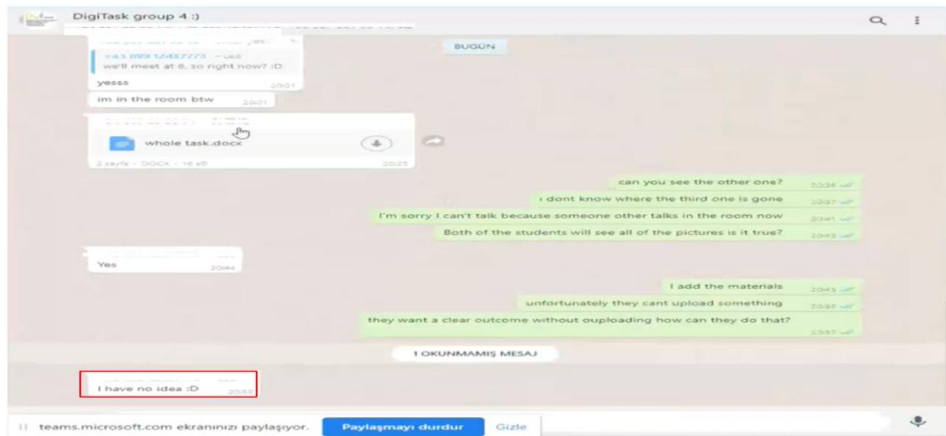


Figure 25

61. ELS: err poof
 62. (1.8)
 63. DOR: &i mean (0.3) i i don't think err that (1.4) the °profes-°
 suz &clicks on the disitaskapp tab and opens it
 64. professors (.) will say anything *about °third +activities°
 els *smiles--->line 70
 els +-6->line 70
 6:places her hand on her chin
 65. °so° (0.4) if we just leave
 66. (0.9)
 67. ELS: [huh
 68. DOR: [it as it is
 69. (0.8)
 70. ELS: yeah*+
 ---*
 --+
 71. DOR: ♠i: i♠ don't think >they're gonna care↑< what
 dor ♠frowns♠
 72. (0.3)
 73. ELS: ↑no [hehehe
 74. DOR: [hehehe
 75. ELS: *i mean my professors gonna [care*
 els *tilts her head forward a few times*
 76. DOR: [hehehe
 77. ELS: +but it doesn't \$matter\$+ [hehehe
 els +gazes downward to the left+
 78. DOR: [hehehe
 79. yeah

After 1.0 second of silence, during which ELS waits for the co-participants' ideas, in line 53, she directly nominates LIN to share her opinion (lina what do you think↓). This is followed by a prolonged silence (5.3s), during which LIN smiles and unmutes her microphone. Between lines 55 to 57, LIN begins her response with a personal stance

marker (i think) and expresses her opinion on the difficulty of drawing on a computer. Her turn is marked by intra-turn pauses (0.5, 0.5, 0.4, 0.6, and 1.0 seconds), hesitation marker (err), and a burst of laughter as she formulates her response. Additionally, she engages in self-repair, correcting her preposition use (*in a computer- on a computer*) accompanied by her embodied action – drawing in the air to illustrate her point. Meanwhile, SUZ sends a text message via WhatsApp, using the third-person plural subject pronoun (they) to refer to all teacher educators. She then recalibrates her earlier stance, expressing disagreement with the feedback point of her own teacher educator, and explicitly requests problem-solving through a direct question (*they want a clear outcome without uploading how can they do that?*) (Figure 24). During LIN's intra-turn pause (1.0s), ELS begins typing on a computer keyboard, signaling her orientation to WhatsApp to respond to LIN. As none of the group members engage with LIN's utterance in 8.3 and 2.8 seconds of silence, she takes the turn in line 59 with a reason-giving construction (because) in the turn-initial position to justify the difficulty of drawing on a computer. This utterance is accompanied by her embodied action – drawing in the air–, and ELS's typing action. In line 60, after 4.7 seconds of silence, SUZ clicks on the WhatsApp tab, orienting to the text message sent by ELS, which functions as the second pair-part in a question-answer sequence. As SUZ is sharing her screen at that moment (see Figure 21), ELS's message is publicly visible to all group members, rendering it interactionally accessible. In this message, ELS claims insufficient knowledge marked by a laughing emoji (*I have no idea :D*) (Figure 25). Following 5.8 seconds of silence, ELS delivers a hesitation marker (err) and a disengagement marker (poof) – used here to describe brief, low-commitment vocalizations that index withdrawal from epistemic stance (see author's analytic label) – signaling her ambiguity regarding the problem. Following 1.8 seconds of silence, DOR takes the turn with a negative personal stance marker (i don't think) in lines 63 and 64, asserting a prediction about teacher educator's acceptance of the third activity of the task. His turn begins with a repair initiator (i mean) and includes a hesitation marker (err), along with intra-turn pauses (0.3, and 1.4 seconds). He produces "third activities" in a softened voice, indicating mitigation (*i mean (0.3) i i don't think*

err that (1.4) the °profes-° professors (.) will say anything about °third activities°). His turn is accompanied by ELS's smile and an embodied action – placing her hand on her chin. In line 65, DOR produces a transition marker in a softer tone (°so°), signaling his upcoming suggestion regarding the final decision. After 0.4 seconds of intra-turn pause, he initiates a conditional format, indicating a shift toward problem-solving. After 0.9 seconds of silence, ELS produces a go-ahead token (huh), which overlaps with DOR's suggestion that the task should remain as previously decided. This is followed by ELS' acknowledgment token (yeah), signaling her agreement. In line 71, DOR reformulates his prediction, asserting that the teacher educators will be concerned about their decision, starting with another negative personal marker (i don't think), accompanied by his embodied action – frowning (i don't think >they're gonna care↑<). Following 0.3 seconds of silence, ELS delivers a disagreement marker (↑no) marked with a rising intonation in the turn-initial position, followed by a burst of laughter, which overlaps with DOR's laughter. In line 75, ELS begins with a repair initiator (i mean), displaying disagreement about DOR's prior prediction, accompanied by her embodied action – tilting her head forward a few times. However, in line 77, she recalibrates her just-produced utterance, prefacing it with a contrastive marker (but). She then displays a move to close down further talk by downgrading the importance of both the feedback point and the possible reaction of her teacher educators (but it doesn't \$matter\$), which she delivers in a smiley voice, followed by laughter. Her laughter overlaps with DOR's laughter. In line 79, DOR produces an acknowledgment token (yeah), signaling agreement and contributing to closing the sequence.

The third segment of the Extract 4 has demonstrated how PSTs collaboratively work toward reaching a group agreement before arriving at a pedagogical decision. To facilitate this process, ELS nominates LIN to express her opinion. Additionally, ELS ensures alignment across different modalities in video-mediated interaction by utilizing text messages that are visible through screen-sharing (see Figure 21), thereby functioning as shared interactional resources to enhance participation. A laughter emoji, in this context,

functions as a non-verbal indicator of shared amusement, effectively bridging textual and video modalities to maintain coherence in video-mediated interaction. Finally, the design-related issue is resolved through ELS' withdrawal, leading to a group agreement to dismiss the feedback point and retain their initial task decision.

To conclude, the fourth extract has highlighted how PSTs, drawing on the divergent feedback points of their own teacher educators, expressed disagreements; however, they also employed negotiation strategies to achieve group agreement and ultimately reached mutual pedagogical decisions. The analysis also demonstrated their reliance on multimodal resources (e.g., gestures, silences, screen-based activities, laughter, emojis) and their alignment-building efforts, particularly in resolving uncertainties. Ultimately, the extract showcased how divergent feedback led to design-related pedagogical decision-making, which was achieved through trouble resolution during an extended negotiation episode. This illustrates how disagreement itself created grounds for extended pedagogical discussion, driven by the group's need to resolve such design-related troubles.

Similar to Extract 4, Extract 5, presented in two segments below and coming from Group 6's video-mediated interactions, illustrates how PSTs navigate their teacher educators' feedback, express disagreement in relation to divergent feedback from their own teacher educators, collaboratively refine ideas, and engage in final decision-making concerning the task design material. In this group, MIA (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. JIM (PST from the Spanish University) received written feedback in Spanish. Conversely, KER and ELA (PSTs from the Turkish university) received video-mediated feedback. KER shares his screen to facilitate group members' observation of her orientations within the DigiTask web app (see Figure 26). Preceding this extract, the group had already initiated collaborative work on the task design instructions within the application (see Figure 27).

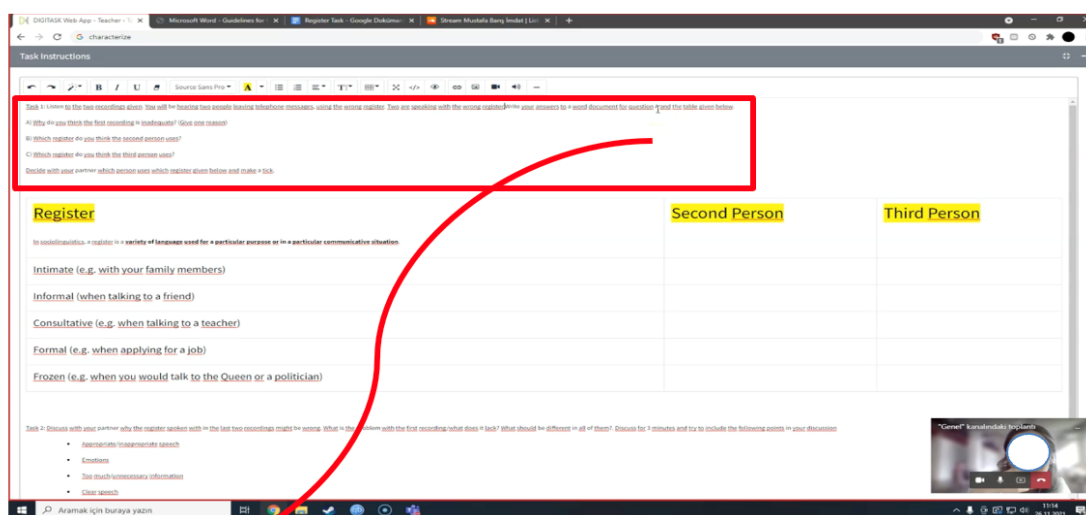


Figure 26. KER's Shared Screen

Task 1: Listen to the two recordings given. You will be hearing two people leaving telephone messages, using the wrong register. Two are speaking with the wrong register. Write your answers to a word document for question A and the table given below.

- Why do you think the first recording is inadequate? (Give one reason)
 - Which register do you think the second person uses?
 - Which register do you think the third person uses?
- Decide with your partner which person uses which register given below and make a tick.

Figure 27. Previously Determined Task Instructions

Extract 5. Disagreement when teacher educators' feedback points diverge

(Time: 0:06:05.5 - 0:08:15.7 / Length: 0:02:10.1)

Segment 1/2: Group 6 – but they my teacher also wrote that

- 1.MIA: and (.) err &then we +should err& (0.3) ↑indicate**
ker &-----1-----&
1:deletes the word "register" in the sentence "Two are speaking with the wrong register" and writes it again
mia +places her hand on her head-->line 13
- 2. write your /anshýrs/ to the *google ↑document***
mia *raises eyebrows-*
- 3. (0.8)**
- 4. #&and then& *↑upload the link* #on (.) #Son digitask↓\$**
#Figure 28
ker &---2---& 2:highlights "a word document" in the sentence
mia *rotates her hand*
#Figure 29
ker %highlights "word" in the sentence
#Figure 30
ker 3:deletes "word" and types "google" \$-----3-----&



Figure 28

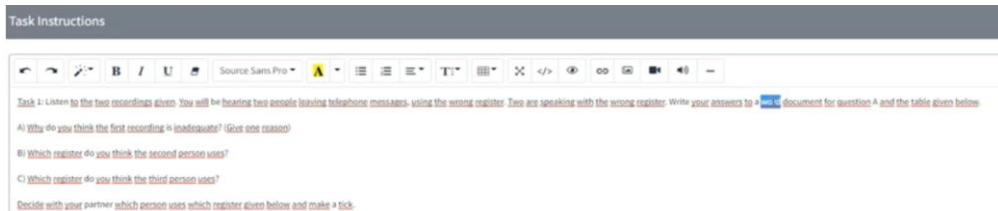


Figure 29

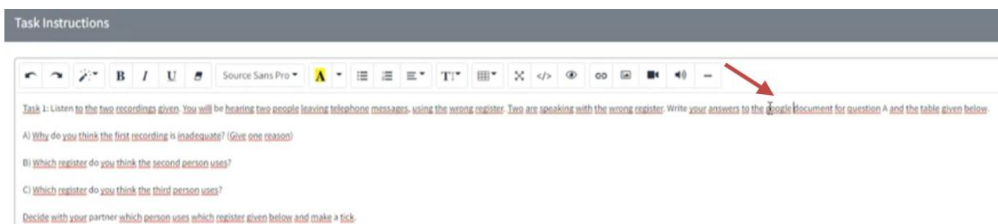


Figure 30

Note. The red arrow was added by the author.

5. (5.5)

6. KER: #&.hhh& (.) %err: i don't ↑think

#Figure 31

ker &--4--& 4:highlights the last sentence and question A

ker %removes the highlight

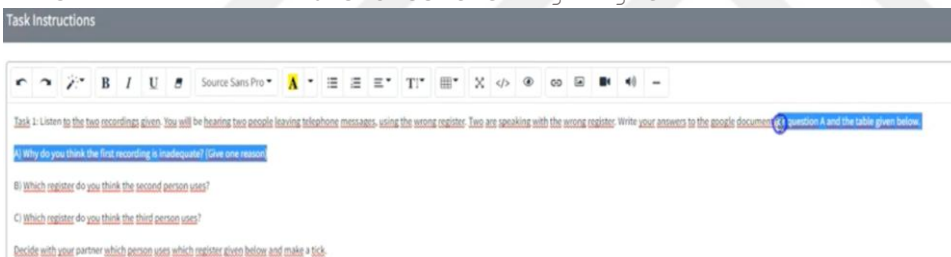


Figure 31

7. ↑they will be able to *↑upload anything↓*

mia *gazes to her right*

8. #&(1.6)&

#Figure 32

ker &--5--& 5:highlights "for question A and the table given below." part

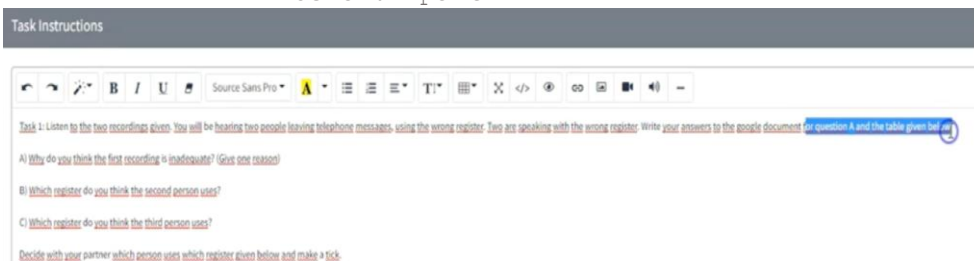


Figure 32

9. MIA: ok-↓

10. (0.3)

11. okay↓

12. (0.5)

13. &.hhh +↑but err they- my teacher ↑also wrote that

ker &removes the highlight

-->+

14. err they ↑should record a <dialogue> with sound

15. cloud *or* (.) >upload it to soundcloud<
 mia *-6* 6:looks upwards
 16. and then share the link
 17. (1.9)
 18. so: i think *they have to upload (0.3)
 mia *plays with her ear-->line 27
 19. <something↓> like↑ (0.6) the: err:
 20. (1.0)
 21.KER: hmm (0.3) our teacher said that (.)
 22. they all do everything in the recording
 23. >and then< (.) they will share
 24. the recording with us
 25. #&(1.5) [err:
 #&Figure 33
 ker &drags the mouse to open the Teams tab showing the cameras

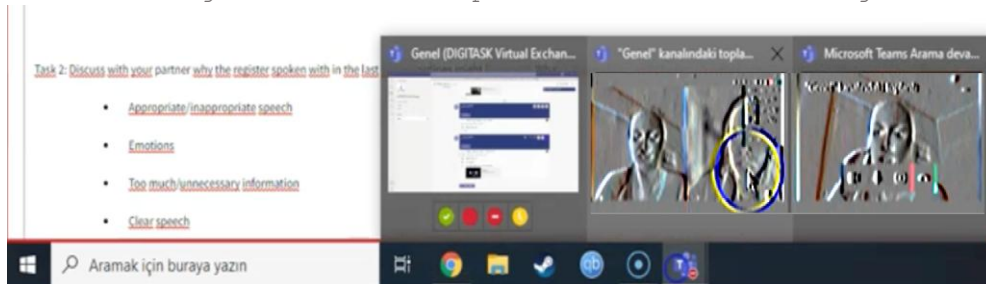


Figure 33

26.MIA: ♥[err:♥
 mia ♥--7--♥ 7:nods slightly
 27. (0.7) yeah that's tru:e but *may- (.)
 --->*
 28. i don't *know* err: &if our teachers
 mia *--8-* 8:purses her mouth
 ker &drags the mouse over the DigiTask web app
 and opens it
 29. have different <expect↑ations>
 30. (1.5)
 31.KER: maybe we can ask: (.) them (0.7)
 32. °right now°
 33. (0.6)
 34.ELA: but i guess they can't share anything
 35. *on digitask↑* (0.6) ♥not even a link↑♥
 ela *-----9-----* ♥-----10-----♥
 9&10:shakes her head laterally
 36. (1.0)
 37.MIA: they cannot upload anything↑ okay↓
 38. &(1.1)
 ker &drags the mouse to open the Teams tab showing the cameras
 39.KER: .hhh (.) that's what our teacher said to us
 40. (1.9)
 41.MIA: *ok:ay↓*
 ela *--11--* 11:clears her throat
 42. (1.0)
 43.KER: err: (.)
 44.MIA: okay↓

The first segment of Extract 5 starts with MIA's turn, which is prefaced by a continuation mark (and), a hesitation marker (err), and a sequential marker (then), through which she formulates a task instruction suggestion. She proposes using the modal verb "should" to mitigate the turn's design as a directive, making it less authoritative. This verbal formulation is

accompanied by her embodied action – placing her hand on her head – is temporally coordinated with KER’s screen-based activity, as he deletes the word “register” from the sentence “Two are speaking with the wrong register” and retypes it. In line 2, MIA explicitly references the task instruction she is proposing (*write your /anshýrs/ to the google ↑document*), which is further embodied through raised eyebrows. After a 0.8-second-intra-turn-pause, she extends her suggestion, again using a continuation marker (and) and a sequential marker (then), while KER highlights “a word document” in the sentence on the screen (Figure 28). MIA then completes her turn by suggesting that the link will be uploaded on DigiTask web app accompanied by her embodied action – rotating her hand –whereas KER simultaneously highlights “word” in the sentence (Figure 29), deletes it, and replaces it with “google” (Figure 30). Following a notable silence (5.5s), in line 6, KER takes the floor with an in-breath (.hhh), a micro-pause (.), and an elongated hesitation marker (*err:*), accompanied by his screen-based activities – highlighting the last sentence and question A (Figure 31), and subsequently removing the highlight before expressing disagreement, softened through the pre-disagreement marker (i don’t think). In line 7, he disaligns with MIA’s proposed task instruction to upload material on DigiTask web app, as MIA simultaneously gazes to her right. After 1.6 seconds of silence, during which KER highlights “for question A and the table given below.” part (Figure 32), in line 9, MIA produces an acknowledgment token with a cut-off and falling intonation in the word-final position (*ok-↓*). Following a brief 0.3-second intra-turn pause, she repeats the acknowledgment token, this time completed and again marked by falling intonation in the word-final position (*okay↓*). After a further 0.5 second intra-turn pause and an in-breath (.hhh), accompanied by KER’s screen-based activity – removing the highlight–, MIA, in line 13, introduces a contrastive marker with a rising intonation in the word-initial position (*↑but*) and a hesitation marker (*err*), and refers to her teacher educator’s written feedback through reported speech (*wrote that*), including a self-repair of the pronoun with a cut-off (*they- my teacher*), and an additive discourse marker with a rising intonation in the word-initial position (*↑also*). Following a hesitation marker (*err*), MIA proceeds to report her teacher educator’s feedback across lines 14 to 16 regarding task

design – recording a dialogue on SoundCloud or uploading it there and sharing the link. She further emphasizes the alternative option by producing an alternative-providing marker (or) accompanied by an embodied action of looking upward. MIA also employs a modal verb with a rising intonation ([↑]should) in the word-initial position to mitigate the proposal, and she differentiates her speech pace – uttering “dialogue” at a slower pace and “upload it to SoundCloud” at a faster pace. After a 1.9-second intra-turn pause, in line 18, MIA upgrades her previous suggestion by employing an elongated inferential marker (so:) and an epistemic stance marker (i think), before introducing the modal verb “have to”, which adds obligation to her proposal. As she formulates this upgraded task instruction suggestion about uploading, her speech is marked by intra-turn pauses (0.3s, 0.6s) and an elongated hesitation marker (err:) (they have to upload (0.3) <something> like[↑] (0.6) the: err:), accompanied by her embodied action – playing with her ear. After a 1.0-second intra-turn pause, KER takes the turn in line 21, producing a thinking marker (hmm), and following a brief intra-turn pause (0.3s), he introduces reported speech (our teacher said that), referring to the feedback point of his and his co-participant’s teacher educator. In lines 22, 23, and 24, KER reports the feedback point regarding how the task implementers/students complete the task as a recording and share the link, emphasizing the words “share” and “us” (they all do everything in the recording >and then< (.) they will share the recording with us). Following 1.5 seconds of silence, during which KER drags the cursor to open the Teams tab showing the video frames of the participants (Figure 33), KER produces an elongated hesitation marker (err:), overlapping with MIA’s elongated hesitation marker (err:), accompanied by her slight nod. After a 0.7-second intra-turn pause, in line 27, MIA displays partial agreement with an acknowledgment token (yeah) and agreement marker (that’s true), but immediately introduces a contrastive marker (but) and a cut-off possibility marker (may-). In lines 28 and 29, she claims insufficient knowledge about whether the teacher educators might have different expectations (i don’t know err: if our teachers have different

<expect[↑]ations>), enacting her verbal utterance with an embodied action, pursing her mouth, and she slows down her pace while producing the word “expectations” with a rising intonation. Meanwhile, KER drags the cursor over the DigiTask web app and opens it, making this screen-based action publicly available to all participants via screen sharing, and thus interactionally accessible. Following 1.5 seconds of silence, in line 31, KER suggests asking the teacher educators, using a possibility marker (maybe), and in line 33, following a 0.7-second intra-turn pause, adds “right now” in a softened voice. In lines 34 and 35, ELA disaligns with both MIA’s reference to her teacher educator’s feedback point and KER’s suggestion of asking the teacher educators, employing a contrastive marker (but), an epistemic stance marker (i guess) to mitigate disagreement, followed by “can’t”, as she claims that the task implementers/students are unable to share anything on DigiTask web app. After 0.6 seconds of intra-turn pause, ELA strengthens her stance by producing a negative stance marker (not), an intensification marker (even), and rising intonation on the word “link” at the turn’s completion (but i guess they can’t share anything on digitask[↑] (0.6) not even a link[↑]), which is also accompanied by her lateral head shaking, thus embodying disalignment. After a 1.0-second of silence, MIA repeats ELA’s claim, emphasizing “cannot,” and completes her turn with an acknowledgment token with a falling intonation (okay[↓]). Following 1.1 seconds of silence, during which KER drags the mouse to open the Teams tab showing the video frames, in line 39, KER, after an in-breath (.hhh) and a micro-pause (.), refers back to their teacher educator employing a reported speech structure (that’s what our teacher said to us), emphasizing the words “what” and “said”. After 1.9 seconds of silence, MIA displays alignment with an elongated acknowledgment token with a falling intonation in the turn-final position (ok:ay[↓]), accompanied by ELA’s throat clearing. In line 43, KER produces an elongated hesitation marker (err:), but in line 44, MIA resumes the turn, repeating the acknowledgment token with a falling intonation in the turn-final position (okay[↓]).

The first segment of Extract 5 demonstrates how PSTs express their disagreement, particularly between MIA and KER, by referencing the feedback point of their own teacher educators and how they collaboratively engage in resolving divergent perspectives. Throughout the interaction, they are involved in an ongoing negotiation over how to formulate the task instruction and what the technological affordances of DigiTask web app allows. Initially, MIA proposes a task instruction involving the use of DigiTask web app, mitigating her suggestion through modal verbs (should) and various sequential markers (and then), while coordinating her speech with embodied actions (e.g., hand gestures, eyebrow raises) and KER's screen-based activities, such as highlighting and editing text, which reflects moment-by-moment alignment. Despite MIA's carefully mitigated formulation, KER displays disalignment, using hesitation markers (err) and a pre-disagreement format (i don't think). In response, MIA references her teacher educator's feedback point as an external authority to support her suggestion and repeats her proposal. However, KER reiterates his disagreement, this time by referencing the feedback point of his own teacher educator. MIA acknowledges the divergence in feedback by expressing insufficient knowledge related to the different expectations of the teacher educators and suggests consulting her teacher educator which KER supports. At this point, ELA disaligns with both MIA's reference to the teacher educator's feedback and MIA and KER's proposal to seek clarification, using verbal (e.g., i guess, not even a link) and non-verbal actions (lateral head shaking) to emphasize the impossibility of sharing anything on DigiTask web app. While MIA repeats and aligns with ELA's stance temporarily, KER reasserts institutional authority by referencing their teacher educator, reflecting epistemic positioning (Heritage, 2012). This segment illustrates how PSTs balance disagreement and alignment through multimodal resources (Mondada, 2011; 2018) – that is, by combining talk, screen-based actions (as publicly shared on the screen), prosody, and gesture.

Segment 2/2: Group 6 – she she she sai- she wrote

45. (3.4)

46.KER: so[what should-

47.ELA: [so what should we do

48. (0.6)
 49. [hehehe
 50.KER: [hehehe
 51. (1.1)
 52.MIA: err:(0.5) i don't know↓ (0.4)
 53. maybe shou- i should (.)
 54. err: +should i write to my (.) professor↑
 ela +places her hand on her cheek--->line 60
 55. &and quickly ask her
 ker &drags the mouse over the DigiTask web app and opens it
 56. but >i don't know< if she ♥answers (.) right now↓
 ker ♥places his hand on his cheek--->line 70
 57. (0.3)
 58.KER: oh↑ .hhh (0.5) i [can ask <&too>
 ker &drags the mouse to open the Teams tab
 showing the cameras
 59.MIA: ♣[because well ♠(.)♠
 ela ♣purses her lips--->
 mia ♠-12♠ 12:clicks the mouse
 60. she she she sai- she wrote err: (0.5) err:+ ♠(.)
 --->+
 ---♣
 61. *it is not possible to direct the up-load an audio file
 mia *reads from the screen--->line 64
 62. to digitask (0.4) could you tell the learners
 63. to use soundcloud for uploading and then sharing the link in
 64. the digitask (.) &app↑*
 ker &drags the mouse over the DigiTask web app and
 opens it
 ---*
 65. (1.2)
 66. +[so:+
 mia +---8--- 8:purses her lips
 67.KER: [so
 68. (0.5)
 69.MIA: %err:
 ker %drags the mouse to open the Teams tab showing the cameras
 70.KER: well the thing is they♥ *already* record ♣themselves♣ (0.3)
 ---♥
 ker *---13---* ♣---14---♣
 13:clusters his right fingertips together and moves toward his right
 ear
 14:extends both his hands outward
 71. so (0.4) [what difference does it make:
 72.MIA: [yeah↑ i kn- yeah that's so
 73.KER: (1.0) [if they upload (.) it souncloud
 74.MIA: [so-
 75. (1.0)
 76. yeah (.) so soundcloud wouldn't be
 77. necessary be*cause they: [all- (.)
 ker *nods repeatedly--->
 78.KER: [yeah*
 ---*
 79.MIA: *already* recording yeah↓
 mia *---15---* 15:extends both her hands outward and shakes them

After a prolonged silence (3.4s), KER employs an inferential marker (so) and invites the group to initiate problem-solving through a question with a modal verb “should”, though

his question is cut off as ELA overlaps with her own problem-solving proposal. ELA also employs an inferential marker (so) and formulates her question with both the modal verb “should” and an inclusive stance marker – the first-person plural subject pronoun “we”. After 0.6 seconds of silence, ELA laughs aloud, which overlaps with KER’s responsive laughter. Following the 1.1-second silence, in line 52, MIA takes the turn with an elongated hesitation marker (*err:*), and after a 0.5-second intra-turn pause, she employs a claim of insufficient knowledge (i don’t know). After another intra-turn pause (0.4s), in lines 53 to 55, MIA proposes a solution – to write to her teacher educator – formulated as a mitigated suggestion employing the modal verb “should” (*maybe shou- i should (.) err: should i write to my (.) professor_↑ and quickly ask her*). During this utterance, ELA places her hand on her cheek while KER engages in a screen-based activity – dragging the mouse over the DigiTask web app and opening it. In line 56, MIA employs a contrastive marker (but) and a claim of insufficient knowledge (*>i don’t know<*) delivered at a faster pace, referring to uncertainty about whether her teacher educator would respond, accompanied by KER’s embodied action – placing his hand on his cheek. MIA further produces a temporal deictic marker (right now) in the turn-final position. Following 0.3 seconds of silence, in line 58, KER utters a change-of-state token with a rising intonation in (*oh_↑*), and after his in-breath (*.hhh*) and 0.5 seconds of intra-turn pause, he offers to ask his teacher educator by employing an alignment marker at a faster pace (*<too>*). This overlaps with MIA’s use of a causal marker (because), accompanied by ELA’s embodied action – pursing her lips – and a discourse marker (well). Following a micro-pause (*.*), during which MIA clicks the mouse, in line 60, she refers to her teacher educator’s written feedback using a reported speech structure in the past simple tense, making a self-initiated self-repair on the verb with a cut-off and an emphasis on the verb “wrote” (*she sai- she wrote*). After an elongated hesitation marker (*err:*), 0.5 seconds of intra-turn pause, another elongated hesitation marker (*err:*), and a micro pause (*.*), in between lines 61 and 64, MIA refers to her teacher educator’s feedback point by reading directly from the written feedback (*it is*

not possible to direct the up-load an audio file to digitask (0.4) could you tell the learners to use soundcloud for uploading and then sharing the link in the digitask (.) app[↑]). While reading, she emphasizes the words “SoundCloud” and “app” which is uttered with a rising intonation in turn-final position, accompanied by KER’s simultaneous screen-based activity – dragging the cursor over the DigiTask web app and opening it. After a 1.2-second silence, in line 66, MIA produces an elongated transition marker (so:), which overlaps with KER’s transition marker (so), accompanied by her embodied action – pursing her lips. Following an intra-turn pause (0.5s), in line 69, MIA produces an elongated hesitation marker (err:), simultaneously as KER drags the cursor to open the Teams tab showing the video frames. In line 70, KER displays his disagreement with MIA’s earlier suggestion to use SoundCloud for audio uploads, prefaced with the response marker well and proposes an alternative solution – screen recording – marked by a disalignment marker (already) (well the thing is they already record themselves), accompanied by his embodied actions – clustering his right fingertips together and moving toward his right ear, and extending both his hands outward. After 0.3 seconds of intra-turn pause, a transition marker (so), and another intra-turn pause (0.4s), KER seeks clarification (what difference does it make:), in overlap with MIA’s acknowledgment token with a rising intonation (yeah[↑]), a cut-off affiliation marker (i kn-), and another acknowledgment token (yeah). After a 1.0-second intra-turn pause, KER completes his clarification-seeking turn (if they upload (.) it soundcloud), in overlap with MIA’s transition marker (so). Following a 1.0-second silence, in lines 76, 77, and 79, MIA aligns with KER’s reasoning, producing an acknowledgment token (yeah) and repeating his reasoning, accompanied by her embodied actions – nodding repeatedly and extending both her hands outward and shaking them. Her utterance overlaps with KER’s acknowledgment token (yeah) and completes her turn with a final acknowledgment token, delivered with a falling intonation in the turn-final position (yeah[↓]), marking a possible closure of the sequence.

