Learner support and discovery in a virtual non-judgmental environment

Volume One

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Doctor of Philosophy

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March 2015

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Thesis summary

This thesis is a qualitative case study that draws upon a grounded genre analysis approach situated within the social constructivist paradigm. The study describes the various obligatory, desired, and optional moves used by post-graduate students as they interacted within an online, non-judgmental environment in order to seek solutions to issues they were experiencing with their research projects or teaching. The post-graduate students or case participants met individually online with me at pre-arranged times to take part in Instant Messenger Cooperative Development (IMCD) (Boon, 2005) 30-minute to one hour sessions via the text-chat function of Skype. Participants took on the role of 'Explorer' in order to articulate their thoughts and ideas about their research. I took on the role of 'Understander' to provide support to each Explorer by reflecting my understanding of the ongoing articulations as the Explorers investigated their specific issues, determined possible ways to overcome them, made new discoveries, and formulated plans of action regarding the best way for them to move forward.

The description of generic moves covers 32 IMCD sessions collected over a three-year period (2009-2012) from 10 different participants (A-J). Data collected is drawn from live IMCD sessions, field notes, and post-session email feedback from participants.

In particular, the thesis focuses on describing the specific generic moves of Explorers within IMCD sessions as they seek satisfactory resolutions to particular research or pedagogic puzzles. It also provides a detailed description of a longitudinal case (Participant A – four sessions), a one-session case (Participant B – one session), and an outlier case in which the Explorer underwent a negative IMCD experience.

The thesis concludes by arguing that IMCD is a highly effective tool that helps facilitate the research process for both distance-learning and on-campus students and has the potential to be utilized across all disciplines at the tertiary level.

KEY WORDS: case study, computer-mediated communication, genre analysis, non-judgmental discourse, research process

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List of Abbreviations

AMEP	Adult Migrant English Programme
AR	Action Research
ASI	Analysis of Spoken Interaction module
AWD	Analysis of Written Discourse module
BB	Blackboard Learning System
BNC	Binational Center
BTW	By the way
CD	Cooperative Development
CMC	Computer-Mediated Communication
CMCD	Computer-Mediated Cooperative Development
CMD	Course and Materials Design module
CSD	Course and Syllabus Design module
CPs	Course participants
DRC	Developing Researcher Competence module
DL	Distance Learning
E	Explorer
ECQs	Explorer Clarification Questions
ECQRs	Explorer Clarification Question Responses
EL	Extensive Listening
EMCD	Cooperative Development by email
ESP	English for Specific Purposes
FND	Foundation module
GD	Group Development
GDTB	Getting Down to Business move
GLE	Grammar and Lexis of English module
GPR	Giving Progress Report move
HTML	HyperText Markup Language
IMCD	Instant Messenger Cooperative Development
IM	Instant Messaging
IRF	Initiation-Response-Feedback
L2	A second or foreign language
MET	Methodology module
NGOs	Non-governmental organizations
Qs	Questions
RQ	Research question
SPRE	Situation-Problem-Response-Evaluation
STS	Setting the Scene move
T1	The main teacher of a class
TBH	To be honest
TBL	Task-Based Learning
TESOL	Teaching English to Speakers of Other Languages
TEYL	Teaching English to Young Learners
TP	Teaching plan
TPD	Teacher Professional Development
TYL	Teaching Young Learners module
U	Understander
UCQs	Understander Clarification Questions
UCQRs	Understander Clarification Question Responses

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<center>**Part 1: Preparatory**</center>

<center>**Chapter 1: Introduction**</center>

1.1 Introduction

Instant Messenger Cooperative Development (IMCD) (Boon 2004, 2005, 2007) is an adaptation of Julian Edge's (1992a, 1992b, 2002) Cooperative Development (CD) discourse framework which provides a virtual option for teachers who wish to work together to explore their particular work contexts within a non-judgmental interactional environment. By interlocutors agreeing to certain modifications to the rules of their ordinary everyday language behavior, the environment affords maximum space to individuals in order for them to explore current thoughts, make discoveries, and determine potential actions to move forward within their continuing professional development. For colleagues and peers who may find 'meatspace' difficult or near-impossible due to work schedules, commute times, and geographical locations, IMCD offers an alternative method of supporting near-synchronous text-based IM communication from the comfort and ease of one's own Internet-connected computer or smart phone, therefore providing "greater (and more flexible) access to collegial discourse and collaboration" (Boon, 2005, p. 2).

The motivation for the doctoral research arose from an idea to extend the original use of the CD / IMCD framework from a tool for pedagogic self-reflection to a means of assisting and facilitating the research process for distance-learning and on-campus students and / or teacher-researchers. By individuals connecting online to reflect on, investigate, and articulate thoughts about their current research to a supportive peer who reads and types back his or her understanding of the ongoing discourse, it may be possible for individuals to develop a deeper awareness of their research problems or puzzles, make new cognitive connections, and discover what they need to do next in order to progress with their projects. After experiencing a successful pilot IMCD session in which a post-graduate student was enabled to establish a focus for a research assignment on his distance Master's degree in TESOL (Boon, 2009), Boon and the student believed that IMCD may act as "a powerful catalyst for distance learner self-discovery" (p. 62). With such a small sample size of one session, however, the question remained as to the different types of problems students /

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teacher-researchers may experience and whether IMCD may help its users to overcome them. Thus, the 2009 study concluded that further sessions need to be conducted with other individuals who are engaged in research in order to demonstrate that IMCD does provide an effective tool for learner support and discovery, and for developing solutions to a range of problems that students / teacher-researchers may face during the research process.

1.2 Aims of this study

The thesis aims to continue the research conducted in the 2009 study by introducing the IMCD framework to distance-learning and on-campus students and / or teacher-researchers who are interested in participating in online sessions and are seeking assistance with their research. The thesis seeks to answer the following four questions:

- In what ways do distance-learning / on-campus students or teacher-researchers utilize IMCD?
- What is revealed about the research process by participants via online IMCD sessions?
- Does participating in online IMCD sessions facilitate the research process? If so, how?
- What are participants' reactions to IMCD? How do they perceive its advantages and disadvantages?

In order to address these questions, a qualitative case study of IMCD and its users is put forward in the thesis that draws upon a grounded genre analysis approach (See Section 3.5.1) situated within the social constructivist paradigm.

The study describes the generic moves that 10 post-graduate students (Eight distance-learning and two on-campus students) or 'IMCD participants' utilized as they interacted with a supportive listener (the researcher) in an online, non-judgmental environment in order to seek solutions to the problem(s) they faced with their research projects, courses, or teaching. IMCD participants met individually with the researcher online at pre-arranged times for sessions that lasted between 30 minutes to one hour and interaction took place via the text-chat function of Skype. Each participant took on the role of 'Explorer' or person who articulates and investigates his or her thoughts

and ideas about current research projects. I took on the role of 'Understander' or person who provides support to the Explorer by reflecting back my understanding of the ongoing articulations and maximizing the interactional space for the Explorer's ideas to develop (Edge, 1992a, 1992b, 2002). The description of generic moves covers 32 IMCD sessions that were collected over a three-year period (2009-2012). In particular, the thesis focuses on describing the moves of Explorers within sessions as they set the scene to their research, articulate their issues, and seek satisfactory responses to them. It also provides a detailed description and analysis of a longitudinal case (Participant A – four sessions), a one-session case (Participant B), and a negative case (Participant C) in which the Explorer was unsatisfied with her online session.

The purpose of the thesis is to provide the reader with a rich, detailed account of the generic structure of the IMCD framework, a deep understanding of how IMCD functions, evidence of progression made by the IMCD participants, and an awareness of how it may benefit its users. Ultimately, it is hoped that the thesis encourages the reader to try out the online tool for him or herself within the reader's own unique research or work context and that the thesis can make a significant contribution to the fields of Cooperative Development, computer-mediated communication, educational technology, and campus-based or distance education.

1.3 Structure of the thesis

In order to situate this doctoral study firmly within the small but ever-growing body of work on Cooperative Development, Chapter 2 (*Developing Instant Messenger Cooperative Development*) begins with a description of Edge's seminal work on CD (1992a, 1992b) and its origins in person-centered therapy and the work of Curran (1978), Egan (2002), and Rogers (1951, 1961, 1980). It also looks at the development of IMCD (Boon, 2004, 2005; Edge 2006b) as advances in technology began to offer individuals alternative ways to communicate and finally, provides an overview of Boon's 2009 study which signals a new direction for CD and IMCD.

Chapter 3 (*Research methodology*) establishes the qualitative nature of the study and the approaches employed to document the lived experience of the IMCD participants. It provides a definition of IMCD as both a case study and a genre. It accounts for my dual role as both co-participant in the IMCD sessions and researcher, explains the data

collection and analytical procedures utilized and how any potential ethical issues were addressed during the study. Finally, it addresses the need within qualitative research to ensure the work is a consistent and credible account of the data.

In Chapters 4 to 9, a detailed grounded genre analysis of the interactional moves that occurred in the corpus of 32 IMCD sessions is provided. Moves are described in terms of their position and frequency in a session as well as their communicative purpose and lexical realization. Chapter 4 (*Moves in IMCD sessions: Pre-session stage*) describes the various 'Obligatory' moves (those which may occur very frequently or always in the discourse), 'Optional' moves (those which may occur less frequent and used when a particular situation arises), and 'Steps' (which help to realize a move) that occur in the Pre-session stage of IMCD. This is a stage in which the participants initiate the Skype text chat, engage in small talk, and then step into their respective interactional roles of 'Explorer' and 'Understander' to begin the Session stage.

Chapter 5 (*Explorer obligatory moves in IMCD sessions: Session stage*) firstly provides an overview of the Session stage. It then focuses on the obligatory moves that an Explorer utilizes in his or her exploration of a specific issue during the Session stage. The 'Setting the scene,' 'Giving progress report,' 'Articulating obstacle(s),' and 'Articulating potential responses' moves are core to an understanding of how participants utilize the IMCD framework, the problems they face in conducting research, and how they may go about resolving them.

Chapter 6 (*Explorer desired moves in IMCD sessions: Session stage*) then examines two Explorer moves that cannot be categorized as either obligatory or optional. They are moves that an Explorer wishes to occur as a result of participating in an IMCD session and have thus been categorized as 'Desired' moves. The 'Discovery' and 'Articulating planned response' moves provide insights into how IMCD may facilitate the research process for its users by Explorers discovering new ideas, realizing directions to pursue, and / or formulating coherent plans of action.

As well as obligatory and desired moves, the Explorer has a number of optional moves that may be utilized if and when the circumstances dictate within the session stage. Chapter 7 (*Explorer optional moves in IMCD sessions: Session stage*) describes

the 'Clarifying,' 'Reflecting on action,' 'Attending,' 'Making meta-comments,' 'Signaling a new topic,' and 'Asking a question about IMCD' Explorer moves that occurred in the corpus.

As with Chapter 5, Chapter 8 (*Understander moves in IMCD sessions: Session stage*) firstly provides an overview of the Session stage regarding the moves of the supportive peer or 'Understander' and compares the moves in the IMCD corpus with those outlined by Edge in the original CD framework (Edge, 1992a, 1992b). Here, 'Reflecting' emerges as the one obligatory move and a central element to helping the Explorer move forward with his or her investigation (Mann, 2005). The chapter then describes 10 optional moves that the Understander made use of to further support the Explorer. 'Thematizing,' 'Challenging,' 'Focusing,' and 'Attending' are moves identified by Edge (1992a, 1992b). 'Synthesis reflecting,' 'Understander clarification questions,' 'Explorer clarification responses,' 'IMCD Training,' 'Passing back the floor,' and 'Seeking permission to take the floor' are moves that may be added to the original Understander CD interactional skills.

Chapters 4-8 provide the reader with a detailed description of the roles and interactional moves of Explorer and Understander within the Session stage of IMCD and illustrate the potential of the framework. Chapter 9 (*Moves in IMCD Sessions - Closing and Post-session stage*) explains how the Session stage is closed and the transition from IMCD discourse to ordinary IM chat is achieved as the two participants step out of their respective roles. The chapter then describes the various obligatory and optional moves that occur or may occur in the Post-session stage.

After presenting a detailed analysis of the generic moves across the 32 IMCD sessions, Chapter 10 (*Case studies*) describes three specific IMCD cases that are bound by participant and Explorer themes. The cases detail the online experiences of a successful longitudinal IMCD participant, a successful one-session participant, and a negative session. The aim of the chapter is to illustrate to the reader how moves are constructed by the Explorer and Understander on a turn-by-turn basis within holistic IMCD sessions. The inclusion of the negative case contributes to the robustness of the study by showing that IMCD is not suited to everyone. It also helps to confirm the

genre analysis described in Chapters 4-9 as the Explorer, despite feeling ever-increasing frustration, adhered to the structure of the IMCD framework.

The research questions set out in this introduction are addressed in Chapter 11 (*Discussion*). It provides a summary of the findings of earlier chapters and also presents the opinions of the IMCD participants in the study as to their perceived value of IMCD as a tool that facilitates the research process for them.

Finally, based on the findings in this study, I argue in the conclusion that IMCD offers a useful, effective, and alternative means of peer collaboration for students and researchers conducting research across all disciplines. Recommendations are made for the introduction and use of the IMCD framework within tertiary education or privately among individuals who may wish to support each other online through the research process in a non-judgmental way.

<center>**Part 1: Preparatory**</center>

<center>**Chapter 2: Developing Instant Messenger Cooperative Development**</center>

2.1 Introduction

In this chapter[1], the development of IMCD is traced as presented in the literature to date and culminates in the rationale for the current doctoral study. It begins by describing Edge's seminal work on CD (1992a, 1992b) and its origins in the person-centered approaches to psychotherapy advocated by Rogers (1951, 1961, 1980), Curran (1978), and Egan (2002), the humanistic approaches to education voiced by Curran (1976), Stevick (1980), and Rogers & Freiberg (1994), and the principles of the reflective practice movement which includes the work of Dewey (1933), Schön (1983), Wallace (1991), and Zeichner & Liston (1987, 2014). The subsequent criticism of CD by Lansley (1994) is also examined. It goes on to provide a description of second generation CD as the framework expands to encompass new possibilities such as group and distance CD (Edge, 2002; Mann, 2002b, 2005). Third generation CD sees its users modify the framework further to be used in line with technological advances in computer-mediated communication (Boon, 2004, 2005; Edge 2006b). The continuance of various CD / IMCD projects in works by Boon (2007), Edge (2007), de Sonneville (2007), and Butorac (2008) is then examined. Finally, a new direction is shown in Boon (2009) in which a post-graduate student on a distance-learning course is enabled to find a focus for his Master's assignment. The 2009 paper highlights the potential for utilizing IMCD to support the research process and as mentioned in Section 1.1 provided the author with the motivation for this study.

2.2 Cooperative Development: Definitions, origins, and criticisms

2.2.1 Definitions

The CD framework introduced by Edge (1992a, 1992b) offers an alternative way for teachers to work together within a non-judgmental environment to reflect on and improve their individual professional pedagogic practice. This non-judgmental environment helps free CD participants from the tendency when communicating to

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[1] Please note that this chapter is based partly on previous published work. Please refer to Boon (2011).

argue, judge, criticize, exchange opinions, give suggestions, offer advice, or explain how something is done to one another (Edge, 1992a, 2006a, 2006b, 2011; Tannen, 1998) and affords individuals the opportunity to focus wholly on self-discovery instead.

In CD, two teachers agree to suspend the rules of ordinary conversation for a pre-decided period of time and interact as either 'Speaker' or 'Understander.' The Speaker's role is to decide on a particular topic for the CD session and to talk about it. The Speaker takes this opportunity to reflect-on-action (Schön, 1983): to question the pedagogic beliefs that drive habitual classroom actions and / or to return to and consider more carefully the pedagogic consequences of spontaneous actions that occur in the midst of teaching or when reflecting-in-action (Dewey, 1933; Schön, 1983). The Understander then works to support the Speaker's exploration by maximizing the interactional space available for the Speaker to express and develop his or her ideas during the session. Grounded in principles elucidated by Rogers (1951, 1961, 1980, 1994) in which the power for a deeper level of understanding and change is seen to lie within the individual and his or her "actualizing tendency towards growth and fulfillment" (1980, p.xi), the Understander's role is to maintain a non-judgmental stance towards the Speaker's evolving thoughts. The Understander refrains from judging, advice-giving, and steering talk towards a personal agenda, but rather listens wholly to the Speaker. Being released from the necessity to contribute from one's own perspective within the talk and thus, only ever half-listening to the other person as the mind occupies itself with the formulation of a next response in order to maintain the synchronous flow of the interaction, the Understander is freed to do nothing but focus on understanding (Curran 1976, 1978). The Speaker may then be enabled to move from exploration, reflection, and heightened awareness about a particular issue or puzzle, to the discovery of a possible way forward, and a subsequent plan of action of what is to be done next (Edge, 1992a, 1992b).

2.2.2 Understander and Speaker roles: The influence of Carl Rogers on CD
Unconditional positive regard
During a CD session, the Understander shows the Speaker unconditional positive regard (Rogers, 1951, 1961) by accepting without evaluation what the Speaker has to say and the interactional direction he or she wishes to take. The Understander shows

no approval or disapproval towards the ongoing articulations of the Speaker, only "warm acceptance of each aspect of (the Speaker's) experience as being part of that (Speaker)" (Rogers, 1957, p. 225). With this implicit understanding of acceptance and respect, the Speaker feels enabled to talk openly and freely, to articulate ideas without the fear of any judgment, and to move forward (Edge, 2006a; Rogers, 1951, 1957, 1961).

Empathy

The Understander also works towards an empathic understanding (Egan, 2002; Rogers, 1951, 1961) of the Speaker's ideas and perceptions. Rogers (1951) first comments on the importance of empathy in *Client-centered therapy* describing the role of the therapist as working to understand:

> the internal frame of reference of the client, to perceive the world as the client sees it, to perceive the client himself as he is seen by himself, to lay aside all perceptions from the external frame of reference while doing so, and to communicate something of this empathic understanding to the client. (p. 29)

In the same way as a client-centered / person-centered therapist, the Understander tries to see the world being described through the eyes of the Speaker via listening and understanding in a CD session. The Understander then communicates the heart of what the Speaker is saying back to him or her (Edge, 1992a, 1992b). When the Speaker hears his or her own attitudes, thoughts, feelings, ideas, perceptions accurately communicated back, the Speaker feels less alienated, more understood, a greater sense of belonging to the world and to the elements he or she has expressed (Freire, 2007), able "to listen more accurately to (him or herself), with greater empathy toward (his or her) own visceral experiencing" (Rogers, 1980, p.159), and more willing to reveal "material (he or she) has never communicated before, in the process, discovering previously unknown elements in (him or herself)" (Rogers, 1980, p. 155).

Congruence

In addition to unconditional positive regard and empathy, the Understander works to achieve a high degree of congruence (Egan, 2002; Rogers, 1951, 1961). The Understander needs to be open, honest, and sincere in his or her role. As Rogers

(1961) states, "it is only by providing the genuine reality which is in me, that the other person can successfully seek for the reality in him" (p. 33). In this respect, congruence may lead to a problem with the Understander – Speaker relationship in a CD session. For example, if the Understander disagrees with the Speaker's ideas, it may be considered incongruent for the Understander to withhold these feelings and attitudes from the Speaker. In CD, however, congruence is achieved by the mutual understanding of both Understander and Speaker that they are operating under a modified set of rules; that the Understander's role is to respect and empathize with the Speaker's position. The Speaker is aware that the Understander is not to contribute his or her own thoughts in a session, but is working hard to fully understand and apprehend the Speaker's ongoing articulations. Thus, it is the Understander's respect, empathy, and interest in what the Speaker is working on that needs to be "genuine and without front and façade" (Rogers, 1961, p.61) for a state of congruence to be established within a CD session.

The Speaker's role is to reflect on, talk about, and explore an area of his or her pedagogic practice or professional life. Through the process of articulating one's thoughts to an Understander who is making efforts to actively listen to and understand the utterances as they take shape, it is possible for the Speaker to "bring together his or her intellectual and experiential knowledge into (ever-increasing) coherent, statements" (Edge, 1992a, p. 62) and move through stages of achieving a state of heightened awareness regarding the particular teaching puzzle examined, making new connections and discoveries about it, and then formulating a specific plan of action of what is to be done in subsequent classes. The non-judgmental CD environment may help the Speaker to be empowered to "explore all the hidden nooks and crannies of (his or her) inner and often buried experiences" (Rogers, 1961, p. 34) increasing the potential for idea experimentation, previously unarticulated self-revelations, self-discovery, and forward movement. As Stevick (1980) suggests:

> The understander is providing the understandee a table top on which he can lay out some of the things that have been all tangled in together, and untangle them, and sort them out, and see them in a new and clearer way, and decide what he wants to do with them. (p. 102)

In this respect, CD is a sorting through of the Speaker's jumbled cognitive thoughts; a process of externalizing them, making them more coherent, having them empathically understood by the Understander, and seeing within them new perspectives, possibilities, and directions.

2.2.3 Understander CD skills: The influence of Gerard Egan on CD

Not only heavily influenced by the ideas of Carl Rogers (1951, 1961, 1980) in creating the CD framework, Edge (1992a, 1992b) also draws on the counseling work of Gerard Egan (1975, 2002). First published in 1975, Egan's (2002) 'Skilled Helper' model offers a guide for therapeutic dialog between helper and client. In Stage 1, helpers help clients to establish "*What's going on*?" (p. 26), to identify the key issues by telling their stories, by recognizing the blind spots that prevent them from seeing obstacles and possibilities that may exist, and by choosing courses of action that can help them overcome these obstacles (Egan, 2002; Wosket, 2006). In Stage 2, helpers help clients to explore "*What solutions make sense for me*?" (p. 28). This stage involves helpers facilitating the focusing of clients so that they can identify possible solutions to exist in a perceived better future, develop realistic goals that offer themselves actual solutions to the problems they are facing, and are committed to enacting their particular change agendas (Egan, 2002; Wosket, 2006). Stage 3 of the 'Skilled helper' model involves the process of clients working out strategies to achieve their goals. In the "*What do I have to do to get what I need or want*?" (p. 30) stage, the helper helps the clients determine various ways to achieve their goals, to select the strategies that best suit them, and draw up a concrete plan of action of how to accomplish their goals (Egan, 2002; Wosket 2006).

Adapted from the 'Skilled helper' model, Edge (1992a, 1992b) describes nine cooperative skills or interactional moves that an Understander can use in a CD session to support the Speaker's exploration by introducing them within a specific order that aids their explanation. Within an actual CD session, the order is less rigid as will be explained in the description of each of the nine cooperative skills:

Attending
Attending is used throughout a CD session. The Understander pays close attention to his or her body language and develops a way of working in which the Speaker can

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feel listened to, supported, and able to express him or herself in an environment free from judgment. The Understander tries to avoid consciously or unconsciously signaling messages of approval or disapproval that could influence the Speaker's particular train of thought. As Edge (1992b) states regarding non-linguistic communication during a CD session, "we want to be positive in our commitment to understand, but we are not making positive / negative value judgments of what the Speaker has to say" (p. 22).

For more information about attending in IMCD sessions, see Sections 2.4.2, 4.3.2, 7.4, 8.3.7, and 9.5.2.

Reflecting

Throughout a CD session, the Understander communicates his or her understanding of the ongoing articulations of the Speaker by providing carefully-timed responses which do not interrupt the flow of the Speaker or take the Speaker into the Understander's own perceptual world but instead try to capture the essence of the Speaker's developing thoughts, attitudes, and emotions. Reflections provide both parties with the opportunity to check that understanding is taking place and allows the Speaker to hear his or her thoughts restated in a more focused and explicit way by the Understander who is acting as a "warm, human, thoughtful, selective tape recorder" (Edge, 1992b, p. 29). Reflecting may be signaled by the following:

> *So, what I think you're saying is X?*
>
> *Let me see if I've understood you correctly. You think X.*
>
> (Boon, 2004; Edge 1992a, 1992b)

If reflected incorrectly, the Speaker has the opportunity to clarify what he or she meant. If reflected accurately, the Speaker may be able to build from the discourse, discover something new in a particular situation, and move towards action. Reflecting is considered to be the core skill of the Understander (Edge, 1992b; Mann, 2005), as it is through this interactional move that the Understander demonstrates his or her dedication to perceiving the world as the Speaker sees it and communicating this empathic understanding back to the Speaker (Rogers, 1951). In turn, the Speaker feels valued and accepted by the Understander, less isolated with his or her thoughts, more

open to the possibility of discovery and change, and "able to unblock a flow of experiencing and permit it to run its uninhibited course" (Rogers, 1980, p. 156).

For more information about reflecting and clarifying in IMCD sessions, see Sections 7.2 and 8.2.

Focusing

The Understander may provide opportunities for the Speaker to focus on one of the many ideas that have developed during a session so that the Speaker may explore one particular aspect more deeply. When focusing, the Understander must avoid overtly suggesting which direction the Speaker should take. Instead, the Understander provides a summary of what the Speaker has articulated thus far in order to encourage the Speaker to try to narrow his or her focus. Focusing may be signaled by the following:

> *So far, you have mentioned X, Y, and Z. Is there anything here you'd like to work further on?*

> (Boon, 2004; Edge 1992a, 1992b)

The Speaker can then choose to accept or reject areas to examine further or to continue to explore the particular issue in more general terms. It should be noted that the Speaker may naturally move towards a specific focus within a CD session without the aid of the Understander.

For more information about focusing in IMCD sessions, see Section 8.3.4.

Thematizing

To help with the development of new ideas in a CD session, the Understander may bring to the attention of the Speaker potential thematic links that he or she may not have noticed. Thematizing may be signaled by the following:

> *So what I hear you saying is Y. Is there any connection with this and what you said earlier about X?*

> (Boon, 2004; Edge 1992a, 1992b)

Thus, thematizing is used only on occasions when the Understander perceives separate points made by the Speaker are connected and that the Speaker may benefit by reflecting further upon this connection. Here again, there is a danger that the Understander may influence the direction of talk but if the question is framed in a way that mirrors the words of the Speaker and he or she is given the opportunity to consider, acknowledge, or disregard possible connections, thematizing may facilitate the Speaker's ongoing reflections, thoughts, and ideas.

For more information about thematizing in IMCD sessions, see Section 8.3.2.

Challenging

In a similar move to thematizing, the Understander can bring to the attention of the Speaker statements articulated that may contradict one another. Rather than being used to attack the logic of the Speaker, the Understander frames questions in a way that mirrors the words of the Speaker and challenges only in order to assist the Speaker's continued exploration and growth. As with thematizing, challenging is used if and when the situation arises in the CD session. Challenging may be signaled by the following:

> *So what I hear you saying is Y. Earlier you said X. How would you reconcile these two statements?*

> (Boon, 2004; Edge 1992a, 1992b)

Once again, the Speaker may choose to acknowledge, explore further, or disregard these possible contradictions.

For more information about challenging in IMCD sessions, see Section 8.3.3.

Disclosing

The Understander may decide to share an aspect of his or her own experience only when it offers a point of comparison or contrast from which the Speaker can clarify his or her own thoughts and assists the Speaker's exploration. Disclosing may be signaled by the following:

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(Explaining my experience). Is it something like that?

(Boon, 2004; Edge 1992a, 1992b)

It should be noted that in Edge's (2002) reworking of the CD framework, disclosing was omitted as Edge believed it to be too confusing for a novice Understander and may run the risk of the Understander imposing his own perspective into the Speaker's ongoing exploration (personal communication, January 10, 2015). Also, in the data collected for this study, the Understander does not utilize disclosing in any of the IMCD sessions.

Goal-setting

Once a discovery has been made, the Speaker continues towards the formulation of a specific goal or plan of action that can be implemented in subsequent classes and help overcome his or her teaching puzzle. Here, the Understander continues to use the cooperative skills to support the Speaker in the CD session.

Trialing

Once a goal has been decided, the Speaker talks through the plan to decide exactly how it is to be implemented. The Understander can invite the Speaker to consider areas that may have been overlooked and which the Understander regards as significant. However, contributions made by the Understander should be expressed only in terms of the Speaker's own views. The Understander avoids any involvement in the decision-making process but makes the space available for the Speaker to develop a self-determined, coherent, and workable plan of action.

Planning

The Speaker puts the finishing touches to his or her plan of action and signals the end of the session. Both parties step out of their respective CD roles reverting back to ordinary conversation in order to make arrangements for the next session and / or provide feedback on the current session.

It should be noted that in this study, the support offered by the Understander during goal-setting, trialing, and planning has been categorized as extensions of the Understander reflecting move (See Section 8.2).

2.2.4 Criticisms of CD

Although Edge (1992a, 1992b) outlines a framework that may be effective for ELT teachers looking for an alternative approach to professional development and briefly refers to a number of individuals who have benefitted from the approach, the research does not include any authentic CD qualitative data to support these claims. Rather, the 1992 research leaves teachers to their faith alone whether or not to try for themselves this "practical and exciting way forward" (Edge, 1992a, p. 70) to work on their continuing professional development. However, successful examples of CD in action appear in later Edge publications (2002, 2006a, 2006b, 2007, 2011) and in the work of other CD researchers and practitioners (e.g. Barfield, 2002; Bartrick, 2002; Boon, 2003; Boshell, 2002; Butorac, 2008; Cowie, 2002; de Sonneville, 2007; McCabe, 2002; Mann, 2002a, 2002b; Oprandy, 2002).

Edge (1992a) states that CD "is not for everyone: its style does not suit some people" (p. 70) and as he predicts CD comes under criticism a few years later. In his 1994 article, Lansley points out the inherent dangers in CD interaction as the Understander who is unable to challenge in any way may end up reinforcing the Speaker's "entrenched prejudices" (p. 52) by reflecting back any potential negative utterances rather than disagreeing with them. Lansley likens Understander talk to phatic discourse in which one person merely agrees with another to maintain harmony in social situations. He argues that as teaching is "based on common pedagogical principles rather than purely subjective belief and experience" (p. 54), it is essential for a listener to forward his or her opinion and engage in constructive debate in order to help a more inexperienced teacher to change rather than continue to hold on to incorrect beliefs or prejudices. However, Lansley's (1994) arguments may be considered moot as Edge (1992a) states that CD is not intended to be a substitute for "a healthy exchange of opinions" (p. 62) but rather a different option for professional interaction between "morally literate" (Lansley, 1994, p. 52) peers who enjoy a symmetrical relationship. CD is for teachers who wish to work on their self-development to understand further how their personal conceptualizations of their

unique and individual pedagogy may or may not facilitate intended learning outcomes for their students. This pedagogy is not based on a common method or a set of procedures but rather blended with the teacher's own "sense of plausibility"; an understanding of what is working or not working at any given moment realized through a process of growth or change during repeated acts of classroom teaching and learning from these experiences (Prabhu, 1990). Thus, rather than being dangerous as Lansley (1994) suggests, CD contributes to keeping alive continuing professional development through its potential for teachers to reflect on their classroom teaching, make new and personal discoveries, and implement new actions in the process of working out what is best for themselves and their students.

2.3 Second generation CD: Group and distance CD

2.3.1 Continuing CD

Ten years after the 1992 seminal paper and book on CD, Edge's *Continuing Cooperative Development* was published in 2002. *Continuing Cooperative Development* offers a revision of the original CD framework (namely the cooperative skill of disclosing is omitted from one-to-one CD), includes examples of authentic CD exchanges to illustrate the Understander's interactional moves, and introduces a group development format, and various approaches for conducting CD sessions at a distance.

2.3.2 Group Development

Group development (GD) is an extension of one-to-one CD and involves three or more colleagues who are equal in status agreeing to work together regularly in a non-evaluative environment to work on the individual development of a different member each session. The first stage of GD is '*speaker-articulation*' (Mann, 2005). The designated Speaker for the session identifies one topic or issue to talk about to his or her colleagues who act as multiple Understanders reflecting back in turn their understanding of the ongoing articulation as the Speaker attempts to fill the interactional space by "talking ideas into coherence" (Mann, 2005, p. 57).

The second stage of GD is '*understander-resonance*' (Mann, 2005). After the CD period has ended, each Understander is allocated floor-space to make short self-referential statements on what the Speaker's articulation has evoked in them. This allows Understanders time within the GD session to explore areas pertinent to their

own concerns and for the Speaker to hear different perspectives on the particular topic raised. The Speaker should not consider these statements or '*resonances*' as suggestions or advice to follow but merely the externalizations of the Understanders' own musings.

The final stage of GD is '*speaker-review*' (Mann, 2005) in which the floor is returned to the Speaker so that he or she can respond to the Understanders' resonances and provide the group with updates of his or her final thoughts on the particular subject before bringing the session to a close.

Both Edge (2002) and Mann (2005) argue that working in this way has "led toward a growth of collegiality" (Edge, 2002, p. 158). The individual as well as the group as a whole can benefit in terms of increased cohesion, understanding, mutual respect, and shared commitment towards a continuing professional development (Edge, 2002). The *understander-resonance* stage on the surface appears to allow each Understander the opportunity to disclose and thus, project his or her own perceptual world onto what the Speaker has said. However, Edge (2002) argues that the position of this stage in the session, coming directly after a period of intense listening to one Speaker, helps the group to maintain a high level of attention to what each Understander articulates and although there is a blurring of the clearly defined roles of Speaker and Understander, "the ability to offer cooperative understanding remains massively present" (p. 171). What is clear in the GD examples cited by both Edge (2002) and Mann (2005) is that it offers a powerful extension to the one-to-one CD framework; a unique approach for groups to work together on professional development that both personalizes and maximizes the benefits for all participants.

2.3.3 CD at a distance

Along with the GD variation, *Continuing Cooperative Development* (Edge, 2002) includes a number of chapters from authors who begin to tackle the problem of conducting sessions when geographically isolated from other teachers wishing to undertake CD. Cowie (2002) describes a 12-week period in which he and a fellow EFL teacher utilize email to exchange messages at a distance from one another. Within email exchanges, the Understander discourse moves are explicitly labeled: reflecting, thematizing, challenging, and so on in order to avoid ambiguity. Meta-CD

comments and questions made outside of the clearly defined roles of Speaker and Understander are also clearly marked. The previous email thread is copied and pasted into the email before either Speaker or Understander responds by placing his or her new message underneath the text. This process can then be repeated as the discourse extends and develops over a number of exchanges. Cowie (2002) argues that the advantage of CD by email is that teachers can work on various topics at the same time operating as either Speaker or Understander in different email threads. Moreover, the asynchronous nature of the exchanges makes it possible for participants to spend more time and thought in crafting their messages than is available in real-time spoken interaction.

Bartrick (2002), on the other hand, experiments with recording the Speaker's thoughts on a cassette tape and then sending it to the Understander by snail mail. The Understander listens to the recording and then uses the pause button and dubbing capability of a double cassette player, "the Understander inserts comments directly into the flow of Speaker talk" (Bartrick, 2002, p. 230). Although extra-linguistic signaling is removed from the interaction and a delay exists whilst both parties wait for the cassette to be delivered in the post, Bartrick (2002) argues that the asynchronous nature of this modified style of CD facilitates developing reflections on the topic at hand. Between CD exchanges, participants may return to the discourse, reconsider the issues, and make notes of new lines of inquiry in a research diary to be explored in the next recording. Moreover, unlike face-to-face CD, interaction by cassette gives the Understander the opportunity to pause the recording, rewind, listen again, and spend more time on crafting his or her reflecting responses to the issues that the Speaker has articulated.

Continuing Cooperative Development (Edge, 2002) contributes extra dimensions to the original 1992 CD framework. Edge's GD works towards supporting the group as well as the individual. Cowie and Bartrick's (2002) modifications signal a move towards using the available technology and creating innovative methods of reaching out to isolated colleagues. At this stage in the development of CD, Edge (2002) states his hope for more variations of the original framework, "to follow as long as people who live with the technology become convinced of the usefulness of non-evaluative discourse" (p. 217).

2.4 Third generation CD: Computer-Mediated Cooperative Development

2.4.1 Computer-Mediated Communication

As Edge (2002) predicted, huge technological advances "over the past thirty years have changed the way people work, learn, play, and communicate" (Barnes, 2003, p. 3). Computer-Mediated Communication (CMC) technology allows communication to take place between human beings regardless of time and space via an Internet-connected computer (Barnes, 2003; Ferris, 1997; Herring, 1996; Suler, 1996; Thurlow, Lengel, & Tomic, 2004). CMC conferencing technology such as chat rooms, Instant Messenger (IM), Voice over Internet Protocol (VoIP) services, or Social Networking Sites (SNSs) enables people to connect and communicate synchronously or near-synchronously via text, audio, or video. Since CMC has become an established part of people's daily routine in interacting with family, friends, colleagues, and business associates, it has attracted much scholarly interest (Thurlow, Lengel, & Tomic, 2004). CMC research examines such areas as computer-mediated discourse; the unique linguistic features of Internet communication especially as users can interact with one another synchronously via text-only CMC (Barnes, 2003; Herring, 1996, 1999, 2003, Suler, 1996). CMC research also explores notions of social presence, identity, and the forming of interpersonal relationships in cyberspace (Barnes, 2003; Green et al, 2005; Suler, 1996; Walther, 1992, 1996, 2011). Finally, CMC researchers are interested in the formation and development of virtual discourse communities, their communicative purposes and rationale, the interactional norms, rules, and mechanisms to repair conflicts, and how this helps to shape or constrain the members' online communication (Barnes, 2003; Herring, 1996; Smith & Kollock, 1999; Rheingold, 1993; Suler, 1996; Swales, 1990; Vasalou, Pitt & Piolle, 2006). In this respect, third generation CD research begins to cross into and borrow from the growing field of Computer-Mediated Communication theory.

2.4.2 Boon's (2005) Instant Messenger Cooperative Development

Inspired by Cowie (2002) and Bartrick's (2002) asynchronous versions of CD and his experiences of face-to-face sessions documented in Boon (2003), Boon (2004) describes the various stages of a Master's dissertation project to adapt CD so that it can be used with Instant Messenger (IM) text chat to enable two teachers to work together online to facilitate and support each other's reflections and investigations of classroom teaching puzzles. In the following year, Boon (2005) becomes the first

publication in the CD research field to introduce teachers to Instant Messenger Cooperative Development (IMCD); a near-synchronous text-based format allowing users a convenient means for CD interaction via exchanging instant messages online. Boon (2005) states that as teachers often work:

> In isolation from their colleagues behind a closed classroom door, we are left completely alone to make sense of the many fragmented and chaotic thoughts, feelings, opinions, beliefs, doubts, and questions that arise from our teaching experiences. (p. 38)

By connecting together within a virtual interactional environment, IMCD increases the options for teachers to undertake CD work with anyone, anywhere in the world, at any time to facilitate and support each other's reflections and gain new perspectives on their teaching. Moreover, the mode of online interaction lends itself to reflective practice due to its 'disinhibition effect' (Suler, 1996, 2004; Thurlow, Lengel, & Tomic, 2004). In other words, no matter how well the Understander attends to the Speaker in a CD session, being physically invisible from one another in cyberspace, IMCD participants may be more willing to open up and disclose their thoughts than in face-to-face interaction. This in turn may add increased potential for an IMCD participant to "bring the hidden or unknown to the surface, externalize internal emotions, values, and meanings" (Boon, 2005, p. 38), and reveal aspects of his or her pedagogic practice that he or she has never communicated before (Rogers, 1980).

Boon (2005) outlines how to download the relevant instant messaging (IM) software, find collaborators, and get started with IMCD. Once the IMCD session begins, the Speaker takes the floor by typing and sending text messages within a chat window. 'Virtual attending' or social presence is established via both Speaker and Understander being able to see when the other person is typing a message via a notification message at the bottom of the chat window. Turn-taking is facilitated by the use of a turn-change signal (Herring, 1999). When the Speaker wishes to relinquish the floor so that the Understander can reflect his or her understanding of the developing talk, the Speaker types the agreed handover cue, "*Ok?*" to let the Understander know that the Speaker's turn-at-talk has finished. This eliminates instances of over-typing when one person has their turn at talk. It also avoids overlapping discourse in the chat window as this can be distracting for both

participants during an IMCD session. Boon (2005) explains further online attending needs such as explaining silence or instances of non-typing via textualizing what would otherwise be communicated via non-verbal cues in face-to-face interaction (e.g. *thinking…*), explaining any departures from the computer (e.g. *just getting a glass of water*), and seeking permission to take the floor in order to clarify (e.g. *Can I just ask…?*).

As with Cowie (2002) and Bartrick's (2002) asynchronous CD, the text-based format of Boon's (2005) IMCD allows both Speaker and Understander greater time to formulate their articulations. For the Speaker, there is more time to organize ideas, to think more deeply about the words he or she wishes to choose, to consider carefully how to explain these ideas clearly, to work to craft a cohesive and coherent text message that can be understood clearly by the other person. As McMahon (1997) explains in her study of teacher CMC-based professional development:

> Since online communication takes place via the written word, it has the power to be highly conducive to reflection. The power of writing has cognitive benefits because it forces the writer to select words that accurately express thoughts. To clarify writing, individuals must clarify thinking. (p. 17)

In this respect, the act of constructing text messages adds another layer to the reflective practice process for the Speaker. For the Understander, the IM format creates a permanent record of the interaction and provides the opportunity for him or her to scroll back through the IMCD discourse to review the points that have been made "rather than having to rely entirely on one's memory" (Bartrick, 2002, p. 234) before reflecting back the Speaker's articulations. Thus, the IM text-format helps to slow down the CD interaction for both Speaker and Understander. It relieves the pressure for immediate responses as with face-to-face interaction, and affords both participants more time to sit back, wait, scroll backwards and forwards through the text, and think about their individual contributions to the unfolding IMCD session (Suler, 1996). Additionally, as the format is text, at the end of a session, a transcript of the IMCD interaction can easily be saved and printed out so that the participants can read it again at their leisure and reflect further on the issues that have been raised.

2.4.3 Edge's (2006) Computer-Mediated Cooperative Development

Boon (2005) includes extracts from IMCD sessions to illustrate his adaptation of face-to-face CD to IMCD and the issues this raises. However, Edge (2006b) also examines how Speaker talk develops in Computer-Mediated Cooperative Development (CMCD) environments, how Speaker discoveries are aided by the Understander, and how the non-judgmental environment is established. Having used member-checking to check the validity of his interpretations, Edge (2006b) presents "the data that appear most explicitly to have been crucial to Speakers, as viewed from a CD perspective" (p. 211). The first example describes two teachers working on professional development via CD by email or what Edge terms as 'EMCD' and documents the Speaker's feelings whilst attempting to create an annual work plan for his department. The Understander helps the Speaker to focus on personal traits of seeking perfection in his work and a tendency to overcomplicate the task at hand to overcompensate for the "fear of being found out as not good enough" (Edge, 2006b, p. 216). Here, the Speaker acknowledges the Understander's reflection moves as helping the Speaker to achieve a powerful self-discovery of needing to perceive assigned tasks as goals to be completed rather than as problems that often turn into "a source of anxiety leading to a crisis point" (Edge, 2006b, p. 215).

In the second example, Edge (2006b) describes an IMCD session in which the Speaker, Andy (me) explores a teaching dilemma of dealing with multi-level students in an English class. The Speaker is able to reflect on the strategies he has attempted to make one low-level student feel more comfortable, make a significant discovery, and trial a new approach to classroom management to try out in the next lesson. In follow-up emails, the Speaker states that the actual discovery or "eureka moment" (Boon, 2003) occurs between the typing of a stream of sentences to respond to the Understander's preceding reflection move, "Some words that have stood out are: comfortable, uncomfortable, mood, supportive, confidence. Are they at all significant? Ok" (Edge, 2006b, p. 220) and is a culmination of his thoughts inspired by that move.

The examples of these successful discoveries via two alternative CMCD mediums help to demonstrate the potential for computer mediated non-judgmental environments as a medium for continuing professional development among colleagues and peers. The paper also supports the claims of the "facilitative power" (Edge, 2006b,

p. 225) CD has for teacher reflective practice and action research with each published CD journey adding a layer of possibilities and argument for its wider use in the teaching profession.

2.5 Continuing CD and IMCD

Although Edge (2006b) invites "more detailed investigation of CMCD" (p. 225), he returns to the face-to-face CD framework in his 2007 description of an action research project to set up a community of CD reflective practitioners amongst teachers working in the Adult Migrant English Programme (AMEP). IMCD is briefly mentioned, however, and a short extract from an online session included. Mainly reiterating what CD is, the "brief article can give only a taste of the CD process" (Edge 2007, p. 15) in action. Nevertheless, it does set out to encourage others to try CD and contributes to the growing body of work on the use of non-judgmental discourse in the workplace.

Also using the face-to-face CD framework, de Sonneville (2007) reports on an in-house teacher development program and describes a teacher's movement within a series of CD conversations from an initial stage of resistance regarding the video-recording of her lessons to self-exploration, increased awareness, and discovery about aspects of her teaching leading ultimately to a transformation in her teaching behavior. Through de Sonneville's (2007) experiences of this teacher development program, she argues that the ability to participate in learning conversations within non-judgmental interactional space is an essential skill for teachers to acquire to facilitate learning and development.

Boon (2007) returns to an exploration of IMCD discourse as a means of overcoming "the silent barrier that so often separates teachers" (Oprandry, Golden, & Shiomi, 1999, p. 149) in order to open up channels in which teachers can communicate with each other about pedagogy. Citing qualitative data from 29 completed questionnaires, Boon (2007) argues that the perceived opportunity to talk to other colleagues is a key factor in whether teachers feel isolated or not. Boon (2007) then describes an IMCD session between himself as Understander and a Japanese teacher as Speaker in which the Speaker is able to examine and work through a teaching puzzle, reach a self-realization about student privacy issues in a particular writing task and develop a plan of action in which students will approve the excerpts that can be read out in the

follow-up class. The article goes towards providing additional description of how talk evolves in IMCD, "building bridges between what is known explicitly and implicitly and what may be potentially discovered through the course of an online session" (Boon, 2007, p. 13). Although not alluded to in the article, the 2007 study also demonstrates IMCD transcending cultures and operating successfully between native and non-native speakers of a language.

Butorac (2008) writes about introducing CD and IMCD to teachers of the Adult Migrant English Programme (AMEP) at an institution in Australia. As teachers were faced with educational change regarding their classes, Butorac (2008) initiated CD and IMCD sessions with nine teachers to share aspects of dealing with institutional change in the workplace and on continuing professional development. By asking teachers for post-session feedback regarding their experiences with CD and IMCD, Butorac (2008) found that the framework helped them to identify and address the problems they were facing in a committed, focused, and systematic way. Teachers commented that without regular CD or IMCD sessions, they might not have been as disciplined and motivated in reflecting upon and seeking solutions to their problems. Teachers also mentioned the empathic reflections by the Understander as being instrumental in helping them to reflect again on their articulations and to make important self-discoveries about the problems and how to overcome them. Finally, teachers stated that CD / IMCD contributed to a greater sense of collaboration amongst colleagues and a better working relationship due to the level of trust, empathy, and respect generated by collegial participation in the sessions. Butorac (2008) concludes that CD offers a valuable means of continuing professional development for the AMEP teachers but needs to be recognized and accepted by the institution with necessary time and training allocated to it within the teachers' working day by the management.

Thus, the research from 2006 to 2008 describes CD users successfully continuing to use face-to-face or Computer-Mediated Cooperative Development as an informal agreement among peers to work on individual professional development (Boon, 2007; Edge 2006b) or at a more formal (yet sometimes not institutionally acknowledged) program level to encourage teacher learning, reflection, and growth (Butorac, 2008; de Sonneville, 2007).

2.6 New directions: IMCD to support the research process

As mentioned in Section 1.1, this current study marks a new direction for IMCD from an online tool for pedagogic self-development and reflective practice towards a means of facilitating the research process for distance-learning and on-campus students and / or teacher-researchers. The next sections examine the various stages of the research process, the typical problems that students may encounter in conducting research, and the first documented use of IMCD in which a post-graduate student was enabled to determine his research focus for a module assignment (Boon, 2009).

2.6.1 The research process and typical problems encountered

The research process can be described as "a series of logical steps that have to be undertaken to develop knowledge" (Gerrish & Lacey, 2010, p. 7). It is a systematic and rigorous course of action in which a researcher begins with a question, an inquiry, and / or a problem, gathers primary and secondary data, employs critical thinking and analytical skills, and ends with an outcome or result that helps to provide a better understanding of the empirical world and the people who function within it (Badke, 2012; Hockey, 1984; Oliver, 2010). The stages of the research process may include:

- Identifying a research area
- Developing a research question
- Conducting a literature review
- Deciding data collection methods
- Gaining access to and collecting the data
- Analyzing data
- Drawing conclusions
- Writing up

(Boon, 2009; Gerrish & Lacey, 2010; Moule & Goodman, 2009; Moule & Hek, 2011; Nunan, 1992)

These stages may be followed as a linear, sequential path, but more realistically the research process will involve the researcher moving backwards or forwards through them, working concurrently on several steps, and adapting the process to suit the type of research being undertaken (Moule & Goodman, 2009; Moule & Hek, 2011).

However, there are many problems that researchers can experience during the research process. Nunan (1992), for example, conducted a survey amongst on-campus graduate students undertaking an applied linguistics Master's degree course to determine the typical problems that students encounter when conducting research. The results of the survey revealed that students experience difficulties in the following (See Table 2.1):

Table 2.1: Problems encountered by students when conducting research

Aston University

Illustration removed for copyright restrictions

(Nunan, 1992)

From his experience of supervising qualitative research projects, Silverman (2006) also lists common problems that student researchers may face including unworkable

research topics, collecting too many data, utilizing inappropriate research methodology, trying to include too many methods, and reaching under or over-theorized results.

2.6.2 Distance learning and typical problems encountered

Nunan's (1992) study was undertaken with on-campus applied linguistics Master's students. However, for many working teachers, distance learning is a common option for those who wish to gain post-graduate qualifications in the field of TESOL. With individuals reluctant to give up teaching positions, return to their countries, and disrupt family to attend conventional on-campus full-time programs (Dunkley, 1999), undertaking independent study at a distance has the major advantage of teachers being able to obtain a recognized professional qualification from a reputable university whilst continuing to live and work in another country.

As with Nunan's (1992) findings regarding the research process, distance learning can also be problematic. By its very nature, distance learning places the individual students at a physical distance (being alone) and psychological distance (feeling alone) from both teachers and peers (Stelzer & Vogelzangs, 1994). With the reduced opportunities for face-to-face contact, discussion, idea-sharing, support and community building, it is possible for distance learner students to experience feelings of isolation, confusion, alienation, distraction, and lack of motivation during the course (Boon, 2009; Galusha, 1997; Lake, 1999; Motteram & Forrester, 2005; Sampson 2003). And yet, as Edge (1992b) states, "We learn by speaking: by trying to put our thoughts together so that someone else can understand them" (p. 6). It is through interaction with teachers and other course participants in which students can help make their thoughts become more coherent (Edge, 1992b), evaluate their understanding of course content (Sampson, 2003), feel a greater sense of belonging to an online learning community (Motteram & Forrester, 2005; Sampson, 2003), and overcome a sense of isolation (Lake, 1999; Sampson, 2003). Thus, if distance learner students are provided with a medium which can transcend geographical isolation and allow them opportunities to articulate their thoughts on their research in a supportive and non-judgmental environment to fellow course participants who are willing to listen and work to understand them, this may offer a powerful tool for students to

overcome issues with their research, gain new understandings of their research projects, and discover potential directions forward (Boon, 2009).

2.6.3 Boon's (2009) pilot study

Boon (2009) signals a new direction for IMCD by using the online framework to support distance learning students via the provision of online space to articulate thoughts on one's current research in a non-judgmental environment, make discoveries, and formulate plans. Although achieving a very low response rate to an online questionnaire when attempting to emulate the Nunan (1992) study, Boon (2009) suggests that respondents on a distance learning Master's course in TESOL desire more opportunities to talk through their research ideas and current thinking with tutors or other course participants but are often isolated from "this valuable route for ideas development" (Boon, 2009, p. 57). Respondents commented that:

My biggest problem is finding someone to talk things through with (Respondent A).

Within a supportive group setting, things would be less of a problem, yet the distance between the university and participant; participant and participant is rather difficult (Respondent D).

Qualitative data analysis is the stage where I would most like to see tutors or other course participants face-to-face (Respondent E).

(Boon, 2009, p. 58)

Boon (2009) then provides an analysis of an IMCD session in which a course participant is having difficulty in establishing a focus for an 'Analysis of Written Discourse' (AWD) assignment; a research project required to complete a module on his distance Master's degree in TESOL. Through examining his feelings, pondering potential next steps, and shifting his prevailing ideas, the Speaker is enabled to determine a focus for his research. By reflecting on his past experiences teaching technical English, the Speaker is able to recall his dissatisfaction with the pedagogical approaches being used in which teachers focused on the content rather than the structure of the texts. The Speaker is then able to connect all his previous thoughts and ideas developed in the session to reach a discovery:

Actually while you were writing it occurred to me that I have just found my way to is exactly that. This is a matter of genre and how we can analyze the actual sentence structure to establish the discourse community. (Boon, 2009, p. 61)

The Speaker decides that he will analyze sentence structures within technical texts to determine similarities or differences in their style for his AWD module assignment. After the Understander's reflection of this discovery, the Speaker then confirms he has found his research focus, *"Exactly. Bingo!"* (Boon, 2009, p. 61). The session ends soon after with the Speaker indicating that he has overcome his initial problem.

In post-session feedback, although initially skeptical about IMCD, the Speaker accepts the usefulness of this different mode of interaction, realizes that it is possible to make important discoveries, and expresses surprise that the IMCD framework worked for him:

We actually reached a goal even though I admit I wasn't ready to go into it for real…I presented a real situation more or less off the cuff. What is more, we reached an acceptable conclusion. (Boon, 2009, p. 61)

Requiring more evidence for the claims made, Boon (2009) states that the session "provides only a brief glimpse of the potential of IMCD interaction within distance learning courses" (p. 62) and calls for further research to be done in this area. However, by demonstrating the feasibility of utilizing IMCD to facilitate the research process for teachers who are conducting research and acting as a pilot for his PhD study, the 2009 paper provides the impetus for the subsequent IMCD doctoral research.

2.7 Conclusion and next steps

This chapter included an overview of Edge's (1992a, 1992b) CD framework and its origins in the field of person-centered therapy, learning, and teaching. It then contained a description of the ways in which CD has continued to move forward from the original 1992 framework. From CD, GD, EMCD to IMCD, its many variations provide increased possibilities for professionals to come together to reflect on and improve their particular practice. As the CD framework is modified so that it can be used online, the CD literature begins to make an important contribution to the growing

field of CMC research. A new direction for the framework as described in Boon (2009) with respect to supporting researchers as they move through the various stages of the research process was explained. Here, IMCD may offer a useful and convenient tool for distance learning and on-campus students as well as teacher-researchers to reflect on and explore their current thoughts and ideas about their research within a virtual, non-judgmental environment. Through the provision of online space and a supportive peer, it is hoped that IMCD can be a powerful catalyst for self-discovery for its users: a catalyst in which researchers may find their own unique ways to overcome the issues they face whilst conducting their individual research projects.

The next chapter will provide an overview of the research methodology employed in the current study.

<center>**Part 1: Preparatory**</center>

<center>**Chapter 3: Research Methodology**</center>

3.1 Introduction

Instant Messenger Cooperative Development (IMCD) discourse is not an everyday phenomenon, but a co-constructed product brought into being by the turn-by-turn interaction of its participants within the setting of a virtual, non-judgmental environment (Boon, 2013b). This non-judgmental environment is itself a social construct; it is created by the participants who agree to meet online, to place constraints on their usual language behavior (See Section 2.2.1), and to work together to articulate, share, and seek greater meaning about the specific professional worlds they inhabit (Creswell, 2007). Thus, in order to understand more about this complex phenomenon, to describe the process that participants go through as they experience it, and to develop a substantive theory of IMCD that builds on the existing Cooperative Development framework (Edge, 1992a, 1992b, 2002), this study is situated within the social constructivist paradigm utilizing the traditions and tools of qualitative research inquiry (Creswell, 2007; Denzin & Lincoln, 2008; Merriam, 2009; Miles & Huberman, 1994; Richards, 2003; Richards & Morse, 2007).

This chapter[2] provides a description of the research methodology and procedures employed in the study. Firstly, an important revision to the original CD terminology is explained. The chapter then gives an overview of the qualitative approaches and techniques of case study and genre analysis that are drawn on in the study to document the lived experience of individual post-graduate students or teacher-researchers as they take part in online IMCD sessions, articulate their thoughts to an Understander, and seek ways to overcome particular issues with their research or teaching. The latter part of the chapter provides a detailed description of how IMCD participants were recruited, the role of the researcher, and how the data was collected and analyzed. It is hoped that other qualitative researchers can make use of this chapter to follow the research procedures utilized in this thesis and arrive at similar results.

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[2] Please note that this chapter is based partly on previous published work. Please refer to Boon (2013b).

<center>44</center>

3.2 A revision to CD terminology: Speaker to Explorer

Although I have utilized the term 'Speaker' in my previous IMCD work (Boon 2005, 2007, 2009) to refer to the teachers who reflect on their teaching or research (See Chapter 2), it was decided in this study to revise the name first assigned by Edge to the interactional role in the original CD framework (1992a, 1992b). 'Speaker' is an effective term for the face-to-face version of CD in which the mode of interaction is the spoken word. However, IMCD is text-based chat - a hybrid form of interaction that displays features of both verbal and written communication (Herring, 1996; Suler, 1996; Voida, Newstetter, & Mynatt, 2002). Thus, in this thesis the term 'Speaker' has been changed to 'Explorer.' The term 'Explorer' captures more precisely the role of the student or teacher-researcher who uses "the keyboard like a voice" (Hawkes, 2000, p. 269) to type and send his or her thoughts to the Understander in the IM chat box during an IMCD session. To put it simply, the Explorer explores his or her ideas and experiences to find out what is there. By exploring, the Explorer may discover something new and find a way to overcome his or her particular research problem or teaching puzzle.

3.3 A qualitative inquiry

Qualitative research can be defined as:

> a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that make the world visible…qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2008, p. 4)

The qualitative researcher attempts to gain a holistic understanding of the phenomenon under study and how it is shaped by the participants and by the particular interactions that take place within it (Lincoln & Guba, 1985; Merriam, 2009; Miles & Huberman, 1994). To do this, the researcher tries to lessen the distance between him or herself and the participants being researched (Creswell, 2007). He or she aims to gain an emic or insider's perspective of the phenomenon and players via deep and / or prolonged exposure within the field. The researcher's role is as the main instrument for data collection and analysis to understand and describe people's social actions and interactions. However, being the sole research instrument, the researcher identifies and accounts for potential values and biases within his or her interpretation of the

data. The researcher works to build substantive theories that are grounded in the data. This inductive process involves organizing the data into codes, patterns, and categories in which theories develop and are constantly checked with both new and old data until a solid framework has fully emerged. This framework offers a rich or 'thick' description (Geertz, 1973) of the particular social world being studied and the people within it: a description that is a consistent and dependable account of the data collected (Merriam, 2009). The qualitative researcher is then superseded by the reader. As the reader seeks understanding from the research, he or she takes away or transfers from it those aspects that resonate with his or her own particular context (Lincoln & Guba, 1985). As Barthes (1968) suggests, "the unity of a text is not in its origin, it is in its destination…the birth of the reader must be ransomed by the death of the author" (p. 6).

Thus, in order to address the research questions mentioned in Section 1.2 and put forward a thick description of IMCD session discourse as it is brought into existence by two teacher-researchers or students who agree to meet online to support one another's explorations, this study is qualitative in nature.

As co-participant in the IMCD sessions being examined, I have a dual role. First, I take on the role of the Understander in the sessions (one exception being A Session 5 – See Sections 3.6.6 and 4.3.6 for further details). The Understander reads the words that appear on the screen: the text messages that act as external representations of the Explorer's subjective thoughts and perceptions as he or she investigates a particular research or teaching issue. The Understander works to understand the world as the Explorer sees it, and to communicate this empathic understanding back to the Explorer (See Section 2.2.3). The Explorer reads the reflections that the Understander has typed, reflects on them, and moves forward with his or her exploration. The IMCD corpus established in this study (See Section 3.6) is thus a construct of the interactions of both Explorer and Understander. In the role of Understander, I act as a full active participant in each session. Here, I have insider knowledge or an emic perspective of the phenomenon as it unfolds in real-time.

Secondly, I take on the role of researcher. I seek to understand the ways in which an Explorer utilizes the online interactional space afforded to him or her in an IMCD

session, the particular textual journey the Explorer goes through, and the ensuing results. As data analysis occurs several years after each session (See Section 3.7), I can approach the session data with a measure of detachment or from an etic perspective yet work to gain an emic understanding of each individual Explorer's IMCD experience. Using qualitative research tools such as case study and genre analysis, I set out to build a credible, consistent, and rigorous account of IMCD that resonates with the reader's own experiences of the research process and that may encourage the reader of this thesis to utilize the IMCD framework within his or her own particular professional context.

3.4 Qualitative case study

This thesis is a collective case study (Stake, 1995) that helps build a greater understanding of IMCD. A case study can be defined as a systematic, empirical enquiry that seeks to provide a holistic, in-depth description of a particular entity as it occurs within its real-life context (Duff, 2008; Yin, 2003, 2009, 2012). The case study researcher seeks to study the "particularity and complexity of a single case (or small number of cases) coming to understand its activity within important circumstances" (Stake, 1995, p. xi). Thus, research focuses on understanding the uniqueness of the phenomenon under study (Merriam, 2009) and explaining how or why specific instances may occur within a case (Yin, 2009, 2012). A case study provides a rich, thick description of the particular characteristics of a phenomenon and the lived experience of its participants as their actions shape its underlying structure and meaning (Bassey, 1999; Simons, 2009). It is also heuristic in nature providing the reader with a vicarious experience of these actions as they emerge within the particular social environment (Merriam, 2009; Simons, 2009). Yin (2012) makes three recommendations for designing a successful case study:

- A case needs to be defined. It is the main unit of analysis to be studied. It is a bounded entity. A researcher needs to decide that which constitutes the case and that which lies outside of its boundaries. Initial boundaries, however, may shift as a result of the research.
- A case can have a single or multiple design. A case can be holistic or contain a number of embedded units of analysis or sub-cases. The researcher needs to establish the overall design of the case study.

- A case study can be informed by an existing theory that helps to organize aspects of the research design.

During the data collection period, a case study may incorporate various types of data that offer multiple sources of evidence such as observation, interviews, and written texts that help the researcher to describe, document, and interpret the case from the emic perspective of the participants involved.

A case study can be theory-seeking (Bassey, 1999). A case study may "build theory when there is none available to explain a particular phenomenon or when existing theory does not provide an adequate or appropriate explanation" (Merriam, 1988, p. 59). Thus, the case study researcher looks for and builds a substantive theory that emerges from the data (Simons, 2009). The researcher observes, interprets, and analyzes to build intuitive and inductive explanations. Data collection and analysis is then repeated in this "linear but iterative process" (Yin, 2009, p. 1). The researcher is also reflexive (Merriam, 2007; Simons 2009). He or she remains aware of the subjective nature of the qualitative inquiry and guards against any potential bias when interpreting the data. The final substantive theory can then provide unique insights of the case for the target audience of the research: the reader (Duff, 2008). Although, it can be argued that the particularistic nature of case study research makes the generalizability of findings questionable, it is ultimately up to the reader to decide the value and meaning that can be derived from the substantive theory forwarded by the researcher (Barthes, 1968; Stake, 1995).

3.4.1 IMCD as case study

Stake (2006) defines 'quintain' as the phenomenon that is to be studied. It is an umbrella term for the cases that help define it. By undertaking a multiple case study design, I ultimately seek to understand the quintain. In this doctoral case study, the main unit of analysis or quintain is the Instant Messenger Cooperative Development framework itself (Boon, 2005); a framework that is co-constructed by the actions and interactions of its participants. Thus, individual online IMCD sessions, individual IMCD users, and individual Explorer themes (See Section 3.6.6) or areas of exploration that may be contained within one session or stretch over a number of consecutive sessions need to be examined to build a rich, descriptive, and holistic

picture of the quintain, IMCD. This research therefore employs a collective case study approach (Stake, 1995). Each specific IMCD case is "categorically bound together" (Stake, 2006, p. 6) by participant and / or Explorer theme (See Section 3.6.6). Each specific IMCD case is deemed of value in helping the researcher (and reader) to form a greater understanding of how participants utilize the IMCD framework, how it can provide forward momentum to their research or teaching ideas, and how individuals can overcome their particular problems by partaking in online sessions.

