HACETTEPE ÜNİVERSİTESİ
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Department of Foreign Language Education

English Language Education Program

FROM ARGUABLES TO LEARNABLES: RESOLVING DISAGREEMENTS AND CREATING LEARNING OPPORTUNITIES IN L2 METHODOLOGY CLASSROOM INTERACTION IN A TEACHER EDUCATION CONTEXT

Ali ANAÇ

Master's Thesis

Ankara, 2023

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‘TARTIŞILABİLİRLER’DEN ‘ÖĞRENİLEBİLİRLER’E: ÖĞRETMEN EĞİTİMİ BAĞLAMINDA YABANCI DİL YÖNTEMBİLİM DERSİ SINIF İÇİ ETKİLEŞİMİNDE TARTIŞMALARIN ÇÖZÜLMESİ VE ÖĞRENME FIRSATLARI OLUŞTURULMASI

Ali ANAÇ

Master’s Thesis

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **ALİ ANAÇ** and entitled “From Arguables to Learnables: Resolving Disagreements and Creating Learning Opportunities in L2 Methodology Classroom Interaction in a Teacher Education Context” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair	Assoc. Prof. Dr. Ufuk BALAMAN	Signature
Member (Supervisor)	Assist. Prof. Dr. Nilüfer CAN DAŞKIN	Signature
Member	Assoc. Prof. Dr. HALE IŞIK-GÜLER	Signature

This is to certify that this thesis has been approved by the aforementioned examining committee members on 13/06/2023 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Education** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Pre-service teachers (PSTs) engage in various intellectual and social practices such as learning to teach, negotiating beliefs and developing identities, studying a subject matter, and becoming a part of the community of teachers. Within this process, PSTs interaction with their peers and teacher trainers in teacher education classes may play a role in negotiating and shaping their pedagogical and their professional beliefs around arguable matters. However, there are only a handful of studies that investigate L2 teacher education classroom interaction in general and language teaching methodology classes in particular, which aim at building PSTs' pedagogical knowledge. Considering the body of literature suggesting the importance of classroom interaction for learning and teaching, this study aims to explore the interactional resources an L2 teacher educator uses during arguable episodes in a "Teaching English Language Skills" course. Using multimodal conversation analysis for the examinations of 19.5 hours of video recordings, the study details four main interactional resources used by the teacher educator during arguable sequences: reformulations, agreement-prefaced disagreements, understanding checks, and invoking sources of expert knowledge. The findings show how these resources create an opportunity for teacher learning by promoting learnables. The study has implications for pre-service language teacher education and L2 classroom interaction.

Keywords: classroom interaction, conversation analysis, L2 methodology courses, arguables, learnables

Öz

Hizmet öncesi öğretmenler (HÖÖler) eğitimleri boyunca öğretmeyi öğrenme, mesleki inançlarını tartışma ve kimlik geliştirme, bir konu üzerinde becerilerini geliştirme ve öğretmenler topluluğunun bir parçası olma gibi birçok düşünsel ve sosyal eylemlerde bulunurlar. İlgili alanyazın göstermektedir ki, bu süreç içerisinde, öğretmen eğitimi dersleri, öğretim pedagojisi ve mesleki inançlarının bir araya getirildiği bağlamlar olduğu için HÖÖ'lerin akranlarıyla ve öğretmen eğiticileriyle deneyimledikleri sınıf içi tartışmalar onların öğretim edimlerini tartışmalarına ve şekillendirmelerine ortam sağlayabilir. Buna rağmen, Hizmet öncesi öğretmen eğitiminde yabancı dil olarak İngilizcenin kullanıldığı (L2) ortamlarda genel olarak sınıf için etkileşim ve özel olarak HÖÖ'lerin pedagojik bilgi ve düzeylerini arttırmayı hedefleyen dil becerileri öğretimi derslerini inceleyen çalışmaların sayısı oldukça azdır. Sınıf içi etkileşimin öğrenme ve öğretme için önemini vurgulayan alanyazın da göz önünde bulundurularak, bu araştırma eksiğinden hareketle bu çalışmanın amacı "İngilizce Dil Becerilerinin Öğretimi" dersini yürüten bir öğretmen eğiticisinin sınıf içi tartışmalarda kullandığı etkileşimsel kaynakları incelemektir. Çalışma, Çokkipli Konuşma Çözümlemesi yöntembilimiyle 19,5 saatlik ders kayıtları üzerinde öğretmen eğiticisinin tartışılabilir madde dizilerinde kullandığı farklı açıklama, katılma önsözleri kullanma, anlama yoklamaları ve uzman bilgi kaynaklarına başvurma gibi dört ana etkileşimsel kaynağı betimlemektedir. Bulgular göstermektedir ki bu etkileşimsel kaynakların kullanılması ders içi öğrenilebilir maddeleri vurgulayarak öğretmen öğrenmesi için fırsat oluşturmaktadır. Bu bulgular ışığında, bu tez çalışması hizmet öncesi dil öğretmeni eğitimi ve yabancı dilde sınıf içi etkileşimi üzerine öneriler sunmaktadır.

Anahtar sözcükler: sınıf içi etkileşim, konuşma çözümlemesi, yabancı dilde yöntembilim dersleri, tartışılabilirler, öğrenilebilirler

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My deepest thanks go to my mother, Anakız, who had sometimes to dream on my behalf, even when I was on the verge of quitting. I hope this thesis honors my beloved confidant.

To my mother...

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Symbols and Abbreviations

L1: Mother tongue/First language

L2: Second/Foreign language

ELT: English Language Teaching

PST: Pre-service Teacher

CA: Conversation Analysis

UNC: Understanding Checks

EPA: Explicit Positive Assessment

Chapter 1

Introduction

Pre-service teacher education is a site for trainees to engage in various practices such as learning to teach, negotiating beliefs and identities, studying a subject matter, and finally putting their training into real-life use. During this process, PSTs' interaction with their peers, teacher trainers, students, or other stakeholders in education might play a role in shaping their teaching beliefs and practices. Classroom interaction, therefore, is an essential environment for this kind of professional socialization to happen. As an inevitable component of classrooms, disagreements create opportunity for the teacher trainees and the teacher trainer to expand and elaborate their argumentative positions. As such, they get the opportunity to hear what others have to say about a certain topic. The interactional by-product of this phenomenon is usually a classroom discussion involving many participants. In that light, this study uses classroom interaction data from a language teaching methodology course and analyzes how 'arguable' utterances emerge, develop, and give way to arguables over the course of a semester in a public university. Below, I describe the problem statement and the objective of the study along with the factors that are relevant to the research scope.

Statement of the Problem

Since classroom interaction has been proven to be essential in many aspects of the teaching-learning process (see Literature Review), pre-service teacher education contexts should benefit from this line of research. This is even more necessary when the interaction in teacher education contexts have the potential to open space for negotiation of meaning and creating learning opportunities for pre-service language teachers. The outcomes of social-interactional studies then can be tied to changes in course and task design and teacher trainers' interactional practices.

As discussed in the Methodology section, studies using the conversation analytic framework to make sense of data usually determine their focus a posteriori, as did this thesis

study. An initial look into the dataset revealed an overarching phenomenon of student- or teacher educator-initiated arguable talk. As an almost every lesson practice, however, talk involving arguables in language teacher education has not been studied in language teaching methodology courses. It should be noted that these courses have been studied a great deal by other lines of inquiry, but there are not many interaction-based studies examining this particular setting. Another scientific necessity lies in the fact that interaction in language teacher education classrooms has not been studied as much as it has in language learning classrooms. In other words, 'methodology of methodology' needs to be scrutinized in every direction plus interaction so that it could reveal more problems and 'good practices' for implications. This is especially urgent when the concept of 'teacher learning' is considered. Studying accumulation of knowledge for teaching practice, teacher learning relates to a procedure of increasing exposure to teaching practice to help prospective teachers become better practitioners and more knowledgeable about teaching (Adler, 2000).

According to Hammerness et al. (2005), in order to develop teaching competence, PSTs need to have a well-articulated theoretical knowledge, comprehend notions and facts in certain conceptual frameworks and then efficiently organize and retrieve knowledge for action. Prospective teachers' accumulation of knowledge and teaching expertise is a product of their participation in classroom social practices (Johnson, 2009). In a similar vein, Walsh states, "learning and professional growth occur most effectively through interactions with colleagues or 'expert knowers'" (2013, p. 135). Actively and collectively, they attest their knowledge and comprehension of concepts of practice by forming mental connections, building schemata as well as concepts with the help of collective meaning making (Walsh, 2013). Teacher education literature suggests that this notion of 'knowledge-through-participation' may be failing to capture pre-service teachers' experiences before and after their training. Hammerness et al. muse, "…prospective teachers come to the classroom with preconceptions about how the world, and teaching, works. These preconceptions, developed in their 'apprenticeship of observation', condition what they learn" (Hammerness

et al., 2005, p. 366, et passim). These researchers also assert that when this apprenticeship process – starting well before their formal teacher education – is not engaged well enough, teacher candidates may resort to memorizing concepts and theory to pass tests during pre-service education, and switch back to their preconceived teacher images after their training. This is well-documented in teacher socialization literature (Zeichner & Gore, 1990).

Nevertheless, teaching theory and practice knowledge base can be subject to a remarkable change by the undergraduate courses they take (Graves, 2009). As stated hitherto, classroom interaction in language teacher education methodology courses offer a substantial scene for arguables to emerge. Therefore, this context, understudied using interaction-based methodologies, may offer insights as an important site for PSTs knowledge creation and learning processes.

One essential classroom interaction element for the teacher education context is an *arguable* – a term coined by Maynard (1985). Referring to a Turn 1 receiving disagreement by a Turn 2 *and* defense or counter-claim to the Turn 2 by a third turn (by any speaker), this specific disagreement format opens space for multiple participants in the classroom to participate in a meaning-making process. An arguable is realized only after a third turn in its defense or in contradiction to the second turn (further elaboration of the concept is found in the next chapter). Considering the nature of such interaction, the involvement of multiple PSTs holding different argumentative stances as well as the teacher educator could yield how arguables are treated and shape the trajectory of interaction. Specifically, analysis of the teacher educator's participation frames in arguable sequences – and sequences following arguable sequences – could provide insights into management of arguables and how PSTs' contributions are oriented to by the teacher educator, creating spaces for learning opportunities. To my knowledge, there are currently no studies looking at arguables in L2 teacher education classes.

Aim and Significance of the Study

This study uncovers the management of arguables in a tertiary language teaching methodology course; more specifically, it presents the interactional resources of reformulations, agreement prefaces, understanding checks and invoking disciplinary sources which the teacher educator uses to bring arguables into resolution. By doing so, this study attempts to deepen the social-interactional construction of knowledge base in L2 language teacher education and language teaching methodology courses.

This study is significant in terms of its scope situated within L2 teacher education and disagreements in classroom interaction literature. Understudied, this particular context may offer a spring of episodes where disagreements lead to larger sequences of arguables. In these sequences, multiple participants may be involved, and this kind of an interaction could create learning opportunities for PSTs. Their active participation in an ongoing arguable talk may also show their understanding of a topic or a concept. The significance of the study is also rooted in the PSTs' and the teacher educator's explicit orientations to argumentative discourse in the classroom. The following samples are from the dataset.

Extract 1. Opinions differ. from TLS_Week2_L2_C3 [17:08-17:24] (simplified)

((after a 13-minute-long dispute))
1 NAD: so yes **opinions differ as in here** ferhat, baran (0.3) işte: ↑helin
well:
2 (.)
3 burada bile kendi içimizde uh:m we have some uh: disputes right? so
even here among us
4 yes SOme sa:y instruction giving warrants (0.2) use of l one (.) **bu:**
these
5 **ferhat tarafında olanlar** (.) some sa:y some of the mother tongue
are the ones on ferhat's side
6 might be: necessary **this is baran** ((continues))

Extract 2. Need to agree. from TLS_Week3_L2_C3 [24:39-24:44] (simplified)

1 NAD: so yes iss authentic language always the best (.) model?
2 SS: no
3 NAD: no (0.7) (and so) **this is something we need to agree on**

Extract 3. Just the opposite. from TLS_Week2_L2_C2 [02:08-06:48] (simplified)

1 FER: er: er i'm -i am very glad because↑ (0.2) i have very strong
2 opinions (.) about that i think we should give instructions in the
3 mother tongue
((lines omitted))
4 TÜL: **i'm totally the opposite**
((lines omitted))
5 BAY: **i think i a:m (0.5) >in the middle<**
((continues))

Extract 4. Just kidding. from TLS_Week4_L2_C2 [49:39-49:48] (simplified)

1 NAD: what was it that your friends disagreed with you mekin↓
2 MEK: I couldn't get it °could you please repeat°
3 NAD: you know you said that your friends do not listen to you: they-they
4 [disagreed (( ))
5 MEK: [I was just kidding they were listening I ho:pe↑
6 CER: ↑ye:s ((smiles))
7 NAD: okay no problem.
8 SS: no ((with quiet laughter))
9 MEK: <no no no problem
10 NAD: okay↑ **I was wondering you know the kind of disagreement you ha:d**

Such specific orientations reflect the classroom's argumentative discourse and the participants' treatment of it. It is safe to say that some contexts are more disagreement-rich than others (Angouri & Locher, 2012), and as the extracts might implicate, this particular setting involves many arguable episodes between the teacher trainer and students or students and students. The claim that this context is "disagreement-rich" is grounded in the participants' explicit and implicit orientations to it. Such a claim corresponds with the emergence of arguable sequences in the dataset. To illustrate the point, I present below a

short expository analysis of an arguable sequence from the data. Prior to Extract 5 (this extract will later appear as Extract 12), NAD, the teacher educator, covers authenticity criteria for selecting language teaching materials. She details how artificially created dialogues for pedagogical purposes come short in representing real talk, therefore they are not considered authentic. FER raises hand and is selected.

Extract 5. The Arguable Format. from TLS_Week2_L2_C2 [26:24-26:40] (simplified)

```
1 FER: er for example when we are talking to a ↑child we also don't (.) use
2      authentic (.) language because we are using it in sometimes
3     for educational purposes (0.4).hhh and maybe we can do the same
4 NAD: $okay$ (.) [it's still authentic
5 FER:             [$hhh$
6      (0.7)
7 HAN  ((nods))
8 FER: but wh- it's for educational purposes
     ((continues))
```

In his turn in lines 1-3 (Turn 1[1]), FER claims that talking to a child does not always make up authentic language because it is sometimes used for educational purposes. NAD displays disagreement in line 4 (Turn 2) with an opposition to FER's turn by saying "$okay$ it's still authentic". Then, in line 8 (Turn 3), FER partially repeats his "for educational purposes" with a but-preface, forming a defense of Turn 1. Without the following two turns, FER's claim in Turn 1 would not count as an arguable, so the participants orientation to it helps define it as the arguable. In my dataset, these sequences always lead to larger sequences where multiple participants are involved in the arguable talk and the teacher educator observably promotes, modifies, and expands her pedagogical agenda.

Especially, the teacher educator's turns in arguable sequences by which she responds to oppositions or intervenes in ongoing arguable talk steer the analytic focus towards the creation of learning opportunities in the classroom. Learning itself has been conceptualized variously (Walsh & Jenks, 2010). From a CA perspective, learning is

[1] This classification of turns is not serial (Schegloff, 2007) but is used for demonstrative purposes. The three-turn format of arguables too can be pre-, post- and insert-expanded.

grounded in the "moment-by-moment deployment of socioculturally elaborated, locally accomplished and – most typically – interactionally organised courses of practical activities, such as telling a story, *discussing an event, negotiating a mutual understanding*" (Doehler, 2010, p. 107, emphasis added). Such a perspective is also calibrated towards interactions in the classroom, and, as Seedhouse and Walsh (2010) state, conceptualization of learning requires the consideration of learning processes' embodiment in the classroom. For learning to take place, however, learning opportunities should not be "missed" (Walsh, 2002, p. 5) by the teacher – teacher educator, in this case. Walsh (2002) asserts that learning opportunities are facilitated when pedagogical purpose and the talk correspond. Several studies show that these opportunities can be minimized, maximized or diminished by the teacher (Sert, 2015), and this has direct links to the aims of the current study. This study analyzes learning opportunities under the concept of *learnables* oriented to by the participants. More clearly, as the title suggests, the collections in this study feature a movement *from arguables to learnables*. The term 'learnable' refers to any element in interaction established by the participants as a common pedagogical focus (Majlesi & Broth, 2012). However, I do not focus on learning nor claim it, yet the data features micro-moments of learning opportunities created by the participants' mutual orientation to arguables and learnables.

To sum, this study focuses on arguable sequences to examine the disagreement-resolving interactional toolbox of a teacher educator teaching an L2 methodology course and uncovers the role of classroom interaction in creating L2 teacher learning opportunities during arguable sequences.

Research Questions

In so doing, the study aims to answer certain questions. Using a data-driven methodology, this study was not ad hoc conducted for its innate "richness" of disagreements; CA research has an agnostic view towards data, so it refuses to present datum as if it were non-evidently connected to some exogenous phenomenon (Hutchby &

Wooffitt, 2008). This aside, the research question and sub questions were devised after many rounds of unmotivated looking sessions on the dataset. The questions are:

1. How does the teacher educator interactionally manage pre-service teacher disagreements in a teacher education classroom?

2. What are the interactional resources the teacher educator uses in episodes of arguables to resolve disagreements?

Assumptions

This study has two assumptions. First, it moves from the point that the captured footage is of natural interaction in a classroom. Camera presence is supposed to have little or no effect on how participants behave. Second, this study acknowledges the fact that most qualitative studies do not aim to generalize their findings since it is impossible to "freeze" a context and conduct other studies in it (Bryman, 2016, p. 390). Because scrutinizing quality requires context-specificity, the findings of this study will not have noticeable correlation with other teacher education settings. The study looks at one setting with a handful of participants.

Limitations

First, the data represents 11 weeks of footage recorded in a single methodology course. Therefore, it is not possible to claim that the findings of the study will have generalizable implications in language teacher education context – or even beyond this particular classroom's context. Second, the analysis acts on a limited number of arguable sequences. Capturing the follow-up course, "Teaching English Language Skills 2" involving

the same participants would also allow for longitudinal insights in the development and management of arguables in this particular language teaching methodology classroom.

Definitions

Conversation Analysis is a "theoretical and empirical endeavor concerned with the social scientific understanding and analysis of interaction" (Maynard, 2013, p. 11) and "the study of recorded, naturally occurring talk-in-interaction" (Hutchby & Wooffitt, 2008, p. 12).

Multimodality refers to the "various resources mobilized by participants for organizing their action – such as gesture, gaze, facial expressions, body postures, body movements, and also prosody, lexis and grammar" (Mondada, 2016, p. 338).

Emic Perspective "requires that only participants' orientations to each other's utterances should be used to make claims on social phenomena, rather than their given identities (e.g., teacher, French, Muslim etc.), the researcher's assumptions, or a priori etic (i.e., exogenous, external) theories" (Sert, 2015, p. 10).

An *arguable* is a three-turn disagreement format whose base is a first turn that is contradicted by another speaker in Turn 2, which also receives disagreement in defense of Turn 1 or in contradiction with Turn 2 (Maynard, 1985).

Learning, from a conversation-analytic perspective, is the "moment-by-moment deployment of socioculturally elaborated, locally accomplished and – most typically – interactionally organised courses of practical activities, such as telling a story, discussing an event, negotiating a mutual understanding" (Doehler, 2010, p. 107)

Chapter 2

Literature Review

Regarding the theoretical basis of this study, I will review four lines of inquiry to a necessary detail. First, I will look at pre-service teacher/language teacher education to set up the *mise en scene*. Focusing on a specific part of this kind of education, which is classroom interaction, I will point out the peculiarities of such contexts and their social organization while at the same time referring to seminal work and sample similar studies. Next is what type of a "classroom" this study investigates, namely, methodology courses for PSTs. All these contextual and social factors taken into account, I will focus on the emerging phenomenon of management of arguables in the classroom and review and synthesize the published work so far on the topic.

Pre-service (Language) Teacher Education

Pre-service teacher education is an intricate process where teacher candidates are trained for the art of teaching through schooling and social interaction. In this study, pre-service language teacher education covers aspects of teaching a language from a wide scale of interdisciplinary language learning and teaching theories to how-tos of teaching as a practice (e.g., teaching English vocabulary to EFL young learners).

Teacher learning, a term useful to define this process, refers to the learning and acquisition of the necessary skills and sets of knowledge for being a teacher. As Kelly (2006) outlines, this procedure involves a teacher's (a pre-service teacher's, in this study's case) engagement with knowing-in-practice to processes to maximize their participation in classroom activities. What this implies, Kelly continues, teacher education entails "the development of situated teacher identities" (p. 515). Expanding this initial definition, Singh and Richards (2006) state that teachers not only move towards practice-oriented expertise but also discover the meaning of being a language teacher, and that identity has a more pronounced role, compared to other occupations, in teaching. In continuous and evolving

cycles of knowing-in-practice, in other words, testing their social and professional milieu, teachers are entitled to constant attainment of socially legitimated identities (Coldron & Smith, 1999). In this sense, Lamote and Engels' (2010) study demonstrate how a group of PSTs develop a student-centered view of teaching through real-life classroom experience, merging their ideals into classroom realities, in so doing, putting less emphasis on the subject matter, maintaining order in the classroom, and so on. The study also shows PSTs' evolving identities as well as their prospective professional intents.

