The Modern Language Journal

ORIGINAL ARTICLE

Between teacher candidates' reflection and teacher educators' evaluation: Fluctuations in epistemic (a)symmetry in feedback conversations

Pınar Turan[1] ⓘ | **Nur Yiğitoğlu Aptoula**[2] ⓘ

[1]Department of Foreign Language Education, Faculty of Education, Middle East Technical University, Ankara, Turkiye

[2]Department of Foreign Language Education, Faculty of Education, Bogazici University, Istanbul, Turkiye

Correspondence
Pınar Turan, Middle East Technical University, Department of Foreign Language Education, Faculty of Education, Ankara 06800, Turkiye.
Email: ptopal@metu.edu.tr

Abstract

Evidence-based reflective practices are promoted in all recent frameworks for language teacher education (LTE). Through dialogic evidence-based feedback sessions, reflectional sequences make trainees join a virtuous cycle in which they reconsider and readjust their methods of teaching. However, research into how mentor and trainees orient to this evidence in interaction remains scarce. With this need in mind, this study investigates post-observation conversations (POCs) in a language teaching practicum. The recordings of 17 video-mediated POCs are sequentially and functionally analyzed using multimodal conversation analysis. The data suggests that the fluctuations in knowledge (a)symmetries serve as a catalyst for the progression of reflection- and evaluation-oriented sequences. The mentors strategically downgrade their epistemic position to index the trainees' experiential knowledge and invite reflection. However, when mentors initiate evaluation-oriented sequences, they systematically insert their epistemic primacy to limit any potential resistance that would challenge their epistemic authority to evaluate. The video medium also creates unique multimodal opportunities for their mutual orientation to evidence. The findings are conducive to expanding research into reflective practice in LTE and have pedagogical and research implications for our understanding of the sequential and relational organization of epistemics in feedback conversations.

KEYWORDS
evaluation, feedback talk, knowledge in interaction, language teacher education, mentoring conversations, reflective practice

The merit of any scientific framework "worth its salt" lies, in part, in its ability to "sustain applied research" (Heritage, 1999, p. 73). Correspondingly, conversation analysis (CA) informs and is informed by educational institutions, particularly in language teacher education (LTE; Seedhouse, 2005). In fact, a recent special issue of *The Modern Language Journal* (Eskildsen & Majlesi, 2018) underlines the potentialities of CA research in the practices of language teaching and learning communities. A common denominator of CA-informed LTE frameworks is dialogic reflective practice being at the core (Balaman, 2023). Despite this orthodoxy of reflective practice in LTE, how it "gets done" remains a question (Walsh & Mann, 2015, p. 352). Specifically, the prominent case for evidence-based and data-led reflective practice is yet to be studied. Therefore, the present study offers a glimpse into an event that crystallizes this evidence-based reflective practice: post-observation conversations (POCs). These conversations entail a teacher trainer engaging in a feedback dialogue based on observed and recorded trainee teaching practice. Despite the seemingly plain participation framework of POCs, they are, in fact, quite complex. In feedback talk, along with the developmental agenda (i.e., reflective practice), evaluative purposes that compete with reflection remain intact (Donaghue, 2020a). Therefore, the nebulous business of mentoring falls "somewhere between hierarchical and equitable" (Box, 2017, p. 152): hierarchical due to the institutional roles and the entailing epistemic primacy of the mentor, equitable for its long-pursued democratic environment that tackles such hierarchy. To address this notable "assess vs. assist" paradox (Slick, 1997), this article investigates the neglected role (Donaghue, 2020a) of feedback talk in the development and evaluation of language teachers. In line with emerging research into how category-bound actions are achieved through knowledge assertions (e.g., Yu & Wu, 2021), we demonstrate the fluctuating epistemic (a)symmetries in reflection and evaluation-oriented sequences of post-observation feedback conversations.

POST-OBSERVATION FEEDBACK CONVERSATIONS

POCs emerge as a substantial part of reflective practice, since dialogues with a colleague or a teacher educator reinforce reflection (Farrell, 2019).[1] While POCs are a globally recognized practice in teacher education, they are considered "a complex type of speech activity" that is "jointly constructed and negotiated by all individuals" in their participation framework (Vásquez & Reppen, 2007, p. 168). The complexity of the event comes from its "competing demands" (Box, 2017)—that is, while these conversations are expected to promote reflection and professional development, they inherently entail the high-stakes process of evaluation of the observed practices, which hinders the much-encouraged reflective accounts (Kim & Silver, 2021). Interactional research on POC delineates the "nuanced ways" (Box, 2017, p. 8) the participants achieve this two-fold reflective and evaluative pedagogical agenda. While the established and emerging LTE frameworks highlight the role of reflection (Sert's IMDAT, 2015; Walsh's SETT, 2011; Waring's SWEAR, 2021)[2], evaluation remains a counter—but an institutionally relevant—goal that is "impossible to break out of" (Waring, 2014, p. 117). In fact, Donaghue (2020a) unveiled that the content of feedback talk is primarily evaluative despite the required focus on professional development, even in in-service settings. Similarly, the trainees expect and accept "an expert's assessment of their teaching performance" in the preservice context as well (Vásquez, 2004, p. 35).

Among the recommended strategies for reflective practice, priorly discussed LTE models promote the use of video recordings of classroom interaction (Sert, 2019). Indeed, analyzing video-recorded teaching practice is found to stimulate reflective engagement (Sert, 2021). However, while the majority of CA-informed frameworks highlight the need for an evidence-based approach that in turn creates a reflective environment (e.g., Farr, 2010), to our knowledge, none so far investigated the members' treatment of such evidence in interaction and their co-operative epistemic stances towards them.

Early works on POCs (e.g., Arcario, 1994; Waite, 1993) set this event as "talk at work" that has a canonical structure and is remarkably consistent across different settings (Baecher & McCormack, 2015). As an indicator of POCs' institutionality, Copland (2011) revealed that what appears as

face-threatening acts (FTAs) in everyday talk are not necessarily treated as FTAs in POCs, and thus remain acceptable. Still, Vásquez (2004) proved POCs to be a "globally face-threatening activity" (p. 33). She suggested that "too carefully managed" feedback may disappoint the trainees who expect "constructive criticism" (p. 55). However, she also marked that mentors' constant attention to room for improvement leaves trainees in a position where they see their practice as being of poor quality. This calls for research into how mentors balance these "competing demands" and manage to walk the trainees through a "democratic process" (Box, 2017, p. 152). Despite being an invaluable part of the democratization of POCs, trainee-initiated sequences are rare (Harris, 2013). This paucity of trainee voice also lies in the findings that POCs are primarily dominated by mentor talk (Copland, 2010; Donaghue, 2020b; Farr, 2010). Nevertheless, there are strategies that mentors employ to encourage trainee contribution. The mentor's opening questions (Kim & Silver, 2016; Skovholt, 2018), problematizations as topic initiations (Vehviläinen, 2012), evaluative openings (Arcario, 1994), and even stand-alone noticings (Waring, 2022) are followed by the mentee's response, which can also be resisting (Park, 2014). Contrary to such efforts, mentors' interactional work to minimize trainees' resistance communicate that not every trainee contribution is preferred (Park, 2014). In an attempt to curtail "any defensive next act," mentors strategically fine-tune their discourse with measures such as designing the advice in a stepwise manner (Leyland, 2018), generalizing the advice (Waring, 2017), questioning before the advice (Vehviläinen, 2012), or account giving (Waring, 2007) to circumvent the advice receiver's resistance to feedback and to aid "the viability of the advice" (Waring, 2007, p. 372) that provides for a better chance of acceptance (Waring, 2017, p. 20). Therefore, the institutionally ascribed duty of evaluation creates a dilemma for mentors: being a feedback provider versus a facilitator of reflection (Kim & Silver, 2021). Consequently, the need for limiting trainee resistance in evaluative sequences requires the mentor to preserve their epistemic and deontic rights over the trainee and warrants a healthy level of asymmetry, while inviting reflective contributions of the trainee necessitates a downgraded authority.

KNOWLEDGE IN INTERACTION

Most institutional discourse implicates epistemic (knowledge) and deontic (power) asymmetries (Drew & Heritage, 1992). The ethnomethodological notion of epistemics in interaction thus deals with these "knowledge claims that interactants assert, contest and defend in and through turns-at-talk and sequences of interaction" (Heritage, 2013, p. 370).

CA research shows that there is an immense repertoire of sequential resources to signal epistemic rights (Heritage, 2012a), which are found to be interactively dynamic (Sidnell, 2012). For this reason, Heritage (2012a) used the analogy of a hydraulic engine to explain the epistemic gradient— that is, participants' knowledge assertions that place them in K+ (more knowledgeable party)-to-K− (less knowledgeable party) gradient make potential rectifications a relevant next in talk. Thus, taking epistemic stance requires micro-detailed sequential work of the speaker to assert their momentary epistemic position within turn-at-talk (Drew, 2018a; Heritage, 2012b).

Knowledge asymmetries displayed through talk are increasingly receiving attention in various contexts, such as gaming interactions (e.g., Piirainen–Marsh & Tainio, 2014), peer tutoring (Back, 2016), second-language (L2) classroom interaction (Batlle & Deal, 2021), family therapy training (Nanouri et al., 2022), and parent–teacher conferences (Caronia, 2023). These asymmetries are found to be of consequence for higher order actions achieved through talk, such as complaints and suggestions (Heritage, 2012b), or, in Sidnell's (2012) words, "whatever else that the participants are up to" (p. 315), including the focal pedagogical interactional achievements of this study: evaluation and inviting reflection. In terms of the epistemic authority in feedback talk, the research so far has pointed out that the feedback givers are generally the ones who hold the floor (Copland, 2011) and the right to ask questions (Donaghue, 2020a), identify learning troubles (Van der Westhuizen et al., 2020), give unsolicited advice (Farr, 2010; Van Braak & Huiskes, 2022), open and close topics (Schnurr &

Zayts, 2011), assert expertise (Svennevig, 2011), and hold the right to evaluate the other (Heritage & Sefi, 1992) as a manifest of their ascribed positioning as experts against the novice feedback receiver. Still, being an expert or a novice is not awarded by macro context but emerges through turns-at-talk (Ong et al., 2020; Yu & Wu, 2021), and teachers' epistemic stance is no exception (Van der Meij et al., 2022). For instance, to encourage whole-class discussion, language teachers downgrade their epistemic stances at times, contrasting with their institutionally ascribed epistemic authority (Van der Meij et al., 2022).