The case study is informed by the existing Cooperative Development framework (Edge, 1992a, 1992b, 2002), but aims to build on Edge's original work by providing a detailed account of the lived experiences of both Explorer and Understander as they participate in an IMCD session. A cross-case genre analysis is conducted to determine the various interactional moves utilized by the Explorer and the Understander as they interact together online (See Section 3.5 and Chapters 4 to 9). As moves are replicated across specific cases, the grounded genre analysis contributes to the description of the quintain, IMCD, and to a substantive theory of IMCD usage that emerges from the data. The thesis then moves on to describe three specific IMCD cases bounded by participant and Explorer theme (See Chapter 10). This allows the reader to experience vicariously whole sessions as they are constructed on a turn-by-turn basis by the Explorer and Understander. It also provides further illustration of how specific IMCD cases are related to the quintain.

3.5 Genre analysis

This thesis also offers a grounded genre analysis of the interactional moves within an IMCD session. Swales (1990) describes a genre as:

> a class of communicative events, the members of which share some set of communicative purposes…those purposes constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style…exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. (p. 58)

The genre is brought into being through a process of social interaction between its members (Feuer, 1992). A final exemplar or product represents the members' successful initiations of their desired communicative purposes utilizing a

"conventionalized knowledge of linguistic and discoursal resources" (Bhatia, 1993, p. 16) to realize their particular goals. Each exemplar of a genre may be recognizable by the extent of its similarities to or difference from the prototype or framework that has been constructed by its discourse community (Swales, 1990).

Thus, the genre analyst seeks to identify and describe the various patterns that exist within particular communicative events in order to understand the ways in which members of a discourse community construct, comprehend, interpret, and make use of language to give shape to their interactional environment, to conventionalize it, and to achieve social action within it (Bhatia, 1993, 2002; Ding, 2007; Swales, 1981, 1990). These patterns consist of a series of rhetorical moves, the semantic and functional units of text in which the communicative purposes of discourse community members are realized (Biber, Conner, & Upton, 2007; Swales, 1981). Each move not only performs a particular communicative function, but "gives a textual genre its distinctive cognitive structure" (Conner, Davis, & De Rycker, 1995, p. 463). In move analysis, the genre analyst looks for linguistic clues and divides the text into meaningful units in terms of their order, frequency, function, and linguistic boundary (Biber, Conner, & Upton, 2007; Conner & Mauranen, 1999; Ding, 2007; Henry & Roseberry, 2001). Moves may be considered as an 'obligatory' element of the discourse if they occur frequently within the text or an 'optional' element if they occur less frequently (Biber, Conner, & Upton, 2007; Henry & Roseberry, 2001; Hüttner, 2010; Li & Ge, 2009; Pinto dos Santos, 2002). In other words, obligatory moves are the particular elements that must (or should) occur and optional moves are the elements that can occur within the structure of a particular discourse (Halliday & Hasan, 1985) Moves may also be comprised of a series of 'steps' (Swales, 1990) which when combined help to realize the overall move. As Biber, Conner, & Upton (2007) state, "the steps of a move primarily function to achieve the purpose of the move to which it belongs" (p. 24).

The various obligatory and optional moves and steps identified via genre analysis tend to be unique to the particular discourse being examined. As Biber, Conner, & Upton (2007) state, "different genres can have quite different move types" (p. 30). Moreover, there tend to be no strict rules for a researcher to adhere to whilst undertaking a move analysis. However, Biber, Conner, & Upton (2007) suggest that the researcher firstly

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gain an overall understanding of the rhetorical purpose of the discourse in the genre, then look at discrete segments and determine clear and distinct semantic and functional categories in order to identify possible steps and moves within the discourse. A particular coding system may be developed during analysis to identify the moves and begin to clearly define their purposes. The researcher then builds on the analysis by determining the elements that are obligatory, the elements that appear to be optional, and their preferred allowable order within the discourse. For example, by utilizing move analysis, Swales (1990) identified three obligatory moves and their preferred sequence within the introduction sections of 48 research articles and the possible steps that may be used to realize each move (See Figure 3.1):

Figure 3.1: Swales' (1990) CARS model for research article introductions

Aston University

Illustration removed for copyright restrictions

(Swales, 1990, p. 141)

Swales' (1990) study provides definitions of each move and possible steps within introductions and illustrates his analysis with specific lexical examples from the

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corpus (e.g. Move 1, Step 1 – *"The study of...has become an important aspect of..."* (Swales, 1990, p. 144)).

Another example is Henry & Roseberry's (2001) move analysis of 40 letters of application for jobs. They determined that *Opening*, *Offering Candidature / Promoting the candidate*, *Polite Ending*, and *Signing off* were obligatory moves via their high frequency within the discourse. On the other hand, such moves as *Referring to a job advertisement*, *Stating reasons for applying*, *Stating availability*, *Stipulating terms and conditions of employment*, *Naming referees*, and *Enclosing documents* were considered as optional and used by writers when the particular circumstances arose.

A final example is Ding (2007) who analyzed moves within 30 personal statements of students applying to medical or dental schools. Moves were identified via rhetorical purpose and divided into units via linguistic clues regarding segmentation of the text. Ding (2007) identified *Explaining the reasons to pursue proposed study*, *Establishing credentials to the fields of medicine / dentistry*, *Discussing relevant life experiences*, and *Stating future career goals* as quasi-obligatory moves of a personal statement via their high frequency within the corpus. On the other hand, the *Describing personality* move appeared in only 40% of the essays analyzed by Ding (2007) suggesting its function is more optional.

3.5.1 IMCD as genre

The members that constitute the discourse community of IMCD are post-graduate students and / or teacher-researchers who are currently engaged in research projects. These IMCD participants share a common communicative purpose of wishing to articulate and explore their research (or pedagogic) ideas to discover or decide upon possible directions forward with their research (or teaching). The rationale operating in an IMCD session is that it is the Explorer's own individual journey towards self-discovery that is of paramount importance; that the means of overcoming the particular research obstacle in question resides within the Explorer him or herself (Rogers, 1980); and that through articulating one's thoughts to an Understander who refrains from judgment, suggestion-giving, or imposition of a self agenda, the Explorer will be able to formulate a satisfactory plan of action of what is to be done next. This rationale shapes the construction of the discourse within the ongoing IM

chat and establishes the available choices and the constraints on allowable contributions for both Explorer and Understander with regard to the content, function, and positioning of each turn-at-talk. As 'exemplars' of the genre, IMCD sessions may display similar discoursal patterns that occur across different participants and different sessions.

Thus, to further understand how the schematic structure of IMCD is shaped by its two participants on a turn-by-turn basis, the various obligatory and optional interactional moves and steps that are utilized by an Explorer during an online session from its inception to conclusion are identified and explained. The Understander moves first identified by Edge in the 1992 CD framework (See Section 2.2.3) are also built on and developed further. Each move is developed and characterized from the empirical IMCD corpus in which theoretical sensitivity and inductive reasoning is employed to construct explanations that are grounded in the data (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1998). Through this 'grounded' genre analysis approach, it is possible to describe how IMCD participants may make use of the virtual, non-judgmental environment to realize the Explorer goal of seeking self-discovery and the Understander goal of supporting it via shared text messages and by doing so, establish a genre of IMCD.

3.6 Data collection

As IMCD discourse in not an everyday phenomenon but a co-constructed product created by the online interaction of Explorer and Understander, it was essential for me to bring about the generation of data by organizing regular IMCD sessions with case participants who were currently engaged with research, because as Yin (2009) argues "for some topics, there may be no way of collecting evidence other than through participant-observation" (p. 112). Data collection for this study was carried out from May 2009 through January 2012. During this time, 32 IMCD sessions were conducted with 10 different IMCD participants (See Volume 2, Appendix 21 for a list of the 32 sessions in chronological and participant order). Sessions were held online using the Skype Instant Messaging client (Version 2.8.0) (See https://www.skype.com/en/). I selected Skype as the most appropriate IM for the study as it is a free service that is easy to install, is familiar as it is already frequently used by many people in their daily

professional or personal lives (Redlich-Amirav & Higginbottom, 2014), and allows the users to save their IM conversation history (See Sections 3.6.5 and 9.4.4).

This section will explain how the participants were recruited and trained, the three types of data collected, ethical issues related to the study and how they were addressed, how the various data were transcribed and stored, and the different cases that emerged over the data collection period.

3.6.1 Finding IMCD participants

Participants were recruited via a call for participants (See Appendix 1) placed in university newsletters or posted on discussion boards, advertising for participants during conference presentations, and via direct recommendations from course tutors to their students at two universities in the United Kingdom. The call for participants included basic information about IMCD and links to a YouTube presentation that I had uploaded focusing on the Boon (2009) pilot study (See Section 2.6.3). Interested participants then contacted me by email. After receiving email enquiries, any remaining questions were answered and dates and times to meet online for a first IMCD session were agreed upon between the individual participant and me. The following table shows how each IMCD participant in the study was recruited:

Table 3.1: IMCD participant recruitment

Participant	University	Course	Recruited by
A	1	Distance Learning Masters	Course tutors
B	1	Distance Learning Masters	Course tutors
C	1	Distance Learning Masters	Discussion board / Newsletter
D	1	On-campus Masters	Discussion board / Newsletter
E	1	On-campus Masters	Participant D
F	1	Distance Learning PhD	Presentation attendee
G	2	Distance Learning Masters	Course tutors
H	2	Distance Learning Masters	Course tutors
I	1	Distance Learning Masters	Course tutors
J	1	Distance Learning Masters	Course tutors

As can be seen in Table 3.1, the most effective means of recruitment was via course tutors from the two universities involved in the study as they were aware of any difficulties their students were experiencing with their research projects and could then suggest that the students take part in IMCD sessions with me as an alternative approach to gaining tutor guidance (Participants A, B, G, H, I and J). Participant

awareness of the study was also facilitated by distribution of the call for participants via university newsletters or by me giving academic presentations on IMCD at conferences where I asked for study participants. As a result of this, two participants responded to the call for participants (Participants C and D) and one participant was referred to me by a mutual friend after he had attended my workshop on IMCD (Participant F). In one case, snowballing (Yin, 2012) occurred when participant D encouraged her classmate (Participant E) to become involved in sessions. Although access to participants was mainly achieved via opportunistic or convenience sampling (Yin, 2012) in the respect of the readiness and willingness of the individual to participate in the study, as each respondent to the call for participants was a post-graduate student actively engaged in research for their particular course, samples matched the original design criteria, were purpose-driven, and yielded useful data.

3.6.2 Training IMCD participants

To familiarize participants with the interactional roles of IMCD, the particular constraints on allowable contributions in a session, and the unique methods of turn-taking, individuals were instructed by email to watch a four-part YouTube video prior to the first session and / or asked to read an introductory paper on IMCD (Boon, 2005). Below is an example of my second email to Participant A:

> *Participant A,*
>
> *Thanks for the reply and sorry for my delay in getting back to you.*
>
> *1] If you take a read of the following article -*
> *?http://www.tesol.org/s_TESOL/secetdoc.asp?CID=1120&DID=4682, it*
> *should give you a brief idea of IMCD.*
>
> *2] I have added you to my Skype contacts.*
>
> *3] If we can arrange a time to meet online, we can get started that way. We*
> *don't need to talk before the session as whatever you would like to explore, you*
> *can explain during the session.*
>
> *Please let me know a choice of times when you would be available and we can*
> *fix a time.*
>
> *Best Regards,*
> *Andy*

It should be noted that the YouTube video was uploaded on August 11, 2009 and included in the call for participants from Participant C onwards.

Further IMCD training was also conducted during the pre-session stage of all first IMCD sessions with new participants. Here, it was possible to check the participants' understanding of IMCD after providing them with the initial material. It was then necessary to clarify to participants the particular interactional roles, constraints, and mechanisms for turn-taking if they were still unsure or had not consulted the IMCD material (See Section 4.2.4).

3.6.3 Types of data collected

IMCD Session data

The IMCD corpus is the primary data for this case study. It is a collection of 32 Skype IM sessions generated by interaction with the 10 case participants from May 2009 to January 2012. The session data can be found in Volume 2, Appendix 22.

Email feedback

After each session, I asked participants to provide me with email feedback regarding their experiences of IMCD. The aim was to determine whether IMCD helped the participants through the research process with respect to yielding new discoveries and to elicit participants' reactions to the online sessions. In the Post-session stage of IMCD, I posted the following questions within the chat window for the Explorer to answer later via email or immediately via Skype chat (See Section 9.4.2):

- *Did you feel you were being understood?*
- *If so, did this help you in any way with your movement forward?*
- *Was there anything new in what you articulated in terms of your current thinking about your teaching practice / research?*
- *Were my reflections useful?*
- *Is there anything else you would like to add?*

Thus, email feedback was a second set of data that could be used to address the research questions of this study (See Section 1.2). However, one weakness in the study was the failure of some participants to provide feedback for a number of the sessions (A Session 4; D Sessions 5, 6, 7, and 8; H Session 4 and 6). On asking Participant D retrospectively why she had not sent feedback for the latter IMCD sessions she had participated in, she cited being occupied with studies and part-time work as the reason (personal communication, January 11, 2015). Another weakness is that the feedback questions I asked may have been somewhat leading in nature revealing "a bias or assumption that the researcher is making, which may not be held by the participant(s)" (Merriam, 2009, p. 99). However, as CD / IMCD operates on a basis of respect, empathy, and trust between its participants (Edge 1992a), it can be argued that the feedback provided by participants represents an honest account of their particular IMCD experience. For example, in her feedback on D Session 1, the Explorer Participant D makes use of the intensifier, "*absolutely*" to indicate that she found the Understander's reflecting moves useful for her in the session. She then goes on to provide reasons to support her positive opinion; namely that "*having my ideas reproduced by the Understander in a more coherent way pointed out some features of my own reasoning*" (Participant D, Email feedback, December 9,2009). In contrast, Participant C feels quite able to provide a negative response to the feedback questions and states that the reflections were not helpful for her in this particular session (See Volume 2, Appendix 22.7.1).

Field notes

A third set of generated data was 'live' field notes I wrote during IMCD sessions. This involved keeping a notebook and recording any interesting occurrences or feelings as each session proceeded. It should be noted that although I took field notes during IMCD sessions, I was completely immersed in my role of Understander and the IMCD experience. Having the responsibility of understanding and responding to the Explorer's ongoing, synchronous turns-at-talk, it was possible for me to keep my dual roles of Understander and researcher as separate and to ensure that the IMCD session data is genuine and free from any possible manipulation.

3.6.4 Ethics

As qualitative inquiry involves the study of humans and how they interact within particular social settings, it is important for the researcher to maintain research integrity in order to protect participants from any potential harm as a result of their involvement with the research project (Richards & Morse, 2007; Yin, 2009). With regards to IMCD research, the IMCD framework works on the principle of a relationship of complete openness between Explorer and Understander during a session. Through a feeling of mutual respect, trust, and empathic understanding, Explorers often become empowered to reveal thoughts, ideas, and emotions to the Understander that he or she may not normally articulate in ordinary conversation. These could be ideas that are unknown to self and unknown to others (Luft & Ingram, 1969 as cited in Bailey, Curtis, & Nunan, 2001, p. 25). Thus, there may be the risk of harm to a participant if sensitive topics articulated in a session were to become public knowledge and traced back to their origin. Here, the researcher must follow the ethical code of non-malfeasance or the avoidance of harm to participants both during and after the research has been completed.

Potential harm may also occur through participants misunderstanding the purpose of IMCD. Participants may volunteer to participate in a session expecting advice regarding their current research projects from the researcher. Participants may then become disappointed, upset, or angry when the researcher withholds any suggestions in order to encourage Explorer self-discovery within an IMCD session.

Finally, qualitative research is time-consuming. It not only utilizes the time of the researcher but also involves participants dedicating their valuable time to participate in the research. Beneficence is the ethical code that one's research is undertaken for the benefit of others; that participants will also profit in some way via their involvement in the project. In this study, participants committed to participating in one or a number of online sessions, providing email feedback, and in some cases, checking session analysis. This placed a considerable burden on participants who were already busy with their own work for their particular post-graduate courses.

To address these ethical issues, participants in the study were asked to sign an informed consent form (See Appendix 2). The consent form:

- clearly states the purpose of the study and refers students to previous research in the field of IMCD in order to familiarize participants with the IMCD framework and its various possibilities and constraints. The aim is to avoid any potential misunderstandings among participants as to how they will invest their time.
- outlines what participants will be expected to do during the study.
- states the potential benefits of participation for individuals in respect of gaining ongoing research support during their post-graduate studies.
- explains that participants will have control over the scheduling of IMCD sessions to suit their individual work schedules.
- explains that participants may give approval to and comment on data before it is made public.
- explains that participants will be given the individual choice of anonymity or recognition in the study.
- makes it clear that participants can withdraw from the study at any point without the need for justification.
- explains that data may be used for teaching, researching, and academic publications or presentations.

In cases in which participants had already started IMCD sessions, the contents of the consent form were explained to them and informed consent was then sought retrospectively.

3.6.5 Saving, transcribing, and storing data

Saving IMCD session data

I recorded the IMCD session data by clicking on 'file' in the Skype tab and saving the IM text as an HTML document. This feature, however, is only available with Skype Version 2.8.0 and earlier. Later versions of Skype automatically save the conversation history and are stored in Skype's cloud for a 30-day period. See the following webpage for further information:

(https://support.skype.com/en/faq/FA10888/how-do-i-see-my-chat-history-in-skype-for-mac-os-x)

The HTML text was then copied and pasted into a Microsoft Word document.

Transcribing IMCD session data

Transcription procedures involved, first, adding line numbers to the text to facilitate analysis and referencing. Next, as Skype text includes the screen names of the actual people involved in sessions, these were changed to 'E' for Explorer and 'U' for Understander to ensure the anonymity that had been promised to participants (See Section 3.6.4) and also to aid understanding for the reader of the specific interactional roles of the participants in each session. In addition, each IMCD participant was assigned a letter 'A' to 'J' (See Volume 2, Appendix 21), and each session was given its number in the sequence of sessions held (e.g. *A Session 3*). Then, the IM text was examined to remove any remaining direct identifiers. For example, instances in which participants made specific mention of course tutors, participants, and academic institutions were deleted, and names were replaced with initials or random letters. However, specific institutional course module names were not changed, as I believed it would be difficult for individual participants to be identified from this information. Finally, any grammatical or spelling mistakes made by the Explorer or Understander when typing were retained as such mistakes are often a characteristic of IM interaction due to the speed of exchange of text messages by the participants (Suler, 1996). Also, I wished to represent the text as it was originally constructed during the session by the Explorer and Understander. The above procedures for transcribing Skype text can be clearly seen in the following excerpt:

037] E: 20:25:44
> I wote to SG in response to her request for questions for AB and the podacst that they are preparing on research techniques. I need to know if there is ever a time when we can just cite personal experience in support of our projects. I thik there are some people who just know stuff and I think that they should be able to just make stsatements. ok.

(A Session 3, Volume 2, Appendix 22.3)

A note on email feedback data

Email feedback data sent by Explorers post-session (See Section 3.6.3) was also copied and pasted into a Microsoft Word document from its original file format stored in the inbox of the author's online 'Hotmail' account. The document was then assigned its participant letter, session number, and date of receipt (e.g. *A Session 1 –*

email feedback 16.05.09). As Participant G provided feedback immediately within the post-session stage of her IMCD sessions rather than via email, the feedback data was transcribed as part of the session data (See Section 9.5.8).

Storing session and email feedback data

To store session data safely, folders were created in the file-hosting website 'Dropbox' for the raw data (*IMCD sessions and feedback*), and for each individual participant data (*e.g. IMCD – A Session analysis*) including subfolders for each session (*e.g. Session 1, Session 2*). Once a session had been opened from the 'raw data' folder and analyzed, the coded version of the Microsoft Word document was saved in the individual participant folders. This helped me to keep track of which sessions had been analyzed. Data was backed up in other cloud storage sites and on a portable hard drive. Regarding data security, each cloud storage account is password-protected and the portable hard drive is stored safely in my home.

3.6.6 Session types

As mentioned in Section 3.4.1, the 32 IMCD sessions that were collected can be divided into a number of different types or cases. First, sessions may be bounded by each individual IMCD participant acting as a single, specific case (See Figure 3.2):

Figure 3.2: Specific IMCD cases bounded by participant

Black: Longitudinal participants

White: One-session participants

A5: Researcher as Explorer
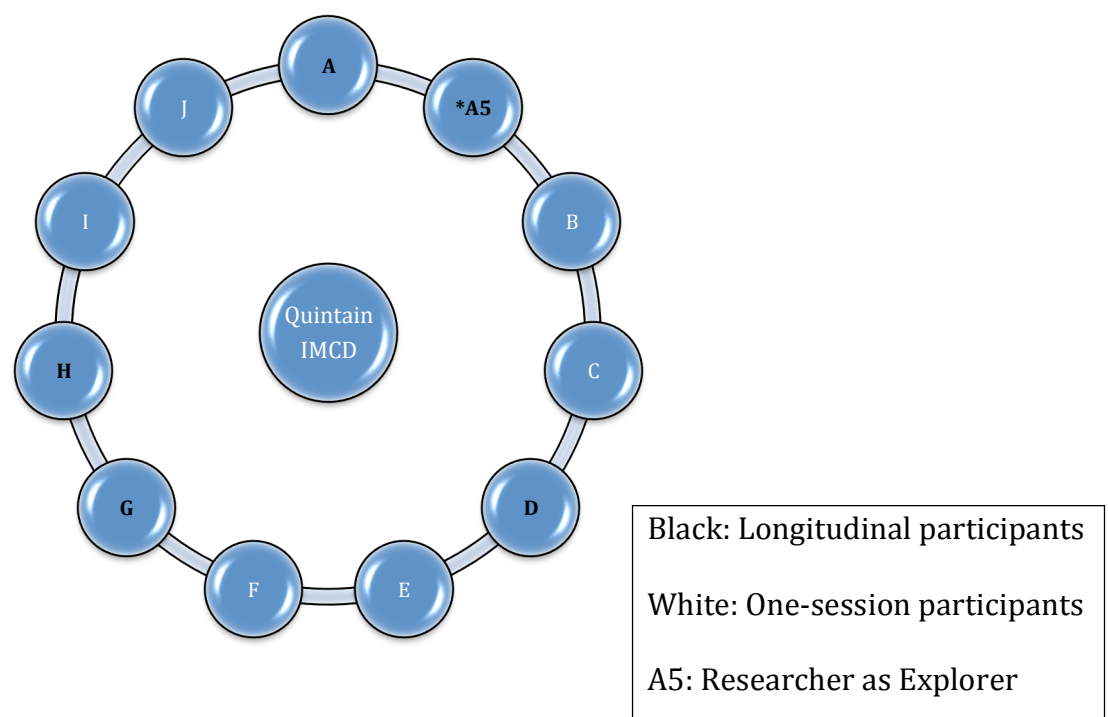
Within this boundary, cases can be further divided into longitudinal IMCD participants: individuals who undertook sessions over an extended period of time. For example:

- **Participant A**: 16th May 2009 to 11th June 2009
- **Participant D**: 27th November 2009 to 7th October 2010
- **Participant G**: 9th October 2010 to 24th March 2011
- **Participant H**: 2nd November 2010 to 8th December 2010

and one-session participants:

- **Participant B**: 30th May 2009
- **Participant C**: 17th September 2009
- **Participant E**: 8th February 2010
- **Participant F**: 7th June 2010
- **Participant I**: 2nd December 2011
- **Participant J**: 29th January 2012

It should be noted that in A Session 5, my usual role as Understander and participant as Explorer is switched as Participant A comes to the end of her particular exploration in Session 4 and begins Session 5 with no new issues to explore. Thus, in the pre-session stage, a decision is made to change IMCD interactional roles for this session (See Section 4.3.6). This is the only instance in the IMCD corpus in which I undertook the Explorer role. Although there is a potential risk of bias with myself as Explorer, the session has been included in the IMCD corpus and data analysis as it represents an authentic IMCD session in which I am seeking resolution to an authentic research puzzle. A Session 5 also follows a similar generic pattern to the other 31 sessions and as a specific case helps to contribute an understanding of the quintain, IMCD (See Section 3.4.1).

Secondly, specific IMCD cases may be bounded by Explorer theme (See Figure 3.3):

Figure 3.3: Specific IMCD cases bounded by Explorer theme
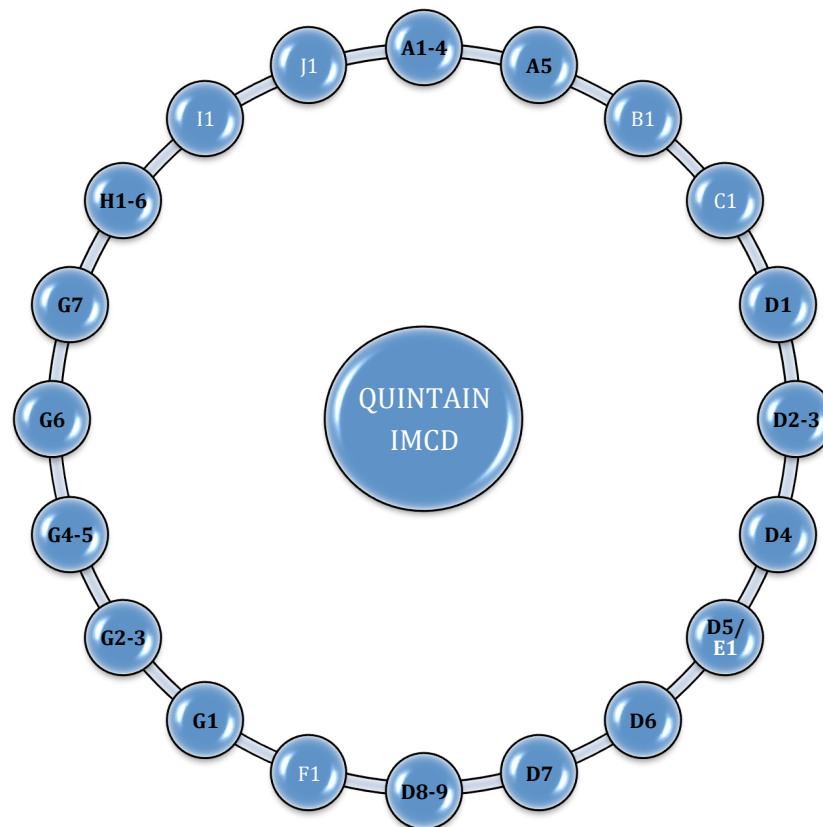
Black: Longitudinal participants

White: One-session participants

A5: Researcher as Explorer

Whereas one-session participants explore one theme in one session and may find a satisfactory way forward, longitudinal IMCD participants may take the opportunity to explore a particular obstacle over a number of different sessions. Once a satisfactory resolution has been achieved, the participant may then wish to explore a new area of concern in subsequent IMCD sessions. Thus, each individual exploration may be considered as a specific case. Longitudinal participant sessions can be divided by the following Explorer themes (and / or instances in which the participant passes the role of the Explorer to another person):

- **A Sessions 1-4**: Participant A explores her research focus and data collection methods for a Course and Materials Design module.

- **A Session 5**: Participant A passes the role of Explorer to the author. This is bounded by both theme and participant.

- **D Session 1**: Participant D explores the issue of establishing clear lesson aims on her assessed teaching practice.

- **D Sessions 2-3**: Participant D explores elicitation when teaching on her assessed teaching practice.

- **D Session 4**: Participant D explores different teaching methodologies she has learned in her course.

- **D Session 5**: Participant D introduces her friend, Participant E to the author. Participant E undertakes one session as Explorer. This is bounded by both theme and participant.

- **D Session 6**: Participant D explores issues related to course and syllabus design.

- **D Session 7**: Participant D explores a pedagogic issue with her language class

- **D Sessions 8-9**: Participant D explores pedagogic issues related to an online language class she has been asked to teach.

- **G Session 1**: Participant G explores her research focus and access to data for her dissertation.

- **G Sessions 2-3**: Participant G explores her research focus for the Developing Researcher Competence module.

- **G Sessions 4-5**: Participant G explores modifications to her research proposal and research question for her pilot study for the dissertation.

- **G Session 6**: Participant G explores a pedagogic issue at her institution.

- **G Session 7**: Participant G explores a different pedagogic issue at her institution.

- **H Sessions 1-6**: Participant H explores research issues related to her pilot study for the dissertation.

As can be seen from the Explorer themes above, a final distinction in session types emerges from the data. Although the call for participants (Appendix 1) specified that participants explore research projects within an IMCD session, Participant D and Participant G made use of a number of their later sessions to explore pedagogic-

related issues rather than research-related obstacles (D Sessions 7-9; G Sessions 6-7). However, as these follow the same generic pattern as research-focused IMCD sessions and contribute to an understanding of the quintain, IMCD, they have been included in the IMCD corpus and data analysis.

3.7 Data analysis

Most qualitative researchers recommend conducting data analysis as an ongoing process that occurs in parallel with data collection (Coffey & Atkinson, 1996; Merriam, 2009; Silverman, 2005). However, in this study, the analysis of IMCD data occurred after the data collection period. By doing so, I could ensure that my dual roles of Understander and researcher were kept separate and that the data that were generated between Explorer and Understander in each IMCD session were genuine and free from any potential manipulation on my behalf. Such manipulation may occur either consciously or sub-consciously by an Understander initiating moves within a session for the sake of the research project as opposed to the support of the Explorer's exploration.

This section will describe the procedures adopted for analyzing the IMCD data. As mentioned in Sections 3.4.1 and 3.5.1, the various obligatory and optional moves that are utilized by an Explorer and Understander in each IMCD session are identified, defined, and categorized in terms of their functions, lexico-grammatical features, and patterning. By then comparing these moves across the 32 specific IMCD sessions in the corpus, a comprehensive description of the quintain, IMCD is built for the reader.

3.7.1 Coding session data

Session data was coded by conducting line-by-line or open coding (Strauss & Corbin, 1998) in which I read through the transcribed transcripts of each session in the corpus and used the 'text highlight' feature of Microsoft Word in order to identify semantic and functional boundaries of discourse used by the Explorer and Understander. Each discrete segment of text was highlighted with a different color and labeled with a name that described its communicative purpose. Under each highlighted segment, I then inserted a text box in which to write an initial memo (Charmaz, 2006) of my analytical thoughts, feelings, and ideas as to what was happening in the discourse and to make notes of any particular lexis used. For example, in the following extract from

the coding for A Session 3, I have highlighted the text of line 35 green, labeled it as an Understander reflecting move (See Section 8.2), and made short notes regarding its specific three-step structure and its content:

Reflecting 1

035] U: 20:21:42
So, time has been an issue this week but you have been able to get some stuff together. You are still looking for an overall shape to the project. You also had chance for another session with the volunteer group regarding difficult aspects of pronunciation. Is that right?

> The reflection is structured as SO + reflection + seek confirmation. It focuses on "time as an issue" but focuses on the positives – some work completed.

(From A Session 3: Coded document)

The initial memos were also used for comparative analysis in which I could note how a particular instance of a labeled code was similar to or different from that of a move identified in previous sessions I had analyzed. For example, in another extract from the coding for A Session 3, I compare the 'Getting down to business' move (highlighted in light blue) with that of A Session 1 and 2 in the initial memo. The various steps in this move are then identified as a topic change signal and invitation to begin the IMCD session along with the setting of a time limit (See Section 4.2.5):

Getting down to business
019] U: 20:09:48
Anyway, shall we get started as I can only go to 9pm
020] U: 20:09:49
?
021] U: 20:09:53
ok.

As in Session 2, the getting down to business move is an invitation to get started along with a reminder of the time limit of an hour that has been established in Sessions 1 and 2.

(From A Session 3 Coded document)

As can be seen in the excerpts, the open coding process was an important tool used to divide the IMCD session data into discrete parts, examine each segment of text to understand its communicative purpose and distinct lexis, and begin to note similarities and differences between moves across the corpus (Strauss & Corbin, 1998).

Once line-by-line open coding of a session had been completed, I read through the color-coded session transcript and initial memos again and made a flowchart of the specific interactional moves that occurred in the session. During the data analysis process, the flowchart provided a useful means of summarizing the moves that occurred in a session and which person had initiated them (See Appendix 3 for the flowchart created from the analysis of A Session 3).

3.7.2 Diagramming

Strauss and Corbin (1998) argue:

> Diagrams are important elements of analysis…they record the progress, thoughts, feelings, and directions of the research and the researcher – in fact, the entire gestalt of the research process. (p. 218)

After each IMCD session had been coded and a flowchart document created, I made a 'Move diagram' to provide a visual overview of the particular session. Each diagram was divided into opening moves, Explorer moves, Understander moves, and closing moves (See Figure 3.4 on the following page). By printing each move diagram and placing them in an A4 clear folder, it was easy for me to compare sessions by checking at a glance where and when particular moves had occurred in sessions and to begin to build a picture of the schematic structure of the quintain, IMCD.

Figure 3.4: Move Diagram for A Session 3
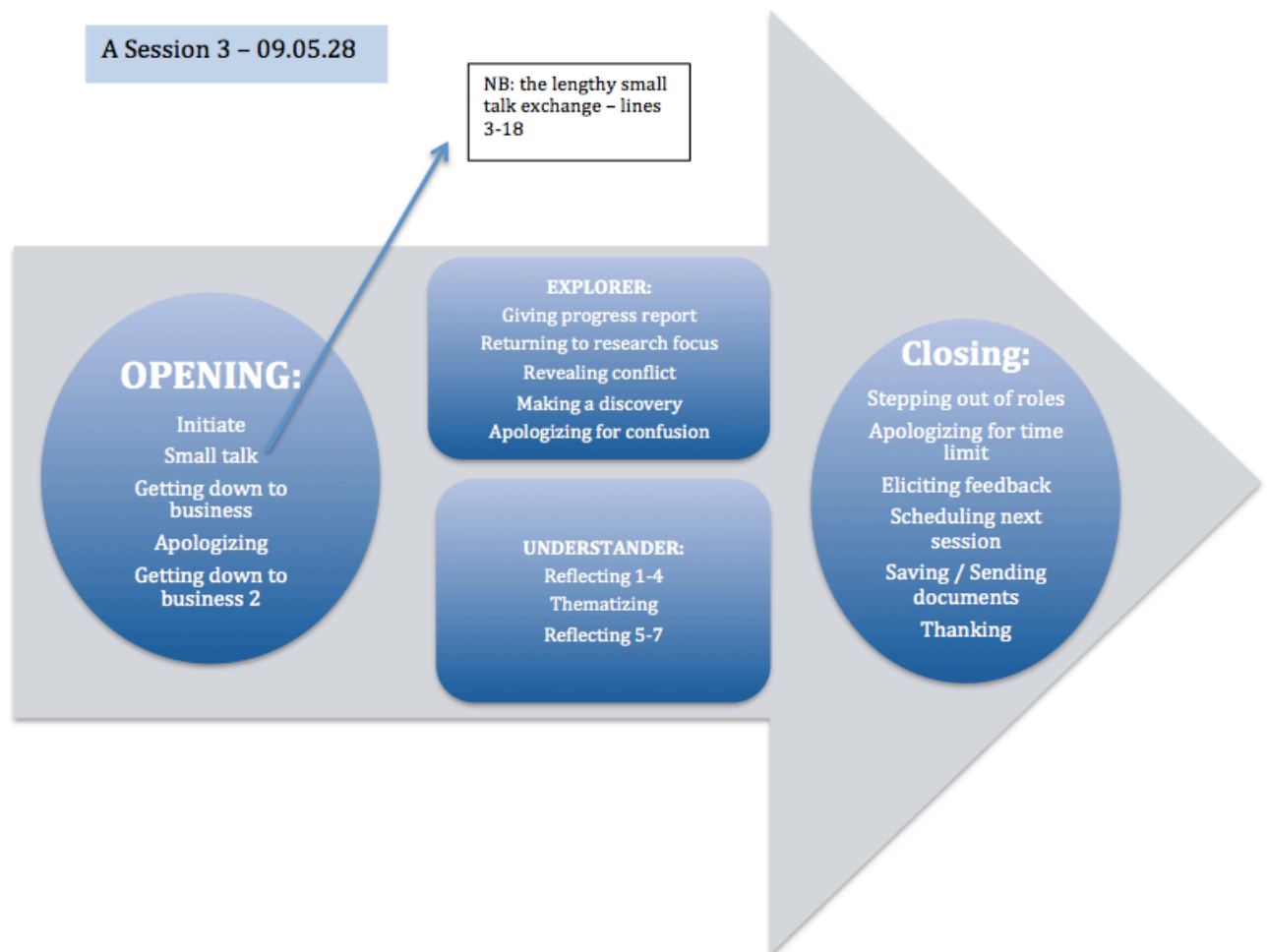
3.7.3 Memo-writing

Charmaz (2006) describes memo-writing as an essential stage between data collection and writing up the research. Memos are informal notes in which the researcher begins to explain the codes identified in the data, moves towards greater analytical detail, and builds upwards in abstraction towards theoretical categories and substantive theory generation. Similar to diagramming, memos are created by the researcher to act as a record of his or her thoughts, ideas, insights, and discoveries whilst interacting with the data.

In this study, I first utilized initial memos (See Section 3.7.1) when undertaking open coding in order to record my preliminary thoughts regarding interactional moves in the IMCD corpus. The following describes two other types of memo that I used to

help identify and describe the obligatory and optional moves that are utilized by the Explorer and Understander on a turn-by-turn basis within each of the 32 IMCD sessions in the corpus and to build towards a substantive theory of the discoursal features of IMCD.

Email memos to supervisors

Once a session had been coded and a flowchart and move diagram created, I read through the data analysis again and wrote an email memo to my doctoral supervisors commenting and expanding further on the thoughts I had recorded in my initial memos. The email memos were useful in encouraging me to return to the data after the initial coding of a session and check my analysis for consistency (Richards, 2005). They also provided the basis for discussions with my supervisors during regular online Skype video meetings and were a useful means of gaining feedback on the data analysis from experts in the field. An example of an email memo from the early stages of the data analysis period has been included in Appendix 4.

As analysis progressed and I noticed specific interactional moves being repeated across IMCD sessions, these email memos became longer and more detailed as the properties and dimensions of moves began to emerge in the data (Axial coding: Strauss & Corbin, 1998). For example, in an excerpt from an email memo for Participant J, Session 1, I wrote:

> The Explorer begins with a 'setting the scene' move. It is interesting to note that the Explorer feels compelled to begin with such a move—'I feel like I should give you some context'—this highlights the move as being a very natural way to begin a session, especially as the Explorer is new to IMCD.
>
> The move contains the following:
>
> *Time*: in respect to progress on the course, the U learns that the E is on the first module
> *Area*: the U learns that the E is undertaking a task on the first module, is interested in case study methodology and is trying to formulate research questions.
> *Mood*: the U learns that the E is experiencing problems—'I am having trouble ...'
> *State*: the U learns that the E has done some reading on case study and believes it to resonate with his initial ideas for research

> *Players*: 'I' as a course participant on the MA. Although not explicitly stated, other players involved would be E's tutors on the course.
> *Obstacle*: 'trouble refining the questions'

(A. Boon, personal communication, July 12, 2012)

Here, I made notes of the communicative purpose, the various steps, and specific lexis used to realize the setting the scene move by an Explorer at the start of a session (See Section 5.3.1).

Each email memo was copied and pasted to the bottom of the session flowchart document and then stored in the relevant session folder in Dropbox along with the coded transcript and move diagram documents. The email memos could then be referred to easily when writing 'Extended memos.'

Extended memos

After I had completed the initial analysis of the 32 IMCD sessions in the corpus, the next step was to further analyze the moves in the data that occurred most frequently. 'Extended memos' were created for each of the main Explorer obligatory moves (*Setting the scene, Giving progress report, Articulating obstacles, and Articulating potential* – See Chapter 5), the Explorer desired moves (*Making a Discovery and planned responses* – See Chapter 6) and one Explorer optional move (*Clarifying* – See Sections 7.2, 8.3.5 and 8.3.6). Each memo was then saved in a folder in Dropbox titled 'IMCD memos.'

When writing extended memos, I first sorted through the color highlighted transcripts that had been coded during the open coding process (See Section 3.7.1). Each instance of each particular move listed above was copied and pasted into the memo document under the subheading 'IMCD data.' Then, a "Lexis table' was created for each instance of the move in the corpus which included:

- the move number (e.g. 1)
- the session participant and session number (e.g. A1 for A Session 1)

- the text used in the move with the key lexis highlighted in yellow (e.g. From the 'Discovery' memo – *Maybe I should ask to see some of sample assignments*. *Ok*)
- the specific line number(s) to indicate where the instance occurs in the session (E.g. Line 41).

For each instance, I made a list of analytical notes regarding the semantic and function properties of the discourse and the particular positioning of the move within a session. For example, the following analytical note was written in the extended memo regarding the first instance of 'Discovery' (See Section 6.2) in the corpus:

1] A2 – line 41. This seems like a discovery due to its sudden entry into the discourse. Although lexically, it appears to be a POTENTIAL NEXT RESPONSE – it seems to have come from nothing in respect of the Explorer moving through a series of related obstacles –

Line 16, A reveals that she has too much to say and yet it is only a 4,000 word assignment
Line 19, A reveals the fear of getting in too deep.
Line 22, A is concerned that her focus on why Japanese struggle with certain sounds may take up too much of her CMD assignment.
Line 26, A is unsure of how much reading to undertake. In line 30, she worries about leaving holes in her research by missing core readings.
Line 39, she is concerned about how much knowledge she needs to display about course design.
In line 40 – the Understander initiates a **THEMATIZING** move –"Earlier you mentioned it being a 4,000 paper as well"

This leads to A working though the OBSTACLE – "It's only 4,000 words – need to situate in history – seems like a lot of information for one paper – I never know how much to ask the tutors – I don't want to sound like I don't know what I am doing...never designed a course" – A moves from the word limit to her desire to put a lot of information in the paper to asking tutors but being reluctant to do so and gaps in her knowledge regarding course design. The DISCOVERY move is marked with "maybe" and comes directly after a long stretch of OBSTACLES. The discovery is "to ask to see some of sample assignments" – this would then mean she would not have to contact the tutors (possible face-threatening action) and instead enlist the help of CPs who have already completed CMD. Interestingly, the DISCOVERY is not picked up as a topic to talk about in the Explorer's next turn at talk but returns to the task of reading in the field and a justification for the reading she has done so far – "I'm learning a lot" to more OBSTACLES related to reading.

This is a very interesting DISCOVERY as the norm would be to pick up and work on the DISCOVERY i.e. who to ask for sample assignments etc. Here, it does not happen. However, it is the suddenness of the change in move during the turn at talk which makes it appear like a "eureka moment"

In follow-up email, I asked A about this moment in the session and received the following post-session feedback:

Yes, I found your CMD assignment and read that too. First of all . . . . To answer one of the questions that you asked of me. Yes, the idea of reading sample assignments came to me in the middle of the texting session. Everyone is telling me to read sample assignments but with the reading load I already had I never wanted to go there. The other thing is that I never really know where to look for sample assignments beyond a couple that may be found on the Blackboard. It seems like the assignments provided for our use never look inviting enough to want to get into. I never seem to be able to get myself to do that. However, quite separately I came up with the notion to do that in the IMCD session with no thoughts of the sample assignments mentioned before.

Here, A verifies that the idea of asking to read sample assignments came to her "in the middle of the texting session" – It was an idea that had been mentioned to her before as a POTENTIAL RESPONSE which she had rejected due to her already heavy reading load and not knowing how to go about finding a sample assignment apart from a selection available on the blackboard system. A repeats that "quite separately I came up with the notion to do that in the IMCD session with no thoughts of the sample assignments mentioned before." Thus, although linguistically taking the shape of a POTENTIAL RESPONSE – the rapidity of the change from obstacle to RESPONSE helps to define this as a DISCOVERY along with A's post-session feedback.

(Excerpt from extended memo for discovery move)

After writing analytical notes on each instance, I then read through the lexis table and notes again looking for instances that shared similar properties and dimensions building and refining the categories as I progressed via constant comparison of codes (Glaser & Strauss, 1967) in order to theorize each particular move within the discourse (Selective coding: Strauss & Corbin, 1998). Finally, I wrote up a definition of the particular move and the theoretical categories that emerged in the data. For example, in the extended memo for discovery, I categorized different types that may occur within a session including eureka moment discoveries, decision-making, ambiguous discoveries, Understander-facilitated discoveries, and further discoveries. Discoveries may occur within one turn-at-talk or across a number of different

Explorer turns. Also, some discoveries may occur post-session for a particular Explorer (See Section 6.2). A complete extended memo has been included in Volume 2, Appendix 23 so that the reader may understand the analytical process in greater detail. The memo describes the Explorer discovery move.

For moves that occurred less frequently in the IMCD corpus, I wrote a series of smaller memos but utilized a similar analytical process to the extended memo. These smaller memos were stored in the note-taking software, 'Evernote' and as with the extended memos, were referred to extensively when writing up this study.

3.7.4 Email feedback

Email feedback from individual IMCD participants (See Section 3.6.3) was read through and analyzed for content. An Evernote memo was created and participants' responses were categorized according to how they corresponded to the research questions of this study (See Section 1.2). See Sections 6.2 and 11.4 for participant responses related to discovery via IMCD sessions and Section 11.5 for responses regarding participants' perceived advantages and disadvantages of the IMCD framework.

3.8 Ensuring credibility and consistency

Redefining the positivist notion of a researcher's need to demonstrate the validity and reliability of his or her findings, a qualitative research project should aim to provide the reader with a trustworthy account of the particular phenomenon under investigation in terms of its description, interpretation, and ensuing substantive theory (Edge & Richards, 1998; Lincoln & Guba, 1985; Merriam, 2009). In this respect, this study aims to provide the reader with a credible and consistent description and analysis of the specific interactional moves that may occur across specific IMCD cases that is grounded in the data and captures the authentic online experiences of both Explorer and Understander.

3.8.1 Credibility

As I am the primary instrument of data collection and analysis in the study and am describing a phenomenon that is constructed between an individual Explorer and me

in an IMCD session, the credibility of the findings may be achieved via the following strategies listed in Merriam (2009, p. 229):

- *Triangulation*: Multiple sources of data are used to confirm the findings; namely, field notes from participant observation made during live sessions, session transcripts, and post-session email feedback from individual Explorers. In addition, multiple cases are used to confirm the emerging theory.

- *Member checks*: Although not always possible to implement due to the time delay between actual IMCD sessions and the data analysis process (See Section 3.7) and the extra burden this places on the individual participant regarding time to provide feedback on analysis, a member check was utilized with Participant B. Here, I wrote a research paper identifying the moves within B Session 1 (Boon, 2013a) and sent it to the Explorer. Participant B was then able to confirm that the analysis was a credible account of the particular IMCD session.

- *Adequate engagement in data collection and analysis*: I was able to collect 32 IMCD sessions from May 2009 to January 2012 and undertake 31 sessions in the role of Understander. In addition, session data was coded over multiple periods of data analysis that included open coding, axial coding, and selective coding. Data analysis was also checked and re-checked when coding session transcripts, diagramming, and composing email and extended memos (See Sections 3.7.1 to 3.7.3). Although it is difficult to claim that theoretical saturation was achieved, similar generic moves and patterns are evident across the sessions.

- *Negative cases sought to challenge your findings*: Although I did not purposefully seek out discrepant cases, early in the data collection period an outlying case occurred in which the particular Explorer had a negative reaction to her IMCD experience. C Session 1 has been included in the study as an outlier or negative case to show that non-judgmental discourse may not always be an appropriate means for an individual to overcome his or her research obstacle (For further details see Section 10.4). It is hoped that the inclusion of this negative case contributes to the robustness of this thesis. Interestingly, despite the case being an outlier, both Explorer and Understander in the

session still adhere to the generic patterns that are prevalent in the other specific IMCD cases.

- *Peer review*: Throughout the study, data analysis has been subjected to peer review with regards to regular supervisory discussions that focused on the analysis procedure and emerging categories, the publication of two in-house articles reviewed by work colleagues (Boon, 2011, 2013a) and two externally peer-reviewed articles (Boon, 2009, 2013b), numerous presentations at academic conferences, and discussions with peers in the field.

- *Reflexivity*: As mentioned earlier in this chapter, I attempted to reduce any potential bias in the analysis via first collecting data through participant observation (to gain an emic perspective) and then conducting data analysis at a later period (to gain an etic perspective). Also, my prior experience with IMCD, belief in its efficacy, and social-constructivist stance has been made clear throughout the thesis and do not affect the outcomes of the study. Finally, the strategies listed above (Merriam, 2009) have helped me to keep reflecting critically on my analysis and findings throughout the research process.

3.8.2 Consistency

With regards to the study of social phenomenon that is multi-dimensional and rarely static, it is often problematic to talk about the replicability of research results. Instead, in a qualitative research study, it is the question of whether the findings are consistent with the data from the field that is of great importance (Edge & Richards, 1998; Lincoln & Guba, 1985, Merriam, 2009). As Merriam (2009) states, "a researcher wishes to concur that, given the data collected, the results make sense – they are consistent and dependable" (p. 221). To ensure consistency in this study, the author has utilized the following strategies:

- *Audit trails* (Lincoln & Guba, 1985): This chapter has provided a detailed account of the data collection and analysis procedures employed in the study along with extracts from the coding and memo-writing process (See Section 3.7, Appendices 3 and 4, and Volume 2, Appendix 23). It is hoped that the reader will follow this audit trail and find the description and interpretation of IMCD cases consistent with the IMCD data in Volume 2, Appendix 22 of this thesis. It is also hoped that the reader may follow the IMCD procedures

detailed in Chapter 2 and research procedures detailed in Chapter 3 of this thesis, discover a similar generic shape to his or her IMCD sessions, and experience similar positive results regarding forward movement of research or teaching ideas in the role of Explorer.

- *Rich, thick descriptions*: The thesis provides a detailed analysis of moves across the 32-session IMCD corpus including excerpts to support the various categories that emerged from the data (Chapters 4 to 9). It also provides a detailed account of three specific cases so that the reader can vicariously experience the individual moves as they are constructed within holistic IMCD sessions. Finally, as mentioned, the thesis contains the data of the complete IMCD corpus (See Volume 2). Thus, it is possible for the reader to go through the transcripts and decide for him or herself the extent to which the findings are consistent with his or her own understanding of the data.

3.8.3 Possible weaknesses of the study

Qualitative research is often fraught with wrong turns, blind alleys, and mistakes (Auerbach & Silverstein, 2003; Denscombe, 2007). To make this thesis as robust as possible, I feel it necessary to highlight some of the potential weaknesses of the study:

- *Missing data*: As mentioned in Section 3.6.3, once I began the data analysis stage, I noticed that email feedback had not been received for a number of the sessions. As a considerable amount of time had passed since the sessions in question, it was not practical for me to seek retrospective feedback from the particular participants. Thus, the opportunity to collect this valuable data was lost. Moreover, the endings of several IMCD sessions were cut from the data when saving the live Skype interaction as an HTML file. As I clicked the save button at the end of the session, any ensuing talk was lost from the data. However, this error has been accounted for in the Post-session stage move analysis (See Chapter 9).

- *Member checks*: Once again, as a considerable amount of time had passed between data collection and analysis in the study, I could only conduct a member-check with Participant B. However, this proved to be useful as the participant confirmed the account of the particular IMCD session to be reliable.

3.9 Conclusion

This thesis has been classified as a qualitative case study that utilizes genre analysis to identify and explain the interactional moves that occur in online IMCD sessions. The chapter has outlined the various data collection and analysis procedures involved and argued the credibility and consistency of the overall thesis. In the next six chapters, the various Explorer and Understander obligatory and optional moves that emerged from the data analysis to build a substantive theory of the quintain, IMCD are defined and categorized. Although each specific session is contextually bound to the individual Explorer, Understander, and theme as it occurs in time and space, it is hoped that the analysis provided offers the reader the opportunity to witness the discoursal workings of the IMCD framework in action and to judge for him or herself its inherent value.

Chapter 4: Moves in IMCD sessions: Pre-session stage

4.1 Introduction

An IMCD session consists of three distinct stages: Pre-session, Session, and Post-session. This chapter describes the various generic moves and steps that occur within the Pre-session stage. Moves have been analyzed and identified from the corpus of 32 IMCD sessions conducted between 16th May 2009 and 29th January 2012 (See Section 3.6 and Volume 2, Appendix 22 for details). Moves and steps are examined in terms of their communicative purpose within the session, their positioning, and their lexical realization. Moves have been categorized as either obligatory or optional to an IMCD session depending on their frequency (See Table 4.1).

Table 4.1: Moves in the Pre-session stage of IMCD

Obligatory moves and steps
Initiating
Self-introductions (First-time IMCD sessions only) / Small talk
IMCD training (First-time IMCD sessions only): 1. Checking participant's knowledge of IMCD 2. Explaining the roles 3. Explaining the mechanism for turn-taking 4. Explaining the time limit
Getting down to business: 1. Indicating the start of the session 2. Setting a time limit 3. Stepping into roles 4. Offering the floor 5. Introducing the turn-change signal
Optional moves
Apologizing
Attending
Renegotiating / Clarifying time
Sending files
Asking IMCD related questions
Renegotiating roles
Question about the course
Clarifying

4.2 Pre-session stage: Obligatory moves

The Pre-session stage involves participants first appearing online, then initiating Skype text chat, engaging in small talk, and finally, stepping into the interactional

roles of 'Understander' and 'Explorer' in order to begin the session itself. In the Pre-session stages of the 32 IMCD sessions analyzed, three or four obligatory moves can be identified (See Table 4.2). If a participant is taking part in IMCD for the first time, the opening to a session involves a four obligatory move sequence: 1) Initiating, 2) Self-introductions and / or Small talk, 3) IMCD training, and 4) Getting down to business. The Pre-session stage of subsequent IMCD sessions involves a three obligatory move sequence: 1) Initiating, 2) Small talk, and 3) Getting down to business. Although small talk is classified as an obligatory move, its absence should be noted from the Pre-session stages of C Session 1 in which specific questions are asked to the Understander and D Session 8, G Session 4, and H Session 1 in which time is an issue (See Section 4.2.3). The following Sections (4.2.1 to 4.2.6) will describe each obligatory move in turn.

Table 4.2: Obligatory moves in the Pre-Session stage of IMCD

Moves	First IMCD Session (*10 sessions*)	Subsequent IMCD Sessions (*22 sessions*)
1	**Initiating** (*All sessions*)	**Initiating** (*All sessions*)
2	**Self-introductions and / or Small talk** (*Absent in C Session 1*)	**Small talk** (*Absent in D Session 8 & G Session 4*)
3	**IMCD training** (*All 10 sessions*)	**Getting down to business** (*All sessions*)
4	**Getting down to business** (*All sessions*)	

4.2.1 Initiating

In Hopper's (1992) analysis of moves within telephone calls, a summons-answer sequence is identified as occurring at the initial stage of a telephone conversation. The ring of the telephone is the summons to answer the call with the receiver's answer of "hello" completing the adjacency pair. Similarly, in Skype IM, chat is initiated by a participant clicking on the name of the relevant person within the contact's list when that person is online (online status is indicated by a green and white checkmark and the word "online" next to the person's name in the contact's list). This opens up a separate chat window in which participants can begin to type and send messages to one another. Messages appear on the screen of the recipient's computer as a summons to answer and initiate further chat with the sender. In an IMCD session, participants

may appear online just prior to the agreed time for the session (although there are several instances in which participants are late for various reasons). In the example from D Session 1 below, the Understander (U) sends the message "*Hi there*" in line 1 as the summons to begin IM chat and the Explorer's (E) response of "*Hello!!*" in line 2 answers the summons and signals that the Explorer is present in cyberspace, at the keyboard, and ready to proceed:

001] U: 20:49:12
        Hi there
002] E: 20:49:40
        Hello!!

(D Session 1: Volume 2, Appendix 22.8)

In the 32 sessions analyzed, there appears to be no set rule as to who initiates the summons and who answers with the responsibility often being shared by both Understander and Explorer (an Explorer Summons – Understander Answer sequence occurs in 20 sessions and an Understander Summons – Explorer Answer sequence occurs in 12 sessions). However, in the A Sessions, as the Understander is aware that the Explorer is taking part in IMCD as soon as she arrives back home from work, he always waits online for her to initiate the session. Additionally, the Understander tends to initiate the text chat in first-time sessions: the exceptions being A Session 1, G Session 1, and J Session 1 (See Appendix 5).

4.2.2 Self-introductions

In an IMCD session, the Explorer needs to feel able to open up and reveal his or her private and personal thoughts to the Understander regarding the research issue in question. Thus, the Explorer must feel a level of trust and confidentiality exists between him or herself and the Understander (Edge, 1992a, 1992b, 2002). One way of beginning to establish a positive working relationship that is based on mutual openness, sincerity, and respect is to initiate a self-introduction move in the Pre-session stage of a first-time IMCD session. This allows both participants the opportunity to get to know one another a little better before proceeding with the session. In H session 1 below, the Understander signals the start of the move with the message, "*just a little bit of background*" (Line 23). The self-introduction focuses on the Understander's current work situation and location (Lines 24-25), previous course

of study and institution (Line 26), current course of study and institution (Lines 27-28), and research interests (Line 29). In line 30, the Understander signals that he has finished his turn, "*that's about it…*" which then passes the floor to the Explorer. The Explorer provides information about her current work situation and location (Line 32), length of time in her job (Line 33), current course of study and institution (Line 34), research interests (Line 35), current position regarding progress through the course (Line 36), and her planned next steps (Line 37):

023] U: 21:50:23
     just a little bit of background
024] U: 21:50:32
     I am working at a uni in japan
025] U: 21:50:35
     been here 13 years
026] U: 21:50:43
     did my masters with Aston
027] U: 21:50:45
     at a distance
028] U: 21:50:54
     and am now studying their PhD
029] U: 21:51:12
     am interested in teacher development, motivation, qualitative research
030] U: 21:51:17
     that's about it...
031] E: 21:51:39
     ok that sounds extremely interesting doing all your post graduate
     studies by DL
032] E: 21:51:50
     I teach at a private uni in S
033] E: 21:51:57
     been here for the past 4 years
034] E: 21:52:11
     currently doing my MA DL with M
035] E: 21:52:57
     andn I am intersted in teacher development and writing
036] E: 21:53:41
     i am in my last year of my MA doing the research and methodology
     subject
037] E: 21:54:08
     and then I will start focusing on my dissertation from february next
     year
038] E: 21:54:21
     that's it for me

(H Session 1: Volume 2, Appendix 22.25)

Although classified as obligatory, the self-introduction move does not need to take place in the session itself. In the corpus, for example, it occurs in only four of the 10 first-time IMCD sessions (B Session 1, D Session 1, D & E Session 5, and H Session 1) and occurs prior to the Pre-session stage in the remaining six first-time sessions. In A Session 1 and F Session 1, the Understander is already acquainted with both of the participants before conducting the first IMCD session, therefore, in these instances, small talk is a more appropriate move than self-introduction in the Pre-session stage. In C Session 1, G Session 1, I Session 1, and J Session 1, email exchanges prior to the first IMCD session act as a self-introduction providing information regarding current work situation, location, course of study, and position regarding progress through the course (See Appendix 6). Thus, these participants initiated Small talk in the Pre-session stage rather than repeating another self-introduction (C Session 1 being the exception by moving from initiating to IMCD training and then taking the opportunity to ask specific questions about her course to the Understander – See Section 10.4).

4.2.3 Small talk

Small talk is another important part of the relationship-building process that can help to "enact social cohesiveness" (Coupland, 2003, p. 1), "establish and maintain social relationships so that work relationships can function smoothly" (Mirivel & Tracy, 2010, p. 8), and avoid appearing impolite by starting the business at hand too quickly. Thus, within the Pre-session stage of IMCD, conversational small talk topics may be nominated by the Explorer and Understander as items to be talked about and extended over a number of turns. In F Session 1, for example, soon after initiating the session, the Explorer greets the Understander with the question, "*How are you doing today*?" (line 3). As the Understander responds and then reciprocates with "*and you*?" in line 5, a 'newsworthy' topic is offered by the Explorer as he reveals the purchase of a new computer. The topic of 'preferences towards Macintosh or Windows personal computers' extends from line 6 to line 22 and helps the participants to get to know one another by seeking areas they have in common and enjoying a period of 'light' conversation before beginning the session. This further helps to build a positive working relationship that is the pre-requisite to a successful IMCD session (Edge; 1992a, 1992b, 2002):

003] E: 17:54:59
       how are you doing today?
004] U: 17:55:04
       Good thanks
005] U: 17:55:09
       and you?
006] E: 17:55:23
       good. i just got my new macbook
007] U: 17:55:27
       great
008] E: 17:55:38
       i like it. not using it now though...
009] U: 17:55:46
       Ah..
010] U: 17:55:50
       I am on my mac, too
011] U: 17:55:59
       I use both pc and mac these days
012] E: 17:56:08
       which do you prefer?
013] U: 17:56:15
       depends
014] U: 17:56:22
       I like the Mac when I am at home
015] U: 17:56:29
       but some things the pc is better for
016] E: 17:56:35
       it's my first mac so it might take some getting used to
017] U: 17:56:43
       Also qualitative research software runs on the pc onlu
018] U: 17:56:47
       They are good
019] U: 17:56:51
       and English friendly
020] U: 17:57:09
       Plan to stick with a Mac in the future for desktops
021] U: 17:57:13
       but use pcs for laptops
022] E: 17:57:21
       cool.

(F Session 1: Volume 2, Appendix 22.17)

The small talk move is present in 28 of the 32 sessions analyzed. It can vary in length per session and per participant ranging from four lines (D Session 6 - 18:09:23 to 18:09:54: Volume 2, Appendix 22.13) to 26 lines (A Session 4 - 20:00:49 to 20:09:35: Volume 2, Appendix 22.4) and usually involves a greeting exchange – *"How are*

you?" that can trigger further exchanges about participants' current states. Topics for small talk found in the data are as follows:

- work (A Session 2, 3; D Session 9; G Session 7; H Session 2)
- research (A Session 2; D Session 9; G Session 1, 2, 7; H Session 2, 3)
- academic conference duties (A Session 3, 4, 5; G Session 1, 6; H Session 3, 4)
- talk about friends (B Session 1)
- the weather (D Session 1; G Session 5; H Session 5)
- Facebook (D Session 3)
- vacations (D Session 2)
- future life plans (A Session 4).

The move is absent from four of the sessions in the corpus. In C Session 1, the Explorer initiates questions about IMCD training and then moves to ask specific questions about the Master's course she feels that the Understander can answer (See Section 4.3.7). In D Session 8, a 14-minute delay to the scheduled start of the session leads to the Explorer returning to the IM chat, initiating an apology, and moving directly to get down to the business of the session at hand. In G Session 4, the end of British Summer Time has affected the usual start time of 22:00 pm Japan time / 14:00 pm UK time for the sessions. Thus, in the previous session, participants agree on a start time of 22:30 pm Japan time / 13:30 pm UK time for G Session 4 as this is the earliest time the Explorer is available. At the beginning of G Session 4, the Explorer shows concern about how late the time is in Japan. Thus, the small talk move is purposively disregarded in order to get down to business as soon as possible. Finally, in H Session 1, as there is a delay to the start of the session due to technical problems with Skype, there is an extended exchange by the participants about the inability to connect to one another online (Lines 07-19), followed by a renegotiating move to postpone or continue with the session (Line 20) and invitation by the Explorer to begin self-Introductions – "*I have time to do the session if you have the time but we can start by getting to know each (other) if you wish*" (Line 21).

4.2.4 IMCD training

As IMCD discourse is a modified form of regular IM chat and involves the Explorer agreeing to certain constraints on ordinary language behavior, for example, not

seeking advice from the Understander, it is important to initiate training with new participants. The IMCD training move occurs in each of the 10 first-time IMCD sessions (A-J) and A Session 5 in which the roles of Explorer and Understander are reversed, thus requiring myself to provide brief instructions regarding the role of Understander to participant A. IMCD training signals a move away from self-introduction and small talk towards getting started on the actual IMCD session and allows the Understander (or IMCD expert) the opportunity to explain the basic rules of IMCD interaction to the Explorer (or IMCD novice) including the constraints on allowable contributions to the ongoing discourse (Edge, 1992a, 1992b, 2002) and mechanism for turn-taking (Boon, 2005) so that sessions can proceed smoothly. It contains a number of steps of which all or some may be included in the move:

Checking the participant's knowledge of IMCD

This step was present in six of the 10 first-time IMCD sessions. In the example below from B Session 1, the Understander signals a change of topic from small talk "*to the task at hand*" (Line 32). The Understander then seeks to ascertain how much the Explorer knows about IMCD in order to gauge what training he needs to provide. As the Explorer responds with "*not much at all*" in line 35, the Understander goes on to provide a more detailed explanation of IMCD.