PSTs encounter many agents of change during their training who may have an impact on their teaching practices. These are teacher trainers (Copland, 2011; Golombek & Johnson, 2017; van Kruiningen, 2013), mentor teachers (Orland-Barak, 2014), teacher coaching professionals (Wetzel et al., 2019), peers (Yazan, 2017), extra-curricular activities (e.g., attending to a conference), or even the Second Language Acquisition (SLA) course (Busch, 2010). A cumulation of studies, therefore, suggest that (language) teacher education does not simply happen out of coursework or lecturing, but is a social process contributed to by several participants and factors. Furthermore, researchers demonstrated that the process of becoming a teacher is also prone to be affected by pre-existing beliefs and resistance. Lo (2005) for example, found that PSTs may resist course content due to a mismatch in professional beliefs between the PST and the lecturer. Similarly, Peacock (2001) demonstrated that pre-training beliefs of PSTs may play an inhibitory role to their professional growth.

Research into PSTE contexts investigates many aspects of the training process. These are mainly identity construction (as cited earlier), reflection and reflective practice (Ekin & Balaman, 2023; Farrell & Macapinlac, 2021; Liu, 2015; Waring, 2017), integration of technology (Dooly & Sadler, 2013; Kessler, 2018), use of blogs (Du & Wagner, 2007; Tondeur et al., 2012), , practicum experience (Clarke, 1995; Kabilan, 2013), post-observation feedback sessions (Engin, 2015; Kim & Silver, 2016; Topal & Aptoula, 2022), mentoring (Ambrosetti et al., 2014; Cavanagh & King, 2020; Dorner & Kumar, 2016),

teacher cognition (Macalister, 2012), narratives (Barkhuizen, 2016; Golombek & Johnson, 2017), and pedagogical task design (Ekin et al., 2021).

One specific line of inquiry deals extensively with how lecturer-student and student-student interaction unfolds in classroom settings. In the next section, I turn to classroom interaction in general and then to its peculiarities in teacher education settings.

Classroom Interaction

As complex social structures, classrooms are places of interaction between students and teachers. Making generalizations for such contexts is not applicable because every context has its own features; interaction organization in that setting and with those participants is context-sensitive (Seedhouse, 2004). The interactive nature of classrooms, therefore, is what pushes social-interactional research to examine its peculiarities. Classroom interaction has been studied by different schools such as second/foreign language socialization learner identity and discourse analysis studies, but these studies undertake exogenous theories and so an etic perspective to analyze interaction (see the Methodology section).

Moving from this point, recent classroom interaction studies have focused on the analysis of classroom talk at a finer level of detail from a micro-analytic perspective. Following Firth and Wagner's seminal commentary on mainstream Second Language Acquisition (SLA) literature (Firth & Wagner, 1997), more and more researchers and journals have been interested in alternative approaches (Atkinson, 2011) for classroom research. To illustrate, the common practice of teacher initiation–student response–teacher feedback (IRF) sequence (Sinclair & Coulthard, 1975) has been revisited by Waring (2009) whose study depicted the methods of a student who manages to establish a novel participation structure after a series of continuous IRFs. Such studies and similar ones (Delli & Dumanig, 2022; Duran et al., 2022; Duran & Sert, 2019; Kääntä, 2014; Sert & Amri, 2021; Sert & Jacknick, 2015) are useful to demonstrate the delicacy of talk, context-sensitivity of interaction, and how intersubjectivity is maintained by the participants (i.e., teachers and

students). The notion of a collective achievement of creating a learning environment through interaction is conceptualized as Classroom Interactional Competence (CIC) (Walsh, 2011, 2012, 2013). Walsh (2011) defines CIC as embedded in "the ways in which interactants create space for learning, make appropriate responses 'in the moment', seek and offer clarification, demonstrate understandings, afford opportunities for participation, negotiate meanings" (p. 177) and "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (p.158). Focusing on the core features of classroom interaction, CIC is a term that encompasses features such as interactional awareness, shaping learner contributions, eliciting, speech habits of a teacher (instructional idiolect), and maximizing interactional space. An example study for the concept of CIC is Park (2017) which demonstrates how adult English grammar students enact their CIC as they co-construct meaning and collectively establish intersubjectivity by enacting multimodal repertoires. However, CIC is not specific to envisioning students' classroom interaction behavior; because interaction is bi- or often times multi-directional, teachers also develop CIC (Walsh, 2012) or fail to address pedagogical troubles due to their lack of CIC (Yaqubi & Rokni, 2012). Contrary to Coyle et al. (2010) who depicted how a primary school teacher fails to engage students in dialogic interaction while using an interactive white board (IWB), Can Daşkın (2015) depicted how a preparatory school instructor successfully shapes learner contributions by translating students' contributions into their mother tongue and using the board.

Another line of classroom interaction research deals with what Heritage calls the epistemic engine (2012b). He argues, "the (relative) epistemic statuses of the speaker and hearer are a fundamental and unavoidable element in the construction of social action" (Heritage, 2012a, p. 1; but see Raymond, 2018). Departing from the idea that a classroom is made up of a teacher and students and their 'predetermined roles' manifest themselves in the form of several social actions, epistemic research focus on the balances or imbalances in knowledge and how participants orient to them. For example, Kääntä (2014)

demonstrates how in a teacher-led instructional interaction, students may negotiate their epistemic positions relative to the hierarchical social order of their peers and the teacher. Skarbø Solem's (2016) study takes this argument a step further by illustrating how knowledge claims result in negotiations of one's relevant epistemic rights and how students support their claims by providing evidence from their interactional history. To preserve the progressivity of talk and to manage epistemic status issues, students may use smile as an interactional tool (Sert & Jacknick, 2015). Lastly, Sert (2013) introduces the term epistemic status check (ESC) while showing how teachers orient to students' embodied actions such as gaze directions and gestures as insufficient knowledge displays and initiate ESCs and reallocate the turn to move the classroom activity forward.

CA studies in the context of pre-service teacher education analyze PSTs' resistance to teacher trainer advice in feedback sessions (Badem-Korkmaz et al., 2022; Vehviläinen, 2009), advise giving in post observation conferences (Waring, 2017), academic writing (Gilles & Buck, 2020), mentoring sessions (Van der Westhuizen et al., 2020), lecturer-student interaction (Delli & Dumanig, 2022), and discussion sessions (Dooly & Tudini, 2022). However, there is a dearth of studies investigating L2 teacher education contexts. The rest of this paragraph reviews the existing studies in these settings. Duran and Sert (2021) investigated two Guidance courses offered in the Department of Educational Sciences at an EMI and demonstrated how students' specific ways of question formulation reflects the focus of the classroom's content-oriented discourse such as the professionality required in guiding, practical concerns, handling specific situations. The study thus shows how a teacher educator fosters professional mindset in the students. In the same context, Duran and Sert (2019) examine preference organization and depicted the ways of the participants in how they co-construct dispreferred turns of actions and concludes that using a micro-analytic framework has proven to be useful in providing fruitful insights in this setting. Duran et al. (2022), also in this setting, looked at how students and the teacher do constructing language policy of English as a Medium of Instruction (EMI) employing various

interactional practices. In a teacher education context, Yöney (2021) investigates an English Language Testing and Evaluation course and finds how Assuming Learner Behavior (ALB) manifests itself in interaction in this setting, demonstrating that ALBs take mainly four uses: initiating and responding to problems, opposing and recapping feedback. Using the same dataset, Düzün (2022) demonstrates an interactional resource, orientation to teacher identity, used by the teacher educator to problematize test items or extend on questions. The study depicts the ways by which the teacher educator nominates PSTs as actual language teachers and loads deontic responsibilities to them regarding teaching and testing.

As the body of literature on classroom interaction grows, related teacher education frameworks have been developed. To start with, SETT (Self Evaluation of Teacher Talk) serves to improve teacher education by bringing in the features of teachers' reflection to their own classroom interactional practices (Walsh, 2011). Using Walsh's term, it promotes language awareness (2003) for teachers and helps them identify in what ways classroom talk aids or obstructs the effectiveness of their teaching practices. Another framework is IMDAT (Sert, 2015) which constitutes several steps of reflection and feedback between trainers, teachers and their peers. Expanding on CIC and SETT, IMDAT promotes the inclusion of longitudinal, multimodal, multilingual, epistemic, and participatory aspects of classroom interaction (Sert, 2015,). A more recent framework, SWEAR (Waring, 2021), focuses on heteroglossia as a tool to help teachers solve challenging issues of classrooms. SWEAR also has steps to follow such as situating and working with a problem, discussing, and articulating strategies, and repeating. Frameworks like these are useful for encouraging the use of real-life instances of classroom interaction to solve specific problems and potentially inform future practice.

Following these studies, the current thesis looks at a Teaching English Language Skills course and investigates how the teacher educator uses different interactional resources to resolve disagreements in the classroom. By doing so, I intend to contribute to the literature

in L2 teacher education settings. In what follows, I detail an essential part of L2 teacher education, language teacher education methodology courses.

Language Teaching Methodology Courses in Pre-Service Teacher Education

Methodology courses in language teacher training programs mainly focus on equipping PSTs with the necessary techniques to teach language skills (i.e., reading, listening, writing, speaking) and language components (i.e., grammar, vocabulary, pronunciation) (Rivers, 1981). Whether through explicit instruction or micro-teaching sessions, these courses are intended to offer PSTs many opportunities to experience innovative ways of teaching a language. It is because of this that methodology courses serve as a means of receiving feedback, testing and challenging pre-training beliefs and experiences, negotiating practices, and putting theory into practice. On their way towards "becoming a teacher" (Combs, 1989, p. 131), PSTs form a remarkable portion of their teaching pedagogy knowledge in methodology courses.

A short disclaimer is in order here. In this thesis, I use the term methodology course to refer to courses whose primary aim is to instruct PSTs on teaching language skills (Rivers, 1981). Referring not to the Approaches and Methods courses in which language teaching approaches (e.g., the Natural Approach) or methods (e.g., the Direct Method), I would also like to point out a term used in synonymity with methodology which is pedagogy courses where the contents of the course are tilted more towards the skills and techniques needed for teaching language skills, choosing and sequencing language learning activities (Nunan, 1991) and so forth.

Studies using the language teaching methodology course context as their basis are few. Mainly, these studies investigate: reflection using experimental design (Cephe, 2009), learning journals (Çelik, 2012); L2 methodology course design (Pang, 2019); PST motivation and well-being (Nakata, 2022); the use of information technologies (Rakhno & Shramko, 2021); self-efficacy and academic achievement (Shawer, 2013); integration of research practices (Crookes & Chandler, 2001); micro-teaching (Yan & He, 2017); co-

teaching (Zadorozhna et al., 2020); PST learning (Gordani & Khajavi, 2020). These studies investigate language teaching methodology courses from different perspectives. Çelik (2012) adopts action research and finds that most PSTs accept learning journals as an effective learning strategy, though after an initial resistance. Similarly, Zadorozhna et al. (2020) demonstrates how co-teaching for PSTs can be a mediator for the development of not only better collaborative practices but also of reflective skills. Yan and He (2017), in a similar vein, examines the effects of paired micro-teaching EFL PSTs' professional learning. The study finds that an eight-week-long experience can highly boost teaching experience despite its artificial and limited nature. Additionally, Shawer (2013) finds no correlation between teacher candidates' self-efficacy levels and pedagogical-content knowledge. Other studies investigate course design in language teaching methodology courses. Nakata's (2022) mixed method account examines how online course intervention affects PSTs' motivation and well-being. Likewise, Rakhno and Shramko (2021) put forward a quantitative account of how desired online platforms and resources are for PSTs. Also similar is Crookes and Chandler (2001) which describes a project integrating an action research perspective to a language teaching methodology course. Lastly, Gordani and Khajavi (2020) consider the effects of using PowerPoint slides in a methodology course on PSTs' content knowledge attainment and retention. This experimental study finds that carefully designed slideshows which cover key terms, main ideas and issues with the topic are efficient in promoting comprehension in language teaching methodology courses. The studies mentioned here differ from the current study in that they investigate this setting using data from several sources such as surveys, reflections, observation notes, ethnograpgic accounts and interviews.

Interaction-based research in L2 teacher education classes context is scarce. One study investigates the Instructional Technology and Materials Development course[2] (Badem-Korkmaz et al., 2022). In this study, the researchers look at PSTs' feedback

[2] This course is also another methodology course in that deals with choosing and sequencing learning activities, as Nunan (1991) suggests.

resistance practices with respect to delays, alignment, mitigation against teacher trainer advice on their technological and pedagogical task design. The study argues that such resistance practices are sites of several learning opportunities for PSTs and help to reveal PSTs' knowledge displays in terms of task design for online foreign language teaching contexts. Considering that such studies in language teaching methodology contexts are scarce and that this specific study uses video-mediated interactions as the data basis, as opposed to face-to-face classroom interaction, it is relevant to claim that, to my knowledge, there are no conversation analytic studies examining the Teaching Language Skills context in language teacher education programs.

Disagreements and Arguables in the Classroom

Disagreeing is most of the time a face-threatening act (Brown & Levinson, 1999). In other words, it is not always the desired aspect of interaction in any exchange. Usually, a disagreement between two or more participants can be characterized by a second speaker's (B's) response to a first (A). B could reject the A's proposition in various degrees, signifying the intensity of the disagreement. And in turn, B's opposition can utilize various verbal and non-verbal resources to save or threaten A's or his/her own face. While dissent may go unresolved, in most cases of classroom instruction, they are resolved. Figure 1 shows a simple format for such sequences (Hüttner, 2014, p. 207).

Figure 1

A Basic Disagreement Format (Hüttner, 2014)

A: STUDENT 1's STATEMENT OF FACT

B: STUDENT 2's DISSENT (HEDGED OR UNHEDGED CONTRADICTION)

C: RESOLUTION (STUDENT 1 ACKNOWLEDGES B AS CORRECT)

While there is a substantial body of literature on disagreements in the classroom using cognitive, linguistic, or discourse analytic frameworks (Angouri & Locher, 2012), this thesis is more closely located to conversation analytic framework; therefore, the rest of this section provides an overview of the related CA literature. Within CA, disagreements are

often treated as dispreferred actions in terms of their interactional import. They include two or more participants' oppositional transaction (Clayman, 2002) of competing positions on a given topic (Coulter, 1990). More specifically, they are stretches of locally constructed talk which are observable in their sequential organization by the participants who manage their opposition stances moment-by-moment (Sharma, 2012). Disagreeing turns are often spangled with pauses, turn-initial delays, pre-disagreement prefaces, agreement-disagreement moves, appreciations, and embodied actions (Stivers & Heritage, 2001, also see Extract 8). As repeatedly shown in the literature, however, disagreements are not always dispreferred actions. When participants disagree with a prior speaker's self-deprecation, it shows support rather than disaffiliation. In other words, self-deprecation reverses preference and seeks disagreement. Therefore, pauses, turn-initial delays, etc. are not usually disagreement components in such adjacency pairs, and the production of disagreements are more overt (Pomerantz, 1984).

In such a complex ecosystem, several different terms have been used to refer to episodes of disagreements such as 'argument talk' (Muntigl & Turnbull, 1998), 'disputes', 'conflict talk', 'oppositional exchanges' (Grimshaw, 1990), 'extended arguments' (Coulter, 1990). These terms have "fuzzy boundaries between them" (Georgakopoulou, 2001, p. 1882). In this study, I use the terms 'arguable sequences', and use 'arguable talk' in close synonymity to refer to disagreements leading to larger stretches of argumentative talk.

CA research looking into institutional talk with a focus on argumentative talk is prolific. I will review the ones that are relevant to the current study. In the context of three exam formats (teacher-student role play, teacher-led interview, and student-student dialogue) involving a teacher and advanced German-speaking learners, Hüttner (2014) shows different exam formats have an impact on student-enacted disagreement trajectories. She finds that even when there is an opposition at hand, the students aim to achieve a meaningful joint accomplishment of exam performance using linguistic alignment. Realizing epistemic primacy as a gateway to students' disagreeing with the teacher, Hüttner analyzes how this type of an interactional setting is highly context-sensitive in terms of

argumentative talk. One highly relevant of this study to the present one is that it finds certain disagreement resolution instances superficial. Sharma (2013) examines an advanced academic writing class and depicts how the teacher identity is invoked in peer group interactions. He finds that students publicly register the teacher as the knowing-recipient by either inviting him/her to the discussion and/or directing a question. The teacher, on the other hand, makes his/her teacher identity relevant by self-selection as someone with competence and necessary knowledge enabling him/her to respond sufficiently to the students. Sharma classifies the two as solicited and unsolicited teacher interventions.

In a similar vein, students' orientations to an analyzably epistemically superior participant, the teacher, is studied in a novel context, Problem-Based Learning (PBL) without a tutor present (McQuade et al., 2018). This paper examines how students design their disagreement turns so that they minimize this agreement and maintain a neutral stance by invoking sources of expert knowledge. Mostly through the agreement-prefaced disagreement format I present in the analysis also, the students orient to worksheets provided by the tutor and academically superior other groups' members to manage epistemic responsibility for their disagreement moves. Another such orientation to a knower is found in Waring (2001). Studying a graduate seminar discussion context where there is a professor, a student-presenter, and other students, Waring identifies two ways by which post-graduate students do critique and disagreement. Specifically, she details peer-referencing (e.g., "as you said") and asserting vulnerability (e.g., "I am lost") as interactional tools used to acknowledge an other's position while pre-monitoring disagreement, and to backdown from strongly defended prior positions. Waring (2001) also hypothesizes the uses of these tools as markers of the students' transition between undergraduate and doctoral expertise. When done by a teacher, this backdown can take a more implicit shape. Solem and Skovholt (2019) analyze interactions in a teacher-fronted classroom, focusing on teacher formulations. Their main finding is that, when the teacher invites students with a challenging formulation to retract from their earlier positions, and the students disagree with that, the teacher finds different angles to further challenge the students' opinions.

Formulating helps the teacher to avoid overtly disagreeing or making negative assessments against the students' opinions, therefore maintaining a seemingly neutral stance.

One unique way in which basic disagreement sequences as in Figure 1 could morph into a larger episode of disagreement talk is a series of moves that succeed an 'arguable' move (Maynard, 1985). When an FPP is opposed in the SPP, the first speaker's response could be to concede in T3. This basic structure takes on a whole different form when the T3 qualifies as a defense or a counter-opposition against T2. In this case, T1 can be considered as an arguable. Coining the term, Maynard (1985) muses, "the analytic starting point in the study of speech error cannot be a bit of speech behavior by itself; it must be that which obtains a proposed remedy". Therefore, the T1 cannot on its own meet the properties of an arguable utterance; its surroundings also contribute. "Any utterance or action may contain objectionable features and may become part of a dispute *only* if it is contradicted" (Maynard, 1985, p. 3, emphasis added). Figure 2 shows a prototypical example of an arguable sequence. Children from a first-grade reading group are coloring letters:

Figure 2

A Sample Arguable (from Maynard, 1985)

B: **This is my own crayon right here**

A: It is not

B: It is

A: It is not

B: It is too

A: It is not

B: Yes it is, yes it is, yes it is

In this case, A rejects B's claiming ownership of a nearby crayon and B reasserts ownership in the third turn. Then, in bold is an arguable matter due to two subsequent conflicting statements. This three-turn argument very commonly results in large episodes springing from an arguable. Research on arguables (or otherwise called, arguments etc.) in

institutional settings provides insights into how disagreements are resolved. What follows is a short review.

To start with, in terminating an argument, participants in Saft (2009) use prefaces like “well” to occasion rebuttals and maintain the interactional flow in a faculty meeting. In an institutional context, such moves take on a particular relevance when time constraints come into play. For example, Hauser (2009) finds that students coconstruct an intersubjective realization of a classroom task assigned to them, displaying orientation to it by locally managing turn-taking calibrated for primary speakership. As they are moments of contest, arguables usually engender multiple turns involving multiple participants. And as Saft (2009) found, closing such episodes is a challenge for parties. Sharma (2012) demonstrates specific ways by which group work members in a writing class exit arguments. Participants in this study make use of understanding claims, peer alliance, and alternative propositions before they attempt to terminate an argument sequence. Sharma also shows that navigating their way through conflicts, participants moment-by-moment establish their stance as well as oppose others’. This intricate nature of such sequences is also evidenced by Hosoda and Aline (2015) who scrutinize conflict talk emerging in an extended single episode in an L2 classroom. They found that the participants; use specific prosody and lexical devices when expressing disagreement, produce prefaces to initiate disagreement, use several lexical devices for the manipulation of their epistemic stance, manage argument turns using embodied resources and non-speech sounds for turn organization, and use formulations when pursuing response or to repeat one’s proposition.

As the above reviewed literature suggests, disagreements are interactional spaces of contest between two or more parties. Members’ methods to challenge the disagreeing other vary, but the institutionality of the context is also found to be observably relevant in construction (or the lack thereof) of resolution. These studies also reconfirm earlier CA literature in that they depict the turn design in dispreferred actions of disagreeing. Such turns are evidently delayed, mitigated, hedged, appreciative, or weakened, but rarely

explicit. This can be dependent on the disagreeing speaker's role and the agenda in that particular context.

Chapter 3

Methodology

In this study, I adopted Multimodal CA as the research method, which I used to analyze data from an L2 methodology course in a teacher education program at a public university in Türkiye. Below I explain the method itself, participants and the context followed by data collection and analysis procedures.

Multimodal Conversation Analysis

Conversation Analysis basically deals with human interaction and how participants or members make communicative choices in response to their immediate context to further the interactive interplay between them and other interlocutors. In other words, CA aims to uncover the ways by which participants co-construct social actions by talk or other systems of interaction and maintain intersubjectivity (Sacks et al., 1974). Prioritizing naturally occurring data, rather than artificial or experimental, CA considers talk-in-interaction to be an accomplishment situated within the interactive practices of participants (ten Have, 2007).

Originating from the earlier ethnomethodological work that devised methods such as ethnological inquiry for sociology (Garfinkel, 1984), CA methodology follows four main principles that determine a range of characteristics for a researcher from how interaction is viewed to the micro-analytical evidence-driven research perspective to be utilized. First, interaction is orderly at all points, or, as Sacks describes it, there is “order at all points” in interaction (1992, p. 484). Interaction is rationally and logically organized by its participants; however, this only concerns the structural organization and not that all interaction is logical and rational in meaning (Seedhouse, 2004). The second principle features the idea of context-shapedness of what members offer interactionally. This principle highlights the idea of a dynamic context for a next action whose context is “repeatedly renewed with every current action” (Heritage, 1985, p. 242). The third principle is that any detail of interaction may be subject to analytical scrutiny, so the researcher cannot dismiss them beforehand.