As a part of the epistemic negotiation, mentors need to engage in "substantial preliminary work" to receive reflective accounts (Kim & Silver, 2021, p. 318). Otherwise, the trainees' being the "experiential experts" of their contextual classroom experience as the subject–actor (Ho & Tai, 2020) would be neglected. In line with the recent recommendation of Donaghue (2020a) on the further exploration of teacher identities realized in discursive conduct, this article, therefore, investigates how teacher educators and prospective teachers negotiate and co-construct their relative epistemic stances to foster the epistemic progressivity of evaluation- and reflection-focused feedback talk. Drawing on Heritage's (2013) informed (K+) versus uninformed (K−) dynamic epistemic gradient, our study responds to the call for mentors to aid trainees in forming a healthy self-image that acknowledges mentors' critical feedback (Vásquez, 2004) while also embracing the epistemic rights that spring from first-hand experience of practicum.

THE CURRENT STUDY

This study aims to situate the affordances of epistemic (a)symmetries and the multimodal interactional evidential resources that serve the observed epistemic fluctuations by analyzing the minute details of participants' video-mediated post-observation interactions using CA. The research questions we addressed are as follows:

RQ1 How are mentors' and trainees' epistemic stances sequentially organized in post-observation feedback talk?
RQ2 What are the interactional resources that mentors and trainees exercise in shifting their epistemic stances?
RQ3 What are the pedagogical achievements of mentors' and trainees' changing epistemic positionings in post-observation feedback talk?

The excerpts presented in this article are a part of a larger dataset of the video recordings of 17 online post-observation feedback meetings. Using the theoretical and methodological tenets of CA, we micro-analyzed the lexicogrammatical, multimodal, and phonological interactional resources to investigate mentors' and trainees' displays of epistemic stance in their interactional environment. Eleven hours of video recordings in our dataset exceedingly ensure the saturation of data to generalize conclusions based on this micro-analytic study (Seedhouse, 2004).

Data and context

Data were obtained over 5 months from a senior-year practicum course of an initial teacher education program in a top-tier university in Turkiye. Participants included 2 practicum supervisors (henceforth *mentors*), Pelin and Halide (pseudonyms), and 11 student–teachers (henceforth *trainees*) they supervised (Halide: supervising 6 trainees, Pelin: 5). Halide had 20 years of teaching experience: 1 year as a language teacher, 9 years as a teaching assistant, and 10 years as a professor. Conversely, Pelin had 2 years of experience: 1 year as a language teacher and 1 year as a teaching assistant in the same department.
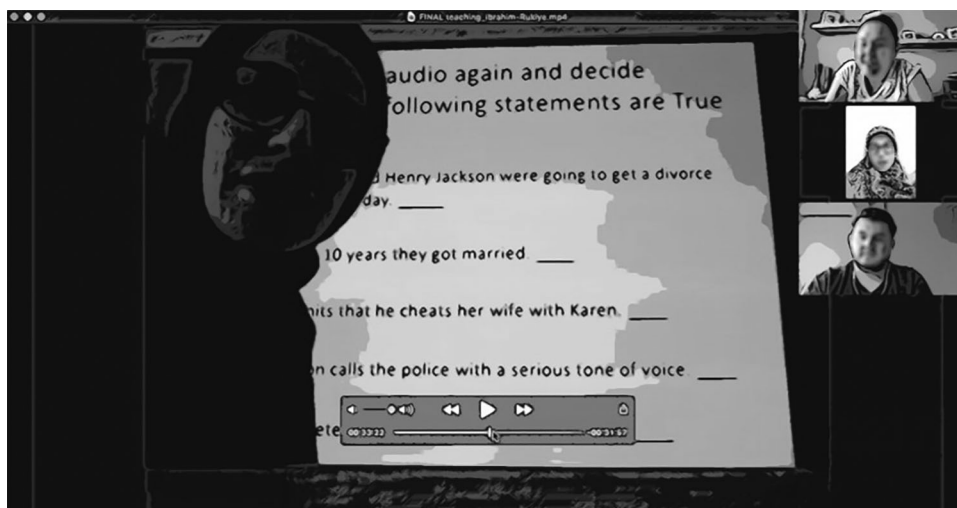
FIGURE 1 A screenshot of Zoom's user interface with video and screen-sharing on.

During practicum teaching tasks, the mentor attended the practicum lesson as an observer and then held a post-observation feedback meeting with the observed trainee, along with a peer trainee who also observed the same hour. There were no regulations about the time between the delivery of the lesson and its feedback session. In our dataset, it varied between 3 and 7 days. The first teaching–feedback cycle was executed in a face-to-face classroom environment. The remaining three tasks, however, were executed in computer-mediated means following pandemic-induced lockdowns. Considering that three fourths of our dataset were achieved through video-mediated channels, and what started as emergency remote teaching may be adopted in post-pandemic times (Jin et al., 2021), this study focuses solely on the video-mediated portion of our data.

Since the early days of 2020, video-mediated instruction (VMI) has become a part of everyday life, hence of research as well. The prospective teachers were among the groups affected multilaterally by the school closures, losing not only their access to in-person training but also their essential hands-on experience in the sector (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). By establishing a novel configuration, the video-mediated nature of these meetings may create unique opportunities for the access to and negotiation of knowledge in POCs that are thus far unaccounted for (Van Braak et al., 2021).

The online triadic meetings were held in Zoom, a wide-spread videoconferencing tool, through the hosting links provided by the mentors (see Figure 1).

All participants of the study define Turkish as their native language and English as an L2. While the university adopts English-medium instruction, the practicum supervisors have decided to hold the POCs in Turkish, as they see POCs as open spaces for raising opinions and feelings about one's practice without any potential barriers. This decision of the mentors facilitated this study, responding to the call by Van der Westhuizen et al. (2020) for further studies into POCs held in language teaching trainees' first language, as interactional troubles in meetings held in L2 are often overgeneralized into language deficits.

Multimodal conversation analysis

CA aims to systematically examine social interactions as systematic organizations, and participants' perpetual involvement with others' talk and seemingly instant decision-making for producing a relevant response makes them analysts per se (i.e., emic perspective). Based on this assumption, to make an informed analysis of what is being done through a particular turn, the analyst looks at the next one

to see how the recipient orients to it with the well-known question that has become a CA mantra, "why that now?" (Schegloff & Sacks, 1973, p. 299).

After receiving clearance by the university's ethical board and participants' written permission, we obtained the recordings from the supervisors and completed their transcription according to the Jeffersonian convention (see Appendix). Aligning with CA framework, our first step of engagement in the data conformed to the principle of unmotivated looking—that is, the recordings of naturally occurring data were repeatedly observed without any a priori theory or aimed construct in mind. To show the nonlinguistic resources resorted to by the participants, the verbatim transcriptions of the collection were later informed by multimodal details according to Mondada convention (see Appendix). For the computer-based actions, we applied Kim and Silver's (2021) turn-initial computer symbol (:) for a simplified addition that does not impede the readability. Such actions included participants' visible manipulation of the displayed elements on the screen, such as interfering with the teaching video being watched (e.g., rewinding a particular sequence) or moving the cursor around a particular item on the screen. Still, we must note that the issue of "complexity versus readability" is a common concern for scholars studying video-mediated interactions, and our study is no exception (Thorne & Hellermann, 2022, p. 234). Even though all the excerpts presented in our analysis come from video-mediated POC meetings, computer-based actions are included in the transcript only when they are made relevant by the interactants.

The methodological underpinnings of CA consolidate the validity of the present findings because of the granularity of the transcriptions and analysis, along with emic positioning (Seedhouse, 2005). For this reason, other feedback contexts can hopefully be informed through our findings, thanks to "the extent to which the practices of the methodology relate to the reality" (Harris, 2013, p. 70). As an accepted and expected triangulation practice in CA, the preliminary analyses were brought to data sessions to be discussed with other researchers in the field. Additionally, member checks (i.e., confirming our interpretations with the mentors), providing thick descriptions, and researcher reflexivity were among the strategies exhausted to promote the validity and reliability of our qualitative study (see Merriam & Tisdell, 2015). The privileged condition of being the researcher in a setting where one is also a practitioner participant is a recurring implication of recent studies (e.g., Donaghue, 2020a; Johnson & Golombek, 2020; Rose & McKinley, 2022) that also fosters unique adequacy and researcher reflexivity.

As a result of our repeated engagement, our principal observation was mentors' systematic epistemic downgrades in reflection-oriented sequences with conversely epistemically upgraded stances of the trainees. Compared with evaluation-oriented sequences, where the mentor holds strong epistemic authority over trainees, these repeated instances revealed what we call fluctuations in the intersubjectively informed epistemic stance of the mentors and trainees. The question of "why that now" centered upon "why upgrade/downgrade now," and we collected a broad spectrum of the changes from epistemic symmetry to asymmetry and vice versa (Hoey & Kendrick, 2017). Subsequently, we carried out a fine-grained examination of the collection that considers (a) activity that shaped the interactional setting (i.e., POC), (b) participation, meaning the interactional roles that the interactants take up, (c) the particular position of an action (i.e., what came before, what is next), (d) composition of that action (what resources formed that action: verbal, embodied, vocal, etc.; Hoey & Kendrick, 2017), and (e) action accomplished by particular stretches of talk (Schegloff, 1995). After this bottom-up and data-driven micro-level analysis (Sacks et al., 1978), epistemic fluctuations were revealed to be utilized in two distinct functions: epistemic upgrading as an interactional source for managing evaluation with minimal resistance and downgrading as a tool to encourage trainees to engage in reflective practice. Among these cases, we chose three excerpts for their clear demonstration of "maximum diversity" (Waring, 2022, p. 30) in the epistemic fluctuations in their interactional milieu of reflection and evaluation. Selected excerpts were later advanced with English translations for dissemination purposes.

On the basis of the previously mentioned relevance of CA, we therefore concluded that its established emic basis for multimodal and video-mediated interactional conduct and epistemics makes it an ideal method for the present analysis. With the aim of investigating the reciprocal relationship between talk-in-interaction and institutional goals of evaluation and reflection, the analytical focus of the study

conforms with applied CA. Correspondingly, we provide an analytical account of how fluctuations of epistemic asymmetry unfold in POCs to harvest insights into implications for LTE practitioners.

ANALYSIS AND FINDINGS

Our interactional analysis focuses on the co-operative actions of assessment and reflection in mentor-initiated sequences in terms of their sequential unfolding, along with mentors' and trainees' methods for forming and ascribing the upgrades and downgrades in epistemic stance.

The meetings are generally—if not always—held in a topic-by-topic manner. In Excerpt 1A, the mentor (M) problematizes a phrase that the trainee (T) used during the observed lesson. After one of the students asked the trainee teacher for the correct answer to an item in the activity, the trainee replied, "I also don't remember." The opening in Excerpt 1A displays M's exploitation of epistemic resources to make grounds for problematizing this practice.