    031] U: 20:03:54
            ok
    032] U: 20:03:59
            to the task at hand
    033] U: 20:04:05
            Do you know much about IMCD?
    034] U: 20:04:10
            or CD?
    035] E: 20:04:15
            Not much at all.

                                            (B Session 1: Volume 2, Appendix 22.6)

This contrasts with H Session 1, for example, in which the participant has already undertaken considerable CD work before embarking on the IMCD sessions. In this case, the Understander explains the modified online turn-taking system only. Also, the Understander may provide a new participant with IMCD background reading and links to an online YouTube presentation prior to the first session. The step in the

IMCD training move can often function as a check to see whether the Explorer has read the literature or listened to the presentation and understood it (See C Session 1, Lines 4-9, Volume 2, Appendix 22.7 as an example).

Explaining the roles

Another step in the IMCD training move is to provide a brief explanation of the interactional roles and constraints placed on the two participants during an IMCD session. This step is present in eight of the 10 first-time IMCD sessions as well as A Session 5 (It is absent from E Session 1 and H Session 1 as both participants indicate they have a working knowledge of CD or IMCD after the Understander checks at the start of the training move). In I Session 1 below, for example, after engaging in small talk for a short time, the Explorer signals a move towards the business at hand and to finding out more about IMCD – *"What does this process involve?"* (Line 12). The question is likely prompted by the fact that the Understander has not provided any pre-session reading to participant I in this particular case. The Understander explains about the role of Explorer (Line 16) and how the Understander can (Line 17) and cannot (Line 20) support the Explorer during the session. The Understander then illustrates the benefits of working in this particular way (Line 23).

012] E: 19:05:16
> What does this process involve?
013] U: 19:05:30
> Ok - well, it involved text based chat as we are doing
014] U: 19:05:44
> There are 2 roles
015] U: 19:05:51
> Explorer and Understander
016] U: 19:06:11
> the Explorer will type about areas he wishes to explore
017] U: 19:06:23
> and the Understander will reflect back his understanding of this
018] U: 19:06:34
> The Explorer has complete freedom of the floor
019] E: 19:06:47
> Interesting
020] U: 19:06:49
> The Understander however cannot give advice, suggestions, opinions, evaluations
021] U: 19:06:55
> but reflects back only
022] E: 19:07:01

I see
023] U: 19:07:16
through the reflection, it is hoped that it is a powerful tool for self-
discovery for the Exploere
024] U: 19:07:19
Explorer

Explaining the mechanism for turn-taking

To signal that the Explorer or Understander has finished a particular turn-at-talk, participants use a pre-agreed handover cue. This helps to facilitate the timing of turns, minimize interruptions, and reduce instances where text messages may overlap. It also helps to prevent instances of '*dual-typing*;' a situation in which both participants are typing at the same time prompting the Skype software to signal to each user that the other person is in the process of writing a message; for example, "*Andy is typing a message.*" As this risks one participant encroaching on the space of the other, the handover cue acts to reduce any such unnecessary distractions for Explorer and Understander whilst in the midst of constructing a message (Boon, 2005). This step is present in nine of the 10 first-time IMCD sessions. It is absent from E Session 1 as the participant has been conducting online IMCD sessions with participant D. It is also absent from A Session 5 as both parties are familiar with the turn-taking mechanism. In the example below from J Session 1, the Understander instructs the Explorer to use the turn-change signal "*Ok?*" at the end of each turn (Lines 11-12) in order to pass the virtual floor to the Understander:

010] U: 09:55:31
great
011] U: 09:55:39
to facilitate turn-taking
012] U: 09:55:47
please use the sign Ok?
013] E: 09:55:52
ok
014] U: 09:55:52
after your turn
015] U: 09:55:58
this will let me know I can reflect
016] U: 09:56:05
I will use the sign Ok?
017] E: 09:56:09
ok

018] U: 09:56:13
   to show you that I am returning the floor to you

(J Session 1: Volume 2, Appendix 22.32)

Explaining the time limit

This step occurs in only two of the 11 IMCD training moves (B Session 1 and F Session 1). The step may occur in the getting down to business move (See Section 4.2.5), if omitted from the training move (I session 1 and J Session 1) or as in G Session 1, the Explorer offers to postpone the session due to the perceived busyness of the Understander which prompts him to quickly negotiate a time limit rather than cancel the session (Lines 38-44: Volume 2, Section 2.18).

In the example below from F Session 1, the Understander begins the IMCD training move by specifying the typical duration of a session – "*sessions are usually for one hour*" (Line 26) and agreeing with the Explorer a session end time of 7pm (Line 28):

025] U: 17:57:45
   Just a little bit about time before we start
026] U: 17:57:51
   sessions are usually for one hour
027] U: 17:57:57
   so if its okay with you
028] U: 17:58:03
   we can finish around 7pm
029] E: 17:58:05
   sounds good

(F Session 1: Volume 2, Appendix 22.17)

As previously mentioned, all steps need not be present in the IMCD training move. Moreover, their order can vary from session to session. One exception is the checking the participant's knowledge of IMCD step which when utilized always occurs as a first step. Table 4.3 (over the page) provides an overview of the steps and order that they occur in the 10 first-time IMCD sessions and A Session 5:

Table 4.3: IMCD training move: Order of steps

Session	IMCD Training move: Order of steps
A Session 1	Turn-taking > Roles
A Session 5	Roles
B Session 1	Check IMCD knowledge > Roles > Turn-taking > Time > Question about ethics
C Session 1	Check IMCD knowledge > Question about course > False start > Roles > Turn-taking > Roles
D Session 1	Check IMCD knowledge > Self-introductions > Getting down to business > Roles > Turn-taking > Roles
D Session 5 / E Session 1	Check IMCD knowledge
F Session 1	Time > Roles > Turn-taking
G Session 1	Turn-taking > Roles
H Session 1	Check IMCD knowledge > Turn-taking
I Session 1	Roles > Turn-taking
J Session 1	Check IMCD knowledge > Turn-taking > Roles

4.2.5 Getting down to business

Similar to a telephone conversation in which one of the participants signals a move from small talk to the reason for the call (Hopper, 1992), the final move of the Pre-session stage is getting down to business (GDTB). This marks the transition from ordinary 'IM' chat to IMCD interaction in which the Explorer is afforded the sole right to topic nomination, in which turn-taking is regulated by the turn-change signal, and in which the Understander refrains from giving advice or suggestions but works to maximize the space for the Explorer's ideas to grow. As with IMCD training, it contains a number of steps of which all or some may be included in the move:

Indicating the start of the session

The first step of the GDTB move involves either the Understander or the Explorer initiating a topic change signal to indicate a move away from Small talk or IMCD training towards a desire to begin the session stage. The one exception is G Session 3 (Volume 2, Appendix 22.20) in which the Understander begins the move by setting a time limit. In the IMCD corpus, the GDTB move is usually structured as an interrogative or declarative statement suggesting that the session gets underway (See Appendix 7). In the example from I Session 1 below, having ended the IMCD training move, the Understander initiates a declarative statement informing the Explorer that the best method for participants to understand IMCD is to take part in an actual

session (Line 32). This prompts the Explorer to initiate an interrogative statement to ask whether the Understander wishes to commence the session at this point in the discourse (Line 33). The Understander replies in the affirmative (Line 34) and the Explorer acknowledges that he understands and complies with this wish to begin the session (Line 35):

    032] U: 19:09:00
        I think the best way to try is to jump straight into a session
    033] E: 19:09:12
        Do you want to start right now?
    034] U: 19:09:20
        yup
    035] E: 19:09:26
        Ok

<div align="right">(I Session 1: Volume 2, Appendix 22.31)</div>

Setting a time limit

If omitted from the IMCD training move of a first-time session (See Section 4.2.4) or in subsequent IMCD sessions, the GDTB move may include setting a time limit for the session. The step occurs 11 times within the GDTB move in the IMCD corpus and is always initiated by the Understander (except for A Session 5 in which the IMCD roles are reversed). The step is usually structured as a declaration as to the length of time the Understander can work until – *"I can go to 9pm"* (A Session 2, Volume 2, Appendix 22.2), or as a topic for negotiation – *"Should we set a one hour time limit on the session?"* (J Session 1, Volume 2, Appendix 22.32). In the example below from I Session 1, after inferring that the session should begin in line 32, the Understander suggests setting a time limit of just under one hour for the session (Line 36) which is then accepted by the Explorer (Line 37):

    036] U: 19:09:28
        Can we set a time limit of until 8pm?
    037] E: 19:09:33
        Perfect
    038] U: 19:09:39
        great!

<div align="right">(I Session 1: Volume 2, Appendix 22.31)</div>

It should be noted that the step does not have to occur if the time limit of the session has been agreed upon prior to the session via email or Skype communication or is implicitly understood by participants due to the continuation of regular sessions.

Stepping into roles

The stepping into roles step can involve a ritualized act of typing the names of the participants and their respective roles in the session to denote the interactional transition from 'peers' in an IM chat to Explorer and Understander and a declarative statement of stepping into those roles (For example, G Session 1, Line 63 below). The step may involve the Understander only declaring a stepping into roles (For example, I Session 1, Line 39 below):

> 063] U: 20:09:59
> > ok – let's step into roles and give it a try. Andy as U and G as E. The
> > floor is yours.
>
> > > > (G Session 1: Volume 2, Appendix 22.18)
>
> 039] U: 19:09:50
> > So we step into roles
>
> > > > (I Session 1: Volume 2, Appendix 22.31)

In other words, the step signals the exact moment for the interlocutors to step into their roles and start to operate under the interactional constraints of the IMCD framework. The step may be omitted in cases where the interactional roles are discussed earlier in the Pre-session stage (D Session 1), there has been a delay to the start of a session (D Session 7; H Session 1), there has been a lengthy small talk move (H Session 2; H Session 3) or participants wish to speed up the Pre-session stage (D Session 4: D Session 6).

Offering the floor

As a penultimate step, the Understander usually offers the interactional floor to the Explorer – *the floor is yours*. This step acts to place the onus on the Explorer to begin his or her exploration of the issue he or she wishes to bring to the session. It also shows that the Understander's role is one of support for the Explorer; that the

Understander will not take the floor until the Explorer wishes him or her to do so by initiating the turn-change signal.

Introducing the turn-change signal

The final step of the GDTB move is to introduce the turn-change signal – *ok?* This marks the beginning of the Session stage and the implicit understanding that both participants are now operating under a modified IM chat system in which the pre-agreed handover cue will be used to facilitate turn-taking between the Explorer and the Understander. In the example below from I Session 1, the Understander combines the stepping into roles step (Line 39) with the offering the floor and introducing the turn-change signal steps (Lines 39-40). As the Explorer responds with "*Okay*" in line 41, but does not proceed with his exploration, the Understander needs to repeat the offering the floor and introducing the turn-change signal steps in lines 42 and 43:

```
039] U: 19:09:50
         So we step into roles and the floor will be yours....
040] U: 19:09:54
         Ready? ok?
041] E: 19:09:58
         Okay
042] U: 19:10:05
         the floor is yours.....
043] U: 19:10:06
         ok?
```

(I Session 1: Volume 2, Appendix 22.31)

4.2.6 Interrupting the GDTB move

In 10 of the 32 IMCD sessions, the GDTB move is initiated by a topic-change signal, but then interrupted by different moves (See Appendix 7). For example, in the first-time sessions, D Session 1, F Session 1, and G Session 1, the GDTB move is initiated by Understander or Explorer and agreed upon by the other participant. The GDTB move is then temporarily suspended by Understander to initiate IMCD training' (e.g. "*Just to give you some guidelines*" – D Session 1, line 56, Volume 2, Appendix 22.8) to explain to the Explorer what an IMCD session entails. After IMCD training, the Understander then initiates a new topic-change signal to return to the GDTB move (e.g. "*let's give it a go*" – D Session 1, line 74, Volume 2, Appendix 22.8) and begin the session.

Another example of an interrupted GDTB occurs in A Session 5 in which the Understander's expectation that Participant A has joined the regularly scheduled IM chat with a research issue to explore is subverted when she suggests postponing the IMCD session after his initiated GDTB move:

021] E: 20:11:21
>...Oh, would you rather talk tomorrow night? I am not sure what I have to say tonight as I did have the above questions for you.

(A Session 5: Volume 2, Appendix 22.5)

This leads to the Understander initiating a step to renegotiate roles by suggesting that Participant A acts as Understander rather than Explorer in the session (A Session 5, Lines 22-35), and then temporarily suspending the GDTB to provide participant A with training on the role of Understander (Lines 36-44) before returning to the GDTB to initiate the Stepping into roles step:

045] U as E: 20:17:44
>Let's give it a go!! Andy as EXPLORER and Participant A as UNDERSTANDER

(A Session 5: Volume 2, Appendix 22.5)

The GDTB may also be temporarily suspended if a new small talk topic is offered into the discourse by either Understander or Explorer and becomes topicalised (Atkinson & Heritage, 1984) over a number of turns. For example, in G Session 3, the Explorer initiates the topic-switcher (*BTW – by the way*) to delay the GDTB in order to thank the Understander for providing her a paper on CD:

015] U: 22:00:19
>Ok - shall we get straight into it?
016] E: 22:00:27
>BTW, wanted you to know that your review on CD
017] U: 22:00:35
>yup
018] E: 22:00:50
>is great, such a good resource. Thank you for letting me have it

(G Session 3: Volume 2, Appendix 22.20)

The GDTB is then re-initiated in line 28 by the Explorer once the small talk topic is exhausted (*Shall we?*). A similar instance occurs in A Session 4 in which the Understander initiates a topic-switcher (*And BTW* – Line 30) to answer an email question sent prior to the session by the Explorer. Other examples in the corpus occur in G Session 7 in which the Understander interrupts the Explorer-initiated GTDB to warn about the possibility of power cuts in Japan and in H Session 2 in which the Explorer initiates a GTDB move (Line 9) and then realizes she has not reciprocated the *"how are things?"* enquiry made by the Understander at the start of the session:

> 009] E: 20:35:29
>   should we start?
> 010] E: 20:35:34
>   how about you?
> 011] U: 20:35:35
>   sure
> 012] U: 20:35:41
>   yeah - I finished my paper

<div align="right">(H Session 2: Volume 2, Appendix 22.26)</div>

Rather than ignoring the small talk question in line 10, the Understander decides to respond to it and delay the GDTB.

Other interruptions to the GDTB occur when the Explorer wishes to apologize for not sending session feedback (A Session 3), and to delay the start of the session (D Session 7). There is also one example in D Session 5 / E Session 1 in which the preceding response to a question in the IMCD training move overlaps the Understander's initiation of the GDTB. However, both participants ignore the overlapping comment and continue with the GDTB.

4.3 Pre-session stage: Optional moves

As well as obligatory moves, there are a number of optional moves that may occur in the opening sequence to sessions. Optional moves such as apologizing, attending, renegotiating time, sending files, asking specific IMCD-related questions, renegotiating roles, asking questions about the course, and clarifying are present in 14 of the 32 IMCD sessions and initiated by Understander or Explorer when specific circumstances dictate their use.

4.3.1 Apologizing

There are six instances of apologizing as a separate optional move in the Pre-session stage. IMCD participants may choose to apologize for not sending the IMCD email feedback of a previous session:

022] E: 20:11:07
    Yes of course but before we do I just remenmbered that I didn't e-mail you with the feedback and I'm sorry….

        (A Session 3: Volume 2, Appendix 22.3)

for not being prepared by having an issue they wish to explore in the session (A Session 5, Line 8 and D Session 1),

010] E: 20:51:08
    I have to apologize for I'm quite imprepared.. read your email too late to prepare a topic on research.

        (D Session 1: Volume 2, Appendix 22.8)

or for being late to the session (D Session 3, D Session 6, line 2, and H Session 2, line 2):

006] E: 18:54:37
    I'm sooo sorry!!
007] U: 18:54:46
    no worries
008] E: 18:55:16
    was busy with my sister leaving things have been pushed later than i thought!!
009] E: 18:55:18
    sorry!!
010] U: 18:55:23
    not a problem

        (D Session 3: Volume 2, Appendix 22.10)

Apologizing can also be a 'step' of a different optional move (Attending + apologizing – See Section 4.3.2 and renegotiating time + apologizing – See Section 4.3.3).

4.3.2 Attending

As mentioned in Section 2.4.2, attending is the need for participants to show they are still both active in the IM chat by maintaining a virtual sense of presence in cyberspace (Boon, 2005, 2011; Suler, 1996). Thus, instances of keyboard inactivity need to be marked or explained. There are 4 instances of attending in Pre-session stages. For example, in D Session 7 below, the Explorer interrupts the small talk move to explain that her telephone has rung (Line 7). She apologizes (Line 9), indicates her return (Line 10), and the session continues:

```
007] E: 19:40:03
        just a sec on the phone..
008] U: 19:40:32
        ok
009] E: 19:45:12
        sorry!
010] E: 19:45:16
         ok i'm back!
011] U: 19:45:20
        no worries
```

(D Session 7: Volume 2, Appendix 22.14)

In D Session 9 below, there is a 3-minute delay in IM posts that prompts the Understander to check that the Explorer is still present (21:07:15 to 21:10:28 - Line 5). Not having had time to mark the session before leaving the keyboard, the Explorer returns to apologize and explain that someone had knocked on her door (Line 6):

```
001] E: 21:06:25
        Hi U!!
002] E: 21:06:28
        I'm here.
003] U: 21:07:09
        hi
004] U: 21:07:15
        How are you?
005] U: 21:10:28
        hello
006] E: 21:10:42
        Hi, sorry... had someone at the door.
```

(D Session 9: Volume 2, Appendix 22.16)

Another example occurs in G Session 1 in which the Explorer having seen that the Understander is online via the green check mark next to the Understander's name in the Skype contact list initiates the session five minutes earlier than the scheduled time (05:55:00). As the Understander is in the midst of writing the end of an academic paper, he delays his response. He then answers the Explorer's summons at the agreed time (06:00:57) and issues an apology and explanation for having not responded immediately (Lines 2-6, Volume 2, Appendix 22.18).

The final example of attending occurs in H Session 1. The Understander initiates text chat at the pre-arranged time (Line 1 – 21:01:11) as he can see that the Explorer is online. However, the Explorer fails to respond to the summons. The Understander repeats the initiation three more times (21:16:47, 21:27:46, and 21:29:50). The Explorer finally responds at 21:47:10 (Line 5) and explains she has had technical difficulties with Skype (Lines 7-19). After both Understander and Explorer check that they still have enough remaining time for the session, they are able to proceed (See Volume 2, Appendix 22.25).

4.3.3 Renegotiating / Clarifying time

There are four instances of renegotiating or clarifying the start time in the Pre-session stage. All instances occur in D sessions. In D Session 3 below, the Explorer is 23 minutes late to the sessions scheduled for 18:30 (See Section 4.3.1). After the Explorer apologizes for the delay (Line 6), the Understander requests a short delay to the start of the session (presumably having started other tasks while waiting) (Line 12) and the session re-starts from 19:01:54:

```
011] E: 18:55:25
        i'm here do u still have time??
012] U: 18:55:38
        sure - can we start in 5 mins?
013] E: 18:55:44
        yes!
014] U : 18:55:48
        ;-)
```

(D Session 3: Volume 2, Appendix 22.10)

In D Session 5 / E Session 1, the Understander clarifies the start time of the session (*Did we say 6pm or 6.30?* – Line 3) as he sees the Explorer is online. The Explorer explains that she can start immediately or wait until 18:30 (Line 6). The Understander moves to delay the start of the session due to the need to make a telephone call (Lines 8-9). He indicates his return to the session 5-minutes later by sending a message - '*Okay*' (Line 12) and apologizing (Line 13) (See Volume 2, Appendix 22.12).

Another example of renegotiating the start time occurs in D session 7. The Understander having just returned home from work responds to the Explorer's summons to begin the session (Line 2). However, he experiences a short delay while the Explorer answers a telephone call (See Section 4.3.2). He therefore takes the opportunity to request a further delay of 15 minutes so that he can quickly eat something (Lines 13-21). He then returns to the chat 11 minutes later (Line 22), apologizes (Line 23), and initiates a GDTB move (Line 24) (See Volume 2, Appendix 22.14).

The final example occurs in D Session 8 in which the Explorer requests a short delay to the start of the session (Lines 2-4), returns to the text chat 14-minutes later, issues an apology, (Lines 5-7) and then explains that she was in an important conversation with another person (Lines 8-9) (See Volume 2, Appendix 22.15).

4.3.4 Sending files

Another optional move that may occur in the Pre-session stage is that of sending electronic files via Skype. This move can also occur in the Post-session stage (See Sections 9.5.5 and 9.5.6). There are three instances in the IMCD corpus. In D Session 1, for example, the Understander posts two IMCD publications to the Explorer after she states that she has been unable to retrieve the recommended reading suggested by the Understander prior to the session (Lines 24-39) (See Volume 2, Appendix 22.8).

In D Session 5 / E Session 1, Participant D posts the Post-session email feedback for D Session 4 into the chat box (Line 11) while waiting for the Understander to return from his telephone call (See Volume 2, Appendix 22.12).

Finally, A Session 3 differs from the previous two instances in the respect of referring to an electronic file that has already been sent. In line 22, the Explorer apologizes for not sending email feedback and also for not reminding the Understander to send his module assignment as requested by the Explorer at the end of A Session 2. The Understander explains that he sent the file via Skype at the end of the session (Lines 23-24) and the Explorer realizes that she failed to download it at that time. The Understander then offers to resend it (Line 27) but the Explorer instead moves to GDTB rather than waste any more time (Lines 28-29):

022] E: 20:11:07
   Yes of course but before we do I just remenmbered that I didn't e-mail
   you with the feedback and I'm sorry. I was to ask you to send your
   sample assignment on Needs Analysis.
023] U: 20:11:39
   No worries - I sent it at the end of the last session
024] U: 20:11:43
   via skype
025] E: 20:12:37
   did I see that? You see I'm losing it!!! I'll go back and check.
026] U: 20:14:49
   Any luck?
027] E: 20:15:29
   Sorry I wasn't doing that at this moment but I will . . . now
028] E: 20:17:25
   Can't figure it out at the moment U, sorry, I don't want to waste your
   time. Let
029] E: 20:17:28
   s start

(A Session 3: Volume 2, Appendix 22.3)

4.3.5 Asking IMCD related questions

In the Pre-session stage, participants may wish to raise specific questions related to the sessions that are separate to the obligatory small talk move. There is, however, only one instance of this optional move in the IMCD corpus. In D Session 2, the Explorer frames a specific request with the hedge – "*I have to ask you a favour…*" (Line 12) in order to shift the topic from small talk about Christmas vacations (Lines 7-11) to asking for permission to use the IMCD session data in her own research project (Lines 12-18) (See Volume 2, Appendix 22.9).

4.3.6 Renegotiating roles

There are two instances in the IMCD corpus in which the Explorer moves to renegotiate the pre-arranged or expected roles for the session. One instance occurs in A Session 5 in which the Explorer is unsure of how to use the space for the session leading to the Understander suggesting they switch interactional roles (the Explorer act as Understander and vice versa). This has already been discussed in Section 4.2.6.

The second instance occurs in D Session 5 / E Session 1 in which the Explorer introduces a friend (Participant E) who wishes to undertake the role of Explorer in that particular session. This leads to a renegotiation of roles (Lines 16-23), a self-introduction (Lines 24-26) an IMCD training move (lines 27-28), and the assigning of Participant D as an observer for the session (Line 33) (See Volume 2, Appendix 22.12).

4.3.7 Asking questions about the course

There is one instance in the IMCD corpus in which the Explorer asks a specific question about the course she is undertaking in the Pre-session stage. After initiating the IMCD training move in line 4, Participant C responds to my invitation to ask any questions about IMCD to take the opportunity to inquire about silence on the Master's discussion list (Line 11, C Session 1, Volume 2, Appendix 22.7). As Participant C implies that the question is unrelated to the topic of her IMCD exploration and will therefore not put the Understander in the position of giving any advice to the Explorer by answering it – "*Before talking about my progress thru the course, I would just like to ask you one question about the discussion list*" (Line 11, Volume 2, Appendix 22.7), the Understander is able to provide a response. In a way, this turn supersedes the obligatory small talk move in the Pre-session stage (See Section 4.2.3).

4.3.8 Clarifying

In C Session 1, as the Explorer seems to begin the Session stage prior to the GDTB move and directly after her question about the course (See previous section), the Understander clarifies that she does intend to start her exploration – "*Is this part of the IMCD session or different?*" (Line 23, Volume 2, Appendix 22.7). As the Explorer confirms her intention to start the session, the Understander initiates a GDTB and IMCD training move to make sure the Explorer fully understands what IMCD entails

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(See Section 10.4). This example is the only instance of clarifying in the Pre-session stage of IMCD.

4.4 Conclusion

This chapter has provided a detailed description of the moves that occur or may occur in the Pre-session stage of IMCD in order to initiate IM chat, exchange greetings and small talk, and get down to the business at hand. Whereas the obligatory moves (Section 4.2) occur as frequently as 90 to 100% in the IMCD corpus and help to shape the overall structure and identity of the Pre-session stage, optional moves differ as they occur less frequently. They exist as possible choices that both Understander and Explorer may use when and if required (Li & Ge, 2009).

The next chapter will examine the various obligatory moves used by the Explorer in the Session stage.

Part 2: The research

Chapter 5: Explorer obligatory moves in IMCD sessions: Session stage

5.1 Introduction

Chapter 5 begins with an overview of the Session stage in order to explain the schematic structure of discourse as constructed by the Explorer. The idealized and actual models of interactional flow (See Figures 5.1 and 5.2) include both Explorer obligatory moves: the moves that occur most frequently and are thus integral to the Session stage (the focus of this chapter) and Explorer desired moves: moves the Explorer wishes to happen as a result of participating in the session (the focus of Chapter 6). The chapter then describes each Explorer obligatory move (and steps) in the Session stage drawing on analysis from the IMCD corpus. The types of problems Explorers may bring to a session are also categorized. As with Chapter 4, an explanation of moves and steps is provided in terms of their communicative purpose within the session, their positioning, and their lexical realization. The moves, steps, and problem types are listed in Table 5.1.

Table 5.1: Explorer obligatory moves and steps in the Session stage of IMCD

Explorer obligatory moves and steps
Setting the scene (First-time IMCD sessions / new themes):   1. Orienting to time   2. Orienting to area   3. Orienting to state   4. Orienting to characters   5. Orienting to obstacle(s)   6. Orienting to session aim(s)
Giving progress report (Subsequent IMCD sessions / Continuation of themes):   1. Comment on previous IMCD session   2. Comment on project   3. Orienting to obstacle(s)   4. Orienting to session aim(s)
Articulating obstacle(s):   1. Identity conflicts   2. Gaps   3. External conflicts
Articulating potential responses
Evaluating

5.2 Session stage overview: Explorer

The Session stage of an IMCD session involves the Explorer articulating, reflecting upon, and exploring his or her particular research puzzle whilst being supported by the Understander. In the original CD framework, Edge (1992a, 1992b) identifies three stages that an Explorer (or Speaker) may pass through during a session. In stage one, the Explorer explores his or her chosen area and through the process of articulating his or her thoughts to the Understander about the specific topic may experience "a heightened sense of awareness" (Boon, 2003, p. 3) in which new potential ways forward can be realized. After a discovery (Stage two), the Explorer then works towards a concrete plan of action (Stage three) of how best to proceed. By analyzing the IMCD corpus for this thesis, I have identified and extended the three stages to create an idealized model of Explorer moves in a session (See Figure 5.1):

Figure 5.1: Idealized model of Explorer moves in an IMCD session
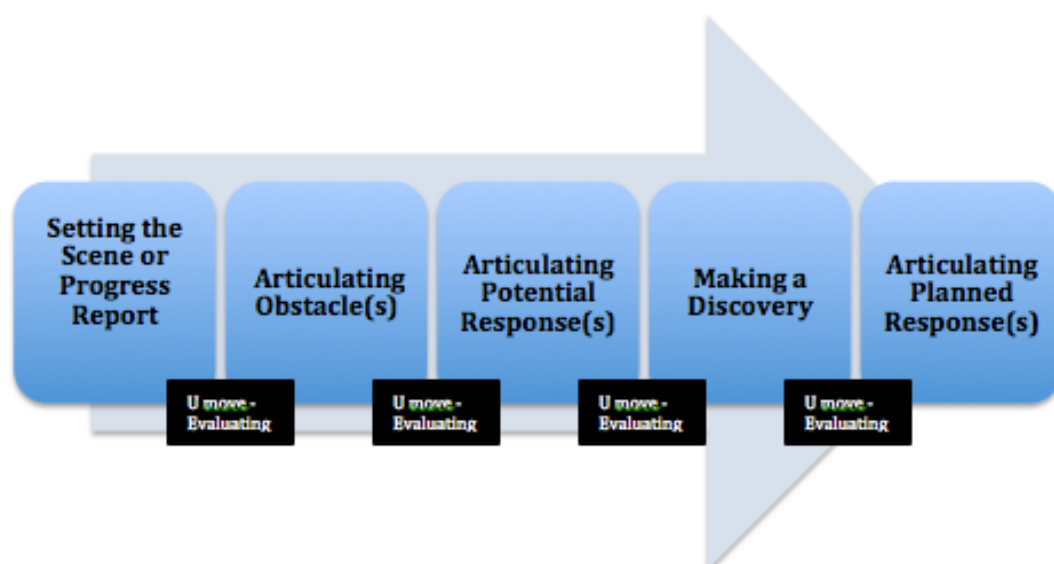
In Figure 5.1 above, the Explorer may set the scene to or provide the Understander with a progress report regarding his or her particular research project, reflect on the obstacle(s) hindering forward progression, hypothesize about the possible directions to take, make a discovery, and formulate a plan of action regarding what needs to be

done to move towards task realization (the completion of the project). The Explorer will also evaluate the accuracy of the Understander's particular turns at talk (Figure 5.1 – *U move - Evaluating*) throughout a session to help the Understander confirm that he or she is indeed understanding the Explorer.

However, although Edge's (1992a, 1992b) original three-stage framework and the extended model above is useful in providing a simplified explanation of Explorer moves, in reality such a linear flow occurs in only one of the 32 IMCD sessions (B Session 1) and even this session ends with the Explorer modifying his planned response to a potential plan of action (See Section 10.3 for a detailed description). The IMCD corpus reveals that whereas the setting the scene / progress report and articulating obstacle(s) moves always occur at the start of a Session stage, potential responses formulated by the Explorer may lead to the emergence of new obstacles which in turn lead to new responses and so on in a cyclical manner (See Figure 5.2).

Also, whereas setting the scene / giving progress report, evaluating, articulating obstacle(s), and articulating potential responses can be classified as obligatory moves for the Explorer, making a discovery and articulating planned responses exist as 'desired' moves. In other words, the goal of an Explorer participating in IMCD is to achieve a new discovery and concrete plan of action; however, this may or may not happen in a particular session. When it occurs, discovery can take place at any point in a session for the Explorer after the initial setting the scene / giving progress report move. If a planned response occurs in a session, it may lead to the end of a session for the Explorer; however, it can also generate the start of a new obstacle-response cycle, or lead to final words of doubt (obstacle) or uncertainty (potential response) by the Explorer (See Figure 5.2).

Figure 5.2: Actual model of Explorer moves in an IMCD session
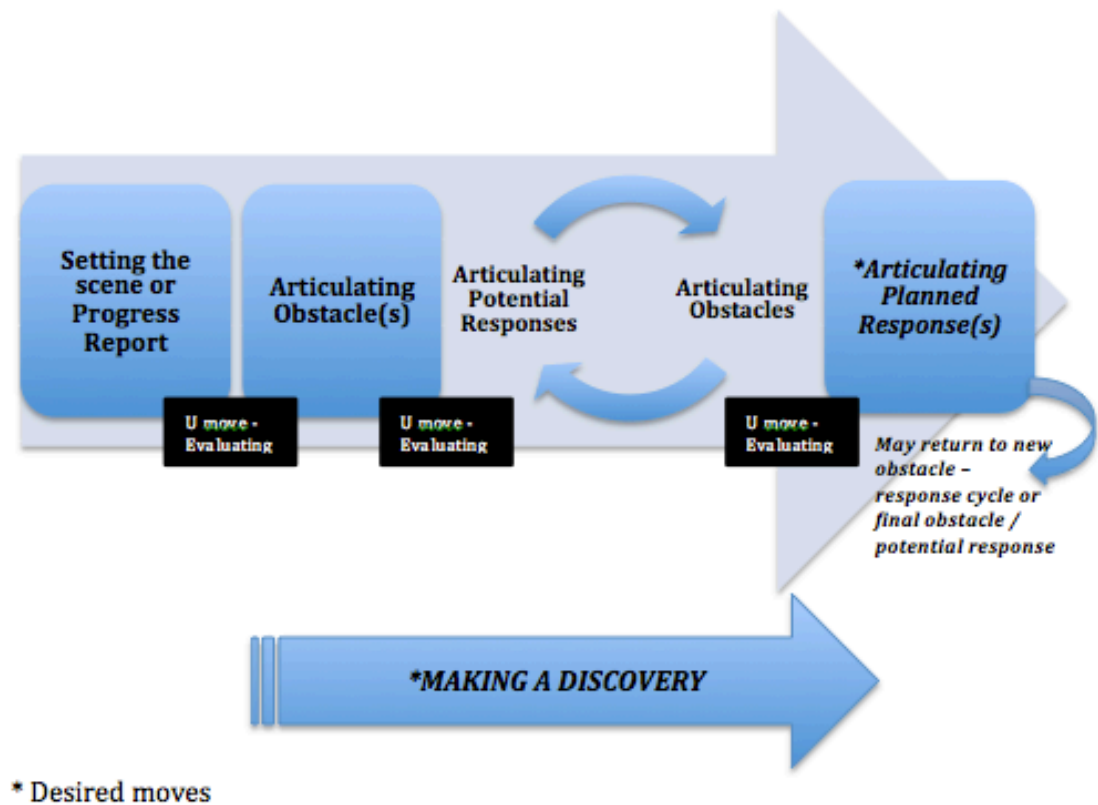
5.3 Session stage: Explorer obligatory moves

In the Session stage of the 32 IMCD sessions analyzed, four Explorer obligatory moves can be identified (See Table 5.2). The move sequence involves: 1) Setting the scene or giving progress report, 2) Articulating obstacles, 3) Articulating potential responses and 4) Evaluating. It should be noted that Evaluating occurs throughout the Session stage and is usually located immediately after each Understander turn-at-talk. The following sections (5.3.1 to 5.3.5) will describe each obligatory move in turn.

Table 5.2: Explorer obligatory moves and frequency in the Session stage

Moves	First IMCD Session *(10 sessions)*	Subsequent IMCD Sessions *(22 sessions)*
1	**Setting the scene** *(all sessions)*	**Giving progress report** *(12 sessions)* **Setting the scene** *(7 sessions)*

		Giving progress report & **Setting the scene** *(3 sessions)*
2	**Articulating obstacle(s)** *(absent in A Session 1)*	**Articulating obstacles** (*absent in A Session 4*)
3	**Articulating potential** **responses** *(all sessions)*	**Articulating potential** **responses** *(all sessions)*
4	**Evaluating** *(all sessions)*	**Evaluating** *(all sessions)*

5.3.1 Setting the scene

The setting the scene (STS) move initiated by the Explorer is the first move of the Session stage occurring directly after the GDTB (See Section 4.2.5). Its function is similar to 'Situation' in Hoey's (1983, 2001) SPRE model in which a writer provides the reader with brief textual information regarding the setting to the research and state of current thinking within the particular area (Edge & Wharton, 2001) before introducing the specific problem or problems. It is also similar to 'Orientation' in Labov's (1972) model of personal narratives in which a storyteller orients the listener to the "characters, temporal and physical setting, and situation" (Johnstone, 2003, p. 638) of the story before moving to actions or events that may complicate it.

STS occurs 20 times in the IMCD corpus (See Table 5.2). It occurs in each of the 10 first-time sessions (A-J) in which there is a need for the Explorer to provide the Understander with important background information to the specific situation before proceeding with the exploration. STS also occurs in subsequent IMCD sessions in which the Explorer wishes to move to a new area to explore (D Sessions 2, 4, 6, 7 and 8; G Sessions 2, 4, 6 and 7). Finally, STS can be found in A Session 5 in which a renegotiation of expected roles results in the Understander changing to Explorer for the particular session (See Section 4.3.6). As this is the first time for the Understander to take on the Explorer role with Participant A (and the only instance in all of the 32 sessions in the IMCD corpus), there is a need to begin the Session stage by setting the scene to the particular area the Explorer wishes to investigate.

The STS move may be constructed over one turn-at-talk (12 instances) or extended over several turns (8 instances). Furthermore, it can be combined with a giving

progress report (GPR) move (3 instances of GPR➔STS - D Session 2; G Session 2 & 4 - See Section 5.3.2 for more details). STS contains a number of steps of which all or some may be included in the move:

Orienting to time

Present in all 17 STS and 3 GPR➔STS moves, time is usually signaled at the start of the move and orients the Understander to the temporal setting of the particular exploration. It can provide explicit or implicit information as to the position of the Explorer regarding his or her particular research project or course of study. For example, in I session 1, the Explorer indicates to the Understander via present continuous usage of '*start*' that he is at the very beginning of his Master's course:

> 044] E: 19:10:32
>
> So I'm starting my masters, I have to write a short research proposal
>
> (I Session 1: Volume 2, Appendix 22.31)

In H Session 1, the Understander can infer the Explorer's progress as she utilizes the present perfect tense to signal the action of selecting the topic for her final dissertation as being completed. Thus, the Understander can determine that the Explorer is at the final stage of her course:

> 062] E: 21:59:13
>
> so I have chosen for my dissertation topic CD
>
> (H Session 1: Volume 2, Appendix 22.25)

The step may also be used to position the specific action to a particular temporal setting from which the exploration will then unfold. For example, in E Session 1, the Explorer wishes to reflect on actions that had taken place during her teaching practice the previous year. She indicates the time and duration of the action by using specific lexical time phrases, "*last year*" and "*3 months*":

> 043] E: 18:22:49
>
> i was doing a placement in a middle school/ high school last year for about 3 months….
>
> (E Session 1: Volume 2, Appendix 22.12)

In J Session 1, the Explorer moves from indicating his progress on the Master's course – "*it is a task on the Foundation unit*" (Line 38, J Session 1, Volume 2, Appendix 22.32) to positioning the specific institutional concerns he wishes to focus on in the module to a particular temporal setting. The step occurs in his second turn-at-talk within an extended STS move:

> 048] E: 10:02:29
> the institute I work for has had a traumatic year and has just filed for bankruptcy

<div align="right">(J Session 1: Volume 2, Appendix 22.32)</div>

As the session takes place in January 2012, the Understander can infer the "*year*" as being 2011. The use of present perfect tenses and the adverb, "*just*" further locates the actions of experiencing trauma and institutional bankruptcy as being recent.

Finally, in the STS move, the Explorer may wish to orient the Understander to actions that are yet to occur. In D Session 4, for example, the Explorer wishes to consider teaching methodology to utilize – "*once I'll start teaching*" (Line 13, D Session 4, Volume 2, Appendix 22.11). In D Session 8, the Explorer wishes to use the session to prepare for an online teaching job that will commence in three months time – "*I will be given a class from november*" (Line 21, D Session 8, Volume 2, Appendix 22.15).

Orienting to area

The function of the area step is to orient the Understander to the initial focus, topic, or area of research to be investigated in the IMCD session and hence establish the boundaries to which the exploration is likely to take place. Area is present in all 17 STS and 3 GPR➜STS moves and may occur directly after or constructed with the time step. It may establish the particular course module, part of the course module, or area of teaching the Explorer is concerned about and wishes to explore. For example, in I Session 1, the Understander can ascertain that the Explorer will focus on the need to write a proposal for the first module of the Explorer's Master's course:

044] E: 19:10:32

     So I'm starting my masters, I have to write a short research proposal

<div align="right">(I Session 1: Volume 2, Appendix 22.31)</div>

In B Session 1, the Explorer introduces the area of "*ethics*," infers the need to obtain informed consent as a course requirement and articulates "*resistance*" to this at his current institution as the background to his particular dilemma:

084] E: 20:15:13

     Working in the public schools, Nova and now in the private school, the mere mention of "research" and "ethics forms" or "signed releases" of any kind stir up a whirlwind of resistence immediately.

<div align="right">(B Session 1: Volume 2, Appendix 22.6)</div>

In G Session 6, the "*grammar workshop*" (Line 37) the Explorer teaches on a weekly basis has created a teaching puzzle related to student retention of target language that she wishes to address:

037] E: 22:34:38

     Once a week, on a Tuesday afternoon I 'lead' a grammar workshop lesson

038] E: 22:34:55

     this takes place in our all new and fabulous Self access centre

<div align="right">(G Session 6: Volume 2, Appendix 22.23)</div>

Area may also introduce the object that has created the initial obstacle for the Explorer. For example, in G Session 4, the Explorer has received an email from her course tutor that has confused her. She copies and pastes the email into the text chat before moving on to state her particular obstacle:

023] E: 22:36:39

     What follows is an email that I'll be referring to a bit -----the patches with ">" are what I said - the rest is what my tutor said…

<div align="right">(G Session 4: Volume 2, Appendix 22.21)</div>

The Understander can therefore ascertain the area the Explorer wishes to explore in the session; that is the tutor email.

Orienting to state

Edge & Wharton (2001) identify 'State' as part of Hoey's (1983, 2001) 'Situation' in the SPRE model. State is described as the writer's review of the current thinking of experts who have published research on the specific subject. State in STS, however, is used by the 'Explorer as expert' to the particular work in progress or issue to explore in order to articulate his or her current state of thoughts about it to the Understander. These thoughts can reveal the Explorer's initial hopes, concerns, purposes, aims, and rationale in undertaking the research. For example, in A Session 1, the Explorer articulates her 'wishes' for the focus of her Course and Material Design assignment and the rationale behind her idea:

> 039] E: 20:12:18
> > I am just beginning the CMD but I have had an idea that I wish to
> > pursue with the hope that I can make a solid practical contribution
> > to the situation of generalist elementary school grade 5 and 6 teachers..
>
> > (A Session 1: Volume 2, Appendix 22.1)

In I Session 1, the Explorer articulates the aim of his research project:

> 049] E: 19:12:57
> > .... I am specifically aiming to improve the ability of the students to ask
> > questions, instead of simply answering them.
>
> > (I Session 1: Volume 2, Appendix 22.31)

Thoughts can also reveal the Explorer's particular research or teaching preferences. In B Session 1, the Explorer states his preference to not conduct research with private students:

> 085] E: 20:16:56
> > …. Private students are generally recommended at this point, though it
> > is not my general practice to entertain private students at this time...
>
> > (B Session 1: Volume 2, Appendix 22.6)

In D Session 4, the Explorer wishing to explore aspects of her current and future teaching identity, explains a preference for particular teaching methodologies:

> 018] E: 06:21:38
> I also like task-based activities and when I think of my class i want it to be a dynamic, creative experience for the learners,

(D Session 4: Volume 2, Appendix 22.11)

The state step can also be used to describe the current state of action regarding the research. For example, in H Session 1, the Explorer lists the research actions that have already been completed:

> 064] E: 21:59:53
> so far I have done the following: determined the topic, the research aim and the research question as follows:

(H Session 1: Volume 2, Appendix 22.25)

Finally, state can provide important background information that helps to set the scene as to the conditions that exist prior to the exploration in the IMCD session. For example, in D Session 8, the Explorer gives information on the program she will teach, the organization of the classes, and her specific duties:

> 015] E: 17:23:57
> the programme is organized for students who have no access to education and it is for a full-time course of higher education.
> …
> 019] E: 17:26:27
> I am very excited as well because the programme seems well structured and organized in 3 levels,
> 020] E: 17:26:37
> beginners, intermediate, advance
> 021] E: 17:28:14
> I will be given a class from november and the committment required seems to be easily met.
> 022] E: 17:29:55
> I will have to follow students on their progress with the course, by correcting and marking their assignments, I will have to meet them online at the beginning of the term and then half and final...

(D Session 8: Volume 2, Appendix 22.15)

State is present in all 17 STS and 3 GPR➡STS moves and may occur directly after the time and area steps. However, time and area may also occur as embedded within the state step.

Orienting to characters

Although the main character in the IMCD narrative is the Explorer him or herself, the STS move may introduce other characters that have a part to play in the unfolding narrative. An orientation to characters occurs in all of the STSs in the corpus and rather than being a separate step is embedded in time, area, or state.

The Explorer uses the first-person singular in STS moves to identify him or herself as the protagonist; for example, *"I am just beginning the CMD…"* (Line 39, A Session 1, Volume 2, Appendix 22.1). Other characters in the story may then be referred to explicitly or implicitly. For example, in A Session 1, the Explorer explicitly identifies the group of people - *"elementary school grade 5 and 6 teachers"* (Line 39, A Session 1, Volume 2, Appendix 22.1) who will benefit from her research. In B Session 1, the Explorer implies the existence of 'gatekeepers' who will refuse his request to do research at his place of work:

> 084] E: 20:15:13
>> Working in the public schools, Nova and now in the private school, the mere mention of "research" and "ethics forms" or "signed releases" of any kind stir up a whirlwind of resistence immediately.
>
>> (B Session 1: Volume 2, Appendix 22.6)

He also explicitly refers to peers / critical friends he has consulted regarding his research dilemma – *"I have spoken to others about this situation and they agree it is a brick wall generally"* (Line 85, B Session 1, Volume 2, Appendix 22.6). Further examples of orientation to other characters in the IMCD corpus are:

- A real-estate company (C Session 1)
- Students during teaching practice (D Session 1)
- Students during teaching practice (D Session 2)
- Other teachers (D Session 4)
- Other teachers / placement supervisor on teaching practice (E Session 1)

- 3 students (D Session 7)
- Online students / Communication assistant (D Session 8)
- Low-level students (F Session 1)
- Colleagues / NGOs (G Session 1)
- IMCD participants (G Session 2)
- The course tutor (G Session 4)
- Grammar workshop students (G Session 6)
- Manager / Colleagues (G Session 7)

Orienting to obstacle(s)

Within the STS move, the Explorer orients the Understander to the particular obstacle that is preventing the realization of a particular research project or an answer to a particular teaching puzzle. The obstacle(s) step also helps to indicate to the Understander the initial mood or concerns of the Explorer and helps to provide further orientation to the area the Explorer wishes to explore. The obstacle is then explored further in the Session stage (See Section 5.3.3) with new obstacles emerging as the Explorer seeks to move forward with his or her investigation.

Obstacle is present in all 17 STS and 3 GPR➔STS moves in the IMCD corpus. This can be expected because without an existing obstacle or puzzle, there would be little reason for the Explorer to join an IMCD session. Obstacle can be embedded in other steps within the STS move (10 instances), exist as a final step to the STS move (4 instances), or be referred to both within the other steps and as a final step (6 instances). For example, in G Session 1, the Explorer begins with an embedded 'obstacle' step – a "*block*" to finding a focus for her course module. She then moves to 'time' ("*I am doing….in the final year*") and 'area' (*"Developing Researcher Competence module"*) in lines 68-70 and 'state' (*"I'd like the research I do….*") in line 71:

    066] E: 06:13:45
        I almost have clarity on what I'm going to explore
    067] E: 06:14:27
        but there are still 'blocks' in my way, these are almost entirely down to
        lack of confidence
    068] E: 06:14:57
        the context is that I am doing my masters with Uni of M

069] E: 06:15:07
>- part time, distance -
070] E: 06:15:35
>and I'm in the final year, doing the Developing Researcher competence module
071] E: 06:16:03
>I'd like the research I do to be connected to my dissertation which I would like to be focussed on CD

<div align="right">(G Session 1: Volume 2, Appendix 22.18)</div>

In G Session 6, the Explorer ends her STS move by identifying the '*issue*' she is experiencing with learners within her grammar workshop lesson and the desire to find ways to have them use the language structures taught in previous lessons:

045] E: 22:37:38
>so the issue is
046] E: 22:38:16
>I teach them only once a week - I help them, I see that they understand, get them to use the language and then they disappear
047] E: 22:39:07
>the next week their context may have changed and they may be focussed on something entirely different
048] E: 22:39:11
>which is wonderful
049] E: 22:39:28
>but I want to do something
050] E: 22:39:50
>that will further (what's the word)
051] E: 22:39:54
>substantiate?
052] E: 22:40:15
>what they did the week before... just a little something
053] E: 22:40:18
>ok

<div align="right">(G Session 6: Volume 2, Appendix 22.23)</div>

Finally, in J Session 1, the Explorer first orients to the need to provide the Understander with "*context;*" in other words, to set the scene. He then moves to describe the specific obstacle connecting it to time and area in line 38 and state in line 39:

036] E: 09:58:45
>I feel like I should give you some context

037] E: 09:59:22
    I am having trouble refining the questions I want to ask in a case study
038] E: 09:59:44
    it is a task in the foundation unit of the MSc

039] E: 10:00:22
    my reading on case studies leads me to believe it is a good opportunity
    to study something unique

(J Session 1: Volume 2, Appendix 22.32)

After the Understander's first reflection move, the Explorer then returns to state and time providing the Understander with information about his institute (See Lines 48-51, J Session 1, Volume 2, Appendix 22.32) before ending his turn with a return to his specific research 'obstacle' (Lines 51-53) that was first mentioned in line 37:

051] E: 10:03:47
    I am interested in a lot of the questions that have been thrown up, but
    the problem I have is that the more I read the more the topic opens up
052] E: 10:04:03
    and yet I have to be specific in the asking of a question
053] E: 10:04:09
    for the case study

(J Session 1: Volume 2, Appendix 22.32)

Obstacle(s) can be lexically signaled by the Explorer via the use of conjunctive adverbs such as 'however' or 'but,' (Line 46, A Session 5), verb negation (*"I don't know"* – Line 20, D Session 4), the intensifier, 'too' (*"too many idea…too confusing"*- - Line 81, D Session 1), lexis with negative denotations or connotations (*"worry"* – Line 82, B Session 1; *"unsure"* – Line 43, C Session 1*; "frustrated"* – Line 48, E Session 1*; "blocks"* – Line 67, G Session 1)*,* or explicit signaling of problem (*"My first problem as I see it is…"* – Line 47, I Session 1; *"I am having trouble…"* – Line 37, J Session 1). Obstacle(s) will be explained in more detail in Section 5.3.3.

Orienting to session aim(s)

There are six instances in which the Explorer explicitly states his or her IMCD session aim within the STS move. For example, in G Session 4, the Explorer switches from

talk about the previous session (GPR) to articulate her desire to talk about a new obstacle that has emerged:

017] E: 22:34:16
> I still have a tiny bit more focussing to do

018] E: 22:34:35
> and that's what I'd like to talk through now

(G Session 4: Volume 2, Appendix 22.21)

Lines 17-18 signal a move away from GPR to STS by marking her session aim, before proceeding to explain about an email she has received from her course tutor (area) which has caused confusion (obstacle) and her desire to understand the tutor's message (state).

The step may also be used to indicate to the Understander that the Explorer has not come to the session with a specific focus (1 instance):

061] E: 06:03:38
> I haven't come armed with a map of the lands I'm going to explore this time

(G Session 7: Volume 2, Appendix 22.24)

This is similar to A Session 5 in which the Explorer is unsure about how to utilize the session resulting in a renegotiation of interactional roles (See Sections 4.2.6 and 4.3.6) within the Pre-Session stage. The difference here is that the Explorer continues on with the session to explore a teaching puzzle that has emerged at her place of work.

If utilized by the Explorer, the orienting to session aim(s) step can occur at the beginning (C Session 1, E Session 1, G Session 4, G Session 7), middle (A Session 5, D Session 7), or end of the STS move (D Session 6).

5.3.2 Giving progress report

Similarly to STS, the giving progress report (GPR) move occurs as the first Explorer move of the Session stage. However, GPR is used only in subsequent IMCD sessions. Its function is to provide a thematic link to previous sessions and indicate (either directly or indirectly) to the Understander that the Explorer wishes to continue

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working on the same area in the current session. It is also used to report on any progress the Explorer has made with the project between sessions and signal continuing or new obstacles.

GPR occurs in 15 of the 22 subsequent IMCD sessions. In 12 sessions, the Explorer uses the GPR move to continue with a previous exploration. As previously mentioned, in three sessions, the GPR is combined with STS. Here, the Explorer provides a progress report and then indicates a desire to move to a different area to investigate in the current IMCD session. As with the STS move, GPR may be constructed over one turn-at-talk (8 instances) or extended over several turns (7 instances). GPR contains a number of steps of which all or some may be present in the move:

Comment on previous IMCD session

In this step, the Explorer may refer to the previous session in order to orient the Understander to the topic still under investigation and indicate that the Explorer wishes to continue to work on this specific area. For example, in G session 2, the Explorer refers to "*last week's*" session and provides a brief summary of what she articulated in G Session 1:

    054] E: 22:38:42
        Last week we talked about my trying to work out the sales pitch
    055] E: 22:39:12
        that I could confidently throw out and capture CD participants with

                          (G Session 2: Volume 2, Appendix 22.19)

Other examples in the corpus are D Session 9, "*Ok, as I've already mentioned…*" (Line 26), G Session 3, "*To recap…*" (Line 31), and H Session 9, "*ok so after last weeks session…*" (Line 16).

The Explorer may also refer to the previous session by making a comment about its usefulness. For example, in G Session 4, the Explorer begins the GPR by commenting on what she has been able to achieve as a result of participating in G Session 3:

    015] E: 22:33:37
        The last session was useful
    016] E: 22:34:06

it helped me to simplify my ideas enough for them to be acceptable for the little research project

<div align="right">(G Session 4: Volume 2, Appendix 22.21)</div>

The Explorer then moves to a new area to investigate by initiating a STS move. One other example is A Session 2 in which the Explorer refers to A Session 1 and being – "*amazed at what sprang forth from the session*" (Line 13, Volume 2, Appendix 22.2).

There are six instances of the comment on previous IMCD session step in the IMCD corpus. When initiated by the Explorer, the step appears at the start of the GPR move. The one exception is A Session 2 in which the Explorer begins her GPR move within the Pre-session stage to report on actions completed (Line 4). This prompts the Understander to initiate a GDTB move. Once the floor is offered to the Explorer, she proceeds by commenting on the usefulness of A Session 1 as the first step of her interrupted GPR (Line 13 - See above).

Comment on project

Present in all 15 GPRs, comment on project is similar to state in the STS move (See Section 5.3.1); however, rather than articulate one's current state of thinking or beliefs, the Explorer utilizes this step to report on actions completed, not completed, and / or still in progress between the current and previous session. For example, in A Session 3, the Explorer focuses on all three aspects:

> 034] E: 20:20:08
>> Truthfully I have not done any writing on my project and have not had much chance to do reading this week as I had some other deadlines. I am gathering information for my project but I still don't have a vision of the shape of the assignment. Also I just did a second session with my volunteer group of 9 ladies to see what they find difficult about English Pronunciation.ok.

<div align="right">(A Session 3: Volume 2, Appendix 22.3)</div>

The Explorer reports on actions yet to be completed – "*Truthfully I have not done any writing on my project…*," actions that are currently in progress, "*I am gathering information…*," and actions completed, "*I just did a second session with my volunteer group…*"

In G Session 2, the Explorer reports only on actions completed:

    056] E: 22:39:32
            . What I spent a few good hours this week doing was
    057] E: 22:39:53
            roping colleagues, ex-colleagues and friends into hearing me out
    058] E: 22:40:07
            so that I could test my pitch.

                                    (G Session 2: Volume 2, Appendix 22.19)

Appendix 8 has a detailed analysis of the flow of comment on project within the 15
GPR moves.

Orienting to obstacle(s)

As with STS, the Explorer orients the Understander within the GPR move to a
particular obstacle that still exists or has emerged between sessions. For example, in D
Session 3, the Explorer indicates that she is still experiencing problems with
understanding the skill of eliciting information from students in her teaching practice:

    040] E: 19:13:33
            Still i feel I'm missing some insight... maybe for the simple reason that
            it's still all in my head and I had no chance to try different versions of
            questions and experiment the outcome

                                    (D Session 3: Volume 2, Appendix 22.10)

In H Session 4, a new obstacle has emerged for the Explorer as a result of reading
literature on research methodology; she now feels she may have chosen case study
methodology too hastily:

    018] E: 20:31:18
            but it is still challenging since I feel i need to read on more to fully
            grasp the concepts
    019] E: 20:32:17
            so i would say that now i feel that i jumped the gun by deciding on my
            instrument for my data collection without relfecting on other aspects
            further such as my study being a case study and what this implies

                                    (H Session 4: Volume 2, Appendix 22.28)

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Obstacle(s) is present in 14 of the 15 GPR moves in the IMCD corpus and tends to occur as the final step. However, Obstacle(s) does not occur in A Session 4 in which the Explorer uses the session to report on successes with her project (See Section 10.2.4 for further details on this session).

Orienting to session aim(s)

There is one instance in the corpus in which the Explorer explicitly states her IMCD session aim within the GPR move. In A Session 2, the Explorer firstly comments on the usefulness of the previous session that – "*drew her thoughts out,*" she then states her wish to continue exploring the focus for her Course and Material Design assignment, and finally ends the move with obstacle:

> 16] E: 20:09:11
>> I was amazed at how the business of essentially free writing, knowing that someone is actually listening to you with the intention of understanding, drew my thoughts out. I would like to think tonight about the idea of continuing the focus of my project. It's only 4000 words and I am afraid I have too much that I want to say.
>
> (A Session 2: Volume 2, Appendix 22.2)

It can be argued that another instance of orienting to session aim(s) occurs in the GPR of G Session 4; however, as this signals a move away from GPR to STS, it has been categorized as occurring in the STS orienting to session aim(s) step (See Section 5.3.1).

5.3.3 Articulating obstacle(s)

Obstacles can be defined as problems, puzzles, gaps, or particular frames of mind that prevent the Explorer from moving forward with his or her research project or pedagogical practice. The function of the articulating obstacle(s) move is similar to 'Problem' in Hoey's (1983, 2001) SPRE model in which a writer outlines "the specific difficulty, lack, etc. that [he or she will] concentrate on" (Edge & Wharton, 2001, p. 282) in the writing. It is also similar to 'Complicating action' (Johnstone, 2003, Labov, 1972) or 'Complication' (Chafe, 2003) in narrative that "disturbs the initial state" (p. 677) and requires a resolution for the story to conclude satisfactorily. In IMCD, an Explorer articulates the obstacle(s) in order to discover a means to seek

its resolution and move closer to the completion of the research task or to an effective plan of action for classroom teaching.

The articulating obstacle(s) move occurs in 30 of the 32 sessions in the IMCD corpus. The exceptions are A Session 1 in which the session acts as an extended STS move and A Session 4 in which the Explorer provides an extended project report on successes with data collection (See Sections 10.2.1 and 10.2.4 for further details). The Explorer first orients the Understander to the obstacle(s) in the STS or GPR moves (See Sections 5.3.1 and 5.3.2). After the STS or GPR moves, three distinct patterns emerge in the data. The first pattern is that articulating obstacle(s) is not utilized again in the session, rather the Explorer moves to articulating potential responses (See Section 5.3.4) or discovery (See Section 6.2) of ways to overcome the obstacle(s). This pattern occurs in four sessions (See Appendix 9 (1)).

In the second pattern, articulating obstacle(s) reoccurs once or twice in the session post STS or GPR move. Here, the Explorer may choose to repeat, rephrase, and provide the Understander with further information about the obstacle(s). The Explorer may also utilize the move to explain the rationale for the existence of a particular obstacle(s). Moreover, the Explorer may articulate obstacle(s) to signal doubt or confusion about a potential response he or she has articulated. Finally, the Explorer may articulate a past obstacle that has already been resolved (F Session 1 only - See Lines 80-81, Volume 2, Appendix 22.17). The second pattern can be found in 12 sessions (See Appendix 9 (2)).

In the final pattern, articulating obstacle(s) can occur throughout an IMCD session. This occurs in 14 sessions in which the Explorer utilizes the move three or more times post STS or GPR move (See Appendix 9 (3)).

In the IMCD corpus, three distinct articulating obstacle(s) categories emerge from the data:

Figure 5.3: Obstacle categories
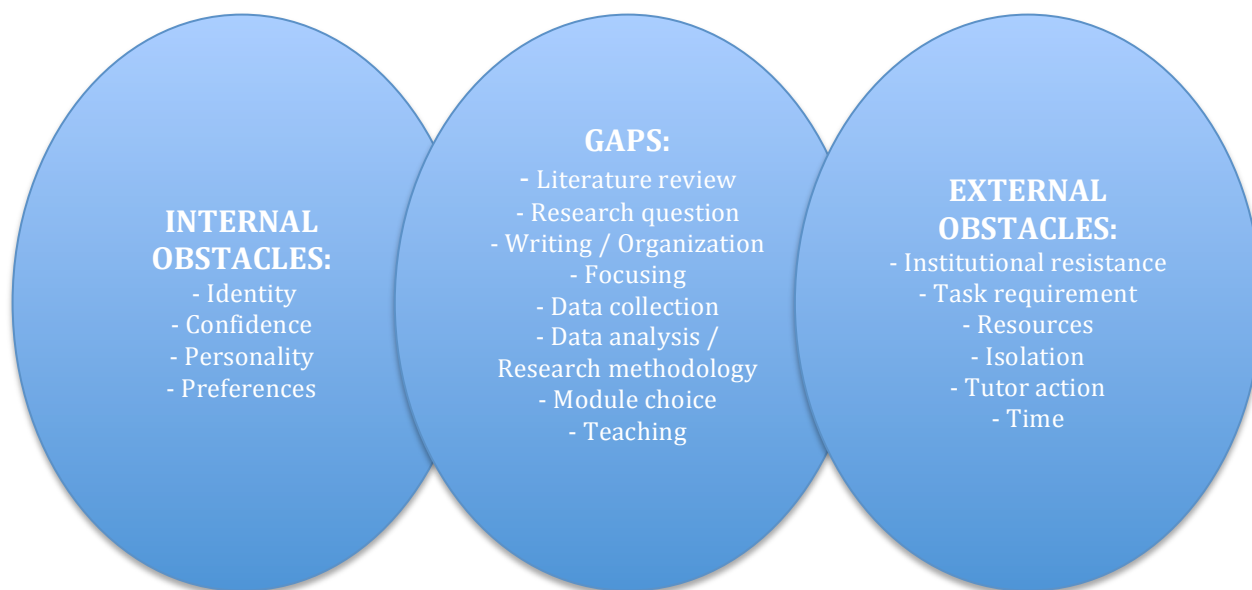
Internal obstacles

The first type of obstacle that can cause problems for an Explorer is internal obstacles. Internal obstacles exist within the Explorer as intrinsic aspects of self that may prevent him or her from pursuing a particular course of action. Such obstacles are self-constructed blocks or boundaries and within the means of the Explorer to be able to resolve and thus, move forward. Examples in the IMCD corpus are as follows:

1. *Identity conflicts*

Identity conflicts can exist as obstacles between an individual's already established socially-constructed professional identity or 'real self' and the institutional need to adopt "an academic persona, with its set of associated professional conventions" (Ivanič, 1997, p.218) in order to write research assignments that will attain credits and ultimately allow the participant to graduate from the course. For example, in A Session 3, the Explorer reveals her conflict between what she feels are her natural "instincts" as a creative writer and the constraints of academic writing:

041] E: 20:36:43

> Exactly. I would like to trace it from that beginning but I am a creative writer and not an academic writer and sometimes I feel that my instincts are reined in because of protocol . . .

<div align="right">(A Session 3: Volume 2, Appendix 22.3)</div>

The session continues with Participant A articulating frustration regarding her desire to write about knowledge gained through personal empirical evidence but feeling that – "*this position would not fly very high in an academic paper*" (A Session 3, line 48, Volume 2, Appendix 22.3).