The methodological implications of this principle is that transcriptions should be highly detailed, covering a wide range of modes that potentially alter the course of interaction (Hoey & Kendrick, 2017; Jefferson, 2004; Mondada, 2016). The last principle has to do with how studies should rely on the data, and only the data itself. Entailing the concept of data-drivenness, the principle rejects any theoretical assumptions or pre-determined categories being included in the analysis of the data. It is also because of this principle that CA researchers cannot come up with research questions prior to data collection and analysis. Decided on after the initial analysis and noticing of phenomena, the research questions then could act as a guide to the researcher on what to keep track of in the data.

One discerning feature of CA methodology resides in how the research claims are evidenced. The researcher must depend solely on participants' co-construction of meaningful conversation with their interactional resources (Firth & Wagner, 1997, 2007). Therefore, CA studies look at phenomena through an *emic* lens, which is, in other words, a participant-relevant perspective. This is to say that no external (or exogenous) identity categories or preconceptions should be imposed on the data by; rather, such tags should be used only when participants orient to them. The opposite term for the emic view is *etic*, whereby the researcher comes to analytic conclusions based on a series of theoretical deductions. This researcher-oriented perspective is strictly rejected in CA research since the claims could not be grounded in robust evidence, the next-turn/next-action proof procedure (Hutchby & Wooffitt, 2008).

Decades of social interaction analysis has revealed patterns of observable interactional behavior that CA researchers can use to better understand and analyze any episode of interaction. I then now turn to a brief overview of these *socio-analytical tools*.

The first of these practices is *turn taking*. Discussed initially in the seminal paper of Sacks et al. (1974), the term turn taking refers to the fact that there is most commonly only one speaker speaking at a time and speakers locally manage who gets to speak as well as comply by the codes of the speech exchange system (Sacks et al., 1974) that is operating.

Considering this study's context, for example, a post-observation feedback session would be the speech exchange system in that the turn taking system is organized differently than a micro-teaching session. Under the loose constrictions of the context, speakers accomplish turn-by-turn how the right to speak is distributed or who needs to speak at any time in interaction. Any turn is made up of at least one turn constructional unit (TCU), an/a set of utterance(s) or an *action* (Schegloff, 1995) that *does* one thing such as refusing an offer, and at the end of each TCU is a transition relevance place (TRP) where the future of the current turn is decided. Therefore, these decisions are made "'again and again' at each next possible completion point" (ten Have, 2007, p.128). TRPs can have three consequences: the current speaker can select the next speaker, a speaker can select himself/herself, or the current speaker can proceed with the turn. This interesting trade is realized through the grammar, prosody, embodiment, and so forth.

Another interactional practice is called repair. Participants may engage in problems with speaking, hearing, and understanding of some preceding TCU or TCUs (trouble source) using several methods and within the boundaries of different directionalities. The ongoing turns or sequences are suspended in order to attend to the trouble (Hutchby & Wooffitt, 2008). Under the categories of "self" and "other" repair, Schegloff et al. (1977) outline four varieties: self-initiated self-repair refers to instances when the speaker both initiates and does repair for the trouble source they have uttered; self-initiated other-repair relates to the speaker who has uttered the trouble source getting the recipient to repair it; other-initiated self-repair is when the recipient gets the trouble repaired by its utterer; and other-initiated other-repair is simply the opposite of self-initiated self-repair in that it is the recipient who initiates and repairs but is not the owner of the trouble source (Hutchby & Wooffitt, 2008).

Sequence organization, another socio-analytical tool, refers to the "organization of courses of action enacted through turns-at-talk – coherent, orderly, meaningful successions or "sequences" of actions or "moves"" (Schegloff, 2007, p. 2, quotations in original).

Sequences usually consist of adjacency pairs with a First Pair Part (FPP) and a Second Pair Part (SPP) which may be surrounded by expansions such as pre, insert, or post. To exemplify superficially, a teacher's question directed to a student can be the FPP, whereas the response given would then be the SPP. However, this is not always the case when we consider the complexity of human interaction. In our case, the teacher's question may be a "follow-up" to another question, and so it can be considered to be a pre, insert, or post expansion. The adjacency pair around which this social traffic ours is marked as *base* adjacency pairs or *base sequences* (Schegloff, 2007). Pairs make up sequences, and sequences accomplish social actions.

Another one of these socio-analytical tools is preference organization. The term *preference* refers not to the concept of interest or desire for someone/something, but rather to the interactional constrictions that various contexts bring about to talk. The constriction is so that it affects "the selection and interpretation of referring expressions, the production and interpretation of both initiating and responding actions, repair, turn-taking, and the progression through a sequence of actions" (Pomerantz & Heritage, 2012, p. 210). When someone makes a request, they expect the other party to grant the requested, so the SPP would comply with the FPP, the request. In other words, the preferred next action for a request is the addressee's affiliation. The requestor may design their turn to minimize the chances of getting a rejection, and the other party can reject so that they minimize discordance (Schegloff, 2007). Dispreferred responses are usually delayed, and participants take measures such as circumventing, hedging or mitigating the rejection itself (J. Heritage, 2005; Pomerantz, 1984; Schegloff, 2007).

On a final note, Conversation Analysis has evolved into *Multimodal* Conversation Analysis with the inclusion of embodiment and other bodily conduct, or *modes*, into mainstream CA whose primary concern was "the organization of *talk*-in-interaction" (Mortensen, 2012, emphasis in original). However, I will use the terms CA and Multimodal CA interchangeably for reasons of practicality.

In a transcript, the multiple modes of interaction are marked in accordance with transcription systems. These have variants such as GAT2, but the transcripts in this study follow the Jeffersonian notation system for talk-in-interaction (Jefferson, 2004) and Mondada (2016) for embodiment and other affordances. The former suggests using double parentheses to mark any non-verbal element, and the latter uses a set of symbols and precise depiction and temporal details of actions aligning them with speech. This precision goes as far as describing the onset and the offset of an embodied action by also marking when exactly, for example, a participant began raising their hand, kept it up and lowered it precisely (Mondada, 2016). There is, however, little limitation as for how much of which convention and how much of that convention to use. As is the case with this study, it is the researcher who makes the decision to apply these to a dataset and generates creative solutions to enhance the readability of the transcript. For instance, in an extract where there are multiple embodied actions happening at around the same time, the research could choose to use double parentheses for some, and precise descriptions for others. This is mainly dependent on the research focus and readability reasons. Another point here is that the symbols themselves are not all pre-determined for embodiment. The researcher again could define which symbols to use for which action, whose action and/or which action done by whom (see Appendix A).

Participants and Context

The participants include junior students (PSTs) who take the “Teaching English Language Skills 1” course and the teacher educator offering the course at the English Language Teaching (ELT) Department of a public university in Türkiye, with English being the medium of instruction. Currently, Education faculties in Türkiye do not offer separate ELT departments for different age groups such as pre-school, high school, and so on. The ELT programme offers a variety of courses ranging from language, linguistics and literature to methodology courses (i.e. teaching language skills) to educate teachers on how to teach English in both private and public sectors (Hacettepe BİLSİS, 2022). The specific course

this study looks at, “Teaching English Language Skills 1”, has in its contents, “different stages and techniques of listening, speaking, pronunciation and vocabulary teaching; development of language awareness and teaching skills for learning groups at different ages and language abilities; lesson planning principles and techniques appropriate for different proficiency levels and ages” (Hacettepe BİLSİS, 2022). For this reason and the literature cited earlier in the thesis, I would like to categorize this course as a *methodology* course rather than a *methods* one. The course outline below shows how the contents were parsed into 14 weeks of the Fall term.

Table 1

Teaching English Language Skills 1 Course Syllabus

WEEKS	TOPICS TO BE COVERED
1	Introduction to the teaching of language skills 1
2	Planning a lesson, giving instructions, using classroom interaction
3	Listening in language learning, listening texts and listening strategies, Listening sources and listening tasks
4	Pre-listening activities, while-listening activities 1
5	While-listening activities 2, post-listening activities
6	Teaching of vocabulary 1
7	Teaching of vocabulary 2
8	Micro-teaching of listening skill and peer feedback 1
9	Micro-teaching of listening skill and peer feedback 2
10	Micro-teaching of listening skill and peer feedback 3

11	What speakers do and know, speaking in another language, L2 interactional competence
12	Awareness raising activities, appropriation activities
13	Towards autonomy, developing Fluency
14	Teaching of pronunciation

Arguably, as this course as well as some others are one of their initial chances to interact with peers and the teacher trainer about their methodological beliefs, I believe that they might play a role in shaping PSTs' views on teaching both socially and methodologically.

Data Collection

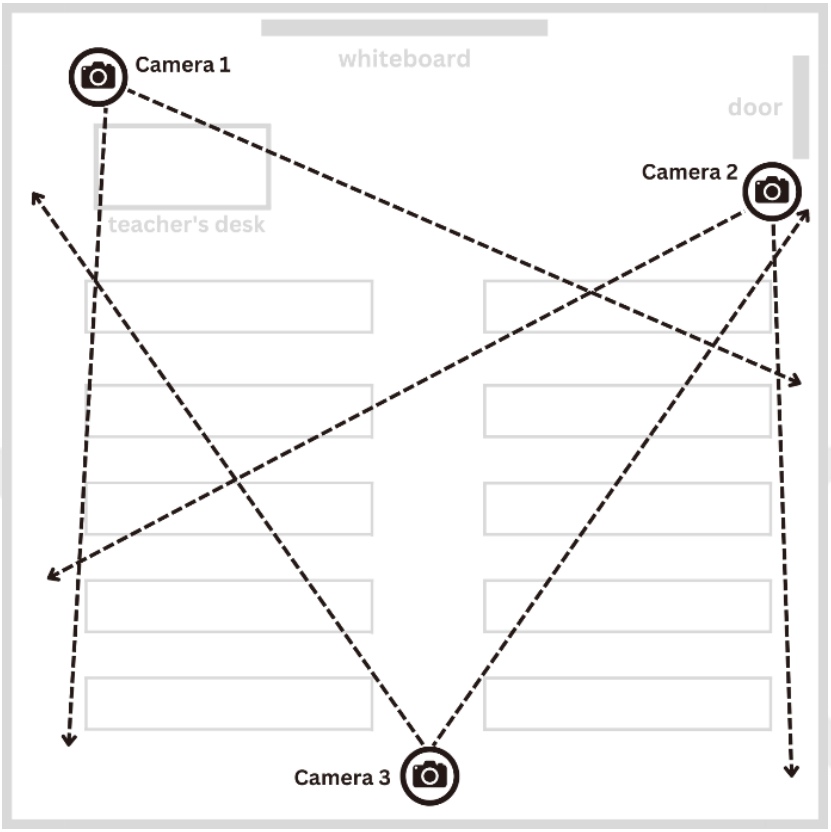
Data collection began with getting the signed consent of the participants, ensuring them of the confidentiality of data and the purpose of this research. After an oral description of the study and its extent, the participants received the consent form approved by the Ethics Committee. I then further guided the participants to read the form very carefully and ask any questions.

Video Recordings

The sole data collection instrument for this study was video cameras. I used three of them to record the classrooms from three angles: one facing the whiteboard from the back side of the room, and two others facing the students from two front corners of the classroom. This allowed me to view any recording and not have any issues identifying who spoke and how, thus allowing for a more comprehensive analysis of classroom interaction as opposed to having a single or double camera setup. I also followed recommendations from Kimura et al. (2018) and strategically employed some of them (i.e., positioning the cameras close to power outlets in the room).

Figure 3

Camera arrangement



The recordings covered 11 weeks of classroom data totaling 19.5 hours. Table 2 shows the duration by weeks.

Table 2

Video Recordings

Weeks		2	3	4	5	6	7	8	9	10	11	12	13	14
Duration *(minutes)*	-	104	116	109	90	96	116	-	118	120	89	110	103	-

Note: There was no class held on the 8th week. Weeks 1 and 14 were not recorded.

Each week, I organized incoming data using labels; for example, “TLS_Week5_L2_C3” referred to the recording from camera 3, the second lesson of the

fifth week of the Teaching Language Skills course. This way, the data became easily accessible as each week was stored in separate folders.

Storing the data was one of the main concerns and received extra attention. Data from each week was taken from the cameras' SD cards and transferred to a laptop. After the labeling process, they were then copied to two external hard drives, therefore ensuring three backups.

The recordings were set to 1080p resolution, 30 frames per second, and mp4 format as this was arguably the most efficient way of collecting data for this duration and in this setting. Going below 1080p could result in poor image quality, potentially affecting data analysis; going above this resolution and the frame rate would make data transfer and clipping much less convenient as it would dramatically increase the file size. Totaling 126GBs of video files, the processes of keeping, transcribing, and analyzing data were thus kept at a manageable limit.

Data Analysis

After data collection sessions, repeated viewing of the data without pre-determined foci (i.e., unmotivated looking) coupled with the field notes helped narrow down the research focus. Unmotivated looking is a process in which the researcher aims to discover phenomena emerging from the data rather than to impose pre-determined theoretical conceptualizations to it (Psathas, 1990). However, "a seemingly 'loose' idea like 'unmotivated looking' should not be taken to open the door to a 'sloppy' kind of analysis" (ten Have, 2007, p. 121). Therefore, adopting a systematic approach to viewing the data, two phenomena were initially discovered: reference to external sources and two-turn disagreements seemed to be a salient feature in this setting and with these participants. Later, however, as some disagreement episodes took more than 5 minutes, I decided to do a quick literature review to fine-tune unmotivated looks. In the following weeks, the notes included all the disagreement instances happening in the classroom (approximately 40

instances). Among these, some episodes seemingly more complex than two-turn claim-dissent instances between the teacher trainer and a PST were more salient, as they included more participants and a pattern. Through this process, 12 instances where a PST's initial claim could qualify as an *arguable* were subject to filtering.

To begin a finer-grained analysis, these extracts needed to be transcribed. As mentioned earlier in this chapter, transcription in CA studies should be highly detailed to allow for noticing split-second interactional elements, aiding the analyst to uncover and depict participants' orderly social actions (Hepburn & Bolden, 2012). Focusing not only on what participants say but also how they say and do social actions, CA transcripts are founded on the principle that "no order of detail in interaction can be dismissed a priori as disorderly, accidental, or irrelevant" (Heritage, 1984, p. 241), so a good transcription must be "half the battle" (N. Can Daşkın, personal communication, June 7, 2022) Therefore, using Gail Jefferson's (2004) and Lorenza Mondada's (2016) transcription conventions, I transcribed all the instances on Transana and Microsoft Word softwares, allocating pseudonyms for the teacher trainer (NAD) and the students while also determining the symbols to be used by participant and by multimodal action.

It was this level of detail that brought about an expansion of the analysis; the teacher trainer's noticeable practices of resolving arguments. In other words, the phenomenon of interest evolved from classroom argumentative talk to how the participants treat arguables and, especially, how the teacher educator does so using four different interactional resources: reformulations, agreement prefaces, understanding checks and invoking sources of expert knowledge. Analytically, I focused first on the three-turn format of arguables (see Figure 2) to gather 12 episodes of arguables, so these resources are only from arguable sequences. Table 5 demonstrates the identified phenomena and the number of instances.

Table 3

Collections

Phenomenon	Number of Instances
Reformulations	8
Agreement prefaces (and Knowledge Appreciations)	13
Understanding Checks	36
Invoking sources of expert knowledge	5

These interactional resources often appear to be used in combination with one another. Therefore, the analysis will zoom in on these in an integrated way.

Validity and Reliability

The two terms are used more often in association with quantitative research methods (Creswell & Creswell, 2018), and CA studies, as other qualitative methods usually do, embark on a different paradigm towards validity and reliability. CA studies very commonly display representative extracts from their dataset, and this allows the reader to see how the researcher was able to ground claims in participants' practice, increasing the internal validity and accountability. More, as this thesis study does not aim to make generalization over vast amounts of data and scrutinizes data from a relatively small context, external validity and generalizability are not a point of concern (Peräkylä, 2011). Nevertheless, looking at naturally occurring data from a mundane setting, typical CA research are strong in terms of ecological validity (Richards & Seedhouse, 2005).

As for reliability, the recordings need to be at least usable, but, optimally, they should allow the researcher to discern easily what happens, who speaks, who gazes at where/whom and so forth so that the analysis should not be impacted by technical details.

As I mentioned, the dataset here is very much usable and both images and audio were recorded at high resolution and from different angles (see Figure 3). I have periodically checked the quality of recordings so as to intervene if there were any nuances and thus ensuring the reliability of the data.

Another step taken to increase the reliability of the study was taking a representative extract to the data session held by the Micro-Analysis Network. The team brings together experts and graduate students to give feedback on one transcript brought by a researcher, and then to make blind analysis and share these with the group. After this session, the researcher reveals the actual research focus, and a small discussion follows. In my case, the first session helped to enhance transcription quality; the second and third allowed me to verify my early claims about the data and the phenomenon I have observed, therefore ending up with a more reliable analysis.

This chapter has described certain methodological details of the study, that is Multimodal CA, its relevance to the data analysis and collection practices together with the technical, logistic, and ethical details, the context and the analytical procedures.

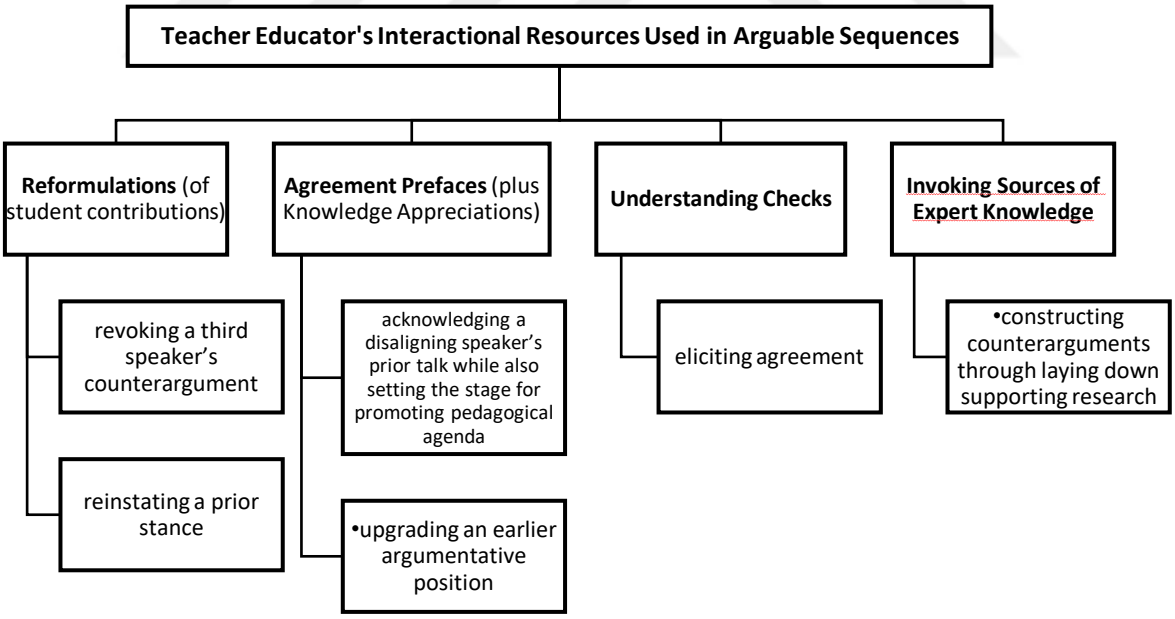
Chapter 4

Analysis

The conversation-analytic examination of the dataset revealed four main interactional resources that the teacher educator uses to elicit agreement or, in a way, resolve disagreements[3] in the classroom. These resources are frequently used in combination with one another. The reader should bear in mind that these resources used by the teacher educator do not per se resolve disagreements in the sequential unfolding of the arguable episodes, but as will be demonstrated below, they are frequently revisited through student contributions. The four main categories are: reformulations, agreement prefaces, understanding checks, and invoking sources of expert knowledge. Figure 4 outlines the main findings that will be detailed in this chapter.

Figure 4

Main Findings



[3] I refer to this as "resolving disagreements" rather than 'resolving arguables' because an arguable is a phenomenon that necessitates the presence of at least two more turns. Therefore, the term more specifically refers to a format in which a turn is followed by a disagreement with it and then this second turn is also disagreed by the producer of the first turn. The 'disagreement' resolution in my usage is intended to capture the participants' mutual termination of opposing/defending moves for the arguable.

Reformulations

Reformulations are types of talk attributing “some prior speaker words and/or ideas purported to have been authored or implied in some prior talk” (Gonzales, 1996, p. 158). They can thus serve to summarize, paraphrase and potentially project disagreement (Gonzales, 1996). In the dataset, there are two main ways whereby the teacher educator reformulates a prior talk: revoking a third speaker’s counterargument and reinstating a prior stance. The following representative extracts demonstrate these phenomena.

In and after extract 6a, multiple participants have been involved in the discussion on whether giving instructions in the mother tongue of the English learning students is a viable solution in language classes. FER has, in his words, “strong opinions” about the dedicated use of L1 in language teaching, and what follows lets the analysis frame his initial turns as the arguable of this episode. Extract 6a demonstrates the emergence of the arguable, and 6b examines the focal phenomenon afterwards. Prior to 6a, the teacher educator (NAD) asks the whole class about their opinions on giving instructions in the mother tongue of L2 learners. FER quickly raises his hand.