EXCERPT 1A

M = Mentor, T = Trainee, PT = Peer Trainee

```
01    M:     θha? i also don't rememberθ
             oh, i also don't remember
      m:     θ-----------------1---------------θ
             1: moves her gaze away from her observation notes
02           *is not something a teacher £SHOULD SAY!.hh*
      m:     *moves her head sideways-------------------------------->*
03    M:     &çünkü sen materyalini (0.4) £çok iyi biliyor olman lazım,&
             Because you need to know your material really well
      t:     &smiles------------------------------------------------------&
      pt:    &smiles------------------------------------------------------&
04    M:     tamam mı? £
             okay? £
05    T:     tamam
             okay.
06    M:     hani, bir açıdan şey yapmak istedin
             so, in a sense you wanted to do something
07           onlarla ben de sizin gibiyim, hani,
             with them, i am like you, too, like,
08           ben de hatırlamıyorum falan dedin ama  (0.3)
             you said i don't remember as well but
09           <nassı ya> olur öğrenci=
             a student would be like <ho:w>
10           =gerçek öğrenci der ki <nassı ya hoca bile> hani ☼(0.5)☼
             a real student would say <how come even the teacher> i mean
      m:                                             ☼widens her eyes☼
11           +bilmediği şeyi niye bize soruyo. farkında değil mi +
             +why does she ask us the thing she doesn't know. doesn't
             she realize +
      pt:    +nods---------------------------------------------------->+
12    M:     gibi, olabilir  (0.5)
             can be, like that
```

In the first line of Excerpt 1A, M announces her epistemic access to T's utterance "I also don't remember" by repeating what she has noted down in her observation notes. This repetition is prefaced as in "oh"-prefaced utterances in English, which often indicate a shift in orientation (Heritage &

Sorjonen, 2018). M uses her notes, which is an epistemic resource only accessible to M, as a multimodal display of topic shift (Svennevig, 2012). Establishing an epistemic primacy over T and PT, she maintains her epistemic authority by invoking a rule about teachers' know-how, "not something a teacher SHOULD SAY," in line 2. As she places T in the category of teacher, M establishes that T's action was not in line with those of her professional community and supports this verbal negative assessment with her head movement (note that moving the head sideways indicates disapproval in Turkish). Assessment in first position implies M's primary epistemic rights to assess (Heritage & Raymond, 2005). When providing an account for her negative assessment, she again asserts her authority with the modality of obligation, "biliyor olman lazım [you need to know]." This action of telling what to do, in and of itself, positions M as informed (K+) and the trainees as uninformed (K−; Sidnell, 2012). M's comprehension check in line 4 also supports this assertion. The next turn is particularly interesting for its demonstration of the mentor's continuing orientation to assessment. After problematization, it is usually expected for the trainees to account for the noted behavior. Instead, M takes on the interactional work of accounting for T's behavior between lines 6 and 9, which lays the ground for her to express the potential consequences of T's behavior (9−12). This confirms the mentor's epistemic authority over the trainee as she treats the problem as not the trainee's "to know and describe" (Gosen, 2018; Koole, 2012). Moving on from assuming T's reasoning behind the behavior, she extends the assumption to T's potential students (9−12). As she invokes nonpresent actors (i.e., T's students), M appeals to a prosodic change in her turn. Using a pitch range different from her regular pitch to resemble the one of students, M gives the phrase the status of an external reference—the source being the hypothetical students (Couper–Kuhlen, 1999). Without any students present in this interaction, M's production of the hypothetical outcome of T's behavior remains unfalsifiable (Sandlund, 2014).

Overall, what we see in Excerpt 1A is that M's conversational conduct serves for a strong epistemic asymmetry by strategically employing various sources of knowledge, such as making her observation notes (1) and nonpresent actors (9−12) relevant, but not accessible in interaction. After establishing the observed practice as a problem, in the second segment, M starts to employ epistemic downgraders systematically, which in turn manages to give the floor T and PT (see Excerpt 1B).

EXCERPT 1B

M = Mentor, T = Trainee, PT = Peer Trainee

```
13   M:    o genuine olmak istedin belki↓
           that you wanted to be genuine maybe↓
14         içten olmak istedin ama↑
           (you) wanted to be sincere but↑
15         şeyin ıı: PTnin bu: bugün yapacağı o: ıı reflectionda o var.
           his err: it's in the err: reflection that PT will do today.
16         yani %arkadaşlık ve hocalık arasındaki o ince çizgiye% (0.6)
           i mean %the thin line between friendship and teachership%
     m:         %makes a horizontal wave with her left hand----------------------->%
17         böyle bir aktivitede bile hani (0.4)
           even in such an activity i mean
18         dikkat etmek lazım diye [°yazmışım°
           °I seem to have written° that it is necessary to pay attention
19   T:                           θ[yok arkadaşlık çizgisinden dolayı değil de hani θ
                                   θ no it's not because of the line of friendship but θ
     t:                           θaverts her gaze----------------------------------------------------θ
20         o an ne diyebilirdim ki başka £BİLMİYOM yani
           i DON'T KNOW what else I could say at that point
21         ben de yanılmışım↓ ne diyim↑ nasıl kıvırıyım?£
           I was wrong too↓ what do I say↑ how do I squirm out of↑

22   PT:   diğer [insanlara ʃsorabilirdin °belki°ʃ
           (you) could have asked other people maybe
     pt:          ʃsneers-----------------------------ʃ
```

While M continues her candidate account of T's problematized behavior, we see a slight change in her formulation of this account in line 13. Remember that in lines 6−8 of Excerpt 1A, the structure indicated a higher degree of certainty such as "yapmak istedin [you wanted to do]." What we see in line 13 is a lexical addition of the modal adverb "belki [maybe]," which lessens the degree of M's certainty. By doing so, M attempts to downgrade her epistemic stance to finally invite T and PT to reflect on the practice in question. Following this, M changes her orientation and brings the written reflection task as an external resource. Nevertheless, this time, the choice of resource is different from the previous excerpt, since the reflection task is mutually accessible for all participants in interaction. Similarly, PT's attention is called for by addressing him with his name. The lexicogrammatical details of the advice, such as "dikkat etmek lazım [it is necessary to pay attention]" with no direct subject, indicate what Waring (2017) called "going general" (p. 20). M depersonalizes the advice as a means of mitigation in line 18. As indirect advice brings forth elaborate trainee responses (Strong & Baron, 2004), M's preemptive accounts of T's reasoning brings T's reflective contribution (19). T shows resistance to M's formulations first by an explicit disagreement, "yok arkadaşlık çizgisinden dolayı değil [no it's not because of the line of friendship]" accompanied by her gaze aversion, which strongly indicates her turn to be a dispreferred response (Kendrick & Holler, 2017). She follows this with a self-deprecating revelation of professional incompetence, "BİLMİYOM yani [I DON'T KNOW, I mean]." Such self-deprecating resistance turns into resources for mentors to identify the problems and to offer solutions that are more fitting to mentees' specific needs (Leyland, 2018). To this extent, we first see an involvement of her peer, PT. The explicit address to PT in line 15 seems to have opened an interactional space for his reflective contribution, and he offers a candidate solution to T's problem. His negative assessment marked by a sneering gesture remains ignored. This, too, may be a reflection of the asymmetrical role-based epistemic resources of the mentor and the peer trainee (Tillema & Van der Westhuizen, 2015). When assessment and advice come from the mentor, they are treated almost as instructions, when they are offered by the peer, they are treated as weak suggestions (Hiramoto & Hayashi, 2022).

Overall, we see that M's epistemic downgrading turns into a successful invitation for the trainees' knowledge claims. Moreover, T's announcement of lack of knowledge offers PT a floor to display his knowledge by offering his advice. In Excerpt 1C, M builds her advice upon T's self-deprecating lack of knowledge claims. At the peak of M's epistemic primacy, her advice receives full acceptance by T.

EXCERPT 1C

M = Mentor, T = Trainee

```
23   M:    (0.5) [sen işte aktiviteni ve cevabını iyi bileceksin.
            there, you have got to know your activity and the answer to it well.
24         ve hatta o (0.4)± o cümlenin nerede geçtiğini bile ±
            and also (0.4)± even where that sentence is in the text ±
     m:                      ±-----------------------------2-----------------------±
                            2: limits a space with her thumb and index finger
```


FIGURE 2
M limits a space with her thumb and index finger (24)

```
25         onlara aynen (0.3) Δrecite ediΔceksin↓ mesela ben hatırlıyorum
            Δyou will reciteΔ to them verbatim↓ for example i remember
     m:                      Δ-----------------looks at her observation notes------------------->27
26         (0.5) ııı henry ile işte ıı a-henry ile onuncu evlilikΔ
            err: with henry err: with a-henry our tenth anniversary
27         yıldönümümüzü kutluyoruzΔ (.)>diye< en: başta söyledi
            we are celebratingΔ >that< said at the ve:ry beginning.
            ----------------------------Δ
```

```
28          listening textin belki de text hali elinde olmalı (0.6)
            your listening text maybe should be at hand
29          [böyle aktiviteleri kontrol edebilmen için]
            to check such activities
30    T:    [heee:: evet doğru↓ o zaman] iyi olurdu
            o:hh yes right     it would be good in that case
31    M:    Vüzerinde de cevaplar her zaman işaretli olursa,
            Vand if the answers are always flagged on that
      m:    Vknocks on the table----------------------------------------->32
32          hani neyi nerede bulacağınıV hızlı bi şekilde bulup↑-
            like you would find what to where toV find quickly-
      m:    ----------------------------------------------------V
33          hatta tapescript'te tam orayı dinletebilirdiniz↓ (0.6)
            you could have even make them listen to that exact point in
            the tapescript.
34          yani ± tam orayı açıp, ±(.) tapescriptte
            so  ± by opening that exact point ± in the tapescript
      m:            ±---------------------2---------------------±
            2: limits a space with her thumb and index finger
```


FIGURE 3
M limits a space with her thumb and index finger (34)

```
35          haaa evet ya burda tenth wedding anniversary diyo
            o::hh yes here it says tenth wedding anniversary
36          anniversary neydi arkadaşlar↑ falan gibi.
            what was anniversary, friends↑ kinda like.
37    T1:   Hee:m. doğru hocam
            oo:h. right teacher
```