2. Self-efficacy

A participant's perceived self-efficacy may provide an obstacle towards successful realization of a task. Lane & Lane (2001) describe self-efficacy as "the levels of confidence individuals have in their ability to execute courses of action" (p. 687). Bandura (1977) states that:

> The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with given situations…People fear and tend to avoid threatening situations they believe exceed their coping skills. (pp.193 & 194)

In A Session 2, the Explorer indicates that seeking help is a face-threatening act for her as there is the risk of appearing ignorant in front of her tutors. This may lead to avoidance as a face-saving strategy even though she admits lacking the experience of course design whilst undertaking a Course and Material's Design module:

41] E: 20:51:43

> …. I never know how much I should ask the tutors. I don't want to sound like I don't know what I'm doing, but I have never designed anything like a course before…

<div align="right">(A Session 2: Volume 2, Appendix 22.2)</div>

In the G Sessions, obstacles arise for the Explorer due to her "*lack of confidence*" (G Session 1, Line 67) to approach gatekeepers at Non-Governmental Organizations in order to introduce the Cooperative Development framework as part of the research for her final dissertation. The Explorer explains:

088] E: 06:26:17
    …I am scared that I'll not sell it well enough and they won't
    get to try it out.
089] E: 06:26:36
    I have to get over that silly fear and take a leap of faith

(G Session 1: Volume 2, Appendix 22.18)

Her fear stems from a perceived inability to explain CD effectively to a third party and concerns of possible rejection which leads to avoidance – *"I'll go to the phone and 'gulp' what am I going to say?"* (G Session 1, Line 118).

This perceived low self-efficacy and '*sensitivity*' (G Session 3, Line 68) to rejection reemerges as an obstacle in G Session 3 in which the Explorer believes her research focus to be correct, but is afraid to challenge the feedback of her tutor:

081] E: 22:24:35
    yes... and i'm thinking that one of the reasons why I'm shying away
    from it is because I want to tell my tutor why I proposed what I
    proposed and that I do think it would be possible
082] E: 22:24:57
    but part of me doesn't dare.

(G Session 3: Volume 2, Appendix 22.20)

This is similar to A Session 2 in which a course participant may be reluctant to contact tutors for assistance or to challenge tutors' expertise.

Finally, in D Session 1, the Explorer first explains to the Understander that the teaching practice element of her course is not going well (Line 81). She then lists several areas she needs to improve on (Lines 93-95) and reflects on possible areas that are affecting her performance before revealing her "*worst*" fear that her "*idea of how to run a class is completely unreal*" (Line 99). Her concern about having "*too many ideas*" (Line 81) and her lesson being "*too confusing*" (Line 81) for students is identified by the Explorer as a "*weakness*" (Line 104) in her teaching. This doubt, uncertainty, and possible feeling of being out of one's depth in a classroom is a theme that reoccurs throughout the D Sessions as she strives to improve her pedagogic practice (See D Session 3, Line 71, D Session 8, Line 39 and D Session 9, line 35 – Volume 2, Appendix 22.10, 22.15, and 22.16). Self-efficacy may then be a

contributing factor to a participant's decreased motivation on the course. In D Session 4, for example, the Explorer states:

> 037] E: 06:36:19
> One concern is starting, i'm not very motivated lately, for several reasons.
> 038] E: 06:37:47
> Plus this term is very challanging too and have to concentrate on what I'm doing right now…

<div align="right">(D Session 4: Volume 2, Appendix 22.11)</div>

Having completed the teaching practice component and yet believing her performance to be low, the Explorer reports beginning to feel unmotivated. Coupled with the challenging workload, this creates an obstacle to forward progression on the course.

3. Preference

An individual's personal preference or "tendency to consider something desirable or undesirable" (Warren, McGraw, & Van Boven, 2011, p. 194) regarding the research project may also act as an obstacle to its progression. For example, in B Session 1, the Explorer reveals a preference to conduct research at his particular institution despite there being resistance from the gatekeepers. His alternative is to recruit private students as research participants but he feels this makes the process rather "*contrived*" (Line 88). Instead of doing this, the Explorer wishes to pursue research within his current work context because:

> 096] E: 20:30:05
> That is the context that I wish to understand better and eventually approach mastery of, i.e. the one that counts, the one that puts bread on my table (and rice too)!

<div align="right">(B Session 1: Volume 2, Appendix 22.6)</div>

In other words, his rationale for enrolling on the Master's course is to develop as a teacher via observing what is happening in his daily classes, reflecting on them, and implementing innovations that provide a better learning environment for his students. Therefore, whilst the resistance by the institution for the Explorer to conduct research

acts as an external obstacle (See External obstacles section), the desired outcome of being able to do so acts as an internal obstacle.

Thus, it can be seen that whilst participating on a post-graduate course, participants may experience internal conflicts of self, doubts and confidence loss, or wishes and desires that generate obstacles towards the realization of particular research tasks and ultimately, successful completion of the course.

Gaps

The second type of obstacle is gaps. Gaps are specific problems that students may experience with the research process itself (See Section 2.6.1). Gaps exist as internal obstacles in the respect of course participants lacking the knowledge or experience as academic researchers to be able to move forward with particular tasks. However, these gaps in knowledge are also inextricably linked to the specific external institution with regards to course participants having signed up for and being reliant to varying degrees on tutor support to help them fill the gaps. Also, gaps are created by the external expectation of the institution that participants work within the constraints of certain academic conventions and submit end products that are both academically rigorous and satisfy the required assessment criteria. Examples in the IMCD corpus are as follows:

1. Choosing modules

At the beginning of a post-graduate course, participants may be asked to select their study pathway by choosing the specific modules they wish to take. Here, participants can experience their first gap in knowledge by not clearly understanding which modules best suit their individual needs and provide the learning experience they desired by enrolling on the course. In C Session 1, for example, the Explorer indicates that she is:

    043] E: 20:21:53
        …unsure about choices of modules to make that will best serve me…

                                (C Session 1: Volume 2, Appendix 22.7)

This uncertainty creates an obstacle at the onset of the course for the Explorer of how best to proceed. The Explorer examines a number of possibilities in the IMCD session; however, remains uncertain as to the opportunity cost (or value) of taking one module over another (Lines 46-49), the best way to approach the module decision-making process (*Am I wrong in looking at these modules like I am?* - Line 49), and the order in which to take the modules on the course. As half of the modules offered on the Master's course focus on linguistics and half focus on pedagogy, Participant C is confused about whether to start with a linguistic or pedagogic study (*Another issue is the order of taking these linguistic modules* – Line 50). C Session 1 is described in more detail in Section 10.4.

2. Identifying a research focus

In his 1992 study, Nunan found that students encounter problems in "identifying a research area and narrowing the area sufficiently" (p. 222). In the pilot study for this thesis (Boon, 2009), the Explorer's initial obstacle was "establishing a particular focus" (p. 59) for his module assignment. Similarly, in the IMCD corpus, Explorers articulated concerns about focusing their initial research ideas. For example, in A Session 2, the Explorer first reveals a gap of knowing how to narrow her topic effectively so that it fits within the institutional constraints of a 4,000-word limit for the final assignment module (Line 16). She moves on to articulate her fear of "*getting in too deep*" (Line 19) with her chosen focus of developing a pronunciation course for Japanese teachers of English for her Course and Materials Design assignment:

> 19] E: 20:13:00
>> Yes there is so much that I want to say but I am sfraid that with this particular assignment it would be really easy to gt in too deep. It is after all the development of a mini course so I thin think that I must be careful not to make too much of the research at the start.ok
>
> (A Session 2: Volume 2, Appendix 22.2)

Here, the Explorer begins to realize that her focus may be too wide and reiterates her problem later in the session that the assignment is "*only 4,000 words and I imagine needing to situate the whole project in history*" (Line 41).

Moreover, in J Session 1, the Explorer states a desire to focus on teacher values and identity, discourse analysis of institutional talk, and TESOL as "*empire building*" (Line 81) situated against a "*very turbulent year*" (Line 75) for both his particular workplace and country of residence. Connected to the reading he has done on linguistic imperialism (Pennycock, 1994), the Explorer articulates the particular obstacle preventing him moving forward:

082] E: 10:12:30
you can see how I struggle to refine the focus

(J Session 1: Volume 2, Appendix 22.32)

Concern with the research focus also occurs in I Session 1, in which the Explorer indicates an initial theme for his research of "*eliciting question responses from young learners*" (Line 45) within the STS move and then reveals his obstacle:

047] E: 19:11:20
My first problem, as I see it, is whether the topic is too vague

(I Session 1: Volume 2, Appendix 22.31)

Here, the Explorer is concerned that his focus is too general and also that the wording of his research question needs to reflect his intention to improve the ability of young learners to ask questions in a classroom setting.

3. Developing a research question

Nunan (1992) also identified "developing a question" (p. 222) as an obstacle for graduate students when conducting research. In the IMCD corpus, Explorers indicate concern with their research questions in respect to their wording. For example, in A Session 5, the Explorer (me) expresses doubt in the STS move about his research question for the PhD (*How can IMCD facilitate or assist the research process for university students?* – Line 47) and is uncertain whether the question may presume that IMCD facilitates support for participants:

49] E: 20:20:31
   Today, I was wondering if the question was a leading question
   presuming that IMCD does facilitate support and was thinking of
   changing it to Does IMCD assist the research process and if so, how

   (A Session 5: Volume 2, Appendix 22.5)

In G Session 5, the Explorer utilizes the session to refine her research question for the Developing Researcher Competence module. After stating her research question in the GPR move (*How did the Understander's responses influence my progress (as Speaker) towards finding a goal?* - Line 29), and articulating a number or potential responses to modify it, the Explorer indicates that:

075] E: 22:53:23
   The 'how' at the front of the question might raise the alarm...

   (G Session 5: Volume 2, Appendix 22.22)

In one respect, this indicates a gap in knowledge in terms of not being sure how to word the research question effectively. It also represents an external obstacle (See External obstacle section) of her research question needing approval from her tutor before she is allowed to proceed with the project and the concern that as it stands it may "*raise the alarm*" (Line 75). The problem is similar to A Session 5 in which the use of 'how' at the beginning of the research question may appear as a leading question.

Other examples occur in the H Sessions. In H Session 1, an Understander reflecting move (See Section 6.2) in Line 130 leads the Explorer to think about her research question again – *"Your question has made me rethink my RQ, is it still broad?"* (Lines 134-135) and to continue with doubts about its adequacy. In H Session 5, as the Explorer moves to the data collection stage she again returns to doubts about her research question for the project – "*so is my RQ too broad or vague*" (Line 36) (See Volume 2, Appendix 22.25 and 22.29).

4. Conducting a literature review

Dealing with the literature and conducting a literature review in which the writer creates a space for his or her own research by situating it within other work written in

the field (Edge & Wharton, 2001; Nunan, 1992; Richards, 2003) also emerges as an obstacle for several participants. In the IMCD corpus, Explorers may show concern about understanding concepts that they have read. Participants may also reveal gaps in knowing how much reading of the literature should be done and fear of omitting key works from the field in their research. Finally, participants may be unsure of how much literature versus original writing to include in their final assignments. In D Session 6, for example, the Explorer indicates in the STS that she is confused by the multiple definitions of the term 'syllabus' she has found in the literature:

019] E: 18:15:36
        the problem is more with syllabus, there are so meaning to this single
        word and it all depends from the context and what am I refering to.

                                        (D Session 6: Volume 2, Appendix 22.13)

This gap affects her progress with her Course and Syllabus Design module.

Problems with the literature can also be seen in H Session 4 in which the Explorer states in the GPR move that she is currently reading about research and has been asked to choose a method for her data analysis before fully understanding the options available to her:

017] E: 20:30:50
        reading helped to contextualize my study
018] E: 20:31:18
        but it is still challenging since I feel i need to read on more to fully
        grasp the concepts
019] E: 20:32:17
        so i would say that now i feel that i jumped the gun by deciding on my
        instrument formy data collection without relfecting on other aspects

                                        (H Session 4: Volume 2, Appendix 22.28)

Participant H then returns to the problem of literature on research methodology in H Session 6 in which she is *overwhelmed with the possibilities*" (Line 47) and is confused about suggestions she has read in one secondary source suggesting researchers should decide on a method prior to data collection (Lines 57-61) (See Volume 2, Appendix 22.30).

Knowing how much to read in the field can also generate obstacles. In A Session 2, the Explorer first indicates in the GPR move that her assignment is:

16] E: 20:09:11
    ... only 4000 words and I am afraid I have too much that I want to say.

(A Session 2: Volume 2, Appendix 22.2)

Here, the Explorer is fearful of "*getting in too deep*" (Line 19) with the literature on course design and having too much information to write up within the constraints of a 4,000-word module assignment. The Explorer articulates gaps of not knowing "*how wide a circle*" (Line 26) to read within the area and fear that while reading there is "*a whole host of other things that I might miss that would leave big holes*" (Line 30) in her work. In other words, she is concerned about missing key concepts or references that the tutor would expect her to have included in her writing. There is also uncertainty for the Explorer about:

39] E: 20:43:05
    …how much knowlegde I am supposed to display about course design and if that I spend too much time proving that I have done the reading that it will take away from what it is that I am actually trying to create and contribute…

(A Session 2: Volume 2, Appendix 22.2)

Participant A's problem is similar to the Explorer in I Session 1 in which he is concerned about how to balance secondary data with his own original thoughts and ideas:

104] E: 19:43:12
    How much reference is too much reference?

(I Session 1: Volume 2, Appendix 22.31)

A final example can be found in H Session 5 in which the Explorer is concerned about how detailed her explanation of Cooperative Development needs to be in her final assignment (Line 34, Volume 2, Appendix 22.29).

5. Collecting data

Students may also experience obstacles in their research due to a lack of experience and expertise in data collection methods (Nunan, 1992). In the IMCD corpus, participants revealed concerns over selecting, training, and / or interviewing research subjects and deciding on the sample size. For example, in I Session 1, the Explorer frames gaps in his knowledge as a series of questions he poses to himself in the session. His final puzzle is to articulate the question of which group of learners his research on elicitation is best suited to:

132] E: 19:58:34
   Okay last question: is this study suited to younger learners (6-11) or
   older learners (12-15)

(I Session 1: Volume 2, Appendix 22.31)

Similarly, in H Session 1, the Explorer reveals that she has not considered which subjects to utilize for her Cooperative Development research ("*I have not put thought yet into which kind of teacher I would use*" - Line 86, Volume 2, Section 2.25). This obstacle continues for the Explorer and is articulated in the GPR move of H Session 2 – "*So I've been thinking a lot about my participant last week and I cannot still decide…*" (Lines 23-24, Volume 2, Appendix 22.26). In H Session 3, the Explorer then weighs up the options between selecting research subjects with or without CD experience. For the Explorer, both options have "*drawback*s" (Line 65) and may possibly change her research results:

080] E: 20:55:04
   but i do feel that either participant will change my findings, which I
   guess is something I have to accept and come to terms with
081] E: 20:56:03
   this is i think were i am stuck

(H Session 3: Volume 2, Appendix 22.27)

Once subjects have been secured, obstacles still occur in the data collection stage of the research for Explorers. In G Session 2, for example, after reporting success on acquiring a number of interested participants for her project (Line 66), the Explorer articulates a new obstacle of knowing how best to train up her research subjects in

doing CD / IMCD so that they can undertake sessions independently; without the need for the Explorer to be present:

> 079] E: 22:48:42
> what I'm facing now with the IMCD…
> 080] E: 22:49:34
> is how to train them up so that they could potentially do CD
> together. Without me

(G Session 2: Volume 2, Appendix 22.19)

Another example occurs in H Session 5 in which the Explorer explains that she is "*struggling*" (Line 34) to construct effective interview questions for her research. She believes her pilot questions to be "*too vague or too close-ended*" (Line 48) and is also unsure of how to proceed with semi-structured interviews with regards to her asking follow-up questions to the interviewees:

> 059] E: 20:46:54
> but i have to think what to follow up with
> 060] E: 20:46:58
> and here i am lost

(H Session 5: Volume 2, Appendix 22.29)

Moreover, the Explorer fears her scripted questions may lead interviewees to the answers she wishes rather than reflect the reality of what happened for teachers during her CD research (Lines 71). Thus, gaps exist in her knowledge of how best to interview participants to obtain information regarding the effectiveness of CD. These gaps temporarily prevent her from moving forward with her data collection.

6. Determining research methods

Closely linked to data collection is the problem for the researcher of which research approach to adopt for the particular study in order to yield findings that are both reliable and valid (Creswell, 2003; Nunan, 1992). In the 32 IMCD sessions in the corpus, Explorers have not reached the data analysis stages of the research process and obstacles tend to be regarding the design of the project. In I Session 1, for example, the Explorer works through various problematic aspects with his research proposal for the first module of the Master's course (Line 44). In Line 111, the

Explorer makes further use of rhetorical questions to frame his puzzles or gaps in knowledge (See previous examples of questions posed by Participant I):

> 111] E: 19:49:05
> With regards to the research data collection, some of it seems to be quantitative, but an emphasis is on the collection of qualitative data. If I poll the other teachers involved in the classroom, and collect qualitative data from them, as well as using recording equipment, do I need to use statistics in any form?
> 112] E: 19:49:31
> Is the subjective data collected from those involved enough to justify whether the conclusion that will be reached, is valid?
> 113] E: 19:50:14
> Obviously everyone carries human bias, so does the data collected via other people have the same validity as that which is measured via metrics, in terms of asking questions in a classroom
> 114] E: 19:50:34
> Can I, for example, simply count up the number of correct questions asked in a class by the students
> 115] E: 19:50:44
> Is that a valid measure of success in this circumstance?

(I Session 1: Volume 2, Appendix 22.31)

Here, the Explorer asks questions to himself about whether to utilize a quantitative, qualitative, or mixed-methods approach for his research design. He is also unsure whether he needs to "quantify (his) qualitative data" (Nunan, 1992, p. 223) and if data collected from his colleagues and subsequently interpreted by himself as researcher would be an acceptable means of achieving robust and reliable results.

In J Session 1, the Explorer feels constrained by the limits of the task to prepare a proposal for "*a small scale study*" (Line 123 – See External obstacles section). Realizing that he could only realistically focus on one or two people involved in the turmoil in his workplace and country of residence to gather data, the Explorer believes this would not yield "*enough data to lead one to conclusions of any value*" (Line 124, Volume 2, Appendix 22.32) and hence lack validity. This shows a gap in the Explorer's knowledge of the unique characteristics of qualitative research in which a researcher may select:

a single case or small, nonrandom, purposeful sample…precisely because the researcher wishes to understand the particular in depth, not to find out what is generally true of the many. (Merriam, 2009, p. 224)

Finally, in H Session 4, pressurized by time and the need to submit her ethics form for the project (See External obstacles section), the Explorer feels she has "*jumped the gun*" (Line 19) in selecting case study as the research methodology for her project. This gap in knowledge regarding the approaches available to her ("*I still do not understand well due to different authors using different terminology*" – Line 26) results in her feeling the need to "*go back and read on case studies*" (Line 27) and leads to her returning to doubts about her chosen research subjects (line 28) rather than being able to move forward (See Volume 2, Appendix 22.28).

7. Writing up research

Nunan (1992) identifies "writing up research" (p. 223) as the final problem students may encounter undertaking research. As previously mentioned, the Explorers in the corpus utilized IMCD sessions during the planning stages of their research and therefore, had not reached the write up stage. In A Session 2, however, the Explorer is aware of the future need to complete a 4,000-word assignment for her course module and during the literature review stage of her project indicates that writing may be an obstacle for her:

> 26] E: 20:23:24
>> Yes, that is right. I right now I am in reading and gathering mode. I would like to have my project framed out so that the reading I am doing can be viewed according to its pertainence to the project. I don't know how wide a circle I should be reading in right now. I also find ways of framng my project in the actual reading. In other words I want to make a frame for my project but at this point I don't know enough about academic writing or the steps required in developing a "course" to make good decisions. Ok
>
>> (A Session 2: Volume 2, Appendix 22.2)

Here, the Explorer reveals a desire to create a research space for her project, but has a gap in her knowledge regarding the specific requirements of academic writing and course design.

In I Session 1, the Explorer is currently undertaking the introductory module to his course and is required to write a short 500-word proposal for a methodology project situated within his work context. Having been recommended to organize his writing using Hoey's (1983) SPRE format, his obstacle is how to incorporate effectively each of the four sections (Situation, Problem, Response, and Evaluation) within his proposal:

> 073] E: 19:24:59
> So looking away from the title, I've been advised to use the SPRE format. It's my opinion that these portions should not be weighted equally, but now I'm wondering how heavily to weight each section
> 074] E: 19:25:21
> Weighted being the length of each section (in terms of word count)
>
> (I Session 1: Volume 2, Appendix 22.31)

The Explorer reveals confusion as to which section to emphasize most in his writing with the fear that:

> 093] E: 19:34:37
> If it becomes top heavy, does the proposal lose merit? For example, might it be too unfocused?
>
> (I Session 1: Volume 2, Appendix 22.31)

This shows a gap in knowing how best to structure the proposal task in order to pass the first module and thus move on with the Master's course.

8. Teaching

As mentioned in Section 3.6.6, several Explorers utilized the IMCD sessions to explore teaching puzzles rather than research obstacles (Participant D & E and Participant G in Sessions 6 & 7). Here, the particular puzzle may emerge from a gap in teaching knowledge (This is especially the case with Participants D and E who are student teachers undertaking an on-campus Master's course with a teaching practice component). In D Session 1, for example, the Explorer feels that her teaching practice performance has not been satisfactory and wishes to reflect on problematic aspects of her pedagogy:

081] E: 21:14:15
     so far I've had three teaching practice and my performance has been
     very low, my main problem seems to be that i have too many ideas and
     usually stick not to the aim or my aim is so unclear that i end up with
     too many task too confusing and not appropriate for the students to
     learn something useful

(D Session 1: Volume 2, Appendix 22.8)

As the teaching practice is an assessed part of her course, the perceived low performance or gaps in knowing how best to achieve her lesson objectives is an important issue that could affect the Explorer's progress on the Master's course.

In subsequent D Sessions, the Explorer reveals further gaps in pedagogic knowledge. In D Session 2, she is concerned with how to elicit effectively from students and in D Session 3, the Explorer ends the session with worries about her inexperience of teaching and lack of knowledge of different teaching methodologies ("*I'm too un-experienced to know every kind of possible strategy and effective method*" – Line 85, Volume 2, Appendix 22.10).

By D Session 7, the Explorer has secured part-time teaching work and utilizes the session to reflect on a classroom management problem with her classes. However, doubts remain for her about her teaching skills ("*Am I such a bad teacher that after a few months without practice I don't know anymore how to keep a pace*" – Line 55, Volume 2, Appendix 22.14). In the final D Session, the Explorer will begin online teaching in the following month and has 'gaps' about how to build rapport with and manage the learning environment for students ("*I don't know how to create an environment on trust and support through internet*" – Line 28, Volume 2, Appendix 22.16).

In contrast to Participant D, Participant E utilizes E session 1 to talk about past obstacles that occurred during her teaching practice. Here, she articulates past problems, frustrations, and concerns that have already been identified and resolved. There are no apparent gaps in her knowledge; instead she articulates a clear response of what she should do the next time she teaches.

Another example of a gap in teaching knowledge occurs in G Session 6 in which the Explorer moves away from examining research problems to reflecting on her classroom teaching. In the STS move, the Explorer explains the teaching puzzle of how to have her students recycle the language that has been taught in previous lessons:

> 045] E: 22:37:38
>   so the issue is
> 046] E: 22:38:16
>   I teach them only once a week - I help them, I see that they understand,
>   get them to use the language and then they disappear
> 047] E: 22:39:07
>   the next week their context may have changed and they may be
>   focussed on something entirely different
>
> (G Session 6: Volume 2, Appendix 22.23)

Finally, in A Session 2, the Explorer utilizes the session to explore further the focus for her Course and Materials Design module assignment and articulate obstacles she is experiencing with the research process. The Explorer, however, reveals an additional gap; that is a gap in her teaching knowledge regarding course design – "*but I have never designed anything like a course before*" (Line 41, Volume 2, Appendix 22.2). In other words, her lack of experience of designing courses at her particular place of employment acts as another obstacle to the realization of completing the module assignment.

External obstacles

The final type of obstacle that can prevent forward progression for an Explorer is external. External obstacles exist outside of the immediate control of an Explorer yet create concern or hindrance towards the completion of a particular research project requiring the Explorer to seek ways to overcome them. Examples in the IMCD corpus are as follows:

1. Institutional or individual resistance

A gatekeeper is "the person who controls access to a location where it is hoped to carry out research" (Oliver, 2003, p.39). In B Session 1, the Explorer is ethically required to obtain informed consent of all the participants in his research and yet

explains he has met resistance from his current workplace towards him conducting any research at the institution:

> 089] E: 20:23:41
>> …I am a relative newcomer and am still feeling my way around the political structure of the machine, as it were. I am not in a position to do much more than ask, and even that may be a bit much. Just doing a bit of fishing seemed to send shivers up spines and raise hairs on necks.

> (B Session 1: Volume 2, Appendix 22.6)

Here, even initial enquiries by the Explorer into the possibility of him using his students as research subjects for his Master's course has created suspicion and nervousness for the institutional gatekeepers. This has lead to the Explorer being fearful to pursue further enquiries at his workplace.

In cases where the research involves the participation of specific individuals only, each person becomes their own gatekeeper who can deny or grant access to the researcher (Fieldman, Bell, & Berger, 2003). In H Session 3, the Explorer may imply individual resistance by her colleagues to participating in her CD project:

> 137] E: 21:13:38
>> becuase from my context it is not possible
> 138] E: 21:13:48
>> so it has to be a student from the MA

> (H Session 3: Volume 2, Appendix 22.27)

Unfortunately, the Explorer does not expand on the reason why it is not possible for her to recruit participants from her work context in the IMCD session.

In these examples, it can be seen that when institutions or individuals deny access to the research, the Explorers are faced with an obstacle that may be beyond their direct control to change.

2. Lack of resources / opportunities

Lack of resources or opportunities provided by the academic institution where a course participant is studying can create certain obstacles that hinder progress. In C

Session 1, for example, the Explorer explains her difficulties with choosing modules for the Master's course:

061] E: 20:46:18
   …My problem is not having any reference to what has been done in the
   past with evaluations on the different pathways chosen….

(C Session 1: Volume 2, Appendix 22.7)

Here, the obstacle for the Explorer is not having information or "*any reference*" (Line 61) provided regarding the particular course pathways past participants have taken on the Master's course and the rationale for their choices. Although a relatively easy solution may be to ask the academic institution to provide the information, the Explorer fails to discover a way forward in the session (See Section 10.4 for more details).

Another example in the corpus is the lack of further opportunities for teacher development afforded to Participant D due to the teaching practice component of her course coming to an end. In D Session 3, the Explorer expresses a desire to practice her elicitation techniques, but has no opportunity to return back to the classroom and to real classroom teaching:

041] E: 19:14:45
   surely there is a need of practicing this skill to be able to recognize
   what to do in order to achieve the wanted result.

(D Session 3: Volume 2, Appendix 22.10)

The obstacle remains for the Explorer in D Session 4. She wishes to experiment with different teaching methodologies she is learning on the course, but states:

020] E: 06:22:53
   How am I going to do this without practices, I don't really know...

(D Session 4: Volume 2, Appendix 22.11)

Thus, the limited opportunity for actual teaching provided by the academic institution works as an external obstacle that constrains her opportunity to develop as a teacher.

3. Task requirements

Task requirements set by the institution can also create obstacles for course participants. In the IMCD corpus, Explorers showed concern about being able to work within the limitations of the particular assignment or study. For example, in A Session 2, the Explorer is worried about the 4,000-word limit for her module assignment and being able to include all of her ideas in such a short piece:

> 016] E: 20:09:11
> …It's only 4000 words and I am afraid I have too much that I want to say.

> (A Session 2: Volume 2, Appendix 22.2)

In the same way, Participant J is concerned about the limitations of the small-scale study in the first module of his Master's course. Wishing to investigate the discourse of key people involved in the bankruptcy of his institution, the Explorer realizes that his research interests conflict with the actual task requirements in terms of being too large-scale:

> 138] E: 10:34:38
> obviously, despite having a personal and professional interest in the topic, from many perspectives, I also need the work to meet the requirements

> (J Session 1: Volume 2, Appendix 22.32)

Finally, in H Session 3, the Explorer feels constrained by the limited scope of the pilot study for the dissertation:

> 113] E: 21:06:49
> i was just thinking that i cannot do more than one session due to scope of pilot study
> 114] E: 21:07:01
> so maybe this is another thing i have to come to terms with

> (H Session 3: Volume 2, Appendix 22.27)

Another obstacle regarding task requirements is the institutional expectation that a course participant makes use of the literature within his or her writing. Thus, obstacles

related to literature reviews can traverse both gaps and external obstacles (See previous sub-section on conducting a literature review). For example, in I Session 1, in the process of writing a short task for the first module, the Explorer is concerned whether he *"needs to make use of extensive reference(s)"* (Line 102) and whether this will *"stifle (his) originality"* (Line 102) (Volume 2, Appendix 22.31).

Thus, institutional requirements can impose an external obstacle for course participants who then need to seek ways to adapt so that they work within the stipulations of each particular task on the course.

4. Tutor communication

Holmberg states that, "(student) communication (with their tutors) is…seen as the core of distance education" (as cited in Evans, Haughey, & Murphy, 2008, p. 3). Thus, a perceived lack of tutor support, response, or clarity by participants can result in obstacles to students moving forward with their research projects (Galusha, 1997; Hara & Kling, 2001). In G Session 4, for example, the Explorer has received feedback from her tutor regarding the research proposal she has submitted via email. The tutor asks her to provide *"a 1-sentence statement of intent…which captures…this focus"* (Line 23). The confusion for the Explorer arises in her belief that:

> 026] E: 22:37:59
>   TBH I had thought that my sentence -
>   >[3] I would like to observe how Understanders' moves
>   > (responses) helped to create space for me to explore
>   > my thoughts and to see my way forward in the
>   > situations I was exploring as Speaker in our IMCD
>   > sessions.   " was that statement of intent
>
>   (G Session 4: Volume 2, Appendix 22.21)

Thus, the obstacle has been created externally by the tutor's email reply and becomes the focus of the session as the Explorer strives to understand what her tutor wishes her to do.

---

[3] The symbols > indicate words Participant G has copied and pasted into the text chat from her original email to her tutor.

In the H Sessions, the Explorer is "*struggling*" (H Session 3, Line 30) with deciding on her research subject for her project. As a response, she has contacted her tutor for advice but has yet to receive a reply:

> 031] E: 20:41:42
> i did ask my tutor but have not received an asnwer yet regarding using the particiapnt that i do CD with
>
> (H Session 3: Volume 2, Appendix 22.27)

When the reply finally arrives via email, it causes confusion for the Explorer in that the tutor asks her to account for potential researcher bias in the data collection stage ("*because you know this in advance, this knowledge will be at the back of our mind during the CD, no? What does this mean for your study*" – Line 39). In H Session 4, the Explorer explains that she is "*puzzled*" by the question:

> 037] E: 20:39:55
> as well i got a reply from my tutor on how i will perfrom my data collection that i am puzzled about and need to reflect on
>
> (H Session 4: Volume 2, Appendix 22.28)

Like Participant G, the Explorer feels unable to move forward until she has fully understood what the tutor has asked of her.

5. Isolation

When undertaking a research project, it is important for researchers to be able to talk through their ideas with course tutors, colleagues and other students (Boon, 2009; Sampson, 2003). Thus, isolation can be an obstacle that hinders progress. In C Session 1, for example, the Explorer who is a distance learner student embarking on her Master's course states:

> 058] E: 20:42:50
> I am not sure what other students are doing, being so isolated on this course, not having anyone to talk to about these issues makes these decisions hard…
>
> (C Session 1: Volume 2, Appendix 22.7)

143

Here, the Explorer feels an immediate sense of isolation on the course and needs to seek advice or talk through her ideas regarding her module choices with other course participants. In addition, she mentions at the start of the session that the course discussion list has fallen inactive (Lines 11-21) (Mann & Talandis, 2012). Thus, given her lack of opportunity to contact other people on the course, this can be categorized as an external obstacle.

Similarly, in H Session 6, the Explorer who is a distance learner student, articulates concern about the lack of communication with other students. Having posted a draft of her interview questions on the virtual learning management system, 'Blackboard' in order to get peer feedback, the Explorer is "*nervous*" (Line 31) about the dearth of responses from other students:

> 031] E: 20:33:16
> > am a bit nervous now becuase almost a week has gone by and only got one comment and i feel this is holding me back
>
> > (H Session 6: Volume 2, Appendix 22.30)

Here, the Explorer clearly signals that the lack of feedback is "*holding (her) back*" (Line 31) from progressing with the research project.

Feelings of isolation are not exclusive to distance learning students, but can be experienced by on-campus students as well (Loo & Rolison, 1986). For example, during post-session comments in D Session 1, the Explorer who is an on-campus Master's student, states:

> 161] E: 22:00:39
> > there is something I've noticed whcih is giving a sense of isoltation for students attending a couse as much as for DL...
> 162] E: 22:00:56
> > students don't interact at all...
>
> > (D Session 1: Volume 2, Appendix 22.8)

Thus, the lack of opportunity to talk about one's research can exist as an obstacle for both distance and on-campus students.

6. Time

Philosophically speaking, time exists as the most significant external obstacle for everyone. For distance and on-campus post-graduate students, time is a limited resource. As time continues on, it serves as a constant reminder to students as to how long they have left to complete all of the assigned work before their course deadline expires. Thus, in the IMCD corpus, time is a recurrent theme. For example, in F Session 1, the Explorer who is undertaking a PhD via distance learning shows concern about his miscalculation of available time to finalize his focus:

> 080] E: 18:21:36
> > I think i was a bit naive when i first wrote my proposal. i thought i
> > would have at least a year before i needed to pin down my topic.
>
> > > (F Session 1: Volume 2, Appendix 22.17)

Here, the Explorer realizes the immediate need to determine his focus lest create "*a lot of extra work*" (Line 82) for himself.

In the H Sessions, the Explorer is also concerned about time and time-management on her distance-learning Master's course. Available course time restricts what is possible to undertake for the Explorer with regards to her pilot study for the final dissertation:

> 106] E: 21:04:36
> > and then again the question of bing constrianed by time and scope of
> > the pilot study
>
> > > (H Session 3: Volume 2, Appendix 22.27)

In H Session 6, with a planned Christmas vacation and imminent deadline of January 17th for her assignment, the Explorer is concerned about the lack of response to her posting on 'Blackboard' (Isolation), receiving ethics approval from her tutor (Tutor communication), and the available time she has to do the work within her own personal schedule:

075] E: 20:44:38
>this uncertainty is overwhelming because i leave this saturday on
>vacations and on the 20th i can re start my pilot study progress

(H Session 6: Volume 2, Appendix 22.30)

Finally, for on-campus students the intensity of the workload when undertaking a Master's in a one-year period can prove to be challenging. For Example, in D Session 6, the Explorer identifies her problem in the STS move:

017] E: 18:13:26
>the course is going on too fast for me, I'm still thinking about the
>practices and I should now be concerned with the syllabus and course
>design.

(D Session 6: Volume 2, Appendix 22.13)

As the course naturally progresses, the Explorer finds herself still working on her comprehension of teaching methodology but needs to move quickly on to study other pedagogical concepts.

Lexical realization

The Articulating obstacle(s) move can be identified by the Explorer's use of lexical signaling. According to Hoey (2001):

> The problem-solution pattern is characteristically lexically signaled either by means of inscribed signals (e.g. problem) or inscribed evaluations functioning as signals (e.g. unfortunately) or by means of evoking signals (e.g. had no money). One or more of these signals serves as trigger for the pattern, in that it makes the pattern visible to the reader. (p.140)

As previously mentioned, in the IMCD corpus Obstacle can be signaled via the use of conjunctive adverbs such as 'however' or 'but,' verb negation, the intensifier, 'too,' and lexis that negatively evaluates (e.g. *very frustrating* - C Session 1, Line 78), that clearly signals the function of the move (e.g. *My dilemma is…* - G Session 1, Line 78), or that evokes an obstacle (e.g. *deep breaths…maybe because I'm a sensitive thing, but I find it quite tough to do* − G Session 3, Line 67). Appendix 10 contains an overview of the lexis used in all of the IMCD sessions by Explorers. It contains the

first instance of Obstacle as it is initiated in the STS or GPR move by the Explorer and each subsequent instance of Obstacle as it occurs in a specific session.

This section has examined the occurrences, patterning, functions, and lexis of the articulating obstacle(s) move across the IMCD corpus. The next section will look at how an Explorer may respond during an IMCD session to the obstacle(s) that has / have emerged.

5.3.4 Articulating potential responses

Once a particular obstacle has been articulated in an IMCD session, the next move by the Explorer may be to articulate potential responses as he or she seeks a solution to the identified problem(s). The function of the potential responses move differs from the 'Response' of Hoey's (1983, 2001) SPRE model or 'Result or resolution' (Johnstone, 2003; Labov, 1972) of a narrative story as the move still exists as a hypothetical for the Explorer rather than an actual or planned response (See Section 6.4). It is a working through of potential next steps for the Explorer - an articulation of possible ideas, options, routes, and directions and the consequences of pursuing these particular courses of action couched within indefinite, uncertain, and tentative lexical or grammatical terms.

The articulating potential responses move can be categorized as an obligatory move as it occurs in 28 of the 32 IMCD sessions in the corpus (The exceptions are the A Sessions in which the Explorer sets the scene in Session 1, articulates obstacles in Sessions 2 and 3, and gives an extended progress report in Session 4 - See Section 10.2 for further details). Three distinct patterns emerge in the data regarding the first instance of the potential response move by an Explorer in an IMCD session. In the first pattern, the response move may occur directly after the initial obstacle move that is articulated within the STS or GPR or after an extended obstacle move by the Explorer. This pattern occurs in 20 sessions (See Appendix 11 (1)).

It should be noted that in some cases, an optional move such as clarifying, meta-comments, or reflecting on action may occur between the obstacle and potential responses moves (See Chapter 7). It should also be noted that as evaluating (See

Section 5.3.5) usually occurs at the start of each turn-at-talk for the Explorer, the move has been omitted from the tables in Appendix 11 for the sake of conciseness.

In the second pattern, a discovery (See Section 6.2) may occur for the Explorer immediately after he or she has articulated the particular obstacle(s) he or she wishes to work on in the session. The potential response may then be utilized by the Explorer to ponder possible next actions in response to the Discovery that has been made. This pattern occurs in three sessions (See Appendix 11 (2)).

In the third pattern, the first instance of articulating potential responses may occur after the Explorer has initiated a planned response to the specified obstacle(s). Here, the Explorer may have a concrete idea regarding what is needed to be done next to move the research project forward or to develop his or her teaching skills. However, the Explorer may then realize problematic aspects of the planned response that lead to the re-emergence of obstacle(s). This may result in subsequent Explorer responses being more tentative as he or she loses faith in or wishes to make modifications to the original planned response. This pattern occurs in three sessions (See Appendix 11 (3)).

Finally, there are two sessions in which the first instance of articulating potential responses does not fit with the three patterns above. In A Session 5, for example, articulating potential responses occurs for the first time after the Explorer has signaled a desire to move to a new topic to explore (Line 58) and initiated a second STS move (Lines 58-60) (See Appendix 11 (4)). In D session 7, the pattern is similar to the Obstacle ➜ Discovery ➜Potential response pattern (See Appendix 11 (2)). However, discovery (Lines 78-80) in this session results in the emergence of further obstacles for the Explorer (Lines 80-84). This in turn leads the Explorer to reflect on a pedagogical task she decided not to use in the particular class she was teaching due to perceived student reticence (Line 85). The Explorer then articulates a potential response of using the activity in the next lesson (Lines 86-89) (See Appendix 11 (5)).

With regards to subsequent instances of articulating potential responses, another three distinct patterns in the data can be determined. In eight sessions in the IMCD corpus, the articulating potential responses move occurs only once in the session. In other

words, the response move may lead to the end of a session or may result in the emergence of further obstacle(s) moves for the Explorer (See Appendix 11 (6)).

In D Session 5 / E Session 1, for example, the articulating potential responses move occurs towards the end of the session. To provide an illustration of the move in action, in D Session 5 / E Session 1, the Explorer articulates an obstacle in the STS move related to her teaching practice in which her supervisor has commented on her classes being too teacher-centered (Lines 44-49). After clarifying the areas of her lessons she believes involved too much teacher explanation and her rationale for lecture-style teaching, the Explorer articulates a potential response to overcome her obstacle:

> 061] E: 18:58:10
>> so i guess it's about me finding a balance between making sure that
>> students know the point i want to teach, so that they have examples
>> and explanations, and letting them discover it by themselves, so that
>> they really learn instead of just imitate.
>
> (D Session 5: Volume 2, Appendix 22.12)

Here, the Explorer prefaces her turn-at-talk with the discourse marker "*so*" to indicate a move from 'problem' and 'clarifying' to 'solution.' The use of the verb "*guess*" marks the Explorer's belief or stance towards the response as being tentative (Biber, 2006a; Kärkkäinen, 2003); a possible action to consider in order to make her lessons more student-centered on her next return to the classroom. The Explorer does not specify how exactly she will find the balance between explicit and implicit grammar teaching in her classes. However, as a satisfactory conclusion has seemingly been reached for the Explorer and as "*nothing else comes to mind*" (Line 72, D Session 5: Volume 2, Appendix 22.12), the session comes to an end soon after the Understander's reflecting move.

In D Session 1, on the other hand, the Explorer is concerned with her perceived weakness of eliciting answers from students during her teaching practice (Lines 110-111). The Explorer articulates a potential response to her teaching problem:

> 129] E: 21:43:48
>> what I should try to learn is how in the middle of a lesson to revise my
>> action and not choose for the easier way that comes to my mind.

Here, the Explorer conveys a need to learn how to reflect in action whilst teaching (Schön, 1983), to have the confidence to change teaching activities that are underway in order to maximize student involvement, and to not choose the easier option of a more teacher-centered method of introducing new vocabulary to students. The move is framed with the modal verb "*should*" which marks the Explorer's sense of weak obligation or necessity towards the action being proposed (Biber, 2006b, Dollinger, 2008) and thus helps to characterize the response as being at the potential level. Unlike D Session 5, in D Session 1, the one instance of articulating potential responses leads to the continuation of the obstacle for the Explorer as she finds herself unable to move forward ("*So what should I do? How should I tackle the problem?* – Line 136).

In the second pattern in the IMCD corpus, the articulating potential responses move is utilized more than once in a session. The response, however, may be negatively evaluated (Hoey, 2001) by the Explorer or may generate new Explorer obstacles and thus lead to an Obstacle-Response cycle in the session. This pattern occurs in 12 sessions (See Appendix 11 (7)).

To provide a more detailed example of an Obstacle-Response cycle in action, in G Session 3, the Explorer begins the session with a GPR➔STS move explaining the continuance of the obstacle that she has explored in G Session 2; namely that her research focus for her 'Developing Researcher Competence' (DRC) assignment is too large (Line 32). The Explorer then explains that she may not have worded her research proposal clearly enough (Line 44). She also provides information to the Understander about feedback from her tutor with questions for her to consider about her role of researcher in the DRC project (Line 47). Her planned response is to be careful to avoid including bald assertions and to account for any researcher subjectivity when writing up the assignment (Lines 59-61). The Explorer then returns to the more immediate plan of revising her research proposal (Line 66). This leads the Explorer to articulate a "negative evaluation" (Hoey, 2001) of her plan (Line 68):

    067] E: 22:19:16
        deep breaths

068] E: 22:20:08
> maybe it's because I'm a sensitive thing, but I find it quite tough to do

Here, the Explorer articulates an internal obstacle - a sensitivity or reluctance she feels towards modifying her work (See Section 5.3.3 – Self-efficacy). As the Explorer considers her response to this obstacle, she reduces her degree of certainty from planned to potential:

069] E: 22:20:49
> perhaps I can just look at it, and do a simple rephrasing

070] E: 22:21:20
> chopping out the sweeping statements and replacing them with my mini version

071] E: 22:21:26
> and see how it reads.

072] E: 22:21:41
> That might be the beginning that I'm looking for.

Here, the Explorer signals the response as being only a possibility via the use of the epistemic stance adverbial "*perhaps*" that marks the uncertainty within the proposition. The "*simple rephrasing*" (Line 69) suggested by the Explorer contrasts with the lexical usage of "*tough*" in line 68 and may help to make the response appear easier for the Explorer and thus help her to overcome her reluctance to modify the research proposal. The particular response move is then ended with the Explorer evaluating the response positively as a "*beginning*" (Line 72) to her solution and way forward, but utilizing the modal marker verb "*might*" (Line 72) to express tentativeness in this assertion.

In her next turn-at-talk, the Explorer returns to articulating obstacle(s) to explain her rationale for avoiding rewording the proposal. The Explorer explains that she believes her original focus for the DRC project to be researchable; however, she does not have the confidence to challenge the feedback provided by her tutor:

081] E: 22:24:35
        yes... and i'm thinking that one of the reasons why I'm shying away
        from it is because I want to tell my tutor why I proposed what I
        proposed and that I do think it would be possible
082] E: 22:24:57
        but part of me doesn't dare.

                                    (G Session 3: Volume 2, Appendix 22.20)

In line 83, the Explorer then articulates a potential response of factoring into her
revised proposal her belief that the DRC proposal is feasible while at the same time
being careful not to challenge directly the advice given to her by her tutor:

083] E: 22:25:39
        so i guess what I have to do is structure that hunch into my new
        proposal, very politely.

                                    (G Session 3: Volume 2, Appendix 22.20)

Here, the response move is framed with the discourse marker "*so*" to signal a topic
change from obstacle to response. The move is also prefaced with the first-person
pronoun and cognitive verb "*I guess*" to indicate the uncertain stance of the Explorer
or low level of commitment (Cappelli, 2007) towards the action being suggested. This
potential response immediately leads to negative evaluation by the Explorer in line 84
as she questions herself as to whether she is making the task more difficult than it
should be and thus generating more obstacles:

084] E: 22:25:53
        Am I making a mountain for myself?

                                    (G Session 3: Volume 2, Appendix 22.20)

As a result of a successful thematizing move (Line 86) (See Section 8.3.2) in which
the Understander invites the Explorer to comment on a connection between her not
wishing to challenge her tutor and her sensitivity in her work, the Explorer makes a
discovery (Lines 92-95) and reconfirmation of her planned response of line 66; that is,
the need to reword her DRC proposal (Lines 101-102). G Session 3 then comes to an
end in Lines 109-117.

The third pattern in the IMCD corpus is similar to the second in the respect of the Explorer utilizing the articulating potential responses move more than once in a session. However, in the third pattern, the articulating obstacle(s) move is not used again after the Explorer has articulated his or her first instance of potential response. This pattern occurs in eight sessions in the IMCD corpus (See Appendix 11 (8)).

To provide an example, in G Session 6, the Explorer makes use of the IMCD session to reflect on a teaching puzzle or "*issue*" (Line 45) – how she can facilitate language retention and provide students with the opportunity to use the language they have learned (Lines 37-53). The Explorer's first instance of articulating potential responses to overcome the pedagogical obstacle occurs after a clarifying move. The Explorer states that:

> 073] E: 22:47:24
>   I'd like to create some way
> 074] E: 22:47:37
>   of getting them to recycle what they did the week before
> 075] E: 22:47:45
>   so that it's not lost

<div align="right">(G Session 6: Volume 2, Appendix 22.23)</div>

The move is categorized as being at the potential level as the contracted modal "*would*" combined with the main verb "*like*" in line 73 marks the Explorer's response as a future action or desire "that could occur, but with no necessary implication that the event actually will happen" (Biber, 2006b, p.98). Moreover, the Explorer is yet to specify the exact "*way*" (Line 73) she intends to help students to recycle the language.

In her second instance of articulating potential responses, the Explorer builds on the previous move in lines 73-75 and begins to formulate her intervention:

> 084] E: 22:50:28
>   so, I'm thinking
> 085] E: 22:50:47
>   what I need is some kind of sheet to fill in
> 086] E: 22:51:02
>   while they work that itself becomes and activity for the next week

<div align="right">(G Session 6: Volume 2, Appendix 22.23)</div>

The Explorer's idea is to design a worksheet in which students can note down language whilst completing specific classroom activities. The worksheet can then be used in the following lesson for a review activity. Here, the Explorer utilizes the continuous form of the verb "*think*" to indicate the mental process of formulating a satisfactory plan is still very much in action and thus, marks the response as being tentative at this stage in the session.

In the Explorer's next turn-at-talk, she continues to work through the potential response by beginning to imagine how the activity might work in the classroom:

092] E: 22:53:19
      an activity that they'd complete in the first 15minutes of the next weeks lesson.
093] E: 22:53:37
      They could maybe just make notes while studying
094] E: 22:53:58
      and then in the last 15minutes
095] E: 22:54:05
      turn those notes into questions
096] E: 22:54:31
      ... i wonder how well that would actually work

(G Session 6: Volume 2, Appendix 22.23)

The Explorer considers having students take notes during the class and allocating time at the end of the lesson for students to make individual questions based on the language they have learned. The questions can then serve as a review activity at the start of the following lesson. Once again, the Explorer frames her response using the epistemic modals "*would*" and "*could*" to mark the developing ideas as hypothetical; as a possible future action (Biber, 2006b) to overcome the obstacle identified in the STS move. In line 96, the Explorer then begins to question the potential response and articulate uncertainty as to how the activity may work in reality. However, by her next turn-at-talk, the Explorer shifts back to a positive evaluation of the response, utilizing the attitude stance marker, "*think*" to express a subjective opinion as to the probable benefits of the intervention for her lesson:

154

101] E: 22:56:22
   I also think that the making of questions would serve as a nice cap on
   the lesson

<div align="right">(G Session 6: Volume 2, Appendix 22.23)</div>

Interestingly, in this session, the Explorer briefly switches to obstacle in line 102 (*"My only concern is…"*). However, the obstacle move remains incomplete as the Explorer interrupts it in mid-sentence to articulate a discovery (*"Sorry…I'm answering my own question before I write it"* – Lines 103-104). This is a eureka moment for the Explorer in which she realizes how the proposed activity will work with her students. The Explorer then works through the discovery and articulates a concrete plan of action regarding the implementation of the worksheet review task in her next class (Lines 133-161). In G Session 6, therefore, the Explorer does not utilize a complete obstacle(s) move after the initial obstacle within the STS move. Instead, the Explorer continues to build on her initial potential response until she reaches a way forward – a plan of action that is "as close as we can to what we want them to be" (Edge, 1992b, p. 80).

Thus, it can be seen that articulating potential responses moves may be utilized by the Explorer in a session as an attempt to overcome the particular research obstacle(s) or teaching puzzle he or she is facing. Through the move, the Explorer signals a position or stance as to the viability of the suggested response and how committed he or she may be to pursuing this idea or action. The articulating potential response move is thus couched in tentative, uncertain, and hypothetical lexical and grammatical terms. In the IMCD corpus, the response may be signaled via:

- modal markers of possibility (*"could," "may," "might"*)
- modal markers of necessity (*"should"*)
- modal markers of prediction (*"would"*)
- adverbs of likelihood (*"kind of," maybe, "perhaps," "possibly"*)
- adverbs of desire (*"hopefully"*)
- verbs of likelihood (*"assume," "believe," "guess," "suppose," "think," "wonder,"*)
- verbs of attitude (*"feel," "hope"*)

- verbs of desire (*"keen," "hope," "plan," "want," "would like"*)
- conditionals (*"If I do x, y will happen"*)
- noun phrases *"My hunch is…," "A high probability of.."*)

(Biber, 2006b)

At the point of its articulation in a session, the Explorer still remains undecided. The response is brought into being as a possibility. It may lead to discovery and the formulation of a concrete plan of action (See next chapter). However, it can also be negatively evaluated and lead to further obstacles and confusion for the Explorer. Nevertheless, it is an essential and obligatory move within an IMCD session if the Explorer is to move forward with a particular research project or to develop new ideas to overcome pedagogical puzzles.

Appendix 12 includes all instances of articulating potential responses from the 28 sessions it occurs within the IMCD corpus and provides further details of the particular lexico-grammatical features of the move.

5.3.5 Evaluating

The final obligatory move utilized by the Explorer in an IMCD session is evaluating. This move occurs immediately after each Understander reflecting move (See Section 8.2). As a penultimate step of the move, the Understander utilizes a yes / no interrogative sentence that seeks confirmation from the Explorer of the accuracy of the reflection (e.g. – *"Is that right?"* - Line 73, G Session 1: Volume 2, Appendix 22.18). Once the floor is passed back to the Explorer via the turn-change signal, the Explorer then begins the next turn-at-talk by providing the second-pair part to the Understander's question and evaluating the reflection. The Explorer may evaluate the reflection move as being correct and thus move on with his or her exploration:

> 086] E: 06:25:22
>   voila! exactly that

(G Session 1: Volume 2, Appendix 22.18)

Alternatively, the Explorer may indicate problems with the Understander's reflection and move to clarify the particular elements he or she feels has been misunderstood:

120] E: 21:39:24

>not exactly, because I found the context for them, i did not give the opportunity to find it, wich was why I had to elicit.

<div align="right">(D Session 1: Volume 2, Appendix 22.8)</div>

The clarifying move will be explained in further detail in Section 7.2.

Although the evaluating move is an important means of providing feedback to the Understander as to how well he or she is understanding, on occasion, it is possible for the Explorer to forget to respond to the confirmation request and instead continue on with the exploration. In B Session 1, for example, the Understander seeks confirmation of the accuracy of his third reflection move (*"Does this match what you are saying?"* – Line 98). However, the Explorer fails to evaluate the reflection but moves directly to 'Articulating potential response' (*"I would absolutely love to figure out a way..."* – Line 100). Rather than interrupt the Explorer, the Understander assumes that his reflection move was accurate and waits until the next turn-at-talk to seek confirmation again (See Volume 2, Appendix 22.6).

5.4 Conclusion

This section has examined the four Explorer obligatory moves that occur in the IMCD corpus. As has been shown, an Explorer begins a session by either setting the scene to a new exploration or by giving a progress report as to actions undertaken for a exploration that continues on from a previous session. Embedded in the STS or GPR is the obstacle which is preventing forward movement for the Explorer. From here, the Explorer may articulate potential responses as he or she seeks ways to overcome the obstacle and develop a plan of how best to proceed. Throughout a session, the Explorer provides the Understander with feedback by evaluating Understander moves as to their accuracy regarding Understander comprehension as to what the Explorer has been articulating. Each obligatory move has been analyzed with regards to its position, function, and lexical realization in an IMCD session. The next section will describe two moves in the corpus that are neither obligatory nor optional. These moves can be categorized as desired as the underlying aim of an Explorer undertaking an IMCD session is to make a discovery regarding his or her research project or teaching and to develop a plan of action that overcomes the particular obstacle he or she is facing.

Part 2: The research

Chapter 6: Explorer desired moves in IMCD sessions: Session stage

6.1 Introduction

In his description of the Cooperative Development framework, Edge (2006a) states that the Explorer's responsibility in a session is to:

> explore a self-selected issue with the intention of making some kind of a discovery, a breakthrough in personal thinking. The underlying principle (of CD) is that when (an Explorer) explores his or her experience and knowledge in such a supported way, there exists a potential for the discovery of something new, or perhaps the realization of something that had previously been only tacit. To the extent that it is appropriate, the discovery may well lead to a plan of action. (p.105)

In this respect, the main objective of a CD / IMCD session is to provide the means for an Explorer to move beyond the first stage of reflection and heightened awareness towards discovery (Stage two) and action (Stage three) (Boon, 2003; Edge 1992b) (See Figure 5.1). However, this may not always be possible for the Explorer to achieve within a session (See Figure 5.2). Thus, the discovery and articulating planned responses moves are neither obligatory (as an Explorer may not discover anything new or formulate a plan of action) nor optional (as the sole intention of taking part in the session is to seek ways to overcome a particular obstacle that is preventing forward movement). Instead, the moves can be considered as desired: moves that an Explorer strongly wishes to occur as a result of participating in a session.

Within the IMCD corpus of this study, discovery moves occur in 20 sessions and articulating planned responses occur in 16 sessions. Chapter 6 describes the two desired moves in turn and the types of discovery that may occur (See Table 6.1).

Table 6.1: Explorer desired moves in the Session stage of IMCD

Explorer desired moves and types
Making a discovery:
1. Eureka moments
2. Decision-making
3. Further discoveries
4. Understander-facilitated discoveries
5. Ambiguous discoveries

6. Post-session discovery
Articulating planned responses

6.2 Making a discovery

A discovery may occur at any point in an IMCD session for the Explorer after the initial STS or GPR move and Understander's first turn-at-talk. For example, in A Session 5, D Session 3, and G Session 4, the Explorer signals a discovery immediately after the Understander's first reflection move. In other instances, discoveries may occur in the middle or towards the end of a session (See Appendix 13).

A discovery may lead the Explorer to a way to overcome the obstacle and to the formulation of potential or planned responses of action of what should be done next to move forward. This pattern can be seen in the following 12 sessions:

- A Session 5
- B Session 1
- D Sessions 8, 9
- G Sessions 2, 3, 4, 6
- H Sessions 2, 3, 5
- J Session 1

Thus, discovery may act similarly to 'climax' (Chafe, 2003; Labov, 1972) in narrative in which tension in a story peaks as unexpected elements occur. This may then lead "toward a final state in which new knowledge provided by the climax has been incorporated" (Chafe, 2003, p. 677) and the issues have been resolved. For example, in G Session 6, the Explorer articulates her first discovery in line 105:

> 105] E: 22:58:11
> i was thinking that the learners would be able to answer their q's
> without much thought because while creating the qs they'd be very
> aware of the answers -but actually that's a gem

> (G Session 6: Volume 2, Appendix 22.23)

In the midst of articulating an obstacle or negative evaluation of a potential response in lines 102-104, the Explorer interrupts the move to indicate to the Understander that

she has found a way forward – *"..sorry, I'm answering my own question before I write it."* In line 105, she explains her initial concern with the implementation of the pedagogic activity, but then signals the discovery with the lexical phrase – *"but that's a gem."* The Explorer then moves towards the formulation of a detailed plan of action in lines 112-123, a second discovery (Line 125 – *"YES!!"*) and modifications to the final plan in lines 133-149.

The narrative peak created by a discovery in an IMCD session may be lost, on the other hand, as the particular obstacle prevails or new obstacles emerge for the Explorer. This pattern occurs in the following four sessions in the IMCD corpus:

- D Sessions 3, 7
- G Session 1
- H Session 1

For example, by the end of G Session 1, the Explorer realizes that she needs to relinquish her fear of approaching gatekeepers to gain access for her research:

> 112] E: 06:41:27
> And yes that's key for me I think - accepting what is possible and saying 'so what' and going ahead because of what I believe in ultimately.

> (G Session 1: Volume 2, Appendix 22.18)

However, the Explorer moves on from the discovery to reiterate the original obstacle and her rationale for its continued existence (Line 118 – *"I'll go to the phone and 'gulp' what am I going to say?"*) before ending the session.

Finally, once articulated, an Explorer may decide not to work with the particular discovery and investigate it further but instead switch to a different aspect of the IMCD exploration. This occurs in the following four sessions in the IMCD corpus:

- A Sessions 2, 3
- H Session 6
- I Session 1

In I Session 1, for example, as a result of the Understander's synthesis reflecting move (See Section 8.3.1), the Explorer pauses momentarily and discovers possible answers to the questions he has raised in the session (Lines 130-131). In line 32, the Explorer then signals a move to a new topic to explore (*"Okay last question: is this study suited to younger learners (6-11) or older learners (12-15)?"*) (See Section 6.2.4 - Understander facilitated discoveries for further details).

In the IMCD corpus, four main types of discovery can be identified: eureka moments (16 instances), decision-making (2 instances), further discoveries (5 instances), and Understander facilitated discoveries (3 instances) (See Appendix 13). As well as the four main types, discoveries can also be ambiguous (5 instances) or occur post-session (3 instances). Sections 6.2.1 to 6.2.6 will describe each type in turn.

6.2.1 Eureka moments

Eureka moments can be described as instantaneous live discoveries. These moments may occur in an IMCD session through a process of the Explorer retrieving, organizing, and articulating his or her ongoing thoughts to the Understander. These articulations can trigger a heightened sense of awareness in which the Explorer may start to access the more tacit areas of his or her reasoning, bringing to the surface that which is hidden or unknown, making hitherto unforeseen connections, and reaching new realizations about a particular research obstacle or teaching puzzle (Boon, 2003, 2007; Edge, 1992b, 2002). Eureka moments can also be facilitated via reflecting moves as the Explorer is provided the opportunity to read his or her thoughts reflected back by the Understander (See Sections 8.2 and 8.3.1). In the corpus, there tends to be different degrees of discoveries in terms of their significance for the Explorer and to the subsequent direction the Explorer takes in a session. In other words, some eureka moments may play a pivotal role in the Explorer overcoming a particular obstacle. Other eureka moments may not be picked up by the Explorer as an area to explore further in a particular session.

Eureka moments may be lexically signaled by use of meta-language to indicate to the Understander that the discovery has just occurred or is in the process of being formulated. For example:

"Although ah! Maybe not. If the title frames the whole piece…"

(Line 53, A Session 5, Volume 2, Appendix 22.5)

"I've just realize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation…"

(Line 50, D Session 3, Volume 2, Appendix 22.10)

"I'm thinking out loud so I hope it makes sense…"

(Line 142, J Session 1, Volume 2, Appendix 22.32)

Also, eureka moment discoveries may be signaled by their sudden entry into an Explorer's turn-at-talk marking a rapid change from obstacle to response. For example, in A Session 2, after articulating six instances of obstacle in the session (Line 19, Line 22, Line 26, Line 30, Line 39, and Line 41), the Explorer ends her current obstacle move with a sudden shift towards response – "*Maybe I should ask to see some sample assignments*" (Line 41, A Session 2, Volume 2, Appendix 22.2). This is later verified by the Explorer via post-session email feedback as being a eureka moment discovery (See Volume 2, Appendix 22.3.1).

6.2.2 Decision-making

It may be the case that an Explorer comes to an IMCD session with a dilemma: two possible directions he or she could take to move the research project forward. In this situation, the discovery differs from a eureka moment as the Explorer has already identified two possible options to overcome the obstacle prior to the start of the session. Instead, the discovery is the reaching of a final decision as to which option to take. It is the Explorer deciding to follow one path and to discard the other. In H Session 2, for example, the Explorer's dilemma is whether to select a research participant she is currently undertaking CD sessions with for her project or find somebody who is new to the framework. The Explorer's first discovery in the session is a eureka moment – "*Just reflecting on this now I realized that I feel more comfortable regarding the data I can collect if I choose a participant that has done CD before*" (Lines 49-51, H Session 2, Volume 2, Appendix 22.26). Here, the Explorer realizes that it would be easier for her to work with an established CD partner but remains concerned over how this might affect the research question she first articulated in H Session 1 (Line 65) - *"Does the teacher participating in my study*

find CD useful for his/her PD after experiencing it?" In the Explorer's second discovery, she reaches a decision:

> 085] E: 20:56:06
> > at leat now I feel that it should be a participant that has done several sessions so he/she feels comfortable with the method
>
> (H Session 2: Volume 2, Appendix 22.26)

Here, the Explorer indicates that she has reached a new understanding (*"at least now I feel that it should be..."*) and by doing so, implicitly signals that her decision as to the choice of research subject has been made. She then moves to the formulation of her plan of action (Lines 95-98) before ending the session (Line 110).

6.2.3 Further discoveries

It may be possible that a discovery in an IMCD session leads to further discoveries for the Explorer as he or she works through the ideas that have been generated. These may be ideas that have been previously hidden from the Explorer but become apparent as a result of the first discovery. To illustrate, in G Session 4, the Explorer's first discovery involves a realization that the course tutor wishes her to include in her CD research proposal for a module assignment how she will successfully show that Understander moves help provide the space for Explorers' ideas to develop. The discovery is signaled as a sudden eureka moment – *"I think the answer is there staring me in the face..."* (Line 35). The Explorer then works through four possible options for a research focus that her tutor has provided in his feedback email. The second eureka moment builds from the Explorer's first discovery:

> 073] E: 23:01:47
> > I think that I just have to try and post my statement of intent with the 2 and hope that that's acceptable....hold on..
> 074] E: 23:01:57
> > maybe I should rephrase what I'm observing
> 075] E: 23:02:01
> > so that I say,
> 076] E: 23:02:46
> > that my intent is to explore how I perceived the understanders moves to create space ....
> 077] E: 23:02:57
> > that way I'm not saying that I'm exploring the U's moves??