Extract 6a. No need to be harsh. from TLS_Week2_L2_C1 [07:55-09:42/11:48-12:04]

```
1  FER: er: er i'm -i am very glad because↑(0.2) i have very strong opinions
2       about that i think we should give instructions in the mother tongue
3  NAD: ↑hadi bakalım=
          let's see
4  FER: =a-all the time
5  NAD: [<↑huh ( )
          (let's)
6  FER: [yea
7  MER: [(( ))
8  FER: i really i really think that we er I am against (0.5) er: (1.0) L2
9       education because in the past i (0.2) attended *some courses and now it-
   nad                                               *1-->line 10
                    1:smacks the back of her right hand into her left hand
10       it-$it was *awful$ .hh ıh uh >in the past<
   nad           -->*
11 NAD: your name was?
12 FER: ferhat öztürk
13       (0.4)
14 NAD: ferhat
15 FER: yeah i'm i was [I am big a supporter of grammar-translation method=
16 NAD:                [◆ne diyosun ferhat◆     ((smiles))
```

ss ◆------2---------◆ 2:minimal choral laughter
what are you saying
17 FER: and I believe instructions and everything should be in the mothertongue.
18 (0.4)
19 NAD: ◆oooh oh↑◆
ss ◆---2----◆
20 MEL: *it depends on the student's level*
nad *gazes at MEL--------------------*
21 SS: (( ))
22 NAD: *at all levels (0.2) you are saying*
nad *------------------3-------------*
3:raises eyebrows and shakes head vertically
23 FER: yeah
24 NAD: arapçayı grammar-translationla mı öğrendin=
did you learn arabic through the grammar-translation
25 FER: =yep
26 NAD: işte *al* ((TÜL raises hand))
nad *4-* 4: throws both arms into the air
here you go
27 KEM: [canlı örneği hocam
the living example of it my teacher
28 NAD: [*çıkın (1.7)* okay (.) yes tülin
nad *-----5-----* 5:swipes right hand from right to left
get out ((plural you))
29 TÜL: i'm totally the opposite
30 *(1.7)*
nad *--6--* 6:bows head forward
31 TÜL: er: because (0.5) for example↑ okay I learnt english like this
32 *because (0.3) i went to turkish schools* [(0.6)
nad *nods----------*
33 NAD: [hm hmm
34 TÜL: bu:t er: two years ago i started learning russian [(0.5)
35 NAD: [*hmm,*
nad 7:raises eyebrows and bow head *-7--*
36 TÜL: and I was attending a course (0.5) and the teacher was russian
37 (0.4) and she was always speaking and she wasn't let us (0.2) speaking
38 turkish e-or english at all,=
39 NAD: =did that frustrate you?(0.2) but you have some background in russian
40 (0.6)
41 TÜL: i (0.5) no. i didn't-i didn't know anything
42 NAD: okay
43 TÜL: and in the first class (0.4) she s(0.2) started to teaching alphabeth
44 NAD: hm hmm
45 TÜL: in russian (0.2) I was like so confused but (0.8) it was so effective
46 (0.2) i would say
47 NAD: [işt
48 TÜL: [EVEN IF [i don't even if i have no idea,
49 NAD: [bunu diyorlar they get used to it
this they say
50 TÜL: i would like (0.6) i learnt (0.2) a lot of words just by like (.)
51 watching her actions or just (0.5) looking at what she does or (0.9)
52 what's she saying (0.4) when it's so effective->it was so effective<
53 NAD: *hadi bakalım [(( ))*

```
   nad  *---------6---------* 6:shakes head laterally while gazing at FER
          let's see
54 FER:               [uh-i ca-i ca-i can answer that er (0.3) not two-th-
55      two years ago or something many people (here) attended french and
56      german courses in our university and in the french course i remember
57     the teacher was only speaking french language
       ((lines omitted))
58 FER:first timers and those who don't study french anymore i'm just
59      asking people er do-do they really read french articles books or
60      something in The past er with grammar-translation method people
61      learnt latin and  greek and arabic and farsi people wrote
62      philosophical words in these languages
       ((episode continues))
```

Beginning the episode, FER states that he thinks instructions should be given in the mother tongue. NAD says "↑hadi bakalım=", potentially projecting disagreement, assessing prior talk, opening the stage for discussion or even rendering his proposition as one which could provoke discussion. In line 4, FER upgrades his position to giving instructions in the mother tongue "=a-all the time". Line 5 is also similar to NAD's turn in line 3 in that they still do not address FER's claim directly. This turn may also be acting as a second assessment. Moving on, in line 8, FER further upgrades his position by displaying his stance towards L2 education as a whole. He evaluates some courses he attended in the past as awful and then states that he is a big supporter of the grammar-translation method. In response, now NAD produces a more challenging/questioning utterance targeting the basis of FER's proposition (line 16) and this receives minimal laughter from the students. Then, FER recaps his earlier statement (line 17), and NAD produces a non-lexical utterance "oooh oh↑", possibly projecting disalignment with FER's stance. MEL self-selects in line 20 and disagrees with "it depends on the student's level". Just after an indistinguishable and quick multi-party exchange, NAD asks FER a clarification seeking question following MEL's opposition (line 22), which tests the validity of MEL's turn. FER confirms this and NAD asks whether FER learnt Arabic through the grammar-translation method. FER confirms this as well. After that, NAD displays a more animated uptake/assessment of FER's claims. KEM self-selects and fashions a statement that is closer in stance to NAD which deems FER as the living example of possibly the grammar-translation method paradigm (line 27). Next, NAD produces a jocular statement telling everyone to leave the classroom. This joke-

infused “get out” is also another disagreement-projecting element in the sequence where NAD’s turns usually avoid directly addressing FER’s proposition. TÜL raises hand and is selected. At this point, analytically groundable disagreement is between FER and MEL, and now TÜL brings an extreme other end stance to FER by situating her position in line 29 “i'm totally the opposite”. In her turns, TÜL talks about the Russian course she took, and that the teacher always spoke Russian, and that TÜL found this effective (lines 31-52). After TÜL comes to a possible end in her turn (line 52), NAD says “hadi bakalım [( )” with a gaze head movement and gazing at FER, directing the turn to him. Line 54 features the initiation of a counterargument against TÜL’s position. “i can answer that” in line 54 is more saturated than answering and it projects incipient disagreement with TÜL. The rest of the lines in the extract feature FER’s forming his disagreement move by challenging the whole class who took the French or German courses on whether they really read French (or, German, likewise) articles or books which was accomplished in the past (lines 60-62). The existence of TÜL’s turn in opposition of FER’s initial proposition *and* FER’s defense in third position qualifies FER’s initial turn as the arguable of this episode.

After the extract, many participants, including NAD, the teacher educator, are involved in a series of argumentative exchanges and BAR takes the turn for the first time.

Extract 6b. No need to be harsh. from TLS_Week2_L2_C1 [07:55-09:42/11:48-12:04]

```
1  BAR: insanlar niye bu kadar kasıyo %anlamıyorum% ʕ (0.4) you DON'T HAVE TO stick ʕ
     ss                                                  ʕminimal laughter--------ʕ
    fer                                  %nods-------%
        i don’t understand why people bug out so much
2       to one thing (0.2) you don'nt have to be solely l2 or solely l1 (.)
3  BAR: there is (0.2) advantages to both a:nd you can create the best of
4       both worlds by using some of it some and: using some of the other li:ke
5  NAD: >but you need to have a preference< i mean you need to prefer [one or
6        the other
7  BAR:                                                                [yeah
8        and you can you can decide it on the: (0.3) specific needs and
9        understandings of the [students↓ you can develop your own plan
10 NAD:                        [hm hmm
11      (0.5)
12 BAR: there is ↑no need to overgeneralize anything [because every classroom is
13 NAD:                                              [i agree it's-IT’S SUCH A
14      CONTEXT-BOUND practice i know
```

BAR:=different. you can never like (0.2) one hundred percent say tha:t
you should never use l1 or you can never say that you should only
use l1 be[cause (.) that doesn't apply to the real world=
NAD: [definitely
NUR:=but wouldn't that create some kind of confusion in the classroom↓
like they couldn't (0.2) er focus on thinking in one language and if
they are getting some difficulty to tell their mind, then they will
ju:st start to speak in [their l1 ((BAR raises hand))
NAD: [so that's the other challenge i mean your
attitude to: the lang-use of language will also affect the attitudes
of the students i agree okay yes baran↑
BAR:the main: advantage o:f l2 usage i:s that it provides the students
with a lot of input↑(0.5) bu:t
NAD:and students get to see th[at it is a LANGUAGE, u-
BAR: [yes they-they get to see the authentic usage
of language=
NAD:=exactly
BAR:basically
NAD:exactly
BAR:so: (1.0) when the students get completely stuck and there is no
way out, you can definitely use l1↑
NAD:((points to BAR)) okay very good=
BAR:you can you don't need to avoid it like it's some sort of virus bu:t
at the same time, you don't need to just stick to it [because= the
NAD: [yep
BAR:students need a lot of input and the hours of learning are already
[low for each language learner
NAD:[yep yep i agree
((many lines ommitted))
NAD:i-i observed that in the kind of data i worked on okay i used prep
school↓ (.) data↓ (.) and in that data the teacher was ↑commonly:
using turkish in form and accuracy context, (.) but in ↑those instances
so it's a matter of your objective (.) the teacher was talking
about the language not using the language or talking the language↑
but talking about the language so the teacher was treating (.) the
language as a subject matter (.) rather than a-as a-as a ↑medium of
instruction do you get what i mean? but in the ↑OTHER context,
where the focus was o:n meaning and FLUENCY, she was using english
the a-a-entire lesson. so it's ALL a matter o:f (.) w:hy you're
teaching the language if your-if YOUR objective is to learn
about the GRAMMAR of that language, thereis no reason why you cannot
do so in-in l1, %as the medium of instruction.%
fer %nods-------------------------%
(0.4)
okay↓ and i agree with BAR as well then there needs to be no-uh-er
you don't need to be harsh %(.) okay% so AGAIN considering the
fer %nods----%
history of language teaching in the very early years of grammar
translation.
((continues))

Beginning his turn with a disagreement move against FER's earlier stance, BAR assesses in line 1 FER's claims as "sticking" unnecessarily to a point, prompting a minimal choral laughter from the other students. He then elaborates on this notion and provides an alternative, a more advantage-based selection of which language to use. NAD disagrees with BAR in line 5, stating that one should prefer one over the other. BAR fashions an agreement token, "yeah", and further expands his prior point on the selection of classroom language. This is followed by lines 12 and 13 in which he not only characterizes "sticking unnecessarily to an idea" as overgeneralization, but also accounts for this by stating, "every classroom is different". In lines 14 and 15, NAD backdowns by aligning with BAR's just prior statement, and line 19 features her upgraded agreement with BAR's extreme case formulation (Pomerantz, 1984) which argues that it is never possible to determine beforehand which language to use in a language classroom. NUR self-selects in line 20 and asserts a potential threat or a pitfall to switching between two languages as BAR describes. NAD, in response, takes the turn in an overlap with a so-prefaced statement assessing this brought-up pitfall as another "challenge" and further specifies the heart of the problem, and also backing down from her just prior stance (lines 24-25). Again agreeing with an agreement token, the teacher educator selects BAR, who then explicates the "main advantage" of using the language that is taught in the classroom. In other words, BAR now opens up one of the advantages of using L2 (line 3) after NUR's opposition. NAD follows this with an "and" to take the turn before BAR completes his turn in line 28. After reaching agreement with NAD, BAR continues his series of explanations for the initial matter.

Towards the end of the episode, NAD launches an extended turn (shown incompletely here) stating in what conditions L1 and L2 should be used. Line 59 features the focal matter of this section, NAD's reformulation reinstating NAD's position. As stated earlier, reformulations may summarize, paraphrase and project disagreement (Gonzales, 1996). In the case of Extract 6b, NAD reformulates BAR's earlier counterargument to FER. Although it is hard to pinpoint and exact utterance to be formulated, possible utterances that NAD reformulates as "you don't need to be harsh" can be BAR's "you DON'T

HAVE TO stick to one thing" (lines 1-2), "there is ↑no need to overgeneralize anything" (line 12) or "you can never say that you should only use l1" (line 16). Though these have different forms, they form a similar action of rejecting an extreme case. Later in the episode, NAD references BAR in forming her disagreement with FER by saying "i agree with BAR as well then there needs to be no-uh-er you don't need to be harsh". In her prior turns, NAD showed alignment with BAR's non-determinist paradigm, and in this lengthy turn, explicates why context matters (between lines 44-56); plus, in lines 58 and 59, the preferred approach to this selection process. Both receive minimal agreement from FER who nods in lines 55, 56 and 59. However, these nods also carry the properties of a weak agreement (Pomerantz, 1984) in that they do not fully regard their producer's committed affiliation to an opposition as is the case for superficial resolutions (see Hüttner, 2014). It is nevertheless observable that FER's initial disagreeing stance has attenuated to the point of vanishing up to this point in the episode. A note on peer involvement is in order here. In this instance and some others in the study's collection of cases, NAD reformulates a peer's utterance who is also in disagreement with the producer of the arguable. This means that it can also be peer contributions which help resolve disagreements.

In addition, reformulating a students' utterance is not the only focal resource that NAD uses in this instance. For example, she invokes an source of expert knowledge, research she conducted (line 43), or she uses an understanding checking *okay?* which is usually operationalized to elicit agreement (line 58) in the collection of cases. These resources are detailed in the following subsections. I argue throughout the analysis that these resources are used in concert with one another to resolve disagreements in arguable sequences in the data.

In this instance, the reformulating turn's action was for the teacher educator to issue a position utilizing an immediate peer contribution. The next extract shows how NAD reinstates an earlier held position in disagreement with a student's oppositional turn. I will start with demonstrating the arguable in Extract 7a and the focal phenomenon in 7b. Prior

to 7a, the NAD asks the class about what kind of speaking problems learners have. After some contributions from other PSTs, HAN is handed the turn.

Extract 7a. Automatization. from TLS_Week11_L1_C1 [03:47-04:42]

```
1  NAD: okay good you were going to say something
2  HAN: yeah i was going to say that in the beginner level they usually try
3       to form the sentences in their l1 and [then translate it in to l2=
4  NAD:                                       [hm hmm
5  HAN: and then say it [while you know=
6  NAD:                 [hm hmm
7  HAN: er: being careful about the pronunciation structure you know the
8       structure [>grammatical
9  NAD:           [hm hmm
10 HAN: structure< of the sentence so: i think it's a lo:ng long process so=
11 NAD: =yep
12 HAN: er: that's why er:: everytime i try to teacher someone a new language,
13      [i say them=
14 NAD:[hm hmm
15 HAN:=DON'T think in your l1 [because if you think that, try to think force
16 NAD:                       [okay
17 NAD: yep
18 HAN: yourself to think in l2 because eventually you will do that [so: why not
19 NAD:                                                            [yep
20 HAN: start now
21 NAD: okay
22 HAN: er if they don't start then↑
23 NAD: hm hmm
24 HAN: then it will be very difficult in the future=
25 NAD: so (this) automatization is-is the [problem and this impedes their=
26 HAN:                                    [exatcly ((nods))
27 NAD: =fluency [right?
28 HAN:          [yeah
29 NAD: okay very good. yep↑
```

In this extract, HAN claims that beginner level students usually form sentences in their L1 first and then translate these into L2 while also paying extra attention to pronunciation and structure (between lines 2 and 10), which is a “long process”. Then, he states that that is why he tells his students try to “think in L2”, not L1. After that, NAD reformulates HAN’s proposition of “forming sentences in L1 then and translating them into L2” which, if they do not quit doing so, “will be very difficult in the future” for learners to “think in L2”. The reformulation that captures this proposition is “automatization” which “impedes

[learners'] fluency". This reformulation in this instance is designedly used to agree with HAN, and HAN confirms it (lines 26 and 28). Right after NAD's turn in line 29, SEV raises hand and is selected.

Extract 7b. Automatization. from TLS_Week11_L1_C1 [03:47-04:42]

```
30  SEV: actually like yeah at (least) should be like that [maybe but er i don't
31  NAD:                                                   [hm hmm
32  SEV: I don't think that it's so practical↓ because you know when you [saythat
33  NAD:                                                                 [hm hmm
34  SEV: well don't think about l1 just: forget about it well (0.2) there's no
35       no source anymore-anymore so [you know like <they need an:>
36  NAD:                              [hm hmm
37  SEV: >they need a reference< i think
38  NAD: hm hmm
39  SEV: and like >they need to take reference from somewhere and< (>i
40       don't know<) like >if they DON'T know anything from english,<
41  NAD: hm [hmm
42  SEV:    [like either they really need to know and be familiar with
43       the chu:nks and staff or daily [language, i don't know like uhm
44  NAD:                               [so (( )) i think what-<what they
45       need is not translation> but what they need is practice
46       (0.4)
47  NAD: okay↓ so with-with more practice they will actually internalize and
48       automatize (0.2) the use of language and they won't feel the need
49       to think in their l1 first↓
50  SEV: hm hmm
51  NAD: okay because they need it because they have NOT (0.5) $automatized it$
52       (then it to) [say=
53  SEV:              [yeah
54  NAD: =((it's)) this process
```

SEV begins her opposing turn with an agreement-preface (`yeah at (least) should be like that maybe`) and asserts the point of her disagreement. She qualifies HAN's approach as not practical with an I-don't-think hedge (line 32). However, it is NAD who she addresses and not HAN who produces the matter she opposes. NAD shows receipt with an overlapping *hm hmm* and SEV continues in line 34 with a quotation of HAN's proposition. Her turn is structured in a way that it references HAN's earlier story account featuring that he tells his students to try to think in L2", therefore specifying the exact nature of her dissent (lines 32 and 34). In the return of this reference, she asserts the kind of

vulnerabilities HAN's proposition has (lines 35, 37, 39), receiving receipt tokens by NAD. In line 42, SEV offers an alternative addition to HAN's claim, "either they really need to know and (.) be familiar with the chu:nks and staff or daily [language" and this and the following the I-don't-know epistemic hedge. The hedge here also serves to assert her own vulnerability after this multi-unit disagreement she put out (Waring, 2001). This is, in turn, overlapped by NAD's so-prefaced disaligning turn in line 44. NAD continues, "i think what-<what they need is not translation>", treating SEV's "source" and "reference") as referring to "translation". In other words, SEV's turns "when you [say that well don't think about l1 just- forget about it well (.) there's no source anymore-anymore" (line 35), ">they need a reference<" (line 37), and ">they need to take reference from somewhere" (line 39) are understood by NAD as SEV's referring to "translation". She is, therefore, demonstrating her understanding of SEV's opposition as one that favors L1 use in the beginner level of language learning. The partial repetition with the "what they need" structure is instrumental in locating NAD's disagreement, but not on its own; NAD follows this with the now-missing remedy, "practice". She then supports her opposition with a declaration that "more practice" will result in student's internalization and "automatization" of L2 (lines 47-48) and thus backing up HAN's initial claim. NAD's disagreement with SEV also consists of Turn 3 of the arguable sequence. HAN's initial proposition (Turn 1, the arguable), SEV's disagreement with HAN (Turn 2) and finally NAD's defense of HAN's turn/ her disagreement with SEV's make up the arguable sequence. It is very interesting to see here that the "automatization" which was initially fashioned to agree with a student (line 25) is now used to disagree with another (line 48). While it initially summarizes a student's turns and fortifies it, the reformulated later defends the arguable and opposes the disagreement to the arguable. Succeeding SEV's minimal agreement (line 50), NAD now recycles "practice" as something that is actually needed by the learners, because the so-called "automatization" has not happened in the first place, contrary to SEV's notion of being dependent on

translation to become competent to a certain level (as NAD treats it). Again, SEV produces a minimal agreement token, “yeah” in line 53.

Reformulations are “saying-in-so-many-words-what-we-are doing” (Garfinkel & Sacks, 1970, p. 351). As in the case of the two representative instances, reformulations are in the interactional repertoire of the teacher educator and are used for mainly two purposes: reocassioning an earlier held position and to serve in favor of the teacher educator’s argumentative stance.

As stated, NAD’s reformulation is based on her understanding/treatment of both HAN’s proposition and SEV’s counterargument to HAN’s arguable. Her providing an alternative, “`what they need is practice`” (line 45) is followed by an expansion which also involves the initial reformulation term “automatization”. As Schegloff (2007) states, dispreferred turns are expansion-relevant and NAD’s disagreement in lines 44 and 45 are expanded, displaying her treatment of SEV’s claim as the learnable. The pedagogical focus here is thus specified and expanded in line with the arguable matter and SEV’s counterargument to the arguable. The expansion helps NAD explicate her disagreement move and is *done* in a more didactic tone as evident in her understanding checking *okay*s (lines 47 and 51). Therefore, the learnable emerges in teacher educator’s intervention in student-student disagreement, manifested through the reformulation.

The student-student disagreement *and* the teacher educator’s intervention in it also hints at the collaborative nature of meaning making process in the classroom. NAD’s shaping HAN’s contribution (through a reformulation) eventually evolves into a more nuanced interactive effort that brings a disagreement to resolution (though evident in SEV’s token agreement in lines 50 and 53).

This subsection demonstrated the teacher educator’s reformulation of PSTs’ contributions and how she used these during the unfolding arguable talk to revoke a third speaker’s counterargument and reinstate a prior stance. The next subsection details ‘agreement prefaces’, which is also commonly found in arguable sequences in the dataset.