The second segment of Extract 5 demonstrated how PSTs collaboratively worked toward reaching a group agreement before arriving at a pedagogical decision and how they collaboratively addressed the task design issues, navigated feedback points of their teacher educators, epistemic uncertainty, and technological constraints. Following MIA's reference to her teacher educator's feedback point and the group's acknowledgment of the divergent feedback points of their teacher educators, both KER and ELA initiated a problem-solving sequence. Subsequently, MIA proposed reaching out to her teacher educator for clarification, which was immediately supported by KER, who offered to do the same with his own teacher educator. To further support her initial task design proposal mentioned earlier in the extract, MIA directly read from the written feedback document, during which she made a self-initiated self-repair on the reported speech verb – shifting from *said* to *wrote* – to underscore the validity and authority of the feedback document contents with the ongoing discussion. After MIA's proposal and reference to the feedback, KER displayed disalignment, reasserted the same reasoning he presented earlier in the extract, this time explicitly referencing his own teacher educator's feedback. In response, at the end of the extract, MIA displayed acknowledgment and alignment by repeating KER's reasoning and emphasizing that using SoundCloud may not be necessary.

To conclude, similar to Extract 4, Extract 5 has highlighted how PSTs, drawing on divergent feedback from their respective teacher educators, expressed disagreement – particularly between MIA and KER – regarding the requirement to upload recordings via DigiTask web app versus SoundCloud. However, unlike in Extract 4 – where the group resolved the issue by disregarding the feedback provided by PST from Austria – in Extract 5, the participants collaboratively engaged in discussing and attempting to rationalize the different feedback points before arriving at a pedagogical decision and group agreement. The extract has also illustrated that although PSTs reported their teacher educators' feedback, they did not adopt these suggestions uncritically but instead engaged in extended negotiation and reasoning before reaching a shared decision. Notably, while MIA presented the feedback both through verbal reporting and by reading directly from the written feedback

document, and KER reiterated the feedback twice – especially after ELA signaled disagreement – KER eventually rationalized his position by emphasizing the nature of the task, pointing out that since task implementers/students were already required to record their screens, using SoundCloud would be unnecessary. At that point, MIA aligned with KER's reasoning, and the group reached an agreement. Additionally, multimodal resources, such as embodied gestures, screen-based actions, laughter, and prosodic features (e.g., rising intonation, elongation) played a central role in shaping the negotiation process, as PSTs displayed alignment, disalignment, and epistemic stance. PSTs also demonstrated epistemic caution and avoided overtly imposing their views (Heritage, 2012), particularly when displaying disalignment, which is mitigated through epistemic and modal markers (e.g., *should*, *i don't think*, *i guess*, *yeah that's true but*, *well*) as well as through interactional resources that delayed the production of dispreferred responses, such as micro-pauses (.) and elongated hesitation markers (*errr:*) (Pomerantz, 1984). Furthermore, the shared screen emerged as a critical interactional resource, as KER performed screen-based actions in real-time to display embodied and material alignment (Neville, 2015) (Figures 28,29, and 30). Moreover, KER managed the screen dynamically by navigating between DigiTask web app and the Teams tab, displaying cameras to monitor co-participants' embodied responses, thereby facilitating collaborative engagement. The extract has highlighted how task design in collaborative settings was not simply a matter of reaching an agreement but involved ongoing multimodal negotiation of knowledge, institutional expectations, and practical possibilities, demonstrating the complex interactional work required to achieve shared understanding and decision-making. Ultimately, this extract demonstrated how divergent feedback could serve as a catalyst for in-depth pedagogical task design discussions, as PSTs collaboratively navigated and resolved trouble through an extended negotiation sequence.

Distinct from Extracts 4 and 5, Extract 6 coming from Group 5's video-mediated interactions, illustrates how PSTs demonstrate disagreement with reference to the feedback point of the co-participants' teacher educator and engage in mutual pedagogical decision-

making regarding the “activities” component of the task design. In this group, LEN (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. Meanwhile, FUR and OYA (PSTs from the Turkish university) received video-mediated feedback. At this point in the interaction, LEN shares her screen to ensure that all group members can see the feedback document provided by her teacher educator (see Figure 34). Prior to this, LEN had guided the group through each feedback point by reading it aloud and crossing out the completed sections directly in the Word document as the group collaboratively resolved them. This included feedback on goals/rationale, input/materials, and activities components associated with Task 1 and Task 2.1. Specifically, the group addressed and resolved the points related to Task 1 and Task 2.1, which LEN visibly marked as completed. This extract focuses on their subsequent discussion of Task 2.2, located within the “activities” section of the feedback document (Figure 35).

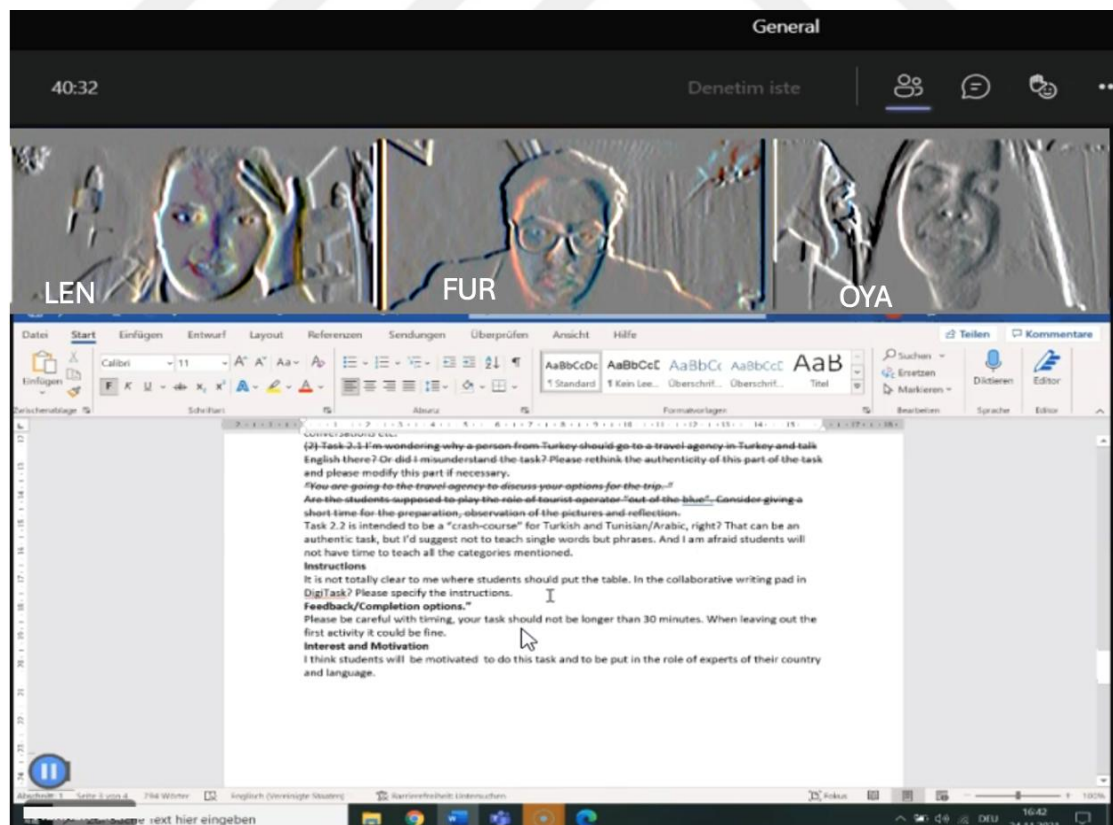


Figure 34. LEN's Shared Screen

Task 2.2 is intended to be a "crash-course" for Turkish and Tunisian/Arabic, right? That can be an authentic task, but I'd suggest not to teach single words but phrases. And I am afraid students will not have time to teach all the categories mentioned.

Figure 35. The Written Feedback on Activities (Task 2.2)

Extract 6. Disagreement with the feedback point of co-participant's teacher

educator- Group 5 – i agree with the instructor

(Time: 0:38:03.5 – 0:39:58.4 Length: 0:01:54.9)

1. LEN: *task (0.3) two point two is intended to be a crash course
 len *reads on the screen and moves the cursor on the sentence-->line 6
 2. for turkish (0.4) and tunisian a- arabic right↑
 3. (0.3) that can be an authentic task but i'd suggest (.) sug:gest
 4. not to teach (0.4) single words but phrases (1.6)
 5. and i am afraid students will have no time to teach
 6. all the cat- (0.3) categories mentioned↓*
 --->*

7. (1.6)
 8. yeah↑ [°time wise°
 9. FUR: [we really need to reduce the &amount &of things
 10. and: extend: them(0.8)from*[be:ing single words and &to: phrases*
 len *leans backwards and looks up-----*
 11. LEN:
 12. (0.7)
 13. yeah but i really- (.) i seriously (.) don't (0.5) think that
 14. this is +&(3.5) +%ah: this makes sense-
 len +looks up-+
 ---&

15. *thi- this doesn't make* sense (0.5)
 len *shakes head laterally-*
 16. *because* it's a +crash+ course (0.4)
 len *---1---* +---2---+ 1:leans backward 2:raises eyebrows
 17. as it's as *it's written* here
 fur *nods slightly*
 18. so *in a crash courts (0.5) course (0.7)*
 len *rolls her eyes-----*
 19. i'm↑ not↑ going↑ to learn phrases (0.5)
 20. isn't it just about *single* words↑
 len *looks up*
 21. they're going to (1.2) to learn (0.3)
 22. i think *phrases is* (0.5) too difficult you know
 len *----3-----* 3:opens her hands side to side
 23. (0.3)
 24. FUR: i don't *how* much +knowledge+ (0.4) [from ♦what♦
 fur *-4-* +-----5-----+ ♦--6--♦
 4&5&6:raises his eyebrows
 25. LEN: [exactly↑ and (0.5)
 26. and that makes (0.4) *for me↑* (0.5) this (.) this makes no sense↓
 len *---7---* 7:moves her hand on her chest
 27. so i personally *would just
 oya *opens her mouth--->line 29
 28. (0.3) leave: the words↑ (1.0) and [just
 29. OYA: * [i think
 --->*

30. (1.2)
 31. i think they mean err: by the phrases that

32. err: (0.8) the simple dai:ly (0.4) sentences (0.6) it (0.8)
 33. and *[i think i agree *with the instructor
 oya *squints-----*
 34.FUR: [yeah
 35.OYA: because (0.5)*teach:ing (0.3)single words (0.3)may: be: confusing
 len *---8--->line 41
 8:approaches the screen, puts her hand on her forehead
 36. for the students because (0.4) sometimes some phrasal (.) word
 37. you know or (.) phrasal (0.6) sentences are (0.3) different
 38. from the meaning↑ of the single word↓
 39. (0.9) err we can just (0.3) teach them (.) err
 40. how to say err good morning↑ (0.7) or: (.) good afternoon
 41. or a (0.3) have a nice weekend or* +(0.3)
 --->*
 len +gazes upright--->line 43
 42. [i don't know *bon* appetite
 oya *-9-* 9:raises her hand toward her head
 43.LEN: [huh huh +my name is >blah blah blah< yeah
 --->+
 44.OYA: su- *such* things yeah
 oya *--10-* 10:pulls her right lip
 45.LEN: *yeah* you're right
 len *-11-* 11:points her index finger
 46.FUR: yeah

Extract 6 starts with LEN's reading the written feedback displayed on the screen (lines 1- 6), while simultaneously coordinating her cursor movement with the text. Her speech is marked by intra-turn pauses (0.4, 0.3, 0.4, 1.6, and 0.3 seconds) and she places a prosodic emphasis on the words "suggest", "single" and "phrases". Following 1.6 seconds of silence, in line 8, LEN produces an acknowledgment token delivered with a rising intonation in turn-final position (yeah↑). She subsequently produces "°time wise°" in a soft voice to foreground the time aspect of the prior feedback. This utterance is overlapped by FUR's turn, where he acknowledges the feedback and upgrades the necessity of action, employing the intensifier "really" and the modal verb phrase "need to", within his utterance. Moreover, the word "and:" is elongated, which functions to signal continuation and maintain his turn. Simultaneously, LEN performs embodied actions by leaning backward and looking up. Furthermore, FUR's ongoing turn is overlapped by LEN's acknowledgment token "yeah" and the production of the contrastive marker "but". Following 0.7 seconds of silence, in line 13, LEN delivers another acknowledgment token (yeah) and a contrastive marker (but) and displays disagreement with both the prior feedback point and FUR's suggestion by producing the negative personal stance marker "i don't think". This is

formulated with sequential stacking of intensifiers, including the cut-off “i really-” and “seriously”, followed by micro-pauses (.), and an intra-turn pause of 0.5 seconds, with an emphasis placed on the word “don’t” (*i really- (.) i seriously (.) don’t (0.5) think that*). In line 14, she starts with a pre-announcement but leaves incomplete. This is followed by a 3.5-second intra-turn pause during which LEN performs the embodied action of looking up. She then produces an elongated change-of-state token “ah:”, followed by the beginning of an epistemic stance marker “*this makes sense-*”, which is subsequently cut off. In line 15, LEN produces a cut-off “*this-*” followed by a negative epistemic stance display (this doesn’t make sense) (Heritage, 2012) accompanied by her embodied action of shaking her head laterally. Following a 0.5-second intra-turn pause, in line 16, LEN produces a causal marker (because), providing a rationale for her disagreement by stating that it is a crash course, accompanied by her embodied actions – leaning backward and raising eyebrows (*because it’s a crash course*). In line 17, she strengthens her prior claim with reference to the written feedback with a deictic reference “here”, serving as a spatial deictic pointing to the immediate physical or textual context (*as it’s as it’s written here*) accompanied by FUR’s slight nod. In line 18, LEN updates her stance by initiating the turn with a transition marker (so). She performs a self-repair and emphasizes the correct production of the word “course”. A 0.5-second intra-turn pause occurs during this sequence and her verbal utterance is accompanied by her embodied action – rolling her eyes. Following another intra-turn pause (0.7s), LEN upgrades her disalignment by employing a first-person singular pronoun (i) and producing a negative structure in the planned action future tense with a rising intonation in the word-initial position and an emphasis on the word “phrases”. After another intra-turn pause (0.5s), in line 20, LEN seeks confirmation for her prior claim (*isn’t it just about single words*) accompanied by her embodied action – looking up. She also places a prosodic emphasis on the word “words” with a rising intonation. In line 21, she refers to the task takers’ learning outcome, producing intra-turn pauses (1.2s and 0.3s) during her utterance. In line 22, she continues her turn by

employing an epistemic stance marker (i think) and expresses a negative assessment of the phrases using the scalar marker “too”, which is delivered with a prosodic emphasis, but she immediately mitigates her disagreement by inserting the discourse marker “you know”. While uttering the phrase “phrases is”, she further enacts her verbal utterance through an embodied action – opening her hands side to side. After 0.3 seconds of silence, in line 24, FUR produces an incomplete claim of insufficient knowledge and reformulates the turn with a scale of knowing (how much knowledge). Following a 0.4-second intra-turn pause, FUR performs a self-initiated self-repair with the incomplete epistemic source marker “from what”. During this production, FUR performs three consecutive eyebrow raises and overlaps with LEN’s production of the alignment marker, delivered with a prosodic emphasis, rising intonation (exactly_↑) and a continuation marker (and). After 0.5 seconds of intra-turn pause, in line 26, LEN produces another continuation marker (and), followed by a self-initiated self-repair, and a 0.4-second intra-turn pause. She subsequently repeats her disagreement by employing an epistemic stance marker (for me), accompanied by her embodied action – moving her hand on her chest. Following another 0.5-second intra-turn pause, a repetition, and a micro-pause (.), LEN restates her disalignment with the feedback point by producing another negative epistemic stance marker delivered with a falling intonation (this makes no sense_↓). In lines 27 and 28, LEN produces a transition marker (so) and proposes her idea of leaving the words, inserting intra-turn pauses of 0.3 seconds and 1.0 second. She places a prosodic emphasis on the words “leave” and words” and she produces a continuation marker (and) and minimizer (just) to mitigate the strength of her suggestion. Simultaneously, OYA opens her mouth as a visible pre-beginning to take a turn, and while LEN utters the minimizer “just”, OYA overlaps by producing an epistemic marker (i think). Following 1.2 seconds of silence, in lines 31 and 32, OYA repeats her epistemic stance marker (i think) and displays alignment with the feedback point by explaining what they mean by the phrases as simple daily sentences. While uttering the words “mean” and “daily”, she places a prosodic emphasis on them. Her turn also includes elongated hesitation markers (err:) and intra-turn pauses. In line 33, she continues her turn with a

continuation marker (and) and an epistemic stance marker (i think), which is overlapped by FUR's acknowledgment token (yeah) and accompanied by OYA's embodied action – squinting. She explicitly aligns with the co-participant's teacher educator by producing the alignment marker “i agree”. In lines 35 to 38, OYA rationalizes her stance with a causal marker (because) and explains that teaching single words may be confusing for students, adding that some phrasal words or phrasal sentences differ in meaning from the single words. During this explanation, she produces multiple intra-turn pauses, and her claim is mitigated by a discourse marker (you know). She delivers the word “meaning” with a rising intonation and “word” with a falling intonation. Simultaneously, OYA's utterance is accompanied by LEN's embodied action, as LEN approaches the screen and places her hand on her forehead. After a 0.9-second intra-turn pause and a hesitation marker (err), in lines 39 to 42, OYA suggests teaching students phrasal sentences and she mitigates her proposal (we can just (0.3) teach them (.) err how to say err) by offering multiple examples for them by extending her turn through the use of a disjunctive marker (or), repeated four times (good morning↑ (0.7) or: (.) good afternoon or a (0.3) have a nice weekend or (0.3)). Before the final example, she claims insufficient knowledge (i don't know bon appetite), accompanied by her embodied action – raising her hand toward her head. Her utterance contains hesitation markers (err), micro pauses (.), and intra-turn pauses (0.3, 0.7, 0.3, and 0.3 seconds) and it is accompanied by LEN's embodied action – gazing upright. In line 43, LEN overlaps with OYA's claim of insufficient knowledge and the last example. LEN displays alignment through an acknowledgment token (huh huh) and contributes another phrasal sentence example, employing a placeholder phrase delivered at a faster pace (my name is >blah blah blah<) and another acknowledgment token (yeah). In line 44, OYA completes her turn with mitigation marked by a list-closing device (such), accompanied by her embodied action – pulling her right lip –, and concludes with an acknowledgment token (yeah). In line 45, LEN continues her alignment by producing another acknowledgment token (yeah), accompanied by her embodied action – pointing her index finger – and she confirms OYA's evaluative stance

with an explicit agreement marker (you're right). The extract closes with FUR's acknowledgment token (yeah) to display agreement.

Extract 6 has illustrated how PSTs engaged in a multi-layered negotiation of stance, where disagreement emerges from reference to the co-participant's teacher educator's feedback and how they collaboratively negotiate their alignment and stance toward the written feedback through a combination of verbal, prosodic, and embodied resources. After reading directly from the written document shared on the screen, LEN explicitly displayed disagreement with her own teacher educator's feedback point – particularly regarding the suggestion to teach phrases instead of single words –, which is subsequently supported by FUR. LEN rationalized her disalignment by invoking the nature of the task as a crash course, adopting the students' perspective rather than that of a PST or task designer to strengthen her claim. FUR aligned with LEN's position, further upgrading the stance through the use of the inclusive pronoun "i", adopting the students' perspective rather than that of a PST or task designer. However, following this, LEN proposed removing the words, which is disaligned by OYA, who reinterpreted the feedback positively and explicitly aligned with the teacher educator's point using the alignment marker "i agree". OYA strengthened her stance by providing multiple examples of commonly used phrasal expressions in daily language (e.g. good morning, good afternoon, have a nice weekend, and bon appetite). Following OYA's carefully designed disagreement with LEN's suggestion and rationalization, LEN shifted her stance, aligning with OYA by providing another phrasal example, signaling convergence (my name is blah blah blah). The sequence closes with FUR's acknowledgment token "yeah", marking the achievement of group agreement. Additionally, throughout Extract 6, disagreements were interactionally managed through the prosodic emphasis, intra-turn pauses, and sequential repairs, all of which served to mitigate the face-threatening nature of opposing a peer during collaborative task design. Importantly, the extract illustrated how multimodal actions – including cursor movements, leaning back, eye-rolling, hand gestures, and gaze shifts – operated alongside the speech to display stance, signal hesitation, and mark shifts in epistemic positioning. Furthermore, the overlaps and

acknowledgment tokens (e.g., “yeah”, “huh huh”) demonstrated moments of emerging agreement and solidarity, particularly as the group co-constructed the idea of teaching phrasal sentences rather than single words. That preference was collaboratively built through the use of examples, mitigating devices (e.g., “just”), and list-closing formulations (e.g., “such”), while embodied confirmations – such as nods, pointing gestures – further reinforced alignment. Overall, Extract 6 demonstrated PSTs’ joint engagement in task design negotiations, where epistemic stance-taking, sequential organization, and embodied conduct were central in shaping the emerging group consensus. Notably, in contrast to Extracts 4 and 5 – where PSTs displayed disagreement through references to their own teacher educator’s feedback – Extract 6 revealed how participants foreground their disagreement by orienting to the co-participant’s teacher educator’s feedback, adding another layer of complex peer-to-peer negotiation within the collaborative planning process.

Similar to Extract 6, Extract 7, presented in two segments below and coming from Group 4’s video-mediated interactions, illustrates how PSTs display disagreement through referencing co-participants’ teacher educator’s feedback. In this instance, however, the feedback from different teacher educators contains convergent aspects, thus facilitating a smooth progression toward a final pedagogical decision. In this group, ELS (PST from the Austrian university) received written feedback that utilized a checklist and elaborated on certain design aspects, including goals/rationale, input/materials, and activities/instructions, DOR and SUZ (PSTs from the Turkish university) received video-mediated feedback, whereas LIN had not yet received any feedback from her teacher educator. In this extract, SUZ shares her screen allowing all group members to follow her screen-based activities (see Figure 36). However, she is unable to activate her camera or microphone due to the crowded setting in her room. Prior to this extract, the group had agreed that students would create their own international multilingual sign as part of the task. At this point, they are discussing the context of the picture that the task implementers/students will draw to complete the task.

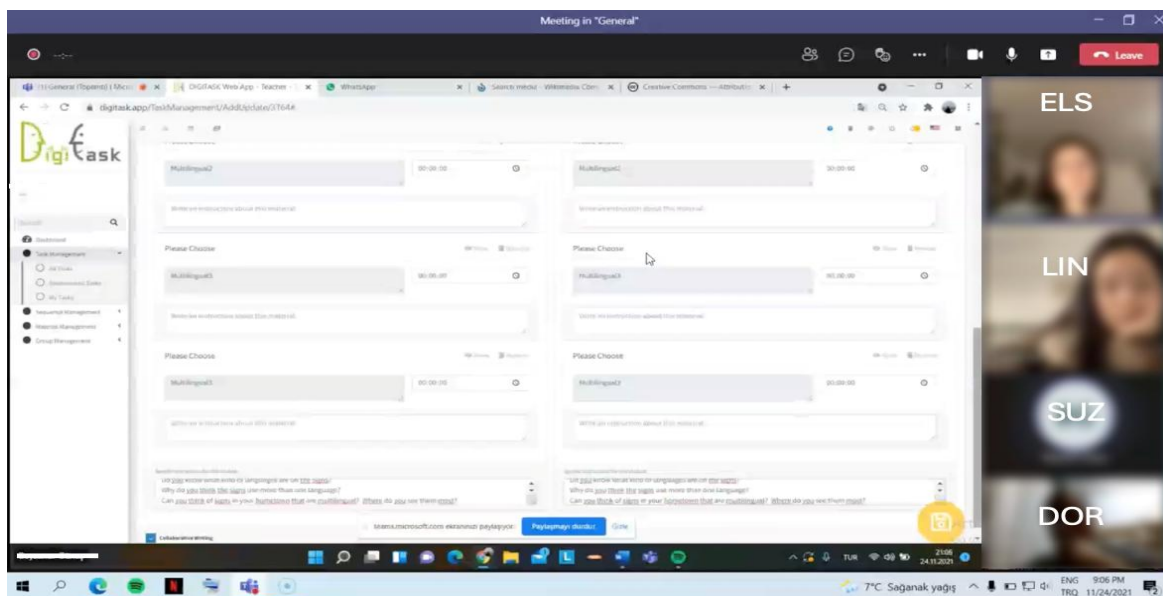


Figure 36. SUZ's Shared Screen.

Extract 7. Disagreement when teacher educators' feedback points converge

(Time: 0:59:39.4 - 1:01:21.9 / Length: 0:01:42.5)

Segment 1/2: Group 4 – i remembered something that my professor said

1. SUZ: ↑what (.) can we actually (0.5)
2. add at [a- as a ↑picture >what do you think<
3. DOR: [err: i *i ↑remembered something that my* professor said↓
 dor *looks upwards-----*
4. (0.6) err he ↑said (.)
5. SUZ: yes↓
6. (0.3)
7. DOR: err:
8. (1.1)
9. in the second activity you know *dra- (.) ↑drawing* activity
 dor *draws in the air--*
10. *we should* (0.3) we >↑should< +↑tell them+ <what to ♣draw♣>
 dor *----1----* +-----2-----+ ♣--3-♣
 1:lowers his right hand down 2:open his right palm
 3:gazes upwards
11. >you know< >we should give them *the context<*&br/>
 dor *gazes upwards*
12. (1.0) *err
 dor *gazes upwards--->line 16
13. SUZ: ↑oh yes (.)
14. DOR: like [like an
15. SUZ: [some specific
16. DOR: *↑yeah (0.4) +like an airport ↑drawing- err airport sign
 --*
 dor +shakes his right hand down repeatedly--->
17. or (0.3) °some like+ that°
 ---+
18. (2.5)
19. we have to ♣*[specify* ↑what's (0.5) ♣in♣ +what context+
 dor ♣looks upwards-----♣ ♣closes his eyes--->line 21
 dor *---3-----* +-----4-----+

```

3:raises his right index finger to indicate the number "one"
4:opens his right palm
20.SUZ: [err
21.DOR: >they're gonna draw< (0.3) <the sign>♠
                ---♠
22. (0.6)
23.SUZ: °yes°
24. (4.0)
25. err what do we use more as (.) signs (0.8)
26. ♥err: (0.8) what's more (1.0) i don't know!
    els ♥ places her right hand on her cheek--->line 36
27. (0.9)
28.DOR: .hhh >i mean< [err
29.ELS: [doesn't
30. (0.3)
31. like international sign doesn't- ♠isn't that good♠ ↑enough
    els ♠looks upwards--♠

```

Extract 7 starts with SUZ's seeking the group's ideas regarding the picture to be added to the task in lines 1 and 2. SUZ's turn is produced with a rising intonation and contains a short intra-turn pause of 0.5 seconds, marking contemplation, followed by a self-repair by changing "at" to "as", and she produces an epistemic stance marker (actually). Rising intonation is also observable in the word-initial position of the word "picture" (*↑what* (.) *can we actually* (0.5) *add at a- as a ↑picture*). Subsequently, she invites the group to provide an opinion with a response-inviting marker delivered at a faster pace (*>what do you think<*). SUZ's turn is overlapped by DOR, who produces an elongated hesitation marker (*err:*), followed by the repeated use of the first-person pronoun "i". DOR then refers to his teacher educator using a reported speech structure, producing a falling intonation in the word-final position on the word "said↓" (*err: i i ↑remembered something that my professor said↓*). During this utterance, DOR also performs the embodied action of looking upwards. In line 4, following a 0.6-second intra-turn pause and a hesitation marker, DOR refers to his teacher again using a reported speech structure (*he ↑said*), with a rising intonation occurring in the word-initial position on the word "*↑said*". After a micro-pause (.), SUZ produces a go-ahead marker with a falling intonation in the word-final position (*yes↓*). Following a 0.3-second silence, DOR delivers an elongated hesitation marker (*err:*), and a 1.1-second intra-turn pause. In lines 9,10 and 11, DOR formulates his proposal, grounding it in the teacher educator's feedback, stated earlier in

lines 3 and 4 – providing contextual information to task implementers/students before they begin drawing. Within his turn, DOR produces the discourse marker “you know” twice to soften his stance, with one instance delivered at a faster pace. He employs the modal verb “should” combined with the inclusive first-person plural pronoun “we” to mitigate his stance. His turn includes a micro-pause (.), a 0.3-second intra-turn pause, and several phrases delivered at a faster pace (“should”, “what to draw”, “you know”, “we should give them the context”). Rising intonation is placed on the word-initial position of the words “drawing”, “should”, and “tell” (*in the second activity you know dra- (.) ↑drawing activity we should (0.3) we >↑should< ↑tell them+ <what to draw> >you know< >we should give them the context<*). DOR’s verbal utterance is further enacted through embodied actions, including drawing in the air, lowering his right hand down, opening his right palm, and gazing upwards. Following a 1.1-second intra-turn pause and a hesitation marker (err), accompanied by DOR’s embodied action – gazing upwards –, in line 13, SUZ delivers a change-of-state-marker with a rising intonation in turn-initial position (↑oh) followed by an acknowledgment token (yes). After a micro-pause (.), DOR takes the turn, producing the example-introducing marker “like”, which is repeated, and his turn is overlapped by SUZ, who provides an elaboration with the precision-upgrade marker “some specific”. In line 16, DOR displays alignment with an acknowledgment token with a rising intonation in the word-initial position (↑yeah). Following a 0.4-second intra-turn pause, DOR continues with another example-introducing marker (like) and provides an airport sign example, accompanied by his embodied action – shaking his right hand down repeatedly (↑yeah (0.4) like an airport ↑drawing- err airport sign). In line 17, DOR mitigates his example by producing an alternative-providing marker (or) followed by an epistemic downgrader delivered in a soft voice (°some like that°). After a 2.5-second silence, in line 19, DOR upgrades his stance by specifying the context, using the modal verb “have to” and the inclusive first-person plural pronoun “we”. He also places an emphasis on the word “context” and produces rising intonation in the word-initial position of the word “what’s” (*we have to specify ↑what’s (0.5) in what context*). He further

enacts his verbal utterance through embodied actions, including looking upwards, closing his eyes, raising his index finger to indicate the number “one”, and opening his right palm. His utterance is overlapped by SUZ’s hesitation marker (err). In line 21, DOR completes his turn by indicating the sign that the task implementers/students will draw, and his utterance is produced at a faster pace and includes a 0.3-second intra-turn pause. After 0.6 seconds of silence, SUZ displays agreement with an acknowledgment token delivered in a soft voice (°yes°). Following a 4.0-second silence, in line 25, SUZ produces a hesitation marker (err) and formulates a question that seeks to elicit possible examples of commonly used signs, and her turn includes a micro-pause (.) and a 0.8-second intra-turn pause (err what do we use more as (.) signs (0.8)). In line 26, ELS produces an elongated hesitation marker (err:), accompanied by her embodied action – placing her right hand on her cheek. After a 0.8-second intra-turn pause, SUZ repeats her question. Following a 1.0-second intra-turn pause, SUZ claims insufficient knowledge marked by a falling intonation in the turn-final position (i don’t know↓). After a 0.9-second intra-turn pause and DOR’s in-breath (.hhh), he utters a repair initiator at a faster pace (>i mean<). He then continues with another hesitation marker (err) to elaborate further; however, his turn is overlapped by ELS questioning. After 0.3 seconds of intra-turn pause, in line 31, ELS continues her questioning, indicating that instead of creating a context, the international sign alone would be sufficient. In her turn, she also performs a self-initiated self-repair by shifting from “doesn’t” to “isn’t” and adds a sufficiency marker, delivered with a rising intonation in the word-initial position (↑enough)(like international sign doesn’t- isn’t that good ↑enough).