Here, the second eureka moment is signaled with the phrase "*hold on*" in line 73 to change the direction of the move from articulating potential response to discovery regarding the tutor's request for the Explorer to write a statement of intent within her research proposal. The second discovery for the Explorer is the realization that she should rephrase her original proposal. The intent should be reworded from her 'observing' how Understander moves help create space (The Explorer's original idea in Line 23), to how she as Explorer perceived these moves helped create the space for her ideas to grow whilst undertaking a CD session (Line 76).

Further discoveries may also be unconnected to a first discovery in an IMCD session. As a session develops, the Explorer may move on to other areas he or she wishes to explore. A second discovery may then be connected to a new topic the Explorer has introduced in a session. In D Session 7, for example, the Explorer reflects on a classroom incident that occurred whilst she was working as an assistant language teacher. The Explorer's first discovery is a eureka moment in which she realizes that being a native speaker of Italian may have been a contributory factor to students' reticence in the Italian class:

> 078] E: 20:33:03
>> that's an interesting point of reflection, because it comes now to my mind that also the fact that I'm a native speaker may have conditioned them...
> 079] E: 20:34:00
>> their teacher is not a native speaker so, maybe they feel they can relate to her better, plus she told me that even if they are intermediate level she speakes most of the time in english.

However, as this discovery does not fully resolve the problem of the students' lack of involvement in the Italian class, it leads to further frustration for the Explorer (Line 84). In line 85, the Explorer begins to reflect on a second incident that had occurred in the class. She explains about a newspaper activity that she had prepared for the class and her rationale for deciding not to use it. As the Explorer ponders whether to use the newspaper activity as a review task in the next lesson, she makes a new discovery about her teaching:

104] E: 20:55:32

It seems that I'm very time-aware and kind of stressed by this…

(D Session 7: Volume 2, Appendix 22.14)

This self-realization concerning her classroom time management skills then leads the Explorer to articulate a potential plan of eliciting feedback from the students and the main teacher via a questionnaire. In this way, the Explorer can obtain valuable insights from others about her teaching skills and continue to work on her development as a teacher.

6.2.4 Understander-facilitated discoveries

The aim of all Understander reflecting moves is to support the Explorer's exploration and to help bring about the possibility for discovery (See Section 8.2). However, in Understander-facilitated discoveries, the Explorer may make discoveries as a result of responding directly to the Understander's previous turn-at-talk. For example, in I Session 1, the Explorer has focused mainly on articulating the obstacles he is facing with his research. Breaking away from a regular reflection move, the Understander initiates a synthesis reflecting move (See Section 8.3.1) to provide a summary of the areas the Explorer has mentioned up to this point in the session:

117] U: 19:51:08

Ok, to sum up the issues so far..
118] U: 19:51:24

1] Concerns over the vagueness of the research question
119] U: 19:51:43

2] Concerns over the overall structure of the piece and weighting of the SPRE areas
120] U: 19:52:06

3] Concerns over how much referencing is required
121] U: 19:52:15

4] Concerns over data collection
122] U: 19:52:27

This is in terms of the vailidity of quantative over qualitative data
123] U: 19:53:00

and whether data collected via polls needs to be quantified
124] U: 19:53:20

how to avoid bias in qualitiative data when collecting it
125] U: 19:53:37

and how to measure success of students in terms of intiating questions
126] U: 19:53:49

during a lesson
127] U: 19:53:57
Is that correct?
128] U: 19:53:59
ok?

<div align="right">(I Session 1: Volume 2, Appendix 22.31)</div>

Beginning his turn-at-talk by referring directly to the Understander's synthesis reflection (Line 130 – *"Looking back at the bullets you've put up"*), the Explorer then moves to making a discovery in terms of formulating real-time answers to the questions he has posed:

130] E: 19:56:13
Looking back at the bullets you've put up, it looks like more referencing in the procedure stage, might give insight into the question, allowing me to focus it further. Data collection might influence number 2, as it will change the weighting of certain areas
131] E: 19:57:37
Seeing as an improve is the ultimate aim, does it matter if the teacher gives a thumbs up to the outcome, if the numbers based data doesn't? If so, quantative data becomes less important

<div align="right">(I Session 1: Volume 2, Appendix 22.31)</div>

Although couched in the lexis of potential response, it may be considered a discovery, as this is the first time for the Explorer to move beyond obstacles towards possible answers. Moreover, in his email feedback regarding the session, the Explorer acknowledges the synthesis reflection as being the catalyst for him to *"figure out what I was trying to say…and link several problems to a couple of solutions"* (See Volume 2, Appendix 22.31.1).

Other examples of Understander-facilitated discoveries in the IMCD corpus occur in G Session 3 (Lines 93-96) in which the Explorer makes a discovery by responding to an Understander thematizing move (See Section 8.3.2) and H Session 1 (Lines 79-80) in which the Explorer discovers a gap in her research plan as a result of an Understander clarification question (See Section 8.3.5).

6.2.5 Ambiguous discoveries

Although four main types of discovery have been categorized in the data, discoveries may sometimes be difficult to identify in an IMCD session. Discoveries are subjective realizations for the Explorer. The exact instance of developing new areas of thought or arriving at a decision may occur between turns. The discovery may then not be made external to the Understander via lexically signaling by the Explorer at his or her next turn-at-talk. Thus, some discoveries can remain ambiguous and resemble other moves in a session. The Explorer may then identify these moves as being discoveries in post-session feedback.

There are five instances of ambiguous discoveries in the corpus. However, as post-session emails were not received for all of the 32 sessions, it is possible that some discoveries may have been overlooked in the analysis. An example of an ambiguous discovery occurs towards the end of F Session 1. Here, the Explorer outlines a plan for his action research project:

> 129] E: 18:53:59
>   but ....
> 130] E: 18:54:36
>   there are not many studies which test after a few months to see the
>   retention rates
> 131] E: 18:54:49
>   i do not understand why this is
> 132] E: 18:55:36
>   that was the motivating factor for my AR project
> 133] E: 18:56:21
>   it could also be used for a basis for my future research
> 134] E: 18:57:05
>   so know we have incidental learning, collocations, and retention rates

(F Session 1: Volume 2, Appendix 22.17)

Originally, this has been coded as articulating planned response as the Explorer explains the rationale behind the action research project and identifies the research gaps he intends to fill by conducting the study. Moreover, there is no lexical signal provided by the Explorer to indicate that a discovery has taken place. However, in post-session email feedback from the Explorer, he identifies the plan of including learner retention rates of collocations as a new discovery:

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

I had been thinking about retention rates for collocations but never really considered it an avenue to explore until i did this session. I now have 3 terms to research as opposed to 2.

(Participant F, Email feedback, June 7, 2010).

The other four identified ambiguous discoveries are:

- D Session 4, Lines 21-22 - coded as potential response but identified by the Explorer in post-session email feedback as a new discovery.
- D Session 6, Lines 69-73 – coded as potential response but identified by the Explorer in post-session email feedback as a new discovery.
- G Session 5, Lines 100-102 – coded as potential response but identified by the Explorer in post-session feedback (Line 140) as a new discovery.
- G Session 7, Lines 127-134 – coded as 'Planned response' but identified by the Explorer in post-session feedback (Line 158) as a new Discovery.

See Volume 2, Appendix 23 for further details.

6.2.6 Post-session discoveries

As well as discovery occurring explicitly or implicitly within the IMCD data, it may occur post-session for the Explorer either as a direct or indirect result of an IMCD session. As IMCD offers participants the opportunity to save and print out the text of the session, it is possible for the Explorer to return to a session and reflect further on the issues and ideas that have been articulated. Through this process, the Explorer may then make a new discovery outside of the IMCD session time. Once again, it is difficult to identify instances of post-session discovery unless acknowledged by the Explorer within post-session feedback. For example, although A Session 1 contains no instance of discovery, Participant A explains in post-session email feedback that she took the opportunity to re-read the session which then led to a free writing exercise in which she reflected further on what she had articulated about her research project. The Explorer states that the IMCD session acted as a catalyst for her to develop:

a whole lot of new angles and ideas based on my original statements. It generated and inspired a lot of free writing which I feel arose out of the focus on my present situation. That focus was brought about by having an interested party, an appointment and a vehicle for being heard and unloading my inner well of thoughts that is forever building through daily thoughts which can't be processed/addressed as they arise.

(Participant A, Email feedback, May 17, 2009).

Thus, for the Explorer in A Session 1, her discovery occurred post-session.

Other examples of post-session discovery occur in D Session 1 and D Session 2. Please refer to Volume 2, Section 3 for further details.

6.3 Summary

To summarize, a discovery move may be identified in an IMCD session by the Explorer's usage of meta-language to indicate a eureka moment has just occurred (For example, – "*Just reflecting on this now I realized that…*" - Line 49, H Session 2, Volume 2, Appendix 22.26), or via a sudden shift in focus by the Explorer from obstacle to response (For example, - "*Perhaps that would be o.k. in the introduction –* Line 45, A Session 3, Volume 2, Appendix 22.3). Moreover, a discovery may be a final decision made by the Explorer regarding two possible options he or she can pursue (For example – "*I think in the interest of time, I should just…*" – Line 104, B Session 1, Volume 2, Appendix 22.6). Instances of further discovery in a session may be lexically realized by meta-comments to the emergence of additional new ideas or second eureka moments related to the first discovery. Alternatively, further discoveries may be related to a new area introduced by the Explorer. Moreover, a discovery move may also be lexically marked by the Explorer's reference and then subsequent response to the preceding move by the Understander (For example – "*this is a good question to think about…hmmm*" – Line 79, H Session 1, Volume 2, Appendix 22.25). Appendix 14 contains a lexis table of each coded instance of the discovery move.

Finally, a discovery move is not always explicitly signaled by an Explorer but can remain ambiguous to the Understander. Moreover, discovery may occur outside of the IMCD session itself for an Explorer. For a detailed overview of these instances, see the discovery memo in Volume 2, Appendix 23.

6.4 Articulating planned responses

Planned responses are the more definite plans of action articulated by the Explorer of how he or she intends to overcome a research obstacle and move a particular project forward or intervene to bring about change in his or her pedagogic practice (Burns, 2010). The function of the articulating planned responses move is similar to 'Response' in Hoey's (1983, 2001) SPRE model in which an interlocutor responds to a problem by signaling that a satisfactory solution has been reached. It is also similar to 'Result' (Johnstone, 2003; Labov, 1972) in narrative in which the various strands of a story culminate in a resolution. In narrative, the resolution incorporates new knowledge provided by the climax (Chafe, 2003). In IMCD, planned responses may incorporate new knowledge provided by the discovery or from other moves in the session stage.

As with discovery, articulating planned responses is a desired move that may or may not be achieved by the Explorer in a particular session. Hence, in the IMCD corpus, the move occurs in only 16 of the 32 sessions. The move is usually positioned towards the very end of a session in which the Explorer concludes via the formulation of a concrete plan of action (10 instances):

- A Session 1   -   Planned response (Line 68)
- A Session 4   -   Planned response (Line 61)
- D Session 8   -   Planned response (Lines 70-75) ➔Obstacle (Lines 76-77) ➔Planned response (Line 78)
- F Session 1   -   Planned response (Lines 126-128) ➔Obstacle (Lines 129-131) ➔Planned response (Lines 132-135)
- G Session 6   -   Planned response (Lines 163-165)
- G Session 7   -   Planned response (Lines 127-134)
- H Session 1   -   Planned response (Lines 178-181)

- H Session 2 - Planned response (Lines 95-96) ➔Potential response (Line 97) Planned response (Line 98)
- H Session 4 - Planned response (Lines 84-85)
- H Session 6 - Planned response (Lines 126-128)

To illustrate, in H Session 2, the Explorer reaches a decision (Discovery) as to her research subject for her CD project (Lines 85-86). After the Understander's reflection in line 88 and invitation to end the session in line 93, the Explorer chooses to continue on with her exploration and provides an outline of her plan of action:

> 095] E: 21:00:19
> yes, I will need to re read on the ethical concerns of researching and then speak to my tutor regarding using C for my research so I feel that I am moving on
> 096] E: 21:00:47
> because I have already narrowed down my methods between two choices: interview and verbal report
> 097] E: 21:01:15
> and I am thinking that an interview suits my RQ best
> 098] E: 21:01:37
> but this is just a hunch from what I have read and I need to sit down and reflect on this further
> 099] E: 21:01:38
> ok?

(H Session 2: Volume 2, Appendix 22.26)

In line 95, the Explorer specifies two clear plans to help move her project forward; (i) to read the literature on research and ethics and (ii) to seek advice from her tutor regarding using 'C' as the research subject for her CD assignment ('C' is the participant with whom the Explorer has already undertaken a number of CD sessions). The move is prefaced with the future stance verb, "*will need to*" to signal the Explorer's strong intention or volition to follow through with the plans (Biber, 2006b). In lines 97-98, the Explorer then switches her focus to the methods of data collection that best suit her research question. As her ideas are still being developed – "*I am thinking…*" (Line 97) and exist as "*just a hunch*" (98), the Explorer's level of certainty reduces to an articulation of potentiality. However, the Explorer returns to a planned response at the end of line 98 in which she indicates a "*need*" to reflect more upon which data collection method to choose for her research. H Session 2 is then

brought to an end in line 108 after the Understander's next reflection move (Lines 100-105) and the Explorer's short turn-at-talk in which she confirms the Understander's reflection as being accurate (Lines 106-107). Although it can be argued that the evaluating move (Lines 106-107) is the actual final turn-at-talk of the session by the Explorer, it does not move the session forward. Instead, it provides the second pair-part response to the question posed by the Understander in his reflection move (Line 104). As the Explorer quickly passes the floor back to the Understander in line 107 and the session ends thereafter, the final significant move of the session is the Explorer's planned response in lines 95-99.

In addition to articulating planned response being utilized as the concluding move by an Explorer, it may also be positioned as the penultimate move of a session. The Explorer may then go on to end the session by indicating that problems still remain (2 instances) or by lessening the degree of certainty of the response (2 instances):

- B Session 1 - Planned response (Line 108) ➜ Potential response (109, 114)
- C Session 1 - Planned response (Line 71) ➜ Obstacle (Lines 73-74)
- D Session 3 - Planned response (Line 84) ➜ Obstacle (Line 85)
- H Session 5 - Planned response (Line 115) ➜ Potential response (Line 120)

For example, in D Session 3, the Explorer's penultimate move is to articulate her plan to read more about teaching methodology to discover ways to help students link new vocabulary to their existing knowledge and develop more learned-centered classes:

> 084] E: 19:48:26
>> So my points of reflection are on doing more research and find out what else there could be out there I'm not aware of in terms of creating communication in class.
>
> (D Session 3: Volume 2, Appendix 22.10)

Here, the Explorer's response is a bald declaration. The move is void of hedges or stance markers and couched in clear, unambiguous lexico-grammatical terms as to what the Explorer intends to "*do*" and "*find out*" to fill the gaps in her knowledge

regarding communicative teaching methods. In line 85, the Explorer then switches to obstacle to reveal continuing concerns about her lack of experience in teaching:

> 085] E: 19:50:17
> something my attention was avoiding is the fact that I'm too un-experienced to know every kind of possible strategy and effective method used so far or that I could experiment.
> 086] E: 19:50:41
> ok?

<div align="right">(D Session 3: Volume 2, Appendix 22.10)</div>

The obstacle, however, serves as a rationale for the Explorer's proposed plan in line 84. In other words, as the Explorer feels she is too pedagogically inexperienced, she feels it is essential for her to read more on different teaching methodology. The session then comes to an end in line 87.

The articulating planned responses move may also be utilized within the early or middle stages of a session. This occurs in nine sessions in the IMCD corpus. For example:

- C Session 1 - Early Planned response (Line 46) ➔Obstacle
- D Session 1 - Early Planned response (Lines 92-95) ➔Obstacle
- D Session 3 - Mid-stage Planned response (Line 70) ➔Obstacle
- F Session 1 - Mid-stage Planned response (Line 100) ➔Reflect on action
- G Session 3 - Early Planned response (Lines 59-61; Line 66) ➔Obstacle
- H Session 1 - Mid-stage Planned response (Line 89) ➔Potential response
  Latter-stage Planned response (Line 164) ➔Potential response
- H Session 2 - Mid-stage Planned response (Line 58) ➔Potential response
- H Session 4 - Mid-stage Planned response (Line 75) ➔Potential response

- H Session 6 - Early Planned response (Line 48) ➔ Obstacle

  Mid-stage Planned response (Lines 95-97) ➔ Potential response

Here, the Explorer may describe the particular aspects of the IMCD exploration in which decisions have already been made but then articulate the obstacles that still remain (C Session 1). The Explorer may also articulate a concrete plan and then begin to lose faith with the plan (D Session 1, D Session 3, G Session 3, H Session 6) or begin to ponder possibilities within it (H Session 1, H Session 2, H Session 4, H Session 6). Finally, an Explorer may articulate a plan and then move on to a different area of the IMCD exploration (F Session 1).

In seven out of nine early or mid instances of articulating planned response, the Explorer utilizes the move again as the penultimate or concluding move of the session. However, in D Session 1 and G Session 3, the articulating planned responses move occurs only in the early stages of the session. In D Session 1, for example, the Explorer outlines three clear pedagogic areas she wishes to improve:

> 092] E: 21:18:36
>   well, the point with this is that I really need to improve on
> 093] E: 21:18:52
>   a) clarify the aim for myself
> 094] E: 21:19:06
>   b) narrow down the tasks I want to use
> 095] E: 21:19:26
>   c) make sure my tasks are coherent with the aim
>
> (D Session 1: Volume 2, Appendix 22.8)

However, the remainder of the session involves the Explorer articulating various problems with her teaching that she feels are preventing her from achieving her planned response. By line 123, the Explorer is able to articulate a potential response of trying to reflect in action (Schön, 1983) in the midst of teaching and then modify her actions accordingly. Despite this, the session ends with the reemergence of obstacle as the Explorer articulates her persisting doubts of how to develop her teaching (Line 130).

In G Session 3, the Explorer responds to the obstacle in her GPR move with a planned response of how to narrow her research focus:

> 059] E: 22:15:41
> From this I can also see that I will need to be very careful with how I word any discoveries. I might find some universal truths, but I mustn't say that if the data I've used isn't truly representative of the universe.
> 060] E: 22:16:28
> I'll have to state that whatever I discover is a subjective discovery.
> …
> 066] E: 22:18:51
> Yes right. Even before I get there though, I have to reword my proposal
>
> (G Session 3: Volume 2, Appendix 22.20)

Here, the Explorer utilizes modal verbs of necessity (*"mustn't, have to"*) as stance markers to indicate the high level of certainty of her proposed action (Biber, 2006b). The Explorer, however, then moves on to an obstacle (Line 67, Lines 81-82) regarding her inner reluctance to reword her proposal, potential responses (Lines 69-72, Line 83) about how she might approach the modifications, and finally to a discovery (Lines 92-95) of how she can best proceed.

With regard to the connection between discovery and articulating planned responses, in five sessions in the IMCD corpus, the planned responses move is linked to a discovery that has preceded it (B Session 1, D Session 8, G Session 6, H Session 2, H Session 5). However, in other sessions, the planned responses move emerges from an extended STS move (A Session 1), an extended GPR move (A Session 4), or articulating potential responses (F Session 1, G Session 7, H Session 1, H Session 4) (See Appendix 12).

Thus, it can be seen that the articulating planned responses move may be utilized by the Explorer as an initial plan of action that he or she maintains or modifies as a particular session progresses. However, more often in the IMCD corpus, it is used towards the end of a session as the Explorer concludes with a fixed plan of forward action. Unlike articulating potential responses, the planned responses move signals a much higher degree of certainty by the Explorer as to his or her intention to carry out the proposed action. In the IMCD corpus, a planned response may be signaled via:

- bald statements (*"My action plan is…," "My plan now is to…," "This is all part of a next step…," "My points or reflection are…"*)
- modal stance markers of volition (*"will," "will have to," "will need to"*)
- modal stance markers of necessity (*"have to," "mustn't," "need to," "I really need to"*)
- stance verbs of certainty (*"now I have," "I have my answer"*)
- stance verbs of desire / intention (*"I intend," "I want," "to yield"*)
- epistemic adjectives (*"I am sure"*)

(Biber, 2006b)

Appendix 15 includes all instances of articulating planned responses from the 16 sessions within which it occurs. This lexis table provides further information regarding the particular lexico-grammatical features of the move.

6.5 Conclusion

This chapter has examined the two desired moves, discovery and articulating planned responses, that an Explorer hopes will occur in an IMCD session to help him or her overcome the particular research or teaching obstacle. The next chapter will describe the various optional moves that an Explorer can make use of within the Session stage of IMCD and the particular circumstances that dictate their usage.

Part 2: The research

Chapter 7: Explorer optional moves in IMCD sessions: Session stage

7.1 Introduction

As with the Pre-session stage of IMCD (See Section 4.3), the Session stage contains a number of optional moves. Rather than obligatory moves that are an integral part of a session or desired moves that are the intended objective of an IMCD session, optional moves are available choices an Explorer may decide to use if and when the need arises. Explorer optional moves that can be found in the IMCD corpus are listed in Table 7.1. The following sections (7.2 to 7.7) will describe each optional move in turn.

Table 7.1: Explorer optional moves in the Session stage of IMCD

Explorer optional moves
Clarifying
1. Clarifying misreflections
2. Restatements
3. Understander clarification question responses
4. Explorer clarification questions
5. Thematizing acknowledgement clarification
Reflecting on action
Attending
Making meta-comments
Signaling a new topic
Asking a question about IMCD

7.2 Clarifying

The clarifying move occurs in 23 of the 32 sessions in the corpus (See Appendix 16 (1-5)). When utilized, it tends to occur directly after an Understander's turn-at-talk and Explorer's subsequent evaluating move (See Section 5.3.5). There are five different types of clarifying move in the data. Firstly, the move may be used by the Explorer to clarify mistakes made by the Understander in a reflecting move (Clarifying misreflections) (See Section 8.2). Also, as a response to a reflecting move, the Explorer may use clarifying to restate or rephrase thoughts and ideas that have been made earlier in the session (Restatements). The move may be used to answer specific clarification questions posed by the Understander (Understander Clarification Question Responses) or to ask clarification questions to the Understander (Explorer

Clarification Questions). Finally, it may be used to clarify connections that exist between two points highlighted by the Understander in a thematizing move (Thematizing Acknowledgement Clarification) (See Section 8.3.2).

7.2.1 Clarifying misreflections

Clarifying misreflections can be used by the Explorer when reflecting moves by the Understander do not precisely capture the meaning of the Explorer's previous turn-at-talk. The move can be combined with the evaluating move and functions to clarify the Explorer's intended meaning, to indicate the areas of the reflection that were incorrect, and / or to make important additions so that the reflection resonates with the Explorer's current thoughts. It may also be used to indicate important areas omitted by the Understander in reflecting moves.

Firstly, the Explorer may wish to clarify his or her thoughts in light of Understander misunderstandings in a reflecting move. In G Session 6, for example, the Understander reflects:

> 058] U: 22:42:00
> However, you feel a lack of connection between lessons in terms of students leaving the classroom and a week later having new contexts and new goals they wish to acheive
> 059] U: 22:42:23
> this is okay but you would like more of a connection - just a bit
> 060] U: 22:42:27
> is that right?
> 061] U: 22:42:28
> ok?

(G Session 6: Volume 2, Appendix 22.23)

The Explorer evaluates the reflection as being "*pretty much*" (Line 62) correct, but then moves to clarify a misunderstanding made by the Understander in line 59 of the reflection:

> 062] E: 22:42:54
> Pretty much, yes.. it's not so much me wanting a connection
> 063] E: 22:43:17
> as not wanting them to just stick their notes in their bags
> 064] E: 22:43:32
> and never look at them again

Regarding the issue of vocabulary retention, the Explorer clarifies that her goal is less of making a "*connection*" between lessons for her learners but of having them review and make future use of the vocabulary they learn in a particular class. To help further clarify her intended meaning for the Understander, the Explorer provides an anecdote in lines 65-71 of a student who wrote down vocabulary in his notebook but in the following lesson began a different classroom task without reusing the vocabulary he had learned (See 'Clarifying addition' below).

In the IMCD corpus, clarifying misunderstandings made by the Understander in a reflection move is the most common usage of clarifying misreflections by the Explorer. In the data, there are 26 instances of clarifying misunderstandings across 19 different sessions (See Appendix 16, (1)).

Secondly, the Explorer may utilize the clarifying move to make additional comments so that the Understander's reflecting move resonates more closely with the Explorer's thoughts and ideas. These additions are not necessarily omissions made by the Understander but can be additional points that come to mind for the Explorer whilst reading and reacting to the reflection. Additions are then articulated to facilitate ongoing understanding for the Understander. In the IMCD corpus, there are seven instances of clarifying addition (See Appendix 16, (1)). In F Session 1, for example, the Understander reflects:

> 058] U: 18:08:09
>
> Okay, so you have started a module and began reading in the topic area. You were interested in EL but have gotten interested in collocations and how they can be taught in the classroom. The research you have read talks about how collocations should be taught explicitly but this researchs uses higher level students and you are interested in focusing on lower-level students and easy collocations. Is that right?

The Explorer first embeds the clarifying move within evaluating to indicate a misunderstanding in the Understander's reflection regarding the literature on collocations – "*the research…is far from complete*" (Line 60):

179

060] E: 18:09:29
>   well.. the research has ideas on how to teach collocations in the class
>   but it is far from complete.
061] E: 18:10:13
>   other than that, that is an accurate summary

<div align="right">(F Session 1: Volume 2, Appendix 22.17)</div>

In lines 62-63, the Explorer then adds a further comment that helps to make clear why he feels there are gaps in the literature on collocations:

062] E: 18:11:10
>   there is also some dispute over what actually qualifies as a collocation.
063] E: 18:11:21
>   there are several different definitions

<div align="right">(F Session 1: Volume 2, Appendix 22.17)</div>

This addition has a similar function to that of G Session 6, lines 65-71 (See previous excerpt).

A final use of clarifying misreflections is for an Explorer to bring to the Understander's attention important omissions that have been made in a reflecting move. There is one instance of the Explorer clarifying omissions in the IMCD corpus (See Appendix 16, (1)). In G Session 5, the Understander reflects the Explorer's revised research question (Line 80). However, at her next turn-at-talk, the Explorer indicates an omission has been made:

083] E: 22:56:40
>   yes, nice to see it there... you forgot the 'towards setting a goal'

<div align="right">(G Session 5: Volume 2, Appendix 22.22)</div>

Here, the Explorer first evaluates the reflection move as being correct apart from the 'forgotten' element. The Explorer then continues the session by retyping her research question to include the part omitted by the Understander (Line 84).

7.2.2 Restatements

Restatements may be used by an Explorer to rephrase points that have been raised earlier in an IMCD session. Restatements are a way for the Explorer to react to the Understander's reflection by restating his or her research intentions, pedagogic intentions, feelings, or doubts before moving on with the exploration. In the IMCD corpus, there are 16 instances of this type of clarifying move (See Appendix 16, (2)). In J Session 1, for example, the Understander reflects:

> 116] U: 10:26:07
> you feel that this situation should be written about and may have wider implications for TESOL
> 117] U: 10:26:10
> is that right?

> (J Session 1: Volume 2, Appendix 22.32)

Here, the Explorer evaluates the reflection as being accurate (*"yes, that is correct"* - Line 119) and then restates his research rationale:

> 120] E: 10:26:35
> few BNC's of this size and stature go bankrupt
> 121] E: 10:26:49
> perhaps one other to my knowledge

> (J Session 1: Volume 2, Appendix 22.32)

In other words, as the institutional bankruptcy is a somewhat unique situation, the Explorer feels "*the episode needs to be recorded*" (Line 113). After the restatement of research intentions, the Explorer then moves forward with the exploration by articulating several obstacles before achieving two new discoveries towards the end of the session.

Other types of restatements can be found in:

- C Session 1 - Restatement of feelings (Line 52)
- D Session 6 - Restatement of obstacles (Lines 55-56)
- G Session 7 - Restatement of pedagogic intentions (Lines 103-105)

7.2.3 Understander clarification question responses (UCQRs)

A UCQR is a clarifying move in which the Explorer provides an answer to an Understander Clarification Question (UCQ – See Section 8.3.5). There are 11 UCQRs in the data (See Appendix 16, (3)). For example, in H Session 1, the Understander embeds a clarification question within his reflection move in line 168 using parentheses to help mark it as being separate from the actual reflection discourse:

> 168] U: 22:40:26
> > So you will hand in a proposal to your tutor and the questions that have arisen tonight could be posted (to your tutor or a discussion list?) but you feel that once you get started on the met choice and data collection the RQ will change and be narrowed
> 169] U: 22:40:33
> > is that right?
>
> > (H Session 1: Volume 2, Appendix 22.25)

Here, the need for clarification has arisen due to Explorer ambiguity in line 164 as to where she will post her research questions. After her evaluation of the reflection move (Line 171), the Explorer then initiates a UCQR in line 172:

> 171] E: 22:40:50
> > yes, this is correct
> 172] E: 22:41:18
> > i will post these questions to my tutor before i thnk handing in my proposal and then see what the thinks
>
> > (H Session 1: Volume 2, Appendix 22.25)

It should be noted that on occasion an Explorer may decide to ignore or forget to reply to a UCQ and instead move forward with his or her exploration (See Section 8.3.5).

7.2.4 Explorer clarification questions (ECQs)

There is one instance in the data in which the Explorer wishes to seek clarification about the meaning of a lexical phrase used in the Understander's reflecting move (See Appendix 16, (4)). In these situations, the Explorer can initiate an ECQ clarifying

move. In H Session 3, for example, the Explorer asks the Understander to explain what he means by "*one way forward*" in his preceding move (Volume 2, Appendix 22.27).

7.2.5 Thematizing acknowledgment clarification

In the final type of clarifying move, the Explorer may acknowledge that a connection exists between two points raised in a session and is brought to the Explorer's attention by the Understander in a thematizing move (See Section 8.3.2). The Explorer may then move to clarify the reasons for the linkage. There are two instances of thematizing acknowledgment clarification in the IMCD corpus (See Appendix 16, (5)). In G session 1, for example, the Understander suggests a possible connection between the Explorer's reluctance to approach gatekeepers for her research and her concern about effectively explaining CD to them:

> 108] U: 06:37:53
>   Is there a connection to perceiving CD as fluffy or odd here?
> 109] U: 06:37:56
>   ok?
>
>   (G Session 1: Volume 2, Appendix 22.18)

In line 111, the Explorer acknowledges and then clarifies her reason for the connection between the two obstacles:

> 111] E: 06:40:41
>   Yes there is that. Because CD isn't for everyone - not for those that see it as fluffy
>
>   (G Session 1: Volume 2, Appendix 22.18)

The Explorer is worried about approaching gatekeepers for her research in case they do not understand the value in undertaking CD at their institution.

Although clarifying occurs in 22 of the 32 sessions in the IMCD corpus, the move remains optional. Its use is not integral to an IMCD session, but dependent on the following: misunderstandings occurring in Understander reflection moves, both parties seeking clarification regarding ambiguities in the ongoing text chat, the Understander initiating a successful thematizing move, or an Explorer choosing to

react to an Understander reflecting move by restating areas already mentioned in the session before moving forward with the particular exploration.

7.3 Reflecting on action

The reflecting on action move may occur post STS or GPR and is used by the Explorer to return to actions, events, realizations, thoughts, or feelings that have occurred prior to the particular IMCD session so that he or she can reflect further on their significance. In F Session 1, for example, the Explorer reflects on his feelings of progress with his research since changing his doctoral focus from researching Extensive Listening to collocations (Lines 92-93) and the action of gaining permission from his supervisor (Line 94):

> 092] E: 18:34:01
> i also feel since I have redirected my focus that my research is going well.
> 093] E: 18:34:20
> before, i did not feel i was making any progress
> 094] E: 18:35:33
> i have also let S know (she is also my supervisor) and she thinks it should be fine as long as i don't stray into an area where they cannot supervise me.

> (F Session 1: Volume 2, Appendix 22.17)

After reflecting on action, the Explorer is then able to move forward to articulate a planned response and specify his precise research intentions with his new focus (Line 100).

Other examples of reflecting on action in the IMCD corpus can be found in:

- A Session 3 (Line 37)
- D Session 7 (Lines 76-77; Line 85)
- F Session 1 (Lines 68-71; Line 109)
- H Session 1 (Lines 85-88; Lines 110-112)
- H Session 2 (Lines 67-70)

7.4 Attending

As with the Pre-session stage, an Explorer may need to initiate attending moves during the Session stage of IMCD (See Section 4.3.2). Attending may be used to check that the Understander is still present in cyberspace when there are periods of keyboard inactivity. Attending may also be used to explain short delays that have occurred due to Internet connection problems. Finally, the Explorer may wish to notify the Understander of anticipated periods of absence from the near-synchronous ongoing chat or provide reasons for not responding after a delay. In the data, there are 11 instances of attending moves initiated by the Explorer:

- A Session 2 (Lines 33-38) – *Checking Understander is still present*
- A Session 3 (Lines 41) – *Explaining absence to check meaning of a word*
- A Session 5 (Lines 72-75) – *Checking Understander is still present*
- D Session 1 (Lines 113-114) – *Explorer Internet connection problems*
- D Session 2 (Line 36) – *Explaining absence to check the meaning of a word*
- D Session 7 (Lines 33-39) – *Checking the reason for Understander's call*
- F Session 1 (Line 95-96) – *Explaining reason for delay in response*
- G Session 3 (Line 43) – *Explaining absence while checking tutor email*
- G Session 3 (Line 92) – *Explaining absence while reading thematizing move*
- G Session 4 (Lines 19-22) – *Explaining absence while consulting notes*
- J Session 1 (Lines 139-141) – *Explaining absence while reflecting*

In each instance of attending, after a brief delay and / or repair sequence exchange between parties, the Explorer and Understander work towards a quick return to the session with the least amount of disruption.

7.5 Making meta-comments

Meta-comments (Edge 2002; 2006b) are comments made by the Explorer regarding particular Understander moves or on the IMCD session as a whole. There are five instances of meta-comments in the data. They differ from obligatory evaluating moves that are used to indicate the accuracy of the Understander's comprehension of the ongoing exploration (See Section 5.3.5). Instead, meta-comments may be used to thank the Understander for a move made in the session the Explorer feels has particularly aided him or her. For example, in A Session 2, the Explorer thanks the

Understander for a thematizing move that brings to her attention a possible connection between two points she has articulated earlier in the session. By reflecting on this, the Explorer is able to consider her research obstacle from an alternative perspective:

> 41] E: 20:51:43
> > Yes thanks for putting this together.

> (A Session 2: Volume 2, Appendix 22.2)

Meta-comments may also be used to highlight excerpts from Understander moves that have particularly resonated with the Explorer (*"But you have hit it when you say – U: 20:26:07: this removes the research from your everyday context"* – Line 95, B Session 1, Volume 2, Appendix 22.6) or that cause the Explorer to pause for deeper reflection (*"I'm elaborating this in my mind now – U: 9:23:23:You realize that you are not an organized person and yet find the job of creating a syllabus of being a task in organizing courses"* – Line 33, D Session 6, Volume 2, Appendix 22.13). For another example, see Lines 72-73, D Session 2, Volume 2, Appendix 22.9.

Finally, the Explorer may choose to provide meta-commentary on the ideas he or she has been able to generate as a result of participating in the session. For example, in H Session 1, the Explorer states:

> 174] E: 22:42:00
> > a lot of food for thought i tthink....which is great!!!!

> (H Session 1: Volume 2, Appendix 22.25)

The Explorer then concludes the session in lines 178-181 by articulating a specific plan of action to move her research project forward.

7.6 Signaling a new topic

There are four instances in the IMCD corpus in which the Explorer signals a desire to move to a new topic for exploration within a session. In A Session 5, having made a quick discovery in line 53, the Explorer then signals a move to a new topic to explore:

186

058] E: 20:33:22
                Moving on

                                        (A Session 5: Volume 2, Appendix 22.5)

Similarly, in I Session 1, the Explorer signals moves to three distinct areas of his research project within one session:

        073] E: 19:24:59
                So looking away from the title, I've been advised to use the SPRE
                format.…
                …
        111] E: 19:49:05
                With regards to the research data collection…
                …
        132] E: 19:58:34
                Okay last question: is this study suited to younger learners (6-11) or
                older learners (12-15)

                                        (I Session 1: Volume 2, Appendix 22.31)

7.7 Asking a question about IMCD

Although IMCD training is provided to Explorers in the Pre-session stage of first IMCD sessions (See Section 4.2.4), it is possible for an Explorer to still have questions that he or she wishes to ask about IMCD procedure. In the corpus, there are two instances in which an Explorer asks a specific question about IMCD. In A Session 2, for example, the Explorer asks the Understander for advice regarding how to utilize the session but then seeks confirmation as to whether this is acceptable practice within an IMCD session C Session 1:

        013] E: 20:06:32
                …Did you have anything that vcame to mind that I should consider or
                is this not the place for that? Ok

                                        (A Session 2: Volume 2, Appendix 22.2)

In C Session 1, being her first time to undertake IMCD, the Explorer wishes to know if it is possible to print out the transcript of the IM chat after the session (Line 53, Volume 2, Appendix 22.7). The Understander then responds to the question after his next reflecting move.

7.8 Conclusion

This chapter has described the optional moves available to an Explorer within the Session stage of IMCD. The Explorer may need to clarify misreflections made by the Understander or ask and answer specific clarification questions. Alternatively, an Explorer may wish to restate comments that have already been made in the session or reflect on actions that have already occurred before moving forward with the exploration. When the situation arises, the Explorer may need to confirm the Understander is still present in cyberspace or explain time away from the keyboard via attending moves. Finally, an Explorer may choose to make meta-comments on Understander moves or the session itself, to indicate a move to a new topic within a particular exploration, and to ask specific questions related to IMCD procedure. The next chapter will briefly examine the various obligatory and optional moves of the Understander within the Session stage of IMCD.

Part 2: The research

Chapter 8: Understander moves in IMCD sessions: Session stage

8.1 Introduction

In his original CD framework (1992a, 1992b), Edge describes nine interactional moves that can be used by the Understander to help support the Explorer during his or her exploration in a session. As mentioned in Section 2.2.3, the Understander may utilize:

1. Attending
2. Reflecting
3. Focusing
4. Thematizing
5. Challenging
6. Disclosing
7. Goal-setting
8. Trialing
9. Planning

In this analysis of 32 IMCD sessions, the following moves are present in the corpus: attending, reflecting, focusing, thematizing, and challenging. However, disclosing does not occur in any of the sessions and goal-setting, trialing, and planning have been categorized as reflecting because despite existing as separate moves in Edge's (1992a, 1992b) CD, they share the same generic features as Understander reflections in the IMCD corpus (See Section 8.2).

A number of new Understander moves have also been identified in the IMCD data. These moves are categorized as synthesis reflecting, Understander clarification questions, Explorer clarification question responses, IMCD training, passing back the floor, and seeking permission to take the floor (See Table 8.1 and Appendix 17).

Reflecting emerges as the one obligatory move for the Understander. Reflecting is the "core element of all Understander moves" (Mann, 2005, p. 181) and is used to

confirm understanding is taking place, to facilitate Explorer insight, and to encourage Explorer progression (Edge, 2002). Other moves are options that an Understander may use if and when needed in a session (See Table 8.1). In the corpus, the Understander utilizes the reflecting move at each turn-at-talk in a session, unless the particular situation requires the use of one of the available optional moves. Even then, optional moves may be combined with a reflecting move. This chapter will describe each Understander move in turn.

Table 8.1: Understander moves in the Session stage of IMCD

Obligatory moves and steps
Reflecting *(all sessions)* 1. Articulating hesitation markers 2. Reflecting 3. Seeking confirmation of the accuracy of the reflection 4. Initiating the turn-change signal
Optional moves
Synthesis Reflecting *(5 sessions / 5 instances)*
Thematizing *(11 sessions / 13 instances)*
Challenging *(2 sessions / 2 instances)*
Focusing *(3 sessions / 3 instances)*
Understander Clarification Questions (UCQs) *(9 sessions / 14 instances)*
Explorer Clarification Question Responses (ECQRs) *(1 session / 1 instance)*
Attending *(8 sessions / 10 instances)*
IMCD Training *(3 sessions / 3 instances)*
Passing back the floor *(5 sessions / 5 instances)*
Seeking permission to take the floor *(1 session / 1 instance)*

8.2 Understander obligatory move: Reflecting

Reflecting is central to the Understander's role in IMCD (Edge, 1992a, 1992b, 2002; Mann, 2005). The reflecting move is utilized throughout a session by the Understander to reflect back what the Explorer has just articulated and thus, occurs directly after each Explorer's turn-at-talk (See Appendix 17). Grounded in Rogerian

principles, reflecting is the process of the Understander reading what the Explorer has typed in the IM Chat, empathically understanding the ongoing discourse, and reflecting this understanding back to the Explorer. More than just a repetition of the words that have been articulated, a reflecting move captures the essence of the Explorer's developing thoughts and emotions. The Understander tries to be, "totally in tune with the person's whole affective communication and all its wanderings and ramifications…But…cuts cleanly to the heart of what is said" (Curran, 1978, p. 4). By presenting the Explorer with this carefully crafted summary, the Understander provides the opportunity for the Explorer to "re-cognize the feelings and tones that led to…his or her own stand" (Curran, 1978, p. 7). In this way, reflecting can facilitate Explorer insight (Edge, 2002). The Explorer can re-consider his or her articulations through a version that has been made more explicit, coherent, and focused, and may discover something potentially new in them. As Rogers (1980) states, "As persons are empathically heard, it becomes possible for them to listen more accurately to the flow of their inner experiencings…Empathic understanding…is one of the most potent forces for change that I know" (p. 116).

As well as encouraging insight, reflecting moves can encourage the Explorer to move forward with his or her exploration (Edge, 2002). Being understood by the Understander, the Explorer feels truly listened to, reassured, respected, supported, and encouraged. This motivates the Explorer to reveal more about the obstacles he or she is facing without any fear of judgment and begin to seek responses to them. As Rogers (1980) explains about the process of communicating understanding to another person:

> When I let [a person] know that I have heard his or her own private personal meanings...[that person] feels released. He or she wants to tell me more about his or her world. [The person] surges forth in a new sense of freedom. He or she becomes more open to the process of change. (p. 10)

Reflecting moves also allow the Understander and Explorer to confirm that understanding is taking place throughout a session. Once the reflecting move has been initiated and the floor handed back to the Explorer via the turn-change signal, the Explorer assesses the accuracy of the reflection via the evaluating move (See Section 5.3.5). At this point, the Explorer may confirm the correctness of or clarify any

misunderstandings that have occurred in the Understander's reflection (See Section 7.2).

In the IMCD corpus, reflecting moves contain the following four steps:

Articulating hesitation markers:
Hesitation markers signal to the Explorer that the Understander is in the process of constructing his or her reflection and may be typed and then sent to the Explorer immediately as a separate line of IM text. For example:

> 041] U: 22:33:03
> > okay let me check
>
> > > (Reflecting 1: D Session 2: Volume 2, Appendix 22.9)

In this reflecting move, line 41 contains the hesitation marker step, lines 42-48 include the reflection step, and line 49 contains the interrogative statement seeking confirmation of accuracy and the turn-change signal steps.

Alternatively, the hesitation marker may be used to frame the start of a reflection move, but is sent to the Explorer as a complete discoursal unit; a unit that contains the hesitation marker, reflection, and confirmation steps (and sometimes the turn-change signal) as one whole chunk of text. For example:

> 040] U: 20:13:32
> > Ok. let me see. You are at the beginnings of the CMD course and have thought about focusing on elementary teachers and the extra burden that English places on them. Is that right?
>
> > > (Reflecting 1: A Session 1: Volume 2, Appendix 22.1)

It is interesting to note that the Understander's style of text communication when reflecting tends to mimic that of the particular Explorer. For instance, in the A Sessions, the Explorer composes and sends long, cohesive, and coherent text messages that share similarities with the features of written discourse. Accordingly, in the A Sessions, the Understander's reflection moves reflect this style of texting (See Line 40 above, as an example). Participant D, however, tends to adopt a "staccato

style" (Suler, 1997) of text communication in which she sends a series of short, elliptical, or fragmented sentences; a style of IM that is more akin to the spontaneity and immediacy of spoken discourse. In the example from D Session 2, the Understander sends his reflecting move constructed over a number of short turns (Lines 41-49). Thus, the Understander may not only reflect back the meaning of the Explorer's previous turn-at-talk within the reflecting move in IMCD, but also the texting style of the particular Explorer.

Reflecting:

The reflecting step contains the Understander's summary of what the Explorer has articulated in his or her previous turn-at-talk. When constructing the reflection:

> The understander strives for a carefully worded, precise…statement to catch all the ramifications, examples, and analogies…that the person might use…The understander then gives back to the understandee the heart of his [or her] communication. (Curran, 1978, p. 4)

In G Session 1, for example, the Explorer explains her concerns about approaching gatekeepers to allow access for her CD research:

> 087] E: 06:25:47
>   I am sure that the teachers would benefit because I know CD works.
> 088] E: 06:26:17
>   and I am scared that I'll not sell it well enough and they won't get to try it out.
> 089] E: 06:26:36
>   I have to get over that silly fear and take a leap of faith
> 090] E: 06:26:37
>   ok
>
>   (G Session 1: Volume 2, Appendix 22.18)

Once the floor is passed to the Understander in line 90, he then reflects the Explorer's turn-at-talk:

> 092] U: 06:27:14
>   So, you know the benefits of CD through your own studies and experience of it, the problem is convincing others of its benefits
> 093] U: 06:27:53

This is where you are procrastinating somewhat but feel you should just go for it and see what happens. Right

094] U: 06:27:55
ok?

(Reflecting 3: G Session 1: Volume 2, Appendix 22.18)

Here, "*so*" (Line 92) acts as the hesitation marker or entry point into the reflecting move. The Understander then reiterates the Explorer's use of the lexical item, "*benefit*" (Line 92) but reflects the idiomatic phrase "*I'll not sell it well enough*" (Line 88) utilizing more explicit lexis regarding the obstacle of "*convincing others*" (Line 92); in other words, the gatekeepers. In line 93, the Understander then reflects the Explorer's explicitly stated feeling of harboring "*silly fears*" (Line 89) as Explorer procrastination (Line 93). Finally, the idiomatic use of "*leap of faith*" (Line 89) is reflected more directly by the Understander as the need for the Explorer to "*just go for it*" (Line 93). Once the floor is passed back to the Explorer in line 94, the Explorer evaluates this reflection move as being correct and highlights the lexical item that she feels to most resonate with what she has said:

095] E: 06:28:24
Right! Procrastinating is the right word

(G Session 1: Volume 2, Appendix 22.18)

Seeking confirmation of the accuracy of the reflection:

As previously mentioned, the Understander's central role in IMCD is to work to understand the Explorer and to communicate this understanding back to the Explorer. Thus, an important step of the reflecting move is to seek confirmation of the accuracy of each reflection via an interrogative statement. For example, in the first reflecting move in A Session 1 (See Line 40 above), the Understander asks - "*Is this right?*" In G Session 1, Reflecting 3, however, the step is constructed via an elliptical interrogative – "*Right*" with the question mark omitted (Line 93). In spite of the ellipsis by the Understander, the Explorer still recognizes this to be the first-pair part of a confirmation question and provides an appropriate second-pair part response (See Line 95 above).

Initiating the turn-change signal:

The final step of the reflecting move is to initiate the turn-change signal (*"ok?"*) which passes the floor back for the Explorer to respond to the reflection and continue on with his or her exploration.

It should be noted that in this study, rather than goal-setting, trialing, and planning, the Understander continues to make use of the reflecting move after an Explorer makes a discovery that leads him or her to a way of overcoming a particular obstacle and formulating a plan of action of how to move forward (See Section 6.2). For example, in B Session 1, after reaching a decision in Line 104 to use private students as research subjects and overcome the obstacle of trying to obtain informed consent from younger students and their guardians at his current institution, the Explorer works through his decision by trialing his idea and identifying the possible advantages for his research project (See Section 10.3). The Understander firstly summarizes the decision as a possible option for the Explorer:

> 106] U: 20:44:57
>> So, let me check. One possible way forward is to approach the faculty with a letter from A, but this may not be accepted and may take time. Another way, is to find some private students as you mentioned before, adults who can freely give consent and then get the MET assignment done returning to the battle at school for a later date. Is that a fair summary? ok?

<div align="right">(B Session 1: Volume 2, Appendix 22.6)</div>

Then, the Understander reflects the Explorer's acknowledgement that the IMCD session has helped to solve his dilemma, his plan not to pursue research at his current institution, and his possible response of using his Japanese friends as research subjects:

> 111] U: 20:52:40
>> So, the question is whether it is necessary to use work for your intended AR or to find other subjects outside of work. You may be nearer to feeling that through practical needs and to avoid rocking the boat in your work context as a newcomer, you will find subjects outside of work to conduct AR on. One possible source is friends who study English. Is that right? ok.
>
> 112] U: 20:52:43

ok?

Finally, the Understander reflects the Explorer's perceived benefits of his decision for his research project and overall professional development and embeds a reminder of the time limit in order to bring the session to an end (See Section 9.2.1):

> 116] U: 20:58:21
>
> So there is an advantage to using non-work related subjects in terms of ojectivity and detachment. Moreover, through observations and findings in other situations, contexts, you may discover potential solutions to puzzles you have identified but not overcome in your current context. Right? ok. (p.s. need to come to an end soon)

Thus, it can be seen that each turn-at-talk by the Understander follows the same generic steps of a reflecting move - i) articulating hesitation markers, ii) reflecting, iii) seeking confirmation of the accuracy of the reflection, and iv) initiating the turn-change signal to return the floor back to the Explorer. Other examples of Understander reflecting moves (See Appendix 17) utilized after an Explorer discovery that leads to potential or planned responses of action can be found in the following sessions. These reflecting moves all share the same generic structure:

- D Session 8 – Reflecting 2
- D Session 9 – Reflecting 2
- G Session 2 – Reflecting 8
- G Session 3 – Reflecting 6 - 7
- G Session 4 – Reflecting 2 – 6
- G Session 6 – Reflecting 5 – 7
- H Session 2 – Reflecting 4 – 9
- H Session 3 – Reflecting 10 - 11
- H Session 5 – Reflecting 8 – 10
- J Session 1 – Reflecting 9 -12

8.3 Understander optional moves

Similar to Explorer optional moves (See Chapter 7), Understander optional moves are available choices that an Understander may decide to use if and when the particular circumstances arise within a session. Ten optional moves are present in the IMCD corpus (See Table 8.1). The following sections (8.3.1 to 8.3.10) will describe the frequency, function, and lexis of each optional move.

8.3.1 Synthesis reflecting

The synthesis reflecting move offers the Understander an alternative to reflecting and occurs five times in the IMCD corpus (See Table 8.1 and Appendix 17). In this move, the Understander can bring together all of the various strands of Explorer talk and provide a summary of the points that the Explorer has raised so far in a session. Synthesis reflecting may be utilized when the Explorer has not articulated anything new in the previous turn-at-talk and appears to be at a standstill with the exploration. In A Session 1, for example, there is little for the Understander to reflect when the floor is passed to him in line 62. Moreover, the Explorer has taken a number of short turns-at-talk without moving beyond the STS move after 38 minutes of session time. Therefore, the Understander utilizes a synthesis reflecting move coupled with an embedded focusing move (See Section 8.3.4) to encourage the Explorer to move forward:

> 063] U: 20:50:19
>> Okay. Let me summarize. You have a CMD module to do. Also, you are interested in pron. and have a new situation at work where your role as T1 will change and Japanese teachers will have to lead the class. You feel that their own problems with English pronunciation may result in the students copying this and undermine your good work so far. You have experience of working with teachers and raising their awareness of pronunciaiton problems and feel that the activities you have developed could be used as a mini-training course for the teachers to help them with aspects of pron. Is that a correct summary and is there anything here you would like to focus on further? Ok.
>
> (A Session 1: Volume 2, Appendix 22.1)

Framed with the hesitation marker "*let me summarize,*" the Understander brings together the key points raised by the Explorer in previous turns-at-talk in the session. He then seeks confirmation regarding the accuracy of the summary (*"Is that a correct*

summary?") whilst at the same time encourages the Explorer to focus more deeply on one area in the session (*"Is there anything here you would like to focus on further?"*).

The synthesis reflecting move may also be combined with a regular reflecting move that summarizes the Explorer's previous turn-at-talk, but brings it together with elements from earlier Explorer turns-at-talk. In G Session 5, for example, the Explorer is working towards rewording her research question. In his move, the Understander first reflects the Explorer's idea to delete 'how' from the beginning of the research question articulated in lines 76-78. He then types the new modified question with all of the changes suggested by the Explorer so far in the session so that the Explorer can see it as a whole for the first time:

> 080] U: 22:55:36
> So, you are now thinking of removing the how to have something which reads as - Did the Understander's responses influence my progress (as Speaker) in IMCD sessions?
> 081] U: 22:55:50
> is that right?
> 082] U: 22:55:52
> ok?

<div align="right">(G Session 5: Volume 2, Appendix 22.22)</div>

The Explorer responds to the synthesis reflecting move by stating – *"Yes, nice to see it there"* (Line 83), before moving on to clarify one modification that the Understander has forgotten to include in his reflection.

The other three instances of 'Synthesis Reflecting' occur in:

- B Session 1 - *Focusing and Synthesis reflecting* (Lines 98-99)
- H Session 6 - *Reflecting and Synthesis reflecting* (Lines 89-92)
- I Session 1 – *Synthesis reflecting* (Lines 117-128)

8.3.2 Thematizing

As with Edge's (1992a, 1992b) original CD model, thematizing can be utilized by the Understander to bring to the Explorer's attention potential thematic links between two items mentioned that he or she may not have noticed. These connections are not absolutes. They are made known to the Explorer as possibilities that may be worth

pursuing within a particular exploration. The Explorer may choose to acknowledge, reject, or ignore a thematizing move (Edge, 2002).

In the IMCD corpus, thematizing moves occur 13 times in 11 different sessions and are always combined with the obligatory reflecting move (See Table 8.1 and Appendix 17). The move may be lexically realized via an explicit interrogative statement. For example:

> 132] U: 21:49:55
> …is there a connection here with what you said early about jumping around the main aim of the lesson?
> 133] U: 21:49:56
> ok?
>
> (D Session 1: Volume 2, Appendix 22.8)

The first-pair part interrogative statement initiated by the Understander thus establishes the need for a response by the Explorer.

Alternatively, the move may be implicitly realized. In D Session 6, for example, the Understander embeds the thematizing move within reflecting via a declarative statement that is hedged through the epistemic stance marker, '*seem*':

> 051] U: 18:41:57
> …There seems to be a connection to what you said earlier about the course going quickly and having little time.
>
> (D Session 6: Volume 2, Appendix 22.13)

In her next turn-at-talk, the Explorer does not directly acknowledge the thematizing move; however, she briefly returns to the theme of time and how it is connected to her obstacle in a clarifying restatement (See Appendix 16 (2)).

When utilized, thematizing moves may play a significant part in helping the Explorer find a way forward. To illustrate, in four sessions in the IMCD corpus, Explorers are able to make discoveries in their subsequent turns-at-talk:

- A Session 2 - *Thematizing* (Line 40) *acknowledged and leads to Explorer Discovery* (Line 41)

- F Session 1 - *Thematizing* (Lines 118-124) *acknowledged and leads to Explorer Discovery* (Lines 129-124) (*Ambiguous discovery identified post-session*)

- G Session1 - *Thematizing* (Lines 105-109) *acknowledged and leads to Explorer Discovery* (Line 112)

- G Session 3 - *Thematizing* (Lines 86-87) *acknowledged and leads to Explorer Discovery* (Lines 92-95)

On the other hand, thematizing moves may be acknowledged, but the Explorer may be unable to develop any further ideas at that current point in the session. For example, in D Session 1, the Explorer confirms that a connection exists between her not adhering to her lesson plan and her having difficulties when modifying activities in the midst of teaching, but cannot move beyond her pedagogic obstacles:

> 134] E: 21:51:01
>   yes, true. it does connect, did not noticed it.
> 135] E: 21:51:21
>   *did not notice it.
> 136] E: 21:52:23
>   so what should I do? how should I tackle the problem?
> 137] E: 21:52:24
>   ok?

> (D Session 1: Volume 2, Appendix 22.8)

After the Explorer's response to the thematizing move, the session soon ends in line 138.

8.3.3 Challenging

Challenging is a similar move to thematizing but is used by the Understander to bring together statements made by the Explorer that appear to conflict one another (Edge, 2002). The Understander acts to highlight the areas of contradiction not as a criticism but as an opportunity to support the Explorer's exploration via their reconciliation. As with thematizing, the Explorer is free to acknowledge, reject, or ignore the challenge.

Challenging occurs less frequently than thematizing. In the IMCD corpus, there are only two challenges (See Table 8.1 and Appendix 17). In G Session 5, the Understander utilizes a stand-alone challenging move to question the Explorer's

reformulation of her research question and the clarifying omission move in lines 83-
84 (See Section 7.2.1):

> 088] U: 22:58:26
> yes, earlier you said
> On 11/10/10, at 10:41 PM, E wrote:
> *> I don't like the 'finding a goal' bit at the end*
> 089] U: 22:59:33
> and you have included it in the research question - how would you
> reconcile your feelings towards that bit?
> 090] U: 22:59:35
> ok?

<div align="right">(G Session 5: Volume 2, Appendix 22.22)</div>

In line 88, the Understander copies and pastes the earlier text message sent by the
Explorer in line 42 of the session along with the explicit challenge (Line 89) in order
to provide the opportunity for the Explorer to comment on the apparent contradiction.
In this case, the Explorer does not accept the Understander challenge and then
clarifies her rationale for rejecting the move and for wishing to include the phrase
"*towards setting a goal*" within the modified research question:

> 091] E: 23:00:38
> Don't you remember - I had an arguement with myself saying *> "I'm
> asking myself if 'finding a goal' = a successful CD session*
> [10/11/2010 13:42:45] E: *and I'm answering myself that in terms of
> measuring success from a researcher point of view the answer is
> probably best left at 'yes'*
> 092] E: 23:01:26
> so I want to include the 'finding a goal' bit as it is a measurement of
> success

<div align="right">(G Session 5: Volume 2, Appendix 22.22)</div>

The Explorer also utilizes the copy and paste function of Skype IM chat to remind the
Understander of the exact prior articulations that are pertinent to her rejection of the
challenging move.

In H Session 2, the Understander utilizes a challenging move combined with a
reflecting move directly after the Explorer has made a discovery regarding her choice
of research subject for her study. Feeling that the discovery has not fully addressed the

obstacles mentioned by the Explorer at the beginning of the session, the Understander states:

> 054] U: 20:46:26
> So, you have established a working relationship with C and you understand that this makes you feel it easier to ask her the questions you would like to post-session. You mention the words "dilemma" and "ethical" - how would you reconcile this with working with C?
> 055] U: 20:46:28
> ok?

<div align="right">(H Session 2: Volume 2, Appendix 22.26)</div>

By reflecting back key words from the obstacles articulated in line 27 ("*ethical*") and line 48 ("*dilemma*") of the session, the Understander provides the Explorer the opportunity to reconsider her ideas in light of her discovery. In this second example of challenging, the Explorer accepts the existence of the contradiction:

> 056] E: 20:46:49
> great question!

<div align="right">(H Session 2: Volume 2, Appendix 22.26)</div>

She then moves to reconcile it via articulating a number of planned and potential responses.

8.3.4 Focusing

Edge (2002) states, "None of us have time to spare, we are here…to use the time in a productive and satisfying way" (pg. 92). In this respect, the Explorer needs to be focused in order to move beyond mere awareness of particular obstacles and towards discovery and purposeful action. Thus, the focusing move can be utilized in circumstances wherein the Understander feels the Explorer may benefit from concentrating on one of the ideas developed in a session in order to examine it more deeply.

Focusing occurs only three times in the IMCD corpus (See Table 8.1 and Appendix 17). Two of these instances are embedded within a synthesis reflecting move (See Section 8.3.1) and utilized when the Explorer's previous turn-at-talk has yielded little

or nothing new. As with thematizing and challenging, the focusing move may be directly or indirectly realized:

- *Is there anything her you would like to focus on further?* (A Session 1, Line 63 – explicit interrogative statement)
- *So the main aim of this session is to…Does that match what you are saying?* (B Session 1, Line 98 – implicit declarative statement combined with 'Seeking confirmation of the accuracy of the synthesis reflection' step).

In both cases, each synthesis reflecting and focusing move helps the Explorer to continue on with the session.

In addition to embedded moves, the Understander may initiate a stand-alone focusing move. In C Session 1, for example, after a series of very short Explorer turn-at-talks and reflecting moves, the Understander tries to focus Participant C so that she provides a response about module choice on her master's course:

> 070] U: 20:57:39
> from your current thoughts right now, which would seem a more likely choice - MET, CSD, ASI, AWD or GLE? Ok
>
> (C Session 1: Volume 2, Appendix 22.7)

Although somewhat forcing the Explorer to move forward, it results in the Explorer specifying three modules she plans to take on her course. However, the Explorer then returns to articulating obstacles and frustration regarding the session itself (See Section 10.4 for more on this session).

8.3.5 Understander clarification questions (UCQs)

Like Explorer clarification questions (See Section 7.2.4), the Understander may utilize an Understander clarification question (UCQ) when he or she needs to seek clarification regarding an aspect of the Explorer's preceding turn-at-talk that is confusing or difficult to understand.

UCQs occur 15 times in the 32 IMCD sessions (See Table 8.1 and Appendix 17) and three distinct ways to structure the move emerge in the corpus. Firstly, the

Understander may embed the UCQ within the reflecting move using parentheses to signal it as being separate to the reflection discourse. There are eight instances of embedded UCQs (See Appendix 18 (1)).

The Understander may also initiate stand-alone UCQs either before or as a replacement to a reflecting move. Here, the Understander may or may not decide to separate the UCQ via parentheses. There are four instances of stand-alone UCQS (See Appendix 18 (2)).

A final way to construct a UCQ is for the Understander to utilize a blended reflecting / UCQ move by replacing the seeking confirmation of accuracy step of the regular reflecting move (See Section 8.2) with a request for clarification. This differs from embedded UCQs as the Understander does not use parentheses to signal the clarification move as separate to the reflection but combines clarifying and reflecting into one move. There are three instances of blended UCQs in the data (See Appendix 18 (3)).

After the Understander has initiated a UCQ, the Explorer usually moves to provide a response (UCQR) in order to facilitate ongoing understanding during the session. (See Section 7.2.3). However, there are four instances in the corpus in which the Explorer does not provide a UCQR. In G Session 6 (Line 99) and H Session 1 (Line 77), the Explorers ignore the UCQ but continue with their exploration. As both occurrences are blended UCQs (See Appendix 18 (3)), it can be argued that this is the least effective means for the Understander to seek clarification from the Explorer.

Similarly, in B Session 1 (Line 88), the Explorer does not respond to the embedded UCQ (Line 87 - See Appendix 18 (1)), but moves to clarify a misreflection by the Understander.

The fourth and final example occurs in H Session 4 (Line 43). Here, the embedded UCQ (See Appendix 18 (1)) does not receive a direct UCQR by the Explorer. However, the Explorer indirectly provides a response to the UCQ via a clarifying misreflection move in her next turn-at-talk (Lines 47-49). As the Understander still fails to understand fully what the Explorer has articulated, he initiates a stand-alone

UCQ in line 58 (See Appendix 18 (2)) which then leads to the UCQR the Understander was seeking (Line 60) (See Volume 2, Appendix 22.28).

8.3.6 Explorer clarification question responses (ECQRs)

There is one instance in the corpus in which the Explorer seeks clarification about the meaning of "*one way forward*" (H Session 3, Line 155) reflected by the Understander in his reflecting move. The Understander then provides a clarification response (ECQR) in his next turn-at-talk:

> 159] U: 21:22:23
>   is a way forward with your research, right?
> 160] U: 21:22:28
>   ok?