Agreement Prefaces

Another phenomenon the dataset offers is the teacher educator's use of agreement prefaces (i.e., agreement-prefaced disagreements). When performed as partial agreements/disagreements, these regularly pre-monitor disagreement (Pomerantz, 1984). A short demonstration of the phenomenon is provided in Extract 8. The extract shows, FER's assertion in line 2 receives a receipt token in smiley voice, a weak agreement partly appreciating FER's point and a but-preface and the following particle "er::" potentially projecting disagreement (line 6). As argumentative episodes are "interactionally dense moments" (Bardovi-Harlig & Salsbury, 2004, p. 210), it is usual for such phenomena as disagreements to consist of/be surrounded by mitigating or hedging components. Indeed,

Extract 8. Gastarbeiters. from TLS_Week2_L1_C2 [22.19-22:50]

1 NAD: as i said being able to read being able to write they may always ↑help=
2 FER:=no i say [their speaking] and listening abilities weren't er:that good
3 NAD: [(( ))]
4 FER: either still er: >the first generation of gastarbeiters< (( ))
cannot
5 NAD: %$okay, f(h)erhat$% **you ↑<u>may</u> have a point** but yes er::
fer %smiles----------%
6 (0.6)
7 NUR: ✋↑can i say something↓✋
nur ✋raises hand----------✋

the data very frequently features a multiplicity of all four phenomena identified in all the episodes and as showcased in Extract 8 and similar to what Waring (2001) analyzed, "such resources are invoked to accomplish the double-duty of acknowledging another's viewpoint while performing a potentially disagreeing action" (p. 29).

As stated earlier, disagreement moves commonly have the design of dispreferred activities (Pomerantz, 1975, and see Extract 8). The specific type of disagreements I look at here is agreements preceding (potential) disagreements. A turn's being designed in such a contrastive manner is not uncommon, and the conjunction "but" is very frequently used to mark the transition from agreement to disagreement (Pomerantz, 1975); therefore, the intensity of disagreement is lower than it would possibly be with a bold and explicitly

designed disagreement. Then, agreement prefaces may be treated as rejection-implicative turns (Davidson, 1984; Pomerantz, 1984).

After this short exposition, I now turn to how agreement prefaces play out in the dataset. In this study, agreement prefaces usually lead the teacher educator to (a) acknowledge a disaligning speaker's prior talk while also setting the stage for her to promote her pedagogical agenda and (b) to upgrade an earlier argumentative position. As a case in the former, Extract 9 shows how the teacher educator's opposed statement is revised to minimize or discontinue the disagreement.

Before the extract, the students are divided into groups and assigned the task of analyzing and evaluating certain sections from the coursebook and then produce a mind map based on the strengths and weaknesses of each activity. After each group's report is done, the teacher occasionally asks questions or offers further contributions to student reports. After the second group's turn, NAD elaborates on how "picture stories" can be used to activate background knowledge.

Extract 9. Picture Stories. from TLS_Week4_L2_C2 [39:58-40:00]

```
1  NAD: and i think the ↑most difficult o:ne, 🖱 i:s (1.0) uh::m🖱 (0.5)
   nad                                          🖱-------1---------🖱
                         1:scrolls the slide to the "pictures" section
2      basically:,(.) pictures (.) *right?*
   nad                             *--2---* 2:smiles
3      (0.3)
4  NAD:so i mean this is something y-you mostly see in coursebooks before
5     the listening text there are some pictures (0.2) students take a look
6     at them, and think wha-wha-what is happening in the pictures, what
7     they see in the pictures, to activate schemata. >th-this is also< a
8     ✋nice (.) and simple way o:f activating schemata.
  san ✋raises hand-->line 9
9  NAD: yep?✋
   san   -->✋
10 SAN: yeah it is simple but sometimes students might not see the: (0.2)
11     <what it's giving> to them
12 NAD: okay=
13 SAN: =they might like see something else like because like especially
14      young [learners↑ they can like=
```

15 NAD: [hm hmm hm hmm
16 SAN: =look [(0.2) the pic->look at the picture<
17 NAD: [hm hm
18 SAN: [think about completely <°different thi°->]
19 NAD: [and bring UP sss-lety] **okay you're right (.)**
20 **a very good weakness (0.7) BU::T¿ uh:m AGAIN** it's also er <you
21 know (0.7) >selection of the pictures is also very %important<% they need
san %nods------%
22 to be highly relevant↓ %(0.6) so that it doesn't have the weakness
san %nods-->line 23
23 that you mentioned% (.) very good↑
san -->%
24 SAN: okay can i ask something? ((change of topic))

The episode begins with NAD's ironical assessment of "picture stories". This irony is evident in her smile in line 2 and the word "simple" in line 8. Framing it in this way, NAD exemplifies how pictures are used before listening texts in coursebooks. Upon this, SAN bids for a turn and is selected in line 9. She initially acknowledges the simplicity coupled with an agreement token "yeah it is simple" and then asserts a potential pitfall with assumptions of learner behavior (Yöney, 2021) in her turns from 10 to 18. NAD overlaps with SAN's statement which goes, "[think about completely <°different thi°->]". Her anticipatory completion (Lerner, 1996) in line 19 matches in import with SAN's final remark in line 18, and NAD withhold it in half with a partial repeat "-lety" at the end. SAN's turn-final quieter production of "<°different thi°->]" marked in prosody, and also the cut at the end evidence her renouncing the turn. NAD picks up after the overlap, occasioning an agreement. The following "okay you're right" is double-barelled (Schegloff, 2007) in that it both acknowledges the prior talk of SAN and agrees with it. Then comes an assessment ("a very good weakness") referring to the putative weakness SAN has just pointed out, possibly qualifying the weakness as something urgent or needing to be addressed. The following TCUs carries the overtones of disagreement; the 0.7-second delay, a prosodically marked adversative conjunction "BU::T¿", and further delay via an elongated *uhm*. Right after this, NAD fashions a device, the clausal adverb "AGAIN", she often uses to signal that the succeeding turn could repeat or stress something previously said or introduce a potential counterargument of an alternative perspective. In this case, it

does the latter. In lines 21 and 22, NAD asserts why this weakness may exist due to the selection of the pictures, and the required quality for the pictures to eliminate this weakness. SAN displays agreement by nodding in lines 21, 22 and 23.

However, it is analytically difficult to situate the interactional import of the explicit positive assessment term "very good↑" (Waring, 2008) in line 23 as to whether it refers to SAN's question, the agreement elicited, or even the topic being brought up (see Discussion). It is nonetheless ostensible that SAN's initial opposition that "picture stories are simple but may be ineffective" is terminated in and around the agreement + disagreement move of the teacher educator. In other words, this disagreement turn design did acknowledging a disaligning speaker's prior talk and setting the stage for NAD to promote her earlier agenda.

Another way by which NAD's weak agreement moves engender disagreement resolution is upgrading an/some earlier position. I will use Extract 10 to describe the phenomenon and to represent other similar cases in the data. The following episode comes from Week 11 in which the students perform their micro-teaching lesson plans in groups, one student after the other in each group. The demo session takes about 25 minutes for each group and every group member has the chance to be on stage for nearly 6 minutes to implement their part in the lesson plan that they designed as a group. After each group's session, there is a collective feedback section where first the peers, and then the teacher educator shares their point of feedback. On Week 11, two groups present their lesson plans for teaching listening, the first of which receive feedback in the episode here. The group members, BAY, TEL, KEM and SAL play a 5-minute-long video entirely as the "listening text", and NAD proffers this in the feedback session.

Extract 10. Intensive Listening. from TLS_Week11_L2_C2+C3 [44:17-46:37]

```
1  NAD: er: ONE just one concern i have. (0.5) the text is a bit too long
2       %(0.3) to study%
   tel  %nods----------%
3       (0.8)
4  NAD:okay?er >so maybe could have focusedon a shorter< %portion %(0.2) er:%
```

```
   tel                                                    %nods----%
5       (.) of %that i mean%
   tel         %nods-------%
6       (1.5)
7  NAD: [°it's°  ]
8  BAY: [what for] micro teaching↑ or in: general↓
9  NAD: in general↓
10 BAY: in general
11 NAD: it's-it's too long (.) okay? >because students have to< intensive
12      you're not using it for extensive listening purposes, (0.2) but
13      you- you're using it for intensive (.) [listening=
14 BAY:                                        [yeah
15 NAD: =which requires intensive study, (0.2) an that's why: uh: (0.4) i
16      think a TEXT longer than two-tha-that was the case ↑with you↓ is
17      challenging=
18 BAY: =i [think
19 NAD:    [okay? e-e-e then e-e-it does ✋not (0.2) become like intensive
20      (0.2)
    ss                                  ✋raise hand-->line 24
21      study
22      (0.5)
23 NAD: yes✋and than you ((selects BAR and then points to BAY))
    ss  -->✋
24      (0.3)
25 BAR: what's the optimal: (0.2) er: length (.) for a: this course (.)
26      for listening
27 NAD: i mean there's ↑no fixeduhm: (0.6) number given but as i said a
28      text longer than (.) two minutes ✋makes
   by&t                                 ✋raises hand-->line 32
29      it challenging okay? er >again< depending on the text er you're
30      using. yep↑✋ ((selects BAY))
   by&t         -->✋
31 BAY: actually (.) the ↑first reason that we choose a long text that er
32      it's not just audio in audio, you have to give the: er: give your
33      attention (.) ↑fully to understand but it's more like a story
34      it's  more like a short film so that's why we chose a longer version
35      but we: °in the next we will try to cut it°
36 NAD: yeah i know but still:↓[(0.2) okay? then there are OTher things that
37 BAY:                       [%°okay°%
   bay                        %nods--%
38 NAD: makes it challenging↓ %(0.4)% okay? i:sit's a from a tv series, and uh:
   by&t                    %nod--%
39      you know (0.3) er requires some %maybe ↑background knowledge,% shared
   tel                              %nods-------------------------%
40      information↓do you get what i%mean_ a-as% i said this is intensive
   tel                              %nods------%
41      %study% intensive teaching of listening. so the shorter, the better
   bay  %nods-%
42      so that we can uh:: more intensively engage students %°in the text°%
   by&t                                                    %nod---------%
43      okay? yep TEL?
        ((continues))
```

Continueing the feedback session with another item, the listening text, NAD problematizes it's length as being too long to study by also qualifying it with a softening device, "a bit". TEL nods and then comes a 0.8-second gap. NAD produces an understanding checking *okay* and offers a candidate solution to this problem: extracting a shorter clip from the video (lines 4-5). Again, TEL nods showing either receipt or alignment. After a 1.5-second silence, NAD and BAY overlap and NAD abadons the turn. In line 8, BAY launches a post-first insertion asking for clarification on NAD's suggestion. NAD offers the repair solution "in general↓" and BAY registers acknowledgement of this with a full repeat in line 10. Interestingly, NAD produces a post-expansion to the feedback point, further elaborating the problem with a contrastive account issueing the difference between intensive and extensive listening activities (lines 11-13). BAY occassions a minimal agreement token "yeah" in line 14, right after NAD's stressed "intensive" refering to where indeed such a long text is supposed to be used. NAD follows this with another account in lines 15 and 16 "that's why: uh: (0.4) i think a TEXT longer than two-tha-that was the case ↑with you↓ is challenging". BAY attemps to take the turn in line 17 but NAD suggests a parallel reasoning for her just prior turn, "it does ✋not (0.2) become like intensive (0.2) study". BAY, TEL and BAR raise hand and NAD selects BAR and BAY respectively. BAR's question in line 23 acts as a FPP of a side sequence as he asks for the "optimal length for a listening text". This sequence breaks the contiguity but does not terminate the previous feedback sequence (Jefferson, 1972) but after responding to this question, NAD transtitions back into the "how a text longer than two minutes is qualified". Upon this, BAY and TEL raise hand again, and BAY is selected. She starts with an "actually" signalling incipient clarification of a misunderstanding and produces a story account as to why the group chose this text. Her turn is designed to contrast using "just audio" to something "like a short film". Her turn-final "but we: °in the next we will try to cut it°" registers her acceptance of feedback, but NAD (in line 34) orients to her account rather than the acceptance. She first acknowledges with

a *yeah* and produces an agreement move with an *I know*. Then, as often happens in the dataset, the I-know-but-still structure is done, receiving an agreeing *okay* coupled with a nod from BAY in line 35. However, the 0.2-gap between "yeah i know but still:↓" and the following "okay?" transforms the latter as a stance registering *okay* because NAD's just prior utterance has not only displayed acknowledgement but also projected disagreement with BAY's account. Moving on, NAD fashions an expansion of her earlier argument of the text being "challenging", unpackaging it through a three-part list (Jefferson, 1990) between lines 34 and 38. Introducing the list with "OTher things", she signals the listing through the mid-rising intonation at the end of each item. The items are the video's being from a tv series, possibly requiring background knowledge and shared information. Item two and three receive a nod from TEL, and so does the understanding checking "do you get what i mean_" in line 38. From this point, NAD self-references an earlier comment (a-as i said) on the activity being supposed to be aimed at intensive study and reiterates the expected qualification for a intensive listening text by saying "the shorter, (.) the better". Her following account (line 40) which further consolidates this statement, "so that we can uh:: more intensively engage students %°in the text°%", receives a nod from BAY and TEL. This turn also engenders the arguable in this sequence. As the participants treat it, the arguable is NAD's feedback point(s) for the listening text (within lines 1 & 18), Turn 2 is BAY's actually-prefaced account in favor of the text length (between lines 29–33), and Turn 3 is NAD's upgrade of the Turn 1.

As it can be concluded from this case, the weak agreement device *I-know-but-still* opens up space for both acknowledging some prior talk and potentially disagreeing with it. And the caliber of the disagreement again is smaller as compared to a bold, on record disagreement act. Different from the previous extract in this section, this time, the teacher educator followed this move with upgrading her earlier position. Despite BAY's turn-final promise that does accepting the feedback in line 33, the teacher educator acts on the

account, not the small amount of alignment evidence (see Heritage & Watson, 1980) by keeping launching expansions in correspondence with her argumentative stance.

A paragragh in favor of learnables is in order here. Turn 2 of the arguable sequence is made up of BAY's listing the group's rationale for choosing the listening text, which happens to be a feedback resistance move. The Turn 3, NAD's upgraded feedback, ends up her occasioning more criteria that led the current text to be unfit for the proposed audience's level. This upgrade deals with Turn 2 in the arguable as well as Turn 1 in that it saturates the learnable -the criteria for choosing appropriate L2 listening texts- to the point that the opposition is ceased by BAY. The learnability imposed by NAD in Turn 3 also dispowers BAY's disagreement in Turn 2. Overall, the arguable and the participants' treatment of it, as well as the learnable matter here leads to creating learner opportunities for the whole class.

Knowledge Appreciations

A slight variation of agreement prefaces on the side of the teacher educator is the use of knowledge appreciations. Operating very similar to *I-know-but-still*, knowledge appreciations do the task of a more intensified acknowledgement of some prior talk. Operative as pro forma agreements, in most cases, these too succeed disprefered activities in almost all episodes where some previous turn(s) is(are) treated as arguable and come in very similar sequential place, and have an almost identical syntax to the I-know-but-still: "I see what you mean but…". I will demonstrate one representative case which does not follow this pattern.

To contextualize, the episode shown below takes place during a similar classroom activity to that of Extract 9 whereby students read and evaluate certain parts, and activities in the coursebook as a group. Every group gets to talk, and it is now the turn of group 6 . Prior to the beginning of the extract, YEL, along with two other group members, criticize the design of one "gapped/whistle-gap dictation" activity in many ways. The coursebook instructs, "…the teacher reads the passage but leaves gaps or whistles to denote a gap. At

this point, the students must write something plausible; it doesn't have to be correct, but it must make sense… Afterwards the students discuss their answers with the teacher and decide which are possible/impossible, and why" (Wilson, 2008, p. 92). The group state that this activity maybe problematic in several ways such as it being more like a vocabulary activity, and the possibility of eliciting irrelevant student contributions. Extract 11 showcases the phenomenon.

Extract 11. Dictation. from TLS_Week5_L2_C2 [10:59-11:56]

```
1  YEL: i think it can be a bit problematic because the teacher (.) first
2       >i think the teacher should< er: read the passage first
3  NAD: hm hmm
4  YEL: THEN (.) er:: sh- er: should want the students (0.5) fill the gaps
5  NAD: hmmm=
6  YEL: =because it can be: you know they-they need to understand the whole↓
7       (0.4) passage THEN (0.2) er: they need to: put the: proper [word
8  NAD:                                                            [>but
9       they are just going to make predictions< i guess right?=
10 HAL:=and the text is (0.2) the most important thing because i-it (0.4) text
11      is irrelev-irrelevant to students
12 NAD: huh huuh
13 HAL: er they wouldn't be understand the whole thing <they need to
14      understand the whole thing to (.) fill the ga:ps,
15 NAD: okay
16 HAL: so it is important i think yea=
17 YEL: =er but it also im-important because er: it's creates multiple
18      possibilities in a single context an:[d
19 NAD:                                     [hm hmm
20 YEL: er that's why it improves their (.) vocabulary in that [but I THINK
21 NAD:                                                       [hm hmm
22 YEL: the teacher should first read the passage for once and then
23      (0.2)
24 NAD: but don't you think then it would test the students' [memory
25 HAL:                                                     [yea
26      (0.7)
27 YEL: yea
28      (0.5)
29 NAD: %that's the other challenge% maybe you kno:w th-they may take notes↓
    hal %nods--------------------%
30     (0.6) as they listen >and then using their notes they may try to fill
31      in the blanks that could be another option,< [°this way°
```

32 ALE: [yea this way it's
33 more like a vocabulary activity not much like listening
34 (0.4)
35 ALE: °maybe°,
36 (0.9)
37 NAD: OKAY, >but then again< in order to(0.9)uh: come up with something
38 plausible they need to need to understand [(0.3)]=%what has what=
hal %nods-->line40
39 ALE: [°yea°]
40 NAD: =they have just heard↓%
hal -->%
41 (0.5)
42 ALE: °yea°=
43 HAL: =°yea°
44 NAD: okay?=
45 YEL: =i think i'm trying to say that to connect the whole (0.4) thing,
46 NAD: huuh okay DEFINITELY i mea:n (.) just like listening for specific
47 details, [(.) this is listening to:
48 YEL: [uhm: the words have to be relevant
49 NAD:okay so it is limited to certain parts↑ but different from them er again
50 thes-the s:tudents need to understand the text as a whole in order
51 to [come up (0.2) with
52 YEL: [yea yea because the teacher er: first read one sentence and then
53 stop (0.3) and wants wants stude[nts <predict what can be> for that=
54 NAD: [hu:h↓
55 YEL: =gap=
56 NAD: =>i mean< as we see in the example it's hhh less (no(h)) >it's not
57 likely that students [will come up with<](.)the exact (0.4) uh:
58 YEL: [yeah]
59 NAD: matches [(0.3) do you get what i mean?] [so (.) yea-but-but the=
60 YEL: [%°yea° [°yeah°%
yel %nods----------%
61 NAD:more important thing is that↑ (.) at ↑least (.) they're able to
62 understand this sentence, (0.2) and based on that, (.) they come
63 up with something plausible↓ %(0.8) okay?% and-e-and it-it may turn
yel %nods-------%
64 into something fun(0.2)for some of the students but the OTHER RISK is
65 that,they may just make up words with(h)out understanding what they
66 %heard↓[(0.3)so that's the other challenge↓%(0.3)so **i-i understand**
yel %nods----------%
67 YEL: [yeah
68 NAD: **the kind of limitations you're trying to mention**
69 YEL: hm hmm
70 NAD: er:: they may just as the teacher stops they may just make up (.)
71 words that is irrelevant (0.3) %to what they er they heard↓% (0.4)
yel %nods----------%

72 so we don't know if the student really(0.3)listened and
73 understood↓ okay↑ good↑

Beginning the extract, YEL takes the turn for the group and offers a slight modification to the activity which is that the teacher should read the passage first and *then* ask the students to fill in the gaps (lines 1-7). NAD asks a confirmation question in line 8, checking whether the students should make predictions (line 8-9). In line 8, NAD takes the turn with an overlap and a but-preface. HAL takes the turn, but she does not address NAD's question, so it is left hanging. Instead, HAL adds to YEL's critique by pointing out that the dictation text in the activity is "irrelevant to students". NAD produces a receipt token *huh huuh* and HAL continues by saying that the students "need to understand the whole thing to (.) fill the ga:ps," (lines 13-14). NAD shows receipt again (line 15). In line 17, YEL self-selects and fashions a statement in favor of the activity, saying that "it creates multiple possibilities in a single context" which improves vocabulary (lines 17-20). YEL now turns back to criticizing the activity with a but-prefaced statement displaying her suggested modification which is "the teacher should first read the passage for once and then". She does not complete here turn and NAD takes the turn after a 0.2-silence. NAD occasions a but-prefaced question that challenges YEL's proposition "but don't you think then it would test the students' [memory" which receives minimal agreement from HAL and YEL. After a sub-second gap, NAD offers an alternative for the activity which is "th-they may take notes↓ (0.6) as they listen >and then using their notes they may try to fill in the blanks that could be another option,< °this way°". ALE takes the turn in line 32 and says, with an yes-preface, "this way it's more like a vocabulary activity not much like listening" and a mitigating *maybe* (line 35). NAD's response comes after a 0.9-second silence, possibly projecting disagreement. She responds, in line 37, with a prosodically marked *okay* and a following "but then again", forming the pre-disagreement move. NAD's disagreement proposes that students need to understand the dictation text to come up with

plausible answers (lines 37-40). HAL nods and ALE shows token agreement (lines 38 and 39). After as 0.5-gap, ALE and HAL produce quiet *yeah*s and NAD launches an understanding checking *okay* in line 44. YEL takes the turn and fashions a self-explanatory turn "=i think i'm trying to say that (.) to connect the whole (0.4) thing,". NAD takes the turn with a change-of-state token (Heritage, 1985) and agrees with YEL ("okay DEFINITELY"). She gives a contrastive account which refers to "listening for specific details" which is similar to dictation (line 46). Her turn is overlapped by YEL who probably completes her previous statement in line 45 saying that "the words have to be relevant". NAD shows receipt and continues her account, this time hinting at a difference which also reoccasions her previous statement in lines 38 and 40, "but different from them er again thes-the s:tudents need to understand the text as a whole in order to come up (0.2) with". This turn is incomplete and YEL takes the turn. She demonstrates her own understanding of the activity to show alignment with NAD's earlier comment starting with a duo-agreement token. In line 54, NAD produces a change-of-state token, meaning that YEL's candidate understanding is at stake. NAD takes the turn with a latch to YEL's turn in line 55 and refers to the coursebook which includes the example, with "as we see in the example". Following this, she provides counterevidence to YEL's understanding/proposal with an extreme case formulation ">it's not likely" that students' answers will match the originally omitted words in the dictation text (lines 56-57). YEL minimally agrees with a *yeah* in line 58 and double *yeah*s in concert with a nod (line 60). Next, NAD expands on the criteria for such an activity to count as a listening one (lines 61-66). Again, YEL displays minimal agreement with nods and a *yeah* in line 63 and 67. As I analyzed here, the group mentions certain weak points to the design and application of the dictation activity. NAD realizes these with a knowledge appreciation "i-i understand% the kind of limitations you're trying to mention" in lines 66 and 68. Getting a receipt token *hm hmm* NAD elaborates on one of the "limitations".