In line 23, M's "işte [there]" connects T's claims of lack of knowledge with her advice. The choice of the verb, "bileceksin [you have got to know]," again indicates an epistemic state that T needs to reach to conform to the norms of the category *teacher*. In her following elaboration, while saying "o cümlenin nerede geçtiğini bile [even where that sentence is in the text]" (24), she limits a suppositional space with her thumb and index finger (Figure 2). This gesture is a recurring one in our collection (see also 34). Whenever she wants to refer to a certain item in a trainee's teaching, M virtually seizes that item in an embodied manner as a discernable expression of her access to the item. In this case, she holds on to "o cümle [that sentence]." In 25–27, she announces her epistemic access to "o cümle [that sentence]" with the verb "hatırlıyorum [I remember]." While doing so, she gazes down at her observation notes and keeps looking at them until she finishes reciting the full sentence. Although this action indicates that she is reading from the notes, she does not make this explicit in interaction and chooses the verb "hatırlıyorum [I remember]" to indicate her epistemic state. Her authoritative position slowly becomes mitigated again with epistemic downgrading in line 28: "belki de [or maybe]." Before this mitigated advice formulation reaches its end, T overlaps with strong indications of acceptance. Her turn-initial elongated "heee:: [oo:h]" can be considered an "oh"-preface for marking the previous turn as news (Heritage, 1984). T articulates multiple alignment devices here with "evet [yes]," "doğru⁻ [right]," "iyi olurdu [it would be good]." This acceptance yields the floor to M to detail her advice that has found alignment. Later, in lines 33–34, she expands her advice with "hatta [even]" and repeats the same cycle of manifesting epistemic access to an item of T's teaching. Notice the use of the same gesture represented in Figure 3, followed by verbally repeating the item "10th wedding anniversary" in line 35. Lines 35–36 are an invocation of the teacher voice. As she did previously with hypothetical students, the beginning and the end of this intonational phrase mark a distinctive, quotative reset in the

pitch pattern to insert a hypothetical teacher voice. Just as in line 28, she completes her turn in line 36 by mitigating this invocation by using "falan [kinda]," "gibi [like]," which, in turn, ends in T taking the floor with full acceptance, which leads to topic closure.

In three segments, Excerpt 1 shows how the mentor skillfully upgrades her epistemic authority to assert her knowledge for closing her assessment to possible debates and downgrade her status to open the floor to the trainees for reflective accounts. By using epistemic resources that are exclusively accessible to her, M solidifies the epistemic primacy she has over T and PT. She brings these resources in interaction to share her assessment without making it questionable. Still, since she also has a reflective agenda for which she invites the trainees to articulate their reflective thinking over their practices, she retracts these epistemic resources and starts to alter her turn construction toward more mitigated expressions.

Expanding on the first example, Excerpt 2 demonstrates that epistemic upgrading comes regardless of whether the assessment is negative or positive. The trainee in this excerpt used an online formative assessment tool in his teaching. The tool enabled him to review the correct and incorrect answers, and he used this opportunity for a whole-class discussion over the question items. M praises this practice and extends her positive assessment, still in a manner that manifests her epistemic authority.

EXCERPT 2

M = Mentor, T = Trainee

```
01   M:    esas bence 🖳  iyi yaptığınız şe:y,
           essentialy,🖳 in my opinion the thing that you (both) did well is
     m:🖳                🖳clicks forward in the progress bar-> 3
02         bu 🖳sorulardan sonra🖳 konuşurke:n,
           when talking after these questions,
     m:🖳   moves the cursor around the question displayed on screen
03         (1.0)🖳
     m:🖳   ----🖳
04   M:    Δtek tek (0.8) +evidence istedin.Δ
           you asked for evidence one by one
     t:                   +nods-----> 5
     m:    Δlooks at her observation notes---------------Δ
05         verify etti insanlar.+
           the people verified.+
     t:    -----------------------------+
06         ya genelde bu step çok unutuluyo.
           this step is forgotten generally
07         özellikle novice er: hocalarda.
           especially in novice teachers.
08         çünkü aktiviteyi yaptım bitti gibi düşünülüyo.
           because it is thought that i did the activity and i'm through.
09         ama onu yapmama- øen önemli kısım buø zaten. (0.3)ø
           but to not do that- øthis is the most important part. (0.3ø
     t:                       ønods--------------------ø
10         hani listening into speaking,
           i mean listening into speaking,
11         listening into reasoning,
12         critical thinking
13         tam burda oluyo,
           it happens right here.
14         🖳o yüzden🖳çok iyi oldu.
           🖳so 🖳it was really good.
     m:🖳   🖳.................🖳clicks forward in the progress bar-> 15
15         onu hani er: bundan sonra teachinglerinde deø hep(0.7)kullan,🖳
           i mean er: øalways use itø in your coming teachings,🖳
     t:                ønods in a wider wavelength-> 16
     m:🖳   -------------------🖳
16         diycektim.ø
           i was going to say.ø
     t:    -------------ø
```

M, the usual party to initiate a topic, starts with a positive adverb "iyi [well]" to describe the practice she depicts in the following turn. As an attempt to make both T and PT the subject of this assessment, she constructs the verb in plural, though it is T's lesson being assessed. During the same turn, in the computer-based modality, M starts to click forward in the progress bar in an attempt to find the moments she is referring to in the video recording of T's teaching. When saying "bu sorular [these questions]," she supports her deictic reference with her cursor move above the question that is displayed on her screen. As an important indication of screen display being used as an epistemic resource, we see that the participants keep the verbal conduct on hold until she makes her reference mutually accessible through the screen. In lines 4−5, she finally reveals the good conduct she wants to initiate as a topic. Similarly to Excerpts 1A and 1C, she forms a category in lines 6−9. However, this time, the reference is particularly to the novice teachers. She inscribes the omission of reviewing the answers as a categorical action for novice teachers. In line 8, as she assumes the line of thought of the members of that category and in lines 9−13, she asserts her own professional knowledge. While she places T and PT in the category of novice teachers, she praises them in line 14 for not conforming to the category-bound behavior she criticizes. As he did throughout the sequence, T shows alignment to this advice by nodding strongly. M closes this sequence with advice of adopting the praised practice in future professional conduct, which is common in explicit positive assessments (Huhtamäki & Grahn, 2022).

In brief, Excerpt 2 reveals that the mentor asserts her epistemic authority and professional knowledge for assessment purposes regardless of the positivity or the adversity of the assessment. Considering the devices she uses to consolidate her authority and how small the gaps are between the units of her multi-unit turn, T's mere backchanneling for the whole excerpt confirms M's epistemic rights.

As Excerpts 1 and 2 demonstrate M's knowledge assertion for assessment purposes, Excerpt 3 illustrates the case in a contrariwise manner—that is, the way in which the mentors keep a downgraded epistemic stance in prolonged sequences of reflection becomes vivid in the mentor's persistent effort to create space for T and PT's accounts. T's asynchronous listening lesson has a problem with activity sequencing. The activities catering to cognitively higher skills come before the ones that stimulate lower skills in the flow of the lesson, and M seeks T's reflection on this sequence planning.

EXCERPT 3A

M = Mentor, T = Trainee, PT = Peer Trainee

```
01    M:    sonra bunun hemen ardına bi dialogue completionın vardı.
            then right after this you had a dialogue completion
02          burda da sorum sana şeydi.
            here too, my question was this
03          hani, burda amaç ne?
            i mean, what is the aim here?
04          bu tip dialogue completionlarda ya da
            in this type of dialogue completions or
05          spesifik olarak senin dersinde↑ (0.8)
            specifically in your lesson↑
06          ne öğretmek için bu var? (0.6)
            this is here to teach what?
07          dialogue completion. (0.2)
08          şimdi (0.3) şeyler var, utterancelar böyle va:r, (0.3)
            now there are things, utterances i mean
09          ve onları yerleştiriyolar.
            and they place them
10          (2.1)
```

```
11    T:    hocam, yani, er: hani [günlük-
            ms, i mean, er: like daily-
12    M:                         [diyalogu zaten dinlediler↑ (0.5)
                                 they already listened to the dialogue↑
13    T:    mm↑ hm.
14    M:    ve hatta↑⌨
            and even
      m:                ⌨clicks a previous moment in the progress bar->15
15    (2.1)⌨
      m:    ------⌨
```
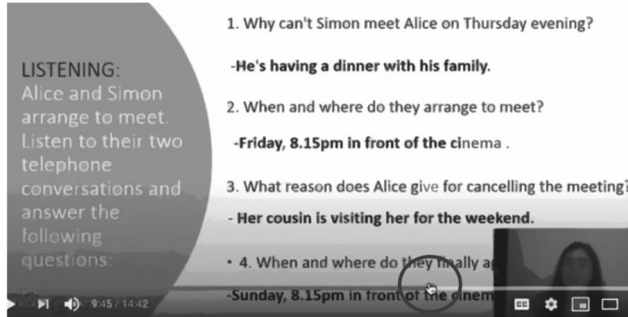

FIGURE 4
M clicks on the video progress bar to display this screen (14)

```
16          £daha da kolay olmayan sorulara cevap verdiler. (0.3)
            £and they had even answered the questions which were not
            easier.
17          *di: mi?£* (0.7)
            hadn't they?£
      pt:   *smiles-----*
18    T:    ehehe
19    M:    daha spesifik şeyleri.
            more specific things.
20          sonra,⌨ bu sefer er: tamamen aynısını (0.8) koymasını isti-
            then,⌨ this time we: wa- them to put the exact same
      m:⌨   clicks a forward point in the progress bar
```
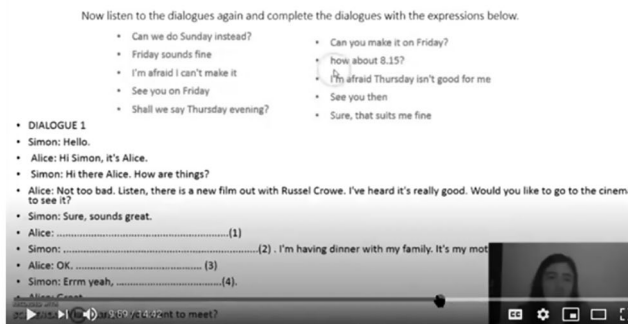

FIGURE 5
M clicks a forward point for the activity (20)

```
21          yani ±olan şeyleri± yerleştirmemizi istiyoruz, di mi?
            i mean we want them to place ±already existing things±, right?
      m:           ±-----2------±
                   2: limits a space with her thumb and index finger
22    T:    (0.6) mm↑ hm. (0.6)
```

For T's task under discussion, the students listen to a dialogue and are expected to answer the questions in Figure 4. Following these comprehension questions, they move on to the dialogue completion M refers to, which requires the students to put the exact utterances they heard in the listening into correct places in the dialogue (see Figure 5). In lines 2−3, rather than initiating the topic with an

explicit problematization, we see that M forms a question for inquiring the aim of the lesson. While the aims are already available to M since T had submitted her lesson plan before, M assumes an uninformed (K−) position by asking. In turn, she also proposes that T is likely to be informed (K+) about it (Heritage, 1984). This epistemic downgrading is expected to encourage T to reflect on the activity; however, M's silences at the end of each line between 5 and 9 do not result in T taking the turn. Finally, after 2.1 seconds of silence, T starts her turn with hesitation and no content (11). This elongated silence and hesitance is dispreferred, and M revises her question by making the screen display a common epistemic resource (14−15). Using "ve hatta↑ [and even]" as a floor-holding utterance (Locher, 2010), she clicks on the progress bar (cursor shown in Figure 4) to share the comprehension questions on her screen and then continues her turn (16). Through line 21, she summarizes the activity sequence by clicking various moments of the activity video to show different exercises T executed consecutively. Referring to the shared experience of T's teaching, she weakens her epistemic stance by seeking confirmation in the tag, "di: mi [right]" in lines 17 and 21, as opposed to sounding informative (K+). Her smiley voice during these turns receives aligning smile and laughter (Grønnerød, 2004) from PT and T and a final affirmation from T, "mm hm." Following this, in the next segment (see Excerpt 3B), we see T's attempts for identifying the problem by reflecting on her lesson. However, she still does not assume a K+ position against M, and M explicitly devaluates her epistemic stance on the matter.