(H Session 3: Volume 2, Appendix 22.27)

Here, the Understander repeats the lexis that the Explorer has not understood but adds the noun phrase, "*with your research*" (Line 159). As this was elided in the previous reflection (Line 155), the ECQR offers a quick repair solution so that the Explorer can resume the temporarily suspended exploration with minimal delay.

8.3.7 Attending

Similar to the Pre-Session stage (See Section 4.3.2) and Explorer move in the Session stage (See Section 7.4), an Understander may need to utilize an attending move to explain anticipated absences, signal any technical difficulties with the IM chat, and to check the Explorer is still present in cyberspace when delays occur in taking a turn. In the IMCD corpus, there are 10 instances of attending in which the Understander either initiates the move (3 instances) or responds to Explorer-initiated attending moves (7 instances):

- A Session 1 - Checking Explorer is still present (Lines 56-58)
- A Session 2 - Responding to Explorer-initiated move (Lines 33-38)
- A Session 5 - Responding to Explorer-initiated move (Lines 73-75)
- D Session 1 - Responding to Explorer-initiated move (Line 114)
- D Session 1 - Checking Explorer is still present (Line 128)
- D Session 3 - Checking Explorer is still present (Lines 65-69)

- D Session 7 - Responding to Explorer-initiated move (Lines 35-37)
- G Session 4 - Responding to Explorer-initiated move (Line 22)
- J Session 1 - Responding to Explorer-initiated move (Line 141)
- J Session 1 - Responding to Explorer-initiated move (Line 166)

8.3.8 IMCD training

The IMCD training move may be utilized by the Understander when the Explorer steps over the boundaries of what is permissible in an IMCD session or forgets to utilize the turn-change signal to facilitate turn-taking in IM chat. The move may also be used to answer specific questions an Explorer may have regarding IMCD procedure once a session is underway.

In the corpus, there are three instances of the IMCD training move (See Table 8.1 and Appendix 17). The first instance occurs at the start of A Session 2 in which the Explorer asks the Understander to give advice about what she should focus on in the session:

> 013] E: 20:06:32
>   ... Did you have anything that vcame to mind that I should consider or is this not the place for that? Ok

> (A Session 2: Volume 2, Appendix 22.2)

Believing she may have stepped over the boundaries of what is acceptable within CD and IMCD, the Explorer hedges the request with a second interrogative statement – *"Or is this not the place for that?"* The Understander then moves to remind the Explorer that she must decide her own session aim:

> 014] U: 20:07:00
>   (sorry, you have to take it in the direction you wish it to go)
> 015] U: 20:07:02
>   ok?

> (A Session 2: Volume 2, Appendix 22.2)

The response is placed within parentheses to mark it as separate to the ongoing session discourse and functions to reconfirm the specific interactional constraints of the CD framework.

The second instance of the move occurs in C Session 1 and provides the response to the Explorer's question about printing a transcript of the session (Section 7.7):

> 055] U: 20:40:02
>   (sure)

<div align="right">(C Session 1: Volume 2, Appendix 22.7)</div>

Once again, the move is placed within parentheses to mark it as separate to the ongoing IMCD discourse.

The final use of IMCD training occurs at the start of D Session 1. As the Explorer forgets to utilize the turn-change signal after her STS move (Lines 81-82), the Understander pauses for a minute to see if the Explorer will continue with her turn and then takes the floor to issue a reminder:

> 083] U: 21:15:17
>   (just to remind you about the turn-change signal - ok? ;-))

<div align="right">(D Session 1: Volume 2, Appendix 22.8)</div>

As with the other two examples, the move is place within parentheses to mark it as separate to the exploration. The Understander also utilizes a smiley emoticon to soften what could potentially be a face-threatening act.

8.3.9 Passing back the floor

On occasions when the Explorer has taken a very short turn-at-talk and passed the floor to the Understander, the Understander may choose to pass the floor immediately back to the Explorer so that he or she may continue on with the exploration in progress. There are four instances of the passing back the floor move in the corpus:

- C Session 1 - *"Ok"* (Line 57)
- D Session 1 - *"keep going ok?"* (Line 91)
- G Session 3 - *"Would you like to comment on the connection? ok?"* (Lines 90-91)
- H Session 3 - *"ok?"* (Line 147)
- H Session 5 - *"ok?"* (Line 122)

8.3.10 Seeking permission to take the floor

In the final Understander optional move, there is one instance in the IMCD corpus in which the Understander seeks permission to reflect the Explorer's previous turn-at-talk. In D Session 9, as the Explorer has continued her turn for 38 minutes and has yet to initiate a turn-change signal, the Understander feels the need to interrupt lest face an overload of information to reflect back to the Explorer. Therefore, the Understander waits for a suitable transition relevance place in the IM chat and then seeks permission to take the floor:

056] U: 21:41:47
     (let me know when you want me to reflect !)
057] E: 21:42:39
     (ok sorry I was being carried by the questions).
058] E: 21:42:39
     Ok

(D Session 9: Volume 2, Appendix 22.16)

Here, the move is placed within parentheses to signal it as separate to the ongoing IMCD discourse (Line 56). The Explorer also utilizes parentheses in her second pair part apology in line 57 and then initiates a turn-change signal in line 58 to signal the end of the insertion sequence and to invite the Understander to reflect.

8.4 Conclusion

This section has examined the one obligatory move and ten optional moves that are utilized in the IMCD corpus by the Understander in order to support the Explorer's exploration within the session stage of IMCD. The next chapter will examine the Understander and Explorer moves that occur in the Closing of the Session stage and Post-session stage as the two interlocutors step out of their respective CD interactional roles and return to ordinary IM chat.

Part 2: The research

Chapter 9: Moves in IMCD sessions: Closing and Post-session stage

9.1 Introduction

The first part of Chapter 9 describes how the Session stage is brought to a close by either the Understander or Explorer as the two interlocutors revert back to ordinary IM chat. The various obligatory and optional moves that occur in the Post-session stage of an IMCD session are then examined in the second part of the chapter.

9.2 Closing the Session stage

Schegloff and Sacks (1973) state, "a single conversation does not simply end, but is brought to a close" (p. 69). In this respect, closing may involve the introduction of a pre-closing adjacency pair by one of the interlocutors which has the potential to lead to a subsequent terminal exchange and ending of the conversation at hand (Button, 1987; Hopper, 1992; Raclaw, 2008; Schegloff & Sacks, 1973). Similarly, an IMCD session "does not simply end" (Schegloff & Sacks, 1973, p. 69), but is brought to a close via the lexical signaling and communicative intent of either the Explorer or Understander. The closing of the Session stage may occur when the pre-agreed time limit has expired or is about to expire (See 'Setting a time limit' - Sections 4.2.4 and 4.2.5), when the Explorer has reached a satisfactory end to his or her particular exploration, or when the Explorer feels unable to move forward. In the IMCD corpus, six different closing sequences have been identified and will be described in turn.

9.2.1 Understander reminder of the time limit

In the IMCD corpus, there are seven instances in which the Understander reminds the Explorer that the pre-agreed time limit for the session has expired or is approaching. This closing sequence occurs in the following sessions:

- A Sessions 1 (Lines 70-72)
- A Session 2 (Lines 47-49)
- A Session 3 (Lines 52-55)
- A Session 4 (Lines 62-63)
- B Session 1 (Lines 116-120)

- D Session 2 (Lines 89-93)
- D Session 6 (Lines 77-80)

In each of the sessions, the Understander initiates a pre-closing move to indicate to the Explorer that the session should be ended. The move may explicitly mention time (e.g. "*(p.s. 9.04pm)*" – A Session 4, Line 62, Volume 2, Appendix 22.4) or implicitly suggest that the time limit has been reached (e.g. "*(p.s. I need to bring this to an end – sorry!*) – D Session 2, Line 89, Volume 2, Appendix 22.9). The pre-closing move is usually embedded within a reflecting move and placed in parenthesis to mark it as separate to the reflecting discourse. One exception is D Session 6 (Line 77, Volume 2, Appendix 22.13) in which the Understander utilizes a separate pre-closing move once the floor is passed to him after a short Explorer turn-at-talk.

Each pre-closing move initiated by the Understander sets up the first-pair part of an adjacency pair that invites the Explorer to respond via the initiation of a second-pair part. In B Session 1, for example, the Understander reflects the Explorer's previous turn at talk and then embeds a pre-closing move at the end of line 116. The Explorer first responds to the reflecting move by providing an evaluation of it in line 117. He then provides the second pair-part of the pre-closing move by acknowledging the time in line 118 and agreeing to the termination of the session. The Explorer then initiates a new first-pair part exchange in order to confirm with the Understander that termination is indeed acceptable. The Understander then completes the terminal exchange in line 119 – "*sure.*" As a final step, in line 120, the Understander initiates a declarative statement for both participants to step out of their roles of Understander and Explorer (See stepping into roles – Section 4.2.5). This marks the end of the interactional constraints of IMCD and a return to the turn-taking mechanism of ordinary IM chat. A stepping out of roles step then marks the transition between the Session stage and Post-session stage of the particular session:

116] U: 20:58:21
So there is an advantage to using non-work related subjects in terms of ojectivity and detachment. Moreover, through observations and findings in other situations, contexts, you may discover potential solutions to puzzles you have identified but not overcome in your current context. Right? ok. (p.s. need to come to an end soon)

117] E: 20:59:00
I think that sounds like a path worth exploring.
118] E: 20:59:43
We are right at 9 o'clock and I think this is a fine place to break if you are agreed.
119] U: 21:00:13
sure
120] U: 21:00:18
STEPPING OUT OF ROLES

(B Session 1: Volume 2, Appendix 22.6)

9.2.2 Explorer reminder of the time limit

The Explorer may also wish to initiate a pre-closing move to indicate that the time period agreed upon for the session is soon approaching or has passed. There are three instances in the IMCD corpus in which the Explorer initiates a pre-closing move to remind the Understander about time. This occurs in the following sessions:

- D Session 3 (Lines 87-91)
- D Session 9 (Lines 90-93)
- J Session 1 (Lines 190-192)

In D Session 9, for example, two minutes before the agreed limit, the Explorer initiates a pre-closing move using parentheses in line 90 to mark it as separate to the ongoing IMCD exploration discourse. The Explorer first indicates her awareness of the time and then requests another session. This signals to the Understander an implicit desire to end the current session. The Understander responds to the first-pair part adjacency pair by both agreeing to the termination of the current session and the scheduling of a subsequent session in line 91 and then suggests that he and the Explorer step out of their respective IMCD roles and return to ordinary IM chat. This stepping out of roles step again marks the transition from Session stage to Post-session stage:

090] E: 21:58:19
(I am aware of time, there is much more going on, can we schedule another session soon?)
091] U: 21:58:24
sure
092] U: 21:58:29
let's step out of roles there

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9.2.3 Understander invitation to end after Explorer plan of action

Another type of closing sequence may occur when the Understander feels that the Explorer has come to a natural conclusion to the exploration. Although there may still be time remaining in the session, the Understander may feel that the Explorer has formulated a satisfactory plan of action to overcome the particular obstacle and appears to have reached an end point. However, the Explorer has not overtly signaled his or her desire to end the session. At this point in the session, the Understander may thus invite the Explorer to close the Session stage. There are nine instances in the IMCD corpus. The various sessions are as follows:

- F Session 1 (Lines 139-143)
- G Session 1 (Lines 127-132)
- G Session 6 (Lines 171-175)
- H Session 1 (Lines 176-187)
- H Session 2 (Lines 93-94 / Lines 108-113)
- H Session 3 (Lines 166-171)
- H Session 4 (Lines 95-100)
- H Session 5 (Lines 125-129)
- H Session 6 (Lines 131-135)

In G Session 6, for example, with 12 minutes remaining in the session, the Explorer has already made two significant discoveries and indicated that she has found her way forward (Line 163). After responding to an Understander Clarification Question in line 169 (See Section 8.3.5), the Explorer then quickly passes the floor back to the Understander in line 170. The Understander takes this short turn-at-talk to signal that the Explorer has reached a satisfactory end to her exploration. He initiates an invitation to close the session in line 171 – "*ok – and that is where you would like to leave it tonight?*" The Explorer accepts the invitation to end and the Understander then initiates the stepping out of roles step as the final turn of the Session stage (Line 175) (See Volume 2, Appendix 22.23).

It is also possible for an Explorer to ignore or decline the Understander's invitation to close. In H Session 2, for example, the Explorer has made a relatively quick discovery in the session and then initiates a short turn-at-talk after the Understander's reflecting move in lines 88-90:

091] E: 20:59:06
        yes this is exactly it
092] E: 20:59:08
        ok?

(H Session 2: Volume 2, Appendix 22.26)

Although there are still 30 minutes remaining in the session, the Understander believes that the Explorer has reached a satisfactory conclusion in her exploration. He then indirectly invites the Explorer to end the session:

093] U: 20:59:31
        So, is there anything here you would like to continue to work on
094] U: 20:59:32
        ok?

(H Session 2: Volume 2, Appendix 22.26)

The Explorer, however, ignores the Understander's pre-closing move and continues on with her next turn-at-talk in order to articulate her plan of action (Lines 95-99). After the Understander's next reflecting move, the Explorer articulates another short turn-at-talk (Lines 106-107). Thus, the Understander initiates a second pre-closing move in line 108 - "*ok – would you like to continue or do you feel you would like to end there*?" This invitation is accepted by the Explorer and the session finally ends with the Understander-initiated stepping out of roles step in line 113 (See Volume 2, Appendix 22.26).

The closing sequence in G Session 1 may be considered as an exception as the Explorer returns to obstacle after making a discovery in line 112 rather than ending the session with a concrete plan of action. However, there seems to be realization in the Explorer's response to the Understander's final reflecting move in line 125 of what she needs to do to overcome her obstacle. The Explorer understands the need to plan her pitch to gatekeepers to get access for her research:

123] U: 06:47:37
        So it is about the way to explain CD, the way to put the message across
        from the beginning. Right?
124] U: 06:47:38
        ok?
125] E: 06:47:47
        right
126] E: 06:47:50
        ok?

<div align="right">(G Session 1: Volume 2, Appendix 22.18)</div>

The implicit realization of the Explorer coupled with the short turn-at-talk in line 125, then leads the Understander to invite the Explorer to end the session – "*Would you like to comment more of feel that is where you would like to end today?*" (Line 127). This in turn leads to the Explorer's acceptance (Line 129) and the initiation of the stepping out of roles step by the Understander in line 132 (See Volume 2, Appendix 22.18).

9.2.4 Explorer comes to a successful end

In a similar move to the Understander invitation to end after Explorer plan of action (See previous section), there are 10 instances in the IMCD corpus in which the Explorer signals a desire to end the session after reaching a satisfactory point in his or her exploration. This can be regardless of time remaining in the session. The 10 sessions are as follows:

- A Session 5 (Lines 96-99)
- D Session 5 / E Session 1 (Lines 72-74)
- D Session 7 (Lines 123-124)
- D Session 8 (Lines 94-96)
- G Session 2 (Lines 144-147)
- G Session 3 (Lines 110-117)
- G Session 4 (Lines 84-89)
- G Session 5 (Lines 111-117)
- G Session 7 (Lines 145-151)
- I Session 1 (Lines 145-150)

In this type of closing sequence, it is the Explorer who initiates the first-pair part of the pre-closing move for the Understander to accept. For example, in G Session 7, although the session has been in progress for only 30 minutes, the Explorer has been able to formulate a concrete plan of action regarding her pedagogic puzzle. After the Understander's reflection of her plan (Lines 136-144), the Explorer indicates that she has "*the perfect solution*" (Line 146) and has reached "*a natural end*" (Line 149). Recognizing that the Explorer has come to an end and initiated an indirect pre-closing move, the Understander responds with the second-pair part – "*Ok*" before initiating the stepping out of roles step in line 151:

> 145] E: 06:26:32
>   That's it!
> 146] E: 06:26:45
>   The perfect solution!
> 147] E: 06:27:09
>   And more birds killed with that 1 stone than I'd hoped.
> 148] E: 06:27:40
>   I think this has been a very short but very sweet session
> 149] E: 06:27:47
>   a natural end
> 150] E: 06:27:54
>   ok
> 151] U: 06:28:11
>   Ok - stepping out of roles and thankful that the power cut has been
>   delayed for today!

<div align="right">(G Session 7: Volume 2, Appendix 22.24)</div>

9.2.5 Understander suggestion to end after Explorer obstacles

In situations in which the Explorer seems unable to advance with the particular exploration, but does not initiate a pre-closing or closing move, the Understander may then suggest the Explorer ends the session. There are two instances of Understander suggestion to end in the IMCD corpus:

- C Session 1 (Line 77)
- D Session 1 (Lines 138-139)

In C Session 1, as the Explorer takes increasingly shorter turns-at-talk and articulates frustration with the IMCD framework, the Understander initiates a pre-closing move:

077] U: 21:05:35
           okay - let's step out of the roles and end the session there!

                                    (C Session 1: Volume 2, Appendix 22.7)

The Explorer does not immediately respond to the first-pair part but continues to voice her frustration with the session. Finally, in line 80, the Explorer enquires as to whether the session has ended and the Understander replies – *"yup!"* which marks the termination of the session stage (See Section 10.4 for more details on C Session 1).

In D Session 1, with eight minutes remaining in the session, the Explorer appears to be unable to move forward with her exploration. She articulates her final obstacle:

136] E: 21:52:23
           so what should I do? how should I tackle the problem?
137] E: 21:52:24
           ok

                                    (D Session 1: Volume 2, Appendix 22.8)

She then returns the floor quickly back to the Understander. In his next turn-at-talk, the Understander suggests that the session ends and that both Understander and Explorer return to ordinary IM chat – *"okay, I think we should end the session now and step out of our roles"* (Line 138). The Explorer agrees to the suggestion to complete the terminal exchange – *"alright..."* (Line 140) which marks the end of the Session stage (See Volume 2, Appendix 22.8).

9.2.6 Explorer is unable to move forward
Similar to the Understander suggestion to end the session after the Explorer obstacles sequence (See previous section), there is one instance in the IMCD corpus in which the Explorer signals a desire to close as she feels unable to proceed with the particular exploration.

Towards the end of D Session 4, the Explorer articulates a potential response to overcome her obstacle, offers the floor to the Understander, but then takes the floor back immediately to let the Understander know that she is – *"a bit blocked now"* (Line 73). Although there are ten minutes remaining in the session, the Understander

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interprets this as an Explorer pre-closing move. To maintain coherency within the IMCD session, the Understander reflects the Explorer's previous turn at talk in line 74. The Understander then confirms the Explorer's desire to end the session by initiating an alternative first-pair part exchange in line 75. The Explorer completes the adjacency pair line 77 that terminates the session stage. The Understander then marks the end of the Session stage with the stepping out of roles step in lines 78-79:

075] U: 06:59:48
      This is where you would like to end the session today?
076] U: 06:59:49
      ok.
077] E: 07:00:11
      yes!! Ok (laugh)
078] U: 07:00:17
      okaya
079] U: 07:00:21
      stepping out of roles

(D Session 4: Volume 2, Appendix 22.11)

9.3 Summary

In an IMCD session either the Understander or Explorer can signal a desire to close the Session stage depending on the availability or lack of time, the exploration having reached a successful conclusion, or the Explorer being unable to move forward. Closing may involve the initiation of a first-pair part by one participant that summons a response by the recipient. This move may explicitly or implicitly invite or suggest an end to the session stage. Once agreed upon by the recipient and communicated via the second-pair of the exchange, the session stage is terminated. Either participant may then initiate the stepping out of roles step. In the IMCD corpus, for example, there are 25 instances of Understander-initiated and four instances of Explorer-initiated stepping out of role steps, There are also three sessions in which the step is omitted from the closing sequence (See Appendix 19). The stepping out of roles step marks the transition from Session stage to Post-session stage, the end of the interactional constraints of IMCD, and the return to the norms of IM chat.

The next two sections will describe the various obligatory and optional moves utilized by the Explorer and Understander in the Post-session stages of an IMCD session.

9.4 Post-session stage: Obligatory moves

In the Post-session stages of the 32 IMCD sessions analyzed, five obligatory moves can be identified (See Table 9.1). The thanking move tends to occur at the beginning of the Post-session stage but may be repeated during closing. The evaluating feedback move may then occur at any particular point after thanking. The scheduling next session, saving the session, and saying goodbye moves tend to occur towards the end of the Post-session stage (See Appendix 20).

It should be noted that some Post-Session stages are incomplete in the IMCD corpus (See Appendix 20). Unfortunately as the Skype sessions were saved, subsequent turns-at-talk were not recorded. Therefore, certain end moves were inadvertently cut from the data. This error has been accounted for in the analysis. The following sections (9.4.1 to 9.4.5) will describe each obligatory move in turn.

Table 9.1: Obligatory moves in the Post-session stage of IMCD

Moves	
1	**Thanking** (*Absent in D Session 5 / E Session 1 and D Session 9*)
2	**Eliciting feedback** (*Absent in D Session 4*)
3	**Inviting to / Scheduling next session** (*Absent in B Session 1, D Sessions 2, 3, 4, 7, 8, F Session 1, and G Session 5*)
4	**Saving the session** (*Absent in A Session 4, B Session 1, D Sessions 2, 4, 5, 8, and 9*)
5	**Saying goodbye** (*Absent in A Sessions 4, 5, B Session 1, D Sessions 2, 3, 4, 5, 7, 8, 9, F Session 1, G Sessions 2, 3, H Sessions 1, 4, 5, 6, and I Session 1*)

9.4.1 Thanking

The most common pattern in the IMCD corpus is for thanking to be utilized directly after the closing of the Session stage. There are 30 instances in the data in which the Understander (19 instances) or Explorer (11 instances) thank one another for the session immediately at the start of the Post-session stage (See Appendix 20). In H Session 1, for example, the Understander's stepping out of roles step terminates the Session stage in line 187. The Understander then moves to thank the Explorer for her time in participating in the session in line 188. The Explorer responds to the utterance with a comment on her perceived effectiveness of the session (Line 189) and her own message of appreciation (Line 190):

187] U: 22:45:38
ok - let's step out of roles....
188] U: 22:46:02
Well, thanks for that...
189] E: 22:46:05
ok this has been extremely useful for me
190] E: 22:46:08
thank you!!

(H Session 1: Volume 2, Appendix 22.25)

It can be seen in the excerpt above that once the Session stage has been terminated, there is no longer the need for participants to utilize the turn-change signal – "*Ok?*" (See Sections 4.2.4 and 4.2.5) as the turn-taking mechanism returns to that of ordinary IM chat. In other words, both Explorer and Understander are able to take turns freely as they contribute to the ongoing chat within the Post-session stage of IMCD.

Thanking may also be utilized in the following ways:

- in the middle of the Post-session stage by the Explorer to thank the Understander for sending a summary of the session (A Session 3, Line 63, D Session 6, Line 103, G Session 3, Line 170) (See Sending summaries – Section 9.5.6).
- in the middle of the Post-session stage by the Understander to thank the Explorer for providing feedback on the session (G Sessions 1, Line 157. G Session 2, Line 200, G Session 3, Line 132, G Session 4, Line 105, and G Session 7, Line 182) (See Providing feedback – Section 9.5.8).
- at the end of the Post-session stage by either Explorer or Understander to thank the other interlocutor again for his or her participation (A Session 1, Line 101, A Session 2, Lines 72-73, A Session 3, Line 74, A Session 4, Line 75, C Session 1, Line 132, D Session 2, Lines 97-99, D Session 6, Line 149, D Session 8, Line 114, F Session 1, Line 174, G Session 4, Line 107, H Session 2, Line 132, H Session 3, Line 201, H Session 4, Line 114, and I Session 1, Line 170).

As mentioned in the introduction to this section regarding obligatory moves in the Post-session stage of IMCD, it is possible that some thanking moves at the end of

sessions occurred after the Skype session was saved and therefore were lost from the data.

9.4.2 Eliciting feedback

As the Understander is conducting IMCD research, an obligatory move in each of the Post-session stages of IMCD is to elicit feedback from the Explorer about the session itself. Here, the Understander asks the Explorer to answer a series of questions by email. For example, in B Session 1, the Understander asks the Explorer:

131] U: 21:01:57
    Also, could you consider the following questions, if you don't mind
    and send me a post-session email
132] U: 21:02:09
    Questions for post-session reflection:

    1] Did you feel you were being understood?
    2] If so, did this help in anyway with your movement forward?
    3] Was there anything new in what you articulated in terms of your
    current dilemma about ethics?
    4] Were my reflections useful?
    5] Anything else you would like to add!!

(B Session 1: Volume 2, Appendix 22.6)

As IMCD sessions progress, Explorers can become familiar with the feedback procedure so that the Understander may not need to repeat the questions. For example, in D Session 6, the Explorer initiates the eliciting feedback move:

106] E: 19:13:56
    and i'll answer the usual questions?
107] U: 19:14:02
    yes, please

(D Session 6: Volume 2, Appendix 22.13)

Eliciting feedback occurs in 29 of the 32 sessions in the IMCD corpus. The move is absent in D Sessions 4, 7, and 9. Here, it is possible that eliciting feedback occurred after the session was saved and thus was cut from the data. It is also possible that the Understander forgot to ask the Explorer and did a follow-up request for feedback via Facebook message or email.

Although the eliciting feedback move is unique to this particular study, Edge (1992b, 2002) suggests that participants undertaking CD reflect on their experiences post-session to consider and discuss how effective the particular Understander was in facilitating Explorer development. In this respect, eliciting feedback may still exist as an obligatory move in IMCD sessions where participants are not undertaking specific CD / IMCD research (See also Reflecting on the session – Section 9.5.7).

9.4.3 Inviting to / Scheduling next session

During the Post-session stage of first-time IMCD sessions, the Understander may utilize an inviting move to ask the Explorer if he or she would like to undertake subsequent sessions. In A Session 1, for example, the Understander invites the Explorer to continue with a future session directly after the stepping out of roles and thanking the Explorer for participating in the current session:

073] U: 21:08:18
      Thanks E. I hope that was useful for you
074] U: 21:08:33
      If you want to pick this up next week, let me know and we can meet again online

(A Session 1: Volume 2, Appendix 22.1)

As the Explorer agrees to continue, precise details about date and time are then discussed between the participants later in the Post-session stage:

089] U: 21:14:57
      How is next Thurs for you?
090] E: 21:16:28
      I think fine, 8:00 . . .

(A Session 1: Volume 2, Appendix 22.1)

In subsequent IMCD sessions (Session 2 onwards), the Understander or Explorer may utilize a scheduling next session move in which to arrange the next IMCD session. Such moves tend to occur towards the end of the Post-session stage (See Appendix 20). In H Session 3, for example, the Explorer requests a next session in line 188. In lines 191-195, the Understander and Explorer negotiate the date and time of the session. As a weekly routine for IMCD sessions has been established between the

Understander and Participant H, the Understander states that, *"the same time next week"* is available (Line 191). In line 192, the Explorer then enquires about an alternative day. The Understander agrees to (Line 194) and then confirms the schedule by writing it in his diary (Line 197):

 188] E: 21:28:45
   would it be possible to have another session?
 189] U: 21:28:50
   of course
 190] U: 21:28:52
   ;-)
 191] U: 21:29:04
   same time next week is possible, I think
 192] E: 21:29:24
   would wednesday same time work as well
 193] U: 21:29:32
   the 24th
 194] U: 21:29:36
   yeah no problem
 195] E: 21:29:39
   yes
 196] E: 21:29:46
   great!
 197] U: 21:29:50
   it's in my diary

             (H Session 3: Volume 2, Appendix 22.27)

It should be noted that although the move is categorized as obligatory, it is absent from eight sessions in the IMCD corpus (See Table 9.1 and Appendix 20). However, each of these particular eight sessions is incomplete as the endings were lost when the Skype session was saved. It is possible therefore that inviting or scheduling next session did occur but has not been captured in the data.

Not all inviting or scheduling next session moves are successful as can be seen by the sessions in the corpus. Each Explorer chose to discontinue his or her participation in IMCD sessions after one to nine sessions (See Section 12.3 and Volume 2, Appendix 21).

9.4.4 Saving the session

As previously mentioned in Section 3.6.5, Skype Version 2.8.0 enables users to save text conversations as an HTML document. Therefore, as a pre-closing move to the Post-session stage, the Understander may explicitly refer to the action of saving the session data in order to create a permanent record of the IMCD interaction. The transcript can then be read through and analyzed by participants at their leisure. In G Session 5, for example, the Understander types:

144] U: 23:12:15
        will now save the file

(G Session 5: Volume 2, Appendix 22.22)

This serves as a pre-closer to the Post-session stage and as a reminder to the Explorer to save the session as well for her own personal record.

Saving the session can also involve the Explorer requesting the Understander to send him or her a copy of the session transcript. This is especially the case when the Explorer is unsure how to save the Skype session. In D Session 4, for example, the Explorer asks:

097] E: 07:05:05
        could u send me the file with the transcription too?
098] U: 07:06:58
        ok

(D Session 4: Volume 2, Appendix 22.11)

The saving the session move is absent from seven sessions in the IMCD corpus (See Table 9.1 and Appendix 20). However, it is likely that explicit reference to saving the session was made by the Understander after the actual save button was clicked resulting in the text being cut from the data.

Interestingly, later versions of Skype do not have the save as HTML function but automatically store all text messages within the user's chat history. In G Session 7, there is an extended sequence from lines 215 to 272 (Volume 2, Appendix 22.24) in which the Understander discovers the problem with his latest version of Skype and

discusses it with the Explorer. The solution here was to download and reinstall Skype version 2.8.0.

9.4.5 Saying goodbye

The saying goodbye move occurs at the end of the Post-session stage and closes the IM chat. Similar to the closing of the Session stage (See Section 9.2), it can be initiated by either Understander or Explorer and may include a pre-closing and closing sequence (Button, 1987; Hopper, 1992; Raclaw, 2008; Schegloff & Sacks, 1973). In G Session 1, for example, the Explorer signals her desire to close the IM chat by introducing a solicitude sequence (Button, 1987). The Explorer wishes the Understander "*a lovely day*" (Line 196) and "*dinner*" (referring to the Understander's dinner party first mentioned in the small talk move of the Pre-session stage – Line 29). Recognizing the solicitude as a pre-closing move, the Understander indicates his willingness to close the chat by providing his own solicitous reply - "*have a good Friday and weekend*" (Line 198). The Understander then continues by initiating the first-pair part of the terminal exchange – "*byeeeee*" (Line 199). Once the Explorer provides the second-pair part in line 200, the session closes and both participants are free to sign out of the Skype chat:

> 196] E: 07:00:00
>   Have a lovely day U. I hope the dinner is delicious!
> 197] U: 07:00:03
>   thanks
> 198] U: 07:00:16
>   have a good Friday evening and weekend
> 199] U: 07:00:18
>   byeeeeee
> 200] E: 07:00:25
>   bye bye :)

(G Session 1: Volume 2, Appendix 22.18)

Saying goodbye is an obligatory move in the Post-session stage of IMCD lest one participant be left in doubt that the IM chat is still active. However, the move is absent from 18 sessions in the IMCD corpus (See Table 9.1 and Appendix 20). This is again due to the data being lost once the Skype session was saved towards the end of each session in question.

9.5 Post-session stage: Optional moves

As well as obligatory moves, there are number of optional moves that may be utilized by either the Understander or Explorer during the Post-session stage of IMCD. These optional moves (See Table 9.2) may be utilized when the specific circumstances arise. In the following sections (9.5.1 to 9.5.9), each optional move will be described in turn.

Table 9.2: Optional moves in the Post-session stage of IMCD

Optional moves
Apologizing
Attending
Asking questions about IMCD
Asking questions about the course
Offering help
Sending summaries
Reflecting on the session
Providing feedback
Small talk

9.5.1 Apologizing

As with the Pre-session stage (See Section 4.3.1), there are seven instances of apologizing within the Post-session stage of IMCD (Appendix 20). In the corpus, the Understander utilizes the move twice to apologize for having to end the session at the agreed time limit as the Explorer is still in the midst of her exploration (*"Sorry I have to end it there…"* - A Session 2, Lines 50-52, Volume 2, Appendix 22.2 and *"Sorry to cut things at 9…"* - A Session 3, Lines 57-58, Volume 2, Appendix 22.3). Both these moves occur directly after the stepping out of role step.

The Understander also makes use of the move in D Session 2 to apologize for a misreflection (See Section 7.2) that occurred in the Session stage. Here, the Understander apologizes for misreading that the Explorer has no more teaching practices remaining on her course (*"I completely misread about no more practice…"* - Lines 95-97, Volume 2, Appendix 22.9).

Alternatively, the Explorer may utilize apologizing in the Post-session stage. In the corpus, Explorers apologize for negativity during the session (*"Sorry, I hope I didn't come across as too rude"* - C Session 1, Line 82, Volume 2, Appendix 22.7), for not ending at the agreed time (*"Sorry was been carried by thoughts"* – D Session 6, Line 83, Volume 2, Appendix 22.13), and for not sending feedback for the previous session

("I forgot to give you the answers of last session" – D Session 7, Line 130, Volume 2, Appendix 22.14 / *"Sorry, I think I forgot to send you the feedback*" – D Session 8, Line 110, Volume 2, Appendix 22.15).

Thus, it can be seen that apologizing is an optional move that either the Understander or Explorer may utilize when specific circumstances dictate.

9.5.2 Attending

As previously mentioned in the Pre-Session stage (See Section 4.3.2) and Session stage of IMCD (See Sections 7.4 and 8.3.7), attending moves may be utilized by the Explorer or Understander when instances of keyboard inactivity within the Skype IM chat occur or are expected to occur. The Explorer or Understander may also need to initiate attending moves during the Post-session stage. In the IMCD corpus, attending occurs four times:

- A Session 2 (Lines 67-69) – *The Explorer checks that the Understander is still present.*
- D Session 4 (Lines 95) – *The Understander informs the Explorer of a brief absence from the keyboard.*
- G Session 7 (Lines 169-170) – *The Explorer explains she needs some time to scroll back and check earlier session discourse.*
- H Session 6 (Line 145-148) – *The Explorer checks that the Understander is still present.*

9.5.3 Asking questions about IMCD

Although IMCD training is provided in the Pre-session stage of first IMCD sessions (See Section 4.2.4) and the Explorer may ask further questions about IMCD during the Session stage (See Section 7.7), it is possible for the Explorer to still have questions about IMCD procedure during the Post-session stage. In the IMCD corpus, there are four instances in which the Explorer asks an IMCD-related question (See Appendix 20).

In A Session 1 (Line 75), A Session 4 (Line 73), and A Session 5 (Line 107), for example, Participant A enquires about the possibility of communicating further with

the Understander (or Explorer in A Session 5) about issues raised in the session but is fearful of this not being acceptable:

075] E: 21:09:47
…How do I communicate with you without tainting our roles. Am I to understand that we don't talk about this at all except in the roles in a session. Need a little clarification.
076] E: 21:10:51
ok
077] U: 21:10:56
Yes
078] U: 21:11:00
best not to

(A Session 1: Volume 2, Appendix 22.1)

Here, the Understander advises the Explorer against talking freely to him about the issues under investigation as it could fundamentally affect the established Understander-Explorer relationship. In other words, any contributions by the Understander of his own thoughts, ideas, experiences, or judgments could be detrimental should the Explorer wish to return to the particular exploration in subsequent sessions (Edge 1992b, 2002).

A fourth instance occurs in D Session 1 in which the Explorer seeks to reaffirm the purpose of IMCD at the end of her first session:

142] E: 21:54:06
but am I missing something? Or this is it, I mean the purpose is only to help the speaker reasoning, with not real view of the understander?

(D Session 1: Volume 2, Appendix 22.8)

In his response, the Understander explains again the constraints of his IMCD role with regards to not being able to provide advice to the Explorer and recommends that she works both with an IMCD partner and a critical partner; someone who will critique her ongoing ideas (Lines 143-159). This leads to a short sequence in which the Explorer explains about the lack of interaction among students on her on-campus course, the lack of a critical partner, and her perceived feelings of isolation (Lines 160-170) (See Volume 2, Appendix 22.8).

9.5.4 Asking questions about the course

On two occasions in the Post-session stage, Explorers take the opportunity to ask the Understander specific questions about the Master's course they are currently undertaking as they are aware that the Understander graduated from the same course (See Appendix 20). The first instance of the move occurs in A Session 2. The Explorer asks the Understander if he took the module she is currently studying – *"Did you write a CMD paper way back when?"* (Line 59, Volume 2, Appendix 22.2). As the response does not involve providing any advice or suggestions with regards to the Explorer's exploration, the Understander is able to provide an answer.

In the second instance, Participant C asks the Understander – *"What can you pass on from your experience?"* (C Session 1, Line 89). As the Explorer has been investigating in the session the issue of optimal module choice on the Masters, the Understander is reluctant to answer in case he inadvertently influences the Explorer by discussing his own course pathway. This is because introducing the Understander's individual decisions and course experiences could be detrimental to the IMCD process should the Explorer wish to return to this topic in a later session. Thus, in his reply, the Understander explains:

> 091] U: 21:10:00
> I have to be careful what I say as I trying not to influence the session too much

<div align="right">(C Session 1: Volume 2, Appendix 22.7)</div>

9.5.5 Offering help

There are three instances in the Post-session stage of the IMCD corpus in which the Understander offers additional support to the Explorer regarding her particular exploration (See Appendix 20). In A Session 2, for example, the Explorer makes a discovery in the Session stage about asking Master's course participants for sample 'Course and Material Design' (CMD) assignments in order for her to get a better idea of what a 4,000-word module assignment entails (Line 41). As the Understander wrote a CMD assignment when he was a Master's student, he offers to send it to the Explorer – *"I can send it you if you like"* (Line 62) to save her the trouble of seeking

example assignments from other Master's course participants (See Volume 2, Appendix 22.2).

In D Session 6, the Explorer uses the IMCD session to overcome gaps in her knowledge regarding her understanding of what a course syllabus is (Lines 17-20). In a move similar to A Session 2, the Understander offers to provide the Explorer with example syllabuses from his particular teaching context in order to aid her:

> 109] U: 19:14:31
> Also, without contaminating the session, would you like me to send you some of my syllabuses for my university classes?
> 110] E: 19:15:03
> wow!!
> 111] E: 19:15:10
> that would be great help!!

> (D Session 6: Volume 2, Appendix 22.13)

In the third instance, G Session 2 focuses on the Explorer's desire to do research within the CD/IMCD area. Her final response to her obstacle is to consult the CD literature to find out the research that has already taken place in the CD field (Line 131). Once again, the Understander is able to offer additional support to the Explorer as he has just completed a CD/IMCD literature review as part of his doctoral study. Here, he offers to send the literature review paper to the Explorer to assist her with her research:

> 208] U: 23:31:18
> I can send you my lit review
> 209] U: 23:31:21
> if you would like

> (G Session 2: Volume 2, Appendix 22.19)

In each of these three cases, the Understander is careful not to affect future IMCD sessions with the particular participant by offering any advice or suggestions on the issues under investigation. Instead, he sees an opportunity to offer extra help to the three Explorers by providing literature or authentic material that can be of use to them whilst undertaking their particular research projects.

9.5.6 Sending summaries

During the Session stage of IMCD, it may be useful for the Understander to keep short summary notes of the Explorer's ongoing articulations in a separate Word document file as this facilitates the construction of Understander reflecting moves. During the Post-session stage, the summary can then be provided to the Explorer as an additional resource and record of the session. In the IMCD corpus, there are 18 instances of the Understander sending summaries to the Explorer (See Appendix 20). In B Session 1, for example, the Understander copies and pastes the summary into the Skype IM chat box window for the Explorer to read (Line 127):

125] U: 21:00:51
        BTW - I do a running summary in a word doc. next to the skype box
126] U: 21:01:05
        it may be useful for you along with the session notes.
127] U: 21:01:22
        E - May 30th

        Public schools – research and ethics – resistance
        Using private students
        Using privates – contrived as not part of natural work context
        Context – private school – newcomer – not rock the boat
        Research as intrusive / raising the question sent up warning signs
        What happened in the past?
        Possible problems from parents over slight concerns
        Understand present work context and overcome problem of ethical
        research Find a way to get the school involved, parents contract, share
        information about teaching and then show them why i.e. prof. dev.

        The only option – ask the faculty and see what they can say / a letter of
        endorsement from university. This may not work though
        Or get privates who can give consent and then get the MET done.

        Do I need to do AR at work or wait for the opportunity to arise
        The dilemma of using work or yield to finding or creating other venues
        for AR research i.e. private students or friends who study English
128] E: 21:01:22
        I would love it if you would send me a copy.
129] U: 21:01:30
        I just posted it above!
130] E: 21:01:40
        Thanks!

                (B Session 1: Volume 2, Appendix 22.6)

Once the session has been saved, the summary (as well as the session transcript) can then be read at the Explorer's own convenience.

Although, I utilized the strategy of making summaries in IMCD sessions early in the data collection period, from H Session 1 onwards, I stopped doing so (2nd November 2010 - See Volume 2, Appendix 21.1). An entry in the research field notes explains the reason for me deciding to abandon the writing of summaries, *"As the Explorers' turns are short and fast…not enough time to make notes in the word doc,"* (Field note entry, 2nd November 2010).

Thus, although sending summaries occurs 18 times as a move in the Post-session stages of the IMCD corpus, it is an optional move depending on whether an Understander has enough available time in a session to keep an ongoing summary of the particular Explorer's articulations or indeed finds it useful to do so.

9.5.7 Reflecting on the session

Edge (1992b, 2002) suggests that participants discuss their experiences of CD and of interacting within the specific CD roles of Explorer and Understander post session. This can help participants continue to build a positive working relationship and help both Explorer and Understander to further refine their CD skills. In the Post-session stage of the 32 IMCD sessions of the corpus, there are 20 instances in which the Understander or Explorer discuss their experiences of IMCD by reflecting on the session that has just occurred (See Appendix 20).

The Understander may initiate the reflecting on the session move to comment positively on its usefulness for his research and thus, hopefully encourage participants to continue on with the sessions. In B Session 1, for example, the Understander states that the session:

> 123] U: 21:00:31
>   …was great
> 124] U: 21:00:36
>   I wrote lots of notes

(B Session 1: Volume 2, Appendix 22.6)

The Understander may also highlight specific moments in the session that have particularly resonated with him. For example, in G Session 2 (Lines 149-150), he points to an area in the IMCD discourse in which he feels the Explorer made a key discovery:

148] U: 23:18:52
     interesting
149] U: 23:19:03
     I got the sense of self-realisation
150] U: 23:19:21
     in the "Don't I" and "becoming obvious" messages
151] E: 23:20:17
     yeah - I think that's where CD really has its worth. We can ramble on
     inside our own heads but articulating to someone else somehow
152] E: 23:20:26
     just gets things black and white

(G Session 2: Volume 2, Appendix 22.19)

Alternatively, the Explorer may initiate the reflecting on the session move to comment on how he or she feels as a result of the session. For example, in H Session 3, the Explorer reflects positively on the current and previous sessions as she feels they are helping her to move forward with her research ideas:

174] E: 21:26:48
     i feel that each session helps me move forward
175] U: 21:26:56
     that's great to know
176] E: 21:26:59
     even when i am stuck in my thinkng
177] U: 21:27:09
     great

(H Session 3: Volume 2, Appendix 22.27)

Other sessions in which the Explorers acknowledge in the Post-session stage that IMCD has helped to facilitate the research process for them are:

- D Session 6 (Line 138)
- F Session 1 (Line 144)
- G Session 3 (Line 122)
- G Session 4 (Line 92)

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- G Session 5 (Lines 120-121)

- G Session 7 (Lines 152, 154)

- H Session 1 (Line 192)

- H Session 4 (Line 102)

- H Session 5 (Line 133, 135)

- H Session 6 (Lines 139-140)

- J Session 1 (Line 195)

Reflections are not always positive. The Explorer may also comment negatively on what has occurred in the session. For example, in C Session 1 (Line 78), the Explorer voices frustration about the IMCD framework and lack of advice from the Understander. Knowing that CD "is not for everyone" (Edge, 1992a, p. 70), the Understander empathizes with her frustration in line 79:

078] E: 21:06:04
         You have experience of the course and can't talk to me in this
         framework. Very frustrating for me. ok
079] U: 21:06:17
         Sure, I know how you feel

                                        (C Session 1: Volume 2, Appendix 22.7)

In D Session 4 (Line 85), the Explorer is disappointed and frustrated to still be confused after the session. The Understander tries to lift the Explorer's sense of pessimism in lines 86-87 by emphasizing the positivity that can exist within confusion. In other words, the Understander stresses to the Explorer that out of confusion often lies the way forward:

085] E: 07:01:25
         reading what i just expressed i feel even more down.. I sound too much
         confused
086] U: 07:01:41
         but confusion is a good place to be
087] U: 07:01:57
         as from confusion comes sense-making

                                        (D Session 4: Volume 2, Appendix 22.11)

This helps return the Explorer's desire to seek forward movement in line 92 – "*more than sense making I hope this will get me into some action!*" and regain her optimism.

Finally, in D Session 8, the Explorer is concerned that the session has been a waste of time for the Understander's research (Line 105). The Understander then moves to negate the opinion (Line 106) and explain that he has recorded interesting field notes (Line 107):

> 105] E: 18:13:59
>   I am sorry it might not be very interetsing material for your study
> 106] U: 18:14:07
>   no - very interesting
> 107] U: 18:14:15
>   I made some notes

<div align="right">(D Session 8: Volume 2, Appendix 22.15)</div>

The reflecting on the session move is not present in every session in the corpus. It appears as merely an option for participants given the time they have available before closing the IM chat and willingness to articulate thoughts and feelings about the session. However, it does offer the opportunity for the Understander and Explorer to share their particular perceptions of what has occurred in the Session stage, to focus on the successful aspects, work through any potential negativity, and end the session in an encouraging, supportive, and positive manner.

Interestingly, in the corpus the reflecting on the session move occurs the most frequently in sessions in which the participants are familiar with the CD framework and are conducting CD research themselves (G Sessions - 7 instances and H Sessions - 5 instances).

9.5.8 Providing feedback

In nearly all of the 32 IMCD sessions, Explorers respond to the Understander's request for feedback on the session by agreeing to send a follow-up email (See Section 9.4.2). In the G Sessions, however, the Explorer provides instantaneous feedback on each of the seven sessions she undertakes via posting her answers to the Understander's questions within the Skype chat window. For example, In G Session 1, the Understander initiates an eliciting feedback move in line 146, posts a list of five

questions in line 147, and then reposts a new list of questions in 148 as he wishes to modify one of the questions. The Explorer then provides feedback to these questions in lines 150-156:

148] U: 06:51:52
      1] Did you feel you were being understood?
      2] If so, did this help in anyway with your movement forward?
      3] Was there anything new in what you articulated in terms of your
      current thinking about your project?
      4] Were my reflections useful?
      5] Anything else you would like to add!!
149] U: 06:52:00
      Sorry I just changed question 3
150] U: 06:52:09
      as it wasn't approriate for the session
151] E: 06:52:09
      1. Most definately - my thoughts were fed back very clearly
152] U: 06:52:15
      the words project is bettter
153] E: 06:52:39
      2. Yes it made me see that I'm being a bit silly :)
154] E: 06:53:00
      3. Nothing new really, just starker view of it.
155] E: 06:53:10
      4. VERY USEFUL
156] E: 06:53:33
      5. I can't think of anything at the moment that I'd like to add

(G Session 1: Volume 2, Appendix 22.18)

As well as the seven instances of Explorer feedback in the each of the G Sessions, there is one additional occurrence of a different Explorer providing feedback in the Post-session stage of the IMCD corpus. In D Session 6, the Understander has a specific question regarding a possible discovery the Explorer has made in the session. He asks the Explorer:

087] U: 19:09:46
      I would be very interested to know whether the plan of action you
      decided upon
088] U: 19:09:57
      (06.59 Japan time)
089] U: 19:10:07
      was a result of this session or not
090] U: 19:10:28
      and how you came about deciding on the plan of action

091] U: 19:10:29
            ?

The Explorer then provides the requested feedback to the Understander:

092] E: 19:11:36
            you mean if i had it previously in my mind or it came out through the
            interaction?
093] E: 19:11:42
            I din't prepare it..
094] U: 19:11:44
            yes
095] U: 19:11:55
            right
096] E: 19:12:10
            it just came out as a natural sequence of actions to take in relation of
            the baove
097] E: 19:12:20
            above*

Thus, the providing feedback move may occur in the Post-session stage if an Explorer wishes to give immediate comments to the Understander's eliciting feedback move and in situations where the Understander asks specific questions to the Explorer about particular moves that he or she utilized within the Session stage of the current IMCD session.

9.5.9 Small talk

As with the Pre-session stage (See Section 4.2.3), in the Post-session stage conversational small talk topics may be nominated by the Explorer and Understander as items to be talked about and extend over a number of turns. As mentioned, this can help to build the relationship between the two participants. In the Pre-session stage, small talk is an obligatory move that should be undertaken prior to commencing a session lest participants appear impolite by getting down to business too quickly. In the Post-session stage, however, small talk is optional as participants may be seeking a speedy close to the IM chat once the time limit for the session has expired.

In the IMCD corpus, there are two short occurrences of small talk. In B Session 1, as the Explorer introduces his computer set-up as a newsworthy topic in line 133 – "*I think you would like my monitor setup…*," which overlaps with the Understander's request for session feedback in line 132. The Understander acknowledges the small talk move by asking a question about the topic raised in line 134 – "*are you using pc or mac?*" However, the small talk is closed after a one-minute duration by the Understander's response in line 138 – "*great thanks for that.*" The Explorer then supplies his delayed second-pair part response to the request for feedback in line 139 (See Volume 2, Appendix 22.6). Finally, in H Session 4, small talk about the Understander's impending visit to the dentist which is first introduced in the scheduling next session move (Lines 104-109) extends over the next few turns-at-talk (Lines 110-113):

> 110] E: 20:59:03
> oh good luck with that
> 111] E: 20:59:10
> yes sounds great
> 112] U: 20:59:15
> cheers - he keeps drilling me
> 113] U: 20:59:17
> no fun

> (H Session 4: Volume 2, Appendix 22.28)

9.6 Conclusion

This chapter has described how the Understander or Explorer may negotiate the close of the Session stage, step out of their interactional IMCD roles, and revert back to ordinary IM chat. It has also examined the various obligatory and optional moves that occur in the Post-session stage as participants thank one another, ask for and / or provide feedback / reflections on the session, schedule next sessions, save the Skype IM chat, and say their goodbyes. The next chapter will provide a description of three single, specific cases to illustrate more holistically the generic moves of IMCD sessions as they are used on a turn-by-turn basis by the Understander and Explorer.

Part 2: The Research

Chapter 10: Case studies

10.1 Introduction

Chapters 4 to 9 have provided an analysis of the various obligatory, desired, and optional Explorer and Understander moves that occur or may occur in the Pre-session, Session, and Post-session stages of IMCD. Chapter 10 offers a description of three single, specific IMCD cases that are bounded by participant and Explorer theme (See Section 3.6.6). These specific cases provide a rich description of the individual textual journeys that each Explorer makes as he or she reflects on and seeks responses to his or her specific research obstacles. The cases also help to contribute to a greater understanding of the quintain, IMCD (See Section 3.4.1). They have been selected to illustrate the following:

- A successful longitudinal IMCD participant who explores one specific theme over four separate sessions (A Sessions)
- A successful one-session IMCD participant (B Session 1)
- A negative case (C Session 1)

10.2. A Sessions

Participant A is a distance-learning student who resides in Japan and is undertaking a Master's course in TESOL at a British university. She has completed the core introductory module and one elective module, and is currently working on her Course and Materials Design (CMD) module. I was introduced to Participant A by a course tutor who visited Japan to give a workshop for distance-learning students, explained about the IMCD project, and obtained contact emails from interested parties (See Section 3.6.1). The course tutor sent the list of names to me via email. I had already met Participant A at a conference in Japan and recognized her name on the list. I send Participant A an initial email to confirm her interest in taking part in IMCD sessions. Once a reply is received, a second email is sent to provide Participant A with initial IMCD training and a time for the first session (See Section 3.6.2). Sessions last for a five-week period. Thus, in this study, Participant A is categorized as a longitudinal IMCD participant (See Section 3.6.6). Sessions are held weekly on Thursday evenings

(the exception being A Session 1 which was changed to a Saturday due to difficulties for Participant A in installing the IM software). Each session is scheduled to start at 20:00 p.m. The session dates and times are as follows:

- A Session 1 – 16th May, 2009   (20:00 p.m. to 21:20 p.m.)
- A Session 2 – 21st May, 2009   (20:01 p.m. to 21:14 p.m.)
- A Session 3 – 28th May, 2009   (20:02 p.m. to 21:06 p.m.)
- A Session 4 – 4th June, 2009   (20:00 p.m. to 21:12 p.m.)
- A Session 5 – 11th June, 2009   (20:01 p.m. to 21:11 p.m.)

As mentioned in Sections 3.6.6 and 4.3.6, by A Session 5, Participant A feels she has come to a natural conclusion to her particular exploration and is unsure how to proceed with the session. Therefore, I suggest that I take on the role of Explorer for this session (See Lines 8-35, Volume 2, Appendix 22.5). In this respect, although A Session 5 is part of the A Sessions, it represents a separate single, specific case in terms of IMCD participant (me as Explorer) and Explorer theme and has been excluded from the case study chapter.

The movement for the Explorer across the longitudinal case, A Sessions 1-4 can be categorized simply as follows:

- A Session 1 – Explorer sets the scene of her research
- A Session 2 – Explorer articulates obstacles (gaps)
- A Session 3 – Explorer articulates obstacles (internal obstacles)
- A Session 4 – Explorer experiences success and gives extended progress report

After setting the scene about her research for the CMD module, the Explorer articulates and works through gaps in her knowledge regarding the literature and write up of her final assignment (See Section 5.3.3). She then experiences an identity conflict (See Section 5.3.3) that prevents her forward movement. Finally, she experiences initial success with her data collection between A Session 3 and 4, is able to overcome her obstacles, and uses her final session as Explorer to report on the progress she has made.

The following four sections (10.2.1 to 10.2.4) will describe A Sessions 1 to 4 in detail. Please refer to Volume 2, Appendices 22.1 to 22.4 for the complete transcripts of each session.

10.2.1 A Session 1 (16th May, 2009)

Pre-session stage

The Pre-session stage consists of the four obligatory moves described in Section 4.2 for a first-time session (See Table 10.1). As I am already acquainted with Participant A, the self-introduction move is purposefully omitted and small talk used instead. The explaining the time limit step is also omitted as the one-hour duration for the session has already been established in earlier correspondence between the participants.

Table 10.1 Moves in the Pre-session stage of A Session 1

Initiating (Lines 1-2)
Small talk (Lines 3-8)
IMCD training (Lines 9-35) (Explaining the mechanism for turn-taking, explaining the roles)
Getting down to business (Lines 36-38) (Indicating the start of the session, stepping into roles, offering the floor, introducing the turn-change signal)

Session stage

Table 10.2 below provides an overview of the obligatory and optional moves in the Session stage. The Explorer utilizes the session to set the scene for her research project. The planned response (Line 68) is one that has already been formulated prior to the session.

Table 10.2 Moves in the Session stage of A Session 1: Obligatory and *optional*

Explorer	**STS** (Orienting to time, area, state, characters, obstacle) (Lines 39, 42-43, 46, 49, 52, 54, 59) *Attending* (Line 59) **STS** (Lines 62, 64-65, 68) **Articulating planned response** (Line 68) **STS** (Line 71) (***Evaluating** occurs immediately after each Understander reflecting move – Lines 42, 46, 49, 52, 54, 59, 62, 64, 68, 71)
Understander	See Appendix 17

The Explorer begins the session by setting the scene to her research project. She orients the Understander to the current time and module – "*I am just beginning the*

CMD" (Line 39), her current state of thinking regarding the possible area she wishes to focus on for her CMD assignment – "*I have had an idea that I wish to pursue*" (Line 39), and her desire to make a "*practical contribution*" (Line 39) to the TEYL field. She also introduces the characters – "*elementary school grade 5 and 6 teachers*" (Line 39) and the particular obstacle these teachers now face due to new policies introduced by the Ministry of Education in Japan to introduce English lessons at the elementary school level – "*the burden of teaching English as a part of their regular duties*" (Line 39). The Explorer then passes the floor to the Understander to reflect her comments (Line 39).

The Explorer continues to set the scene in line 42 by articulating her intention to develop a pronunciation course that would aid Japanese teachers in their delivery of English in the classroom whilst acting as a model for the young learners. She provides information of common pronunciation problems she has identified (Line 46), how this connects to her research idea, and is a response to students developing katakana pronunciation from their teachers that often becomes fossilized (Line 49) (Martin, 2004).

She provides more information about her intended intervention to raise teacher awareness (Line 52) and background to how the focus has emerged from changes being forced upon her at her particular institution. As the main teacher of the class, she has gained a good reputation at the school regarding the pronunciation skills of her students. However, a new initiative by the school board will require the Japanese homeroom teachers to lead the class and the Explorer to work as an Assistant Language Teacher. The Explorer fears that she may regularly need to correct the teachers' pronunciation in front of the young learners of the class and that this could lead to the loss of face for the teachers as perceived competent speakers of the L2 (Line 55).

The Explorer responds to the Understander's thematizing move (Line 60) of a potential connection between the "*burden*" English teaching places on Japanese teachers (first mentioned in Line 39) and a perceived lack of confidence in their English skills by using an analogy of the problem that compares the current situation to a hypothetical one of her being asked to teach the French she once learned at high

school to young learners after a long hiatus of French study (Line 62). By doing this, the Explorer can empathize with the Japanese teachers.

As the exploration thus far has not progressed beyond the Explorer setting the scene for the research project in terms of time, area, state, characters, obstacle the Explorer seeks to address, and justification for the research, the Understander initiates a synthesis reflecting move coupled with an embedded focusing move to help encourage the Explorer to move forward. The Explorer evaluates the synthesis reflecting move as a "*very nice summary*" (Line 64), however, moves to clarify a misreflection – "*I have not really had the opportunity to work with the teachers on their pronunciation*" (Line 64), but has developed strategies with adult learners for them to monitor their output when using the L2. The Explorer then restates her research aim of creating a phonics-based pronunciation course for her CMD assignment that could benefit Japanese elementary teachers who are mandated to teach English (Line 64 & 68). She then switches to articulating a planned response move regarding initial data collection with a volunteer group in order to test her working hypothesis regarding phonics-based training (Line 68). The Understander reminds the Explorer that the pre-agreed time limit of 21:00 p.m. has expired (Line 70) and the session closes in line 72.

Post-session stage

The Post-session stage involves me inviting Participant A to participate in another session and Participant A inquiring whether further communication with me about the specific themes raised is acceptable or should be limited to talk within IMCD only (See Section 9.5.3). I then elicit feedback from Participant A, schedule the next session, and provide her with a summary of the session. See Appendix 20 for a complete list of moves in the Post-session stage of A Session 1.

10.2.2 A Session 2 (21st May, 2009)

Pre-session stage

The Pre-session stage consists of the three obligatory moves described in Section 4.2 for a subsequent session (See Table 10.3). One unusual instance of GPR occurs in the Pre-session stage. As Participant A begins to provide a progress report regarding her data collection with the group first mentioned in A Session 1, line 68, I quickly begin

a GDTB move in lines 5-12 to clearly establish the boundaries between the Pre-session and Session stages and prevent the Participant A continuing on with her exploration before the GDTB move has been initiated.

Table 10.3 Moves in the Pre-session stage of A Session 2

Initiating (Lines 1-2)
Small talk (Lines 3-4)
Giving progress report (Line 4)
Getting down to business (Lines 5-12) (Indicating the start of the session, setting a time limit, stepping into roles, offering the floor, introducing the turn-change signal)

Session stage

Table 10.4 below shows how obstacles dominate A Session 2. Even though a discovery is made in line 41, the Explorer chooses not to explore it further but returns to articulating obstacle(s) about her research.

Table 10.4 Moves in the Session stage of A Session 2: Obligatory and *optional*

Explorer	**GPR** (Comment on previous IMCD session) (Line 13) *Asking a question about IMCD* (Line 13) **GPR** (Orienting to session aim, obstacle) (Lines 16-17) **Obstacle** (Lines 19, 22, 26, 30) *Attending* (Line 33, 37) **Obstacle** (Lines 39, 41) **Discovery** (Line 41) **Obstacle** (Line 44, 46) (***Evaluating** occurs immediately after each Understander reflecting move – Lines 19, 22, 26, 28-30, 39, 41, 44, 46, 48)
Understander	See Appendix 17

The Explorer begins by referring positively back to the previous session. She then asks for advice regarding how to utilize the session but checks whether this is acceptable within an IMCD session (Line 13). The Understander explains that she must decide the direction of the session and steers her politely back to discourse within the stipulations of the IMCD framework.

The Explorer continues her GPR move by explaining how A Session 1 helped her to articulate hidden or unknown aspects of her research ideas and states her session aim – "*I would like to think tonight about the idea of continuing the focus of my project*"

(Line 16). She then articulates her initial research obstacle of being concerned about managing to include her research within the assignment word limit.

The Explorer elaborates on the obstacle by revealing her fear regarding getting in too deep with the research (Line 19) and finding it difficult to include an adequate description of all aspects of the pronunciation course design within the 4,000-word assignment limit. She feels her initial data collection with the volunteer group to help inform the course design process may be "*too intense and take up too much of the project*" (Line 22).

In line 26, the Explorer moves to articulate another related obstacle in terms of gaps in knowing how much of the literature to read. The move in line 26 is constructed as the following:

- a description of the Explorer's current activity of reading and the rationale of providing a "*frame*" (Line 26) for her project.
- the obstacle of not knowing "*how wide a circle*" (Line 26) to read.
- gaps in her knowledge about academic writing and course design.

She then provides a specific example from her assigned course reading in which she has learned about the role of needs analysis in course design. However, the Explorer feels the more she reads ideas that are new for her, the more she risks missing out key concepts in her assignment. She believes that this could be detrimental to her assignment and ultimately, to her progression through the master's course – "*I worry that there is a whole host of other things that I might miss that would leave big holes in my presentation*" (Line 30).

After a slight technical problem with Skype (Lines 33-38), the Explorer continues to reveal her perceived research obstacles about the amount of key reading in the field she needs to display in her CMD assignment versus her desire to produce a practical pedagogic course that may benefit Japanese teachers (Line 39). At this stage, the obstacle is a gap: a level of uncertainty for the Explorer regarding how "*academic*" (Line 39) the assignment needs to be in terms of theory versus the amount of freedom

she has to make a "*creative contribution*" (Line 39) to an area of teaching she feels to be of great importance.

In line 40, the Understander frames the reflection in terms of a dilemma that the Explorer faces by on the one hand, wishing to make a contribution to teacher development within her workplace but on the other hand, needing to display an academic understanding of reading in the field for the sake of the CMD assignment and assessment by the tutor. The Understander then initiates a thematizing move to show a possible connection between the dilemma and the earlier mention of the 4,000-word limit for the assignment made by the Explorer in line 16.

In her next turn-at-talk, the Explorer makes a meta-comment to thank the Understander for the thematizing move – "*Yes thanks for putting this together*" (Line 41) and explores the connection. The Explorer lists the information she feels is necessary to include in her assignment but realizes "*it just seems a lot of information for one paper*" (Line 41). She also reveals fear of contacting the course tutors for advice – "*I don't want to sound like I don't know what I'm doing*" (Line 41): a possible face-saving strategy that prevents her seeking help from the experts and gaining guidance as to ways she can overcome her obstacles. This leads the Explorer to a eureka moment discovery in which she realizes that asking to see sample CMD assignments would help her to gain an idea of how other course participants have approached the module task and an understanding of how much background information and literature review may be necessary – "*Maybe I should ask to see some of sample assignments*" (Line 41).

Rather than work with the discovery, in lines 44 and 46, the Explorer returns to her concerns that she articulated in line 30 about reading in the field and gaps in her knowledge. The Explorer explains that "*the more I read, the more I realize how much I don't know*" (Line 44). Building from the Understander's reflection in line 45, the Explorer explains the paradoxical situation of being grateful to do the reading but it creating worry for her about knowing when to stop, and "*having no gauge of when*" (Line 46) she can feel that she has covered the key reading in the field.

At 21:04 p.m., the Understander then indicates that the time limit for the session has expired, invites the Explorer to end the session (Line 47), and initiates a stepping out of roles step in line 49.