The first segment of the Extract 7 has illustrated how the group collaboratively navigated the task design process by integrating both individual contributions and external references. SUZ’s initial idea solicitation established a collaborative space for the co-construction of pedagogical decisions, with her use of rising intonation, self-repair, and epistemic stance markers signaling openness to group input. DOR’s turn, initiated with hesitation and repeated self-reference, introduced an external authoritative source – his

teacher educator's feedback – which served as the foundation for his subsequent proposal. Through the use of reported speech and falling intonation on “said_↓”, DOR reinforced the legitimacy of his proposal. Additionally, DOR formulated his suggestion using stance-mitigation strategies such as the modal verb “should” and the discourse marker “you know”. His proposal was further reinforced through embodied actions (e.g., drawing gestures, palm opening), which aligned his verbal proposal with visual enactment. SUZ's change-of-state token “↑oh”, combined with the acknowledgment token “yes”, signaled recognition and alignment, while ELS's involvement marked a shift toward exploring alternative views. Throughout this segment, PSTs demonstrated careful management of disagreement and stance. DOR upgraded his proposal using “have to” and emphasized context specificity, while SUZ sustained group alignment through soft agreement markers. The sequential emergence of overlaps, self-repairs, and epistemic downgrades – particularly ELS's challenge suggesting that “the international sign alone might be enough” – illustrated how the group negotiated between general and specific task framing. Overall, this segment reflected the dynamic interplay of epistemics, stance mitigation, and multimodal resources as interactional tools for collaborative decision-making.

Segment 2/2: Group 4 – but elsa your professor said same thing i think

```

32.          (1.8)
33.DOR: *hmm:*
    dor  *--5-* 5:gazes his right down
34.          (1.6)
35.    i mean we can say some*thing like (.) *err (1.2) err (.)
    dor                                     *looks upwards--*
36.    can you open the ♥*second* activity suzan
          ---♥
    dor                                     *---6---*
          6:rasises his index and middle fingers to indicate the number “two”
37.          (1.5)
38.SUZ: &yes
    suz  &clicks on the DigiTask web app tab
39.    &#♥(0.8)
    suz  &scrolls up
          #Figure 37
    els  ♥places her right hand on her cheek--->line 46

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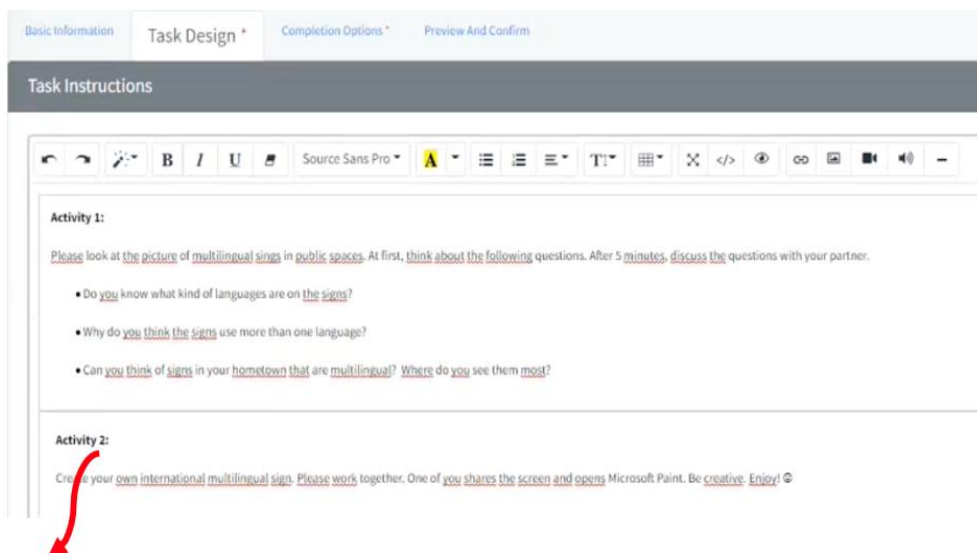


Figure 37

Activity 2:
Create your own international multilingual sign. Please work together. One of you shares the screen and opens Microsoft Paint. Be creative. Enjoy! ☺

Figure 38