EXCERPT 3B

M = Mentor, T = Trainee, PT = Peer Trainee

```
23    T:    ⊆ yani y-yerini mi değiştirmem gerekiyordu acaba?
            ⊆ i mean, was i supposed to change its p-place?
      m:    ⊆ places her hand under her chin-----------------> 24
```
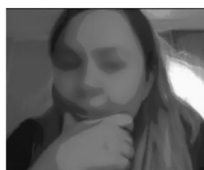

FIGURE 6
M places her hand under her chin (23-24)

```
24          basitten zora↑ mı yapmam? ⊆
            (my) doing it from easy to hard? ⊆
      m:    ------------------------------------------ ⊆
25    M:    =eve-yani bu size sorum.
            =ye-i mean this is my question to you.
26          hani benim doğru cevaplarım olduğu için de değil.
            not that i have correct answers.
27          ama hep beraber hani meslektaşız *artık,
            but all together i mean, we are colleagues from now on,
      t:                                    *smiles-> 29
      pt:                                   *smiles-> 29
28          şurda kalmış sizin bikaç haftanız.
            now that you have only a couple of weeks left.
29          hani,* ne düşünüyosunuz bununla ilgili?
            i mean,* what do you (both) think about this?
      t:    ---------*
      pt:   ---------*
```

Excerpt 3B starts with T's proposal of alternatives. While the practice of putting dialogue completion before comprehension questions is not explicitly labeled as problematic up until this point, her

attempt for a solution indicates that T has reflected on the activity and identified it as such. Notice M's hand in lines 23−24 (see Figure 6): While she keeps her hands in positions where she can actively use her hand gestures and the computer hardware (i.e., mouse and keyboard) during her turns, she chooses a supposedly stand-by position for her hands during trainee talk where she gives space for multi-unit turns of reflection, indicating her listenership. This gesture also blocks her mouth movements and thus potential verbal contributions. T forms her candidate alternatives in interrogative structure, still not adopting an informed (K+) stance. Nonetheless, M does not cave into this positioning and explicitly assumes the question as her own, "size sorum [my question to you]" (25). As another explicit indication of her uninformed (K−) stance, she renounces her right as the mentor to know the right answer (26). Similar to the previous excerpts, she appeals to categorizing the trainees in professional boundaries. However, this time, she uses this categorical work to reach an epistemically symmetrical status: first by saying "hep beraber [all together]" (27), then by naming all three interactants as belonging to the same category, "meslektaşız [we are colleagues]." However, the adverb at the end, where she refers to a time restriction to this membership with the word "artık [from now on]," indicates that T and PT have only recently gained access. Moving further, line 27 signifies another category to which T and PT belong for the following couple of weeks: M refers to their status as students since they have less than 1 month before graduation. By announcing T and PT, who are still students, as members of the teacher community, she gives them the epistemic rights of being a teacher and holds them equal to her own epistemic status in terms of professional knowledge. Coming right after her epistemic disclaimer "benim doğru cevaplarım olduğu için de değil [not that I have correct answers]," the category *teacher* as the informed (K+) party in the teacher–student pair, serves as a tool for M's epistemic downgrading. On that account, she asks their opinion on the topic in line 29. The final segment of the excerpt illustrates M's efforts at reaching a symmetrical epistemic stance finally extrapolating: T and PT offer their exhaustive accounts on the practice in question (see Excerpt 3C).

EXCERPT 3C

M = Mentor, T = Trainee, PT = Peer Trainee

```
30    T:    Mm,
31          (1.9)
32    T:    yani hocam, ilk başta dinlicekleri için, belki de, (0.2)
            evet,
            i mean, teacher, since they will listen to it first, maybe, yes,
33          bunu yerleştirmeleri daha kolay olabilcektir onlar için, daha bi:↓
            it might be easier for them to place this, more
34    M:    cognitive load-cognitive seviye +olarak düşünün.+ (0.3)
            cognitive load-think about it as cognitive level.
      pt:                                  +nods----------------+
35          hani bi şeyi aynen koymakla, ııı, di mi? (0.3)
            i mean, placing something verbatim, er:, right?
36          +bi şeyi, (0.5) ııı, deduce  ederek,+ böyle
            (0.5) er: deducing something, like
      t:    +nods-------------------------------------------------+
37          daha doğrusu, induce ederek bi yerden anlamak
            more precisely,understanding by inducing something from somewhere
38          tabi (.) daha farklı şeyler gerektiriyor.
            of course (.) it requires more different things.
39    PT:   hatta aslında bunu dinlemeden bile yapabilirler sanırım.
            (0.2)
            in fact actually they can even do it without listening i guess.
40    M:    +ha:, evet daha     [wr-writing gibi evet (0.5) di mi?+ hı↑ hı.
            huh, yes, more like [wr-writing yes (0.5) isn't it?+ mm↑ hm.
      m:    +nods----------------------------------------------------------+
```

```
41    PT:   [çünkü mm↑ hm,
            [because mm↑ hm,
42    M:    [genelde böyle-
            [generally like this-
43    PT:   =yani ⊆ listening
             i mean ⊆ to listening
      m:          ⊆ places her hand under her chin-> 49
44    PT:   mesela eğer listening-focused bi ders yapıcaksak? (0.3)
            for example if we are to have a listening-focused lesson
45    M:    [+ö:nce+
            [be:fore
      m:    +nods----+
46    PT:   [er: böyle bi aktiviteyi öncesinde verip↑ sonra
            [er: giving an activity like this beforehand and
47          listeningten sonra kontrol etmelerini (0.3) isteyebiliriz.⊆
            then want them to check from the listening⊆
      m:    ---------------------------------------------------------------------⊆
48    M:    elinde diyalog olmuş olur falan gibi, belki,
            they would have the dialogue at their hand, maybe,
49          hani b-tam bir cevabım yok ama↑
            i mean b-i do not have an exact answer but
50          bana bunları düşündürttü,
            (it) made me think about these,
51          o yüzden hani +seninle onu paylaşmak istedim.+ ıı::, T.
            that is why i wanted to share it with +you. err::, T.
      t:                  +nods----------------------------------------+
```

T's "Mm," in line 30 serves as both a position-holding utterance that projects her turn in lines 32−33 and a token of "thinking mode" (Kim & Silver, 2021, p. 320). Her coming reflective accounts on better options for the criticized practice are accompanied by the expressions of guarded commitment such as "belki de [maybe]" and "olabilcektir [it might be]." This weak contribution ends in M's taking the turn, and she attempts to further stimulate T's reflective thinking by drawing their attention to their professional knowledge: cognitive load with the verb "düşünün [think about it]" formed in plural, referring to both T and PT. In line 39, PT joins the discussion with a turn-initial "aslında [actually]," which prefaces counterinformings that serve for offering a piece of knowledge that is contrary to the recipient's prior position (Clift, 2001). This precedes her suggestion of using the activity as prelistening, that is, at an even earlier position in the course of the lesson, contrary to what T did. Both verbally and nonverbally, M shows strong agreement (40). When PT holds the floor and expands her contribution (43), M places her hand in a now familiar stand-by position under her chin during PT's talk, where she expects extended contributions of the trainees as reflective accounts and portrays listenership. While PT goes on with the candidate solution, M nods and shows alignment with PT's prelistening idea with the accentuated word "ö:nce [before]." Until PT finishes in line 47, M's hand remains in the same stand-by position. Lines 50−51 orient to the termination of the topic, as summarizing for closure is common for mentors doing feedback (Harris, 2013).

In a three-fold manner, Excerpts 3A, 3B, and 3C note how mentors' sustained epistemic downgrading strategically stimulates trainees' interactional contributions in reflection-oriented sequences.

DISCUSSION

The analysis of Excerpts 1−3 observed how the epistemic (a)symmetry between mentors and mentees is dynamic and co-constructed through interaction to achieve reflection and assessment as pedagogical
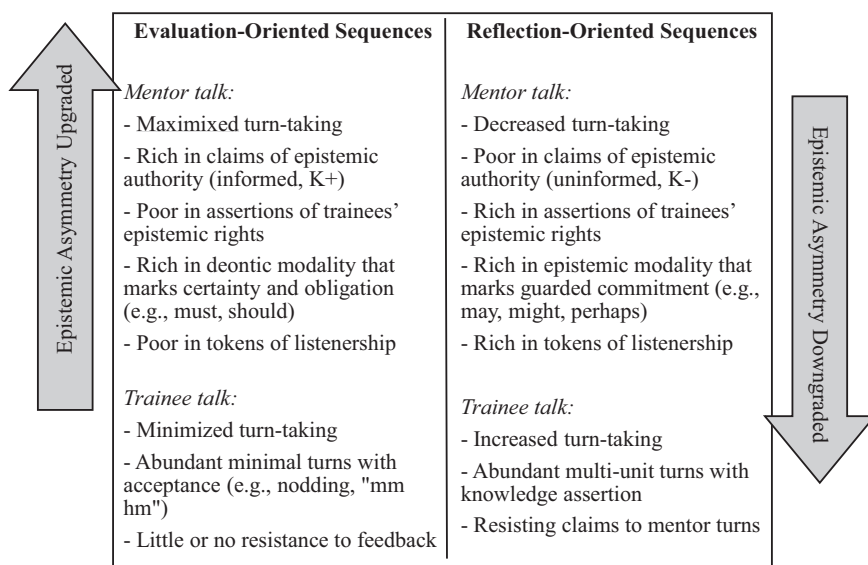
FIGURE 7 Interactional resources employed in fluctuations in epistemic (a)symmetry in evaluation- and reflection-oriented sequences.

activities. Regardless of the practice being evaluated as positive or negative, mentors seek epistemic authority over trainees for evaluative sequences. In reflection-oriented sequences, their conversational work downgrades their epistemic stance in order to elicit trainee contributions in reflective sequences. These upgrade or downgrade attempts can come both as extended conversational work going through a whole topic, as we see in Excerpts 2 and 3, and as shorter fluctuations between evaluation and reflection, as in Excerpt 1.