Post-session stage

The Post-session stage involves me apologizing for bringing the session to a close, eliciting feedback, and providing summary notes for the session. Believing it will be of benefit and related to the discovery she has made, I offer help to Participant A by proposing I send my CMD assignment to her. By doing this, I am careful to stay within the boundaries of the IMCD framework and my role of Understander. Sending the assignment will not taint any future IMCD sessions with Participant A and I, but help to further develop our professional relationship via the provision of additional support. After an interruption due to a phone call I receive, Participant A and me say our goodbyes, save the session, thank each other, and schedule the next session. See Appendix 20 for a complete list of moves in the Post-session stage of A Session 2.

10.2.3 A Session 3 (28th May, 2009)

Pre-session stage

The Pre-session stage consists of the three obligatory moves described in Section 4.2 for a subsequent session (See Table 10.5). Interestingly, the GDTB move is interrupted as Participant A apologizes for not sending email feedback for A Session 2 and inquires about the CMD assignment I offered to send. The apology side-sequence ends in line 28 as Participant A signals a desire to start the session and the GDTB move is reinitiated.

Table 10.5 Moves in the Pre-session stage of A Session 3: Obligatory and *optional*

Initiating (Lines 1-2)
Small talk (Lines 3-18)
Getting down to business (Lines 19-21) (Indicating the start of the session)
Apologizing (Lines 22-27)
Getting down to business (Lines 28-33) (Indicating start of the session, stepping into roles, offering the floor, introducing the turn-change signal)

Session stage

Table 10.6 below shows how obstacles are still prevalent in Participant A's exploration. Here, Participant A explores obstacles related to a conflict between her

beliefs and the conventions of academic writing. The obstacles seem more serious due to the Explorer's choice of lexis that reveals the conflict she has with certain academic conventions (*"instincts reined in because of protocol"* (Line 41), *"life isn't one big experiment"* (Line 43), *"academic writing…steals my enthusiasm"* (Line 54)).

Table 10.6 Moves in the Session stage of A Session 3: Obligatory and *optional*

Explorer	**GPR** (Comment on project, Obstacle) (Lines 34, 36)
	Reflecting on action (Line 37)
	Clarifying (Line 39)
	Obstacle (Lines 41)
	Attending (Line 43)
	Obstacle (Lines 43, 45)
	Discovery (Line 45)
	Obstacle (48, 54)
	(***Evaluating** occurs immediately after each Understander reflecting move – Lines 36, 39, 41, 43, 45, 48, 54, 46, 48)
Understander	See Appendix 17

The Explorer begins A Session 3 with a GPR move. Here, she comments on actions yet to be completed, actions that are currently in progress, and actions that have been completed. Interestingly, the Explorer feels compelled to reveal to the Understander in the GPR move her failings in not achieving the goals she has set for herself and the obstacles that still remain (Lines 34 & 36).

The Explorer then reflects on previous action she has taken to contact course tutors after listening to a university podcast on research methods to ask how much of her own personal experience she can utilize in the CMD assignment as opposed to secondary data. Here, she asserts her belief that *"people who just know stuff…should be able to just make statements"* (Line 37).

Clarifying an Understander misreflection, she wishes to explain how the origin of her research focus emerged from her own observations or *"gut reaction"* (Line 39) to the pronunciation problems of her Japanese colleagues. However, she remains uncertain as to whether this is academically acceptable or not.

The Explorer then reveals an internal conflict between herself as a creative writer and the need on the master's course to be an academic writer. Here, she feels her *"instincts*

are reined in because of protocol" (Line 41) and the constraints of academic writing conventions. Explaining that she wishes to write about her own anecdotal evidence and motivations for the project, the Explorer makes a eureka moment discovery that this could be included in "*the introduction to the assignment*" (Line 45). Similar to A Session 2, the Explorer does not choose to explore her discovery further but returns to articulating the conflict she feels between her beliefs and the conventions of the course (Line 48).

After the Understander's reminder of the time limit, the Explorer admits her frustration with academic writing - "*this is where I am stuck*" (Line 54). Here, the Explorer's obstacles seem more serious for her than in previous sessions as the gaps in her knowledge coupled with her perceived low self-efficacy and belief in becoming theoretical and writing academically "*steals her enthusiasm*" (Line 54) thus, prevents her from forward progression.

Post-session stage

The Post-session stage involves me thanking Participant A, apologizing for bringing the session to a close, providing summary notes for the session, eliciting feedback, and scheduling the next session. See Appendix 20 for a complete list of moves in the Post-session stage of A Session 3.

10.2.4 A Session 4 (4th June, 2009)

Pre-session stage

The Pre-session stage consists of the three obligatory moves described in Section 4.2 for a subsequent session (See Table 10.7). Interestingly, the small talk move (Lines 1-26) extends for nine minutes and shows the developing relationship between Participant A and me in which general chat becomes an important part of the session. Also, the GDTB move is interrupted again as Participant A comments on the value of small talk which leads to another short exchange (Lines 28-36) before the GDTB move is reinitiated.

Table 10.7 Moves in the Pre-session stage of A Session 4

Initiating (Lines 1)
Small talk (Lines 1-26)
Getting down to business (Lines 27-28) (Indicating the start of the session)

Small talk (28-36)
Getting down to business (Lines 37-19) (Indicating the start of the session, stepping into roles, offering the floor, introducing the turn-change signal)

Session stage

In her final session as Explorer, Participant A takes the opportunity to give the Understander an extended project report on the successes she has experienced with her initial data collection (See Table 10.8). The session contrasts sharply with A Sessions 2 and 3 in which obstacles predominated.

Table 10.8 Moves in the Session stage of A Session 4: Obligatory and *optional*

Explorer	**GPR** (Comment on project) (Lines 42, 44) *Attending* (Lines 45-47) **GPR** (Comment on project) Lines 48-49, 51, 53, 56, 59, 61) **Articulating planned response** (Line 61) (*****Evaluating** occurs immediately after each Understander reflecting move – Lines 44, 48, 53, 56, 59, 61, 54, 46, 48)
Understander	See Appendix 17

The Explorer begins by updating the Understander on her sessions with the volunteer group students and her feeling that she is making progress with regards to identifying areas of pronunciation that challenge them the most (Line 42). She also feels that her intervention is having a positive effect on the output of the students (Line 44) and has begun to focus them on blended sounds (Lines 48). The Explorer has also given them awareness-raising homework so that the volunteer students can work on pronunciation at home (Line 51) and has been able to collect important data regarding their improvements (Line 53). She explains that her intention is to determine the gaps in students' knowledge about pronunciation, have them self-monitor their output, and avoid reverting back to 'katakanized' English (Line 56). The Explorer then connects the work she is doing on her pilot study to her original research focus of improving the pronunciation of Japanese elementary school teachers (Line 59). She continues to report on the success she is experiencing with her data collection (Line 61) and ends the session by articulating a planned response to narrow her focus and reflect on how to phrase her research intentions at the beginning of her CMD assignment (Line 61).

Post-session stage

The Post-session stage involves me thanking and providing summary notes for the session, eliciting feedback, and scheduling the next session. Interestingly, Participant A comments positively on the summaries as being useful for reflecting further on the themes articulated in the session. She then asks about the possibility of obtaining advice from me without it undermining the established IMCD relationship. This shows that IMCD participants may also wish to work with a 'critical friend' (Handal, 1999) in which to gain advice about their research in addition to a supportive IMCD Understander (See Section 11.5.2). See Appendix 20 for a complete list of moves in the Post-session stage of A Session 4.

10.2.5 Ending

As previously mentioned, by the end of A Session 4, Participant A feels she has come to a natural conclusion to her exploration of her CMD assignment. Thus, A Session 5 (June 11th 2009) involves a switch of IMCD roles in which I become the Explorer and Participant A becomes the Understander. At the end of A Session 5, Participant A suggests taking a break from regular IMCD sessions as she moves to the writing stage of her assignment (Line 104). Sessions are thus discontinued. Although the sessions come to an end, Participant A and I keep in touch with each other by email and I even give feedback on the first draft of her CMD assignment.

10.3. B Session[4]

Participant B is a distance-learning student who resides in Japan and is undertaking the same course as Participant A. He has completed the core introductory module and several elective modules. I am introduced to Participant B in the same way as Participant A (See Section 10.2.1). I send Participant B an initial email to inquire about his interest in participating in IMCD sessions. Participant B replies and after several email exchanges regarding availability, a date and time for the first session is set. The session is held on 30th May 2009 from 19:59 p.m. to 21:04 p.m. As this is the only session for Participant B, he is categorized as a one-session participant in this study.

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[4] Please note that this section is based partly on previous published work. Please refer to Boon (2013a).

The following section will describe B Session 1 in detail. Please refer to Volume 2, Appendix 22.6 for the complete transcript of the session.

10.3.1 B Session 1 (30th May, 2009)

Pre-session stage

The Pre-session stage consists of the four obligatory moves described in Section 4.2 for a first time session (See Table 10.9). Two interesting points to note in the Pre-session stage of this first-time session are the self-introductions move extends into small talk as I introduce a newsworthy topic about having a friend from the same state of the U.S. as Participant B (Line 13). Also, as Participant B initiates the GDTB move - "*so, I guess we begin by beginning, right?* (Line 78), I am unable to complete each of the steps before the Explorer begins his exploration in line 82. Thus, rather than interrupt Participant B's flow to initiate repair, I step back and provide the interactional space for Participant B to continue with his turn.

Table 10.9 Moves in the Pre-session stage of B Session 1

Initiating (Lines 1-2)
Self-introductions (Lines 3-12) / **Small talk** (Lines 13-30)
IMCD training (Lines 31-77) (Checking the participant's knowledge of IMCD, explaining the roles, explaining the mechanism for turn-taking, explaining the time limit, question about ethics)
Getting down to business (Lines 78-81) (Indicating the start of the session, stepping into roles)

Session stage

B Session 1 is the only session in the IMCD corpus to follow the linear flow of the idealized model of the IMCD framework described in Figure 5.1. The Explorer sets the scene to his research, explores his dilemma, weighs up the options of various potential responses, makes a decision, and formulates a planned response (See Table 10.10). One departure from the model, however, is the Explorer's return to articulating possibilities at the end of the session when considering how best to implement his plan and the possible benefits it has for his research.

Table 10.10 Moves in the Session stage of B Session 1: Obligatory and *optional*

Explorer	**STS** (Orienting to time, area, obstacle(s), state, characters) (Lines 82-86)
	Clarifying (Line 88)
	Obstacle (Lines 88-91)

	Clarifying (Lines 94-97) **Articulating potential response** (Lines 100, 103) **Discovery** (Line 104) *Clarifying* (Line 107) **Articulating planned response** (Line 108) **Articulating potential response** (Lines 109, 114) (*__Evaluating__** occurs immediately after each Understander reflecting move – Lines 93, 95, 107, 113, 117)
Understander	See Appendix 17

The Explorer begins with an STS move that consists of an orientation to the following:

- Time: The Explorer articulates that he has been thinking "*all day*" (Line 82) about "*finding a place to begin*" (Line 82) indicating that similar to his research project, the IMCD narrative requires a starting point too.

- Area: The area the Explorer wishes to explore is the research ethical code the he has to work under as stated by the regulations of the institution where he is currently employed and the institution where he is currently undertaking his master's degree.

- Obstacle(s): The "*sticking point*" (Line 83) for the Explorer is gaining permission to research at his institution which is not only problematic, but also an obstacle creating a lack of progression regarding the research he wishes to pursue. The "*whirlwind of resistance*" (line 84) or "*brick wall*" (line 85) that he is likely to meet by asking his institution permission to approach his students or their parents or guardians to sign informed consent forms for his research suggests the Explorer perceives the obstacle as being external; in the hands of the particular gatekeeper(s) at his place of employment.

- State: The Explorer reveals he is "*worried*" (Line 82) about his research project, the IMCD session, and finding forward progression. The Explorer also explains that he has sought the help of others regarding the obstacle – "*private students are generally recommended at this point*" (Line 85), but he is reluctant to follow the advice given by recruiting private students to utilize as research subjects (line 85).

- Characters: the gatekeepers of his institution as potential resisters to him gaining access, other teachers or peers who have given him advice, and private students who may offer him the means of overcoming the issue.

After clarifying the Understander's reflection, the Explorer moves on to describe his research obstacle in more detail. On one hand, recruiting private students to use for his research project has advantages, but on the other hand, it leads him to feel that the research would be somewhat *"contrived"* (Line 88). He then goes on to describe the situation at his institution in which there is gatekeeper reluctance to ask parents to sign informed consent forms to allow his research to go ahead. Also, as a new employee, the Explorer believes he is *"not in a position to do much more than ask"* (Line 89) and yet fears that the mere action of asking might in turn create further problems for him.

Evaluating the Understander's reflecting move as *"DEAD ON"* (Line 93), the Explorer restates his particular preference to pursue research at his institution despite the likely resistance (Line 96). He then begins to weigh up his possible options by articulating potential responses that are signaled via epistemic stance markers – *"I would absolutely love to…"* (Line 100). The first possibility is to approach his current institution and persuade them to allow him to conduct the research. He begins by identifying the benefits to the various stakeholders in terms of providing a better education for his students, a better return on investment for the parents, and increased transparency between the particular institution and the fee payers; that is the parents themselves. However, he realizes that contacting the parents or asking the students directly would be *"career suicide"* (Line 103). One option, thus, is to approach the faculty with a letter from the university where he is undertaking his master's course explaining the rationale behind his intended research. The Explorer, however, understands that this process will be time-consuming and have little chance of success in the end. Although not explicitly stated in lines 100-103, the option is weighed against the backdrop of the alternative possibility of recruiting and utilizing private students for his research that was first mentioned in line 85.

Rather than being a eureka moment discovery, the Explorer reaches a decision as how best to proceed. It is a decision between the two possible options he first mentioned in the STS move. Rather than participate in a *"lengthy battle"* (Line 103) with his faculty

and "*in the interest of time*" (Line 104) of completing the module so that he can progress in the master's course, the Explorer's plan is to "*yield to practicality*" (Line 108) and find adult students who are easily able to provide informed consent for his action research project. Having felt like his "*major dilemma*" (Line 108) has been resolved by making the decision, the Explorer continues to work through his decision and identify possible research subjects that he might utilize for data collection purposes – "*This may involve working with friends who are students of English*" (Line 109) and the possible advantages this has for his research (Line 114).

Post-session stage

The Post-session stage involves me thanking Participant B and receiving positive feedback on the session, providing summary notes, and eliciting feedback. Also, a short small talk exchange ensues. See Appendix 20 for a complete list of moves in the Post-session stage of B Session 1.

10.3.2 Ending

After B Session 1, I send a Skype message to invite Participant B to take part in a second IMCD session. Participant B sends an email on 22nd June 2009 to apologize for not replying to the message. He explains that he is busy at work and doing reading for his methodology module. He ends his email with the closing remark – "*I will look for you on Skype…Looking forward to the next session*" (Participant B, personal communication, June 22, 2009). However, as I move on to work with other participants and there is no further contact from Participant B, a subsequent IMCD session is never scheduled. Thus, sessions are discontinued.

10.4. C Session

Participant C is a distance-learning student who lives in Switzerland and is undertaking the same Master's course as Participant A and B. She is currently completing the final task on the introductory module: a task in which course participants are instructed to choose their individual pathway through the Master's degree, estimate submission dates, and write a short 500-word essay to justify their module choices. Participant C emails me after reading the call for participants (See Appendix 1) that was included in the September 2009 university newsletter sent out to

all course participants via email. She has also watched the introductory IMCD video that I have uploaded (See Section 3.6.2).

In her email dated 8th September 2009, she provides background information about her progress on the course, her location, when she started the program, her current institution, and her rationale for taking the course. This is akin to the self-introduction move in the Pre-session stage of a first-time IMCD session (See Section 4.2.2). Participant C also outlines some of the obstacles she has experienced so far on the course. She has experienced isolation as a distance-learning student and found formulating a research focus (Task 2 of the introductory module) to be challenging (See Appendix 6).

I reply to her email on the same day and provide my Skype identification so that we can connect online. Participant C responds soon after and a session is scheduled for 17th September 2009 at 20:00 p.m. As this is the only session for Participant C, she is categorized as a one-session participant in this study.

The following section will describe C Session 1 in detail. See Volume 2, Appendix 22.7 for the complete transcript of the session.

10.4.1 C Session 1 (17th September, 2009)

Pre-session stage

The Pre-session stage consists of three of the four obligatory moves described in Section 4.2 for a first time session (See Table 10.11). Self-introduction has been conducted via email and small talk is replaced by a specific question Participant C has about the course. Knowing I am a graduate of the course, she inquires about the course discussion list as she has registered but received no emails from it (Line 11). Similar to A Session 2, Participant C begins her exploration prior to the GDTB move (Line 22). Here, I immediately interrupt to clarify whether Participant C's move is an intention to start the Session stage or whether it is a further question about the course. As she continues on with her exploration, I interrupt Participant C again to provide her with further IMCD training which then leads her to initiate a GDTB move – "*should I start now, ok*" (Line 39).

Table 10.11 Moves in the Pre-session stage of C Session 1

Initiating (Lines 1-4)
IMCD training (Lines 4-9) (Checking the participant's knowledge of IMCD)
Question about the course (Lines 9-21)
STS (Line 22)
Clarifying (Line 23-24)
STS (Line 24)
IMCD training (Lines 25-38) (Explaining the roles, explaining the mechanism for turn-taking)
Getting down to business (Lines 39-40) (Indicating the start of the session, stepping into roles, offering the floor, introducing the turn-change signal)

Session stage

Table 10.12 provides an overview of the moves in C Session 1. The Explorer sets the scene to her obstacle regarding module choice on the Master's course and comes to the session with both potential and planned responses as to which modules she may wish to take. However, the Explorer either negatively evaluates each of her responses or articulates new obstacles. Throughout the session, she grows increasingly more frustrated with the IMCD framework as the Understander is unable to provide her with any advice. Her planned response in line 71 is a result of the Understander's preceding focusing move (Line 70) in which he encourages the Explorer to make a decision. By line 73, the session breaks down with the Explorer indicating her displeasure of not having her questions answered directly by the Understander: a graduate of the same course.

Table 10.12 Moves in the Session stage of C Session 1: Obligatory and *optional*

Explorer	**STS** (Orienting to session aim, obstacle(s), characters) (Lines 41-43)
	Articulating potential response (Line 43)
	Articulating planned response (Line 46)
	Obstacle (Lines 46)
	Articulating potential response (Line 49)
	Obstacle (Lines 49, 50)
	Clarifying (Line 52)
	Asking a question about IMCD (Line 53)
	Obstacle (Lines 58, 61, 63)
	Articulating potential response (Line 63)
	Obstacle (Line 65)
	Clarifying (Line 67)
	Articulating planned response (Line 71)
	Obstacle (Lines 73-74, 78)
	(***Evaluating** occurs immediately after each Understander reflecting move – Lines 43, 46, 49, 52, 56, 61, 63, 67, 69, 76)

Understander	See Appendix 17

The Explorer begins with an STS move that contains an orientation to the following:

- Session aims: "*the purpose for this session is talk thru…*" (Line 41).
- Area: "*the best possible progression for the MSc course*" (Line 41).
- State: "*my aims for the course – to teach in a state vocational school and to become a better teacher*" (Line 41).
- Characters: The Explorer and the "*in-company…real estate sector*" institution where she currently works (Lines 41 & 43).
- Obstacle: "*I am unsure about choices of modules to make that will best serve me*" (Line 43).
- A potential response to the obstacle: "*And so am keen to do ESP so CMD would be ideal for me*" (Line 43), a response that is related to her current work situation.

The Explorer then specifies a firm plan to undertake the Methodology module as well as the CMD module as the content of the courses match with her career goal to work in vocational schools in Switzerland (Line 46). She then repeats her earlier obstacle of module choice first articulated in line 43 and introduces a new element of being unsure as to which order to take the modules (Line 46).

She then weighs up the pros and cons of several module choices deciding that the Grammar and Lexis of English module (GLE) would best suit her interests in the field of ESP and offer her the best opportunity for career advancement as lexical approaches are currently in vogue (Line 46). However, she articulates concern with GLE as her perception is that corpus linguistics requires an individual to be somewhat tech savvy and she is not. She feels it may be useful for her current work situation, but she negatively evaluates this idea, as she is unsure that she has the ability to build her own corpus.

The Explorer next ponders how useful the Analysis of Written Discourse (AWD) and Analysis of Spoken Interaction (ASI) modules would be for her professional development, but returns to an obstacle at the end of her turn-at-talk by articulating

doubt as to whether she is indeed correct in approaching the course pathway decision in this way (Line 49). She may also be concerned as to whether she has understood the aims of each module correctly.

She then moves to the different obstacle that she briefly mentioned in line 46 as to the order in which to take the modules (Line 50). As the Master's course includes modules with a pedagogic or linguistic focus, the Explorer is unsure which to take first.

The Explorer begins to reveal deeper frustrations regarding the external obstacles she faces such as isolation on the distance-learning course, not having peers to share ideas with, and not knowing how other participants have developed their pathway through the master's course (Line 58). She reiterates her problem of "*not having any reference to what has been done in the past*" (Line 61) by other course participants. She begins to tire of working within the IMCD framework as – "*there are no answers her for me*" (Line 63). The Explorer briefly switches away from obstacles to a new potential response of taking the Teaching Young Learners (TYL) module to extend her knowledge in this area with the possibility of it being a future career option – "*keep my options open*" (Line 63). However, in line 65, she returns to her frustration with IMCD. In her turn-at-talk, there is no evaluation of the Understander's prior reflection move (Line 64), but the articulation of a lack of progression that leads to an ironic comment about module choice and subsequent apology for the sarcasm being used (Line 65).

The Explorer's turns-at-talk continue to get progressively shorter in lines 67 and 69. The Understander therefore initiates a focusing move in line 70 to try and encourage the Explorer to make a decision about which modules to take:

> 070] U: 20:57:39
>   from your current thoughts right now, which would seem a more likely
>   choice - MET, CSD, ASI, AWD or GLE? ok.

(C Session 1, Volume 2, Appendix 22.7)

The Explorer is thus able to commit to a plan of taking MET, CMD (the Understander uses the acronym for the former module title, CSD in his reflecting move), TYL, but remains uncertain of her fourth module choice (Line 71).

The session begins to break down when the Explorer articulates more explicit frustration towards IMCD and the lack of any forthcoming advice from the Understander:

> 073] E: 21:03:02
> I think I am not in the right frame of mind. I am very frustrated with not having questions answered or even opinions given, so I am not sure if this is going to help me any. I certainly hope though that this is helping you with your research. At least one of us is getting somewhere. Not directed at you personally, just my feelings. ok
>
> 074] E: 21:04:46
> I know that you stated that this was a one way conversation right at the start. So I should know and do know that this is what it is. I am tired of talking to myself. Sorry. Ok
>
> (C Session 1, Volume 2, Appendix 22.7)

After another short turn-at-talk by the Explorer in line 76, it is clear to the Understander that the session cannot continue and he initiates a stepping out of role step in line 77 to bring the session to a close.

Post-Session stage

The Post-session stage involves Participant C voicing further frustration with IMCD, apologizing for her frankness, and asking a further question about the Master's course. I send session summary notes, thank Participant C, elicit feedback, and invite her to take part in another session arguing the benefits of the framework. Participant C acknowledges that IMCD is useful, but only "*if you already have you answers within you*" (Line 127). See Appendix 20 for a complete list of moves in the Post-session stage of C Session 1.

10.4.2 Ending

After receiving very brief email feedback on the session from Participant C, I realize that there is little chance of us holding subsequent sessions. I send her a thank you email and the sessions are discontinued.

10.5. Conclusion

This chapter has described in detail three single, specific cases from the IMCD corpus. The longitudinal A Sessions show the Explorer moving from setting the scene to her research project for the CMD module in A Session 1, working through gaps in her knowledge regarding reading in the field, dealing with word limitations, and the organization of ideas in her final assignment in A Session 2, to experiencing more serious conflicts between self as creative writer and the need to adapt to the professional conventions of academic writing in A Session 3. By A Session 4, the Explorer has begun to realize ways around her obstacles, has made significant discoveries both within the IMCD sessions and post session via reading through the session transcripts, has begun to experience success with her data collection, and is ready to begin the writing up of her CMD assignment. Similar to the client who decides he or she no longer needs therapy, the Explorer has been empowered by the sessions to believe in herself, to move from negativity to positivity, to work through her obstacles, and to feel she can now continue by herself to achieve her goal of completing the CMD module. As Mearns & Thorne (2007) suggest when describing the completion of the counseling process, "the end…is characterized by action…there is a gradual recognition of a new freedom…that earlier would have seemed impossible" (pp. 204-205).

In B Session 1, the participant begins the online session with a research dilemma. The Explorer has to make the decision between two options of trying to persuade the gatekeepers at his current institution to allow him to do research with his students or recruiting private students in which it will be easy to gain informed consent. Although working on his professional development at his current workplace is the Explorer's preferred course of action and could benefit the school, he is enabled as a result of the IMCD session to not only reach a decision to conduct his research with private students "*in the interest of time*" (Line 104), but also to perceive the benefits in terms of greater objectivity with his research. Having arrived at a satisfactory conclusion to his exploration and feeling that "*this session has already solved (his) major dilemma*" (Line 108), he is now able to move forward with his research project without the need to participate in further sessions.

C Session 1 is the outlying case within the study. Having come to the session with the intention of seeking guidance from a graduate of the Master's program regarding the selection of her course pathway, the Explorer grows increasingly more frustrated with my continued reflections of her thoughts and my unwillingness to provide advice within the role of Understander. As the Explorer begins to take shorter turns-at-talk and express negativity towards IMCD, the session is brought to a somewhat unsatisfactory end.

As the outlier, C Session 1 is the only case within the corpus in which the Explorer has a negative experience in an IMCD session. However, the session itself still follows a similar generic pattern to the others: although dissatisfied, the Explorer is enabled to articulate a definite plan of action as to three modules to undertake on her master's course (Line 71), and the session offers a valuable contribution to the understanding of the quintain, IMCD.

Chapter 11: Discussion

11.1 Introduction

Chapters 4 to 9 have provided an analysis of the various moves that may be utilized by the Explorer or Understander within an IMCD session and Chapter 10 has described in detail the individual IMCD journeys of three single case participants. This penultimate chapter seeks to answer in turn the four research questions that were posed in Section 1.2.

11.2 In what ways do distance learning / on-campus students or teacher-researchers utilize IMCD?

IMCD session themes

As requested in the call for participants (Appendix 1) for this study, participants took on the role of Explorer (A Session 5 being the only exception in which a participant took on the role of Understander – See Sections 3.6.6 and 4.3.6) and tended to utilize the non-judgmental, virtual IMCD environment to investigate their current research projects (Participants A, B, C, F, G, H, I and J) or aspects of their post-graduate courses (Participants D and E). However, as mentioned in Section 3.6.6, Participants D and G as longitudinal case participants both took advantage of later sessions to explore puzzles related to their particular teaching contexts. IMCD, therefore, has the flexibility to offer Explorers opportunities to investigate their research or to revert back to the original CD / IMCD (Boon, 2005, 2007; Edge 1992a, 1992b) usage of working towards one's pedagogic self-development.

An Explorer must join an online IMCD session with a particular issue in mind to investigate. As Boon (2003) argues, once the interactional floor is passed to the Explorer after the GDTB move, the Explorer has the "freedom but also the responsibility to express and explore his or her ideas" (p. 3). In other words, although the Explorer is able to work on any particular topic he or she wishes to, participation in an IMCD session sets up the expectation that the Explorer will indeed have an area to talk about; an area in which he or she has a specific obstacle, and is seeking forward movement. If the Explorer has nothing in particular he or she wishes to work

on in the session, an idea may be spontaneously identified and developed. For example, in G Session 7, Participant G has no specific research idea to investigate and so decides to explore a work-related pedagogic issue:

061] E: 06:03:38
    I haven't come armed with a map of the lands I'm going to explore this time
062] E: 06:04:14
    One thing worth exploring is that my boss…

(G Session 7, Volume 2, Appendix 22.24)

Session roles may also be renegotiated as can be seen in A Session 5 (See Sections 4.2.6 and 4.3.6). Finally, the scheduled session may be postponed:

018] E: 21:11:45
    are you sure you want to do the session now'
019] E: 21:11:46
    ?

(D Session 9, Volume 2, Appendix 22.16)

In this example, the Understander explains in the small talk move that he has had a tiring four-hour meeting. The Explorer therefore gives the Understander the opportunity to postpone the session (Line 18). However, the Understander indicates he is okay to continue ("*Sure*" – Line 20). In fact, none of the 32 sessions in the corpus were postponed in the Pre-session stage. Any cancellations and postponements were made prior to the scheduled start of a session via email or Facebook message and tended to be due to alternative engagements or commitments that had arisen.

As previously mentioned, once the IMCD Session stage began, Explorers utilized the online space to work out ways to overcome their particular obstacles. Apart from the IMCD sessions with directly pedagogic-related foci (D Sessions 7-9 and G Sessions 6-7), the areas investigated by IMCD participants were on the whole similar to those identified by Nunan in his 1992 survey of problems encountered by on-campus graduate students in conducting research (See Section 2.6.1). Table 11.1 provides an overview of the 32 sessions, the session themes, and related research areas they cover.

One addition to Nunan's 1992 research categories that emerged in this study is problems students may encounter when undertaking a course with an assessed teaching component. Participants D and E, for example, chose to use the IMCD sessions to reflect on issues related to their English Teaching Practice module and microteaching sessions (D Sessions 1-4 and E Session 1). Although these session themes are not related to academic research per se, as the teaching component is part of the participants' module assessment, they are still strongly connected to Participant D and E's progression through their individual post-graduate courses (Table 11.1).

One noticeable absence in this study was 'Drawing Conclusions' (See Table 2.1). As none of the Explorers were at this particular stage in their projects when undertaking IMCD sessions, they chose to use the online space to explore obstacles they faced with the earlier stages of the research process.

Table 11.1: Session themes in the IMCD corpus:

Sessions:	Session Themes:	Related Research Area:
A Session 1	- Establishing research focus	- Identifying a research area
A Session 2	- Dealing with the literature - Word limitation of essay	- Conducting a literature review - Writing up
A Session 3	- Ensuring reliable / valid data - Determining appropriate style	- Determining data collection methods - Writing up
A Session 4	- Success with initial data collection	- Analyzing data
A Session 5	- Refining research question - Developing a research plan	- Developing a question - Determining data collection methods
B Session 1	- Negotiating access	- Determining data collection methods / Gaining access to data
C Session 1	- Deciding module choice and order	- Identifying a research area
D Session 1	- Establishing clear lesson aims on teaching practice	- English teaching practice module
D Session 2	- Developing elicitation skills	- English teaching practice module
D Session 3	- Developing elicitation skills	- English teaching practice module
D Session 4	- Understanding teaching methodology	- English teaching practice module
D Session 5 / E Session 1	- Reflecting on teaching practice	- English teaching practice module
D Session 6	- Dealing with the literature	- Conducting a literature review

D Session 7	- Reflecting on teaching puzzle	- Pedagogic
D Session 8	- Reflecting on teaching puzzle	- Pedagogic
D Session 9	- Reflecting on teaching puzzle	- Pedagogic
F Session 1	- Establishing research focus	- Identifying a research area
G Session 1	- Establishing research focus - Negotiating access	- Identifying a research area - Determining data collection methods / Gaining access to data
G Session 2	- Establishing research focus	- Identifying a research area
G Session 3	- Refining research proposal	- Identifying a research area
G Session 4	- Refining research question	- Developing a question
G Session 5	- Refining research question	- Developing a question
G Session 6	- Reflecting on teaching puzzle	- Pedagogic
G Session 7	- Reflecting on teaching puzzle	- Pedagogic
H Session 1	- Choosing research subjects - Determining research methods	- Determining data collection methods / Gaining access to data
H Session 2	- Choosing research subjects	- Determining data collection methods / Gaining access to data
H Session 3	- Choosing research subjects	- Determining data collection methods / Gaining access to data
H Session 4	- Dealing with the literature - Determining research methods	- Conducting a literature review / Analyzing data - Determining data collection methods
H Session 5	- Creating interview questions	- Determining data collection methods
H Session 6	- Dealing with the literature - Creating interview questions - Lack of time	- Conducting a literature review / Analyzing data - Determining data collection methods
I Session 1	- Refining research question - Determining data collection methods - Choosing research subjects - Determining appropriate structure	- Developing a question - Determining data collection methods / Gaining access to data - Writing up
J Session 1	- Establishing research focus - Refining research question	- Identifying research area - Developing a question

Using the online space: Explorer obligatory and desired moves in the session stage of IMCD

Similar to Hoey's (1983, 2001) 'Problem-Solution' pattern, a simplified model of an Explorer's possible IMCD textual journey is to begin by setting the scene of their research for the Understander or providing a progress report of actions taken between sessions (Situation), then to articulate the specific obstacles the Explorer faces (Problem), and work to determine potential responses to overcome them (Response), some of which may be a new idea or discovery. Finally, the Explorer may positively or negatively evaluate these responses (Evaluation) until a positive result is reached and a plan of action of how best to proceed with the particular project is formulated (See Figure 5.1). However, although this provides a useful means of understanding the possible generic flow of an IMCD session and how an Explorer may move from setting the scene to a planned response, the reality is indeed much more complex (See Figure 5.2). The following paragraphs will describe this complexity in detail.

In the IMCD corpus, all of the 32 sessions begin with a setting the scene (STS) or giving progress report (GPR) move that orients the Understander to the particular background and obstacle to be investigated. Once the obstacle has been articulated, an Explorer may move towards discovery and / or potential response without using the obstacle move again in the session (See Appendix 9 (1)). Alternatively, an Explorer may return to the obstacle move once or twice within the session to repeat it, explain the rationale for it, or to signal doubt regarding potential responses articulated (See Appendix 9 (2)). Finally, an Explorer may consistently make use of the obstacle move throughout the session and may or may not be able to move beyond its particular resolution (See Appendix 9 (3)).

The first instance of articulating potential responses by an Explorer may occur directly after the STS or GPR and initial orientation to obstacle step (See Appendix 11 (1)). It may also occur after a second or series of obstacle moves (See Appendix 11 (1)), to determine possible next actions after a discovery has been made (See Appendix 11 (2)), or to articulate more tentative responses after losing faith in an original planned response (See Appendix 11 (3)).

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As with the obstacle(s) move, the articulating potential responses move may be used only once by the Explorer. This may lead the Explorer to the end of the session or to discovery, planned responses, and / or further obstacles (See Appendix 11 (6)). Alternatively, the articulating potential responses move may create an 'obstacle-response' cycle in which potential responses are negatively evaluated or generate new obstacles which in turn lead to new potential responses being formulated and in turn further obstacles (See Appendix 11 (7)). Finally, the move may be used more than once in a session as the Explorer continues to build on his or her responses without returning to or creating new obstacles (See Appendix 11 (8)). Here, the obstacle-response cycle and repetition of potential responses are similar to recycling in Hoey's (2001) Problem-Solution patterning (p. 130).

Both the discovery and articulating planned response moves are desired moves; moves that the Explorer wishes to occur as a result of participating in an IMCD session. A discovery move may occur at any point in the Session stage post-STS or GPR (See Appendix 13). The discovery may be an instantaneous eureka moment; a new idea that comes to the Explorer during the session either as a result of heightened awareness of the particular obstacle or as a reaction to the Understander reflection moves (See Section 6.2.1). A discovery may also be a decision the Explorer makes between possible responses to an obstacle that have been considered prior to the session. In this case, the discovery is not a new idea, but rather the act of making a firm decision of how best to move forward (See Section 6.2.2). Discoveries may lead an Explorer to make further new discoveries in a session (See Section 6.2.3). Discoveries may also occur post-session for Explorers as new ideas appear whilst re-reading the session transcript (See Section 6.2.6).

An Explorer may articulate planned responses towards the end of a session as he or she arrives at a concrete plan of action regarding how best to overcome a particular obstacle (See Section 6.4). Planned responses may also occur in the early or middle stages of a session. It is possible that an Explorer will articulate an early plan of action that he or she may later lose faith in and modify, or articulate planned responses that resolve only part of a particular obstacle.

Therefore, it can be seen that post-STS or GPR moves, there are a variety of different obligatory or desired moves available to the Explorer at each turn-at-talk in the Session stage. As Edge (1992b) suggests with his original CD framework, "there is no…rigid order to be followed in a cooperative interaction" (p. 13). Nevertheless, however complex the actual model of IMCD usage is, the overall aim of each IMCD participant within the 32 sessions was the same; to seek a satisfactory means of overcoming the particular obstacle they faced and thus be able to move forward with their research, teaching practice, or teaching.

11.3 What is revealed about the research process by participants via IMCD sessions?

As mentioned, the research process can be defined as a series of logical stages in which a researcher may begin with a research question or inquiry, gathers relevant primary and secondary data to address the question, and by doing so, attempts to move knowledge "beyond what is already known or understood" (Badke, 2012, p. 8). A researcher may follow the stages of the research process outlined in Section 2.6.1 in a linear fashion but more often than not he or she will move backwards and forwards through the stages working on several different aspects of the project at the same time (Moule & Goodman, 2009; Moule & Hek, 2011).

As can be seen in Table 11.1, the IMCD participants who chose to explore research-related themes either focused on one specific part of their research project (E.g. B Session 1 – gaining access to students for primary data collection purposes) or their exploration traversed a number of different stages of the research process (E.g. I Session 1 – refining his research question, determining data collection methods, selecting appropriate research subjects, and determining the discourse structure of his research proposal and assignment). Moreover, as mentioned, IMCD participants tended to be at the earlier stages of the research process. For the longitudinal participants who were working on research projects (A, G, and H), regular IMCD sessions were ended once they arrived at the latter stages of the research process of their particular projects (Stages: analyzing data, drawing conclusions, writing up). This may indicate that IMCD is most useful for participants during the early stages of the research process as they experience initial obstacles which prevent them from moving forward and realizing the task completion of their research assignments.

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As mentioned, each IMCD participant took part in online sessions to try to overcome an obstacle or obstacles. The 32 IMCD sessions collected thus provide insights into the types of problems students and teacher-researchers may face in conducting research and helps to build on Nunan's 1992 study. Three types of obstacle emerged from the data (See Figure 5.3 and Section 5.3.3):

Internal obstacles

Internal obstacles are those that may exist within the Explorer as part of the individual's particular self or notion of self. Examples in the IMCD corpus are:

- *Identity conflicts* – conflicts between one's own socially-constructed professional identity and the need to adopt a new, academic self and operate within a set of expected institutional rules and conventions during the course of study.

- *Low self-efficacy* – a lack of belief in one's own ability to succeed on a course. As Bandura suggests, low self-efficacy can lead to avoidance of task, foster stress, and negatively affect the amount of effort and perseverance an individual expends on an activity (as cited in Pajares, 1995, p. 544).

- *Preference* – an individual's particular desire to or insistence on choosing a more difficult course of action; one that is potentially fraught with obstacles and offers a less easy path than an alternative.

Gaps

Similar to the areas and problems Nunan (1992) identified with his graduate students, gaps are closely related to obstacles that Explorers may encounter with the research process itself. Gaps may be considered as internal obstacles with respect to individuals lacking the knowledge or experience about academic research in order to move forward, or as external obstacles with regards to institutional expectations that participants meet the academic standard of the particular course being undertaken. Examples in the IMCD corpus are as follows:

- *Choosing modules* – understanding which course modules to select and the best order in which to take them. This may be considered as the first step in identifying a research area.

- *Identifying a research area* – narrowing the research area sufficiently.

- *Developing a research question* – refining the question so that it is clear, narrow, and unbiased.

- *Conducting a literature review* – understanding new concepts in the field, knowing what to include and what to exclude, knowing how much literature to use versus original writing.

- *Collecting data* – selecting research subjects, training research subjects, creating reliable interview questions, deciding on the sample size.

- *Determining research methods* – deciding on a quantitative, qualitative, or mixed-methods approach, ensuring reliability and validity, selecting a research method without fully understanding it.

- *Writing up research* – lack of knowledge regarding academic writing conventions, determining appropriate structure.

- *Teaching* – gaps in teaching knowledge and experience as a pre-service teacher, reflective practice as an in-service teacher. As mentioned, this is an additional area to the categories listed by Nunan (1992).

External obstacles

External obstacles are those that exist outside of the Explorer's immediate control and therefore may be the most difficult to overcome. Examples in the IMCD corpus are as follows:

- *Institutional or individual resistance* – situations in which the gatekeeper(s) deny access or make it difficult to obtain access.

- *Lack of resources or opportunities* – situations in which the particular institution does not have the required resource(s) or limits opportunities for hands-on practice.

- *Task requirements* – constraints imposed by word limitations of the assignment or the scale of the study.

- *Tutor communication* – confusion created when not understanding tutor comments, requests, or recommendations sent via email, lack of prompt tutor responses.

- *Isolation* – lack of opportunities to communicate with fellow course participants, share ideas, and receive feedback, lack of student participation on discussion boards (Mann & Talandis Jr., 2012).
- *Time* – a lack of time to work on each research project as the module or course deadline fast approaches.

There are a number of differences between the problems that Nunan's students encountered in his 1992 study and the research obstacles that have emerged in this corpus. As Nunan conducted a survey to ask graduate students "to nominate the problems they had encountered in the course of carrying out their research" (p. 220), it is possible that respondents focused only on obstacles they had experienced with the more systematic steps that researchers undergo during the research process (*Gaps*) rather than the various affective factors that may influence an individual's progress on a course. By taking part in IMCD sessions, however, participants may reveal aspects of self (*Internal obstacles*) that may be hidden or unknown (Luft & Ingram, 1969) and prevent them from forward movement. Thus, internal obstacles such as identity conflicts, low self-efficacy, and preference may offer unique insights into the internal thought processes and struggles of participants when conducting research and provide a further contribution to Nunan's original survey results.

It is clear, however, that theoretical saturation has not been achieved in this doctoral study. IMCD sessions conducted with new participants are likely to yield different research obstacles and provide further insights into the research process as a whole. Each IMCD session can only provide a snapshot of this process in action as an Explorer articulates the specific obstacles he or she faces and the potential responses to overcome them in order to achieve successful completion of each research assignment during a course of study or while conducting a research project.

Internal obstacles offer the Explorer the opportunity to look inside him or herself, to examine and understand those aspects of self that are preventing progression, and to reorganize, modify, change, and grow. As Rogers (1961) states, an individual has a natural "growth tendency, a drive towards self-actualization, or a forward-moving directional tendency…to expand, extend, develop…to enhance the organism or the self" (p. 35).

Similarly, gaps in knowledge are there to be filled by the Explorer as a result of undertaking the particular course of study. Gaps can be overcome via experimentation, trial and error, and self-innovation as well as by seeking advice from the literature, tutors, and course participants in the process of an individual becoming more theoretical (Copland & Garton, 2012; Garton & Edge, 2012).

Finally, external obstacles may prove to be the most difficult for the Explorer to respond to as they may be out of his or her immediate control. However, as will be discussed in the next section, most IMCD participants were able to find a compromise, seek alternative directions, or develop innovative workarounds to move forward as a result of participating in the online sessions.

11.4 Does participating in online IMCD sessions facilitate the research process? If so, how?

This question relates to whether IMCD sessions can help participants to make progress through the stages of the research process (outlined in Section 2.6.1) towards the realization of the particular task at hand. It can be seen in the 32 IMCD sessions collected and analyzed that as a result of sustained reflection, articulations, and Understander support, Explorers are indeed able to develop and move forward with their ideas from a starting position of STS, GPR and articulating initial obstacle(s). As Edge (2002) suggests:

> Sometimes it is exactly when I am trying to formulate my ideas that I see properly for the first time just exactly how they do fit together. By exploring my thoughts, I discover something new. That *something new* may well be the basis for a new plan of action that will move me along in an interesting direction. (p. 20)

Evidence in moves in IMCD sessions

As mentioned, firstly, there is an expectation within an IMCD session that an Explorer will articulate an obstacle(s) and seek forward movement via potential responses (See Section 5.3.4) to the obstacle(s). The articulation of these potential responses by the Explorer, although not fully resolving the particular obstacle(s) being explored, involves him or her actively pondering ways to progress and making a stance (Biber, 2006a; Kärkkäinen, 2003) as to the viability of the proposition(s) and / or how committed the Explorer is to pursuing this particular course of action. In other words,

potential responses may signal the start of the Explorer moving away from problems towards determining, "*What solutions make sense for me*?" (Egan, 2002, p. 28).

Secondly, instances of the Explorer desired moves, discovery (Section 6.2) and planned responses (Section 6.4) occurred regularly in the IMCD corpus which provides further evidence that IMCD sessions can help facilitate the research process by participants being able to formulate new ideas and plans of action. For example, the discovery move occurred in 20 of the 32 sessions, and aided the Explorer to move forward with his or her research project in:

- A Session 5
- B Session 1
- G Sessions 2, 3, 4
- H Session 2, 3. 5
- J Session 1

Additionally, D Sessions 8, 9, and G Session 6 included examples of discovery successfully aiding teacher development via the formulation of pedagogic plans of action. Moreover, there were instances in which Explorer discoveries were not overtly signaled to the Understander during a session (D Sessions 4, 6, F Session 1, G Session 5) or occurred post-session (A Session 1, D Sessions 1, 2) and communicated via email feedback on the sessions.

Although the impetus to move forward as a result of a discovery was sometimes lost by an Explorer in an IMCD session as new obstacles emerged (D Sessions 3, 7, G Session 1, H Session 1) or a discovery was ignored by an Explorer as he or she moved to different aspects of the investigation (A Sessions 2, 3, H Session 6, I Session 1), within each instance of discovery lay the possibility of "the identification of a basis for action" (Edge, 2006b, p. 206) for the Explorer whatever that future action came to be.

There were 14 instances of articulating planned responses in the IMCD corpus as an end or penultimate move to a Session stage. The sessions were:

- A Sessions 1, 4
- B Session 1
- C Session 1
- D Sessions 3, 8*
- F Session 1
- G Sessions 6*, 7*
- H Sessions 1, 2, 4, 5, 6   (*Pedagogic focus)

This may be an indication that as a result of participating in IMCD sessions, Explorers may be able to determine the best strategies for them to overcome their obstacles and "organize the actions they need to take to accomplish their goals" (Egan, 2002, p. 31) of completing their research projects and courses. Even C Session 1 as the one negative case in the corpus (Section 10.4) had evidence of forward movement in the discourse as Participant C committed to a plan of which modules to take on her Master's course albeit due to the Understander's preceding focusing move which encouraged her to make that decision (See Lines 70-71, Volume 2, Appendix 22.7).

Evidence via participant email feedback
As mentioned in Section 3.6.3, after each session, participants were asked to provide email feedback regarding their online IMCD experiences. Thus, participant comments on whether they believed the sessions had aided them through the research process could be elicited.

Apart from Participant C who took part in her session with the misunderstanding that she would actually receive advice from the Understander, the other nine participants indicated that sessions had enabled them to move forward with their thoughts during the research process. For example, Participant A wrote that A Session 1:

> *Helped me to understand my main motivation [for the research assignment]…*
> *and how many potential directions there are in which to move…It generated*
> *and inspired a lot of free writing which arose out of the focus of my present*
> *situation* (Participant A, Email feedback, May 17, 2009).

For Participant A, the session not only helped her to narrow her focus for the Course and Materials Design module assignment but provided a platform for subsequent

reflections and idea generation post-session whilst reading back through the session transcript.

Participant B wrote that he was able to realize that he *"was allowing too many distractions to interfere"* (Participant B, Email feedback, June 2, 2009) with his plan regarding his desire to conduct research at his workplace – *"It was certainly a revelation that I did not actually need to worry…and that other options are certainly available and less difficult"* (Participant B, Email feedback, June 2, 2009). The session enabled him to make a clear decision as to how he could best proceed by taking the easier option of recruiting private students and conducting his research with them.

Participant F commented that IMCD was a good tool for expressing his ideas about the research and was able to achieve self-reassurance regarding his study plan as a result of the session – *"I feel more comfortable about proceeding with what I was doing"* (Participant F, Email feedback, June 7, 2010). He also commented that the session helped him to develop a third possible area to research for his doctoral study regarding students' retention rates of collocations.

As a final example, Participant J explained that the session had, *"undoubtedly helped me move forward. I am convinced I already had the answer but you helped me untangle the wires. I couldn't see the wood for the trees before* (Participant J, January 29, 2012). Coincidentally using the same lexical item that Stevick (1980) chose when describing the benefits of non-judgmental discourse (See Section 2.2.2), Participant J believes that the IMCD environment provided him the opportunity to 'untangle' his thoughts, focus his ideas, and reaffirm for himself the particular direction he wished to take with his research.

11.5 What are the participants' reactions to IMCD? How do they perceive its advantages and disadvantages?

Previous studies (Boon 2004, 2005) have documented the advantages of a CMC-based CD framework versus face-to-face CD. IM creates a permanent record of the ongoing interaction for Explorer and Understander, slows down the communication which relieves the pressure for participants to provide an immediate response allowing more

time for reflection, and helps to further facilitate the reflective practice process via the need for participants to interact via text and therefore think more deeply about the words they wish to express to communicate their messages clearly to the Understander (See Section 2.4.2). As well as obtaining comments on forward movement and discovery as a result of participating in IMCD sessions, this current study elicited participants' reactions as a whole to the IMCD framework. From participant email feedback, it was possible to determine four perceived advantages and one disadvantage of the IMCD framework.

11.5.1 Advantages of IMCD

An effective tool for reflection

IMCD was perceived as being an effective tool for reflection. Participants felt they were able to reflect on their research obstacles, achieve clarity of thought, discover new insights and ideas, and determine ways forward. For example, after her first session, Participant A stated that she found IMCD, "*an extremely valuable tool for getting me to focus on and find the focus of my assignment*" (Participant A, Email feedback, May 17, 2009). Participant D commented that IMCD sessions helped her from a state of confusion to greater clarity and that having her ideas restated back in a more succinct and coherent way by the Understander facilitated the generation of new ideas for her. After D Session 3, Participant D states that Understander reflecting moves have become, "*vital to the process…to see and realize in what way (I) can move forward*" (Participant D, Email feedback, January 25, 2010). Similarly, Participant H explained that Understander reflecting moves, "*mirrored my thinking and helped me see what I was trying to put into words…it lead into new insights into my research question*" (Participant H, Email feedback, November 3, 2010). Only Participant C found the IMCD framework to be frustrating as she wished to receive specific advice from the Understander rather than discover the answers for herself (See Line 78, Volume 2, Appendix 22.7).

Text chat as the mode of communication

Similar to McMahon's (1997) assertion that online communication via the written word has the potential to facilitate reflective practice as "to clarify writing, individuals must clarify thinking" (p. 17) (See Section 2.4.2), Participant B commented that:

> *The texting format (of IMCD) is perfect for this type of work. Ideas are trimmed a bit before they are sent…there was an opportunity to reflect before I pressed enter, while I was waiting for a response and once again after I received that response. I really think this may be superior to spoken formats* (Participant B, Email feedback, June 2, 2009).

Participant I also stated that communication via text was beneficial and helped him to clarify his thoughts before sending his message – *"It provides two forms of review, one internal review (as we are writing) and one from the other participant"* (Participant I, Email feedback, December 6, 2011). Thus, it can be seen that text chat may increase the time an Explorer has to reflect, encourage coherency in the communication of the message, and add another layer of reflection for an Explorer via first reading and then responding to the Understander's reflecting moves.

Another advantage of text as the mode of communication is that a transcript of the IMCD session can be instantly created, saved, printed out, and then reviewed again by participants at a later date. As Participant A stated after her first session – *"I have just finished reading the Skype file and it truly is a great record of the session"* (Participant A, May 17, 2009). The transcript enabled Participant A to engage in further reflections after the session regarding her course assignment via free writing in her research journal.

Overcoming isolation

In Section 2.6.2, isolation was highlighted as a potential problem for distance-learning students who may have less opportunity for contact with fellow course participants to discuss and share ideas and to build a supportive community. In this study, isolation emerged as an obstacle for not only the distance-learning participants, but also one participant who was studying on-campus who stated that students on her course did not really interact with one another outside of class (See Section 5.3.3). Thus, IMCD offered participants a platform in which to overcome their sense of isolation, to talk to a non-judgmental and willing listener about their research, and by doing so, gain new insights into their thinking and discover ways forward. Rogers (1980) argues that individuals who are given the opportunity to communicate and truly feel listened to are more motivated to continue on with their personal narratives. They "surge forth in a new sense of freedom…more open to the process of change" (p. 10). Likewise, Participant B commented that the opportunity to share his ideas to the Understander

during his IMCD session, "*made (him) feel invited to continue*" (Participant B, Email feedback, June 2, 2009). This continuation of exploration of ideas eventually led him to a final decision of how best to overcome his research obstacle. Finally, Participant A also felt that, "*the chance to be heard, to break the isolation and to put my ideas out to the universe, are some of the benefits that I can already see in this IMCD system of communication*" (Participant A, May 17, 2009).

Regular sessions as a motivator

A final advantage of IMCD for participants who undertake a series of sessions is the establishment of a weekly routine of meeting online with the Understander. Regular IMCD sessions may encourage an Explorer to keep working actively on his or her research project in order to report on progress to the Understander and have something new to talk about and explore. Participant A felt that:

> *Having another person counting on (her) to be there at 8:00, someone who is present to basically keep me company while I explore…gives the work a whole new and fresh energy…and makes one take a more committed stance on showing up to do the thought work* (Participant A, Email feedback, May 17 & 31, 2009).

Although Participant A is the only longitudinal participant to comment on this advantage, it is an indication that future IMCD users may potentially perceive regular sessions as a motivating factor as well.

11.5.2 Disadvantage of IMCD

There is no advice given

Edge has always maintained that the CD / IMCD framework is not intended to replace more traditional forms of professional interaction in which one suggests, argues, offers and receives advice, critiques, defends, concedes, or stands one's ground (2007). Instead, CD / IMCD offers individuals an alternative method of working in which the rules of ordinary conversation are temporarily suspended "in order to emphasize and develop our abilities to draw open ourselves" (1992a, p. 70). Thus, IMCD is not well suited to participants who are seeking specific advice from a peer or mentor. Participant C, for example, experienced deep frustration during her online session as she, "*was expecting some advice from someone who has gone through*" (Participant C, Email feedback, Sept 18, 2009) the same post-graduate course.

Although the Understander was in a position to recommend which modules would be best for her to select, he refused to do as he was working strictly within the parameters of the IMCD framework. Even Participant F who had a positive IMCD experience and was able to move forward with his thinking commented that: "*It can be tough…sometimes I just want some advice, but that would defeat the purpose I suppose*" (Participant F, Email feedback, June 7, 2010). Thus, for those participants who experience frustration and disappointment with IMCD, it is recommended that they seek a 'critical friend' (Handal, 1999) to work with in order to be free to exchange advice, criticisms, and suggestions and to challenge and question one another in order to realize the completion of their research.

11.6 Conclusion

In this chapter, I have explained the ways in which case participants made use of IMCD sessions to explore obstacles related to research or pedagogy and the types of obstacles they faced during the process of working towards the task realization of module assignments, course completion, or pedagogic self-development. The chapter has also described the generic patterning of an IMCD session in terms of Explorer obligatory, optional, and desired moves and provided evidence from session data and participant email feedback that IMCD can facilitate the research process for students and teacher-researchers. Although two participants saw the benefits of receiving advice to help them overcome their particular obstacles, the advantages for most of working in a non-judgmental environment would seem to outweigh this quite significantly. Most participants believed IMCD to be an effective and powerful text-based tool for individual articulations, self-reflection, and discovery within a non-judgmental environment: a tool that enabled them to connect easily to the Understander and facilitated forward movement.

Part 3: Outcomes

Chapter 12: Conclusion

12.1 Conclusions

Continuing on from Edge's (1992a, 1992b, 2002) original CD framework and my earlier studies adapting it to online use (Boon, 2004, 2005), this qualitative case study has provided a genre analysis of the moves used by the Explorer and Understander in the Pre-session, Session, and Post-session stages across 32 unique IMCD sessions conducted between 2009 to 2012 with 10 different participants. Each move has been explained in terms of its frequency, positioning, function, and lexical realization and categorized as obligatory, desired, or optional. As moves are replicated across different sessions, it has been possible in this study to build a detailed explanation of the schematic structure of an IMCD session as it is constructed on a turn-by-turn basis and to offer a substantive theory of IMCD usage that is grounded in the data. The study has also described in detail three specific IMCD cases to illustrate more holistically the textual journey of the Explorer as he or she seeks resolution to the particular obstacle that has been brought to a session whilst being supported by a non-judgmental Understander. It has shown the reader how IMCD participants may make use of the IMCD framework to explore their research obstacles (or pedagogic puzzles), the different types of obstacles that distance-learning and on-campus students may face during the research process, and the ways in which IMCD can help the Explorer reflect on his or her project, determine potential responses to overcome obstacles, make discoveries, formulate plans of action, and move forward to the realization of their particular goals.

12.2 Implications

Chapter 11 has provided answers to the research questions set out in Section 1.2 and outlined the various perceptions of the IMCD participants as to its advantages and disadvantages. This section describes the practical implications of the study in respect of those people who may benefit most from it.

For educators

Firstly, by either confirming or adding to Nunan's (1992) findings regarding the problems students may encounter in conducting research, this study provides educators a valuable insight into the types of obstacles the IMCD participants experienced. Whether it be the delivery of campus-based or distance modules, this study can help educators to better anticipate and plan for the difficulties that their students may face while working their way through a particular course (Motteram & Forrester, 2005). Secondly, the study has shown that IMCD may help students to overcome a sense of isolation whilst undertaking a course, provide them with a medium for articulating their thoughts about their research within a safe, non-judgmental environment, be a powerful tool for self-reflection and discovery, and ultimately facilitate the research process for them. Thus, educators may wish to consider familiarizing themselves with IMCD via reading the relevant literature and trying online sessions out for themselves. They may then wish to introduce the IMCD framework during induction to their courses to offer to distance-learning and on-campus students an alternative support system that enables peers to develop positive working relationships with one another, become autonomous, self-directed learners, yet at the same time, help each other to navigate their way effectively through the assessed tasks on a course and the academic process (Forrester, Motteram, Parkinson, & Slaouti, 2005).

For students

This study has shown that IMCD can be a powerful tool for self-reflection, articulation, and discovery via text chat. The framework provides a unique online space in which the unconditional positive regard, empathy, and congruence demonstrated by the Understander encourages the Explorer to move forwards to a solution: empowering the individual towards task realization, academic growth, and self-actualization (Rogers, 1980). As Johnson (2009) suggests, CD / IMCD "creates a unique kind of meditational space and a unique kind of discourse within which…ideas can emerge (as individuals) talk their way into new understandings and new ways of thinking" (p. 109). In this respect, the implication for distance-learning or on-campus students is for its use among course participants and peers in which partners can meet online and alternate the roles of Explorer and Understander on a regular basis in order to support each other's individual research projects.

For CD / IMCD researchers

This case study contributes to the small, but ever-growing body of work on Cooperative Development and non-judgmental discourse as a tool for professional development (Attia, 2014; Edge, 2015). In this respect, it not only offers researchers (as well as students) an effective tool for reflecting on their own research, articulating ideas, making discoveries, overcoming obstacles, and moving forward, but also provides them with a detailed account of the qualitative research procedures that I utilized in the collection and analysis of generic moves within IMCD sessions (Sections 3.6 and 3.7). Thus, it is hoped that this study will motivate other researchers to follow these same procedures, conduct and analyze their own individual IMCD sessions, experience similar results, and contribute further to our understanding of the quintain, IMCD by writing up and disseminating their own descriptive case studies.

For genre analysts

It was not my intention in this study to make a contribution to the field of genre analysis, but to use the approach as a tool in which to better understand IMCD discourse. However, where there may be "no strict rules" (Biber, Conner & Upton, 2007, p. 33) as to how a genre analyst conducts a move analysis and because published genre analysis research tends not to include the explicit procedures the researcher has followed to identify obligatory and optional moves within the particular discourse (Bhatia, 1993; Swales 1990), this study provides the reader with a clear and coherent "audit trail" (Lincoln & Guba, 1985). It explains the specific coding and memo-writing processes I have employed, the various categories that have emerged, and the moves that have been identified within an IMCD session (See Section 3.7). In this way, the thesis may offer a contribution as for how a researcher can approach a particular discourse to analyze, identify the moves used by its discourse members in terms of their sequence, frequency, function, and linguistic boundary, and in doing so provide a description of the overall structure of the discourse.

Another possible contribution has been to build on Edge's (1992) CD framework and develop a model of the prototypical moves within an IMCD session (Boon, 2013b). The study has focused especially on the generic moves of the Explorer as he or she sets the scene to the specific exploration, articulates the obstacles that are hindering his or her progress, and articulates potential responses to overcome them. In a session,

this may lead to a discovery and planned response of how the Explorer feels he or she can best move forward. Thus, it can be argued that by bringing about the generation of IMCD data via regular sessions with case participants who share the common communicative purpose of wishing to articulate and seek ways to overcome their particular research or pedagogic obstacles, I have helped to establish IMCD discourse as a genre in its own right (See Section 3.5.1). However, as the corpus includes only 32 IMCD sessions with me taking on the role of Understander in 31 of them, more research by alternative IMCD practitioners would be needed to validate this claim (See Section 12.3).

Finally, this study may offer another tentative contribution to genre analysis by providing a possible addition to the two elements identified by Halliday & Hasan (1985) that occur in the structure of a text: obligatory and optional moves. Whereas obligatory moves are those that occur most frequently, are core to the genre, and help to define the overall shape of the particular discourse, optional moves may occur less frequently, are rhetorical choices that members of the discourse community make depending on contextual circumstances, and are not considered as central features of the genre. In this study, however, a third generic element was identified. Discovery and articulating planned response moves are neither obligatory Explorer moves (they may not occur as a result of participating in an IMCD session) nor optional Explorer moves (as the intention of participating in a session is to discover ways to overcome a particular obstacle and formulate a workable plan of action of what is to be done to move forward). Instead, these moves have been termed 'desired moves' – moves that an Explorer strongly wishes to occur via participating in the IMCD session (See Chapter 6). Although 'desired moves' are unique to the IMCD discourse, the emergence of a potential third type of move may highlight the possibility of genre analysts identifying further new types and thus going beyond the dichotomous categorization of obligatory and optional elements within a particular genre.

12.3 Limitations and recommendations for further research

Several possible weaknesses of the study were highlighted in Section 3.8.3 with respect to missing data (email feedback and Post-session stage endings) and the lack of member checking with IMCD participants to confirm the reliability of my analysis. Another shortcoming of the study is that theoretical saturation was not achieved with

regards to the obstacles that students and / or researchers may encounter in conducting research. Although the study yielded a number of similarities with the categories Nunan identified in his1992 study, IMCD participants revealed a number of different obstacles (See Section 5.3.3). It is likely that IMCD sessions conducted with new participants will yield alternative research obstacles. Thus, further research is needed to build a more comprehensive picture of the research process and the specific obstacles that individuals seek to overcome.

It is also interesting to note that each case participant in the study discontinued IMCD sessions after the first session (Participants B, C, E, F, I, J) or after a series of sessions (Participants A, D, G, H). This could either be categorized as a limitation of the framework with respect to IMCD having a high dropout rate or as a success with respect to participants overcoming their obstacles, achieving their goals, moving on with their studies, and as with the client-counselor relationship, no longer feeling the need to attend sessions (Mearns & Thorne, 2007). Future research could track the progress of participants after discontinuing regular sessions to determine whether their IMCD experiences affect their approach to future research projects and whether they engage in further IMCD sessions with colleagues or peers in their own professional lives.

A final limitation of the study is that IMCD sessions were conducted wholly with post-graduate TESOL or Applied Linguistics students. Further research should be conducted with students across a range of courses to determine whether IMCD is an effective tool for all learners regardless of their particular academic disciplines.

12.4 Closing remarks

An oft-cited criticism of case study is the inability for the reader to generalize from the specific case or cases being offered (Bassey, 1999; Duff, 2008; Simons, 2009; Yin, 2012). However, in this study, the reader has been presented with a detailed description of an online tool that can help to facilitate the research process for students and / or researchers and thus, has practical application beyond the particular cases described. I now place the onus of generalization with the readers; I encourage them to try out IMCD in their own professional contexts and validate the claims made in this study via their own experiential learning. As Rogers (1961) states, "Experience is,

for me, the highest authority. The touchstone of validity is my own experience" (p. 23).