```

40.DOR: *↑yeah (0.4) err we can say like (.)
    dor *looks at the screen--->
41.    +<create your own>+ err >you know< (2.9) err* (0.4)
    dor +reads from screen+
                                     ---*
42.    we can (0.6) make them ↑draw (.)
43.    err *an airport* sign °you know°
    dor *lowers hand*
44.    (1.4)
45.    ([    ])
46.ELS: [↑but♥ ♠i ↑think♠
        ---♥
    els ♠----7---♠ 7:opens her right palm
47.    (0.5) *wh- (.) why should ↑they (.)
    dor *places his hand to his head--->
48.    ♥i mean♥ they can +decide what they wanna to ♠draw♠ ↑right*
    els ♥looks up♥ +--8-->line 53 ♠-9--♠
        8: places her right hand on her cheek ---*
        9:raises her eyebrows
49.    (0.4)
50.    [why should be something else
51.DOR: [err
52.    (0.5)
53.SUZ: err but elsa +your professor said [same thing i think
        ---+
54.ELS:                                     [oh
55.    (0.8)
56.SUZ: [err something like
57.ELS: [okay ♥ $sorry$♥
    els ♥---10--♥ 10:opens her right palm
58.SUZ: like it should be more specific [or
59.ELS:                                     [okay yeah
60.    (0.4)
61.SUZ: [something like that
62.ELS: [then ♥let's say♥ that
    els ♥---11---♥ 11&12:nods slightly
63.    ♥that's good♥ (0.5) yeah↓
    els ♥-----12-----♥

```


After 1.8 seconds of silence, DOR produces an elongated thinking marker (*hmm:*), accompanied by his embodied action – looking upwards. Following an additional 1.6-second silence, in line 35, he delivers a repair initiator (*i mean*), then mitigates his prior stance by employing the modal verb “can” and an inclusive first-person plural pronoun “we”. Subsequently, he initiates giving an example with an example-introducing marker (*like*) and enacts his verbal utterance with an embodied action – looking upwards. After a hesitation marker (*err*), a 1.2-second of intra-turn pause, another hesitation marker (*err*), and a micro-pause (*.*), in line 36, DOR requests SUZ to open the second activity on DigiTask web app and while uttering the word “two”, he performs an embodied action of raising his index and middle fingers to indicate the number “two”. Following 1.5 seconds of silence, SUZ displays alignment with an acknowledgment token (*yes*), accompanied by her screen-based activity – clicking on the DigiTask web app tab. After 0.8 seconds of silence, during which SUZ scrolls up (Figures 37 and 38), and ELS places her right hand on her cheek. In line 40, while looking at the screen, DOR produces an acknowledgment token with a rising intonation in the turn-initial position (*↑yeah*). After a 0.4-second intra-turn pause and a hesitation marker (*err*), he repeats the modal verb “can”, an inclusive first-person plural pronoun “we”, and an example-introducing marker (*like*). Following a micro-pause (*.*), in line 41, DOR reads the opening part of the instruction for the second activity at a faster pace (*<create your own>*). He then delivers a hesitation marker (*err*) and a discourse marker, delivered at a faster pace (*>you know<*). After a 2.9-second intra-turn pause (2.9s), another hesitation marker (*err*), and a 0.4-second intra-turn pause, in line 42, DOR repeats the modal verb “can” and an inclusive first-person plural pronoun “we” (*we can (0.6) make them ↑draw (.)*). After a 0.6-second intra-turn pause, he references the drawing task, placing an emphasis on “*↑draw*” with a rising intonation in the word-initial position. In line 43, following a hesitation marker (*err*), DOR repeats his previously suggested example of the airport sign, accompanied by his embodied action – lowering his hand – and followed by a discourse marker, delivered at a faster pace in a soft voice (*°you know°*). After 1.4 seconds of silence,

DOR takes the turn but is overlapped by ELS's contrastive marker with a rising intonation in the turn-initial position (*↑but*) to signal disagreement. ELS follows this with an epistemic stance marker with a rising intonation in the word-initial position (*i ↑think*), accompanied by her embodied action – opening her right palm. In line 47, after a 0.5-second intra-turn pause and a cut-off on the word “why”, ELS pursues disagreement using a reason-seeking device “why”, requesting an account for making the task implementers/students draw an airport sign, accompanied by DOR's embodied action – placing his hand to his head. After a micro-pause (.), in line 48, ELS mitigates her stance using a repair initiator (*i mean*), accompanied by her embodied action – looking up. She then proposes an alternative opinion suggesting that the task implementers/students decide on the context themselves, accompanied by her embodied actions – placing her right hand on her cheek and raising her eyebrows (*i mean they can decide what they wanna to draw*). ELS ends with a confirmation-checking marker with a rising intonation in the word-initial position (*↑right*). Following 0.4 seconds of silence, ELS reiterates the reason-seeking device “why”, which is overlapped by DOR's hesitation marker (*err*). After 0.5 seconds of silence, in line 53, SUZ shows disagreement, beginning with a hesitation marker (*err*) and a contrastive marker (*but*). She references ELS's teacher educator's feedback, aligning it with their own teacher educator's feedback, by employing the equivalence marker “the same” (*err but elsa your professor said same thing i think*). Her turn is overlapped by ELS's change-of-state token (*oh*), after which SUZ immediately softens her stance with the epistemic marker “i think”. Following a 0.8-second silence, SUZ delivers another hesitation marker (*err*), and mitigates her stance with an epistemic downgrader (*something like*). Her turn is overlapped by ELS's acknowledgment token (*okay*) and an apology marker (*sorry*), accompanied by ELS's embodied action – opening her right palm. In line 58, SUZ continues her turn by referring to ELS's teacher educator's feedback point, which highlights the need to make the context more specific – by employing the modal verb “should” and placing an emphasis on the word “specific” (*like it should be more specific*). SUZ then

delivers an alternative-providing marker (or), which is overlapped by ELS's acknowledgment token (okay) and agreement marker (yeah). Following a 0.4-second of silence, in line 61, SUZ mitigates her stance once more with another epistemic downgrader (something like that), which is overlapped by ELS's decision marker (then) and a proposal marker (*let's say*), accompanied by ELS's embodied action – nodding slightly. ELS indicates the airport international sign by employing a deictic reference marker (that). The extract concludes with ELS's positive assessment marker (that's good), accompanied by her slight nod. After a 0.5-second intra-turn pause, she displays alignment with an acknowledgment token with a falling intonation in the turn-final position (*yeah↓*).

The second segment of Extract 7 demonstrated how PSTs collaboratively refined their task design while negotiating epistemic positions and stances. DOR's initial hesitation and repair signaled ongoing formulation as he referenced the written task and suggested providing clearer drawing instructions within a certain context to the task implementers/students. Through repeated use of modal verbs like “can” and embodied actions such as raising two fingers and lowering his hand, DOR enacted his growing commitment to the proposal while maintaining interactional flexibility. SUZ's alignment, marked by a soft “yes” and screen-based actions, progressed the interaction toward mutual understanding. As DOR continued, his formulation became increasingly specific and directive, evidenced by his repeated references to the drawing task and rising intonation on “↑draw”. However, this was interrupted when ELS introduced a contrasting perspective, foregrounded by her contrastive marker “↑but” and epistemic stance “i ↑think”. Her challenge, along with the reason-seeking device “why”, reopened the space for negotiating the task context. ELS's alternative proposal – that students select their own context – was carefully mitigated through repair initiators and confirmation-checking markers, reflecting a collaborative sensitivity to preserving group consensus while expressing disagreement. In response, SUZ displayed disagreement with LEA's stance by referencing LEA's teacher educator's feedback and pointing out its convergence with her own teacher educator's feedback. Through the use of equivalence markers like “the same”, she reinforced the

pedagogical rationale for specifying the context. Her use of epistemic softeners such as “i think” and “something like” worked to balance authority with openness. The interaction ultimately moved toward resolution as ELS acknowledged SUZ’s point, accompanied by agreement tokens, nodding, and embodied confirmation. The segment concluded with ELS’s positive assessment of using the airport context, marked by “that’s good” and an acknowledgment token “**yeah**↓” delivered with a falling intonation in turn-final position, signaling alignment and closing the sequence. Overall, this segment highlighted how participants skillfully managed stance, epistemics, and multimodal resources to navigate disagreement and achieve collaborative task refinement.

Similar to Extract 6, Extract 7 has illustrated how PSTs showed disagreement by referencing the co-participant’s teacher educator. However, unlike the previous extract, this instance highlighted how participants explicitly identified convergence points between feedback from different teacher educators and formulated their proposals based on their own instructor’s guidance. Notably, although both DOR and SUZ received identical feedback from the same teacher educator, when SUZ initiated idea solicitation regarding the picture to be added to the task, DOR foregrounded his own stance by referring to his teacher educator with the possessive adjective and reported speech structure “my professor said” just prior to proposing the airport context for drawing the international sign. The extract further demonstrated ELS’s strategic disagreement with DOR and SUZ regarding the need to provide students with a predefined context (e.g., an airport) for the drawing task as she softened her challenge and suggested shifting the decision-making to task implementers/students, proposing that students decide the context themselves. Additionally, the interaction showed how PSTs engaged with the DigiTask web app as a multimodal resource. SUZ shared her screen, and DOR reinforced his proposal by requesting SUZ to open the second activity and directly read from the task instructions to restate his airport context suggestion. Following ELS’s disagreement about limiting students to a predefined context, SUZ displayed disalignment by explicitly referencing the feedback of ELS’s teacher educator. This immediate response prompted ELS to shift from her earlier

stance, displaying alignment through the use of an apology marker and a positive evaluation of the proposed idea. Ultimately, the group reached a collaborative pedagogical decision. References to teacher educator feedback served as an authoritative resource to legitimize proposals, while the strategic use of stance mitigation, epistemic softeners, and multimodal actions allowed PSTs to negotiate disagreement collaboratively while maintaining group cohesion. The gradual resolution of differing views – ultimately leading to a shared decision to adopt the airport context – highlighted how the group refined the task design through a thoughtful balance of pedagogical reasoning, participant alignment, and openness to alternative perspectives. Last but not least, this extract also illustrates how multimodal resources – including screen-based actions such as clicking on the DigiTask web app and scrolling, as well as embodied actions like looking upwards, drawing in the air, performing hand gestures to indicate numbers “one” and “two”, raising eyebrows, and nodding – operated in tandem with speech to display stance, manage disagreement and alignment, and negotiate decision-making throughout the interaction.

Similar to Extracts 6 and 7, Extract 8, presented in two segments below, comes from group 17 and illustrates how PSTs express disagreement by referencing the feedback from co-participants’ teacher educators. However, in this case, the reference emerges through questioning a co-participant rather than a direct citation. This extract further demonstrates how the group moves toward final pedagogical decision-making. In this group, MEY (PST from the Austrian university) received written feedback that utilized a checklist and elaborated on certain design aspects, including goals/rationale, input/materials, and activities/instructions, CEY and ECE (PSTs from the Turkish university) received video-mediated feedback. In this extract, MEY shares her screen to allow all group members to follow her screen-based activities (see Figure 39), although her camera remains off. Prior to this extract, the group had agreed to retain the first instruction as originally designed. At this point, the group continues their discussion on refining the task instructions.

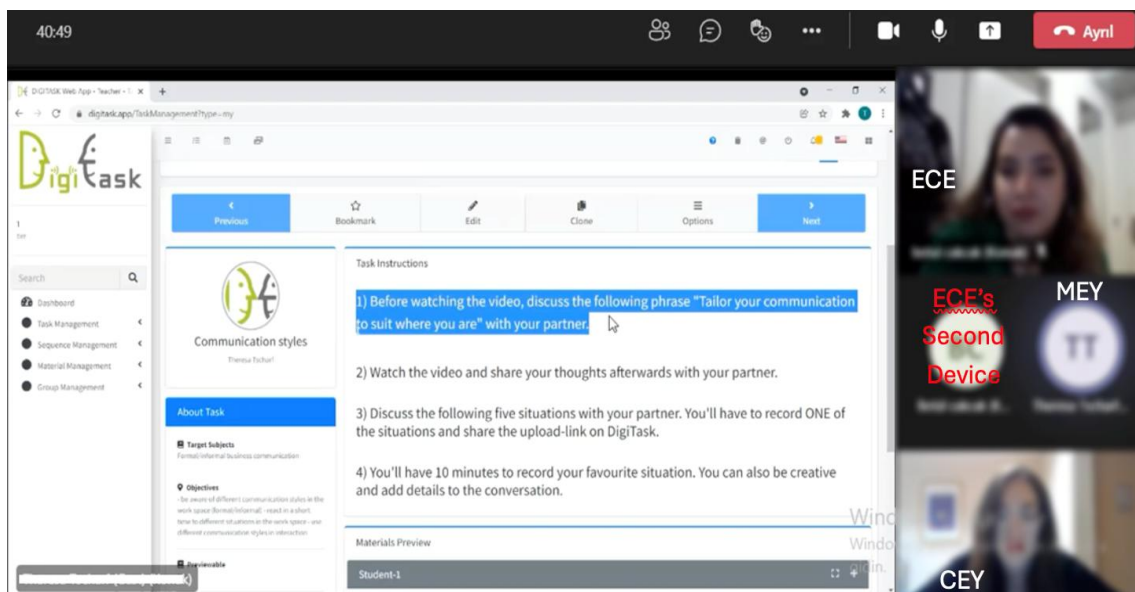


Figure 39. MEY's Shared Screen.

Extract 8. Disagreement through questioning the feedback point of the co-participant's teacher educator

(Time: 0:27:02.5 - 0:28:35.2 / Length: 0:01:32.7)

Segment 1/2: Group 17 – but err didn't your instructor said that

1. MEY: err what do &#we ↑put *in them*% in ↑these% task ↑instructions

mey &deselects the highlighted text for the first task instruction

#Figure 40

cey *nods---

mey %-----1----

1:scrolls down and up over four task instructions

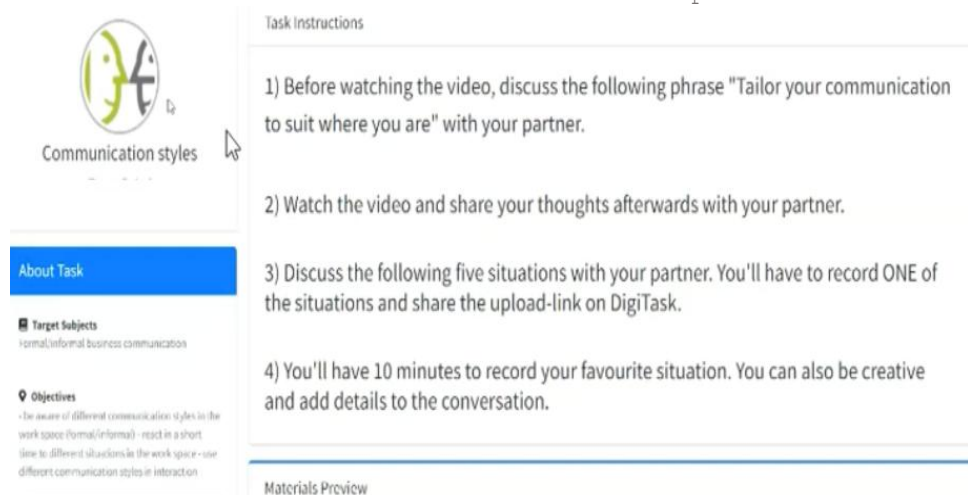


Figure 40

2. because &this will over *↑al- (0.3) all be& gone* right↓

mey &-----2-----&

2:highlights all four task instructions #Figure 41

cey *frowns-----*

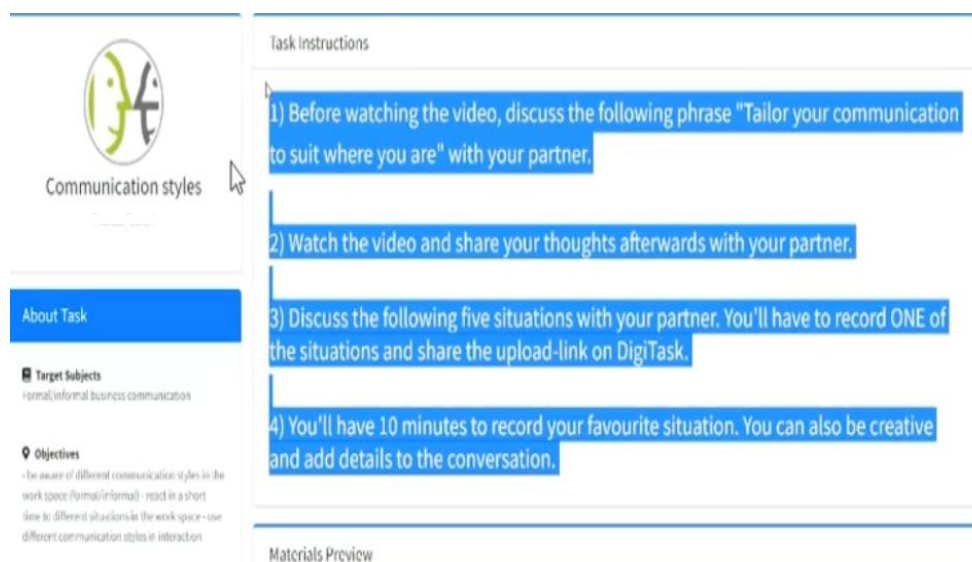


Figure 41

3. (1.4)
4. CEY: *not all* gone but the se- (.) >you know<
cey *---3---* 3:raises her eyebrows
5. ↑third and ↑fourth &ones are >gonna be gone<
mey &deselects the highlighted text for all four instructions
6. ♠ (2.0) ♠
ece ♠nods-♠
7. ECE: yeah↓
8. (1.6)
9. CEY: err *no no no< ↑not that one* >too↓<
cey *raises her eyebrows-----*
10. *discuss the following five situations♠ with your partner*
cey *reads from the screen-----*
ece ♠frowns--->
11. that could stay↓ and but the rests♠ to ↑go
---♠
12. ♠ (2.8) ♠
ece ♠---4---♠ 4:nods twice
13. MEY: <↑why could &#this one ↑stay>
mey &moves the cursor to the third task instruction

#Figure 42

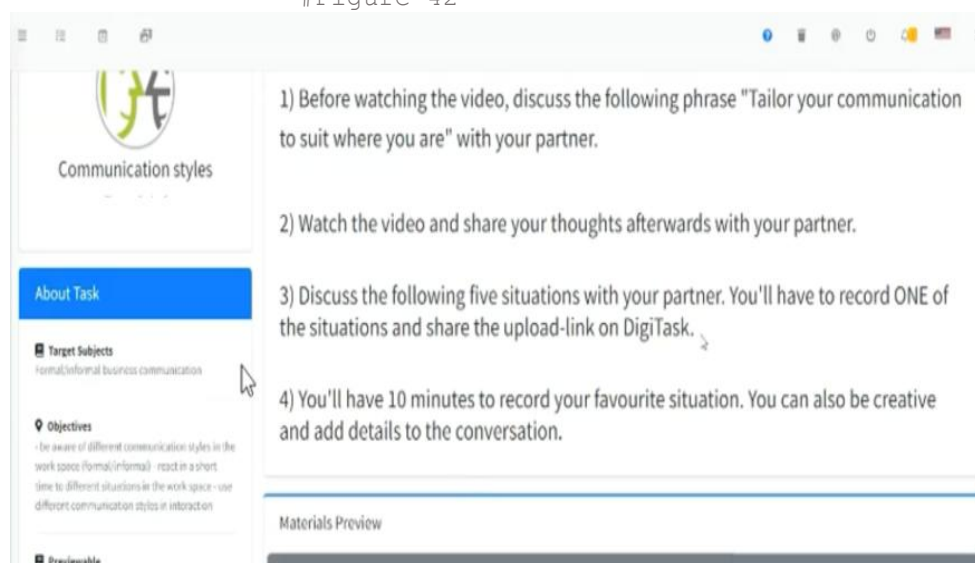


Figure 42

- 32.CEY: [the the the ↑ones [right ↑here
 33.MEY: [because err err
 34. it could be also an ↑option to &remove (.) ↑this&#
 mey &-----9-----&
 9:highlights the first instruction

#Figure 45

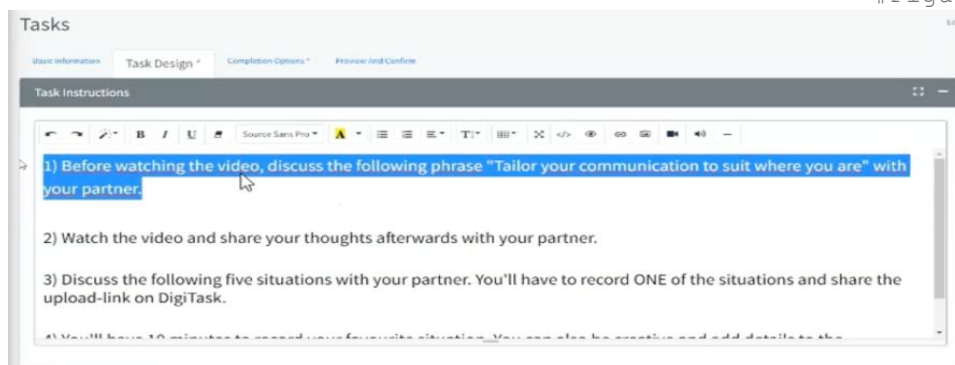


Figure 45

35. for example and (0.4) [put it as &a: (.) a ↑material&#
 mey &-----10-----&
 10:scrolls down to the material section for each student

#Figure 46

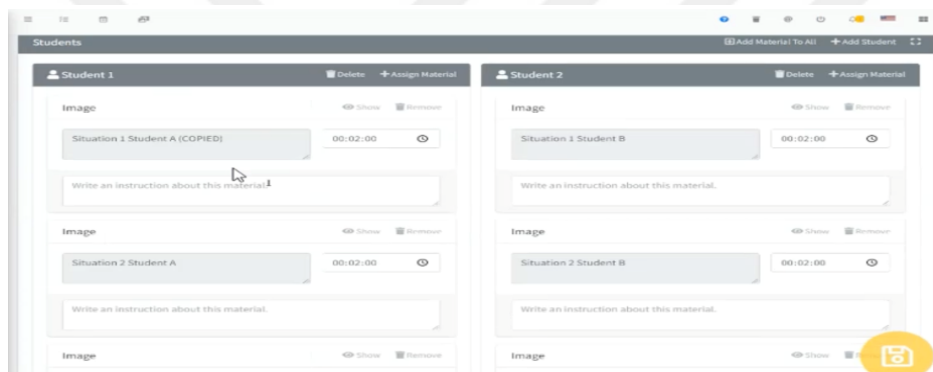


Figure 46

- 36.CEY: [huh

The first segment of Extract 8 begins with MEY initiating a question to the group about what to include in the task instructions (err what do we ↑put in them in ↑these task ↑instructions). Her utterance contains a hesitation marker (err) and a self-initiated self-repair, shifting from “in them” to “in these”, and is accompanied by her screen-based activity activities – deselecting the highlighted text for the first task instruction (Figure 40), and scrolling down and up over four task instruction – while CEY displays engagement through nodding. In line 2, MEY accounts for her questioning by highlighting all four task instructions (Figure 41) and proposes removing them. This turn includes a self-repair marked by a cut-off and a shift from “over” to “all”, with a 0.3-second intra-turn pause (because this will over ↑al- (0.3) all be gone). She concludes with a confirmation-checking marker produced with a falling intonation in the word-final position (right↓), while

CEY responds with an embodied action – frowning, displaying potential disagreement. Following 1.4 seconds of silence, CEY responds with a negative response marker (not), emphasizing the word “gone” (*not all gone*), accompanied by her embodied action – raising her eyebrows. She then introduces a contrastive marker (but), followed by a cut-off (*the se-*), a micro-pause (.) and a discourse marker delivered at faster pace (*>you know<*). In line 5, she proposes removing only the third and fourth instructions, placing rising intonation on the word-initial position of “*↑third*” and “*↑fourth*” and delivers “*>gonna be gone<*” at a faster pace, using the reference marker in a plural pro-form “ones” (*↑third and ↑fourth ones are >gonna be gone<*). Her turn is accompanied by MEY’s screen-based activity – deselecting the highlighted text for all four instructions. After 2.0 seconds of silence, during which ECE nods, CEY delivers an acknowledgment token with a falling intonation in the turn-final position (*yeah↓*). A further 1.6-second intra-turn pause follows before CEY reiterates her stance with a hesitation marker (err) and three negative response markers by emphasizing them and delivering at a faster pace (*>no no no<*), followed by another negative response marker with a rising intonation in the word-initial position (*↑not*) and reference to the third instruction using the deictic marker “that” and the additive marker “too”. She further enacts her verbal utterance with an embodied action – raising her eyebrows. In line 10, CEY reads the third instruction aloud from the screen, accompanied by ECE’s embodied action – frowning. In line 11, CEY mitigates her earlier stance by using the modal verb “could”, and proposes keeping the third instruction, again using a deictic marker (that). She continues her turn with a continuation marker (and) and a contrastive marker (but) and proposes that the remaining instructions should be removed. She emphasizes the words “rest” and “go”, with a rising intonation in the word-initial position of “go” (*that could stay↓ and but the rests to ↑go*). After 2.8 seconds of silence, during which ECE nods twice, in line 13, MEY, speaking more slowly, questions CEY’s stance by using a reason-seeking device delivered with a rising intonation in the word-initial position (*↑why*), requesting an account for retaining the third instruction (discuss the

following five situations with partners), while mitigating her stance through the use of the modal verb “could”. Her turn includes a deictic reference (this), coordinated by her screen-based activity – moving the cursor to the third task instruction (Figure 42) – and she delivers “↑stay” with a rising intonation in the word-initial position (<↑why could this one ↑stay>). Following a 2.0-second silence, in lines 15 and 17, CEY begins her account employing an account-giving marker (because) and refers to the task content – students discussing five situations with their partners. Her utterance is delivered with a smiley voice and repeated nodding, while ECE frowns and overlaps the turn with a clarifying question. After 0.3 seconds of silence, in line 20, MEY produces three acknowledgment tokens delivered at a faster pace (>yeah yeah yeah<), followed by a contrastive marker with a rising intonation in the word-initial position (↑but) and a hesitation marker (err). She then refers to the co-participants’ teacher educator in a negatively framed question using a simple past structure (didn’t your instructor said that). In lines 21 and 22, MEY upgrades her stance through the modal verb “have to” and an inclusive stance marker – the first-person plural subject pronoun “we”, referencing the co-participants’ teacher educator’s feedback about embedding the instructions directly into the material (we have to put (.) these instructions like ↑directly in the ↑material). In her turn, she utters the words “↑directly”, “↑material” with a rising intonation in the word-initial position and emphasizes the word “these”, and after an in-breath (.hhh), she elaborates her own stance to give more examples by employing an example-introducing marker “for example” with a rising intonation in the word-initial position of the word “↑example”. Before she continues, CEY displays realization and re-alignment in line 23 by producing an elongated change-of-state token (huh: :) and acknowledgment token (yeah:), accompanied by her embodied action – tilting her head back and raising her eyebrows. Simultaneously, MEY engages in a screen-based action by clicking on the “pencil” icon to initiate task editing (Figure 43). CEY aligns further by referencing MEY’s earlier stance (you were °talking about that-°), delivered in a softer voice, though she cuts off the turn. In line 24, she produces another

acknowledgment token with a rising intonation in the word-initial position ($\uparrow$ yeah), accompanied by her embodied action – shaking her head laterally. She also initiates a self-repair by repeating the pronoun “you” and mitigates her stance with the modal verb “could” and the additive marker “also”. After a micro-pause (.), a discourse marker (you know) and another micro-pause (.), in line 25, MEY attempts to take the turn using an account giving marker delivered with a rising intonation in the word-initial position ($\uparrow$ because), but her utterance is overlapped by CEY, who completes her earlier point with “go with them”. After a 0.6-second silence, MEY resumes with a hesitation marker (err) and an example-introducing marker “for example” with a falling intonation in the word-final position of the word “example $\downarrow$ ”, accompanied by her screen-based activity in which she clicks on the “task design” tab (Figure 44). In line 29, CEY clarifies her previous stance using repeated first-person pronouns (i i), noting that her point was about student-initiated instructions (i i was talking about students err initiated ones), accompanied by her embodied action – raising her eyebrows –, and further emphasizing the words “students” and “initiated”. In line 30, she continues her turn with a discourse marker delivered at a faster pace (>you know<) and elaborates that the students should get the instructions directly (the ones that students $\uparrow$ get (.) $\uparrow$ directly), accompanied by her firm nodding, and delivering “ $\uparrow$ get” and “ $\uparrow$ directly” with a rising intonation in the word-initial position, and an emphasis on the word “ $\uparrow$ get”. In line 31, MEY aligns with an acknowledgment token delivered with a rising intonation in the turn-initial position ($\uparrow$ yeah), overlapped by CEY’s self-repair repeating the article “the” three times and referring to the instructions with the reference marker in a plural pro-form “ones” and the spatial deictic marker “right here”, the latter produced with a rising intonation in the word-initial position of the word “ $\uparrow$ here” (the the the $\uparrow$ ones right $\uparrow$ here). Her turn overlaps with MEY’s account-giving marker (because) and hesitation markers (err). In line 34, MEY softens her proposal using the modal verb “could” and an additive discourse marker (also). She further downgrades her suggestion by framing it as “also an option”, emphasizing “this” and “option” with a rising

intonation in the word-initial position (*it could be also an ↑option to remove (.)* ↑*this*), while simultaneously highlighting the first instruction on the screen (Figure 45). In line 35, MEY continues her turn with the example-introducing marker “for example” and a continuation marker (and). After a 0.4-second intra-turn pause, she proposes putting the first instruction into the material section (*put it as a: (.) a ↑material*), accompanied by her screen-based activity, in which she scrolls down to the material section for each student (Figure 46). Her utterance is overlapped by CEY’s change-of-state token (huh).

The first segment of the Extract 8 has illustrated how PSTs collaboratively navigated instructional decisions through sequences of disalignment, repair, and referential negotiation. MEY initiated the discussion by questioning what to include in the task instructions and justified her inquiry by referencing the visual content of the shared screen. CEY immediately displayed disagreement, marked by contrastive markers, self-repair, and prosodic emphasis, particularly around the third instruction. MEY’s follow-up question, framed as a reason-seeking device, prompted CEY to account for her stance by referencing the pedagogical rationale behind the instruction. Notably, MEY subsequently invoked the co-participant’s teacher educator’s feedback through a negatively framed question, thereby escalating her epistemic authority while still orienting to the collaborative nature of the decision-making. CEY responded with an alignment turn, marked by a change-of-state token (huh), acknowledgment, and a reformulation of her earlier position to emphasize that her suggestion referred to student-initiated instructions. The interaction further illustrated how referential practices – specifically the use of deictic markers such as “this” and “that” – are shaped by the shared visual space. MEY, who is sharing her screen, used “this” to reference an on-screen item, while CEY’s use of “that” indexed her position as a non-controller of the visual field. Although MEY introduced an alternative design solution – embedding the instructions directly into the material – her proposal was temporarily suspended as CEY continued to clarify and accounted for her earlier stance. MEY’s subsequent highlighting of the first instruction and suggestion to include it in the material section indicated her orientation to re-establish progression in the task decision. Overall,

After 0.7 seconds of silence, CEY produces a thinking marker (hmm) followed by a repair initiator (i mean), but her turn is overlapped by MEY, who elaborates on her own suggestion – namely, that the task implementers/students receive the instructions. She mitigates her stance through the use of the minimizer marker “just”, delivered with an emphasis (they just ↑get the ↑instructions) and enacts her verbal utterance with an embodied action – grimacing. Her turn is overlapped by ECE, and again by CEY, who in lines 42 and 43, displays disalignment with MEY’s stance by suggesting that MEY’s idea would be too demanding for her to implement (that’ll be too demanding for you \$mey\$). After an acknowledgment token (yeah), CEY softens her disagreement with the negative epistemic marker “i don’t think”, performs a self-repair by repeating the pronoun “you” and formulates her stance using the modal verb “have to” to suggest that the action is not obligatory (\$i don’t think you you have to ↑do that\$). This utterance is produced with smiley voice and rising intonation in the word-initial position of “↑do”. Following 0.3 seconds of intra-turn pause, CEY proposes an alternative suggestion to leave the existing task instructions as they are. She employs the spatial deictic marker “there” and mitigates her proposal with the modal verb “could,” continues her turn with an account-giving marker (because), and accompanies her verbal utterance with an embodied action – raising her right hand. Her turn overlaps with MEY’s acknowledgment token (okay). In line 47, CEY extends her account by referring to other participants, using the quantifier “a lot of”, and enacting the turn with repeated nodding. She also points back to her prior suggestion using the deictic reference marker “that way”, which is delivered with a rising intonation in the word-initial position of the word “↑that” and falling intonation in the word-final position of the word “way↓” (a lot of people did it ↑that way↓), and she frames this reference using the past simple tense. After a 0.3-second silence, in line 49, MEY delivers an acknowledgment token with the rising intonation in the word-initial position (↑okay), overlapped by CEY’s repetition of her prior account using self-repair through repetition of the quantifier “a lot of” (a lot of a lot of people did it that way),

while continuing to nod repeatedly. This turn is overlapped by ECE's alignment through an acknowledgement token (yeah), along with her confirmation of CEY's claim using the past simple structure. Simultaneously, MEY delivers her own acknowledgment token, repeated three times and produced at a faster pace (>yeah yeah yeah<). In line 53, MEY continues with a reason-giving marker (that's why) delivered at a faster pace and, points to their prior shared decision using the deictic reference "like this", thereby justifying the earlier action and reinforcing group alignment (>that's why< we did it ↑like this what). She concludes with a confirmation-checking marker, produced with a rising intonation in the word-initial position (↑right), and accompanied by ECE's nodding. In line 54, MEY elaborates on her account using an epistemic downgrader (just) and a reason-giving marker (because), referencing the co-participants' teacher educator's feedback through the possessive adjective "your" and reported speech in past simple tense (it's just because ↑your instructor ↑said). Both "↑your" and "↑said" are produced with a rising intonation in the word-initial position. Her turn overlaps with CEY's acknowledgment token (yeah) and an epistemic stance marker (i think so). In line 56, following a 0.3-second intra-turn pause, MEY refers to the feedback point concerning the use of the application, mitigating her stance through the modal verb "should". She produces the word "app" in smiley voice (that we should use the the \$app\$). In line 57, MEY delivers a burst of laughter, and after a 0.4-second intra-turn pause, refers to the task instructions using the referential marker "for that". Her turn overlaps with CEY's acknowledgement token (yeah) and a future commitment marker (we will), produced with an inclusive stance marker – the first-person plural subject pronoun "we", and accompanied by her embodied action – raising her eyebrows. In line 59, CEY reformulates her stance regarding the app by using the proximal deictic reference marker "these", while MEY clicks on the task instruction section for the first student's material (Figure 47) (the thing is we're (.) using the ↑app with these). In line 60, CEY delivers a discourse marker delivered at a faster pace (>you know<), and she reiterates her earlier stance concerning the student-specific instructions (↑student

specific instructions), accompanied by her embodied action – pushing her head forward. The extract ends with MEY's confirmation token produced with a rising intonation in turn-initial position (**↑yeah**).

The second segment of Extract 8 has illustrated how PSTs collaboratively navigated and negotiated disagreement through overlapping talk, stance mitigation, and embodied displays of alignment and resistance. The segment began with MEY's elaborating on her design suggestion – that the task implementers/students simply receive the instructions – while mitigating her stance through a minimizer marker (“just”) and reinforcing it with an embodied grimace, thereby signaling the potential burden placed on the students. However, this trajectory was immediately challenged by CEY, who, through disalignment, suggested that MEY's idea may be too demanding, softening her disagreement with a negative epistemic marker (“i don't think”), modal construction (“have to”), smiley voice, and rising intonation, all of which functioned as stance-mitigating strategies. She then proposed an alternative – retaining the original instructions – while justifying her suggestion through account-giving, deictic referencing, and embodied gestures. This sequence illustrated a gradual emergence of alignment within the group. CEY reinforced her position by referencing the practices of other participants – stating that “a lot of people” completed the task in a similar way – thereby invoking third-party validation to support her proposal. Her use of prosodic contrast (**↑that way↓**) functioned to emphasize the normative force of this reference. This epistemic positioning was affirmed through various alignment displays, including ECE's acknowledgment token, MEY's rapid and repeated agreement markers, and both participants' repeated nodding, all of which contributed to the establishment of intersubjective agreement. MEY then produced a reason-giving marker (“that's why”), drawing attention to their prior decision with the deictic “like this”, and sought group confirmation (**↑right**), further reinforcing the shared rationale. She proceeded to reference the co-participant's teacher educator's feedback, using reported speech, possessive forms, and rising intonation to attribute the instructional choice to external authority, a common strategy for legitimizing decisions in peer collaboration. The extract further revealed how

PSTs use epistemic downgrading, modality, and multimodal conduct to co-construct consensus. MEY's reference to the feedback about using the "app" was delivered with smiley voice and laughter, which, along with the future-oriented "we will" from CEY, displayed a shift toward affiliative stance-taking. As the segment closed, CEY reformulated her stance using proximal deixis ("these") while MEY highlighted the corresponding task section on the screen, evidencing the group's attention to shared visual space. CEY's reiteration of her position on student-specific instructions, accompanied by a head movement, marked epistemic commitment, while MEY's final confirmation token (₁yeah) signals emerging consensus.

Similar to Extracts 6 and 7, Extract 8 showcased how PSTs referenced co-participants' teacher educator's feedback to manage disagreement and legitimize proposals; however, in this case the reference emerged in the form of a question. The extract also illustrated how PSTs collaboratively navigated instructional design decisions through sequences of disalignment, stance negotiation, and repair. Rather than relying solely on their own feedback, participants invoked the feedback received by their peers as an epistemic resource to support or contest emerging suggestions. Specifically, MEY displayed disagreement with CEY regarding whether certain task instructions – particularly the third one – should have been retained in their current position or embedded directly into the task material. MEY challenged CEY's stance by questioning her interpretation of the teacher educator's feedback and proposing a revision based on her own understanding. These references were delivered through negatively framed questions or reported speech structures, often accompanied by rising intonation, emphasis, or embodied actions such as eyebrow raises and nodding. In addition to invoking teacher educators, participants also referred to the design choices made by other groups in the project – framing them as normative examples and using third-party validation (e.g., "a lot of people did it that way") to strengthen their own proposals. By attributing claims to a third-party authority – namely, a peer's teacher educator – participants strengthened their own proposals while maintaining the collaborative nature of the task. Such moments of referencing frequently prompted

clarification, account-giving, and turn reformulation, illustrating how epistemic positioning was interactionally managed. The use of deixis, particularly expressions like “this” and “that”, further revealed how participants oriented to the shared visual environment and negotiated control over screen-based content. Ultimately, co-participants’ teacher educator feedback functioned not as a fixed external standard but as a dynamic and interactionally mobilized resource that PSTs used to align, disalign, and ultimately reach a consensus on pedagogical design choices.

Unlike Extracts 6, 7 and 8, in which PSTs expressed disagreement by referencing the feedback from co-participants’ teacher educators, Extract 9 – presented in two segments below and drawn from group 14 – illustrates how PSTs express disagreement with their peers regarding which accent audios to include by referencing the feedback of their own teacher educators, as well as how they achieve final pedagogical decision-making. In this group, OLI (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. Meanwhile, BAD and SEM (PSTs from the Turkish university) received video-mediated feedback, while LEO (PST from the Spanish university) had not yet received any feedback. In this extract, no screen is shared among the group members, but OLI’s screen is visible in the recording (Figure 48). Prior to this extract, the group had agreed to include three different accent audios, each lasting two minutes. At this point in the interaction, they are discussing which accent audios to include in the task.