Line-by-line analysis reveals that in reflective and evaluative sequences, mentors create fluctuations that go back and forth between states of epistemic symmetry and asymmetry, and these fluctuations are realized by various interactional devices (see Figure 7). As expressed by Hall (2007), the work of language teaching professionals involves particular institutionally relevant procedures for managing pedagogical goals. Correspondingly, mentors in our data reach a lowered epistemic stance for their pedagogical purpose of prompting reflection, thus, allocating epistemic rights and responsibilities to the trainees. This results in increased trainee turns and engenders reflective contributions. In contrast, the evaluative agenda is achieved through keeping trainees' epistemic rights to a minimum and empowering mentors' epistemic authority, which in turn provokes the trainees' acceptance and generates shorter responses.

Revolving around a problematized practice, Excerpt 1 included both reflective and evaluative orientations on the same problematization consecutively. Excerpt 2, in contrast, demonstrated how mentors' epistemic authority over trainees remains firm in evaluative sequences even though the evaluation is positive in essence. Excerpt 3 showcased the mentor's sustained epistemic downgrading when trainees are resistant to bring their reflective contributions. All things considered, mentors and trainees actively move between informed and uninformed stances, achieving the overarching agendas of reflection and evaluation through intersubjective corroboration. It is through such micro-analytic findings that the interventionist advancements in CA reconceptualize prevailing notions in SLA, such as motivation and feedback, and transform the mechanisms of teacher education (Sert, 2022).

Our study responds to the call for the "increasingly relevant" (Dooly & Tudini, 2022, p. 188) interactions that take place in online environments, particularly since interaction can be understood as a trajectory of knowledge building in language teacher training. In our analysis, even though mentors' display of teaching videos on screen created opportunities for trainee noticing (as in Excerpt 3A),

TABLE 1 Summary of the devices and resources for epistemic stance marking in post-observation conversations.

1. Nonlexical vocalization (i.e., haʔ)
2. Pronoun work (i.e., "me" vs. "us" vs. "you")
3. Grammatical markers (i.e., hearsay "-mış" [seem/heard to have done])
4. Guarded commitment (i.e., tag questions, "maybe," "perhaps")
5. Invoking membership categories (e.g., teacher, novice teacher)
6. Enacting nonpresent actors (i.e., voicing with tone and pitch reset)
7. Asserting professional knowledge
8. Renouncing professional knowledge
9. Multimodal displays of listenership
10. Screen sharing (i.e., screen-based activities)

employment of the tools offered by the online setting remained significantly limited. For instance, our study observed no mentor making their notes available to the trainees via VMI tools. As practitioners, we understand the sudden shift to digital modalities was a challenge that led to potential reconfigurations of practicum courses. Therefore, to expand our understanding beyond emergency instruction, the digital readiness of trainers is essential (UNESCO, 2020). Such nuanced reconfigurations can be harnessed into the comprehensive and sustainable teacher training that we globally strive for, considering the practitioners' intentions of adopting online or hybrid teaching opportunities in post-pandemic times (Jin et al., 2021).

Epistemic domains are strongly linked to institutional actions categorized by memberships (Raymond & Cashman, 2021). However, this membership is not inherently possessed but a situated construct "vulnerable in challenging sequential environments" (Mondada, 2013, p. 598). Thus, participants' memberships and relative epistemic rights go hand in hand in constant kinesis in which they are asserted and contested in and through interaction. Accordingly, the findings expand our understanding of epistemic asymmetry, as asymmetry is not necessarily invoked by the advice-receiving party (cf. Park, 2012) but is also visible in unsolicited feedback in mentor-initiated sequences. Through multiple resources discussed here, such as metadiscursive choices that set the participation framework (Vásquez & Reppen, 2007), mentors lay the groundwork for their epistemic authority. Indeed, mentors strategically insert turn- and sequence-level devices for epistemic upgrading and downgrading that set the rest of that sequence as either evaluative or reflective (see Table 1). Therefore, the present study concludes that access and commitment to knowledge are not preordained constructs that participants possess, but rather co-constructed and negotiated in the sequential environment in which they are made relevant. Evidentiality—both the resources of knowledge brought into interaction and the markers indexing (un)certainty (Sidnell, 2012)—is but a device from an array of devices that achieve epistemics in interaction, differing from hearsay markers to pitch resets, or embodied epistemic devices (Reed & Wooffitt, 2021). In order to achieve their pedagogical goals of trainee reflection and advice acceptance, the mentors keep the epistemic asymmetries intact by asserting their epistemic authority, often at the expense of making trainees' voices unheard at times.

The sequential placement of interactional resources sets the link between the resource and the action it achieves (Clift, 2006), and the "epistemic negotiations" that mentors and trainees are engaged in cannot be taken apart from the actions (i.e., evaluating and doing reflection) they are embedded in (Sidnell, 2012, p. 315). Consequently, the epistemic interactional resources that the participants exploit are strategically placed to achieve the pedagogical goals of inviting trainee account in sequences aiming for reflection and advice acceptance in the ones that provide evaluation. The findings are in line with Kim and Silver's (2021) comparison of mentors' role sets that entail being "feedback providers" and "facilitators of reflection" (p. 306) in terms of their mutually exclusive consequences in interaction. Evaluative feedback-oriented sequences are deliberate achievements of the mentors in preservice

POCs as opposed to in-service, where orientations to evaluative accounts are treated as unwelcome (Kim & Silver, 2021).

Interestingly, as pointed out by one of the reviewers, not only the micro-sequentiality of these fluctuations discussed above but also their placement across the meetings is worth further attention. During the four cycles of observation and feedback that we recorded throughout the term, categorizing the trainees as teachers was a resource that the mentors revisited increasingly in the third and fourth meetings as opposed to initial ones. We believe such details call for further investigations to be done longitudinally, perhaps with more eclectic approaches (Walsh & O'Keeffe, 2010).

Congruent with the research in CA on epistemics,[3] this study observes POCs as talk that involves members' knowledge assertions and invocations of categories with degrees of access to knowledge (e.g., mentor vs. mentee, teacher vs. trainee) made sequentially and relationally relevant. Our analytical conclusions, therefore, do not "impose or impute (. . .) epistemic identities on the speaker" but are informed by members' orientations to their relative epistemic status and stance (Drew, 2018a, p. 9).

The present study affirms the importance of mentors' awareness of the impact of their conversational conduct on trainees' practices (Vásquez & Reppen, 2007), as mentors' approach may influence the students' setting standards (i.e., expectations) and fruitfulness of discussion (i.e., knowledge productivity; Tillema & Van der Westhuizen, 2013). However, many studies display a divergence between what mentors believe they do and what is actually being done (Donaghue, 2018). During our data collection, the majority chose nondialogic ways of delivering their feedback; only 4 mentors out of 17 in the institution chose to deliver their comments through POCs. This trend points to room for improvement in terms of mentors' operationalization of feedback practices. Such improvement would also fulfill the need to help mentors understand feedback and the influence of institutionalities over them (Copland & Donaghue, 2019).

CONCLUSION AND IMPLICATIONS

In his monograph *Educating Second Language Teachers*, Freeman (2016) raised fundamental questions on reflection: Is it "a clearly defined concept, or has it become a catch-all? And how does it connect thinking and knowing in teaching?" (p. 222). The present study shows that is precisely the business of knowing that is manifested and contested in these reflective meetings serving as the engine for learning opportunities and progressivity. Therefore, our findings on the epistemics of POCs might inform and transform how reflection "can be operationalized in language teaching" from diverse aspects, including training the trainer (Farrell, 2022, p. 5). Studies in teacher educators' professional conduct can empower initial language teacher training activities by enlightening the trainers about the interactional architecture of their practices. POC activities clearly have the capacity to not only empower language teacher candidates but also create a dialogic environment that allows for both evaluation and reflection (Tudini & Dooly, 2021).

Although reflection and evaluation are sometimes seen as two distinct goals that can impede one another, as Sert (2019) indicated, the practitioners know that both are indispensable to initial teacher training. As they are strategically and successfully implemented for securing advice acceptance, epistemic upgrades of the mentors have the power of evolving the trainees' knowledge base and hence, practice. For this reason, mentors' underscored assist versus assess dilemma can successfully work as assist and assess. That is to say, while praising reflection-oriented practices, frameworks designed for LTE may also keep a seat for evaluative feedback, instead of breaking "out of 'testing' frame" all at once (Waring, 2014, p. 117).

Inasmuch as VMI for LTE creates novel challenges and opportunities, knowledge building practices in the online medium are waiting to be explored. Future research can inform and transform how features of video-mediated environments—such as muting or unmuting for turn allocation or using breakout rooms for small-group discussions—are utilized in both inherently online (e.g., telecollaboration) and optionally online (e.g., feedback meetings) LTE settings. Studies might also address how

the future teachers of today—trained in online teaching environments—respond to the affordances and challenges of online teaching in their lessons tomorrow (see also Moorhouse et al., 2021).

As for the potential limitations, we duly consider the range of time span between the observed teachings and their post-meetings as one of them. Higher levels of trainees' reflective practice are illustrated in POCs that occur the day after the observation (Watson & Williams, 2004). The duration in our study, which ranged from 3 to 7 days, may have affected the reflective accounts of participants. However, intervening with the natural course of the practicum would be against the ethnoperspective of CA, and this option was thus never exercised.

In tandem with Heritage's (2012a) metaphor of epistemic gradient as an engine that works with liquid pressure, the "fluctuations" seem fitting to represent the seesaw between mentors' and trainees' claims of knowledge symmetry and asymmetries. Indeed, there is a fluid disposition in mentors' conversational conduct in the sense that they constantly place themselves and trainees in different categories that are outlined by the institutionalities (e.g., student, teacher, and novice teacher) that require ranging category-bound states and actions such as knowing versus not knowing. The study thus illustrates the systematically dynamic nature of mentor–trainee interactional architecture by portraying the fluctuations in epistemic (a)symmetries in micro-contexts of evaluation and reflection.