Out of the participants' orientations, the arguable (Turn 1 in the arguable sequence) here is YEL's proposal that the dictation activity is problematic and it needs modification (lines 1-6 and line 22), Turn 2 is NAD's challenging the suggested modification (line 24) and Turn 3 further suggestion that goes against the original activity in the coursebook. NAD eventually pushes the pedagogical position the coursebook offers. What is noticeable here is that previously, agreement prefaces with the *I-know-but-still* phrase came *before* the disagreement move; however, in this example, the weak-agreement-signaling formulation appears a posteriori. What follows this is only a confirmative expansion of the group's contributions. I argue that this specific way of resolving disagreements (even though analyzably superficially) as between lines 66 and 72 intensifies the volume of mitigation. This case's evidential contribution to such an analysis is its entailing no further disagreement component produced by the teacher educator as was the case with previous representative episodes and others not shown here. Additionally, I speculate that the word "understand" (line 66) expresses a more heightened sense of mutual understanding, therefore engendering as much affiliative import as aligning.

Understanding Checks

Another participant method that appears during episodes including arguables is the teacher educator's use of understanding checks (UNC, hereafter). Recurring very frequently in these episodes, UNCs do the mechanical work of seeking agreement and are also operative as marking the teacher educator's stepwise movement between disagreement-implicative post-expansion sequences. Overall, *okay?*s appear in turn-medial position and *do-you-get-what-i-mean?*s in turn-final position in 36 instances of UNCs, though only mostly. As stated earlier in the analysis, the 4 main resources the teacher educator utilizes characteristically appear in concert with one another. The most frequently used resource is the use of UNCs, deployed in all instances one way or another. Therefore, this part delves deeper into their analysis. As a case in point, I scrutinize two extracts, starting with Extract 12 which is the most representative of all the variations of understanding-checking devices

used by NAD. This extract was analyzed in a data session with other CA researchers to increase the reliability of the analysis.

Prior to the episode, NAD points out that dialogues in coursebooks do not reflect real talk, but also that they can still serve for specific instructional purposes; specifically, adapting authentic texts or using scripted materials both of which comprise “the two ends of the continuum”. The former come short in providing the students with the necessary pedagogical contents for the teacher’s plan and are hard to use in classrooms, and the latter fail in representing real-life due to extreme artificiality, as NAD states. FER bids for a turn and is selected.

Extract 12. Authentic Materials. from TLS_Week3_L2_C2+C3 [26:24-28:00]

```
1  FER: er for example when we are talking to a ↑child we also don't use
2       authentic (.) language because we are using it in sometimes
3       ▲for educational purposes (0.4).hhh ☛and maybe we can do the same☛▲
   nad ▲opens and directs both palms toward FER and smiles---------------▲
   fer                                    ☛points to the slide--------☛
4  NAD: $okay$ (.) [▲it's still authentic▲
   nad             ▲---------1----------▲ 1: opens and directs one palm toward FER
5  FER:            [$hhh$
6       (0.4) +(0.3)+
   han          +nods-+
7  FER: but wh- it's for educational purposes
8  NAD: is it? (.) a mother talking to a kid,
9       (0.2)
10 FER: ye- sometimes it's ((looks down, opens one hand palm down))
11 NAD: ▲<but THA-THA-THAT'S the way it is
   nad  ▲moves both hands around-->line 28
12      +(0.2)+
   han  +2----+  2:nods and looks down
13 FER: °yeah° ((nods))
14 NAD: it is it's-it's-it's a social (0.2) context in itself >do you get
15      what i mean?<
16 FER: +yeah+
   han  +3---+  3:looks up and nods
17      (0.3)
18 NAD: so it's still ✋authentic↓(.) okay, but i-✋so- WRITING a textbook↓
   han                ✋4-----------------,,,,,,,✋
                        4:low-raises and lowers hand
19      (0.5) why do i (writing) a textbook? (.) for instructional purposes=
```

20 NAD: =then it's not authentic **do you get what i mean?**
21 FER: yeah
22 NAD: uhm:: (1.5) bu- so- do- uhm: (0.4) okay when a mother is talking to
23 %her-her kid, (1.0) it's again authentic >because you know<% (0.3) th-the
fer %nods----------%
24 mother is not talking in a way er (0.9) for the purpose of (0.2) uh:
25 instruction=
26 HAN: +°(( ))°+
han +nods---+
27 NAD: =%**>do you get what i mean<** that's the way that that kind of
fer %nods--> line 30
28 talk develops▲
nad -->▲
29 (0.5)
30 FER: °yeah°%
fer -->%
31 (1.2)
32 NAD: ▲**is that** 🤚**clear?**▲
nad ▲--------5-------▲ 5:raises one hand, palm facing FER
han 🤚raises hand-->line 34
33 FER: yeah
34 NAD: ▼okay 🤚yep,=▼
nad ▼------6-----▼ 6:quickly moves the raised hand toward FER and back, then points to HAN
han -->🤚
35 HAN: =so i think like aristo said we should have a golden middle in between
36 (.) [right?
37 NAD: [▲oka:y,▲
nad ▲nods--▲
38 HAN: when we need to use er: authentic material we have to use them but er:
39 we don't have to u-overuse them right? when there is a need for
40 er: scripted material (.) we have to use them=
41 NAD: ▲=i mean i-if the authentic material meets your needs, (0.2) [that's
nad ▲moves both hands around--> line 48
42 fine
43 HAN: [that's
44 okay yeah
45 NAD: **okay?** (.) but if the authentic materi-material doesn't wo:rk,
46 (0.5) [for your purpose, then you may use the other one or you may=
47 HAN: [%you have to do something else%
han %nods----------%
48 NAD: =ADAPT the %authentic material% (.) **okay,** so that totally depends▲
nad -->▲
han %looks down, nods--%

At the beginning of the episode, FER displays his understanding of the term "authentic". NAD displays an animated rejection of FER's proposition coupled with a smile.

This multimodal display of incipient disagreement is followed by an *okay* with a smiley voice delaying her upcoming rejection in line 4. What follows, "[it's still authentic", repairs FER's non-understanding, also registering her disagreement explicitly. FER disagrees yet again with a partial repeat –also an account, here– of his initial claim, now analytically deeming his turn 1 move as the arguable of this episode. NAD fashions a question "is it? (.) a mother talking to a kid,", challenging FER's counter-opposition. After his conveying an unchanging oppositional stance, she takes the turn with a hurried start, after which she occasions an extended explanation on mother-child talk, at times receiving minimal agreement from FER (line 14, 16 and 23). The focal element here, the understanding check, first appears in line 14 in the form of ">do you get what i mean?<". This elicits minimal agreement from FER, and from HAN – now a third-party participant of the argumentative talk. He joins the scene, though peripherally, with nods following NAD's explanation of the term (lines 12 and 16), displaying embodied alignment with NAD. Furthermore, in line 18, NAD deploys a partial repeat of her earlier disagreeing turn in line 4, "it's still authentic↓". The *so* before this prefaces the following repeat as the upshot of the just-prior extended explanation. The next TCU features another UNC device "okay,", even though the prosody here is not as markedly visible as in other UNC occurrences. Also at this line, HAN raises and lowers his hand "✋4----------,,,,,,✋" with the offset of hand-raising matching exactly NAD's continuing her turn with "but i-✋". NAD further expands on "the criteria for calling something authentic" with a rhetoric why-interrogative. NAD's immediate answer to the exemplification is followed by an UNC identical in position and morphology to the initial one. Eliciting minimal agreement (in line 21), NAD now skip-connects (Sacks, 1995), referring explicitly not to the immediately prior talk but to FER's proposition in line 1 by producing a partial repeat of it "when a mother is talking". This kind of formulation signals "coming back to" some prior talk. In this sequence, NAD reissues mother-child talk only after a series of explanatory post-expansions. FER nods in line 23 and HAN's inaudible talk at 26 is, judging from the

simultaneous nod, most probably another agreement move. Next comes another UNC followed by another nod from FER. Within the 0.5- and 1.2-second gaps in lines (29 and 31), FER produces a quiet yeah with the previous nod ongoing, but NAD most probably misses it. She then produces a more pronounced UNC, "▲is that clear?▲".

A speculative note is in order here. NAD's hand gesture here may be doing two things here: first, it may delineate the level of her reassurance seeking; and second, it may signal her request for a minimal turn so that she could give the turn to HAN (as in, "if that's enough for this topic and if we agree, I will now give the turn to HAN who is bidding for a turn). However, these two claims do not act on direct evidence, so they are highly susceptible to further interpretation.

Moving on, HAN gets selected and proposes a "golden middle" standard in using authentic materials. Note is in order that NAD has thus far talked about the quality criteria, but HAN's proposition is about quantity, so it is disagreement relevant next. NAD does not disagree but shows uptake coupled with a nod. The prosody in her "oka:y," opens space for HAN to elaborate. When he does so, NAD takes the turn in line 41 with a latch and restates her earlier criteria which is a more needs-based approach. In line 42, HAN produces anticipatory completion after NAD'S 0.2-secong gap in line 41, therefore displaying alignment followed by a *yeah* as well. NAD still produces an UNC, "okay?", and talks about a scenario when an authentic material does not work. Again, after a sub-second gap, HAN fashions an overlapping candidate response, demonstrating further understanding. NAD holds the turn and refers to her earlier proposition for adapting an authentic material (line 52) and provides one more statement regarding the selection criteria for listening texts, "so that totally depends". In the same line, NAD produces another an UNC and HAN looks down and nods at the same time.

As the extract shows, NAD's disagreement turns designedly elicit agreement from the students (though minimal). The step-by-step movement from disagreement to agreement is mechanically operationalized by UNCs in that they register the teacher

educator's just-prior talk as the attempts to bring the arguable to a resolution. Moreover, this interactional process is not bi-directional. As this is a classroom setting, multiple participants are present in any exchange, and they may show more concrete presence in time. Termed "multilogue" (Schwab, 2011), the interaction takes place as a "certain form of institutional multi-party activity where participants' verbal and non-verbal contributions have reference to more than one addressee" (p. 7). HAN's earlier nods in lines 6, 12 and 16 later evolve into a turn-bidding and becoming a more salient party. As cited in the literature review, such a technical course may bring about negotiation of meaning involving multiple participants, and this is what seems to be happening here in this multilogue. Lastly, as the case clearly demonstrates also, UNCs, as well as others I analyze in this section, the teacher educator's use of these interactional resources lay the grounds for her to expand on her earlier pedagogical agenda to an extent that otherwise might not have been relevant.

I will close this section with one more look into UNCs. The following extract comes soon after Extract 9 which is from a micro-teaching feedback session. KEM is a member of the group who have just micro-taught.

Extract 13. Not Sure. from TLS_Week11_L2_C2 [47:49-48:40]

```
1  NAD: u::hm just something minor er:: kemal when you one of your friends
2       gave [an incorrect answer] you you sa- no no i mean it's it's doesn't
3  KEM:      [%(( ))%      (( ))  ]
   kem        %nods-%
4  NAD: matter you said (0.4) i'm not sure anyone else. %so it's do not ever
   kem                                                  %nods-->line 5
5       say i'm not i mean   you MA:Y  say i'm% [not sure
   kem                                     -->%
6  KEM:                                        [*<i'm-i didn't want to
   kem                                          *1-->line 9
                          1: points up diagonally and moves hand vertically
7       give the answer (.) [(( ))*
   kem                          -->*
8  NAD:                     [maybe you can say are you sure↓
9       (0.6)
10 KEM: %hm hmm
```

kem %nods-->line 12
11 NAD: >rather than i'm not sure< **do you get what i mean?**
12 KEM: y↑es=%
kem -->%
13 NAD: =i know it's something minor %but it just drew my% attention (0.3) er::
kem %nods----------%
14 because as-as a %teacher% you are supposed to know *the answer*
kem %nods---% *nods------*
15 (maybe) it's not somethi:ng (.) a question that is open ended↑=
16 KEM: =yes i wanted to create that place for %self discovery%
kem 2:moves head vertically twice %------2-------%
17 NAD: uh (.) tha-that's good ((hand gesture)) you know you didn't give
18 the *answers yourself↑* but maybe rather you may sa:y (.) are you
19 sure↓ (.)
kem *nods----------*
20 %and then give some% maybe hints and then move on with*another
kem %nods----------% *nods-->line 21
21 student* just you know %as part of interaction i just wanted to give
kem -->* %nods-->line 22
22 this as a suggestion%
kem -->%

In lines 1, 2, 4 and 5, NAD asserts her feedback point which is that KEM responded a "student's" incorrect answer by saying "I'm not sure, anyone else?". KEM nods after this and up to his overlapping turn in line 6. NAD proposes that KEM not say "I am not sure" in such situations in lines 4 and 5 but uses an editing term *I-mean,* reasserting that it could be used, but this KEM takes the turn with an overlap in line 6. KEM states that he did not want to give the answer, showing resistance. Upon this, NAD takes the turn in line 8 and offers an alternative "[maybe you can say are you sure↓" ">rather than i'm not sure<" receiving minimal agreement with a nod and a *hm hmm*. This nod continues while NAD completes her contrastive account. Lines 8 and 11 can now be analyzed as Turn 3 in an arguable sequence, establishing the arguable. Turn 1[4] then is NAD's problematizing

[4] The point of divergence in this episode is something that happened *before* this conversation took place, that is, KEM's uttering a pedagogically problematic (as NAD argues) statement "I am not sure" when he gets an incorrect student response. For something to be called an arguable, participants' treatment of some action need to be in a three-turn format, and the Turn 1 can thus be attributed to KEM's micro-teaching behavior and not NAD's feedback in lines 1, 2, 4 and 5 (my analysis accepts

KEM's saying "I am not sure" when a student gave an incorrect answer during the micro-teaching (lines 1, 2, 4 and 5), Turn 2 is KEM's turn at lines 6 and 7 which is designed to provide an account in contrast with NAD's proposition. Turn 3, as stated, is located in lines 8 and 11 because they provide an alternative solution also ignoring KEM's defense. Then she fashions an UNC, "do you get what i mean?" in line 11. Pomerantz (1984) states, the troubles in the second position may not always be because of an incipient disagreement but can derive from misunderstandings. Therefore, the initial observation on the UNC may be for NAD to check understanding before an implicit display of disagreement. The UNC receives another agreement token "y↑es=%" also in concert with the continuous nod from line 10. NAD then mitigates saying "**:** =i know it's something minor %but it just drew my% attention". This is followed by an account, expanding on why she issued this point in his classroom interaction. This account features an alternative recognitional, "teacher", as in "as-as a %teacher% you are supposed to", making relevant the deontic responsibility of a teacher (Düzün, 2022). This teacher is "you", so the feedback is now directed to "KEM-the-teacher". KEM nods three times as NAD's post expansion unfolds (lines 13-14). In line 15, NAD states that the question KEM responded to saying "I'm not sure" is not an open-ended question, on which case his saying so could be appropriate. KEM takes the turn with a latch, reformulating his account "wanted to create that place for self-discovery". To his rationalization with a discipline specific terminology "self-discovery", NAD responds with slight delay and then an assessment that is followed by a partial repeat of KEM's turn in lines 6 and 7 (uh (.) tha-that's good ((hand gesture)) you know you didn't give the *answers yourself↑*). He nods three times after NAD's following disagreement move. She continues with a *but*, projecting disagreement when combined with her turn-initial delay and appreciation in lines 17 and 18. She reoccasions her earlier "you may sa:y (.) are you sure↓" but this time adding

the latter as the arguable). The analytic decision made here to accept NAD's feedback as Turn 1 does not alter the interpretation of the extract, but it offers insight into reconceptualizing analytic criteria for determining arguables in interaction.

"%and then give some% maybe hints (.) and then move on with *another". By so, upgrades her initial counterclaim (line 8 and 11).

The UNC in this instance has some slightly altered interactional import than the ones in the previous extract in this part. KEM's dissenting turn (line 6-7) is about not wanting to reveal an answer by retreating (i'm not sure anyone else.). NAD, however, proposes the alternative: asking back a student the "are you sure↓" question and still not giving an answer, possibly a better alternative "than i'm not sure<". The UNC in line 11 checks understanding, but also follows a recycled version of the feedback point. This situates the feedback point (between line 1 and 5) by revising it, therefore checking where the PST's disagreement lies. The position of the UNC thus is functional in the organization of the feedback sequence; more specifically, in eliciting agreement in teacher educator turns in arguable sequences. NAD's re-treatment of "are you sure" but this time expanding on it points to the learnable in this instance. In the face of two accounts by KEM (lines 6-7 and 16), NAD reissues her suggestion (line 18) and further specifies the pedagogical focus of the feedback.

Invoking Sources of Expert Knowledge

The teacher educator's invoking sources of expert knowledge in episodes of arguables seems to play a role in NAD's attempts to resolve disagreements. In discussing findings from an advanced ESL course and the participants' references to a textbook, Jacknick (2013) asserts that the "focus on external authority allows both teacher and students to challenge the others' epistemic authority while attending to face wants by placing responsibility for incorrect information on the textbook, rather than on each other" (p. 199). Therefore, the textbook acts as a source on which the participants play face work. In the current study, the reference to sources of expert knowledge is operationalized in a similar manner. I will demonstrate this point via Extract 14. This extract features the teacher educator's mentioning of research, the expert knowledge source, to bring a stronger

counterclaim to FER's rejection of a second language teaching approach through L2 only. The reader should bear in mind that, thus far in the episode, FER has slightly backed down from his initial argumentative stance which rejected the use of L2 completely.

Extract 14. Giving Instructions. TLS_Week2_L2_C1 [10:17-11:39 / 12:35-13:12]

* l one *refers to L1, mother tongue*

```
1  FER:at least i said (.) we should teach some basic grammar and some
2      basic vocabulary (.) er: in (.) l ↑ONE
3  BAR:i don't disagree with that=
4  FER:=[i know but ((points to BAR with a pencil))
5  NAD: [okay (.) ferhat [i-i know what you're trying to say
6  FER:                  [((  )) >i absolutely agree with you i just
7      say↑< (.) both of them can be used=
8  NAD:=okay=
9  FER:=i said l one can be used in grammar education but after that
10     (0.3) yes ext er let them: get exposed to that=
11 NAD:=uhm: it's a matter o:f why-why you are teaching them >again it's
12     a matter of objectives the means and the ends< okay? again the
13     research has shown this i:n form and accuracy context, where the
14     teacher treats the language as a subject matter r-rather than a
15     means of communication↓  l1 is frequently used i mean i-i observed
16     that in the kind of data i worked on okay i used prep school↓
17     data↓ and in that data the teacher was ↑commonly: using turkish in
18     form and accuracy context, but in ↑those instances >so it's a
19     matter of your objective< the teacher was talking about the
20     language not using the language or talking the language↑ but
21     talking aBOUT the language so the teacher was treating the
22     language as a subject matter rather than a-as a-as a ↑medium of
23     instruction do you get what i mean? but in ↑OTHER context, where
24     the focus was o:n meaning and FLUENCY, she was using english the
25     a-a-entire lesson. so it's ALL a matter o:f w:hy you're teaching
26     the language so if yo-if YOUR objective, in that uh like learning
27     a LANguage↓ if your objective is to learn about the GRAMMAR of
28     that language, there's no reason why you cannot do so in-in l one
29     %as the medium of instruction%
   fer %nods-----------------------%
       ((lines omitted))
40 NAD: but with NEW research (.) with-we now know that, (.) l ↑ONE is an
41     <interactional resource> to use (0.6) <<AS the last resort>> (1.1)
42     so the students need to know <where you're standing> (0.5) okay?
43     the students need to know you're using l1 as the LAST resort (1.4)
44     but if you KEEP o:n (0.2) resorting to it >do you get what i mean?<
45 ???:hm hmm
46 NAD:whenever uh:: like (0.9) you know (.) you need to clarify ↑somethi:ng
47     then the students will get °accustomed to°-[to the easiness of using=
48 BAR:                                          [%(because it is easy)%
   bar                                           %nods----------------%
49 NAD:=uh:: l1 okay? yes ((selects SEV))
       ((continues))
```

FER's use of "at least" marks his backdown from his earlier position, and he now states basic grammar and vocabulary should be taught using L1. BAR, a just-prior speaker before line 1, shows agreement but with negative polarity. FER takes the turn with an "=[i know but" after which NAD overlaps and occasions an acknowledgement, rendering his proposition understood (line 5). FER does not respond to NAD but displays strong alignment with BAR ">i absolutely agree with you" and reiterates his proposition with a mitigation preface "i just say↑" and states that both L1 and L2 can be used (line 7); L1 can be used in grammar education and then L2, for exposure (lines 9-10). Following this, NAD initiates a multi-unit turn, with a turn entry device "=uhm:". This explanation turn (between lines 11 and 27) goes uninterrupted, and NAD brings an opposition to FER's defense. She starts by framing this code-selection process as dependent on the objectives of the teacher, and "a matter of objectives the means and the ends". After a what I want to call "minimal understanding check[5]", "okay?", NAD mentions "research" which has shown that L1 is often used in the form-and-accuracy contexts, where language is not treated as a means of communication but a lesson subject. This is followed by her own observation on "prep-school data" where the teacher's behavior complied with the research she just mentioned. In line 20, NAD's prosodically marked "talking aBOUT" and distinguishes the form-and-accuracy context from ones where a teacher uses or talks the language (line 19), in which case it would be considered the "↑medium of instruction". Her UNC In lines 21-22, does not receive verbal or embodied agreement and she continues her expanded turn with the "other context", meaning-and-fluency. In this one, "the teacher" uses L2 for the entire lesson. NAD then expands her turn initial proposition of "it's a matter o:f why-why you are teaching them", now showing alignment with FER in that L1 can be used in grammar education by saying "if your objective is to learn

[5] The teacher educator's mid-turn production of the UNC along with the surrounding prosody seem to be designed to get minimal agreement only. In such a pace and position, a full agreement to an UNC would disrupt the flow of NAD's extended turn, so the UNC must be projecting preference for minimality so that she can keep the turn.

about the GRAMMAR of that language, there's no reason why you cannot do so in-in l one %as the medium of instruction%". This receives a nod from FER (line 29). So far in the extract, NAD has shown alignment with FER, and made the distinction between the two contexts. Following an omission, the extract continues with NAD's mentioning of "new research" prefaced by a *but*. The plural pronoun *we* she uses possibly refers to an epistemic community of researchers who now "know that, (.) l ↑ONE is an <interactional resource> to use". After this, she states in a very markedly distinct manner, "<<AS the last resort>>". The upshot of this is that FER's proposition of a more serial and clear-cut progression of code-selection and the earlier research NAD referred to is *now* in conflict. Accordingly, L1 should be used, but as the last choice; therefore, it is L2 that should be used most in "grammar education" (line 9 and 29). This last resort then should also be acknowledged as being so by the students (lines 40-41). The UNC In line 44 receives an agreement token *hm hmm* from one student, but this student is not FER. Instead, BAR shows agreement, and another student is selected.