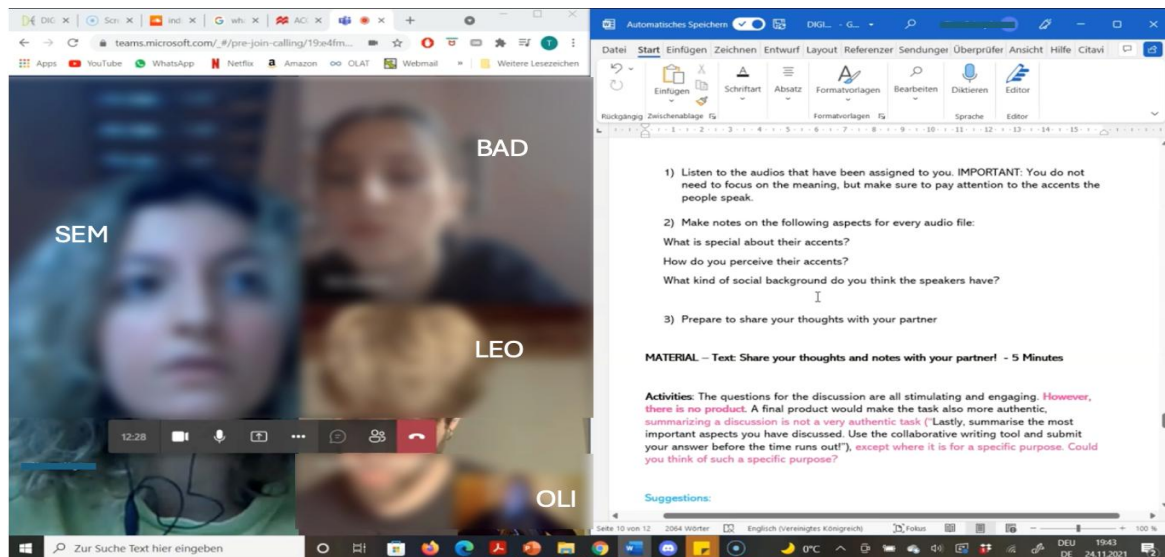


Figure 48. OLI's Screen

Extract 9. Disagreement through the feedback point of their own teacher educator

(Time: 0:11:55.9 - 0:13:45.1 / Length: 0:01:49.2)

Segment 1/2: Group 14 – according my lecturer said

1. BAD: did you (0.3) do you think err: (0.5)
2. *the other audios* (0.4) +cockney and (.) /posh/+
bad *-----1-----* +turns her left palm up+
1:extends her left hand leftward
3. (1.0) *we (.) ↑still* err ↑okay
oli *nods slightly*
4. (2.5)
5. we[- err ♠should we♠ *add* (.) +one ↑more+ (.)
oli ♠----2----♠ 2:gazes rightward
bad *--3-* +-----4----+
3&4:extends her left hand leftward
6. OLI: [yes
7. ♠yes♠ i ↑th[ink *we should (0.3) err add* the indian (.)
oli ♠nods♠
bad *gazes down to the left-*
8. LEO: [yeah
9. OLI: ↑are you ↑okay with that *or should we* (1.0) °search°
oli *-----5-----*
5:gazes rightward, shaking her head laterally
10. (0.6)
11. LEO: ye[ah
12. BAD: *[err (0.7)* i'm not actually
bad *gazes upward*
13. because: (0.4) err according /mmm/ (.) *my* err +lecturer+ said
bad *--6* +----7----+
6:moves her hands inward toward her chest 7:extends her left hand forward
14. (0.6)
15. LEO: huh
16. BAD: *we (.) err* (.) we should +(1.3)+
bad *-----8-----* +--9--+ 8&9:gazes down to the left
17. we *shouldn't* ↑use the (.) posh accent
bad *-----10----* 10:raises her eyebrows

18. (0.5)
 19.OLI: but ↑why
 20. (0.5)
 21. *because* [it's an example of (-)
 bad *---11---* 11:gazes down to the left
 22.LEO: [like err */r:/ /p:/
 leo *gazes upward--->line 24
 23. (0.9)
 24.OLI: *yeah↓
 --*
 25. (0.4)
 26.BAD: [be↑cause he said <he said> (0.5) you- (0.6)
 27.LEO: [or the coc-
 28.BAD: *did you try to-* (0.4)+↑prompt+ (.)♣the nice ♣english♣ norm♣ (.)
 bad *-----12-----* +---13---+
 12:shakes her head laterally 13:spreads her hands forward
 sem ♣nods repeatedly-----♣
 bad 14:turns her left palm outward ♣---14---♣
 29.SEM: ↑yeah [°he said-°
 30.LEO: [oh↑
 31. ↑hmm:
 32. (0.7)
 33.BAD: i i got ♣*confused* \$actually\$ (.) ♣+↑but+♣ >i don't know<♣
 sem ♣nods repeatedly-----♣
 bad *---15---* +-16-+
 oli ♣gazes rightward-----♣
 15:extends her left hand to the right
 16:shakes her head laterally
 34. (0.4)
 35. +what [do ↑you *↑think*+
 leo +-----17-----+ 17:shifts his gaze from left to right
 bad *--18--* 18:shrugs her shoulders
 36.LEO: [hmm↑

The first segment of Extract 9 begins with BAD's turn, which is constructed as a yes/no interrogative, which includes a self-repair from "did we" to "do you," and inserts a 0.3-second intra-turn pause within the repair (*did you* (0.3) *do you think*). Following an elongated hesitation marker (*err*:) and a 0.5-second intra-turn pause, in lines 2 and 3, BAD poses a question about the task materials – specifically, whether audios with Cockney and Posh accents are still acceptable and checks whether the group remains in agreement with their earlier decision (*the other audios* (0.4) *cockney and* (.) */posh/* (1.0) *we* (.) *↑still err ↑okay*). Her utterance contains two intra-turn pauses (0.4 and 1.0 seconds), a micro-pause (.), and a prosodic emphasis on "audios". She also employs the temporal continuity marker "*↑still*" and the stance-checking descriptor "*↑okay*" both produced with a rising intonation in the word-initial position. Concurrently, she enacts her utterance through embodied actions – extending her left hand leftward and turning her left

palm up while OLI displays affiliative alignment through a slight nod. Following a 2.5-second silence, BAD resumes the turn, beginning with the inclusive pronoun “we”, overlapped by OLI’s confirmation token (yes). Her utterance is marked by a cut-off (we-) and a hesitation marker (err), and she produces a proposal to add another audio file formulated as a yes/no interrogative (*should we add (.) one ↑more (.)*), employing the modal verb “should” combined with the inclusive pronoun “we” (*should we*), accompanied by OLI’s embodied action – gazing rightward. The word “one” is stressed, and “↑more” is uttered with a rising intonation in the word-initial position. She also enacts her verbal utterance with embodied actions – extending her left hand leftward twice. In line 7, OLI aligns with BAD’s proposal by employing a confirmation token (yes), accompanied by her nodding, and an epistemic stance marker with the rising intonation in the word-initial position of the word “i ↑think”, overlapped by LEO’s acknowledgment token (yeah). She then proposes including an Indian accent, introduced with the modal verb “should” with an emphasis on it and combined with an inclusive pronoun “we” (*we should (0.3) err add the indian*), accompanied by BAD’s embodied action, gazing down to the left. OLI’s utterance includes a 0.3-second intra-turn pause and a micro-pause (.). In line 9, OLI checks the group alignment (↑are you ↑okay with that), employing a stance-checking marker with a rising intonation in the word-initial position (↑okay) and a deictic reference marker (that). She mitigates her proposal and opens space for further discussion through the disjunctive option marker (or), the modal verb “should”, combined with the inclusive pronoun “we” (*should we*), accompanied by her embodied actions – gazing rightward and shaking her head laterally. Following a 1.0-second intra-turn pause, she utters “°search°” in a softer voice. After a 0.6-second silence, LEO shows alignment with an acknowledgment token (yeah), though it is overlapped by BAD’s hesitation marker (err), accompanied by BAD’s embodied action – gazing upward. After 0.7 seconds of intra-turn pause, she displays disalignment with the proposal by producing a negative response marker (not) and hedging her with the epistemic downgrader (actually) (*i’m not actually*). In line 13, BAD initiates a justification with an

elongated causal marker (**because:**), accounting for her disalignment by referencing feedback from her own teacher educator. She begins with a self-repair initiator, shifting from an incomplete citation format (according) to a reformulated structure using a hesitation marker (err) and reported speech introduced through the first-person singular possessive adjective (my) ((0.4) **according /mmm/ (.) my err lecturer said**). This utterance is further enacted through embodied actions – while uttering the word “my”, she moves her hands inward toward her chest, and during the word “lecturer,” she extends her left hand forward. Her turn includes a 0.4-second intra-turn pause, a micro-pause (.), a filled intra-turn pause (/mmm/), and hesitations markers (err). After a 0.6-second intra-turn pause, LEO produces a continuation-prompting marker (huh). In line 16, BAD further mitigates her stance with the modal verb “should” and repeated use of the inclusive pronoun “we”. Her turn includes micro-pauses (.) and a hesitation marker (err), along with embodied actions – gazing down to the left twice. After a 1.3-second intra-turn pause, she initiates a self-repair, producing the negative modal form “shouldn’t” with an emphasis, accompanied by her embodied action – raising eyebrows – and she proposes excluding the Posh accent (**we shouldn’t ↑use the (.) posh accent**). She emphasizes the word “↑use” with a rising intonation in its word-initial position and inserts a micro-pause (.) before articulating “Posh accent”. After 0.5 seconds of silence, OLI responds with the contrastive marker “but” and a reason-seeking device delivered with a rising intonation in the word-initial position (↑**why**), requesting a justification for excluding the Posh accent. Following a further 0.5-second intra-turn pause, OLI continues, producing an account-giving marker (because), accompanied by BAD’s embodied action – gazing down to the left. OLI characterizes the Posh accent as simply an example. Her turn is overlapped by LEO, who introduces an example with the example-introducing marker “like,” followed by a hesitation marker (err) and the elongated form of an accent type (**like err /r:/ /p:/**) – referring to Received Pronunciation (RP) – accompanied by his upward gaze. After a 0.9-second silence, OLI delivers an acknowledgment token with a falling intonation in the turn-final position (**yeah↓**). Following

a 0.4-second silence, in line 26, BAD resumes with an account-giving marker containing rising intonation in word-medial position (*be↑cause*) and references her teacher educator using reported speech structure repeated for an emphasis (*be↑cause he said <he said> (0.5) you- (0.6)*). The first “said” is prosodically emphasized, while the second is produced at a slower pace (<*he said*>). Simultaneously, LEO initiates an overlapping turn with the alternative-providing marker “or” and begins to propose using the Cockney accent but cuts himself off to yield the turn (*or the coc-*). Following a 0.5-second intra-turn pause, BAD continues by using the second-person plural reference marker “you”, pauses again (0.6s), and initiates a self-repair. She then reconstructs the feedback in direct reported speech using the past simple structure and a second-person plural reference marker (you), recounting her teacher educator’s question: “*did you try to- (0.4) ↑prompt (.) the nice english norm*”. While articulating “↑prompt” and “nice,” she emphasizes both words and uses rising intonation in the word-initial position of “↑prompt”. Her utterance is accompanied by her embodied actions – shaking her head laterally, spreading her hands forward, and turning her left palm outward. SEM simultaneously nods repeatedly. In line 29, SEM displays alignment by confirming the reference to their teacher-educator with an acknowledgment token delivered with a rising intonation in the turn-initial position (↑*yeah*) and follows it with the reported speech structure “°*he said*-°” in a softer voice, which overlaps with LEO’s change-of-state token, also delivered with a rising intonation in the word-final position (*oh↑*). In line 31, LEO produces an elongated thinking marker (*hmm:*). After a 0.7-second silence, in line 33, BAD initiates a self-repair with the repetition of the first-person pronoun “i” and displays a trouble source using the epistemic stance “got confused”. This is accompanied by her embodied action – extending her left hand to the right. She continues with a stance modification device to soften her claim (*\$actually\$*) with a smiley voice, followed by a micro-pause (.), and then a contrastive marker with a rising intonation in the word-initial position (↑*but*), accompanied by her embodied action – shaking her head laterally. She then downgrades her stance by claiming insufficient knowledge,

delivered at a faster pace (>i don' t know<). Meanwhile, SEM continues to nod, and OLI shifts her gaze to the right. After a 0.4-second silence, in line 35, BAD invites further contributions from the group, asking “what do ↑you ↑think” with a rising intonation in the word-initial position of both “↑you” and “↑think”. This utterance is accompanied by her embodied action, shrugging her shoulders, and by LEO’s embodied action of shifting his gaze from left to right, along with his overlapping turn, which includes a thinking marker produced with a rising intonation in the turn-final position (hmm↑).

The first segment of Extract 9 illustrated how PSTs managed disagreement regarding the selection of audio materials by referencing feedback from their own teacher educators. The extract began with BAD’s topicalizing the issue through a yes/no interrogative to elicit group opinion, just before displaying disalignment with the prior decision to include Posh and Cockney accents in the task. Her disagreement turn was carefully constructed through the use of intra-turn pauses, micro-pauses (.), hesitation markers (err), stance mitigation via the modal verb “should”, and self-repair. Notably, BAD grounded her objection by explicitly referencing her teacher educator’s feedback, first indirectly and later through direct reported speech. These formulations were accompanied by embodied actions such as gazing downward, raising her eyebrows, and gesturing inward toward herself – visually indexing the personal source of the stance. While OLI initially aligned with the inclusion of the accent samples, she subsequently proposed adding an Indian accent and then reopened the floor for group discussion by issuing a confirmation-checking question and displaying lateral head shakes – embodied cues that signaled openness to re-evaluation. Rather than accepting BAD’s reference to the teacher educator uncritically, OLI requested further account, thereby reasserting interactional symmetry and prompting deeper justification. In response, BAD upgraded her stance through direct reported speech, citing a yes/no question reportedly asked by the educator. This invocation of institutional authority was co-validated by SEM, whose verbal agreement (↑yeah) and repeated nodding functioned as embodied confirmation of the shared feedback experience. Although both OLI and LEO initially resisted this rationale, LEO’s change-of-state token (oh)

leo *nods twice--*

55.OLI: for the other♣ +cockney *maybe* they will write down
 ---♣

oli +--26--->line 56
 26:gazes rightward shaking her head laterally slightly

bad *nods*

56. like ↑oh ↑yeah it's (0.5) a guy >°i don't know°<+ ♣hehehe♣
 ---+

sem ♣smiles♣

57. oh [he*[hehe*
 oli *-27--* 27:gazes leftward

58.LEO: [hehe

59.BAD: [hehe

60. (0.9)

61.OLI: hehe

62. (1.0)

63. so[: yeah

64.BAD: [↑maybe

65. maybe we can change the ↑cockney accent↓ (.) so err: (0.5)

66. ♠two♠ (0.3) *two of* them (.) just are +↑england+ ↑accents

leo ♠28-♠ 28:squints his eyes slightly

bad *--29--* +---30---+
 29:extends her index and middle fingers to indicate "two"
 30:spreads both hands open

67. (0.5)

68.SEM: [↑oh

69.LEO: [↑huh huh

70. (0.4)

71.SEM: ♣that's ↑logical♣ too we can change the cockney↓
 sem ♣nods repeatedly♣

72. (0.7)

73.LEO: *↑ok[ay*
 leo *--31--*
 31:closes his eyes, raises his eyebrows, and tilts his head backward

74.OLI: [()

75.BAD: three of them are different(.)err *all ↑over the* ♣↑world i mean♣
 bad 32:circles her hands outward *-----32-----*
 sem ♣nods repeatedly♣

76.SEM: [yeah

77.LEO: *[huh huh*
 leo *---33---* 33:nods slightly

78.OLI: [huh huh↓

79.LEO: huh huh

After a 0.4-second silence, during which LEO gazes rightward, OLI initiates her turn with a hesitation marker (err) and an epistemic stance marker (i think). She begins a turn-construction unit with a rising intonation in the word-initial position (↑it's-), which is abandoned as LEO overlaps with acknowledgment token with a rising intonation in the turn-initial position (↑yeah) and follows with his own epistemic stance (i think). He then proposes retaining the Posh accent (it's a good i- i:dea to keep it), with a cut-off at "i-", an elongated vowel on "i:dea", and an emphasis placed on "keep". His verbal utterance is accompanied by his embodied action – squinting his eyes slightly. In line 40, OLI aligns with

LEO's suggestion using an elongated acknowledgment token produced with a rising intonation in the word-initial token (**yeah:**), which is overlapped by LEO's minimization marker (just), accompanied by his embodied action – gazing leftward. OLI simultaneously gazes rightward and nods. In line 42, after a 0.3-second intra-turn pause, LEO continues with a transition marker (so) and proposes that the Posh accent can serve as a basis for comparison by the task implementers/students. His utterance is reinforced with embodied actions, extending his left hand to the left, waving it, and nodding. Following a 0.6-second intra-turn pause, OLI shows her alignment with an acknowledgment token with a rising intonation in the turn-initial position (**↑yeah**). In line 44, LEO offers an alternative with an alternative-providing marker (or), suggesting linking the Posh accent with a standard one ((or link) a standard **↑accent**), followed by a discourse marker (you know) to soften his stance. This turn is supported by his embodied actions – pursing his lips, gazing rightward, and shaking his left hand from left to right – while SEM nods repeatedly and OLI gazes rightward. LEO also places rising intonation in the word-initial position of “**↑accent**” and emphasizes “standard”. After a 0.3-second silence, in line 46, OLI aligns with an acknowledgment token and elaborates on LEO's stance by characterizing it as “for a **↑nice ↑example**”, accompanied by her embodied action, moving her head forward slightly. Moreover, she places rising intonation in the word-initial position of both “**↑nice**” and “**↑example**”. Her turn is overlapped by LEO's epistemic downgrading by claiming insufficient knowledge (i don't know). Following a 0.4-second silence, in line 49, OLI initiates with a transition marker (so), a micro-pause (.), and an acknowledgment token with a rising intonation in the word-initial position (**↑yeah**), accompanied by her embodied action – gazing rightward. She then refers to the task implementers/students with deictic reference – the third-person plural pronoun “they” (**they make**) –, and her turn is overlapped by LEO's acknowledgment token (yeah). After a 0.3-second intra-turn pause, in line 51, OLI employs an example-introducing marker (like), followed by a micro-pause (.), and proposes that the task implementers/students could write something about one of the audios, delivered at a

faster pace (>they write down for one audio< write down) and accompanied by her embodied actions – raising her eyebrows and gazing leftward. In line 52, OLI constructs a possible reaction from the task implementers/students using a change-of-state token with a rising intonation in the word-initial position (↑oh) and positively evaluates the accent (it's a ↑nice accent), accompanied by her embodied action – shaking her head laterally slightly. During her turn, she places rising intonation in the word-initial position of the word “↑nice” and emphasizes the word “accent”. In line 53, OLI elaborates further (it's a- a ↑nice lady talking), referring to the speaker as female, accompanied by her gazing rightward, LEO's nodding. Her utterance includes a self-repair with the cut-off of the article “a-” and repetition of it; she also places rising intonation in the word-initial position of the word “↑nice” and emphasizes the first syllable of the word “talking”. After a 0.3-second intra-turn pause and an in-breath (.hhh), accompanied by SEM's embodied action, nodding repeatedly, she delivers a continuation marker (and) and a sequential marker (then), overlapped by LEO's triple acknowledgment token (huh huh huh), accompanied by his nodding twice. In line 55, OLI references another accent – Cockney – and proposes that the task implementers/students might write a different response (for the other cockney maybe they will write down), mitigating her stance with a possibility marker (maybe) and shaking her head slightly gazing rightward, while BAD nods in alignment. In line 56, OLI continues her elaboration on her exemplification employing an example-introducing marker (like) and another change-of-state delivered with a rising intonation in the word-initial position (↑oh) and an acknowledgment token with a rising intonation in the word-initial position (↑yeah) and refers to the accent of the person with a third-person singular pronoun “it”. After a 0.5-second intra-turn pause, OLI refers to the male speaker by employing the word “guy” this time, following which she claims insufficient knowledge delivered with a softer voice and at a faster pace (>°i don't know°<), and then laughs, accompanied by SEM's embodied action – smiling. OLI continues in line 57 with another change-of-state token (oh) and burst of laughter, accompanied by her embodied action – gazing leftward –

, and overlapping with both LEO and BAD's laughter. After 0.9 seconds of silence, OLI laughs again. Following a 1.0-second silence, she produces an elongated transition marker (so:) and an acknowledgment token (yeah), overlapped by BAD's possibility marker with a rising intonation in the turn-initial position (↑maybe) to mitigate her proposal. In line 65, BAD further softens her suggestion with another possibility marker (maybe) and proposes changing the Cockney accent (we can change the ↑cockney accent↓), placing rising intonation in the word-initial position of "↑cockney" and falling intonation in the word-final position of "accent↓". After a micro-pause (.), a transition marker (so), an elongated hesitation marker (err:), and a 0.5-second intra-turn pause, in line 66, she elaborates with a self-repair with the repetition of "two", accompanied by LEO's embodied action – squinting his eyes slightly. Her second use of "two" is supported by her embodied action – extending her index and middle fingers to indicate the number "two". She then upgrades her stance by noting that two accents are England, mitigated with an epistemic downgrade (just) (two two of them (.) just are ↑england ↑accents). Her turn includes a 0.3-second intra-turn pause and a micro-pause (.), and she both emphasizes and places rising intonation in the word-initial position of "↑england" and "↑accents". While uttering the word "↑england", she further enacts her verbal utterance with an embodied action – spreading both hands open. Following 0.5 seconds of silence, in line 68, SEM produces a change-of-state token with a rising intonation in the word-initial position (↑oh), overlapped by LEO's acknowledgment token with a rising intonation in the word-initial position (↑huh huh). After a 0.4-second silence, SEM aligns further through a positive evaluation, accompanied by her embodied action – nodding repeatedly, employing an alignment marker (too), and she proposes to replace the Cockney accent, softened by the modal verb "can" and with a falling intonation in her turn-final position (that's ↑logical too we can change the cockney↓). After 0.7 seconds of silence, in line 73, LEO aligns with an acknowledgment token (↑okay), accompanied by his embodied action – closing his eyes, raising his eyebrows, and tilting his head backward, and overlapped by OLI. In line 75, BAD

reformulates her stance by stating that three accents are different, and after a micro-pause (.), she initiates a self-repair with a hesitation marker (err) and extends the scope of her claim by referencing a broader context (*three of them are different (.) err all ↑over the ↑world*) before delivering a repair initiator (i mean). During her turn, she places rising intonation in the word-initial positions of both “↑over” and “↑world”, accompanied by her embodied action – circling her hands outward–, and SEM’s embodied action – nodding. In line 76, SEM displays alignment through an acknowledgment token (yeah), which is overlapped by LEO’s acknowledgment token (huh huh), accompanied by his embodied action – nodding –, and by OLI’s acknowledgment token, produced with a falling intonation in the turn-final position (*huh huh↓*). The extract ends with LEO’s repetition of the acknowledgment token (huh huh).

The second segment of Extract 9 illustrated how the group collaboratively oriented to resolving the emerging trouble around material selection by engaging in sequences of disagreement, justification, and realignment. The participants displayed carefully designed disagreement with the earlier teacher educator feedback, employing hesitation markers (e.g., err), cut-offs, prosodic emphasis, rising intonation, and epistemic stance markers (e.g., i think). These features functioned to mitigate disalignment and facilitate a space for alternative proposals. In this segment, LEO and OLI formed a temporary alliance in favor of retaining the Posh and Cockney accents. LEO framed these accents as pedagogically valuable, suggesting they could enable task implementers/students to compare varieties or link them with a standard accent. His utterances were accompanied by embodied actions such as extended hand gestures and nodding, reinforcing his stance. OLI expanded on this perspective by projecting a hypothetical learner response, constructing possible future writing actions involving positive evaluations (e.g., “it’s a ↑nice accent”). These turns not only displayed alignment but also enacted imagined student perspectives, which helped to collaboratively legitimize the inclusion of the materials. Subsequently, BAD reasserted her original position – this time proposing the replacement of the Cockney accent – and justified her stance by noting that two of the three selected accents would otherwise

originate from England. Her stance was mitigated through repeated use of possibility markers (e.g., maybe), epistemic downgrades (e.g., just), and supported multimodally through gestures (e.g., showing the number “two” with her fingers). SEM displayed affiliative alignment with BAD’s proposal through repeated nodding and a positively framed evaluation (“*that’s ↑logical too*”), while LEO and OLI followed with acknowledgment tokens and bodily cues indicating agreement. In the closing moments of the segment, BAD reframed her position by referencing global diversity (“*all ↑over the ↑world*”), further legitimizing the change. This final turn was collaboratively ratified through overlapping acknowledgments and shared embodied alignment, marking the achievement of group consensus.

Unlike Extracts 6, 7, and 8, where participants referenced co-participants’ teacher educators to manage disagreement, Extract 9 featured references to their own teacher educators, allowing participants to invoke feedback with stronger epistemic authority, employing both indirect and direct reported speech as epistemic resources to justify their stances on task material selection. Moreover, while earlier extracts showed feedback being used as a negotiable resource, Extract 9 revealed how such feedback could also lead to extended justification sequences, especially when met with resistance from peers who prioritized pedagogical reasoning over institutional authority. Extract 9 showed that participants who shared the same teacher educator (e.g., BAD and SEM) co-constructed alignment through mutual confirmation, including shared verbal formulations and embodied displays such as nodding and gaze direction. Importantly, rather than accepting teacher-anchored proposals uncritically, other group members (e.g., OLI and LEO) requested further accounts and oriented to pedagogical reasoning as the primary basis for decision-making. This negotiation was marked by micro-pauses (.), hesitation markers (err), self-repairs, and rising intonation, reflecting the interactional delicacy of disalignment. Participants collaboratively reshaped proposals through realignment and stance modification, often accompanied by multimodal resources such as hand gestures, head movements, eyebrow raises, and shared gaze behaviors. In doing so, the group navigated

institutional authority while working toward pedagogical consensus. The extract ultimately revealed how feedback from teacher educators was not treated as a fixed authority but was instead discursively mobilized, questioned, and collaboratively recontextualized through locally managed interaction.

Similar to Extract 9, Extract 10 – presented in two segments below and coming from group 16 – illustrates how PSTs navigated teacher educator feedback to express disagreement with their peers regarding whether the video should be included in the speaking activity, particularly through references to their own teacher educators, while collaboratively refining task design ideas and arriving at a final decision regarding the formulation of task instructions. In this group, BEA (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. Meanwhile, ZEY and ELI (PSTs from the Turkish university) received video-mediated feedback. In this extract, ZEY shares her screen, allowing other group members to view her navigations within the shared Google Document (Figure 49). Prior to this segment, the group had collaboratively agreed on the task instructions for the listening component; at this point in the interaction, they are discussing the task instructions related to the speaking activity.

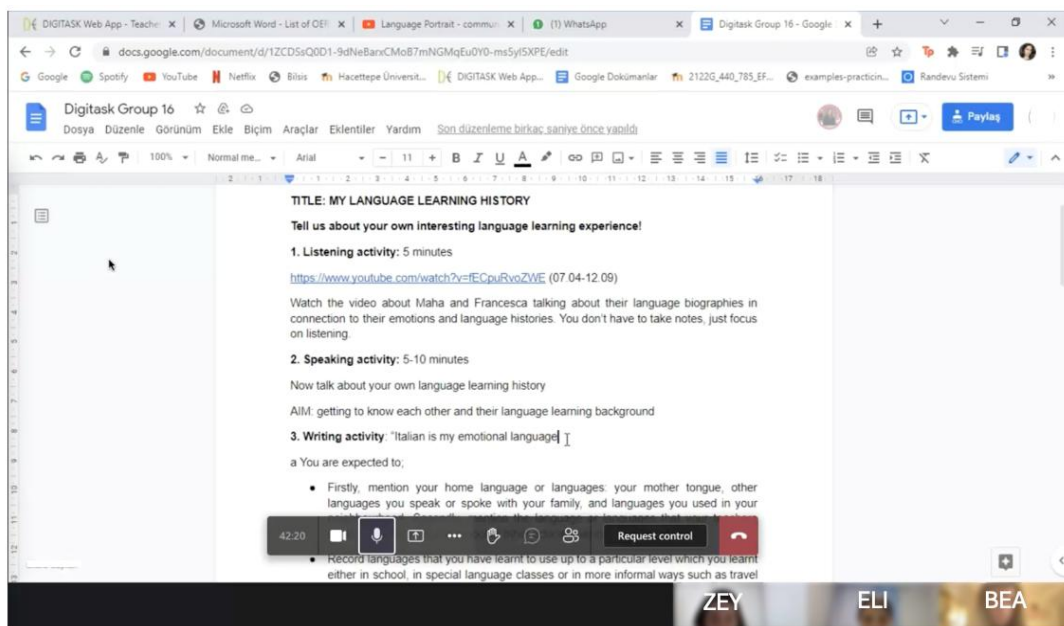


Figure 49. ZEY's shared screen

The first segment of Extract 10 starts with ZEY's initiating a clarification request regarding the speaking activity, asking whether the task implementers/students are required to discuss emotional language (<do they have to> talk about emotional ↑language in the ↑speaking activity). Her yes/no question is produced at a faster pace in the turn-initial position (<do they have to>), and with a rising intonation on the content words "↑language" and "↑speaking". At the onset of her utterance, ZEY covers her eyes with her hands, which may indicate hesitation or uncertainty. Her turn overlaps with BEA's negative response, initiated with a cut-off (no-), accompanied by BEA's lateral head shake as an embodied disalignment marker. In line 4, ZEY initiates self-repair by repeating the second-person singular pronoun "you" and referencing BEA's earlier utterance to confirm the interpretation (↑you you ↑ask), produced with a rising intonation on both "↑you" and "↑ask" in their word-initial positions, and accompanied by her embodied action – a leftward hand movement repeated twice. After a 0.7-second silence, ELI enters the discussion with a conditional consequence marker (↑then) with a rising intonation in the word-initial position, followed by a hesitation marker (err). She then proposes modifying the speaking and listening activities, mitigating her suggestion with the modal structure "can" and the inclusive pronoun "we" (we can (.) change the ↑speaking activity ↑and ↑listening activity↓). Her utterance features a prosodic emphasis on "change" and rising intonation on "↑speaking", "↑and" and "↑listening" in their word-initial positions but falling intonation on "activity↓" in its word-final position. Her turn is accompanied by BEA's embodied action – gazing leftward –, while ELI further enacts with an embodied action – moving her index finger forward to the left – as she utters "listening". Following a 0.9-second intra-turn pause, ELI provides an account for her suggestion, employing the account-giving marker "because." After a 1.2-second intra-turn pause, an elongated hesitation marker (err:) and another intra-turn pause (1.8s), in lines 8 and 9, she elaborates that it would be preferable for students to begin by getting to know each other (it will ↑better if <they> (.) ↑start (1.3) it (0.3) knowing each other↓ (1.6)). Her utterance includes a micro-

pause (.), intra-turn pauses (1.3 and 0.3 seconds), and rising intonation on “↑**better**” and “↑**start**” in their word-initial positions and falling intonation in the word-final position of “**other**↓”, while the pronoun is delivered at a faster pace “<**they**>”. After a 1.6-second intra-turn pause, in lines 10 and 11, ELI continues with an additional suggestion, prefaced by the continuation marker “and” and she proposes removing the video from the speaking activity (there is nothing to do ↑with (0.5) the ↑video (.) in the speaking activity↓). Her utterance includes a 0.5-second intra-turn pause and a micro-pause (.). She also places rising intonation in the word-initial position of “↑with” and “↑video”, marking the latter with an emphasis, and falling intonation in the word-final position of “**activity**↓”. Her utterance is accompanied by her embodied action – moving her left hand rightward – performed three times. After a 0.9-second silence and an in-breath (.hhh), BEA shows her disagreement with a contrastive marker produced with a rising intonation in the word-initial position (↑**but**), and then she delivers an epistemic marker (i think). After a micro-pause (.), she produces a projection marker with a rising intonation in the word-initial position (↑**that**), followed by a dispreferred response pre-indicator to soften her disagreement (/ɪh/). After a 0.5-second intra-turn pause, she continues with a claim of insufficient knowledge (>i don’ t know<) delivered at a faster pace, accompanied by ZEY’s embodied action – leaning back. Following an epistemic downgrade (just), BEA references her teacher educator through reported speech structure (my ↑**teacher** ↑**said**), placing rising intonation in the word-initial position of “↑**teacher**” and “↑**said**”. Subsequently, she proposes that starting with input would be preferable (it’s better to start with an input↑), emphasizing “start” and “input↑”, and marking the latter with a rising intonation in the word-final position. Her utterance is accompanied by her embodied action – moving her hand towards the left three times. Simultaneously, ZEY leans closer to the screen and nods repeatedly. After a micro-pause (.), BEA continues her turn with a continuation marker (and) proposes that the video functions as input (the ↑video would be the ↑**input** and), placing rising intonation in the word-initial position of both “↑video” and “↑**input**”, with an

additional prosodic emphasis on the former. Her turn is overlapped by ZEY's confirmation token (yes). In line 18, BEA extends her turn with a continuation marker (and then), accompanied by her embodied action – moving her left hand toward the left twice. After a 0.3-second intra-turn pause and an in-breath (.hhh), she refers to task implementers/students by employing a third-plural person pronoun (they), accompanied by her embodied action – moving her left hand forward. She constructs a contrastive conditional structure (they can >even ↑though< they (.) don't know (0.4) ↑each ↑other), softening her proposal with “can,” delivering the contrastive conjunction (>even ↑though< <) at a faster pace, and marking “↑though”, “↑each” and “↑other” with a rising intonation in the word-initial position. Her utterance also includes a micro-pause (.) and a 0.4-second intra-turn pause. During her turn, ZEY nods repeatedly and her turn overlaps with ELI's acknowledgment token (huh huh). After a 0.4-second intra-turn pause and an in-breath (.hhh), in lines 21 and 23, BEA completes her suggestion: students first listen to the video and then interact (they (.) ↑first they listen to the video and then they talk to each other). The utterance features a repetition of the pronoun “they,” rising intonation in the word-initial position of the sequence organizer “↑first” and is accompanied by ZEY's repeated nodding and rightward gaze. While uttering “video,” BEA moves her left hand to her left ear, visually reinforcing her point. Her turn overlaps with ZEY's “huh huh” acknowledgment. Moreover, her utterance is overlapped by ZEY's acknowledgment token (huh huh). In 24, BEA elaborates on her proposal by providing an example of a potential utterance the task implementers/students might produce during the speaking task by employing a placeholder phrase delivered at a faster pace (my ↑mother tongue is >blah blah blah<). In line 25, she introduces a sequential marker (and then), followed by a 0.5-second intra-turn pause, and proposes that the task could serve as a means for students to get to know one another (they ↑could (0.9) get to know). However, her utterance remains syntactically incomplete, preceded by a 0.9-second intra-turn pause and overlapped by ELI's alignment shift marker (okay then), accompanied by

ELI's embodied action of leaning back. BEA mitigates her stance using the modal verb “↑**could**”, delivered with a rising intonation in the word-initial position. After a 0.3-second intra-turn pause, she introduces an alternative trajectory with the alternative-providing marker “or”, followed by a micro-pause (.).

The first segment of Extract 10 has demonstrated how PSTs collaboratively engaged in task design by proposing modifications and referencing teacher educator feedback to negotiate disagreement. The extract opened with ZEY's clarification request regarding whether the speaking task required the task implementers/students to discuss emotional language, accompanied by an embodied display of uncertainty (covering her eyes) and rising intonation on key lexical items (“↑**language**”, “↑**speaking**”). This query was followed by ELI's proposal to modify both the speaking and listening activities, grounded in pedagogical reasoning – that students should first get to know one another – while also suggesting that the video might not be necessary for the speaking component. BEA subsequently displayed disalignment by referencing her teacher educator's feedback, not directly about the video itself, but about the instructional sequence, particularly the preference to begin with input. Rather than invoking authority alone, BEA constructed a pedagogically reasoned argument, positing the video as a suitable form of input (e.g., “**the** ↑**video would be the** ↑**input**”), and supported this stance through a series of mitigated turns containing epistemic markers (e.g., “i think,” “i don't know,” “just”), hesitation markers (err), and contrastive structures (e.g., “↑**but**”, “**even** ↑**though**”), all contributing to the delicately managed dispreferred response. This stance was progressively elaborated and reinforced with embodied resources – such as repeated left-hand gestures, nodding, leaning forward, and ear-pointing while uttering “video” – which visually enacted her proposal and invited alignment. Despite her initial resistance, ELI ultimately displayed agreement through acknowledgment tokens and embodied alignment (e.g., nodding), indicating a shift toward group consensus. The extract underscored how disagreement was carefully managed and resolved through sequentially organized, multimodally enriched turns. Prosodic features – such as rising intonation on “↑**input**”, “↑**first**”, and