ORCID

Pınar Turan https://orcid.org/0000-0002-5127-7398
Nur Yiğitoğlu Aptoula https://orcid.org/0000-0002-9039-6672

ENDNOTES

[1] The literature has different names for this event, including "feedback conference," "supervisory meeting," "post-observation feedback meeting," and "mentoring conversations." We employ "post-observation conversations" for its specificity regarding the purpose and chronological occurrence of the event (i.e., it follows an observation activity), and its emphasis of the interactional nature of the proceedings.
[2] IMDAT: (I)ntroducing Classroom Interactional Competence, (M)icro-Teaching, (D)ialogic Reflection, (A)nother Round of Teaching, (T)eacher Collaboration and Critical Reflection; SETT: Self-Evaluation of Teacher Talk; SWEAR: (S)ituating a Problem, (W)orking with a Classroom Recording, (E)xpanding Discussions, (A)rticulating Strategies, and (R)ecording and Repeating.
[3] See *Discourse Studies* special issue *Epistemics: The Rebuttal* (Drew, 2018b).

REFERENCES

Arcario, P. J. (1994). *Post-observation conferences in TESOL teacher education programs* [Unpublished doctoral dissertation]. Teachers College, Columbia University.

Back, M. (2016). Epistemics and expertise in peer tutoring interactions: Co-constructing knowledge of Spanish. *Modern Language Journal*, *100*, 508–521. https://doi.org/10.1111/modl.12334

Baecher, L., & McCormack, B. (2015). The impact of video review on supervisory conferencing. *Language and Education*, *29*, 153–173. https://doi.org/10.1080/09500782.2014.992905

Balaman, U. (2023). *Conversation analytic language teacher education in digital spaces*. Springer.

Batlle, J., & Deal, M. (2021). Teacher epistemic stance as a trouble in foreign language classroom interaction. *Journal of Pragmatics*, *176*, 15–25. https://doi.org/10.1016/j.pragma.2021.01.023

Box, C. (2017). *Navigating competing demands in pre-service TESOL supervision* [Unpublished doctoral dissertation]. Teachers College, Columbia University.

Caronia, L. (2023). Epistemic and deontic authority in parent–teacher conference: Referring to the expert as a discursive practice to (jointly) undermine the teacher's expertise. *Journal of Teacher Education*, 1–15. https://doi.org/10.1177/00224871231153088

Clift, R. (2001). Meaning in interaction: The case of actually. *Language*, 77, 245–291. https://www.jstor.org/stable/3086775

Clift, R. (2006). Indexing stance: Reported speech as an interactional evidential. *Journal of Sociolinguistics*, 10, 569–595. https://doi.org/10.1111/j.1467-9841.2006.00296.x

Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education*, 26, 466–472. https://doi.org/10.1016/j.tate.2009.06.001

Copland, F. (2011). Negotiating face in feedback conferences: A linguistic ethnographic analysis. *Journal of Pragmatics*, 43, 3832–3843. https://doi.org/10.1016/j.pragma.2011.09.014

Copland, F., & Donaghue, H. (2019). Post observation feedback. In S. Mann & S. Walsh (Eds.), *The Routledge handbook of English language teacher education* (pp. 402–416). Routledge.

Couper–Kuhlen, E. (1999). Coherent voicing: On prosody in conversational reported speech. In W. Bublitz, U. Lenk, & E. Ventola (Eds.), *Coherence in spoken and written discourse* (pp. 11–34). John Benjamins.

Donaghue, H. (2018). Relational work and identity negotiation in critical post observation teacher feedback. *Journal of Pragmatics*, 135, 101–116.

Donaghue, H. (2020a). Teachers and supervisors negotiating identities of experience and power in feedback talk. *Modern Language Journal*, 104, 401–417. https://doi.org/10.1111/modl.12633

Donaghue, H. (2020b). Feedback talk as a means of creating, ratifying and normalising an institutionally valued teacher identity. *Journal of Language, Identity & Education*, 19, 395–411. https://doi.org/10.1080/15348458.2019.1696683

Dooly, M., & Tudini, V. (2022). 'We should Google that': The dynamics of knowledge-in-interaction in an online student meeting. *Classroom Discourse*, 13, 188–211. https://doi.org/10.1080/19463014.2021.2023596

Drew, P. (2018a). Epistemics—The rebuttal special issue: An introduction. *Discourse Studies*, 20, 3–13. https://doi.org/10.1177/1461445617739742

Drew, P. (Ed.). (2018b). Epistemics: The rebuttal [Special issue]. *Discourse Studies*, 20, 3–187.

Drew, P., & Heritage, J. (1992). *Talk at work*. Cambridge University Press.

Eskildsen, S. W., & Majlesi, A. R. (Eds.). (2018). Locating learnables (and teachables) in second language talk [Special issue]. *Modern Language Journal*, 102, 1–91. https://doi.org/10.1111/modl.12471

Farr, F. (2010). *The discourse of teaching practice feedback: A corpus-based investigation of spoken and written modes*. Routledge. https://doi.org/10.4324/9780203846742

Farrell, T. S. C. (2019). Reflective practice in L2 teacher education. In S. Walsh & S. Mann (Eds.), *The Routledge handbook of English language teacher education* (pp. 38–51). Routledge. https://doi.org/10.4324/9781315659824-5

Farrell, T. S. (2022). *Reflective practice in language teaching*. Cambridge University Press.

Freeman, D. (2016). *Educating second language teachers*. Oxford University Press.

Gosen, M. N. (2018). Teachers' demonstrations of epistemic access in teacher-student interactions in a digital setting. *Hacettepe University Journal of Education*, 33, 238–260. https://doi.org/10.16986/HUJE.2018038805

Grønnerød, J. S. (2004). On the meanings and uses of laughter in research interviews: Relationships between interviewed men and a woman interviewer. *YOUNG*, 12, 31–49. https://doi.org/10.1177/1103308804039635

Hall, J. K. (2007). The devil's in the details: A response to Seedhouse. *Modern Language Journal*, 91, 534–536. https://doi.org/10.1111/j.1540-4781.2007.00621.x

Harris, A. R. (2013). *Professionals developing professionalism: The interactional organisation of reflective practice* [Unpublished doctoral dissertation]. Newcastle University.

Heritage, J. (1984). A change-of-state token and aspects of its sequential placement. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 299–345). Cambridge University Press.

Heritage, J. (1999). Conversation analysis at century's end: Practices of talk-in-interaction, their distributions, and their outcomes. *Research on Language & Social Interaction*, 32, 69–76. https://doi.org/10.1080/08351813.1999.9683609

Heritage, J. (2012a). Epistemics in action: Action formation and territories of knowledge. *Research on Language & Social Interaction*, 45, 1–29. https://doi.org/10.1080/08351813.2012.646684

Heritage, J. (2012b). The epistemic engine: Sequence organization and territories of knowledge. *Research on Language & Social Interaction*, 45, 30–52. https://doi.org/10.1080/08351813.2012.646685

Heritage, J. (2013). Epistemics in conversation. In J. Sidnell & T. Stivers (Eds.), *Handbook of conversation analysis* (pp. 370–394). Wiley-Blackwell.

Heritage, J., & Raymond, G. (2005). The terms of agreement: Indexing epistemic authority and subordination in talk-in-interaction. *Social Psychology Quarterly*, 68, 15–38. https://doi.org/10.1177/019027250506800103

Heritage, J., & Sefi, S. (1992). Dilemmas of advice: Aspects of the delivery and reception of advice in interactions between health visitors and first-time mothers. In P. Drew & J. Heritage (Eds.), *Talk at work* (pp. 359–417). Cambridge University Press.

Heritage, J., & Sorjonen, M. L. (Eds.). (2018). *Between turn and sequence: Turn-initial particles across languages*. John Benjamins.

Hiramoto, T., & Hayashi, M. (2022). "How about eggs?" Action ascription in the family decision-making. In A. Deppermann & M. Haugh (Eds.), *Action ascription in interaction* (pp. 208–233). Cambridge University Press.

Ho, W. Y. J., & Tai, K. W. H. (2020). Doing expertise multilingually and multimodally in online English teaching videos. *System*, *94*, 102340. https://doi.org/10.1016/j.system.2020.102340

Hoey, E. M., & Kendrick, K. H. (2017). Conversation analysis. In A. M. B. de Groot & P. Hagoort (Eds.), *Research methods in psycholinguistics and the neurobiology of language: A practical guide* (pp. 151–173). Wiley-Blackwell.

Huhtamäki, M., & Grahn, I.–L. (2022). Explicit positive assessments in personal training: Their design and sequential and embodied environment. *Journal of Pragmatics*, *188*, 108–128. https://doi.org/10.1016/j.pragma.2021.12.001

Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. *Language Teaching Research*, *24*, 116–127. https://doi.org/10.1177/1362168818777539

Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), *Conversation analysis studies from the first generation* (pp. 13–34). John Benjamins.

Jin, L., Xu, Y., Deifell, E., & Angus, K. (2021). Emergency remote language teaching and U.S.-based college-level world language educators' intention to adopt online teaching in postpandemic times. *Modern Language Journal*, *105*, 412–434. https://doi.org/10.1111/modl.12712

Kendrick, K. H., & Holler, J. (2017). Gaze direction signals response preference in conversation. *Research on Language and Social Interaction*, *50*, 12–32. https://doi.org/10.1080/08351813.2017.1262120

Kim, Y., & Silver, R. E. (2016). Provoking reflective thinking in post observation conversations. *Journal of Teacher Education*, *67*, 203–219. https://doi.org/10.1177/0022487116637120

Kim, Y., & Silver, R. E. (2021). "What do you think about this?": Differing role enactment in post-observation conversation. In S. Kunitz, N. Markee, & O. Sert (Eds.), *Classroom-based conversation analytic research* (pp. 303–328). Springer International Publishing. https://doi.org/10.1007/978-3-030-52193-6_15

Koole, T. (2012). The epistemics of student problems: Explaining mathematics in a multi-lingual class. *Journal of Pragmatics*, *44*, 1902–1916. https://doi.org/10.1016/j.pragma.2012.08.006

Leyland, C. (2018). Resistance as a resource for achieving consensus: Adjusting advice following competency-based resistance in L2 writing tutorials at a British University. *Classroom Discourse*, *9*, 267–287. https://doi.org/10.1080/19463014.2018.1480966

Locher, M. A. (2010). *Power and politeness in action: Disagreements in oral communication*. Walter de Gruyter.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley & Sons.