The point here is that the two instances where "research" is mentioned have different argumentative imports: in the first, the teacher educator distinguishes two different concepts, and then shows alignment with FER in that light, and in the second, contrastively upgrades the earlier "research", this time producing partial disagreement with FER.

To close this part of the analysis, I will demonstrate one more representative case in which a source of expert knowledge is invoked during arguable talk. Extract 15 features the teacher educator's mentioning an source that may come into play in resolving an ongoing disagreement. Before the episode, FER claims that someone who cannot read in a language, cannot speak it either. BAR takes the turn.

Extract 15. Literacy. TLS_Week3_L1_C1. [19:11 - 20:17]

```
1  BAR:bu:t in natural language acquisition (0.2) listening and speaking
2      always come first (0.2) just think about the time [when °(( ))° ((turns to SEL))
3  SEL:                                                  [°(( ))°
4  FER:i'm talking about (.) [l2 (.) not l1=
```

```
5  BAR:                        [(( ))
6  SEL:                        [(( ))
7  NAD: ☛=yes that's-that's-that's [what he refers to☛ l2 yep,]
   nad  ☛points to BAR with thumb--------------------☛
8  BAR:                              [even in      ((sniffs))    ]even in
9      er: l2 though (.) this can be applicable
10     (0.2)
11 BAR: [not always but (definitely) applicable
12 FER: [(( ))
13 NAD: [yep er so krashen krashen is-is a guy who is against uh:
14     classroom instruction (0.2) so he says that >you know< we don't
15     need instruction £we d(h)on't need teachers£ and all that[we
16     don't need to study
17 FER:                                                          [but (( ))
18 NAD:=grammar or reading but by-by (being) exposed to compre- i'm-i'm
19     not saying he's ↑right (.) there're many things uhm: not tested in
20     his hypothesis. but this is what he's saying by getting exposed to
21     comprehensible input (0.4) you-you can learn the language.
22 FER:*he bases on this theory or hypothesis (.) but yes*=
   fer *smiles-----------------------------------------*
23 NAD:=yes I MEAN YOU HAVE A POINT it-it-it may HELP but it seems to be
24     a bit harsh ferhat (0.2) okay?
       ((episode continues))
```

BAR opposes FER's claim by explaining a disciplinary term "natural language acquisition", and attempts to exemplify it, "just think about the time [when °(( ))°" overlapped by SEL in a quiet voice. FER initiates repair in line 4, saying what he talks about is L2. The turn-final addition of "not l1=" issues the trouble source. NAD denies FER's repair by acknowledging BAR's proposition as referring to L2 (line 7) and BAR takes the turn with an overlap. In line 8, he anaphorically refers to his initial turn with *this* and thus asserts that even in L2, listening and speaking can come first. He then asserts a vulnerability claim to this, "not always but (definitely) applicable". Among the overlapping turns (11, 12 and 13), NAD takes the floor and mentions "krashen", "a guy who is against uh: classroom instruction". Most possibly referring to a renowned field expert, she cites his views such as "we don't need instruction £we d(h)on't need teachers£" and "by getting exposed to comprehensible input (0.4) you-you can learn the language.". Invoking the source, she also fashions mid-turn an epistemic disclaimer "i'm-i'm not saying he's ↑right (.) there're many things uhm: not tested in his hypothesis. but this is what he's saying" (lines 17-19). Despite this downgrade weakening her disagreement, the contents of the invoked source proposed that there is an expert source whose proposition mismatches FER's arguable claim that

"someone who cannot read in a language, cannot speak it either". In line 21, FER picks up on NAD's disclaimer and asserts the vulnerability of the source. He then produces a minimal agreement token *yes*; however, his smiling and the just-prior contrastive pronoun *but* decrease the degree of alignment. This is very similar to what Sharma (2012) found as acknowledging multiple perspectives. NAD launches a weak agreement move, appreciating FER's point, and then an assessment "it seems to be a bit harsh". By also acknowledging and integrating a proposition other than her own, NAD does what Sharma (2012) calls 'establishing a third position'.

Summary of Findings

In this chapter, I delved into four phenomena regarding the teacher educator's disagreement resolution interactional toolbox in *arguable* sequences. The arguables occurred mostly among the teacher educator and the students, but student–student-initiated arguables were also present, which were managed, mediated, or expanded by the teacher educator, and the resolution was accomplished collaboratively. These were reformulations, agreement prefaces, understanding checks and invoking sources of expert knowledge.

First, reformulations were used often to reinstate the teacher educator's prior argumentative stance and to revoke a third speaker's counterargument. This way, they acted as a *funnel* for asserting preference (or its reversal) for the next turn by shaping learner contributions.

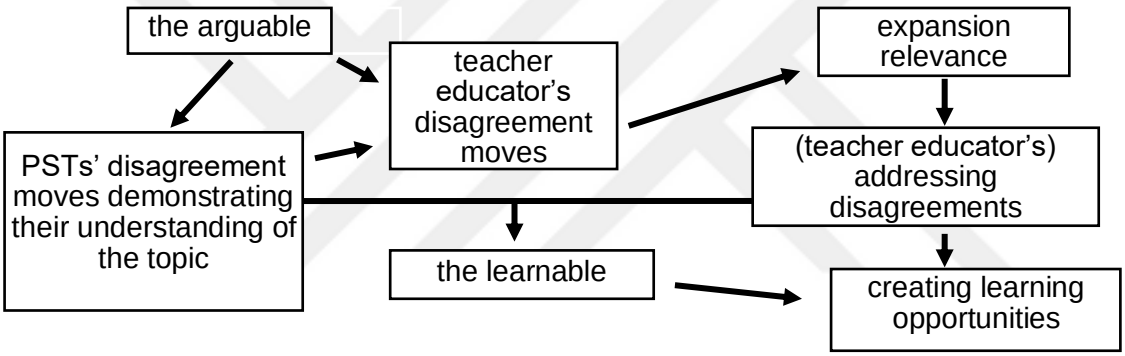
Second, agreement prefaces set the stage for an upcoming disalignment, but still (though partly) agree with the previous speaker. These often featured contrastive conjunctions or phrases and have similar shape (i.e., the canonical *I-know-but-still*). Agreement prefaces also operated as catalysts when the teacher educator attempted to minimize or terminate disagreement using a somewhat upgraded version of the resisted feedback. One common variation of agreement prefaces was knowledge appreciations, which also had almost identical shape as the *I-know-but-still* move.

Third, understanding checks (UNCs) were designedly used to seek agreement throughout the teacher educator's dissenting turns – especially, her in her post-expansions– , and these also marked an interactional movement from disagreement to agreement. Doing more of a mechanical work, UNCs very commonly elicited minimal agreement.

Fourth, invoking sources of expert knowledge was another interactional resource that the teacher educator used during arguable talk. The sources were first mentioned and elaborated on to respond to certain parts of the disagreed matter in a previous speaker's turn(s). These resources were produced in concert with one another in different ways.

Figure 5

The Interactional Movement from Arguables to Learnables



The teacher educator's addressing the PSTs' disagreements also characterized "learnables" in referring to participants' orientation of a topic that is to be a disagreement move or something to be learnt in-and-through interaction in arguable talk. The teacher educator's post-expansions and extended turns addressed points of disagreement, therefore elaborating on the disagreed matter and creating learning opportunities for the whole class. Figure 5 demonstrates this phenomenon.

The analysis of the data found four recurring interactional resources used by the teacher educator, which analyzably resolved arguable talk and created learning opportunities. The next chapter discusses these findings in the light of previous literature and suggests how and where these findings could be practically useful.

Chapter 5

Discussion

Using multimodal CA, this study revealed the teacher educator's interactional resources that appeared during episodes of arguables. These interactional resources were reformulating students' utterances in dissenting turns, producing agreement prefaces followed by counter oppositions via but-prefaces, understanding checks eliciting agreement and marking a stepwise movement from disagreement to agreement, and invoking sources of expert knowledge that support and refute the arguable. The teacher educator mainly used these resources in concert with one another and frequently defended one or two pedagogical stances during argumentative episodes. Subsequently, in all the instances, arguments were resolved – though mostly by PSTs' minimal agreements.

In line with the previous research, the teacher educator's disagreement moves often had the canonical shape of dispreferred actions and featured turn-initial delays, agreement plus disagreement moves, knowledge appreciations and hedges (Pomerantz, 1984; Saft, 2009; Stivers & Heritage, 2001). Such moves, especially agreement prefaces and knowledge appreciations often had the interactional function of establishing a less face-threatening exchange in the classroom. What is interesting is that the student–student disagreements were often more direct and face-threatening than student–teacher or teacher–student disagreement moves. McQuade et al. (2018) find in tutorless sessions that student–student disagreements were usually hedged and mitigated to minimize face threats for other speakers, so further studies could provide insights into this using external microphones to capture student–student decision making tasks. Another finding was that the teacher educator used self-referencing (i.e., "as I said") to reestablish an earlier position in line with a student's oppositional turn (Extract 10) and, in another episode, a student did asserting vulnerability to tune down her oppositional stance (Waring, 2001). As Waring (2001) found, using these resources helped participants adjust their level of disagreement and argumentative stance. The analysis also confirms Hosoda and Aline's (2005) finding of

the many different participants' changing methods in argument episodes. Looking into a single case, the study depicts how the participants manipulate prosody and turn design when producing disagreement moves. Some of these are non-lexical perturbations (i.e., "uh::"), prefaces (i.e., "I think so") and reformulations. These resources are utilized by NAD in this study as well.

One finding very similar to an earlier study was in Extract 10. In the episode, the teacher educator gives feedback on the length of the listening text the group had chosen. A group member shows resistance to the feedback by explaining their rationale for using that text. The teacher educator then fashions a weak agreement utterance and follows this by expanding on her earlier feedback – in a way, fortifying it – and mentions the existence of "other things" that disqualify it as a suitable listening passage. In so doing, she challenges the group's choice using an alternative, a more improved oppositional move. Solem and Skovholt (2019) find that when the teacher challenges the students with a formulation to and the students still disagree, the teacher refers to alternative ways to further challenge the students' utterances. Just as formulating helps this teacher to avoid openly disagreeing or making negative assessments, the teacher educator in this study uses agreement prefaces to establish a common ground but also further push her pedagogical agenda.

Below are dedicated sections dealing with overarching phenomena that this study offers for discussion and implications.

Students' Token Agreements and Superficial Resolutions

In the sequential unfolding of disagreement resolution, the collections in this study almost always offer instances of resolutions realized by students minimal/token agreements. Often in the form of *yeah*s coupled with nods, these seemingly bring about a successful end for the teacher educator's ostensible interactional project of turning students' disagreements into agreements; however, they do not reflect a full agreement on the PSTs' side. To illustrate, Sharma (2012) identifies methods by which participants may exit

conflicts, conceding, acknowledging multiple perspectives, and establishing a third position. Though the teacher educator sometimes does these, it is not the teacher educator whose position is subject to change, but the PSTs'. Therefore, disagreement resolution is as much on the teacher educator's part as it is on the PSTs'. Moving on from this point, the party unequivocally displaying token agreements is only the students. Even though both the teacher educator and the minimally-agreeing students analyzably treat the argument as resolved, there is still an unobservable realm of superficiality. Hüttner (2014) finds a similar phenomenon that although the participants may produce linguistic alignment, they "accept disagreements as a necessary part of developing arguments and solving problems, they are content in achieving rather superficial resolutions" (p. 209). As demonstrated earlier, the teacher educator's post-expansions despite the presence of the disagreed student's minimal agreement is another analytic phenomenon and deserves further investigation on its own. This calls for future examination and even mixed method investigations as Seedhouse (2022) suggests.

Arguables and Learnables in the Classroom

As Douglas Maynard (1985) observes, an utterance needs at least three turns (claim–opposition–counter opposition) to be deemed as an arguable. However, as he also notes, arguables usually provoke longer spates of talk (Figure 3). In the dataset, there is no single arguable entailing only two more related turns (complying with a three-part format without any expansions), and some episodes even take up to 10 minutes in a class. This substantial length of episodes enables the participants to discuss a specific topic (or topics) in great detail. Multiple participants are often involved in this process of sense making and their contributions may shape the trajectory of the interaction, and their contributions may be shaped by others as well.

But what would happen if the arguable was never produced or oriented to as being so? What do the participants' orientations to an utterance as an arguable facilitate? Along the pivotal live observations and the subsequent sessions of unmotivated looking, the

arguments in the classroom always seemed to create an opportunity for the teacher educator to talk extensively on a topic of dispute that would otherwise not happen without the disputable utterances of the students. These would stem not from students' misunderstandings, but their divergent points of view and pre-training experiences. Therefore, I argue that the teacher educator *and* the students collaboratively engage in this negotiation of meaning, which enables the teacher educator to sanction *learnables*.

A learnable can be defined as anything established in-and-through interaction as a/the shared pedagogical focus (Majlesi & Broth, 2012). Just as an utterance cannot per se qualify to be an arguable and needs to be the first turn in a three-turn format, learnables too require participants' joint orientation to some topic or utterance. Majlesi and Broth demonstrate how learnables interactively emerge by the participants' orientations to single words or even bound morphemes (2012). In a classroom context, the shared nature of learnables means that the overhearing audience (Heritage, 1985) will arguably have the opportunity to engage in this process. In their study, Solem and Skovholt (2019) muse, "teachers' formulations in classroom interactions are not primarily used to reach agreement but to establish common ground for the whole class, not only for the students whose talk the formulations actually build on" (p. 85). Oriented to, any utterance that may raise conflict in the classroom may have arguables turned into a focal matter that everyone has the opportunity to hear about. As the title of this study suggests, I not only tried to demonstrate the teacher educator's attempt to resolve an arguable, but also discuss the interactional import of these attempts opening spaces for learnables.

As most clearly seen in Extract 12, despite receiving multiple minimal agreements from FER, NAD still keeps bringing counter-claims to an arguable. I demonstrate the case here for ease of access.

Extract 12. Authentic Materials. from TLS_Week3_L2_C2+C3 [re-presentation]

```
11 NAD: ▲<but THA-THA-THAT'S the way it is
   nad  ▲moves both hands around-->line 28
12      +(0.2)+
   han  +2----+  2:nods and looks down
13 FER: °yeah° ((nods))
```

14 NAD: it is it's-it's-it's a social (0.2) context in itself >do you get
15 what i mean?<
16 FER: +yeah+
han +3---+ 3:looks up and nods
17 (0.3)
18 NAD: so it's still ✋authentic↓(.) okay, buti-✋(.) so-WRITING a textbook↓
han ✋4-----------------,,,,,✋
4:low-raises and lowers hand
19 (0.5) why do i (writing) a textbook? (.) for instructional purposes=
20 NAD: =then it's not authentic do you get what i mean?
21 FER: yeah
22 NAD: uhm:: (1.5) bu-so-do-uhm:(0.4) okay when a mother is talking to
23 %her-her kid,(1.0) it's again authentic >because you know<% (0.3) th-
fer %nods---%
24 the mother is not talking in a way er (0.9) for the purpose of
25 (0.2) uh: instruction=
26 HAN: +°(( ))°+
han +nods---+
27 NAD: =%>do you get what i mean< that's the way that that kind of
fer %nods--> line 30
28 talk develops▲
nad -->▲
29 (0.5)
30 FER: °yeah°%
fer -->%
31 (1.2)
32 NAD: ▲is that ✋clear?▲
nad ▲-------5--------▲ 5:raises one hand, palm facing
han ✋raises hand-->line 34
33 FER: yeah
((HAN is selected))

NAD's but-prefaced turn in line 11 and its continuation in line 14 refers to mother–child talk being of an authentic nature. At this point, the disciplinary term "social context" is uttered and the context of mother–child interaction is conceptualized as "a social context in itself". FER minimally agrees and NAD continues, by proffering an example situation, "writing a textbook". In lines 19 and 20, she now provides a contrastive account and proposed what does *not* count as authentic material. As such and the rest of the extract, NAD keeps producing these to resolve the arguable. My point here is, the teacher educator's pivotal orientation to the arguable has, toward the end, evolved into a series of statements that could potentially help FER and other PSTs in the classroom better discern

what is and is not an authentic material. Treated this way, the arguable is interactively established as an emerging point of learning, a learnable. FER's repeated minimal agreements along the way are overseen and the teacher educator keeps sanctioning knowledge bits. All other episodes of arguables have a similar sequential unfolding of arguables turning into learnables.

To illustrate further, in episodes where it is NAD's turn that a student or students treat as an arguable and NAD brings counter-opposition in the third turn, students can still hold their stance. On such occasions, the teacher educator may modify the learnable to meet the interactional need by way of resolving the argument – using some of the four overarching phenomena I detailed in the analysis section. Extract 10 provides a clear example of this.

Extract 10. Intensive Listening. from TLS_Week11_L2_C2+C3 [re-presentation]

```
1  NAD: er: ONE just one concern i have. (0.5) the text is a bit too long
2       %(0.3) to study%
   tel  %nods----------%
3       (0.8)
4  NAD: okay? er >so maybe could have focused on a shorter< %portion
                                                          %nods-->line 5
5       (0.2) er:%
   tel         -->%
         (.) of %that i mean%
   tel          %nods-------%
7        (1.5)
8  NAD: [°it's°  ]
9  BAY: [what for] micro teaching↑ or in: general↓
10 NAD: in general↓
11 BAY: in general
12 NAD: it's-it's too long (.) okay? >because students have to< intensive
13      you're not using it for extensive listening purposes, (0.2) but
14      you-you're using it for intensive (.) [listening=
15 BAY:                                       [yeah
16 NAD: =which requires intensive study, (0.2) an that's why: uh: (0.4) i
17      think a TEXT longer than two-tha-that was the case ↑with you↓ is
18      challenging=
19 BAY: =i [think
20 NAD:    [okay? e-e then e-e-it does ✋not (0.2) become like intensive
    Ss                              ✋raise hand-->line 24
21      (0.2)
22     study
       ((lines omitted))
```

29 BAY: actually (.) the ↑first reason that we choose a long text that
30 (.) er it's not just audio (.) in audio, you have to give the:
31 er: give your attention (.) ↑fully to understand but it's more
32 like a story it's more like a short film so that's why we chose a
33 longer version but we: °in the next we will try to cut it°
34 NAD: yeah i know but still:↓ [(0.2) okay? **then there are OTher things that**
35 BAY: [%°okay°%
bay %nods--%
36 **makes it challenging**↓%(0.4)% okay? i:s it's a from a tv series, and uh:
by&t %nod--%
37 you know (0.3) er requires some %maybe ↑background knowledge,% shared
tel %nods----------%

In the original extract, BAY's response to NAD's feedback (lines 29-33) consisted of Turn 2 in the arguable sequence and NAD's weak-agreement-prefaced turn (lines 34, 36, 37…) established the arguable. The learnable here appears in BAY's turn in that NAD later points to the "other things that make [the intensive listening text] challenging". BAY demonstrates her understanding of NAD's feedback between lines 1 and 22. NAD's opening up these "other things" addresses BAY's response and lists what further aspects of the listening texts make it challenging. In this way, the feedback point is now modified and so is the learnable of 'criteria for selecting intensive listening texts'. The learnable here is established first in NAD's feedback turns (see Footnote 5), and then upgraded by NAD after BAY elaborates on the group's rationale in selecting that text.

One significant finding of this study is that if the arguable had never been brought into the discussion, the prospective learnables would not have appeared either. By agreeing and disagreeing with their peers and the teacher educator, the PSTs also demonstrate understanding of the focal topic or join the classroom dispute with what they have at their disposal (e.g., their past experiences on that topic). They formulate counter-oppositional utterances against one another, and the teacher educator monitors these as well, and intervenes when these also go against her argumentative stance or the contents of students'

proposition. In any case, participants' joint engagement in episodes following an arguable lay the grounds for the teacher educator[6] to establish the learnable for the whole class.