“↑**biographies**” – helped foreground key stances, while embodied behaviors – like leaning back or closer to the screen and gaze direction – indexed affiliation and listenership. Overall, this segment illustrated how PSTs negotiated epistemic authority and collaboratively refined instructional design decisions through layered verbal, prosodic, and embodied actions.

Segment 2/2: Group 16 – then they already talk about so languages with the emotions

27. ZEY: and also we can- we could use ***the speaking* fo- (.) +err::+**
 zey *lowers hands* +--17--+
 17:gazes rightward

28. ***+speaking as a (0.4)+ *err pre ↑writing activity (.)**
 zey *-----18-----* 18:looks upward to the left
 bea +nods repeatedly----+

29. BEA: ♥↑**ye[s**
 bea ♥nods repeatedly--->line 33

30. ZEY: ***[or pre* (0.7)**
 zey *--19---* 19:looks upward to the left

31. ***↑huh ↑huh***
 zey *nods-----*

32. **(0.6)**

33. BEA: ↑**yes♥ [sure↓**
 ---♥

34. ZEY: [↑**they**

35. **they (.) they (0.7) they can ↑find (0.4) *↑opinions***
 zey *-----20---*
 20:shakes her head laterally softly

36. ***(0.8) on write***
 bea *nods firmly---*

37. **(0.7)**

38. BEA: ***↑huh ↑huh* (0.4) .hhh okay so [maybe**
 bea *nods-----*

39. ZEY: [so

40. BEA: ↑**first they just quickly talk about *their (.) ↑biographies***
 bea 21:rotates her left hand forward *-----21-----*

41. **(0.3).hhh and then *they already* talk about what (0.8)**
 bea *-----22-----*
 22:rotates her left hand inward toward herself

42. **so ↑languages &with the emotion&#**
 zey &-----23-----&#Figure 50
 23:relocates the “aim” section of the speaking activity from the lower line to the upper line

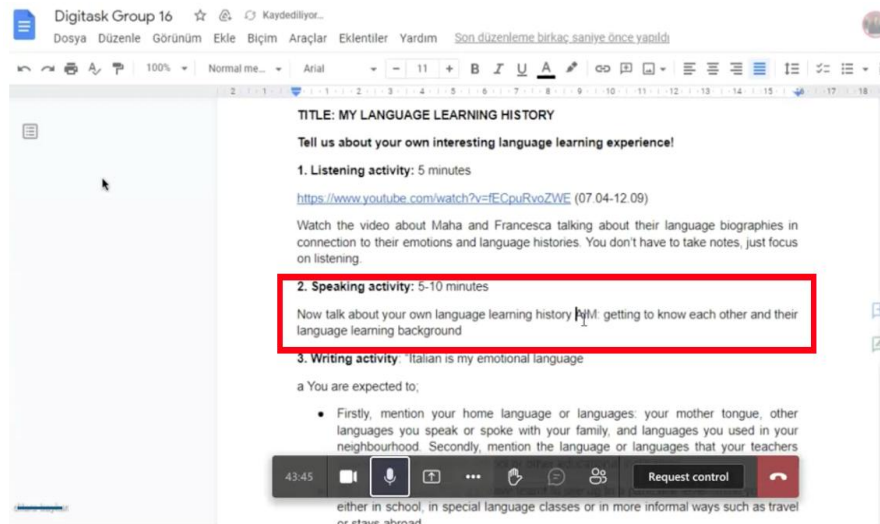


Figure 50

Note. The red frame was added by the author.

43. (1.7) &#

zey &relocates the "aim" section of the speaking activity from the upper line to the lower line, and ELI clicks on the last part of the listening activity
#Figure 51

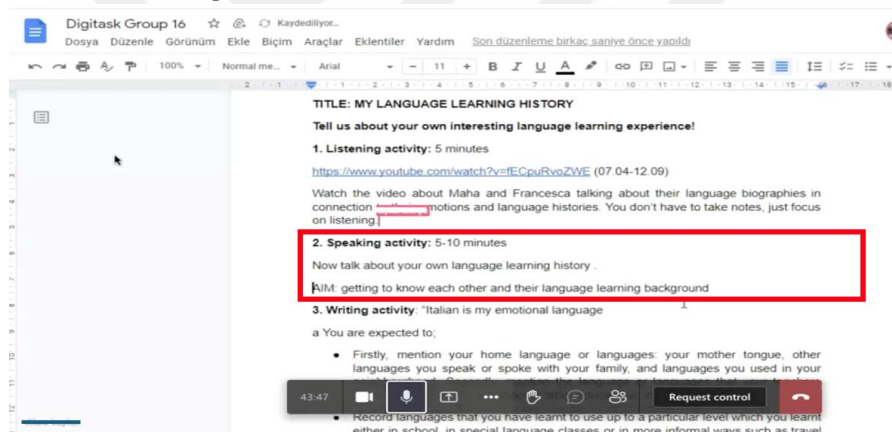


Figure 51

Note. The red frame was added by the author.

44. ZEY: hmm:

45. &(22.0) &

zey &--24--& 24:deletes the part "AIM: getting" and relocates the sentence from the upper line to the lower line and types "Get" and removes the word "their" in the sentence

46. &err (.) so (.) do: d[o: we: add the

zey &types "yor" in the sentence

47. BEA: [<may may *get to (.) know each other>*

bea *reads from the screen-----*

48. and describe your language learning &background ↑maybe

zey &re-types "your" in the sentence to correct it

49. (2.2)

50. ZEY: &okay↓

zey &-25--> 25:&types "describe" in the sentence, inserts a space between the words "describe" and "your" and finalizes the sentence with a period

51. (4.3) %&#

eli %clicks on the "writing activity" part
---&

#Figure 52

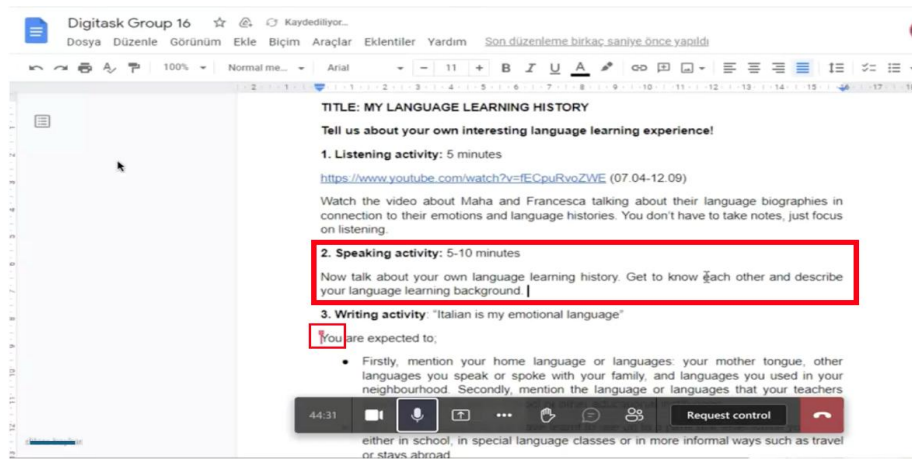


Figure 52

Note. The red frames were added by the author.

In lines 27 and 28, ZEY initiates a turn with a continuation marker (and) and an additive discourse marker (also), followed by a self-repair in which she shifts from “we can-” to “we could” to mitigate her proposal – namely, to use the speaking activity as a pre-writing task (we can- we could use the speaking fo- (.) err:: speaking as a (0.4)+ err pre ↑writing activity). Her utterance features another instance of self-repair, in which she abandons the preposition “for” and replaces it with “as”. It also includes two hesitation markers (with the first “err:” being elongated, a micro-pause (.), and a 0.4-second intra-turn pause. She also places rising intonation in the word-initial position of “↑writing”. Her turn is accompanied by her embodied actions – lowering her hands, gazing rightward, and looking upward to the left – while BEA simultaneously displays affiliation through repeated nodding. In line 29, BEA expresses verbal alignment with the confirmation token “yes,” also marked by her nodding, which overlaps with ZEY’s production of an alternative-providing marker (or) and an incomplete formulation of “pre,” accompanied by her embodied action in which she again looks upward to the left. In line 31, ZEY continues with an acknowledgment token delivered with a rising intonation in the word-initial position (↑huh ↑huh), accompanied by her embodied action – nodding. After a 0.6-second silence, in line 33, BEA reinforces her alignment with another confirmation token, this time delivered with a rising intonation in the turn-initial position (↑yes), and follows it with a reinforcement device with a falling intonation in the turn-final position (sure↓), overlapped by ZEY’s reference to the task implementers/students using a third-person plural pronoun with a

rising intonation in the word-initial position ($\uparrow$ they). In lines 37 and 38, ZEY proposes that the task implementers/students can generate ideas for writing (they (.) they (0.7) they can $\uparrow$ find (0.4) $\uparrow$ opinions (0.8) on write), marked by the repetition of the pronoun “they”, a micro-pause (.), intra-turn pauses (0.7, 0.4, and 0.8 seconds), rising intonation on both “ $\uparrow$ find” and “ $\uparrow$ opinions” in their word-initial positions, and a prosodic emphasis on “write”. Her utterance is accompanied by a soft lateral head shake, while BEA again demonstrates alignment through firm nodding. Following a 0.7-second silence, BEA takes the turn, starting with an acknowledgment token, delivered with a rising intonation in the word-initial position ($\uparrow$ huh $\uparrow$ huh), and accompanied by her embodied action – nodding. After a brief intra-turn pause (0.4s) and an in-breath (.hhh), she reiterates her agreement using an acknowledgment token (okay) and continues with a transition marker (so) and a possibility marker (maybe), which overlaps with ZEY’s transition marker (so). In line 40, following a 0.3-second intra-turn pause and an in-breath (.hhh), BEA proposes that the task implementers/students could begin by briefly discussing their biographies ($\uparrow$ first they just quickly talk about their (.) $\uparrow$ biographies). Her utterance is mitigated by the epistemic downgrader “just” and the temporal softener “quickly,” and she places rising intonation on “ $\uparrow$ first” and “ $\uparrow$ biographies”, in their word-initial position, the latter is prosodically marked with an emphasis. This utterance is enacted with an embodied gesture – rotating her left hand forward. She also enacts her verbal utterance with an embodied action – rotating her left hand forward. In lines 41 and 42, BEA continues with a continuation marker (and) and a sequential marker (then) and proposes that students discuss languages and associated emotions (they already talk about what (0.8) so $\uparrow$ languages &with the emotion). She also mitigates her stance through the use of the temporal marker “already”. To foreground the topical focus of the preceding discussion, she emphasizes “ $\uparrow$ languages” and “emotion”; with an additional emphasis placed on the former. Moreover, she enacts her verbal utterance with an embodied action – rotating her left hand inward toward herself. Her utterance includes a 0.8-second intra-turn pause and is accompanied

by ZEY'S screen-based activity in which she relocates the "aim" section of the speaking activity from the lower line to the upper line (Figure 50). Following a 1.7-second silence, accompanied by ZEY's screen-based activity in which she relocates the "aim" section of the speaking activity from the upper line to the lower line, and ELI clicks on the last part of the listening activity and by ELI's screen-based activity in which she clicks on the last part of the listening activity (Figure 51), ZEY then produces an elongated thinking marker (*hmm:*) and, during a prolonged silence (22.0s), signals her alignment through the screen-based activities – deleting the part "AIM: getting", repositioning the sentence line, typing "Get," and removing the word "their". In line 46, ZEY utters a hesitation marker (*err*), accompanied by her screen-based activity – typing "yor" in the sentence. Following a micro-pause (*.*), a transition marker (*so*), and another micro-pause (*.*), she initiates a pre-question turn designed to elicit co-participants' input (*do: do: we: add the*), marked by repetition and elongation of the interrogative (*do: do:*), which overlaps with BEA's self-repair in which she repeats the modal structure "may", and reading aloud of the on-screen content, delivered at a slower pace and interrupted by a micro-pause (*.*) (*<may may get to (.)* *know each other>*). In line 48, BEA continues with a continuation marker (*and*) and proposes a new instruction in which the task implementers/students describe their language learning background (*and describe your language learning background ↑maybe*), with an emphasis on "describe" and "background", and softening the proposal through a possibility marker delivered with a rising intonation in the word-initial position (*↑maybe*). Meanwhile, ZEY corrects her earlier typing by inserting "your" into the sentence. After a 2.2-second silence, ZEY shows alignment through an acknowledgment token with a falling intonation in the turn-final position (*okay↓*) and engages in a series of screen-based revisions that continue over a 4.3-second silence. She types "describe" in the sentence, inserts a space between the words "describe" and "your" and finalizes the sentence with a period. The extract concludes with ELI's screen-based activity – clicking on the writing part of the task (Figure 52), which serves as a closing signal for the sequence.

The second segment of Extract 10 has demonstrated how PSTs collaboratively reached a pedagogical consensus regarding task design, particularly in relation to the speaking activity's instructional framing. The sequence began with ZEY's proposal to position the speaking component as a pre-writing activity, a suggestion that was carefully mitigated through self-repair, hesitation markers, rising intonation, and embodied actions indexing uncertainty (e.g., hand lowering). BEA immediately aligned with this proposal both verbally (e.g., "yes") and nonverbally (repeated nodding), which encouraged ZEY to continue elaborating. BEA subsequently expanded on the instructional structure by proposing that students could begin by briefly introducing their biographies before transitioning to discuss languages and associated emotions. Notably, her turn was mediated by a range of stance-mitigating devices, including "just," "already," and "maybe", and prosodically emphasized elements such as "↑biographies" and "↑languages", which helped index stance and foreground topic relevance. She also employed the temporal marker "already," which served to frame the emotional language component as previously introduced content – thus legitimizing its pedagogical relevance. This use of "already" was both retrospectively linked to earlier discourse and functioned interactionally to pre-empt resistance by foregrounding continuity and coherence in the design. Her embodied gestures (e.g., rotating her left hand inward and outward further enacted her verbal formulations and reinforced her instructional vision. Importantly, the segment also underscored the central role of screen-based activities in displaying affiliation and coordinating task progression. ZEY's alignment was visibly demonstrated as she began to revise the instruction text in real-time – deleting, rephrasing, and retyping elements of the aim statement (e.g., removing "AIM: getting," typing "describe your") while BEA continued to scaffold the proposal verbally. Prolonged silences (e.g., the 22.0s) were not treated as interactional trouble but rather as collaborative spaces for design thinking, during which multimodal work (typing, cursor movement, gaze shifts) was performed to co-construct the task. The extract concluded with ELL's screen-based action (clicking on the writing task section), which operated as a non-verbal sequence-closing device, signaling a transition to the next design phase. Overall,

this segment exemplified how PSTs negotiated shared authorship of task instructions through layered combinations of verbal alignment, embodied actions, and screen-mediated collaboration – demonstrating the multimodal nature of interaction in video-mediated task design settings.

Extract 10 demonstrated how PSTs collaboratively managed disagreement and reached pedagogical consensus by referencing feedback from their own teacher educators. Similar to Extract 9, participants mobilized teacher feedback as an epistemic resource to justify or challenge emerging proposals. However, while Extract 9 featured extended justification sequences and greater resistance to teacher-anchored claims, Extract 10 unfolded through more immediate alignment and co-construction. The feedback in this extract served not as a fixed directive but as a flexible point of orientation, allowing participants to negotiate task design decisions based on pedagogical reasoning. Participants displayed disagreement and stance-taking through carefully constructed turns that featured mitigations such as modal verbs (“could,” “maybe”), epistemic downgrades (“just,” “i think”), hesitation markers (err), and self-repair. These verbal resources were accompanied by embodied actions, including nodding, leaning, and gaze shifts, which signaled affiliation or disalignment at key interactional moments. While BEA cited her teacher educator’s feedback regarding task sequencing, she actively reframed it in light of the task aims (e.g., “it’s better to start with an input”), reflecting her ability to interpret and apply feedback pedagogically. ZEY initially challenged the necessity of the video in the speaking task but later aligned with BEA’s stance through verbal acknowledgments and coordinated screen-based revisions. The shared Google Document emerged as a central interactional resource, enabling participants to visually enact their decisions in real-time. Through screen-based activities – such as typing, deleting, and reorganizing instructional lines – participants materialized agreement and marked sequence closure. For instance, ZEY modified the task instructions during an extended silence, which co-participants treated as productive design time rather than dispreferred interactional gaps. The extract concluded with ELI’s click on the writing section, signaling the completion of the current task phase.

Additionally, the use of the temporal marker “already” functioned to foreground the prior introduction of emotional language, thereby justifying the logical flow of the revised task structure. This discursive strategy revealed how PSTs drew on both prior interactional context and institutional feedback to shape instructional design. Overall, Extract 10 highlighted how pedagogical decision-making was collaboratively achieved through nuanced interactional work that integrated teacher feedback, verbal negotiation, embodied conduct, and screen-based engagement.

Similar to Extracts 9 and 10, Extract 11, drawn from Group 3, illustrates how PSTs engage with feedback from their own teacher educators and reference these points to articulate disagreement with a co-participant’s proposal to add an information gap activity – particularly when both have received the same feedback from the same teacher educator – and collaboratively refine their proposals during decision-making about task materials. In this group, JAS (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. Meanwhile, MET and DUR (PSTs from the Turkish university) received video-mediated feedback. In this extract, DUR shares her screen to facilitate group members’ observation of her orientations within the website containing tips for the interviewer and the interviewee (see Figure 53); notably, the group does not activate their cameras. Before this extract, the group had agreed to add tips for both the interviewer and the interviewee, however, MET expressed reluctance to volunteer, noting that the task implementers/students would be required to read the tips individually. At this point in the discussion, MET – while engaging with his screen (see Figure 54) – proposed designing an information gap activity to avoid structuring the task as an individual activity for students.

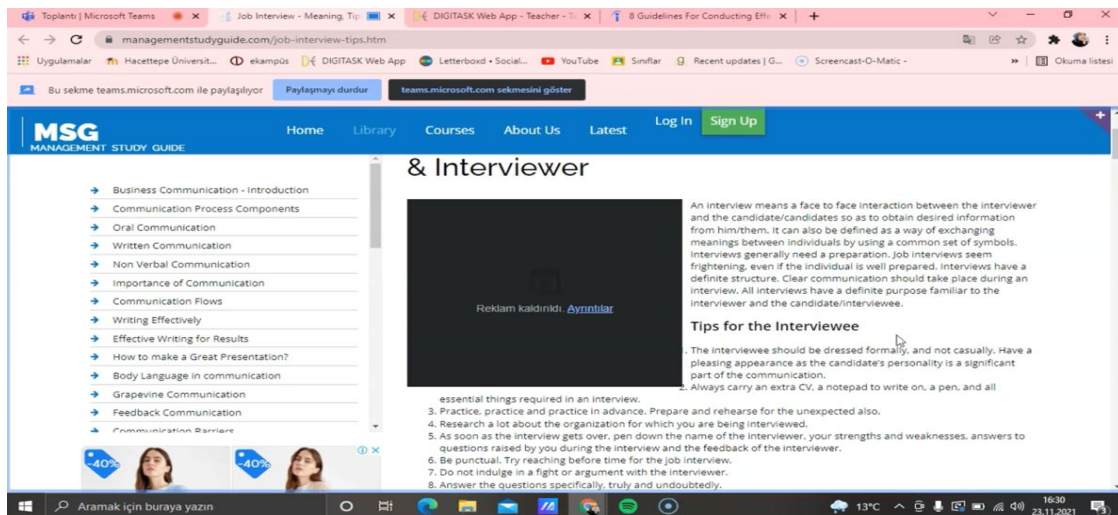


Figure 53. DUR's Shared Screen

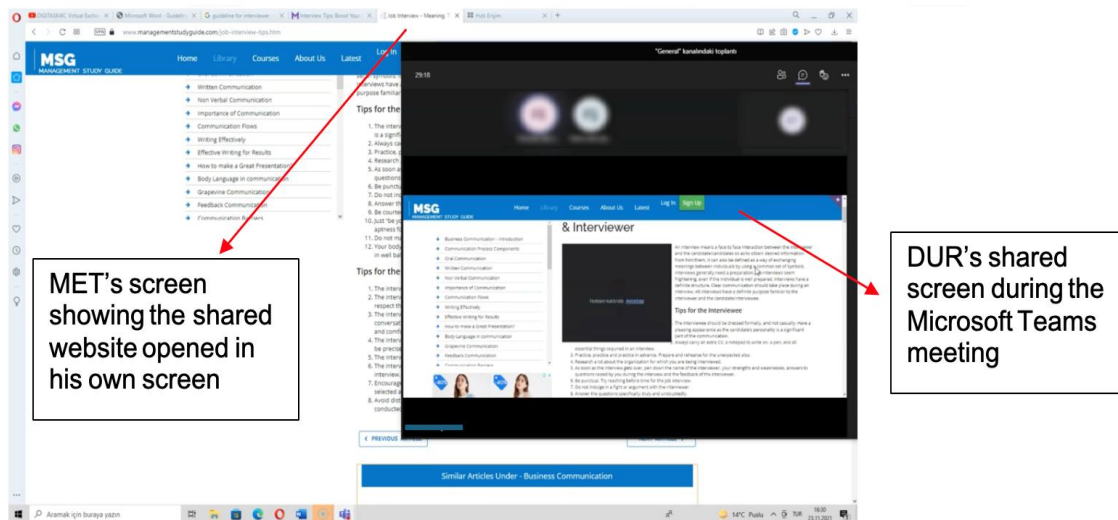


Figure 54. MET's screen

Extract 11. Disagreement through the feedback point of their own teacher educator

Group 3 – but our lecturer already said that

(Time: 0:29:00.40 - 0:30:07.5 / Length: 0:01:07.1)

1. MET: ↑can i like (.) &ma:ke an >information gap activity<
met &engages with his own screen--->line 33
2. (.) to and show it to ↑you (1.0) hold on↓ (0.6)
3. DUR: okay↓
4. (2.0)
5. MET: °okay°
6. (16.5)
7. DUR: ↑but (0.5) our ↑lecturer ↑already said that
8. there is too much (0.3) things to do err: in (.) ↑thirty ↑minutes
9. (0.4) and if we (0.3) make an in- (.) information ↑gap
10. (1.2)
11. MET: .hhh but- (.)
12. DUR: i don't know (.) the err if they (0.4) [err
13. MET: [but

14. (0.4)
 15. the point is
 16.DUR: [make information gap
 17.JAS: [together-
 18. (0.4)
 19.MET: they will do it ↑together ↑right (0.3)
 20. <the point is> (0.4) <they will do something ↑together>
 21. (1.0)
 22.DUR: ↑yeah they're going to do that (0.4) <↑together>
 23. ↑but (0.3) they are going to make the interview
 24. and prepare (.) err: each other for ↑that
 25. (.) if they (.) al- they err (0.4)
 26. these (.) [things ↑alrea[dy
 27.MET: [°to° [↑takes
 28. okay↓
 29.DUR: thirty [minutes
 30.MET: [↑yeah
 31. (0.3)
 32. you're ↑right
 33.JAS: ↑yeah i ↑think so ↑too&
 ---&

Extract 11 starts with MET's proposal to design an information gap activity himself, formulated as a yes/no request. He mitigates his suggestion with the modal verb with a rising intonation in the turn-initial position (↑can) and an epistemic downgrader (like) (↑can i like (.) ma:ke an >information gap activity<). The verb "make" is elongated (ma:ke), and ">information gap activity<" is produced at a faster pace with an emphasis on "gap". Concurrently, MET engages with his screen to create an example of an information gap task related to the tips for the interviewer and the interviewee. Following a micro-pause (.), he initiates a self-repair, beginning with the preposition "to" and shifting to "show it to you," inserting a continuation marker "and" in between (to and show it to ↑you), placing an emphasis on "show" and rising intonation on "↑you" in its word-initial position. After a 1.0-second intra-turn pause, he produces a turn-regulating marker with a falling intonation in the turn-final position (hold on↓). After a 0.6-second intra-turn pause, in line 3, DUR displays affiliation through an acknowledgment token with a falling intonation in the word-final position (okay↓). After a 2.0-second silence, MET also produces an acknowledgment token in a soft voice (°okay°). Following a prolonged silence (16.5), DUR initiates a disagreement turn, marked with a contrastive marker with a rising intonation in the turn-initial position (↑but). After a 0.5-second intra-turn pause, she references her and her classmate MET's teacher educator using the first-person plural possessive adjective,

prosodically emphasized (our), and a reported speech structure (our ↑lecturer ↑already said that), with a rising intonation in the word-initial position of both a disalignment marker (↑already) and the noun “↑lecturer”, also marked with an emphasis. In line 8, she reports the feedback point concerning the task’s time constraints, stating that there are already too many things to do within thirty minutes. Her utterance includes a 0.3-second intra-turn pause, a micro-pause (.), and an elongated hesitation marker (err:), as well as an emphasis on “too”, and “do”, and rising intonation on “↑thirty” and “↑minutes” in their word-initial positions. After a 0.4-second intra-turn pause, she continues the turn with a continuation marker (and) and elaborates on her stance with a hypothetical structure introduced by a conditional marker (if), an emphasized inclusive pronoun “we”, and the noun “↑gap” with a rising intonation in the word-initial position. Her utterance includes a 0.3-second intra-turn pause, a micro pause (.), and a self-repair initiation via a cut of (in-) (if we (0.3) make an in- (.) information ↑gap). Following a 1.2-second silence, MET takes the turn with an in-breath (.hhh) and an attempted contrastive marker, which he cuts off (but-). After a micro-pause (.), DUR resumes her turn, beginning with a claim of insufficient knowledge (i don’t know), a micro-pause (.) and a hesitation marker (err), followed by another hypothetical formulation using the third-plural pronoun “they” to refer to the task implementers/students. After another intra-turn pause (0.4s), she produces another hesitation marker (err), overlapped by MET’s contrastive marker (but). Following a 0.4-second intra-turn pause, MET attempts to reframe the topic using a reorientation marker (the point is), but DUR initiates a turn to complete her earlier stance (make information gap), which is then overlapped by JAS’s abandoned turn constructional turn (together-) referencing the task implementers/students’ expected co-action. After a 0.4-second intra-turn pause, in line 19, MET proposes that the task implementers/students perform the information gap activity collaboratively, using the third-person plural pronoun (they) and future tense (will) (they will do it ↑together ↑right), placing rising intonation in the turn-initial position of “↑together” and using a confirmation-checking marker with a rising

intonation in the word-initial position ($\uparrow$ right). Following a 0.3-second intra-turn pause, he reiterates the topic reorientation marker, delivered at a faster pace (<the point is>), and after another intra-turn pause (0.4s), restates his proposal delivered at a faster pace (<they will do something $\uparrow$ together>) by replacing the third object pronoun “it” with the indefinite referential marker “something” to mitigate his earlier stance, and placing an emphasis and rising intonation on “ $\uparrow$ together” in its initial position. Following a 1.0-second silence, in line 21, DUR aligns with an acknowledgment token marked with a rising intonation in the turn-initial position ($\uparrow$ yeah) and confirms MET’s earlier proposal using the future structure “be going to” and a deictic reference marker “that” with a prosodic emphasis. After a 0.4-second intra-turn pause, she adds the co-participant marker “< $\uparrow$ together>”, produced at a faster pace and with a rising intonation in the word-initial position. In lines 24 and 25, she continues her turn, showing partial agreement employing a contrastive marker delivered with a rising intonation in the word-initial position ($\uparrow$ but), followed by a 0.3-second intra-turn pause, and restates their earlier agreement that students co-construct the interview task (they are going to make the interview and prepare (.) err: each other for $\uparrow$ that). Her turn includes a micro-pause (.), an elongated hesitation marker (err:), an emphasis on “interview” and rising intonation in the word-initial position of the deictic reference marker “ $\uparrow$ that”. After a micro-pause (.), in lines 25 and 26, DUR returns to her earlier hypothetical structure, proposing that if the students perform all these tasks, the allocated time may already be insufficient (if they (.) a1-they err (0.4) these (.) things $\uparrow$ already), employing another deictic reference marker “these” and the disalignment marker “ $\uparrow$ already” delivered with a rising intonation in the turn-initial position. Her utterance includes micro-pauses (.), a 0.4-second intra-turn pause and a self-repair initiation with the repetition of the third-plural pronoun “they”, and a cut-off of “already” (a1-). Her turn overlaps with MET, who delivers the infinitive “°to°” in a soft voice and completes DUR’s utterance with the related verb delivered with a rising intonation in the turn-initial position ($\uparrow$ takes). In line 28, MET shows agreement with an

acknowledgment token with a falling intonation in the turn-initial position (*okay*↓). In line 29, DUR concludes her turn by referencing the overall task duration (thirty minutes), overlapped by MET's acknowledgment token (*↑yeah*) marked with a rising intonation in the word-initial position and after a 0.3-second silence, MET produces an explicit agreement marker (you're right) delivered with a rising intonation in the word-initial position of "*↑right*". The extract ends with JAS's acknowledgment token (*↑yeah*) delivered with a rising intonation in the word-initial position and explicit alignment marker (*i ↑think so ↑too*), placing also rising intonation in the word-initial position of both "*↑think*" and "*↑too*", also marked with an emphasis, indicating sequence closure and the achievement of group agreement.

Similar to Extracts 9 and 10, Extract 11 demonstrated how PSTs oriented to disagreement by referencing feedback from their own teacher educator. However, what distinguished this extract was that one co-participant (DUR) invoked shared feedback received from the same educator as her peer (MET), which enabled stronger alignment and the co-construction of stance. The interaction began with MET's proposal to create an information gap activity while simultaneously engaging with his screen. Following a prolonged silence, DUR initiated disalignment, referencing their teacher educator's feedback using a reported speech structure, and elaborated on this point by explaining that the task implementers/students already had multiple tasks to complete within the thirty-minute time frame. Rather than treating the feedback as a fixed directive, DUR recontextualized it through pedagogical reasoning, using a prosodic emphasis and repetition to highlight time constraints. MET responded by reframing his suggestion, arguing that the activity would be done collaboratively, which DUR partially accepted. Eventually, MET softened his stance with a falling intonation (*okay*↓) and then upgraded his alignment with an explicit agreement marker (you're right), signaling convergence. The interaction concluded with JAS's affiliative confirmation, which marked the achievement of group consensus and sequence closure. Throughout the interaction, PSTs employed a range of interactional resources to manage disagreement delicately, including micro-pauses (.),

intra-turn pauses, hesitation markers (e.g., *err*), and collaborative completions (e.g., MET completing DUR's utterance with *↑takes*). Prosodic features such as rising intonation and emphasis served to foreground stance and negotiate authority. Ultimately, the extract revealed how shared feedback, when jointly owned, could become a powerful epistemic resource in collaborative pedagogical reasoning and decision-making.

In line with Extracts 9, 10, and 11, Extract 12, coming from group 6, illustrates how PSTs engage with feedback from their own teacher educators, reference feedback from their own teacher educators to express disagreement with a peer's design proposal, collaboratively refine their proposals, and participate in final decision-making regarding task material design. However, unlike the previous extracts, the participants in this interaction ultimately choose not to follow the feedback provided by their teacher educator. In this group, MIA (PST from the Austrian university) received written feedback incorporating a checklist that elaborated on specific design aspects, including goals/rationale, input/materials, and activities/instructions. KER and ELA (PSTs from the Turkish university) received video-mediated feedback, while JIM (PST from the Spanish University) received written feedback in Spanish. In this extract, KER shares his screen to allow group members to observe his navigation within the DigiTask web app (see Figure 55). Before this extract, the group collaboratively began work on the task design and finalized the instructions for Task 1. At that point, KER also copied and pasted the link to a shared Google document in which task implementers/students would write their ideas in a table format (see Figure 56). At this point of discussion, they are deliberating whether to embed the table directly into the DigiTask web app interface or to retain it solely within the linked shared Google document.

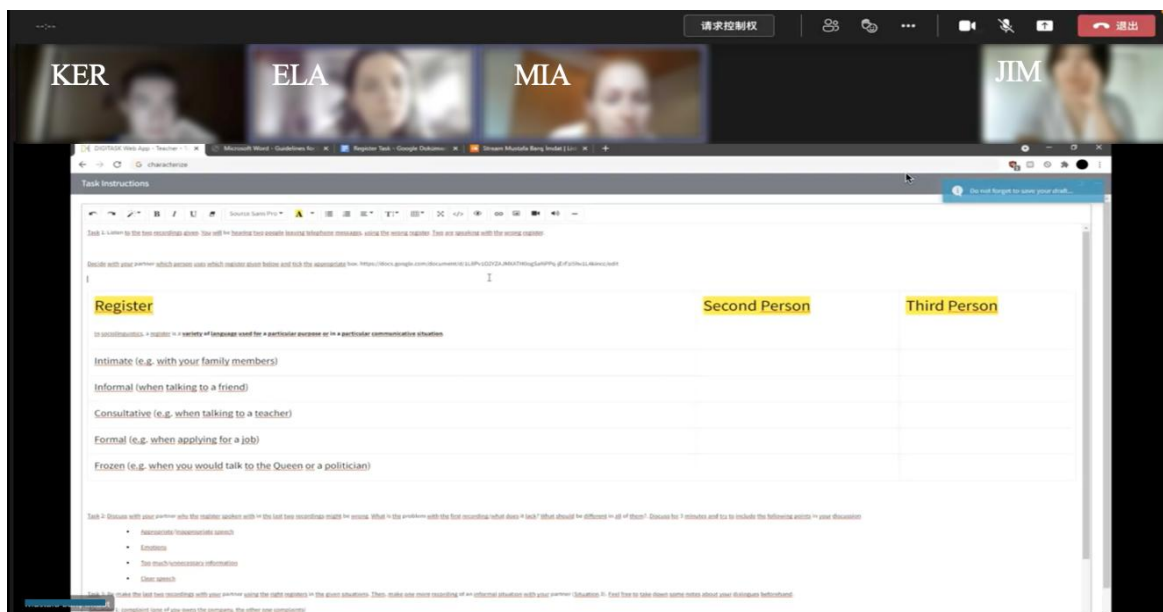


Figure 55. KER's Shared Screen

Task 1: Listen to the two recordings given. You will be hearing two people leaving telephone messages, using the wrong register. Two are speaking with the wrong register.

Decide with your partner which person uses which register given below and tick the appropriate box. <https://docs.google.com/document/d/1L8Pv1Q2YZAJMXATH0og5aNPpQjErFzShv1L4kincc/edit>

Figure 56. Finalized Task Instructions Composed within the DigiTask web app

Extract 12. Disagreement through the feedback point of their own teacher educator

Group 6 – but he said that (Time: 0:10:54.9 - 0:11:55.9 / Length: 0:01:01.0)

1. MIA: ♣we can &delete ↑this (.) table (0.3) here&
ker >>♣places his left hand on his cheek--->line 4
ker &-----1-----&
1: moves the cursor around within the "Task Instructions" section of the DigiTask web app
2. because *(.) err* (0.3) they will anyway see the table
mia *---2---* 2: purses her lips
3. +in the >↑google document<
ela +nods repeatedly--->
4. *(0.9) *+♣
mia *--3--* 3: purses her lips
---+
---♣
5. ELA: yep
6. &(1.2)
ker &moves the cursor around within the "Task Instructions" section of the DigiTask web app--->
7. KER: okay& %#err: (2.0)
---&
ker %clicks on the shared Google Document named "Register Task" and opens it
#Figure 57

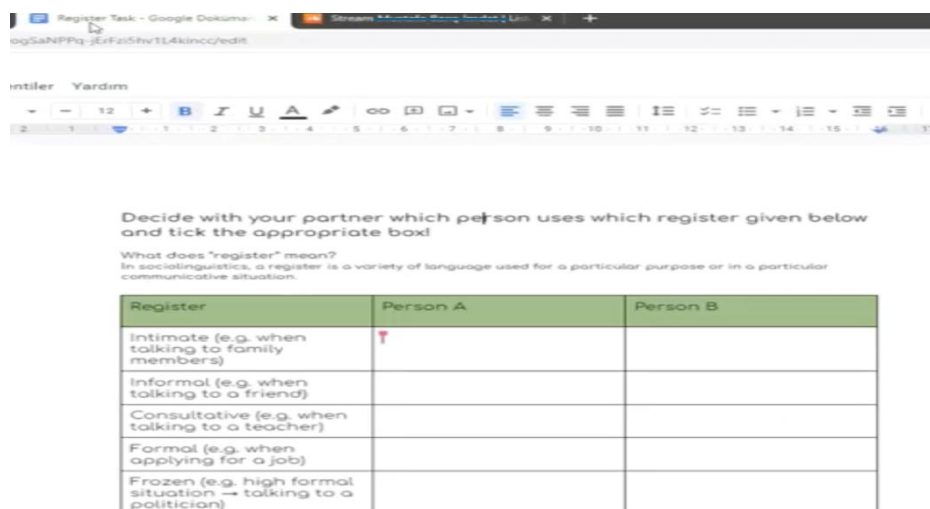


Figure 57

8. >i don't know< is this (0.7) *↑good ↑though
mia *leans closer to the screen-->
9. ♣&like (.) our teacher >said that< (1.0)* err we can already
ker ♣places his left hand on his cheek--><<
ker &clicks on the DigiTask web app and opens it
---*
10. make a ↑table &in ↑here&# (.) shouldn't this ↑work
ker &----4---& 4:moves the cursor on the table
#Figure 58

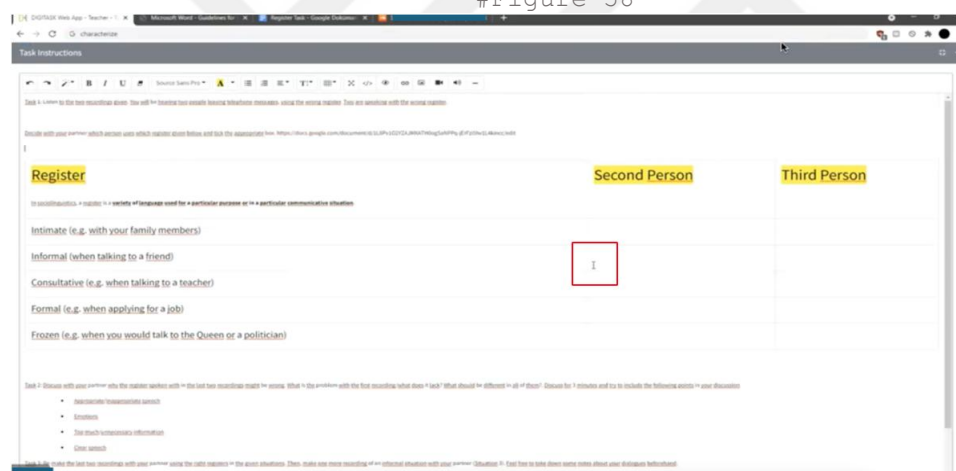


Figure 58

Note. The red frame was added by the author.

11. (2.5)
12. MIA: *↑yeah* i mean we ↑can we can leave this here (.)
mia *--5--* 5:softly shakes her head laterally
13. ↑but <they won't be able to *take* anything> in ↑here
mia *--6--*
6:brings her right hand toward herself
14. (0.7)
15. KER: hmm: (.)
16. ELA: ↑but he said +that we can create an answer box (.) and err
ela +places her right hand on her forehead-->
17. they can+ &#>copy and paste the table< ↑there
---+
ker &moves the cursor over the task instructions
tools-->line 21
#Figure 59

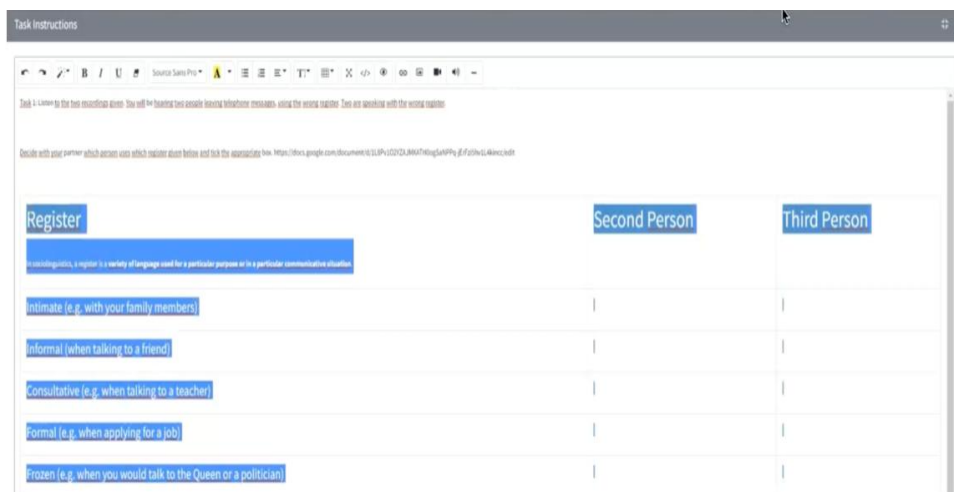


Figure 61

32. (1.0)

33. ELA: ↑yeah

34. (0.9) &#

ker &#deletes the table
&#Figure 62

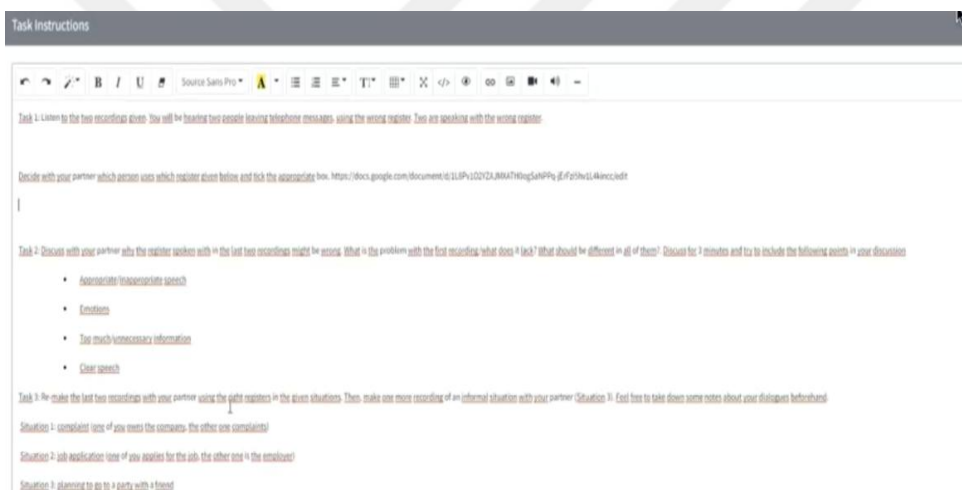


Figure 62

35. KER: okay

36. (1.0)

37. MIA: ↑okay♣

----♣<<

Extract 12 starts with MIA's proposal to delete the table on the DigiTask web app (we can delete ↑this (.) table (0.3) here). She mitigates her stance through the use of the modal verb "can" combined with the inclusive pronoun "we", a deictic reference marker delivered with a rising intonation in the word-initial position (↑this), and the spatial deictic marker "here", which is prosodically emphasized. Additionally, she places a prosodic emphasis on the verb "delete". Her utterance also includes a micro-pause (.), and a 0.3-second intra-turn pause and is accompanied by KER's embodied action – placing his left hand on his cheek –, and screen-based activity in which he moves the cursor around within

the “Task Instructions” section of the DigiTask web app. In lines 2 and 3, MIA accounts for her proposal by stating that the table will still be accessible to the task implementers/students via the shared Google Document (*they will anyway see the table in the >↑google document<*). Her turn begins with an account-giving marker (because), followed by a micro-pause (.), a hesitation marker (err), accompanied by her embodied action – pursing her lips. After a 0.3-second intra-turn pause, she references task implementers/students’ future actions regarding the task and delivers “>↑google document<” at a faster pace with a rising intonation in the word-initial position of “↑google”, accompanied by ELA’s embodied action – nodding repeatedly. Following a 0.9-second silence, during which MIA purses her lips, ELA displays alignment with an affiliation marker (yep). After 1.2-second silence, during which KER continues to engage with the screen by moving the cursor around within the “Task Instructions” section of the DigiTask web app, he produces an acknowledgment token (okay), followed by an elongated hesitation marker (*err:*), accompanied by his screen-based activity of clicking on the shared Google Document named “Register Task” and opening it (Figure 57). After a prolonged intra-turn pause (2.0s), in line 8, he claims insufficient knowledge (*>i don’t know<*) delivered at a faster pace and asks yes/no interrogative regarding whether the table looks appropriate in the shared Google Document (*is this (0.7) ↑good ↑though*). His turn includes a deictic reference marker “this” with a prosodic emphasis, rising intonation on “↑good” and the contrastive stance marker ““↑though” in their word-initial positions, as well as a 0.7-second intra-turn pause. This utterance is accompanied by MIA’s embodied action – leaning closer to the screen. After producing an example-introducing marker (like) as a mitigation strategy, accompanied by his embodied action – placing his left hand on his cheek, which continues until the end of the extract. Simultaneously, he engages in screen-based activity by clicking on the DigiTask web app and following a micro-pause (.), in lines 9 and 10, he references the feedback point from his and his classmate ELA’s teacher educator using the first-person plural possessive adjective (our) and the reported speech structure, delivered at a faster

pace (>said that<). After a 1.0-second intra-turn pause, and a hesitation marker (err), he proposes a new course of action: creating a table on the DigiTask web app (we can already make a ↑table &in ↑here). He mitigates his stance through the modal structure “can”. His turn includes a disalignment marker (already), and futures rising intonation in the word-initial positions of “↑table” and the spatial deictic marker “↑here”, accompanied by his screen-based activity in which he moves the cursor on the table (Figure 58). After a micro-pause (.), he checks for the group confirmation using a negatively polarized yes/no interrogative (shouldn’t this ↑work), placing rising intonation on “↑work” in its word-initial position. Following a 2.5-second silence in line 12, MIA responds with an acknowledgment token marked with a rising intonation in the word-initial position (↑yeah), accompanied by her embodied action – softly shaking her head laterally –, and a repair initiator (i mean). She displays alignment (we ↑can we can leave this here) repeating “we can” as self-repair and marking the first “↑can” with a rising intonation in its word-initial position. After a micro-pause (.), in line 13, she shows partial agreement by noting that the task implementers/students will not be able to retrieve anything from the DigiTask web app (<they won’t be able to *take* anything>) introduced with a contrastive marker “↑but” and a spatial deictic marker “↑here”, both delivered with a rising intonation in their word-initial positions. While uttering the verb “take”, she enacts the action by bringing her right hand toward herself. Following a 0.7-second silence, KER delivers an elongated thinking marker (hmm:) and after a micro-pause (.), ELA takes the turn in lines 16, 17, and 18 to display disalignment with MIA. She begins with a contrastive marker delivered with a rising intonation in the word-initial position (↑but), references to her teacher educator with the reported speech structure (he said that) and proposes creating an answer box. Her turn is accompanied by her embodied action – placing her right hand on her forehead – and is marked by a prosodic emphasis on the words “answer” and “box”. After a micro-pause (.), she continues with a continuation marker (and), followed by a hesitation marker (err), she proposes that task implementers/students can copy and paste the table and write their