Mondada, L. (2013). Displaying, contesting and negotiating epistemic authority in social interaction: Descriptions and questions in guided visits. *Discourse Studies*, *15*, 597–626. https://doi.org/10.1177/1461445613501577

Mondada, L. (2018). Multiple temporalities of language and body in interaction: Challenges for transcribing multimodality. *Research on Language and Social Interaction*, *51*, 85–106. https://doi.org/10.1080/08351813.2018.1413878

Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. *RELC Journal*, *54*, 114–128. https://doi.org/10.1177/0033688220985274

Nanouri, K., Tseliou, E., Abakoumkin, G., & Bozatzis, N. (2022). 'Who decided this?': Negotiating epistemic and deontic authority in systemic family therapy training. *Discourse Studies*, *24*, 94–114. https://doi.org/10.1177/14614456211037450

Ong, B., Barnes, S., & Buus, N. (2020). Downgrading deontic authority in open dialogue reflection proposals: A conversation analysis. *Family Process*, *60*, 1217–1232. https://doi.org/10.1111/famp.12586

Park, I. (2012). Seeking advice: Epistemic asymmetry and learner autonomy in writing conferences. *Journal of Pragmatics*, *44*, 2004–2021. https://doi.org/10.1016/j.pragma.2012.09.012

Park, I. (2014). Stepwise advice negotiation in writing center peer tutoring. *Language and Education*, *28*, 362–382. https://doi.org/10.1080/09500782.2013.873805

Piirainen–Marsh, A., & Tainio, L. (2014). Asymmetries of knowledge and epistemic change in social gaming interaction. *Modern Language Journal*, *98*, 1022–1038. https://doi.org/10.1111/modl.12153

Raymond, C. W., & Cashman, H. R. (2021). Institutional roles as interactional achievements: The epistemics of sports commentary. In L. Czerwionka, R. Showstack, & J. Liskin–Gasparro (Eds.), *Contexts of co-constructed discourse* (pp. 23–45). Routledge.

Reed, D. J., & Wooffitt, R. (2021). Embodiment, relationality and epistemics: Observations from Alexander technique training in music master classes. *Sociology*, *55*, 1080–1099. https://doi.org/10.1177/00380385211007761

Rose, H., & McKinley, J. (2022). May I see your credentials, please? Displays of pedagogical expertise by language teaching researchers. *Modern Language Journal*, *106*, 528–546. https://doi.org/10.1111/modl.12794

Sacks, H., Schegloff, E. A., & Jefferson, G. (1978). A simplest systematics for the organization of turn taking for conversation. In J. Schenckein (Ed.), *Studies in the organization of conversational interaction* (pp. 7–55). Academic Press.

Sandlund, E. (2014). Prescribing conduct: Enactments of talk or thought in advice-giving sequences. *Discourse Studies*, *16*, 645–666. https://doi.org/10.1177/1461445614539065

Schegloff, E. A. (1995). Discourse as an interactional achievement III: The omnirelevance of action. *Research on Language and Social Interaction*, *28*, 185–211. https://doi.org/10.1207/s15327973rlsi2803_2

Schegloff, E. A., & Sacks, H. (1973). Opening up closings. *Semiotica*, *8*, 289–327. https://doi.org/10.1515/semi.1973.8.4.289

Schnurr, S., & Zayts, O. (2011). Becoming a leader: A case study of co-constructing professional identities at work. In J. Angouri & M. Marra (Eds.), *Constructing identities at work* (pp. 40–60). Palgrave Macmillan.

Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Blackwell.

Seedhouse, P. (2005). Conversation analysis and language learning. *Language Teaching*, *38*, 165–187. https://doi.org/10.1017/S0261444805003010

Sert, O. (2015). *Social interaction and L2 classroom discourse*. Edinburgh University Press.

Sert, O. (2019). Classroom interaction and language teacher education. In S. Walsh & S. Mann (Eds.), *The Routledge handbook of English language teacher education* (pp. 216–238). Routledge. https://doi.org/10.4324/9781315659824-19

Sert, O. (2021). Transforming CA findings into future L2 teaching practices: Challenges and prospects for teacher education. In S. Kunitz, N. Markee, & O. Sert (Eds.), *Classroom-based conversation analytic research* (pp. 259–279). Springer International Publishing. https://doi.org/10.1007/978-3-030-52193-6_13

Sert, O. (2022). Conversation analysis in TESOL. In K. Dikilitas & K. M. Reynolds (Eds.), *Research methods in language teaching and learning: A practical guide* (pp. 147–165). Wiley–Blackwell.

Sidnell, J. (2012). "Who knows best?": Evidentiality and epistemic asymmetry in conversation. *Pragmatics and Society*, *3*, 294–320. https://doi.org/10.1075/ps.3.2.08sid

Skovholt, K. (2018). Anatomy of a teacher–student feedback encounter. *Teaching and Teacher Education*, *69*, 142–153. https://doi.org/10.1016/j.tate.2017.09.012

Slick, S. K. (1997). Assessing versus assisting: The supervisor's roles in the complex dynamics of the student teaching triad. *Teaching and Teacher Education*, *13*, 713–726. https://doi.org/10.1016/S0742-051X(97)00016-4

Strong, M., & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: Suggestions and responses. *Teaching and Teacher Education*, *20*, 47–57. https://doi.org/10.1016/j.tate.2003.09.005

Svennevig, J. (2011). Leadership style in managers' feedback in meetings. In J. Angouri & M. Marra (Eds.), *Constructing identities at work* (pp. 17–39). Palgrave Macmillan.

Svennevig, J. (2012). The agenda as resource for topic introduction in workplace meetings. *Discourse Studies*, *14*, 53–66. https://doi.org/10.1177/1461445611427204

Thorne, S. L., & Hellermann, J. (2022). Coda: The interactional affordances and constraints of technology-rich teaching and learning environments. *Classroom Discourse*, *13*, 231–239. https://doi.org/10.1080/19463014.2022.2071959

Tillema, H. H., & Van der Westhuizen, G. J. (2013). Mentoring conversations in the professional preparation of teachers. *South African Journal of Higher Education*, *27*, 1305–1323. https://hdl.handle.net/10520/EJC153519

Tillema, H. H., & Van der Westhuizen, G. J. (2015). Mentoring conversations and student teacher learning. In H. H. Tillema, G. J. van der Westhuizen, & K. Smith (Eds), *Mentoring for learning: Climbing the mountain* (pp. 23–45). Sense Publishers.

Tudini, V., & Dooly, M. (2021). Complaining for rapport building: Troubles talk in a preservice language teacher online video exchange. *Linguistics and Education*, *64*, 100941. https://doi.org/10.1016/j.linged.2021.100941

United Nations Educational, Scientific and Cultural Organization. (2020). *Supporting teachers and education personnel during times of crisis*. https://unesdoc.unesco.org/ark:/48223/pf0000373338

Van Braak, M., & Huiskes, M. (2022). 'Doing being an expert': A conversation analysis of expertise enactments in experience discussions in medical education. *Linguistics and Education*, *69*, 101052. https://doi.org/10.1016/j.linged.2022.101052

Van Braak, M., Huiskes, M., Schaepkens, S., & Veen, M. (2021). Shall we all unmute? A conversation analysis of participation in online reflection sessions for general practitioners in training. *Languages*, *6*, 72. https://doi.org/10.3390/languages6020072

Van der Meij, S., Gosen, M., & Willemsen, A. (2022). 'Yes? I have no idea': Teacher turns containing epistemic disclaimers in upper primary school whole-class discussions. *Classroom Discourse*, *15*, 1–23. https://doi.org/10.1080/19463014.2022.2103008

Van der Westhuizen, G. J, Pretorius, A. J. M, & Tillema, H. H. (2020). Learning trouble in mentoring conversations. *Southern African Linguistics and Applied Language Studies*, *38*, 167–181. https://doi.org/10.2989/16073614.2020.1807371

Vásquez, C. (2004). "Very carefully managed": Advice and suggestions in post-observation meetings. *Linguistics and Education*, *15*, 33–58. https://doi.org/10.1016/j.linged.2004.10.004

Vásquez, C., & Reppen, R. (2007). Transforming practice: Changing patterns of participation in post-observation meetings. *Language Awareness*, *16*, 153–172. https://doi.org/10.2167/la454.0

Vehviläinen, S. (2012). Question-prefaced advice in feedback sequences of Finnish academic supervisions. In H. Limberg & M. A. Locher (Eds.), *Advice in discourse* (pp. 31–51). John Benjamins.

Waite, D. (1993). Teachers in conference: A qualitative study of teacher-supervisor face-to-face interactions. *American Educational Research Journal*, *30*, 675–702. https://doi.org/10.3102/00028312030004675

Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

Walsh, S., & Mann, S. (2015). Doing reflective practice: A data-led way forward. *ELT Journal*, *69*, 351–362. https://doi.org/10.1093/elt/ccv018

Walsh, S., & O'Keeffe, A. (2010). Investigating higher education seminar talk. *Novitas-ROYAL*, *4*, 141–158. https://hdl.handle.net/10395/1727

Waring, H. Z. (2007). The multi-functionality of accounts in advice giving. *Journal of Sociolinguistics*, *11*, 367–391. https://doi.org/10.1111/j.1467-9841.2007.00328.x

Waring, H. Z. (2014). Mentor invitations for reflection in post-observation conferences: Some preliminary considerations. *Applied Linguistics Review*, *5*, 99–123. https://doi.org/10.1515/applirev-2014-0005

Waring, H. Z. (2017). Going general as a resource for doing advising in post-observation conferences in teacher training. *Journal of Pragmatics*, *110*, 20–33. https://doi.org/10.1016/j.pragma.2017.01.009

Waring, H. Z. (2021). Harnessing the power of heteroglossia: How to multi-task with teacher talk. In S. Kunitz, N. Markee, & O. Sert (Eds.), *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy* (pp. 281–301). Springer International Publishing. https://doi.org/10.1007/978-3-030-52193-6

Waring, H. Z. (2022). Stand-alone noticing as a resource for constructing the reflectable: The work of cultivating professional vision. *Second Language Teacher Education*, *1*, 25–45.

Watson, A., & Williams, M. (2004). Post-lesson debriefing: Delayed or immediate? An investigation of student teacher talk. *Journal of Education for Teaching*, *30*, 85–96. https://doi.org/10.1080/0260747042000229726

Yu, G., & Wu, Y. (2021). Managing expert/novice identity with actions in conversation: Identity construction & negotiation. *Journal of Pragmatics*, *178*, 273–286. https://doi.org/10.1016/j.pragma.2021.03.021

SUPPORTING INFORMATION

Additional supporting information can be found online in the Supporting Information section at the end of this article.

APPENDIX
Transcription Conventions Adapted from Jefferson (2004)

[]	Overlapping utterances—(beginning [] and (end])
=	Contiguous utterances (or continuation of the same turn)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
–	An abrupt stop in articulation
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
__	Underline letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
°ã °ã	Surrounds talk that is quieter
he or ha	Laugh particle
£word£	Pound sign indicates smiley voice, or suppressed laughter
> <	Surrounds talk that is spoken faster
< >	Surrounds talk that is spoken slower
Transcription Conventions for Embodied Actions (Mondada, 2018, p. 106)	
– +–+ Δ–Δ	"Gestures and descriptions of embodied actions are delimited between two identical symbols (one symbol per participant) that are synchronized with corresponding stretches of talk."
*-→ – → *	"The action described continues across subsequent lines until the same symbol is reached."