I do not mean by any chance that "learnables" are understood, internalized, or *learnt* by the PSTs in the analysis. The teacher educator's sanctioning of learnable matters is her analyzable treatment of the PSTs' talk during classroom disputes; so, the term is not used here to refer to what students learnt. If this study was to bring claim for learning as a result of arguable talk and the interactional resources the teacher educator uses, it would have to provide proof depicting a change in PSTs' observable actions over time and contexts (Koschmann, 2012). It is, however, for sure that the earlier citation of Adler (2000) can be discussed in terms of teacher learning and arguables. Adler terms teacher learning as a process of intensifying exposure to teaching practice to help prospective teachers become better practitioners having more and more knowledge about teaching. As Johnson (2009) aptly put, future teachers' accumulation of knowledge and expertise emerges out of their participation in classroom social practices. Balaman (2023), investigating video-mediated PST group examination of L2 teaching data, finds that peer disagreements oriented to teacher practice play a role in creating learning opportunities. In the light of Adler (2000) and Johnson (2009), I argue that the participants' mutual orientations to disagreements (and to arguables) create an interactive classroom environment where prospective teachers could negotiate their beliefs and pre-training conceptions, paving the way for learning opportunities and a more well-rounded, shared pedagogical focus in the classroom.

Learnables emerging out of arguables also have a metabolic function in these sequences. They filter, revise and reform what is initially in the teacher educator's pedagogical agenda. Through the interactional resources detailed in the analysis, the teacher educator's position is conveyed to minimize disagreement on a given topic. Reiterating a pedagogical point, defending an argumentative stance, slightly shifting a

[6] There are instances where the PSTs orient to the arguable in a didactic manner and the teacher educator uses, for example, reformulations to establish a third position to resolve the disagreement (see Extract 5). However, I focused mostly on the teacher educator's turns as she observably decides which propositions are accepted in her episode-terminal turn(s).

position to accommodate disagreements, fortifying a statement with the use of sources of expertise and knowledge, referencing immediate others are all the interactional actions the teacher educator uses during arguables. Therefore, one pedagogical point that originally provokes disagreement is processed in many peculiar ways and from several angles. For this reason, arguables treated this way could engender more effective ways of tackling a topic and creating teacher learning opportunities.

Out of the invaluable feedback from the jury, an interactional model regarding the management of arguable talk can be found in the dataset. Hence, Figures 6 and 7 are presented as the most recurring models of the participants' management of arguable sequences based on the source of initiation.

Figure 6

A Student-Initiated Model of Managing Arguables and Learnables Based on the Dataset

S1: asserts the arguable [initiation]

(T: opens the stage for discussion) [elaboration]

T/Sx: brings opposition to the arguable

(T: facilitates discussion/invites other Ss) [elaboration]

S1: defends the arguable or the initial stance/ brings counter-opposition

(Ss: contribute)

T: launches expansions addressing the arguable (or other students' contributions) and the learnable [elaboration–resolution]

S1: agrees/ displays a change in argumentative stance [resolution]

T: closes the episode (frequently with EPAs) [termination]

A very similar structure can be found in teacher-initiated arguable sequences and Figure 7 showcases that.

Figure 7

A Teacher-Initiated Model of Managing Arguables and Learnables Based on the Dataset

T: asserts the arguable (through open statements or feedback) [initiation]

S1: opposes T or resists feedback

(T: facilitates discussion/invites other Ss) [elaboration]

T/Sx: bring counter-opposition to S1 or defend T's stance [elaboration]

T: launches expansions addressing the arguable (or other students' contributions) and the learnable [elaboration–resolution]

S1: agrees/ displays a change in argumentative stance [resolution]

T: closes the episode (frequently with EPAs) [termination]

Extracted and compiled from the dataset, these two models provide a comprehensive overview of the management of arguables and learnables in a language teacher education context. These models will later be discussed later for their implications for praxis.

Construction of Disciplinary Knowledge

One essential function of learnables is the construction of disciplinary knowledge through arguable episodes. Disciplinary knowledge comes in many ways; sometimes as a basic concept (e.g., the explanation of the term "authentic" in Extract 12) or in larger accounts merging research and first-hand experience (e.g., Extract 14). As a yet another outcome of emergent learnables, the teacher educator's oppositional turns also harbor disciplinary knowledge and terminology used to conceptualize pedagogical aspects of a topic. In a way, one can argue that the chain reaction caused by an arguable can be as follows: it first opens up a challenge, then teacher educator shapes or opposes students' propositions, thus surfacing learnables, and then creating opportunities for teacher knowledge to benefit from disciplinary terms and concepts. Though arguments may initially suggest conflict of ideologies and resistance between two or more participants, they nonetheless offer a successful environment for the social communication of expert knowledge. In a similar fashion, Waring's (2017) study looks at post-observation feedback sessions in which a teacher trainer does going general to depersonalize advice and invoke wider disciplinary or pedagogical principles which may, in turn, facilitate teacher learning and socialization as well as promote alignment. She muses, in going general, the mentor

succeeds in "…the delicate work of mentoring such as ensuring understanding of a problem, establishing the severity of the problem, opening up spaces for exploring principled understandings, and socializing the teacher into important disciplinary and pedagogical conduct and conceptualizations" (2017, p. 30). As showcased in the analysis, especially in the "Invoking Sources of Expert Knowledge" part, the teacher educator often draws on disciplinary knowledge and uses disciplinary terminology to conceptualize PSTs' disagreement turns in bringing counter-claims to them. Thus, the teacher educator is not only able to push a stronger oppositional move, but she also conveys expert knowledge during these episodes, which increases the force of the pedagogical narrative interactionally established thus far.

Institutional Talk and Trajectories of Arguables

The classroom as a place of institutional talk between participants has certain built-in deontics and pedagogical goals. Seedhouse (2019) states that the pedagogical focus affects turn-taking, repair, and sequence organization. In a similar fashion, Hauser (2009) asserts, "while the institutional setting can be viewed as influencing the organization of turn-taking, so that it is context shaped, *the way in which participants organize their turn-taking displays an orientation, or lack of orientation, to the institutional setting*" (p. 216, emphasis added). The context-specific nature of talk suggests that even in a classroom setting, how participants organize interaction is not a preset phenomenon. Context-sensitivity of interactional actions (Seedhouse, 2004) and the discussion on transferability of CA findings (Button et al., 2023) considered, certain moments in the dataset evidence participants' orientations to the institutional discourse.

A snippet from Extract 12 is due here to demonstrate HAN's orientation to turn-taking organization in the classroom.

Extract 12. Authentic Materials. from TLS_Week3_L2_C3 [re-presentation]

```
14 NAD: it is it's-it's-it's a social (0.2) context in itself >do you get
15      what i mean?<
16 FER: +yeah+
```

```
   han  +3---+  3:looks up and nods
17      (0.3)
18 NAD: so it's still✋authentic↓(.)okay,but i-✋so-WRITING a textbook↓
    han              ✋4----------------,,,,,,✋
                       4:low-raises and lowers hand
        (0.5) why do i (writing) a textbook? (.) for instructional purposes
        then it's not authentic do you get what i mean?
19 FER: yeah
```

Multimodal scrutiny of this extract reveals an example of HAN's orientation to turn-taking organization in the class. At this point, NAD has been talking about how mother-child interaction being of an authentic nature, and that it is not done for educational purposes as FER claims earlier. After NAD provides a statement characterizing this kind of an interaction is a "social context in itself", FER shows minimal agreement and then NAD provides an upshot formulation with a so-preface. Close to the end of this TCU, HAN, who sits right next to FER, raises his hand. His bidding for a turn in the TRP and its cessation after NAD's UNC "`okay,`" shows that HAN possibly foresees a continuation of NAD's turn. The offset of the hand-raising and NAD's "`, but i-`" matches sharply. In a way, the "` but i-`" monitors that NAD is 'not finished yet'. HAN lowers his hand and NAD continues her turn, bringing a further counter-claim to FER's arguable in the form of exemplification.

Classrooms have time limits, and it is no wonder that participants, especially teachers, might keep an eye on such constraints. The dataset features episodes provoked after an arguable reaching up to 12 minutes of classroom time. Reasonably, as these disputes could technically take far more than 12 minutes due to strictly defended opinions, time constraints should influence the trajectory of dispute talk. Demonstrating this point, Hosoda and Aline (2015) state, "every discussion carried out in a classroom context has some time limit, and the time limit affects the trajectory of the interaction. Consequently, such time constraints are likely to influence how discussants terminate dispute sequences in any classroom" (p. 256). I show below a now-familiar participant, FER, not ceasing his opposition and NAD's efforts to shut down the discussion.

Extract 8. Gastarbeiters. from TLS_Week3_L1_C2 [extended re-presentation]

```
1  NAD: as i said being able to read being able to write they may always
2       ↑help=
3  FER: =no i say [their speaking] and listening abilities weren't er:
4       that good
5  NAD:           [(( ))         ]
6  FER: either still er: >the first generation of gastarbeiters< (( ))
7        cannot
8 NAD: %$okay, f(h)erhat$% you ↑may have a point but yes er::
  fer  %smiles----------%
9       (0.6)
10 NUR: ✋↑can i say something↓✋
   nur  ✋raises hand----------✋
      ((NUR talks about her experience in learning Spanish, and brings a
      counter-argument to FER's lastly stated position))
11 NAD: yep yep exactly (1.1) °okay° .hhh $OKay↓let's move on$ (0.2) u:h
12      so and by the way listening is i'll-I'll get back to that not a
13      passive skill↓ it may be a receptive skill but not passive so
14      we'll discuss that okay?
        ((continues the slide))
```

Prior to this extract, the participants have been discussing whether not being able to read in a language would obstruct being able to speak that language. FER exemplifies 'Gastarbeiters' whose speaking and listening skills were inhibited by their lack of reading abilities in the German language. He agrees with certain oppositions along the way and shifts his stance slightly. After so many rounds of opposition–counter-opposition between FER, NAD and other PSTs, NAD says, "`$okay, f(h)erhat$`" with minimal laughter and then a downgraded appreciation, "`you ↑may have a point`". The following "`but yes`" marks that NAD still holds on to her oppositional stance but does not provide any counterarguments any longer. Instead, she produces a very long "`er::`". At this point, the dispute talk had taken 9 and a half minutes, and NAD seemingly does not pursue resolution any longer. NUR asks for a turn and launches her opposition to FER, and NAD shows agreement with her. Her "`$OKay↓let's move on$`" coupled with again a minimal laughter declares a sequence closure. The misplacement marker 'by the way' in line 10 and the following assert an opposition for an earlier statement of FER, claiming that 'listening is a passive skill'. But this statement is still not designed to get a response from FER, as evident in "`i'll-I'll get back to that`", a delayed topic proffer. This way, she minimizes

the chances of receiving further opposition. Therefore, NAD attempts to close the sequence again, this time succeeding. I think it is now safe to argue that the teacher educator's above-mentioned moves in lines 6 and 9 regarding sequence closure demonstrates her orientation to the time limitations in the classroom.

In brief, when analysing arguable episodes in an institutional setting, – in this case, in a classroom– the role of institutionality should not be overseen as they could affect the trajectory of interaction. Of course, the imposition of the setting can be commented on only after interactional evidence, as Seedhouse (2019) suggests.

Sequence-Closing Explicit Positive Assessments

Another manifestation of the institutional talk in the classroom is the recurring phenomenon in arguable episodes: sequence-closing explicit positive assessments (EPAs) (Waring, 2008). Indexing closure, these assessments appear in turn-final position, and this marks topic change by the teacher educator. Although this study has already demonstrated what interactional resources the teacher educator uses to resolve disagreements, it was unable to discover their relative positions. With EPAs coming after minimal or non-minimal agreements from the PSTs, it is certain that the teacher educator uses them in *episode-terminal* position.

Extract 9. Picture Stories. from TLS_Week4_L2_C2 [re-presentation]

```
18 SAN:[think about completely <°different thi°->]
19 NAD:[and bring UP sss-lety                    ] okay you're right (.)
20     a very good weakness (0.7) BU::T¿ uh:m AGAIN it's also er <you
21     know (0.7) >selection of the pictures is also very %important<% they
   san                                                    %nods------%
22     need to be highly relevant↓ %(0.6) so that (.) it doesn't (.) have
   san                          %nods-->line 23
23     the weakness that you mentioned% (.) very good↑
   san                            -->%
24  SAN: okay can i ask something? ((change of topic))
```

Appearing in an identical or very similar fashion as in line 23, EPAs' interactional import is unequivocally to mark the end of NAD's turn *and* the end of the disagreement.

Nevertheless, what these assess is ambiguous (Wong & Waring, 2009). First, the teacher educator might be casually referring to SAN's just-prior turn and attending to her contribution in situ (Waring, 2008). Second, she might be indexing her appreciation that such a sequence happened the way it did. Regardless of the ambiguity of the assessed, the assessment itself also marks the teacher educator's treatment of the arguable as now-terminated; it is a terminal act in marking the boundary of the episode and signals that another is upcoming (Mehan, 1979).

As discussed earlier, arguables very often attract more and more contributions from the participants. They, therefore, create space for the PSTs and the teacher educator to share and attest their beliefs and knowledge within the finite classroom time. This means that any statement, regardless of how strong, can be opposed by some party. At this point, I will refer to Waring (2008) for a snippet of her analysis; "what the teacher seems to be orienting to is the possibility that the EPA would be heard as doing sequence closing, thereby making it difficult for the learners to attend to any other relevant issue after its articulation" (p. 583). As a common teacher educator practice in the dataset, EPAs might be heard as terminating the episode and possibly hindering PSTs to 'raise the bets'. However, these could also reflect the teacher educator's time-management strategies in the classroom. Finer analysis is needed to examine EPAs' episode-terminating import and whether these may be affected by the ongoing classroom activity. For instance, Extract 8 above is from a classroom activity in which the class is divided into groups and are supposed to analyze and evaluate certain teaching activities from the coursebook and then to produce a mind map based on the weak and strong sides of each activity. After each group's mind map is done, they tell the rest of the class and the teacher educator about the 'pros and cons' of these activities. NAD occasionally asks questions or offers further contributions to these reports. Such a loaded activity can take hours if left unchecked. The preparation stage of these mind maps already takes a significant amount of classroom time. In short, the teacher educator's sequence termination in certain arguable episodes should be further

analyzed with the CA principle of context-sensitivity in mind – maybe even with support from the *member check* technique.

Implications

The findings of this study suggest several implications for language teacher education contexts. First, arguables can strategically be used in methodology courses (and maybe beyond) to better promote some pedagogical agenda or clarify misconceptions. Second, learnable matters seem to be moving on a slider in the degree of strength, so disagreement resolution moves can benefit better from disciplinary knowledge from sources of expert knowledge and the teacher educator's experience statements. Third, not all arguables may end up with full agreements from the PSTs – in fact, most end up receiving token agreements only. Yet, the teacher educator's orientation (or, lack thereof) to minimal agreements as unsatisfactory does open space for more elaborate propositions on learnables on the side of the teacher educator. This could create even more learning opportunities for teacher learning.

The findings of this study shed light on a relatively under-researched setting of teacher education classroom contexts. As argued earlier, methodology courses in (language) teacher education can provide ample opportunities for PSTs to negotiate meaning and their pedagogical beliefs rooting back to their pre-training experiences and beliefs. The argument went that pre-service teachers also formed a majority of their professional knowledge base through interaction with their teacher educators and peers. Therefore, this study calls for future research into teacher education classroom discourse and specifically, methodology courses examined using Multimodal Conversation Analysis.

The main focus of this study was on the teacher educator's interactional practices used in arguable sequences; however, these sequences themselves were limited by 12 episodes for the span of a semester. In this respect, the findings analytically grounded the emergence, development, and the resolution of disagreements in the classroom to be a

fruitful interactional process where PSTs' understandings of a topic were revealed for the teacher educator to formatively assess and learning a number of learning opportunities were created through the participants' orientations to arguables. Also as these episodes were frequently driven by 'ELT hot topics', this study could offer course design features for language teacher education methodology courses. Logically, if a course's primary aim is to *discuss* a topic, arguables will emerge. Therefore, such courses in language teacher education contexts could benefit from the integration of discussion sessions, panels and etc. which also includes the teacher educator to moderate or guide them. This would even further the disagreement richness (Angouri and Locher, 2012) of the context.

One outstanding contribution from the jury was that this study could have implications for "training of the trainers". The interactional model extracted from the arguable sequences (Figures 6 and 7) in this dataset could be used in the in-service training modules offered to teacher educators. For example, the modules dealing with classroom interaction could utilize conversation analytic data (whether it be the current one or any other similar ones) to engage teacher educators in the critical process of integrating micro-details such as initiating, facilitating, or resolving arguable talk. The relevant literature is scarce in that manner, though.

Although not necessarily examined so, the setting of this study is also an English as a Medium of Instruction (EMI) context. All the participants spoke Turkish as their mother tongue and English was their second language (hence, L2). Without touching upon the debates of using (compulsory) L2 instead of L1 for instruction in single mother tongue contexts, this study also calls for EMI research in language teacher education contexts.

Chapter 6

Conclusions and Suggestions

This study magnified arguable episodes in a language teacher education methodology course. In doing so, it found that arguables almost always entail longer sequences than the three-turn format. Navigating through the arguables and their management by the teacher educator, the study revealed the interactional resources used by the teacher educator to resolve disagreements and promote her pedagogical agenda by the use of: (a) reformulating students' disagreements to revoke a third speaker's counterargument and reinstating a prior stance, (b) agreement prefaces to acknowledge a disaligning speaker's prior talk while also setting the stage for promoting pedagogical agenda and to upgrade an earlier argumentative position, (c) understanding checks to elicit agreements from the disagreeing PSTs, and mechanically mark the boundary between her movement from one oppositional move to another, and (d) invocation of sources of expert knowledge to construct counterarguments through laying down supporting research. The deployment of these resources germinated an emerging phenomenon of learnables that offer teacher learning moments for the PSTs and reinstatement of the teacher educator's pedagogical agenda. The study did not aim to claim learning in these episodes, while it did discuss the learning opportunities (sparked from a disagreement between two participants) that were made accessible for the whole class.

The limitations of this thesis are as follows. In the first place, the dataset represents 11 weeks of footage recorded in a single course only. Therefore, as is the case with a plethora of CA studies, it is highly uncertain whether these findings will have bearings on generalizable actions beyond the context of language teacher education – or even beyond this particular classroom's context. Second, the analysis acts on 12 arguable episodes. Capturing the follow-up course to this one with the same participants would allow for longitudinal insights in the development and management of arguables.

Future studies could investigate arguables in the context of student–student arguable talk in group work; this study covered arguables emerging in teacher–student interactions only. Looking at how PSTs' argumentative stances develop in decision making activities such as the one demonstrated here as 'mind mapping' could reveal the peculiarities of these instances. Other studies could scrutinize how EPAs shut down arguable sequences and also *why* the teacher educator deploys EPAs during these sequences. A mixed method account would help illuminate this phenomenon in this context. Lastly, studies with a wider scope to cover the overall management of disagreement in language teacher education methodology contexts are needed. I would like to end my thesis with a quotation from Johann Wolfgang von Goethe which always keeps me pondering over CA and human social behavior: "The general and the particular converge; the particular is the general, appearing under various conditions."

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APPENDIX-A: Transcription Conventions

Symbol	Meaning
[ ]	the start and end of overlapping speech.
CAPITALS	speech that is noticeably louder than surrounding talk
(.)	a micropause lesser than 0.2 milliseconds
(0.6)	a micropause longer than 0.2 milliseconds
↑ ↓	rising and falling intonation
,	Slightly rising intonation
.	Slightly falling intonation
((comment**))**	the transcriber's additional comments
(( ))	inaudible speech
Co**:**lons	elongation of the previous sound, the more colons the more elongated the sound
Hyphen**-**	a cut-off
> <	utterances in between greater-lesser symbols are produced at a faster pace than the surrounding utterances (and vice versa for **< >**)
<	Hurried start of an utterance
=	immediate latching
$**word**$	smiley voice or suppressed laughter
° **°**	lower and less audible sounds in between
%action**%** (or **+** **+**)	embodied actions (actions described either between the symbols or separately), symbols may vary
% --->line 19 --->%	embodied actions that continue until the specified line

APPENDIX-B: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-101.02.02-00002395616 19.09.2022
Konu : Etik Komisyon İzni (Ali ANAÇ)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 26.08.2022 tarihli ve E-51944218-101.02.02-00002356316 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi **Ali ANAÇ**'ın, **Dr. Öğr. Üyesi Nilüfer CAN DAŞKIN** danışmanlığında yürüttüğü **"Hizmet Öncesi Yabancı Dil Öğretmen Eğitimi Bağlamında Metodoloji Derslerinin Mikro-Analitik İncelenmesi"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **13 Eylül 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: D0F65729-DE6D-440F-968A-A5D247D4CFCE Belge Doğrulama Adresi: https://www.turkiye.gov.tr/hu-ebys

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Bilgi için: Çağla Handan GÜL
Bilgisayar İşletmeni
Telefon: 03123051008

- 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.

…/…./…..

Ali ANAÇ

APPENDIX-C: Thesis/Dissertation Originality Report

……/……./……

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

Thesis Title: From Arguables to Learnables: Resolving Disagreements and Creating Learning Opportunities in L2 Methodology Classroom Interaction in a Teacher Education Context

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 Last name: Ali ANAÇ

Student No.: N21139719 ……

Department: Foreign Languages Education

Program: English Language Education

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

ADVISOR APPROVAL

APPROVED
(Assist. Prof. Dr. Nilüfer CAN DAŞKIN)

APPENDIX-D: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

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

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

..... /..... /.....

(imza)

Ali ANAÇ

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

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

(2) Madde 6. 2. *Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

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

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

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