answers (they can >copy and paste the table< ↑there and (0.5) ↑write their answers). Her turn includes a 0.5-second intra-turn pause, during which she again places her right hand on her forehead. She places rising intonation on “↑there”, and “↑write” in their word-initial positions, and delivers “>copy and paste the table<” at a faster pace. Moreover, KER’s screen-based activity in which he moves the cursor over the task instructions tools accompanies her utterance (Figure 59). After a 0.3-second intra-turn pause, ELA continues her turn with a transition marker delivered with a rising intonation in the word-initial position (↑so), accompanied by her embodied action – rapidly leaning her head to the right –, and formulates the outcome of a prior action as a shared achievement by referencing the successful visual access to a referent (we can ↑see it). She also places a prosodic emphasis on the modal verb “can” and rising intonation on “↑see” in its word-initial position. Following a 1.1-second silence, MIA initiates disalignment using the contrastive marker “but”, followed by a micro-pause (.), by employing the third-person plural subject pronoun (they) to refer to the task implementers/students and the deictic reference marker “this”, she asserts that the task implementers/students will not need the table (they won’t need this), emphasizing the verb “need”. Her utterance is accompanied by KER’s screen-based activity in which he moves the cursor over the “table” tool and hovers over it (Figure 60). In lines 22 and 23, she provides an account using the account-giving marker “because”, followed by a micro-pause (.) and a hesitation marker (err). She asserts that an answer box already exists in the shared Google Document (↑we already have this answer box with the /doodle-/ (.) ↑google ↑document), using the inclusive pronoun “↑we” with a rising intonation in the word-initial position, the disalignment marker “already” and the deictic marker “this”. Her utterance also includes a self-repair on “/doodle-” followed by a micro-pause (.) and corrects naming with a rising intonation on “↑google ↑document” in their word-initial positions. While uttering “this answer box with the”, MIA enacts air quotes – raising and bending both the index and middle fingers three times – accompanied by ELA’s embodied action – pursing her lips. MIA ends with a confirmation-

checking marker with a rising intonation in the word-initial position ($\uparrow$ right). Following a 0.8-second silence, in line 25, KER aligns with an acknowledgment token (yeah). After a 1.0-second silence, he produces a hesitation marker (err), which overlaps with ELA's acknowledgment token marked with a rising intonation in the word-initial position ($\uparrow$ yeah). Meanwhile, KER moves the cursor on the screen. In line 29, KER re-engages by using an epistemic marker (i think), accompanied by his screen-based activity in which he moves the cursor around within the "Task Instructions" section of the DigiTask web app. After a 0.3-second intra-turn pause, he introduces the summative reference marker " $\uparrow$ both", marked with an emphasis and a rising intonation in the word-initial position, and evaluates the prior options as equally acceptable without prioritizing one ($<\uparrow$ both is fine $>$), delivered at a faster pace. His utterance is also accompanied by his screen-based activity in which he clicks on the Google Document named "Register Task" and opens it. Following a micro-pause (.) and a hesitation marker (err), KER proposes maintaining the table on the DigiTask web app (we can do this), by employing the inclusive pronoun "we" combined with the modal verb "can" and a deictic marker (this). His utterance aligns with his screen-based activity – clicking on and opening the DigiTask web app. After another micro-pause (.), he further mitigates his stance using an epistemic marker with a falling intonation in the word-final position (i think $\downarrow$). After a 1.0-second intra-turn pause, during which ELA leans her head to the left, in line 31, KER continues with a transition marker delivered with a rising intonation in the word-initial position ($\uparrow$ so) and announces that he will delete the table on the DigiTask web app (i'm deleting this $\uparrow$ table), accompanied by his screen-based activity in which he selects the entire table (Figure 61). He also places a prosodic emphasis on both "deleting" and "this", and rising intonation in the word-initial position of " $\uparrow$ table". After a 1.0-second silence, ELA displays alignment through an acknowledgment token marked with a rising intonation in the word-initial position ($\uparrow$ yeah). Following a 0.9-second silence, KER proceeds to delete the table (Figure 62) and in line 34, produces an acknowledgment token (okay). After another 1.0-second silence, the extract ends with

MIA's affiliation with an acknowledgment token marked with a rising intonation in the turn-initial position (*↑okay*), signaling the group agreement on the pedagogical decision and sequence closure.

Extract 12, in line with Extracts 9, 10, and 11, illustrated how PSTs navigated feedback from their own teacher educators to negotiate task design decisions. However, unlike previous extracts, this interaction revealed a case where two PSTs (KER and ELA) referenced the same teacher educator to express disalignment with a third co-participant (MIA), but ultimately, the group opted not to follow the feedback point after further discussion. This sequence exemplified how teacher feedback, though treated as an authoritative resource, could still be resisted, re-evaluated, and contextually reframed through peer interaction and local reasoning. The sequence began with MIA's proposal to delete the table on the DigiTask web app, which she justified by highlighting that task implementers/students would already access the table via the shared Google Document. Initially, KER appeared to align with this proposal but later introduced disalignment by referencing his teacher educator's suggestion to create a table within the DigiTask web app. MIA then offered a partial agreement, upgrading her proposal by stating that students would not be able to interact with the table if it remained on the DigiTask web app. ELA subsequently joined the discussion, also referencing her teacher educator and suggesting the addition of an answer box. Although MIA again resisted, she justified her stance by arguing that an "answer box" already existed within the shared Google Document. This clarification prompted eventual alignment from both KER and ELA. KER then reformulated his stance, evaluating both options as equally acceptable (*↑both is fine*), but subsequently prioritized deletion by explicitly stating, "*i'm deleting this ↑table*", which he followed through on without waiting for further verbal alignment from MIA. This action-oriented resolution, prompted by ELA's sole acknowledgment token (*↑yeah*), demonstrated how screen-based actions could serve as decisive markers of alignment and sequence closure, especially when earlier stances had already been clearly articulated. The extract

also highlighted a range of interactional resources used to manage disagreement and maintain group cohesion. These included mitigation strategies such as epistemic markers (i think), claims of insufficient knowledge (i don't know), hesitation markers (err), micro-pauses (.), and modal verbs (can). Embodied actions played a key role in indexing stance and participation, with gestures such as placing a hand on the cheek (indicating listenership), leaning closer to the screen (demonstrating engagement), shaking the head laterally (disalignment), nodding (alignment), and pursing the lips (uncertainty or mitigation). MIA's use of air quotes while referring to the "answer box" further emphasized her distancing from that conceptual framing. In addition, screen-based activities closely aligned with the unfolding talk, particularly in the moments when KER hovered over or selected the table, culminating in its deletion. Furthermore, this extract also illustrated MIA's on-the-spot lexical search and self-repair, highlighting her orientation to lexical accuracy in the collaborative task design process. Finally, the frequent use of deictic reference markers (e.g., this, here) served to anchor participants' orientation to shared visual resources and digital artifacts, reinforcing their co-presence within the task space. Overall, the extract demonstrated how teacher educator feedback served as a point of reference for stance-taking, yet was not uncritically accepted; instead, it was actively negotiated, elaborated, and at times set aside in favor of contextually grounded pedagogical reasoning.

Conclusion

This chapter presented a detailed analysis of how PSTs engaged with feedback from their teacher educators in digitally mediated task design meetings. Through the micro-analysis of 12 extracts, the chapter documented how PSTs navigated (dis)agreement trajectories by drawing on feedback as an epistemic and interactional resource. In the first three extracts, PSTs aligned with the feedback either from their own or their co-participants' teacher educators, leading to relatively smooth consensus. In contrast, Extracts 4 to 12 illustrated a range of interactionally delicate sequences in which feedback became a site of negotiation – sometimes resisted, reformulated, or recontextualized – in light of evolving

group dynamics and pedagogical reasoning. These disagreement sequences were marked by epistemic hedging, mitigation (e.g., modal verbs, hesitation markers, claims of insufficient knowledge), and embodied displays of stance such as nodding, head tilts, or cursor movements. Notably, participants mobilized both verbal and multimodal resources to manage disalignment and co-construct pedagogical decisions, including referencing shared documents, screen-based activities, and the use of deictic markers like “this” and “here” to anchor proposals. Even when feedback was contested, participants worked toward pedagogical consensus through practices of collaborative justification and response design. Ultimately, the chapter revealed that feedback, rather than functioning as a fixed instructional directive, operated as a dynamic interactional resource that PSTs drew upon to negotiate ownership over task design, assert pedagogical agency, and manage interpersonal alignment in real time.

Chapter 5

Conclusion and Suggestions

This chapter will discuss the findings of this dissertation in connection with existing literature and present conclusions in four sections each focusing on the interactional practices observed after receiving multimodal feedback from teacher educators: (i) agreement practices of transnational groups of PSTs, (ii) disagreement practices, (iii) decision-making processes, and (iv) the influence of multimodal feedback on final task design products. The chapter also offers an overall account of key findings, structured around the four research questions, examining how transnational groups of PSTs utilize multimodal feedback to express (dis)agreement, reach pedagogical decisions, and shape their collaborative outputs. This chapter not only summarizes the answers to the research questions but also provides a broader discussion of how PSTs conduct interactional decision-making processes in VE environments in the context of teacher education. At this point, it is clear that feedback functions not only as a corrective or guiding tool but also as an interactional resource from which PSTs construct their strategies of (dis)agreement. PSTs used feedback not only to apply but also to strengthen their own epistemic positions, generate (dis)agreement by reference to authority within the group, and defend their pedagogical ideas. In this context, feedback itself became a fundamental building block of interactional position-taking and decision-making processes. This demonstrates that the interactional function of feedback is multilayered, contributing not only to the content but also to the process of teacher education.

In the first section, based on the methodological lens of Multimodal CA and addressing Research Question 1 (*How do transnational groups of pre-service teachers employ multimodal feedback during interaction to express agreement?*), I will document the most frequent sequential organization formats used to express agreement. In the second section, addressing Research Question 2 (*How do transnational groups of pre-service teachers employ multimodal feedback during interaction to express disagreement?*), I will

outline the most frequent sequential organization formats associated with disagreement. The third section, addressing Research Question 3 (*How do these groups reach mutual pedagogical decisions following feedback from teacher educators on their tasks?*), explores the interactional processes through which groups arrive at shared pedagogical decisions. In the fourth section, addressing Research Question 4 (*In what ways do multimodal feedback processes influence the final task design products of transnational pre-service teacher groups?*), I will uncover how the final task design products of these groups are shaped by multimodal feedback practices. The chapter concludes with a discussion of the study's limitations and potential solutions, pedagogical implications for VE task design and feedback practices in language teacher education, and recommendations for future research directions.

Feedback-oriented Agreement Practices in Transnational Groups of Pre-Service Teachers

In this section, I examine how transnational PSTs express agreement during group interactions following multimodal feedback provided by teacher educators, drawing on multimodal interactional patterns.

After receiving suggestions from group members, the PSTs demonstrated agreement by referencing either convergent (e.g., Extract 1: “**this is also something our lecturers criticized**”) or non-convergent (e.g., Extract 2: “**our lecturer (.) err: err: i think (.) he didn't say (.) err (.) something about (.) the videos**”) aspects of the feedback they had received from their own teacher educators, primarily through verbal utterances that indexed epistemic or affiliative alignment, as seen in interactional studies (e.g., Heritage & Raymond, 2005; Sert, 2015; Stivers, 2008). Rather than simply accepting feedback, PSTs engaged in multimodal, collaborative interpretation of its relevance and applicability, often drawing on their own or peers' teacher feedback as a resource. Hence, they engaged in discussion and rationalized it through pedagogical reasoning (Extracts 1, 2, and 3), reflecting an interactional negotiation of expertise and

epistemic stance in collaborative learning contexts (Kumpulainen & Rajala, 2017). In doing so, they also employed mitigation strategies to minimize face-threatening acts, acknowledging that even expressions of agreement and compromise may require softening or indirectness when individuals aim to uphold their decision-making autonomy. These included pauses, hesitation markers, personal stance markers (e.g., “i think”), and modal expressions such as “we need to”, “we definitely should”, and “we can”, which are commonly used in proposing joint actions and negotiating shared decision-making in institutional discourse (Brown & Levinson, 1987; Heritage & Sefi, 1992; Haugh, 2013; Stevanovic, 2012). These markers allowed PSTs to align with suggestions while maintaining autonomy in decision-making.

The shared screen, on which the PSTs engaged with the DigiTask web app, played a central role in the orchestration of video-mediated interaction, serving as a coordinated multimodal resource for collaborative decision-making. PSTs utilized screen-based embodied actions – such as moving the cursor or typing – to visually display agreement and alignment with group decisions, thereby reinforcing verbal contributions in a digital environment (Heath & Luff, 2000; Licoppe & Morel, 2012; Mondada, 2014). For instance:

- Extract 1: After agreeing to delete the collaborative story-writing task, the PST who had shared the screen moved the cursor over the “remove” icon in the relevant section.
- Extract 2: Following the group’s agreement to remove one of the videos from the task design, the PST who had shared the screen moved the cursor over the remove button for the video for the first, second, and third students.
- Extract 3: Once the group agreed on a task duration of 35 minutes, the PST who had shared the screen typed “35” into the designated field of the DigiTask web app interface.

These screen-based actions functioned as interactionally accountable displays of agreement, making collaborative decisions visible to all participants in the shared digital space (Extracts 1, 2, and 3). Additionally, the feedback document, when shared on screen, served as a shared epistemic resource that supported joint attention and reinforced the legitimacy of individual suggestions within the group (Extract 2) (Heritage, 2012; Mondada,

2019). The institutional authority of teacher educators was occasionally acknowledged through humorous remarks (Çopur & Brandt, 2024; Looney & He, 2021; Waring, 2015), allowing participants to acknowledge their evaluative role while diffusing potential tension (Schnurr, 2009; Holmes, 2000).

Furthermore, agreement was not only verbal but often constructed through embodied signals and interactional patterns that marked affiliation (e.g., nodding (Extract 1), gaze shifts (Extract 2), cursor hovering (Extract 1)). These align with CA notions of “affiliative uptake” (Stivers, 2008), in which alignment is reinforced through embodied, multimodal coordination. In addition to referencing their own teacher educators’ feedback, participants also displayed agreement by invoking feedback attributed to their peers’ teacher educators (Extract 2: “as your lecturer suggested”). This reflects a form of epistemic deference (Heritage, 2012), which not only enhances the persuasiveness of a proposal but also signals a willingness to prioritize group harmony over asserting personal authority. Such alignment was also indexed through verbal agreement tokens like “yes”, “yeah”, “okay”, “huh-huh”, “right” (Extracts 1, 2, and 3), and nonverbal cues such as nodding and smiling (Extracts 2 and 3), all of which supported a sense of mutual understanding and co-authorship (Stivers, 2008; Goodwin, 2007). Table 16 below summarizes the embodied actions that occurred at the moment of agreement:

Table 16

Embodied Markers at the Moment of Agreement

Extract	Type	Embodied Markers at the Moment of Agreement
Extract 1	Agreement	Nodding, cursor hovering over “delete” icon, shared screen gaze as participants agree to remove task parts.
Extract 2	Agreement	Affirmative nods, overlapping “yes”, leaning forward – agreement upon referencing teacher feedback.
Extract 3	Agreement	Smiling, synchronized nods, minimal verbal turn-taking – co-constructed verbal and nonverbal alignment.

While Extracts 1 and 2 involved references to one’s own teacher educator, Extract 3 revealed how agreement can be strategically indexed through the feedback of a peer’s teacher educator – an interactional move that shows epistemic deference (Heritage, 2012)

while enhancing the persuasiveness of a proposal. This shift from “**my teacher said**” to “**your teacher said**” also signals a willingness to prioritize group harmony over personal authority, aligning with the preference for agreement in interaction (Pomerantz, 1984). PSTs also frequently used agreement-prefacing expressions such as “**yeah, i see what you mean**” or “**that’s also true**” to signal alignment while maintaining space for discussion. Even when feedback from teacher educators was vague or inconsistent, participants collaboratively worked to interpret it in ways that fostered shared understanding (especially in Extracts 2 and 3; see also Extract 1 for pragmatic negotiation).

Overall, agreement practices among the participants followed recognizable interactional patterns across different groups (see Table 17), in line with established models of sequential organization in conversation (Sacks et al., 1974). These included the initiation of a proposal, referencing feedback, mutual elaboration, and final agreement – often ratified both verbally and visually. These patterns show how teacher feedback was not simply received but was actively referenced, negotiated, and embedded into collaborative decision-making processes (Kumpulainen & Rajala, 2017; Stivers, 2008).

Table 17

Interactional Sequences Illustrating Feedback-oriented Agreement in Transnational Pre-Service Teacher Groups

Extract	Interactional Sequence with Agreement Focus
Extract 1	- Initiating topic concern - Proposing task change with reference to educator feedback - Displaying agreement oriented to convergent feedback - Elaborating reasoning collaboratively - Reaching group consensus
Extract 2	- Proposing suggestion - Referencing educator feedback - Eliciting peer perspectives - Displaying agreement despite non-convergent feedback - Reaching negotiated group agreement
Extract 3	- Proposing a suggestion - Displaying agreement referencing alternative educator feedback - Providing further justification - Reaching group consensus

Overall, PSTs achieved agreement through not only verbal utterances but also multimodal and sequential means. They drew on shared references to teacher feedback (Heritage & Raymond, 2005), on-screen actions (Balaman, 2016; 2023a; Balaman & Pekarek Doehler, 2022; Ekin & Balaman, 2024), embodied cues such as nodding or gaze (Goodwin, 2000b; Stivers, 2008), and mitigation strategies to maintain alignment (Brown & Levinson, 1987; Haugh, 2013). Hence, they negotiated educational decisions while balancing institutional authority and peer engagement (Heritage, 2012; Kumpulainen & Rajala, 2017).

Feedback-oriented Disagreement Practices in Transnational Pre-Service Teacher Groups

In this part, I discuss how transnational groups of PSTs demonstrated disagreement with their peers' proposals during group discussions after receiving multimodal feedback from their teacher educators. The analysis highlighted how feedback became a critical discursive and multimodal resource in managing disagreement across institutional and cultural boundaries (Hazel & Mortensen, 2017; Sert, 2015).

To begin with, PSTs expressed disagreement by referencing divergent feedback points from teacher educators, either directly (Extract 4) or indirectly (Extract 5). To clarify, in Extract 4, the PST disagreed with a co-participant's proposal, directly referencing the feedback of her teacher educator ("**she says**") and reading directly from the feedback document. Similarly, in Extract 5, a participant asserted her stance by saying, "but my teacher also wrote that," anchoring the disagreement in the teacher educator's authority (see Björk-Willén & Cromdal, 2009). Indirect references also emerged as a practice to manage disagreement. In Extract 4, after a co-participant's elicitation about a feedback point, another participant indirectly signaled disagreement: "**obviously they're not gonna upload anything**". A comparable case appeared in the same extract, where the other PST posted to the WhatsApp group: "*unfortunately they cant upload something*," indirectly challenging a co-participant's assumption. These examples aligned with prior

findings that feedback can serve as a proxy for epistemic authority in peer interaction (Heritage & Raymond, 2005). Notably, alignment around disagreement with peers' task-related proposals – that is, the sequential and epistemic coordination of oppositional actions through shared reference to teacher feedback (Heritage, 2012) – was more common when group members had received similar feedback from the same teacher educator. In such cases, PSTs coordinated their responses and showed consistency in disagreement practices (Extracts 4, 5, 9, 10, 11, and 12). Including Extracts 10 and 11 here strengthens the coherence of this pattern, as both demonstrate alignment and co-construction based on shared feedback. However, even under shared teacher authority, divergent interpretations emerged. Extract 11 featured a PST who, despite receiving the same feedback from the same teacher educator, challenged the peer's interpretation, asserting, **"our lecturer already said that"**. This response underscores how feedback can be contested and reinterpreted in peer interactions. The data showed that PSTs disagreed not only when teacher feedback points diverged (Extracts 4, 5) but also converged (Extract 7), suggesting that teacher input does not necessarily resolve uncertainty or conflict.

A closer look at the data also revealed recognizable interactional patterns, including delayed disagreements, dispreferred responses (Pomerantz, 1984), and implicit forms of rejection. In Extract 6, for instance, disagreement is only voiced after noticeable hesitation and the use of mitigating language, reflecting the general preference for agreement and the effort to preserve face. Furthermore, disagreements were expressed not only verbally but also multimodally, through gesture, gaze, and embodied action. To oppose peer recommendations, PSTs employed embodied movements such as head shaking (Extract 5), squinting (Extract 6), and upward gazes (Extract 9). These actions are consistent with earlier studies demonstrating that gestures frequently indicate one's epistemic attitude and affective orientation (Goodwin, 2000b; Streeck et al., 2011). Table 18 below summarizes the embodied actions that occurred at the moment of disagreement.

Table 18*Embodied Markers at the Moment of Disagreement*

Extract	Type	Embodied Markers at the Moment of Disagreement
Extract 4	Disagreement	→ Head tilts, shoulder shrug, hesitation, gaze away – visible discomfort during conflicting interpretations.
Extract 5	Disagreement Partial Agreement	→ Pursed lips, delayed nods, hand to cheek – hesitation and soft disagreement, followed by slow affiliative realignment.
Extract 6	Disagreement Alignment	→ Head shaking (initial disagreement), followed by shared eye contact and nodding during agreement uptake.
Extract 7	Disagreement Withdrawal	→ Raised eyebrows, hand gesture of openness (“okay yeah”), nods – used to quickly dissolve disagreement.
Extract 8	Disagreement Softened Agreement	→ Hand to cheek, nodding during “a lot of people did it that way” – affiliation replaces initial epistemic tension.
Extract 9	Disagreement Reformulated Agreement	→ Laughter, repeated nodding, hand gestures during agreement on reworking the accent choice.
Extract 10	Disagreement Resolution	→ Leaning in, simultaneous nods, soft hand gestures while agreeing on the re-sequenced task.
Extract 11	Disagreement Agreement	→ Agreement marked by “yeah you’re right” + soft tone, followed by co-nods and agreement tokens.
Extract 12	Disagreement Compromise	→ Air quotes, nodding, slight head tilt during deletion approval – embodied coordination as compromise is enacted.

In addition to these embodied resources, the following table summarizes how interactional sequences unfolded during disagreement episodes, with attention to how teacher feedback, peer alignment, and pedagogical reasoning shaped each turn (see Table 19).

Table 19*Interactional Sequences of Disagreement Across Extracts*

Extract	Interactional Sequence with Disagreement Focus
Extract 4 Divergent Teacher Educator Feedback	- Proposal referencing the teacher educator’s guidance - Disalignment through conflicting task interpretations (“but it says”) (Reading from the feedback document) - Justification via time and platform constraints - Sustained uncertainty without full resolution

Extract 5 Divergent Teacher Educator Feedback	- Task proposal referencing teacher guidance - Disagreement based on platform limitations - Referencing feedback ("but my teacher also wrote that") (Reading from the feedback document) - Negotiated resolution through partial alignment
Extract 6 Disagreement with the peer, justified via Peer's Feedback	- Proposal based on pedagogical stance after reading from the feedback document - Direct disagreement with teacher educator -aligned peer ("i agree with the instructor") - Clarification through examples - Gradual shift to affiliative agreement
Extract 7 Disagreement via Peer's Feedback- Convergent Point	- Agreement on teacher educator feedback - Peer disagreement over task flexibility - Epistemic challenge ("but elsa your professor said same thing i think") - Swift withdrawal and affiliative resolution
Extract 8 Disagreement via Peer's Feedback - questioning	- Review of task instructions - Questioning peer's interpretation of teacher input ("but err didn't your instructor said that") - Defense through generalization ("others did it") - Negotiation ending in soft agreement
Extract 9 Disagreement via Own Teacher	- Task idea challenged using one's teacher's feedback ("according to my lecturer said") - Pedagogical reasoning for resistance - Humor and elaboration used to contest idea - Reformulation and affiliative resolution
Extract 10 Disagreement via Own Teacher	- Task order debated - teacher educator feedback cited as rationale ("i don't know just my teacher said") - Disagreement resolved through task redesign - Mutual face-saving and solidarity preserved
Extract 11 Disagreement via Own Teacher (shared feedback)	- Activity proposal raised - Disagreement referencing teacher's time warning ("but our lecturer already said that") - Clarification through collaborative turns - Affiliation restored through agreement
Extract 12 Disagreement via Own Teacher	- Proposal to delete the table - Disagreement based on the own teacher educator's feedback ("but he said that") - Multimodal negotiation (cursor, gestures, air quotes) - Pragmatic compromise through joint action

Disagreement occurred among PSTs either referencing their own teacher educators' feedback (Extracts 9, 10, and 12), suggesting tensions in institutional epistemologies (Hall, 2018; van Dijk, 2011) or the feedback of a co-participant's teacher educator (Extracts 6, 7, and 8). Participants navigated authority and peer reasoning by engaging in extended justification sequences, as shown in Extracts 9 and 10. However, in

Extract 11, the same institutional epistemologies were invoked by the disagreeing participant, who displayed it via **“our teacher already said that”**, showing how feedback can be used to assert epistemic entitlement. In Extracts 6 and 7, participants referenced feedback from others’ teachers to lend credibility to their own positions and proposals. Extract 8 illustrated this as an interrogative strategy: **“but err didn’t your instructor said that”** – a form of disagreement framed as clarification or deference, revealing the dynamics of epistemic asymmetry (Heritage, 2012; Sert, 2015). When feedback from a co-participant’s teacher was invoked, the response was often immediate compliance. In Extract 7, the co-participant stepped back at once, showing how secondhand feedback still commands significant authority in peer negotiations.

Crucially, rather than accepting teacher-anchored proposals uncritically, group members demanded further accounts and pedagogical justification. This shift indicates that PSTs were not simply echoing authority but engaging in agentic reasoning. As shown in prior work on interactional decision-making, participants often move beyond surface compliance and orient toward rationality grounded in pedagogical values (Seedhouse, 2004). Such findings are consistent with previous studies showing that PSTs, instead of unconditionally accepting pedagogical suggestions in intercultural feedback processes, try to justify these suggestions by opening them to discussion (Balaman, 2023a). Moreover, such opposing statements are mostly realized in a multimodal manner through shared documents or shared task areas on the screen, as observed in Ekin and Balaman’s (2024) study on video-mediated task interaction. Pivotaly, these interactional moments were shaped by participants’ cultural orientations toward authority, disagreement, and collaboration. Given the transnational composition of the groups, cultural discourse norms likely played a role in how disagreement was expressed. Preferences for indirectness, mitigation, and deference were evident, for example, through the use of hesitation markers like “err” or “maybe,” prosodic softeners, and a general tendency to avoid direct contradiction (Scollon & Scollon, 2001; Hofstede, 2001). These patterns suggested that

culturally grounded communication styles intersected with CA-informed interactional practices.

In addition to multimodal and interactional strategies, PSTs also invoked teacher feedback through nuanced linguistic resources – notably, tense use, reported speech, feedback typology, and pronoun choice – to assert epistemic authority during disagreement sequences. This was especially evident among PSTs who had received written feedback. Although they did not screen-share, these PSTs visibly oriented to their own screens and read directly from feedback documents while voicing disagreement (Extracts 4, 5). These embodied behaviors reinforced the perceived authority of written feedback and grounded their stances in teacher-provided content. These findings are consistent with CA-based post-observation conference studies examining how PSTs orient to teacher educators' epistemic authority, which is interactionally negotiated during feedback sequences (Kanat-Mutluoğlu & Balaman, 2023; see also Balaman, 2023a; Yaşar & Gürbüz, 2023; Kim & Silver, 2021; Donaghue, 2020).

Tense usage marked different epistemic proximities. For example, in Extract 4, while referencing feedback, a PST shifted between “**but it says**” and “**she says**”, suggesting immediacy and authority. In contrast, Extract 5 included past tense: “**but my teacher also wrote that**”, indicating a temporal distance yet still anchoring disagreement in documented authority.

Across the data, PSTs signaled the type and source of feedback through explicit utterances. For instance:

- Extract 4: “**my professor said**”, “**she said**”, “**what did your professor say**”
- Extract 5: “**but my teacher also wrote that**”, “**that’s what our teacher said to us**”
- Extract 6: “**but our teacher said that**”
- Extract 7: “**but elsa your professor said same thing i think**”

- Extract 8: **"but err didn't your instructor say that"**
- Extract 9: **"according to what my lecturer said"; "because he said"**
- Extract 10: **"i don't know, just my teacher said"**
- Extract 11: **"but our lecturer already said that"**
- Extract 12: **"but he said that"**

These utterances show how PSTs mobilized reported speech to signal affiliation with authoritative feedback and to structure their disagreement turns. Even when referencing others' teacher feedback, participants used this as a discursive tool to validate their positions. For example, in Extract 7, the PST – while facing disagreement – employed reported speech to cite written feedback indirectly (**"but elsa your professor said the same thing i think"**), thus reframing disagreement as clarification. Similarly, in Extract 10, although feedback was written, the PST softened their stance with the epistemically hedged utterance: **"i don't know just my teacher said"**.

Pronoun usage also revealed epistemic stance and group alignment. PSTs with shared feedback from the same educator used inclusive plural pronouns to indicate alignment:

- Extract 5: **"our teacher said that"**
- Extract 11: **"but our lecturer already said that"**

In contrast, when the PST was the only one from a particular teacher educator, they used first-person singular pronouns, asserting individual epistemic access:

- Extract 5: **"but my teacher also wrote that"**
- Extract 10: **"just my teacher said"**

Notably, shared feedback prompted both verbal (Extract 5: **"that's what our teacher said to us"** and Extract 9: **"yeah he said"**) and embodied forms of mutual support (Extract 9: nodding). However, when feedback differed across teacher educators (Extracts 6, 7, 8), PSTs often engaged in extended reasoning or sought clarification, revealing the epistemic asymmetry introduced by multimodal feedback, opening

pedagogical spaces for richer discussion. For example, while in Extracts 9 and 10, participants engaged in detailed justification sequences about task design, demonstrating emerging pedagogical reasoning, in Extract 11, the PST invoked shared teacher feedback to contest the peer's proposal ("our lecturer already said that"), signaling epistemic entitlement.

Even when referencing feedback provided by a peer's teacher educator (Extracts 6, 7, and 8), PSTs often displayed a tendency to step back or adjust their stance. In Extract 7, once the other participant invoked their teacher educator's feedback, the co-participant backed down immediately. In Extract 8, the disagreement was phrased as an interrogative – "but err didn't your instructor say that" – allowing the speaker to simultaneously question and defer, showing culturally informed indirectness (Heritage, 2012; Scollon & Scollon, 2001).

In sum, the combination of tense, reported speech, pronoun use, and feedback typology reveals how PSTs used linguistic strategies to position themselves epistemically during disagreements. These interactional moments – often framed by culturally preferred practices of mitigation, deference, and clarification – served not only to manage disagreement but also to enhance pedagogical reasoning, especially when divergent feedback encouraged deeper exploration of task design (Extracts 4, and 5).

Feedback-oriented Decision-Making Processes in Transnational Groups of Pre-Service Teacher

In this section, I discuss how transnational PSTs collaboratively reached pedagogical decisions after referencing the feedback, to display (dis)agreement. Even when they contested with the feedback from teacher educators, they worked toward consensus through collaborative justification, epistemic moderation, and multimodal alignment, hence, rather than asserting individual authority, they emphasized group cohesion and mutual understanding, often drawing on feedback – whether from their own teacher educator or that of a peer's – as an authoritative yet negotiable resource. These

findings also support studies examining how PSTs conduct decision-making processes and respond to educator authority in the context of teacher feedback (Kanat-Mutluoğlu & Balaman, 2023). Moreover, these findings indicate that non-hierarchical and autonomy-based feedback discussions in teacher education environments have the potential to improve PSTs' pedagogical reasoning skills. In this respect, the study also reveals the interactional richness of integrating the CALTE approach into the VE context (Balaman, 2023b).

Group agreement was more likely to occur when participants referenced and aligned with shared feedback, either from their own or their co-participants' teacher educators, because of which rationalization, elaboration, exemplification, and repeated referencing of feedback emerged as key discursive moves in such sequences. This finding also supports CA-based studies showing that the epistemic authority of teacher educators is negotiated interactionally in post observation conference sessions (Kim & Silver, 2021). These forms of engagement created more opportunities for PSTs to develop their pedagogical competence. Mutual decisions were reached both by following feedback (Extracts 6, 7, 9, 10) and by disregarding or adapting it (Extracts 4, 5, 8, 11, 12), suggesting that feedback functioned more as an interactional resource than a prescriptive directive.

In Extracts 4 and 5, for example, group members reached alignment despite diverging interpretations of teacher guidance. In Extract 4, the group ultimately ignored the feedback point, while in Extract 5, the disagreement was addressed through collaborative elaboration and justification, eventually leading to partial alignment. These sequences were often marked by the use of multimodal resources – including gestures, screen-based activity, laughter, and emojis – as tools for expressing uncertainty, negotiating alignment, and signaling decision-making processes.

Throughout the data, verbal and embodied actions worked in tandem to index consensus. Nodding (Extracts 4, 5, 9), shoulder shrugging (Extract 4), and hand gestures (Extract 12), along with prosodic features such as rising intonation and elongation (Extracts 5, 7), served as affiliative cues. Verbal expressions of epistemic caution – such as modal

verbs (“should,” “could”), hedges (“i think,” “i don’t know”), and hesitation markers (“err”) – were frequently used to soften disagreement and foster co-construction. These features appeared prominently in Extracts 5, 10, and 12, illustrating participants’ efforts to maintain face and social solidarity in high-stakes pedagogical decisions. Participants’ attempts to ensure group harmony through posture softening strategies and face-protection focused expressions are also consistent with studies that draw attention to the importance of epistemic responsibility and social surface harmony in the context of teacher education (Pomerantz, 1984; Sert, 2015; Stivers, 2008). Furthermore, findings on how multimodal resources are instrumentalized in decision-making processes also overlap with studies such as Balaman (2023a) and Balaman & Daşkın (2019), which emphasize the role of material resources, especially screen sharing, gestures, and the use of written documents, in the interactional decision-making process.

In several sequences, shared screen work emerged as a material form of alignment. In Extract 5, a participant physically manipulated the shared Google Document to reflect group decisions in real-time, highlighting how digital tools became extensions of interactional negotiation (Nevile, 2015). In Extract 12, the deletion of a table from the DigiTask web app functioned as a visible, materialized agreement and marked the closure of a decision-making sequence.

Furthermore, participants often adopted stance mitigation strategies during moments of disagreement. In Extract 11, for instance, despite shared teacher feedback, a participant initially challenged a peer’s interpretation but quickly stepped back, displaying verbal and embodied signs of mitigation. Similarly, in Extract 7, once a participant referenced the feedback of a co-participant’s teacher educator, the opposing member withdrew without further resistance, indicating the epistemic weight of secondhand feedback in peer negotiations. At the same time, the persuasive power of second-hand teacher feedback and its impact on decision-making have been previously discussed in detail in the study by Kanat-Mutluoğlu & Balaman (2023). This shows that teacher authority can be established not only directly but also indirectly interactively.

Importantly, decision-making was not only influenced by teacher educators' feedback but also by social comparison and third-party reasoning. In Extract 8, the PST cited the design choices of other groups ("a lot of people did it that way") to validate her stance, revealing how community norms and shared practices shaped decision-making processes, highlighting that the feedback was not treated as a fixed authority but as a flexible, interactionally mobilized resource. Participants' reference not only to teacher feedback but also to community norms and practices of other groups in their decision-making processes is also seen in studies emphasizing the collective aspect of interactive learning environments in the context of teacher education (Balaman, 2023a; Warren & Lester, 2020).

PSTs displayed a readiness to challenge, adjust, and negotiate feedback in terms of practical constraints regarding the DigiTask web app and pedagogical values. The feedback was used not simply as justification, but also as a starting point for deeper pedagogical evaluation (Extracts 9 and 10). Extract 10, PSTs showed quicker alignment; however, in Extract 9, they had a longer discussion episode to challenge the feedback. In both cases, modal expressions ("could," "maybe"), epistemic downgrades ("just," "i think"), and multimodal cues (nodding, gaze shifts) were employed to build consensus and manage authority delicately. Such processes of interpretation and reconstruction are consistent with studies that reveal that PSTs view feedback as an opportunity for pedagogical reflection and redesign (Donaghue, 2020; Kim & Silver, 2021).

Traditionally, feedback has been considered an instructional tool, serving purposes such as conveying information, correcting, or guiding. However, from a CA perspective, feedback is not merely an evaluative tool but also a resource constructed within the interaction, enabling epistemic positioning (Heritage, 2012; Sert, 2015). According to this approach, feedback is a tool actively mobilized beyond the teacher-student hierarchy, in conversational processes such as (dis)agreement, consensus building, decision-making, and task planning (Carless & Boud, 2018).

The findings of this study indicate that PSTs use feedback not merely as a directive to be implemented, but rather to take positions, support, or challenge ideas in decision-making processes. For example, expressions such as “my teacher said” or “but your professor also wrote that” enabled participants to assert epistemic rights, legitimize their ideas, and reference authority in group decision-making processes. In this context, feedback became not simply information provided by the teacher educator, but an interactional resource deployed in the process of creating shared meaning. Furthermore, feedback was operationalized not only verbally but also through multimodal means. References to feedback on shared screens, cursor movements, edits to documents, and even emphasis made through digital tools (e.g., highlighting a specific section, deleting text, or directly applying the suggested structure) enhanced the interactional power of feedback. Moreover, PSTs’ body language responses, such as eye contact, nodding, smiling, or pausing, demonstrate how (dis)agreement processes towards feedback are embodied. All these findings suggest that feedback in the context of teacher education is not limited to the individual learning process but also plays a central role in group discussion, consensus-building, and pedagogical decision-making. In this respect, feedback should be positioned as a dynamic element that serves to structure micro-interactional learning opportunities in CA-based teacher education models (e.g., CALTE) (Balaman, 2023b; Sert, 2015).

All in all, feedback functioned not as a static directive but as a dynamic, interactionally negotiated tool that participants drew upon to co-construct pedagogical decisions. These results support CA-focused studies showing how teacher feedback is incorporated into interactional decision-making processes (Sert, 2015; Balaman, 2023a; Liddicoat, 2007). Whether accepted, reinterpreted, or rejected, teacher feedback consistently shaped how PSTs engaged in collective reasoning and task design. These diverse practices – ranging from overt citation of written feedback to embodied negotiation of peer proposals – are summarized in Table 20, which consolidates feedback sources, decision-making strategies, and group agreement products across all twelve extracts.

Table 20*Summary of Feedback-oriented Decision-Making and Group Agreement Practices*

Extract	Feedback Source	Decision-Making Strategy	Group Agreement Outcome	Key Interactional Resources
1	Shared teacher educator (convergent)	Direct reference to feedback to justify task deletion	Immediate, smooth agreement	Cursor movements, screen sharing, direct quoting, and mutual nodding
2	Divergent teacher educators	One feedback prioritized after group negotiation and humor	Deferred consensus via humor and deference	"we'll do what they say," laughter, head shaking, screen deletions
3	Co-participant's teacher educator	Peer's feedback used as epistemic anchor	Collaborative agreement	"as your lecturer suggested," dropdown selection, gaze, nodding
4	Divergent teacher educators	Feedback debated, ultimately dismissed	Agreement via dismissal of feedback	"but it says," gaze shifts, shrugging, reading from feedback
5	Divergent teacher educators	Feedback contested; solution co-constructed	Partial agreement via collaborative justification	"my teacher also wrote that," hesitation markers, multimodal gestures
6	Co-participant's teacher educator	Disagreement voiced, resolved through clarification	Agreement via elaboration and reformulation	"i agree with the instructor," prosodic softeners, screen navigation
7	Co-participant's teacher educator (convergent)	Feedback remembered, accepted after challenge	Swift agreement via alignment with co-participant	"but your professor said," re-reading, nodding, repair sequences
8	Co-participant's teacher educator	Feedback questioned indirectly, resolved via generalization	Soft agreement through negotiation	"didn't your instructor say", modal verbs, referencing other groups
9	Own teacher educator	Feedback prompted disagreement, re-evaluated	Reformulated agreement via mutual alignment	"according to my lecturer," gesture negotiation, humor, stance-shifting
10	Own teacher educator	Feedback cited, then discussed and adapted	Consensus via reinterpretation	"just my teacher said," nodding, gesture cues, collaborative typing
11	Shared teacher educator	Same feedback interpreted differently; disagreement resolved	Agreement after tension and re-alignment	"our lecturer already said," micro-pauses, face-saving tokens
12	Own teacher educator	Feedback acknowledged, then ignored	Agreement via compromise	"but he said that," air quotes, deletion of table, mutual nodding

Feedback-oriented Task Design Products in Transnational Groups of Pre-Service Teacher

The final task design products produced by the transnational PST groups were profoundly shaped by the ways in which teacher feedback was interpreted, negotiated, and mobilized. Rather than serving as fixed prescriptions, the feedback documents and video-mediated responses from teacher educators were interactionally reframed by the PSTs as resources to reason through task design choices. This finding supports studies showing that feedback is a resource that gains meaning in interaction rather than predetermined instructions (Sert, 2015; Carless & Boud, 2018). These reasoning processes led to a variety of pedagogical products – some aligned with the original feedback, others modified, and several deliberately diverging from it. Importantly, the design products reflected not only the content of the feedback itself but also how the groups collaboratively evaluated its relevance, clarity, and applicability within their own emerging pedagogical frameworks.

A key finding was that when teacher educator feedback converged across group members, it often resulted in relatively smooth consensus around task design elements. For instance, in Extract 1, participants shared the same feedback from different teacher educators and referenced a consistent concern about time constraints, leading to the deletion of the collaborative story-writing component. Similarly, in Extract 3, although one member had not yet received feedback, the group collectively adopted the suggestions from another member's teacher educator, adjusting the time allocation for the task completion. In such cases, design decisions were made efficiently, with limited resistance or need for further elaboration.

However, when feedback diverged across group members – either in terms of modality (written or video-mediated) or institutional perspective – PSTs engaged in more extensive collaborative reasoning. This often generated more pedagogically sophisticated products, as disagreement led to an in-depth evaluation of the proposed ideas. For example, in Extracts 5, 8, and 10, the groups did not follow the feedback verbatim but

reformulated the task design to reflect their own consensus, sometimes blending different institutional logics. In Extract 10, although a teacher educator recommended including a video as input before the speaking activity, group members discussed how that might reduce spontaneity and co-constructed a task sequence that emphasized learner agency while still acknowledging the feedback. Diversity of feedback enables PSTs to produce more creative and context-sensitive solutions by deepening pedagogical reasoning (Balaman, 2023a).

Moreover, in several extracts (e.g., 4, 7, and 12), participants ultimately rejected or ignored specific feedback suggestions, either due to technological constraints, pedagogical disagreement, or ambiguity in the feedback itself. Especially in contexts where digital tools are used, the interpretation of feedback is reshaped according to technological possibilities and limitations (Balaman, 2023a; Hampel & Stickler, 2015). In Extract 12, despite a teacher educator recommending the use of an embedded table in the DigiTask web app, the group decided to retain the table only in the linked Google document, citing both technical limitations and clarity for learners. This decision was not taken lightly; it followed extensive discussion that drew on multiple epistemic markers (e.g., “i think,” “maybe,” “but he said”) and embodied signals of uncertainty and alignment. Thus, the final task design products reveal that PSTs did not act as passive implementers of expert knowledge but as agentic co-designers, critically assessing and adapting feedback in light of contextual, institutional, and technological factors. These findings are in line with studies emphasizing that PSTs are active designers who reconstruct expert knowledge rather than applying it unquestioningly (Kanat-Mutluoğlu & Balaman, 2023; Donaghue, 2020).

All in all, these findings highlight how feedback served not merely as a top-down evaluative tool but as an interactionally mobilized design resource. The collaborative negotiation of teacher educator feedback enabled PSTs to move from surface-level compliance to deeper pedagogical decision-making, which aligns with previous research on dialogic feedback (e.g., Carless & Boud, 2018), emphasizing that feedback becomes most impactful when it is situated within joint meaning-making practices. As summarized in Table

21, the feedback-oriented products ranged from full implementation to outright rejection, often accompanied by rationalized pedagogical reasoning and multimodal forms of alignment.

Table 21

Summary of Feedback-oriented Task Design Products Across PST Groups

Group Response to Feedback	Description	Representative Extract(s)	Key Features
Full Implementation	Feedback was adopted directly with little or no modification.	Extracts 1, 3	Converging feedback, shared agreement, minimal resistance.
Modified Implementation	Feedback acknowledged but adapted to fit group consensus or pedagogical aims.	Extracts 5, 8, 10	Blending of feedback with group reasoning; sometimes balancing institutional logics.
Rejection of Feedback	Feedback explicitly or implicitly set aside after critical discussion.	Extracts 4, 7, 12	Due to ambiguity, impracticality, disagreement, or technological constraints.
Negotiated Resolution	Conflicting feedback leads to extended dialogue and compromise in task design.	Extracts 5, 8, 10, 11	Use of hedging, questioning, multimodal gestures, and epistemic markers.
Feedback Deference	Group follows feedback primarily out of obligation or respect, with limited evaluation.	Extracts 2, 9	“we’ll do what they say” utterance; minimal reasoning, more compliance.

In what follows, the limitations of the study and the pedagogical implications and suggestions for future research will be given. Lastly, the chapter will be concluded with the conclusion.

Limitations of the Study

The current study acknowledges several limitations that should be taken into consideration when interpreting the findings.

Firstly, the study was conducted in only three countries – Türkiye, Austria, and Spain. While these sites provided valuable transnational insights, the cultural scope remains relatively narrow. To enhance the multicultural validity and generalizability of the findings,

future research should involve PSTs from a wider range of cultural and geographical contexts.

Another limitation pertains to the absence of another round of teacher education activities following the reflective sessions. While the study explored retrospective, data-driven collaborative reflection among transnational groups of PSTs, the participants did not subsequently revise or redesign their tasks based on their reflections (Balaman, 2023a; Uyar, 2024; Uyar & Can-Daşkın, 2024). Although Multimodal CA helped to effectively document how teacher learning opportunities emerged through participant-led reflection, the lack of follow-up in task redesign limits the conclusions that can be drawn regarding the pedagogical impact of reflective feedback engagement. Future research should incorporate prospective elements – such as task editing or new task creation following reflective practice – to more conclusively assess the impact of reflection on teacher learning.

While the study analyzed 60 interactional episodes in total – 40 involving disagreement and 20 involving agreement – the selection of 12 representative extracts for detailed Multimodal CA means that the full spectrum of feedback-oriented interactional practices may not be fully captured. The chosen extracts reflect a strategic balance of typical and illustrative cases, designed to highlight both the diversity and the depth of PST interactions. However, future research may benefit from systematic coding and quantification across the entire dataset to uncover broader distributional patterns or less salient but pedagogically meaningful practices.

Technical difficulties during the screen-recording process also presented a limitation. Despite prior training on the use of the online screen-recorder tool, several PSTs encountered issues related to device storage and software functionality, leading to incomplete or missing recordings. Although backup recordings via online conferencing platform were suggested to address such issues, these measures were not always sufficient to prevent data loss. In some cases, audio quality was also compromised further adding to the limitation.

As is typical of VE projects based on video-mediated interactions, the study was heavily dependent on digital tools and stable internet connectivity. Some PSTs participated using smartphones due to limited access to computers, which hindered their ability to fully engage with task design tools requiring frequent window switching. Moreover, unstable internet connections occasionally caused freezing or disruptions during the recordings. While such issues are inherent to the VE context and were largely mitigated through methodological strategies – such as adopting an emic, conversation-analytic perspective – they nonetheless constitute a limitation.

The analysis relied primarily on video-mediated interactions and screen recordings, without incorporating participants' stimulated recall interviews or reflective journals. As a result, the study privileges observable interactional conduct (e.g., gaze, gesture, turn-taking, screen activity), while participants' internal reflections, motivations, or emotional orientations were systematically avoided within the overall argumentation. Future research could benefit from triangulating CA data with post-task interviews or learner diaries to explore how participants retrospectively interpret their feedback use and collaborative decisions.

The VE context itself introduces both opportunities and constraints that shaped the interactional dynamics. Differences in time zones, internet stability, or digital literacy levels may have affected turn management, participation, or visibility of embodied actions (e.g., camera-off moments). Additionally, although the study foregrounds the absence of a teacher educator as an affordance for PST agency, it is possible that some participants felt uncertain or unprepared in navigating complex pedagogical decisions without expert guidance. Therefore, while the VE enabled authentic, intercultural collaboration, it also introduced interactional asymmetries that may have impacted group cohesion or confidence.

Finally, the study draws on a single iteration of a VE-based teacher education course. While the findings offer important insights into feedback negotiation and pedagogical reasoning, they represent a snapshot in time rather than longitudinal

development. A more extended dataset could reveal how PSTs' feedback literacy, task design reasoning, and interactional styles evolve over repeated cycles of VE engagement or in different institutional partnerships. Moreover, the study's primary methodological approach, CA, presents several limitations. Because CA focuses on examining directly observable interactional practices (e.g., gaze, gesture, turn-taking), participants' subjective interpretations, emotional states, or motivations were systematically excluded from the analysis. Furthermore, CA's intensely micro-level focus may limit the generalizability of the findings. In future studies, triangulating CA with other qualitative data collection tools (e.g., interviews, stimulated recall) could contribute to a deeper understanding of the interactional findings.

Pedagogical Implications and Suggestions for Future Research

This study has demonstrated that transnational groups of PSTs, when placed in a VE context and supported through multimodal feedback, are capable of collaboratively engaging in deep pedagogical decision-making – even in the absence of direct teacher educator supervision. Similarly, there are also studies showing that PSTs can make meaningful pedagogical decisions in interactions that occur without the direct intervention of the teacher educator (Balaman, 2023a). The findings underscore the potential of decentralized, feedback-oriented spaces in language teacher education (LTE), where PSTs take ownership of interpreting, contesting, and applying feedback. Their dialogic reasoning processes, evidenced through extended turn-taking, multimodal alignment, and feedback referencing, reveal that reflection and professional learning can thrive even without hierarchical power structures. Thus, teacher education programs may benefit from incorporating peer-led, feedback-based design tasks that allow PSTs to experience decision-making as a collaborative, epistemic activity rather than a top-down transmission of knowledge.

Another important implication concerns the development of feedback literacy. Across the extracts, PSTs did not simply apply feedback from their own teacher educators

– they referenced, justified, and sometimes re-evaluated feedback points offered to their peers. This pattern reveals that feedback functioned as a shared, negotiable epistemic resource rather than an authoritative endpoint. This is consistent with previous findings that feedback is not seen as a final judgment but as a source of information that can be negotiated interactively (Kanat-Mutluoğlu & Balaman, 2023; Yaşar & Gürbüz, 2023). Such orientation to feedback is a critical pedagogical practice that should be cultivated early in teacher education. Structured opportunities for data-led collaborative reflection, particularly involving multiple and potentially divergent feedback sources, may foster PSTs' ability to reason across perspectives, anticipate alternative interpretations, and ground their instructional choices in dialogue. In this context, incorporating not only peer review cycles but also interaction-based concrete practices such as microteaching practices, video-based reflective sessions, collaborative lesson planning tasks, feedback diaries, and simulated post-observation feedback sessions into teacher education programs can improve PSTs' feedback interpretation, discussion, and decision-making skills in multiple ways. These practices promote critical engagement rather than surface compliance. At this point, the transformative role of VE environments in the context of teacher education becomes even more evident. This study has demonstrated that PSTs from different institutional traditions can come together in a VE environment to discuss not only pedagogical content but also interactional norms. Therefore, VE not only provides intercultural experience but also offers a learning space that enriches PSTs' decision-making, feedback interpretation, and epistemic position-taking processes. This finding points to the need to include more VE practices in teacher education programs.

The VE environment itself proved pedagogically generative, offering PSTs exposure to diverse institutional logics and interactional norms. Rather than inhibiting collaboration, these differences fostered a deeper engagement with task design and feedback interpretation. The PSTs' negotiation of cultural, epistemic, and linguistic differences enriched their pedagogical reasoning and design choices. Therefore, this study supports the integration of VE in teacher education not only for its intercultural benefits but as a

reflective and co-constructive space that enhances pedagogical judgment and demonstrates how multicultural and institutional diversity enrich the pedagogical reasoning processes of PSTs has been previously demonstrated by Balaman and Daşkın (2019).

In light of these findings, this study advocates for a more prominent place for evidence-based, interactionally grounded research within the knowledge base of LTE. Specifically, it supports the research agenda of CALTE (Conversation Analytic Language Teacher Education), which emphasizes the micro-level practices of learning, reflection, and knowledge co-construction (Balaman, 2023b). By examining naturally occurring data through the lens of Multimodal CA, this study contributes to a growing body of work that seeks to empirically ground teacher learning in the interactional and embodied details of pedagogical practice. This approach aligns with the research line pioneered by the CALTE framework, which conceptualizes teacher learning as interactional (Balaman, 2023b; Sert, 2015; Seedhouse & Walsh, 2010). Thus, further research in CALTE can provide a deeper understanding of how teachers learn not only from feedback but also from each other, through the interactional work of interpreting, designing, and reflecting collaboratively. Finally, CALTE's micro-interactional learning approaches provide an important framework for making visible PSTs' awareness of feedback and their epistemic positioning in VE environments. This study reveals that the combination of CALTE and VE offers a multi-layered, interactionally rich learning environment for teacher education (Balaman, 2023b; Kanat-Mutluoğlu & Balaman, 2023).

Conclusion

This chapter has examined how transnational PSTs engaged in feedback-oriented interactions to display (dis)agreement and collaboratively arrived at pedagogical decisions within a VE context. Drawing on twelve interactional extracts (3 from the agreement and 9 from the disagreement cases), the analysis illustrated that teacher educator feedback – delivered in written or video-mediated formats – functioned as a dynamic epistemic resource. PSTs referenced this feedback to assert stances, challenge peer proposals,

justify pedagogical ideas, or defer to institutional authority. Importantly, (dis)agreement did not just result from the feedback itself but were shaped through how participants worked together – interpreting the feedback, sharing their views, and responding to each other using different modes of communication in the digital setting.

One key finding is that PSTs played an active and thoughtful role in shaping their final task designs based on the feedback they had received. Instead of accepting feedback immediately, they interpreted, questioned, adjusted it, and sometimes pushed back against it to find solutions that made sense in their context (Badem-Korkmaz et al., 2022; Ekin et al., 2024). The DigiTask web app and tools like shared screens, Google Docs, and WhatsApp helped them work together by combining speech, actions, and digital tools. This was especially clear when they received different or conflicting feedback, which led them to think more deeply and critically about their tasks. In this way, the VE encouraged not just following feedback but engaging in creative thinking and explaining their choices to one another. Furthermore, the VE context played an essential role in enabling this level of engagement among PSTs. It brought together PSTs from different educational systems, feedback cultures, and epistemological orientations, thereby expanding the discursive space in which feedback was interpreted and enacted. Rather than being a source of confusion or misalignment, this diversity stimulated richer pedagogical conversations and exposed participants to alternative ways of thinking about teaching and task design. The VE setting thus not only scaffolded intercultural collaboration but also deepened PSTs' understanding of feedback as a socially constructed and interactionally mobilized practice, preparing them for the complex realities of multilingual and multicultural classrooms. In conclusion, this study demonstrates that naturalistic data-based research in which PSTs interactively negotiate and reconstruct feedback has great potential to contribute to the body of knowledge in teacher education and, particularly in line with the CALTE approach (Balaman, 2023b), to reveal how teacher learning is constructed interactively. In doing so, this study contributes to the (dis)agreement and VE literature by offering empirical insights into how (dis)agreement is constructed among PSTs – not in direct response to feedback

providers, but through peer negotiations that are shaped by feedback as an interactional resource. Rather than treating feedback as fixed input, PSTs actively engaged with one another's proposals – supporting, challenging, or adapting them – based on their interpretations of feedback. This interactional work in VE settings entailed a multifaceted negotiation process, where PSTs positioned themselves in relation to multiple epistemic sources and collaboratively reshaped pedagogical decisions. The methodological lens of this study, grounded in naturally occurring multimodal data, enabled a fine-grained analysis of these dynamics, offering valuable insights into how feedback becomes socially enacted and pedagogically meaningful in multilingual and multicultural teacher education.



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APPENDIX-A: Jefferson Transcription Convention (Jefferson, 2004)

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

APPENDIX-B: Mondada (2018) 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 Exemption Form / Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük



Sayı : E-35853172-300-00002203062
Konu : Fulya ÇOLAK Hk. (Etik Komisyon İzni)

27.05.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 13.05.2022 tarihli ve E-51944218-300-00002182189 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi doktora programı öğrencilerinden **Fulya ÇOLAK'ın Doç. Dr. Ufuk BALAMAN** danışmanlığında yürüttüğü "**Ulus Ötesi Öğretmen Adayları Grupları Tarafından Tasarlanan İşbirliğine Dayalı Görevlerin Tasarım, Dönüt, Uygulama ve Yansıtma Süreçlerinin İncelenmesi**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **24 Mayıs 2022** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 3F150203-D963-41A8-A14A-8C7B6565FFB5
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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.

(DD) /(MM)/(YY)

(Signature)

Fulya Çolak

APPENDIX-E: Thesis/Dissertation Originality Report

24/07/2025

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

Thesis Title: Feedback-Oriented (Dis)Agreement among Transnational Groups of Pre-Service Teachers in Video-Mediated Virtual Exchange Interactions

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

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

I respectfully submit this for approval.

Name Lastname: Fulya ÇOLAK

Student No.: N19140942

Department: Foreign Languages Education

Program: English Language Education

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

Signature

ADVISOR APPROVAL

APPROVED
Asst. Prof. Dr. Nilüfer CAN DAŞKIN

APPENDIX-F: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

Yükseköğretim Kurulu tarafından yayınlanan “**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin 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 tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /
(imza)

Fulya ÇOLAK

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

- (1) Madde 6.1. Lisansüstü teze 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 tez 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 danışmanının 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.