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Appendices

Appendix 1: Call for participants

Dear Course Participants,

My name is Andy Boon, a graduate of the MSc in TESOL (2000-2004), a teacher, and most recently, a student on the PhD in Applied Linguistics by Distance Learning course. For my PhD research topic, I plan to explore how online Instant Messenger Cooperative Development (IMCD) sessions may facilitate the research process for students and I hope to be able to work with a number of MA course participants to provide a virtual interactional framework in which individuals can articulate and explore their current thoughts, make discoveries, and formulate action plans to move forward with their particular research projects.

So, what exactly is IMCD? For many learners, it is often difficult to find the opportunity to give shape, clarity and meaning to the often chaotic thoughts, ideas and experiences which occur during the research and writing process by talking about them. IMCD is a framework that enables two course participants to meet online using communication tools such as MSN Instant Messenger or Skype Chat. Once connected via the Internet, course participants then decide on their interactional roles ('Explorer' and 'Understander') and a time-limit for the IMCD session (I usually aim for one-hour). Both 'IMCDers' agree to a modification on their ordinary language; the 'Explorer' is free to articulate about and explore his or her research project via inputting text messages in the chat window but must avoid asking advice from his or her partner. The 'Understander' reads the ongoing text in the chat window and waits for the floor to be offered to him or her. The 'Understander' the carefully reflects back what the 'Explorer' is saying, trying to capture the heart or essence of the communication. The 'Understander' must avoid evaluating, judging, or giving advice to the 'Explorer', steering the talk towards a personal agenda or inputting his or her own perspective into the ongoing discourse and by doing so, is free to focus on and to truly understand what the 'Explorer' is articulating. Through the provision of opportunities to articulate one's thoughts about research in a supportive and non-judgmental environment to someone who is willing to listen and understand, the 'Explorer' may be enabled to gain new perspectives on his or her current ideas and discover potential directions forward.

For further information about IMCD and to examine a session in which one student was able to explore many possible ideas and then decide on a focus for his Analysis of Written Discourse module, please see the 4-part presentation on YouTube or SlideShare:

YouTube:

Distance Learner Support - Part 1 -
http://www.youtube.com/watch?v=gTYoo8XphVw
Distance Learner Support - Part 2 – http://www.youtube.com/watch?v=BiYxSzQ_aRg
Distance Learner Support - Part 3 -
http://www.youtube.com/watch?v=kn0ZDZbydKE

Distance Learner Support - Part 4 –
http://www.youtube.com/watch?v=94GTIZUaesc

SlideShare:
http://www.slideshare.net/lovesongofprufrock/distance-learner-support-imcd

Alternatively, check out – Boon A. (2009). I can see clearly now. Modern English Teacher 18 (1), 56-64.

If you are interested in giving IMCD a go, please send me an email. I would really love to hear from you. Who knows, you may just find the direction you are looking for with your current and future modules!

Thank you.
Andy Boon,
andrew.boon@tyg.jp

Appendix 2: Informed consent form

Dear Master's student / PhD student / Researcher,

"Learner support and discovery in a virtual non-judgmental environment"

For my doctoral research, I am exploring how Instant Messenger Cooperative Development (IMCD) may facilitate the research process for both distance learning and on-campus post-graduate students. I am also interested in looking at the ways participants make use of online IMCD sessions and what is revealed about the research process itself in the discourse. Currently, I am looking for participants who are interested in undertaking a series of IMCD sessions.

For further information about IMCD and to examine a session in which a student was able to explore many possible ideas and then decide on a focus for a master's module, please see the 4-part presentation on YouTube:

YouTube:

Distance Learner Support - Part 1 -
 http://www.youtube.com/watch?v=gTYoo8XphVw
Distance Learner Support - Part 2 –
http://www.youtube.com/watch?v=BiYxSzQ_aRg
Distance Learner Support - Part 3 -
 http://www.youtube.com/watch?v=kn0ZDZbydKE
Distance Learner Support - Part 4 -
http://www.youtube.com/watch?v=94GTIZUaesc

Participants in this research project will be asked to:

1] Schedule regular online Skype chat sessions with the researcher (each session is usually one-hour in duration)
2] Provide feedback on sessions via email
3] Comment on session analysis via email
4] Take part in telephone interviews

In return, participants will be provided with:

1] Regular online IMCD support with their current research projects

Participants will be able to:

1] Determine the frequency and timing of sessions with the researcher based on mutual work schedules and participants' ongoing research needs

2] Comment on and give approval to session analysis before data is made public

3] Determine whether to remain anonymous or be named in the final study and subsequent presentations and publications

If you would like to participate, please read the form below carefully and sign it in the space at the bottom.

Thank you for your time.

Andrew Boon

Subject consent form

I have read the description of the research project to be carried out by Andrew Boon. I have had the opportunity to discuss it with him and fully understand my role as IMCD participant.

I understand that I will be asked to schedule and participate in regular online IMCD sessions, provide feedback on these sessions, comment on session analysis, and may be asked to take part in follow-up interviews.

I understand that results of this study may be used for teaching, research, publications, or presentations at conferences.

I understand that my name will be kept in confidence and that my identity will not be revealed unless I wish otherwise.

I agree to take part in the study. I understand that I may withdraw from the study at any time, for whatever reason, and if I do, I will inform the researcher.

_____
Signature

_____
Print name

_____
E-mail address

	A Session 3 – 09.05.28

	Key:
Ev.	Evaluating (a move made by the Explorer after an Understander reflecting move to assess the accuracy of the particular reflection)
>>>>>	indicates which interlocutor initiated the move
>>><<<	indicates discourse features akin to ordinary instant-messaging

Explorer		**Understander**
Initiating text chat	>>>>>>	Response
Small talk (small talk occurs over extended turns lines 3-18)	>>><<<	Small talk
Response	<<<<<<	Getting down to business (invite / time limit)
Apologizing (no email feedback)	>>>>>>	Response
Response	<<<<<<	Sending text files
Getting down to business	>>>>>>	Response / Mark session / Offer floor

SESSION STARTS:

Giving progress update (Lack of time, no vision, 2nd sess with volunteers)	>>>>>>	Reflecting 1
Ev., and progress update (reading, seeking advice from tutors)	>>>>>>	Reflecting 2
Ev., return to focus (clarifying researcher role and return to origin of focus)	>>>>>>	Reflecting 3
Ev., reveal conflict, attend (creative vs. academic writer)	>>>>>>	Reflecting 4 & Thematizing
Attend, Ev., reveal conflict	>>>>>>	Reflecting 5

(articulating conflict with academia conventions)

Ev, reveal conf., DISCOVERY   >>>>>>   Reflecting 6
(Experiment vs. experience, metaphor)   (Parentheses – thinking,
                                                                     so+reflect+seek confirm)

Ev. and reveal conflict   >>>>>>   Reflecting 7 & Pre-closing
(interaction with tutors – academic conventions)

Ev. feeling stuck, ending   >>>>>>   Thank & Stepping out of roles

SESSION ENDS:

Response   <<<<<<   Thanks & Apologizing

Response   <<<<<<   Providing notes
Response   <<<<<<   Thanks & elicit feedback

Response   <<<<<<   Scheduling next session

(SAVED SO CUT RESPONSE)   <<<<<<   Saving & Bye

Appendix 4: Email to supervisors about A Session 3

Dear S and C,

Please find attached A Session 3 - move flow and diagram.

A few comments:

1] I have changed the area style to >>>>>> or <<<<<<

2] As small talk occurs over a number of lines, I have indicated this with >>><<< to show an equal turn-taking system in operation

3] Getting down to business is interrupted as A wants to apologize for not having sent email feedback - A then initiates the getting down to business part 2 - the first time that the Explorer has done so.

4] Giving progress update / report is situated at the start of the session - I have a feeling this may reoccur with repeat IMCDers.

5] The move "revealing conflict" differs from the previous "revealing concern" as the content are a much more deep rooted revelation of A's personality and preferences versus academic conventions. A seems to be having difficulty adopting her style to suit that of becoming academic and working within the constraints therein.

6] An interesting sequence occurs at the end where although having made a discovery, A reveals a sense of being stuck but frames this in the form of an apology to the Understander - linguistic evidence for the need to strive to make sense during IMCD, feeling responsible to do so, and feeling the need to apologize to the Understander for Explorer confusion.

7] I have labeled the Understander moves with numbers as it may or may not be interesting to compare how many reflections or where thematazing moves occur - here it occurs with reflection 4.

I will complete A session 4 and 5 this week and look forward to another session on March 14th.

Best Regards,
Andy

(A. Boon, personal communication, March 4, 2012)

Appendix 5: Initiating an IMCD session

Session:	Summons:	Answer:
A Session 1	Explorer	Understander
A Session 2	Explorer	Understander
A Session 3	Explorer	Understander
A Session 4	Explorer	Understander
A Session 5	Explorer	Understander
B Session 1	Understander	Explorer
C Session 1	Understander	Explorer
D Session 1	Understander	Explorer
D Session 2	Explorer	Understander
D Session 3	Understander	Explorer
D Session 4	Explorer	Understander
D & E Session 5	Understander	Explorer
D Session 6	Explorer	Understander
D Session 7	Explorer	Understander
D Session 8	Understander	Explorer
D Session 9	Explorer	Understander
F Session 1	Understander	Explorer
G Session 1	Explorer	Understander
G Session 2	Explorer	Understander
G Session 3	Understander	Explorer
G Session 4	Explorer	Understander
G Session 5	Explorer	Understander
G Session 6	Explorer	Understander
G Session 7	Explorer	Understander
H Session 1	Understander	Explorer
H Session 2	Understander	Explorer
H Session 3	Explorer	Understander
H Session 4	Explorer	Understander
H Session 5	Explorer	Understander
H Session 6	Understander	Explorer
I Session 1	Understander	Explorer
J Session 1	Explorer	Understander

Appendix 6: First participant email contact with self-introductions

The following are first email contact with IMCD participants in which the Self-introduction move was completed in the initial correspondence and therefore not repeated in the Pre-session stage of the particular IMCD session:

C Session 1

Dear Andrew

I have just read the September newsletter and all about your research. I have watched your 'you tube' presentation and I would be very interested to try the ICMD.
At present I am finishing the FND module and would like to talk about **my thoughts for my pathway through the MA programme**.

I live and work in Z and started the MA in April this year. I teach business English in-company and am doing this course as I would like to work for a vocational school here and need further qualifications. I have reduced my classes so that I can concentrate on the reading and studies.
I have been living in Z for about 10 years now, arriving here quite late in life from S.

So far, I am enjoying the course but do feel that the contact with other participants is missing. The exchange of ideas would be great. I have a study buddy and we do talk now and again on skype, but his work schedule is so full and this doesn't leave much time to communicate. He is also working more slowly through the units than I am.

Re with our assignment for the foundation MET unit, (as you know we only had to write a proposal and that we are able to change the topic and focus completely for the MET module itself) I found finding a research question and then narrowing down the focus extremely difficult!

Your work and what you are doing ticks all the boxes for me.
Looking forward to hearing from you.

Thanks.

Best wishes
C

G Sessions

Hello Andy

My name's G. I'm doing an MA in Tesol and got your details from J. I'd like for CD to be the focus of my dissertation. I'm hoping I'll get to do what my heart wants to and work on CD being of use to teachers working for NGOs, charities etc. Anyway, if there is a way that I could perhaps work with you then I'd love to.

G

I Session 1

My name is I, I'm just starting a TESOL Masters and was pointed in your direction by one of the tutors. I'm writing a proposal for a research topic and was wondering whether you could help me flesh out some ideas (or ideally, tell me if I'm on the wrong track altogether!).

It's only a research proposal, so for the time being nothing actually has to be researched - but as you probably understand, I'm rather keen on doing a good job.

If you want to get in touch, use this e-mail address or I@hotmail.com

Thanks for your time!

I

J Session 1

Dear Andy,

SH suggested I get in touch with you concerning Cooperative Development (see below). I've just recently started the distance MA in TESOL (I'm in Chile) and I'm working through the FND module. I'd love to hear from you.

Regards,
J

Appendix 7: Steps in the Getting down to business (GDTB) move

Key

(U) / (E) – The Topic-Change signal is initiated by Understander (U) or Explorer (E)
X – The step does not occur in the session
Bold – Indicates the first step in the move

Session	Topic-Change Signal	Setting time-limit	Stepping into roles	Offering the floor	Turn-change signal
A1	**Should we start** (U)	X	Andy as U and A as E	The floor is yours	ok
A2	**Should we get started** (U)	I can go to 9pm	Andy as U and A as E	The floor is yours	ok
A3	**Anyway, shall we get started** INTERRUPTION Let's start (U)	I can only go to 9pm	A as E and Andy as U	The floor is yours	ok
A4	**Shall we get started?** (U) INTERRUPTION Okay, to the task at hand	X	Andy as U and E as E	The floor is yours	ok
A5	**Well then…are you interested in starting?** (U) INTERRUPTION-ROLE REVERSAL Let's give it a go	How is your time tonight? I can do until 9pm again. After 9, I need to chill out	Andy as E and A as U	X	X
B1	**So, I guess we begin by beginning, right?** (E)	Part of IMCD TRAINING	I usually mark the session	X	X
C1	**Should I start now, ok**. (E)	X	Andy as U and C as E	The floor is yours	Ok
D1	**So would you like to give IMCD a go and jump in at the deep end** (U) INTERRUPTION Let's give it a go	X	X	The floor is yours	Ok?
D2	**Ok, I'm ready** (E)	X	Am I the speaker?	X	Ok?
D3	**Ready to begin** (U)	But will need to	Should I be the Understander?	The floor is yours	Ok?

		sign off in an hour as I have an evening class			
D4	**Are you ready for the session?** (E)	X	X	X	X
D5 / E1	**Ready to give it a go?** (U) OVERLAPPING Okay, let's make a start	X	I will just mark the session so that I remember it is E and not D	The floor is yours	…
D6	**Shall we start?** (E)	X	X	The floor is yours	Ok?
D7	**Ready for the session if you are okay…** (E) INTERRUPTION Ready when you are!	X	X	The floor is yours	Ok?
D8	**I'm a bit rusty I think and I have not really prepared a topic, but would like to start some reflections - ready?** (E)	X	Let's step into roles.	X	Ok?
D9	**Are you sure you want to do the session now?** (E)	But will have to end at 10pm	Let's go	The floor is yours ;-)	X
F1	**Should we get stared?** (E) INTERRUPTION Yeah – let's start the session	Part of IMCD TRAINING	If you are the explorer and I am Understander	So, let's begin – the floor is yours	Ok?
G1	**Would you prefer to postpone our session?** (E) INTERRUPTION ok	Can go till 11pm your time	Let's step into our roles and give it a try. Andy as U and G as E	The floor is yours	Ok?
G2	**So shall we get to it?** (E)	Will have to stop at 11.30ish	Should we get into our roles?	The floor is yours	Ok?
G3	Okay shall we get straight to it? INTERRUPTION Shall we?	**Can probably last an hour** (U)	Ok – getting into roles	And the floor is yours	Ok?

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G4	**Are you feeling ok to do cd for a bit?** (E)	Can probably go about 40 mins	Should we jump straight in…ready, steady, go	Ok – the floor is yours	Ok?
G5	**I don't have a great deal to work with this session…let's roll with it and see what happens** (E)	X	Ready, steady, go	Ok – over to you?	Ok?
G6	**Today, I'd like to talk about something completely different…should we get started?** (E)	X	Ok – stepping into roles	The floor is yours	Ok?
G7	**Well, session ahoy. Shall we?** INTERRUPTION Okay – let's make a start before they turn the power off (E)	X	Andy as U and G as E	The floor is yours	Ok?
H1	**Well, I think we are ready to jump in to a session then** (U)	X	X	Great, well the floor is yours	Ok?
H2	**Should we start?** (E) Overlapping & INTERRUPTION Should we begin	X	X	X	Ok?
H3	**Shall we start?** (U)	X	X	Ok – the floor is yours	Ok?
H4	**Are we ready to begin?** (E)	X	Stepping into roles	The floor is yours	Ok?
H5	**Should we start before I get interrupted by students?** (E)	X	Stepping into roles	The floor is yours	Ok?
H6	**Should we start?** (E)		Stepping into roles	The floor is yours	Ok?
I1	**I think the best way is to jump straight into a session / Do you want to start**	Can we set a time limit of until 8pm?	So we step into roles	And the floor will be yours. The floor is yours..	Ready? ok?

	right now? (U)				
J1	**What's the best way to start?** (E)	Should we set a one hour time limit on the session?	Ok-excellent-well, I will pass the floor over to you with J as E and Andy as U.	The floor is yours	Ok?

Appendix 8: Flow of 'Comment on project' step in the GPR move

A Session 2	Actions completed
A Session 3	Actions not completed ➔ Actions in progress ➔ Actions completed
A Session 4	Actions completed ➔Actions in progress
D Session 2	Actions completed
D Session 3	Actions in progress ➔Actions not completed ➔Actions completed
D Session 9	Actions in progress ➔Actions not completed ➔Actions in progress
G Session 2	Actions completed
G Session 3	Actions in progress
G Session 4	Actions in progress
G Session 5	Actions completed ➔Actions in progress ➔Actions completed
H Session 2	Actions in progress ➔Actions not completed
H Session 3	Actions completed ➔Actions not completed ➔Actions completed ➔Actions not completed ➔Actions completed
H Session 4	Actions completed
H Session 5	Actions completed ➔Actions in progress
H Session 6	Actions completed

Appendix 9: Articulating obstacle(s) move patterning

1. One occurrence of Articulating obstacle(s)

A Session 5	STS (Obstacle) ➔Clarify ➔ Discovery ➔ STS ➔Clarify ➔Response
D Session 9	GPR (Obstacle) ➔Response ➔Discovery ➔Response
E Session 1	STS (Obstacle) ➔Clarify ➔Response
G Session 7	STS (Obstacle) ➔Response ➔Clarify ➔Response

2. Articulating obstacle(s) reoccurs once or twice post STS or GPR

B Session 1	STS (Obstacle) ➔Clarify ➔ **Obstacle (Repeat)** ➔ Clarify ➔Response ➔Discovery ➔Response ➔Clarify ➔Response
D Session 2	GPR (Obstacle) ➔**STS (Obstacle)** ➔**Obstacle (Rationale)** ➔Response
D Session 3	GPR (Obstacle) ➔Discovery ➔Response ➔**Obstacle (Doubt)** ➔Response ➔**Obstacle (Doubt)**
D Session 6	STS (Obstacle) ➔Meta-comment ➔Response ➔Clarify ➔**Obstacle (Doubt)** ➔Response
D Session 7	STS (Obstacle) ➔Clarify ➔Reflect on action ➔Discovery ➔ **Obstacle (Doubt)** ➔Reflect on action ➔Response
D Session 8	STS (Obstacle) ➔Response ➔**Obstacle (Doubt)** ➔Discovery ➔Response ➔**Obstacle (Doubt**) ➔Response
F Session 1	STS (Obstacle) ➔Clarify ➔Response ➔**Obstacle (Past)** ➔Response ➔Clarify ➔Response ➔Clarify ➔Response ➔**Obstacle (Doubt)** ➔Response
G Session 2	GPR ➔STS (Obstacle) ➔Clarify ➔Response ➔Clarify ➔**Obstacle (Doubt)** ➔Response ➔Clarify ➔Response ➔Discovery ➔Response
G Session 4	GPR ➔STS (Obstacle) ➔Discovery ➔Response ➔**Obstacle (Doubt)** ➔**Obstacle (Rationale)** ➔Response ➔Discovery
G Session 5	GPR (Obstacle) ➔Clarify ➔Response ➔Clarify ➔**Obstacle (Doubt)** ➔Response ➔Clarify ➔**Obstacle (Doubt)** ➔Response ➔Clarify ➔Response
G Session 6	STS (Obstacle) ➔Clarify ➔Response ➔Clarify ➔Response ➔**Obstacle (Doubt)** ➔Discovery ➔Response ➔Clarify
H Session 2	GPR (Obstacle) ➔Response ➔**Obstacle (Repeat)** ➔Discovery ➔Response ➔➔Reflect on action ➔**Obstacle (Doubt)** ➔Response

3. Articulating obstacle(s) occurs throughout the session

A Session 2	8 instances	Line 19, Line 22, Line 26, Line 30, Line 39, Line 41, Line 44, Line 46
A Session 3	5 instances	Line 41, Line 43, Line 45, Line 48, Line 54
C Session 1	9 instances	Line 46, Lines 49, Line 50, Line 58, Line 61, Line 63, Line 65, Lines 73-74, Line 78
D Session 1	3 instances	Lines 96-100, Lines 110-111, Line 136
D Session 4	4 instances	Line 34, Lines 37-39, Lines 67-68, Line 73
G Session 1	6 instances	Lines 78-81, Lines 87-91, Lines 96-99, Lines 102-104, Line 111, Line 118
G Session 3	3 instances	Lines 67-68, Lines 81-82, Line 84
H Session 1	5 instances	Line 79, Lines 134-140, Lines 147-150, Line 154, Lines 157-159
H Session 3	6 instances	Lines 65-71, Lines 80-82, Line 88, Lines 104-107, Lines 113-115, Lines 137-138
H Session 4	4 instances	Lines 26-29, Lines 37-40, Lines 65-66, Line 74
H Session 5	6 instances	Lines 34-37, Lines 47-49, Lines 53-56, Lines 59-61, Lines 70-72, Lines 77-81
H Session 6	5 instances	Lines 44-47, Lines 57-61, Lines 73-76, Lines 85-88, Line 94
I Session 1	5 instances	Lines 73-79, Lines 92-95, Lines 101-105, Lines 111-116, Lines 132-137
J Session 1	5 instances	Line 82-83, Lines 122-125, Lines 132-134, Line 138, Lines 162-163

Appendix 10: Articulating obstacle(s): Lexis table

Key:

STS	Setting the scene move
GPR	Giving progress report move
1,2,3, etc.	Number of instances post STS or GPR
Yellow	Key lexis

	Session	Lexis	Position
GPR	**A2**	Only x and I am afraid ==too much== to say	Line 16
1	A2	So much ==but== I am afraid..==too deep==..be careful not to make ==too much== at the start	Line 19
2	A2	(Situation – activities not doing / doing) – BUT ==too intense== and take up ==too much==	Line 22
3	A2	==I don't know== how wide a circle….want to make a frame BUT ==I don't know enough== about writing or steps required in CD	Line 26
4	A2	(Activities done - reading) – If I hadn't done z, I wouldn't have known y – ==I worry== that there is a whole host of other things that I might miss – ==leave big holes==	Line 30
5	A2	Wonder ==how much== knowledge supposed to display…if spend ==too much time== proving done reading ==will take away== from contribution .. I am ==not sure== how much a creative contribution as opposed to ==how much== academic paper	Line 39
6	A2	Only 4,000 words and ==I imagine== x….it just ==seems like a lot== of information for one paper. I ==never know== how much I should ask the tutors. I ==don't want to sound like I don't know what I am doing== BUT I have never designed a course before	Line 41
7	A2	the more I read the more I realize ==how much I don't know== – HUNTING metaphor – ==I don't really know== what my end goal should look like at the moment	Line 44
8	A2	Happy BUT ==worry== there is ==so much== out there not aware that I ==have no gage== of when the reading should be finished and when I have the core of the issue surrounded	Line 46
GPR	**A3**	==but== I still ==don't have== a vision of the shape of the assignment.	Line 34
1	A3	I would like to trace it from that beginning ==but== I am a creative writer and not an academic writer and sometimes I feel that my instincts are ==reined in== because of protocol.	Line 41
2	A3	==Frustration==…(Writing about experience without referring to data + example of rationale) ==does that mean I can't use it?== (Knowledge from experience)	Line 43

		Surely, experience counts for something – life isn't one big experiment.	
3	A3	Feel that some things built through experience – *STONE MASON metaphor* – I would like to be able to just write some of my feelings and reactions to the situation and what motivated me to do this project	Line 45
4	A3	How I know – I want to be able to say because I was there and heard it myself. I don't think this would fly very high in an academic paper.	Line 48
5	A3	"That is where I am stuck"…"Sorry if I sound confused"…I am really new at academic writing and it sometimes steals my enthusiasm…	Line 54
STS	**A5**	but I am not finding the time to sit down and study as when I was on the masters.	Line 46
STS	**B1**	worried…research…a whirlwind of resistance…a brick wall…though it is not my practice to entertain private students	Line 82-86
1	B1	Unfortunately, makes anything that I am observing contrived…The environment is quite delicate (Explain)…I am not in a position to do much more than ask and even that may be a bit much. Just doing a bit of fishing seemed to send shiver up spines and raise hair on necks.	Line 88-91
STS	**C1**	I am unsure about choices of modules to make that will best serve me.	Line 43
1	C1	I am sure of doing CMD and MET but now I am unsure of the others and also in which order to do these. (Weigh up options to which modules)	Line 46
2	C1	Weigh up options…Am I wrong in looking at these modules like I am?	Line 49
3	C1	Another issue is the order of taking these linguistic modules. Is it better to start with core modules or work bottom-up and do the linguistic ones first?	Line 50
4	C1	I am not sure what other students are doing, being so isolated on the course, not having anyone to talk to about these issues makes these decisions hard. After all we should be basing what we do on what works theoretically first and then hearing about it having been done in theory and the outcomes	Line 58
5	C1	My problem is not having any reference to what has been done in the past with evaluations on the different pathways chosen. Was a bottom up approach or top down better and what were the reasons for the evaluation.	Line 61
6	C1	As there are no answers for me here I don't know what I am going to do. (Weigh up options on TYL)	Line 63
7	C1	I am still no closer to deciding……Perhaps say eenie meenie meinie mow? Sorry no disrespect mean to you. sometimes I feel I should not even be asking	Line 65

		these questions	
8	C1	I think I am not in the right frame of mind. I am very frustrated with not having questions answered or opinions given so I am not sure if this is going to help me…I know you stated that this is a one way conversation …I am tired of talking to myself.	Line 73
9	C1	You have experience of the course and can't talk to me in this framework. Very frustrating for me. ok	Line 78
STS	**D1**	So far I've had three teaching practice and my performance has been very low, my main problem seems to be that I have too many ideas and usually stick not to the aim or my aim is so unclear that I end up with too many task too confusing and not appropriate for the students to learn something useful	Line 81
1	D1	But so far I've been able only to reduce the number of tasks and sometimes I'm not sure what I really want to teach…I have the feeling that if I'm teaching a reading for gist and a reading for detail is not enough. I'm not teaching something really useful like a grammar principle…maybe is due to the fact that I have only 30 minutes or that is not a real lesson in which one topic leads to another…or worst my idea of how to run a class is completely unreal and what I was expecting does not match the reality.	Lines 96-100
2	D1	This is not the only 'weakness' I have, an other problem is my eliciting skill…for example…since I did not see how to get the answers from the students….while I was doing that I realized I was not fulfilling the task's aim	Lines 110-111
3	D1	so what should I do? how should I tackle the problem?	Line 136
GPR	**D2**	But now my concern is on elicitation	Line 30
STS	**D2**	since my elicitation has so far resulted in a yes/no or max one word answer my concern is now on what wording I can use to promote a participative answer that engages Ss	Line 39
1	D2	The problem is within me, somehow my mind tricks me while I'm teaching…maybe because of nervousism or tension, I go completely blank…even when I've decided to elicit by using some specific questions, prepared within the lesson-plan and repeated many times to be sure I would remember them once arrived at the specific task I go sort of wiped-board and questions that come in my mind are all the kind that require a yes-no, this-that answer	Lines 51-53
GPR	**D3**	Ok, well I was looking to improve my elicitation skill lately, and has been quite hard to find literature and articles that could give me some interesting and	Lines 33-41

		clear cut vision of it. I don't think I've managed to find a specific dimension for which kind of tasks would gain more effect using elicitation (Explains what she has learned about eliciting) Still I feel I'm missing some insight…maybe for the simple reason that it's still all in my head and I had no chance to try different versions of questions and experiment the outcome. Surely there is a need to practice this skill to be able to recognize what to do…	
1	D3	I wonder now if elicitation is the only way we can use to activate students' schemata and help them linking the new language to what they already know. Maybe is not relevent at all, BUT am I focusing only on one aspect and skill, when there might be one more appropriate for me in which I don't feel too awkward?. So far I've been trying to get some insight….what if there are other ways?	Lines 71-75
2	D3	Something that my attention was avoiding is the fact that I'm too un-experienced to know every kind of possible strategy and effective method so far…	Lines 85
STS	D4	I'm not sure if to find a method is essential now…I don't know how other teachers do. How am I going to do this without practices, I don't really know…	Line 20
1	D4	Once I've tried to perform and, indeed, have tried each approach planning a lesson for each type, I will not get a feeling for any of them…	Line 34
2	D4	One concern is starting, i'm not very motivated lately, for several reasons. Plus this term is very challanging too and have to concentrate on what I'm doing right now, so I have to set times and be systematic in planning and working on myself.	Lines 37-39
3	D4	yes… I just realize how confusined I must seem… confused*	Lines 67-68
4	D4	sorry i'm a bit blocked now..	Line 73
STS	E1 / D5	what I found difficult was, I found it difficult to…I felt frustrated because…I felt frustrated	Lines 44-48
STS	D6	The course is going too fast for me….I'm having difficulties now in understanding how to adapt materials, how to build a syllabus, and organize a specific course…the problem is more with syllabus (so many meanings)…so while I'm struggling to make clear in my mind what is a syllabus…I should spend time creating a chart…the problem is I don't have time	Lines 17 - 24
1	D6	Is this a good way of thinking or am I wasting precious time? I don't know	Line 42-43
STS	D7	Then was the time to make them speak about a general topic on the mass media and tried to start a conversation…But either my request was not straightforward enough or their interest in the topic	Lines 29-57

		was not as high as I expected…so the lesson went on quite monotonously…I wonder if I did the right thing…so my question is…Am I such a bad teacher?	
1	D7	But still it doesn't clear out why at the beginning the three students were equally contributing and then in the conversation's task they were more shy.	Line 80
2	D7	I have more questions than answers	Line 84
STS	**D8**	my fear comes in that I will not know my students personally…I don't know exactly how to create an environment on trust and support…it will be hard…there will be many limitations…if any problem arises, how can I..? I wonder if…	Lines 26 - 30
1	D8	How can I….? How can I…? So, these are mainly my fears and doubts..	Line 39-42
2	D8	There is no learner centeredness or if there is how can I achieve it? There are more questions than I thought.	Line 76-77
GPR	**D9**	This is a matter of concern for me. I am afraid what sorts of encouragement, feedback.	Line 35-36
STS	**F1**	however, I have since thought…	Line 53
1	F1	I think i was a bit naive when i first wrote my proposal. i thought i would have at least a year before i needed to pin down my topic…having started, it seems i really need to have a good idea of where i am going	Lines 80 - 81
STS	**G1**	I almost have clarity on what I'm going to explore BUT there are still 'blocks' in my way, these are almost entirely down to lack of confidence…	Line 66-72
1	G1	My dilemma is that I need to get in touch with these teachers to see if they want to do CD. And this is where the block comes. I can get in touch with the NGOs they work for BUT I'm a bit worried that I won't sell CD well enough and won't get to my goal.	Line 78-81
2	G1	I am sure that the teachers would benefit because I know CD works and I am scared that I'll not sell it well enough and they won't get to try it out. I have to get over that silly fear and take a leap of faith.	Line 87-91
3	G1	I'm not a sales person and I want a foolproof sales pitch..especially seeing as I know I'm going to explain CD to people who don't teach at all…monkey mind, when I go through what I'm going to say, comes up with all sorts of reason why it might sound odd or just too fluffy.	Lines 96-99
4	G1	I know in theory that there are a lot of ngos out there and if 1 or 2 were to reject my proposal it wouldn't matter…I also keep telling myself that I'm offering something to them for nothing so there's nothing for them to lose in trying it. I've got to stop thinking there's anything for me to lose in approaching	Line 102-104

		them.., It's strange how I'm trying to protect the very thing I'm trying to give away	
5	G1	Because CD isn't for everyone- not for those that see it as fluffy – I get worried that the first face I approach will be the one that doesn't get it.	Line 111
6	G1	...that's what happens in the head of E. I tell myself "so what" I believe in it I'll do it anyway and then I'll go to the phone and 'gulp' what am I going to say	Line 118
STS	G2	what I'm facing now with the IMCD takers (who are not my target audience but are people, and so shouldn't really be any different in terms of reaction to CD - the content and context is just not quite the same) is how to train them up so that they could potentially do CD together. Without me	Lines 79-80
GPR	G3	My research focus appears too grand scale for the purposes of the research project I'm to do.	Line 32
1	G3	deep breaths…maybe it's because I'm a sensitive thing, but I find it quite tough to do.	Line 67-68
2	G3	yes... and i'm thinking that one of the reasons why I'm shying away from it is because I want to tell my tutor why I proposed what I proposed and that I do think it would be possible but part of me doesn't dare.	Lines 81-82
3	G3	Am I making a mountain for myself?	Line 84
STS	G4	What I have to do is get this down to the 1 sentence statement of intent TBH I had thought that my sentence	Lines 24-26
1	G4	mmm, yes and that worries me a little because a word that is being used a lot is ONE and I kind of need the 2 here... that's a bit annoying. I'm looking at it again. OK	Line 60-62
2	G4	Right. I can't observe my perceptions of something if I can't say what the something is. And a list of moves would be nothing more than a list of moves. the 2, from where I'm standing now have to be used together.	Lines 67-68
GPR	G5	Looking at it there I wonder if I could tweak it at all?	Line 30
1	G5	I think and hope that that will be ok. The 'how' at the front of the question might raise the alarm... I wonder if I removed it and made my RQ an easy closed one, beginning with a humble 'Did....' if that wouldn't be more acceptable	Lines 74-75
2	G5	Does that read well? It sounds strange to me... my progress (as Speaker)towards setting a goal in IMCD sessions?	Line 85
STS	G6	so the issue is I teach them only once a week - I help them, I see that they understand, get them to use the language and then they disappear the next week their context may have changed and they may be focussed on something entirely different which is wonderful but I want to do something that will further (what's the word) substantiate?	Lines 45-51
1	J6	I also think that the making of questions would serve as	Lines

		a nice cap on the lesson my only concern really is that if they've written these q's to answer the next week then they .... sorry i'm answering my own question before I write it	102-103
STS	**G7**	I do but telling the other teachers and having that telling actually result in something happening is what's the word? rare?	Lines 67-72
STS	**H1**	I have to keep the topic very small	Line 63
1	H1	I have not thought about this yet. I was going to choose a teacher that already went through the experience of doing CD but have not worked out how many sessions they have done. This is a good question to think about...	Line 79
2	H1	your questions has made me re think my RQ is it still too broad? do I need to narrow it down? will this happen maybe when I choose my methodology and start thinking of my instruments to gather or collect data? very interesting indeed many question to thnk about!	Lines 134-140
3	H1	it is very important to get the RQ right although I have read that you can come back to it if necessary and make changes…hmmm...mybe all these questions about the participant will also make a difference when I generate the instruments to gather/collect data ok?	Lines 147-150
4	H1	yes, all these questions I will need to figure out between the end of this week and next week.	Line 154
5	H1	because now I feel that the RQ is too broad at this stage but not sure if this is ok or not	Lines 157-159
GPR	**H2**	I cannot still decide since I've been thinking of the following: 1. if I choose somebody who already did sessions of CD they might not rememeber their expereince and will not maybe asnwer my questions accurately2. if I do CD with somebody and tehn ask questions, will one session be enough and if I choose someone I am already doing CD with, will this be ethical for my research	Lines 23-28
1	H2	Yes and this is my dilemma …just reflecting on this now I realized that I would feel more comfortable	Line 48
2	H2	yes correct and found it for his/her TPD so I am not sure exactly how useful she actually did find it for her TPD maybe she finds it useful as a method to help her reflect or just to take action, etc I still feel though that it does limit my question if I ask her	Line 78
GPR	**H3**	but I have still not decided on my participant I am still struglling with this i did ask my tutor but have not received an asnwer yet regarding using the particiapnt that i do CD with	Lines 29-31
1	H3	I feel that my RQ is quite open so both would answer it in different ways but still provide an answer what i thought about being a drawback from both participants is: option 1: may not full understand CD from my	Lines 65-71

		explanation so this would affect my research it is more time consuming than the other option for option 2: the pre conception on CD regardless of the session or what i ask	
2	H3	yes, correct I think that taking more time should not be a real disadvantage if it saves time later or helps my RQ but i do feel that either participant will change my findings, which I guess is something I have to accept and come to terms with this is i think were i am stuck	Lines 80-82
3	H3	so i try to re read the RQ to see if it will give me answers but it doesn't	Line 88
4	H3	because my RQ reads: " a teacher who has already experienced CD" but now this makes me think what CD involves and is one session enough to get a feeling of what this approach involves? and then again the question of bing constrianed by time and scope of the pilot study	Lines 104-107
5	H3	i was just thinking that i cannot do more than one session due to scope of pilot study so maybe this is another thing i have to come to terms with and again it puts me back to my initial concern: option 1 or 2 for the participant	Lines 113-115
6	H3	becuase from my context it is not possible so it has to be a student from the MA	Lines 137-138
GPR	**H4**	but it is still challenging since I feel i need to read on more to fully grasp the concepts so i would say that now i feel that i jumped the gun by deciding on my instrument for my data collection without relfecting on other aspects further such as my study being a case study and what this implies	Lines 18-19
1	H4	i feel that i decided on my instrument for doing my research wihthout putting my study in a paradigm and then a method (this I still do not understand well due to different authors using different terminology) now i feel i need to go back and read on case studies for example and that i cannot use opportunisitc sampling since it is a case study so it makes me go back to my initial doubt on who my participant will be	Lines 26-29
2	H4	as well i got a reply from my tutor on how i will perfrom my data collection that i am puzzled about and need to reflect on here it goes > I have chosen to do an interview with one teacher > (online through skype). First do a CD session with > the teacher and then follow it with an interview. Note that, because you know this in advance, this knowledge will be (in the back of) our mind during the CD, no? What does this mean for your study (if anything)?	Lines 37-40
3	H4	so i've been trying to think about this question but so far no ideas the only thing that comes to my mind is to read	Lines 65-66

		on case study as a strategy to see if the reading will prompt my thinking	
4	H4	i have to be careful though becuase i think i can of rely on the theory thinkin it will provide all the answers and i realized now that it doesn't i need to step back and reflect	Line 74
GPR	**H5**	now i've been re reading the CD theory and it could be that teh eureka moment might not come in just one session but i guess this is something i have to come to terms with	Lines 19-20
1	H5	i am struggling though with two things 1. how detailed the theory of CD should be (afraid that might give too much away and spoil the RQ) 2. i find difficult to formulate questions that are too leading: so is my RQ to broad or vague or if it is a semi structrued interview this should be the case	Lines 34-37
2	H5	the second concern is that since i do not know how the session will go so i guess the questions should be a bit vague csicne my strategy is a case study i think that my interview should be semi structured but then i go back to point one regarding the questions i jotted down some but find them to vague or to close ended	Lines 47-49
3	H5	cause i ask for example: do you feel that you have reflected on any issues/problems/concerns? but if the participant says yes then how does this prove it develops them professionally i think i am quit lost with thinking of specific questions from the RQ	Lines 53-56
4	H5	but i have to think what to follow up with and here i am lost	Lines 59-60
5	H5	i get lost after that question by getting into details of what the session should be doing to help the participant move forward and reflect on practice to develop but i feel that this is leading towards the answer i want	Lines 70-72
6	H5	i have brainstormed several other questions but i am afraid they can olny be put into context after the session for example: did you feel that my reflections helped you determine and clarify your problem? if so, how can this help you in your professional development? i feel this question is saying: if you reflect on your practice this can make you develop	Lines 77-81
GPR	**H6**	i could determine what was going wrong am a bit nervous now becuase almost a week has gone by and only got one comment and i feel this is holding me back there are only two more weeks left and i have not performed my interview i have though just posted these thoughts on BB today	Lines 31-34
1	H6	i know that everyone is very busy designing their own instruments to collect/generate data so i think i am back to my usual problem of having to decide myself and move forward i started reading on data analysis	Lines 44-47

		and of course i am a bit everwhelmed whith all the possibilities i feel that i need to first read the data i have generated (after performing the interview) to make an informed decision	
2	H6	i have been reading on data analysis and a lot of literature says to decide this first and then go generate your data but to me now that is a bit confusing there are some options that i can already discard but again i feel i do need guidance here or maybe it is that i am still focusing on my interview design and implementation that i find it hard to do the two things at the same time	Lines 57-61
3	H6	yes, it is good that through this last reflection by you articulating my thought as; isn't the way you wish to proceed makes me think that this could be anohter reflection for my research journal that not every step has to be linear but instead cyclical i am worried mainly about timing in this pilot study i have just handed in the reviewed ethical form and it is not clear to me if i have to wait for the tutors approval or the university's one to proceed this uncertainty is overwhelming because i leave this saturday on vacations and on the 20th i can re start my pilot study progress	Lines 73-76
4	H6	i feel that timing has been a serious concern to all participants since we started the ethical form process of course i still went on to read and get ready for the moment of having to perform the interview such as designing it, finding my participant, and now reading on data analysis but having to standby when there is a concrete deadline to hand in the assignment on January 17th is a concern	Lines 85-88
5	V6	i feel that i want to move forward because of my departure (my 319esponsibility to catch up later) but it is not really possible now but i new this could happen so i feel that now i just need to plan how i will cope with this and move forward in the best possible way	Line 94
STS	I1	My first problem, as I see it, is whether the topic is too vague...whether the wording specifically could be too genral for a focus research assignment	Line 47-48
1	I1	Now I am wondering how heavily to weight each section......But the other three all have literature attached, so I don't know which I should focus more on...Should I go into more detail in the evaluation section....? I don't know which section, if any, should be given the most space.	Lines 73-79
2	I1	But evaluation necessarily draws upon the data collected, and that necessarily draws upon the focus and situation. If it becomes top heavy, does the proposal lose merit? For example, might it be too	Lines 92-95

		unfocused? <mark>Does</mark> focusing on specific forms of data collecting i<mark>mprove</mark> the proposal more than the way in which the data is interpreted afterwards?	
3	I1	…I might well lose a depth of procedure, which might <mark>undermine</mark> the proposed evidence that's gathered. If wish to verify, they need to check procedure I sound. <mark>Does the procedure</mark> need to make use of extensive referencing to ensure the underlying principles are sound or will that <mark>stifle originality</mark>. Not just originality BUT will it <mark>cloud the overall proposal</mark> if its working on other principles. <mark>How much reference is too much</mark> reference?	Lines 101-105
4	I1	..some of it seems to be quantitative, BUT an emphasis on the collection of qualitative data. <mark>If</mark> I poll the other teachers….<mark>do I</mark> need to use statistics in any form? <mark>Is</mark> the subjective data collected….valid? <mark>Does</mark> the data collected have the same validity? <mark>Can I</mark> simply count up the number of correct questions asked to a class of students? <mark>Is</mark> that a valid measure?	Lines 111-116
5	I1	<mark>Okay last queston</mark>; <mark>Is</mark> this study suited to younger learners or older learners….<mark>Is</mark> it better to go with a group better versed with English or one that's just starting out?	Lines 132-137
STS	**J1**	This year was full of conflict, unpaid wages, strikes, violence and so on. I am interested in a lot of the questions that have been thrown up, BUT <mark>the problem I have is that the more I read the more the topic opens up and yet I have to be specific in the asking of a question</mark>	Lines 47-57
1	J1	<mark>You can see how I struggle with the focus.</mark>	Line 82
2	J1	Few BNCs of this size go bankrupt …it is this rather global viewpoint <mark>that hinders me in refining the focus</mark>. I should also add that the task it self is to 'sketch the preparation for a small scale study' which would lead me to believe it would have to be <mark>few people</mark> and consequently <mark>not enough data</mark> to lead to conclusion <mark>of any value.</mark>	Lines 122-125
3	J1	And also, <mark>should I</mark> only focus on one or two people. I am <mark>more afraid that I would simply not have</mark> the knowledge in order to interpret the results if it didn't tie in with the reading I have been doing which is the tail wagging the dog so to speak	Lines 132-134
4	J1	<mark>Despite</mark> having a personal and professional interest in the topic, from many perspectives, I also need the work to meet the requirement	Line 138

Appendix 11: Articulating potential responses move patterning

1. First instance of Articulating potential response occurs after Articulating obstacle(s)

B Session 1	STS (Obstacle) ➔Clarify ➔ Obstacle (Repeat) ➔ Clarify ➔**Potential response (Line 100)**
C Session 1	STS (Obstacle) ➔**Potential response (Line 43)**
D Session 2	GPR (Obstacle) ➔STS (Obstacle) ➔Obstacle (Rationale) ➔**Potential response (Lines 57-58)**
D Session 4	STS (Obstacle) ➔**Potential response (Lines 21-22)**
D Session 5 E Session 1	STS (Obstacle) ➔Clarify ➔**Potential response (Line 61)**
D Session 6	STS (Obstacle) ➔Meta-comment ➔**Potential response (Lines 35-41)**
D Session 8	STS (Obstacle) ➔**Potential response (Lines 32-36)**
D Session 9	GPR (Obstacle) ➔**Potential response (Lines 37-55)**
F Session 1	STS (Obstacle) ➔Clarify ➔**Potential response (Line 67)**
G Session 1	STS (Obstacle) ➔Clarify ➔STS (Obstacle) ➔Obstacle (Rationale) ➔**Potential response (Lines 102-103)**
G Session 2	GPR ➔STS (Obstacle) ➔Clarify ➔**Potential response (Lines 90-94)**
G Session 5	GPR (Obstacle) ➔Clarify ➔**Potential response (Lines 42-44)**
G Session 6	STS (Obstacle) ➔Clarify ➔**Potential response (Lines 73-75)**
G Session 7	STS (Obstacle) ➔**Potential response (Lines 81-91)**
H Session 2	GPR (Obstacle) ➔**Potential response (Line 38)**
H Session 3	GPR (Obstacle) ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Line 79)**
H Session 4	GPR (Obstacle) ➔Obstacle (Repeat) ➔Obstacle (New) ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Line 67)**
H Session 5	GPR (Obstacle) ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Lines 57-58)**
I Session 1	STS (Obstacle) ➔**Potential response (Lines 97-100)**
J Session 1	STS (Obstacle) ➔Obstacle (Doubt) ➔**Potential response (Lines 58-64)**

2. First instance of Articulating potential response occurs after Discovery

D Session 3	GPR (Obstacle) ➔Discovery ➔**Potential response (Lines 53-57)**

G Session 4	GPR ➔STS (Obstacle) ➔Discovery ➔**Potential response (Lines 38-40)**
H Session 1	STS ➔Clarify ➔STS (Obstacle) ➔Discovery ➔**Potential response (Line 81)**

3. First instance of Articulating potential response occurs after Articulating planned response

D Session 1	STS (Obstacle) ➔Planned response ➔Obstacle (doubt) ➔Clarify ➔**Potential response (129-130)**
G Session 3	GPR ➔STS (Obstacle) ➔Planned response ➔Obstacle (doubt) ➔**Potential response (Lines 69-72)**
H Session 6	GPR (Obstacle) ➔Clarify ➔Obstacle (Repeat) ➔Planned response ➔Obstacle (Doubt) ➔Discovery ➔ Obstacle (New) ➔Planned response ➔Clarify ➔**Potential response (Lines 106-109)**

4. First instance of Articulating potential response occurs after a second STS

A Session 5	STS (Obstacle) ➔Clarify ➔Discovery ➔ STS ➔Clarify ➔**Potential response (79-93)**

5. First instance of Articulating potential response occurs after a Discovery and Obstacle

D Session 7	STS (Obstacle) ➔Clarify ➔Reflect on action ➔Discovery ➔ Obstacle (Doubt) ➔Reflect on action ➔**Potential response (Lines 86-88)**

6. Articulating potential response occurs only once in a session

A Session 5	STS (Obstacle) ➔Clarify ➔Discovery ➔ STS ➔Clarify ➔**Potential response (Lines 79-93)** ➔Clarify ➔End
D Session 1	STS (Obstacle) ➔Planned response ➔Obstacle (doubt) ➔Clarify ➔**Potential response (Lines 129-130)** ➔Obstacle (doubt) ➔ End
D Session 3	GPR (Obstacle) ➔Discovery ➔**Potential response (Lines 53-57)** ➔Planned response ➔Obstacle (doubt) ➔Planned response ➔Discovery ➔Obstacle (doubt) ➔ End
D Session 5 E Session 1	STS (Obstacle) ➔Clarify ➔**Potential response (Line 61)** ➔End
D Session 8	STS (Obstacle) ➔**Potential response (Lines 32-36)** ➔Obstacle (New & Doubt) ➔Discovery ➔Planned response ➔Obstacle (Doubt) ➔Planned response ➔End
G Session 1	STS (Obstacle) ➔Clarify ➔STS (Obstacle) ➔Obstacle (Rationale) ➔**Potential response (Lines 102-103)** ➔Obstacle (doubt) ➔Clarify ➔Obstacle (Rationale) ➔Discovery ➔Obstacle (Rationale) ➔Clarify ➔End
I Session 1	STS (Obstacle) ➔**Potential response (Lines 58-64)** ➔Obstacle (New & Doubt) ➔Obstacle (New & Doubt) ➔Discovery ➔Obstacle (New & Doubt) ➔End

J Session 1	STS (Obstacle) ➔Obstacle (Doubt) ➔**Potential response (Lines 97-100)** ➔Clarify ➔Obstacle (Rationale & Doubt) ➔Discovery ➔Obstacle (Doubt) ➔Discovery ➔Clarify ➔End

7. Articulating potential response leads to Obstacle-Response cycle

C Session 1	STS (Obstacle) ➔**Potential response (Line 43)** ➔Planned response ➔Obstacle (New) ➔**Potential response (Line 49)** ➔Obstacle (Doubt & New) ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Line 63)** ➔Obstacle (Doubt) ➔Clarify ➔Planned response ➔Obstacle (Doubt) ➔End
D Session 4	STS (Obstacle) ➔**Potential response (Lines 21-22)** ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Lines 35-36)** ➔Obstacle (New) ➔**Potential response (Lines 50-58)** ➔Obstacle (Doubt) ➔**Potential response (Lines 69-71)** ➔End
D Session 6	STS (Obstacle) ➔Meta-comment ➔**Potential response (Lines 35-41)** ➔Obstacle (Doubt) ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Lines 59-60)** ➔**Potential response (Lines 69-73)** ➔End
G Session 2	GPR ➔STS (Obstacle) ➔Clarify ➔**Potential response (Lines 90-94)** ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Lines 119-122)** ➔Clarify ➔**Potential response (Lines 130-131)** ➔Discovery ➔**Potential response (Lines 137-138)** ➔End
G Session 3	GPR ➔STS (Obstacle) ➔Planned response ➔Obstacle (doubt) ➔**Potential response (Lines 69-72)** ➔Obstacle (Rationale) ➔**Potential response (Line 83)** ➔Obstacle (Doubt) ➔Discovery ➔Clarify ➔End
G Session 4	GPR ➔STS (Obstacle) ➔Discovery ➔**Potential response (Lines 38-40)** ➔**Potential response (Lines 48-53)** ➔Obstacle (Doubt) ➔Obstacle (Doubt) ➔**Potential response (Line 73)** ➔Discovery ➔End
G Session 5	GPR (Obstacle) ➔Clarifying ➔ **Potential response (Lines 42-44)** ➔**Potential response (Lines 54-59)** ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Lines 76-78)** ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Line 86)** ➔Clarify ➔**Potential response (Lines 100-102)** ➔End
H Session 1	STS ➔Clarify ➔STS (Obstacle) ➔Discovery ➔**Potential response (Line 81)** ➔Reflect on action ➔Planned response ➔**Potential response (Lines 96-98)** ➔**Potential response (Lines 103-105)** ➔Reflect on action ➔**Potential response (Line 120)** ➔Clarify ➔Obstacle (New) ➔Obstacle (Rationale) ➔**Potential response (Lines 155-156)** ➔Obstacle (Doubt) ➔Planned response ➔**Potential response (Lines 165-166)** ➔Clarify ➔Meta-comment ➔Planned response ➔End
H Session 2	GPR (Obstacle) ➔**Potential response (Line 38)** ➔**Potential response (Line 42)** ➔Obstacle (Doubt) ➔Discovery ➔Planned response ➔**Potential response (Lines 59-60)** ➔Reflect on action ➔Obstacle (Doubt) ➔Discovery ➔Planned response ➔**Potential response (Lines 97-98)** ➔Planned response ➔End
H Session 3	GPR (Obstacle) ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Line 79)** ➔Obstacle (Doubt) ➔**Potential response (Lines 87-94)** ➔Clarify ➔Obstacle (Doubt) ➔**Potential response (Line 116)**

	→Clarify →**Potential response (Lines 126-129)** →Obstacle (New) →**Potential response (Lines 139-140)** →**Potential response (Line 145)** →Discovery →**Potential response (Lines 149-150)** →Clarify →**Potential response (Lines 163-164)** →End
H Session 4	GPR (Obstacle) →Obstacle (Repeat) →Obstacle (New) →Clarify →Obstacle (Doubt) →**Potential response (Line 67)** →Obstacle (Doubt) →Planned response →**Potential response (Lines 76-78)** →Planned response →End
H Session 5	GPR (Obstacle) →Clarify →Obstacle (Doubt) →**Potential response (Lines 57-58)** →Obstacle (Doubt) →Clarify →**Potential response (Line 93)** →Discovery →**Potential response (Line 109-110)** →Planned response →**Potential response (Line 120)** →End

8. Articulating potential response occurs more than once in a session.

Articulating obstacle(s) is not used after Articulating potential response

B Session 1	STS (Obstacle) →Clarify → Obstacle (Repeat) → Clarify →**Potential response (Line 100)** →**Potential response (Line 103)** →Discovery →Clarify →Planned response →**Potential response (Line 109)** →**Potential response (114)** →End
D Session 2	GPR (Obstacle) →STS (Obstacle) →Obstacle (Rationale) →**Potential response (Lines 57-58)** →Meta-comment →**Potential response (74-78)** →End
D Session 7	STS (Obstacle) →Clarify →Reflect on action →Discovery → Obstacle (Doubt) →Reflect on action →**Potential response (Lines 86-88)** →Discovery →**Potential response (Lines 105-111)** →End
D Session 9	GPR (Obstacle) →**Potential response (Lines 37-55)** →Discovery →**Potential response (Lines 84-85)** →End
F Session 1	STS (Obstacle) →Clarify →**Potential response (Line 67)** →Reflect on action →Obstacle (New) →**Potential response (Lines 82-84)** →Clarify →**Potential response (Line 91)** →Reflect on action →Planned response →Reflect on action →Clarify →**Potential response (Lines 115-116)** →Planned response →Obstacle (Doubt) → Planned response →End
G Session 6	STS (Obstacle) →Clarify →**Potential response (Lines 73-75)** →Clarify →**Potential response (Lines 84-86)** →**Potential response (Lines 92-96)** →**Potential response (101)** →Discovery →Planned response → Discovery →Planned response → Clarify →End
G Session 7	STS (Obstacle) →**Potential response (Lines 81-91)** →Clarify →**Potential response (Lines 106-115)** →Planned response →End
H Session 6	GPR (Obstacle) →Clarify →Obstacle (Repeat) →Planned response →Obstacle (Doubt) →Discovery → Obstacle (New) →Planned response →Clarify →**Potential response (Lines 106-109)** →Clarify →**Potential response (Lines 117-118)** →Planned response →End

Appendix 12: Articulating potential responses: Lexis table

Key:

1,2,3, etc.	**Number of instances of Potential response**
Yellow	**Key lexis**

	Session	Lexis	Position
1	A5	I think a starting place in is to determine the typical research problems people experience as revealed by the sessions. For example, finding a research focus. It would then be possible to track how this is overcome by the IMCDer via the session as ideas develop over 1 or more sessions. Triangulation would come through 3 forms of data 1] The IMCD session itself 2] The post-session feedback 3] Post-session interviews with the participants I plan to move through 4 stages of IMCD research 1] Trainer / Recruiter 2] Participant Observer 3] Observer - where I view 2 other people having a session and make post-session comments on the session 4] Analyst - where eventually people are working in pairs to do this by themselves but sending me the data (with informed consent of course) In this way, I would hope people to move through the 4 stages at different times and keep adding people to a growing community of online IMCDers. Each person benefits as having the opportunity to speak freely about his or her research for one-hour sessions on a fortnightly basis.Roles are alternated and each person gets something from the sessions. This is my hope anyway.	Lines 79-93
1	B1	I would absolutely love to figure out a way to get the school to endorse me and make it a part of their contract with the parents that I might share observations about what they are paying me to do (teach and evaluate) with others in the profession in the interest of improving the way that I teach and evaluate.	Line 100
2	B1	That is perhaps the only option. To approach the students is impossible as they are all between the ages of 11 and 15. To talk to parents (or administrators, for that matter) without the consent of the related English Department faculty would equal career suicide. The only route would be via the faculty with a letter of endorsement from A in hand and then a lengthy battle through the ranks with a high probability of defeat at the last moment.	Line 103
3	B1	This may involve working with friends who are	Line 109

		students of English rather than directly seeking students when what I am actually looking for are "subjects"	
4	B1	By finding others who are interested in studying English, especially those who do not study with me, I may likely experience a greater sense of objectivity and detachment than I would working with my own students. By creating a study that draws upon their collective experience or individual experiences, I may find a key to study a dilemma that I have identified in my own work, but cannot adequately address in that environment.	Line 114
1	C1	Yes, I am unsure about choices of modules to make that will best serve me. I teach at the moment in-company and have found in niche in real estate sector here in Switzerland and so am keen to do ESP so CMD would be ideal for me where this is concerned. ok	Line 43
2	C1	Yes, that is what I meant. But I suppose that I have to learn these skills anyway teaching today. RE. GLE Looking at the corpuses on the platforms we have been given, I have not seen anything that could help me with real estate, ideally I would have to make one. I am not sure I can do this. AWD on the other hand is useful I guess for teaching in general and most probably for writing. ASI would help with interaction in the classroom and would go well with the MET. Am I wrong in looking at these modules like I am? ok	Line 49
3	C1	Yes, that's correct. As there are no answers here for me I don't know what I am going to do. Another topic. I do think that I will be taking TYL as I am keen to extend my knowledge and provide flexibility. I have never taught young learners and so would like to gain some insight here. Keep my options open. ok	Line 63
1	D1	What I should try to learn is how in the middle of a lesson to revise my action and not choose for the easier way that comes to my mind.When I was story-telling the lexis to the SS had not fulfilled the task and could not go back to the plan of the following task = after elicit, pair them up and have them use the lexis in an other context to improve on fluency (sorry did not specify, the aim was on have them speaking for fluency on a given topic).	Lines 129-130
1	D2	Though, I think that if I find the correct way of eliciting I'll find the answers too. I'm trying to look over again on what could have worked better. If it's true that not always elicitation is the best procedure, than there must be a specific stage where is actually the best way to interact with Ss. If there is such place for it, there must be a specific form too.	Lines 57-58
2	D2	I suppose I need to define a situation that can be reproduced. A sort of generic model that I can successfully apply and also a way to deal with my	Lines 74-78

		<mark>nerves</mark> and keep myself focused on the aim while interacting with Ss. Since there will not be more practices for me (that was it for my course) I have to find a way to reproduce in my mind a situation and combine as many pieces of the puzzle as possible to find my "perfect" picture/set for elicitation I don't know with what else to work/try.	
1	D3	So the pattern <mark>I shoudl follow</mark> now is more of a narrowing down on specific ideas...such as which signals <mark>would I hypotetically</mark> use in class with which specific tasks <mark>would I make use</mark> of elicitation? (reading/listening only?) how can i practice out-side the class environment? well just those at the moment.	Lines 53-57
1	D4	<mark>I suppouse I should</mark> keep studying and reasoning on each single aspect of a class…trying to visualize and anticipate what the situation may be...	Lines 21-22
2	D4	<mark>So I think</mark> one step I have to take is to pretend to have a class, defining it's features, <mark>maybe thinking of</mark> what level, which students etc and then plan for it a lesson using each approach or a mix of those I like best...<mark>I hope in this way I can</mark> finally have a clearer vision.	Lines 35-36
3	D4	My questions <mark>shoudl probably be</mark> things like: How do I design a TBL lesson? What are the directives I can give? What would be my role? when do i talk? How do i pre-involve the learners before sharing the task? or what would I go in class with in my mind if I want to perform a dogme lesson?? (I still have to understand and research deeper on this approach first, as itsn't very clear what is meant by a dogme)..<mark>I should make a list</mark> of questions I have buzzing in my head, cathegorize them in what is theory to be digested what is to be performed and how and what example can I make for each methodology...then from this point <mark>I could start</mark> a real planning... <mark>maybe</mark> (?)	Lines 50-58
4	D4	I really need to make some order and bring everything down to the basis...I need to lay down a sort of scheme and work around it. <mark>I think this will be</mark> my plan for the coming week.	Lines 69-71
1	D5/E1	<mark>so i guess</mark> it's about me finding a balance between making sure that students know the point i want to teach, so that they have examples and explanations, and letting them discover it by themselves, so that they really learn instead of just imitate.	Line 61
1	D6	To create one <mark>I should</mark> specify the needs of the course. <mark>if</mark> i can say so, have to target the target needs of the learners for the specific course <mark>I would have</mark> in mind. I understand that in most cases in my future activity as a teacher I will not have the chance to create the syllabus, i will not be asked to do so, <mark>I would receive</mark> it from the institution and will have to work it out with	Lines 35-41

		the means and given advices. So now i have the chance to think about create one of my own...i belive this will give me a deeper understanding of how to operate one that is pre-packed and on which i will have no chance to express my opinion.well those are more or less speculations of how it works in the "real world" in a school. Since I don't know, I have to figure out what contents, what shape and focus I want to give to let's say a possible ideal course on English Language that I would have to organize.	
2	D6	I think that if I spend some time working out a possible plan=syllabus of what is to be learned in a particular course xy I would have to imagine which course too). This can benefit me in the long term, having the basis of how to create one by myself will possibly giging me insight if I have to deal with creating one again or how to implement a given one.	Lines 59-60
3	D6	I think I need to work on this. To make it the more realistic as possible I should look at some examples of syllabuses and also try to look at different courses and how the syllabus was specifying and ordering the contents.So that might be a step one, researching some different examples to look at and analyze. Then I should think of a specific class, a specific course, the needs, the level of the learners etc...so to figure out what syllabus is best reflecting the contents of the course. I think this could be a rough plan to start with.	Lines 69-73
1	D7	but i'm thinking of using it as a check and revise next time at the beginning of the lesson...also because there will be some other students that were absent this time and it could be helpful for them to be fill in by their own peers. but should be careful with the time and make it last just about 10 min max.. as the rest of the session should revolve around the topic of radio-tv-cinema.	Lines 86-88
2	D7	I'm thinking now that it could be wise to give the students a short feedback/questionare thing at the end of the lessons in two weeks time and get their opinion. Since the other teacher was in class and while the 1 student was doing the listening exam she was observing me I should ask her too...I should overcome my fear of being brutally critisize (I've had nightmares during the teaching practices about not being good enough)... and ask for their opinion while I have the opportunity. so I think I have at least 3 actions to take. 1) revise my TP1 and deepen/research on how to get a partecipative class 2) prepare a little feedback7questionaire to give to learners and teacher 3) prepare next lesson being aware of time restrictions and level of the tasks to be arranged according to the	Lines 105-111

		learners' level	
1	D8	I remember that when David Nunan came to A uni for a lecture last month, he told us about the project he is working on which is exactly about online-learning and teaching. ==I wonder if I can== get his e-mail address somehow and write him asking for literature and advice...==maybe he can== even answers some of my questions...i reckon that on-line teaching must have been developed since internet, but I can recall that once people would follow distant courses by mail... so it is not something new... there must be some literature that i can find...==plus i wonder if== IMCD session can be used by learners as well...	Lines 32-36
1	D9	The learners have to keep a journal and ==I think this== will be my main source of information regarding the students and who they are…what they think and what they need...==i suppose it will all== come across through their free writing. As their teacher they will expect from me to check all their writings and feedback accurately on them. ==I am thinking about== creating a sort of folder for each student with a map (or something like that) regarding their progress. ==On one hand I really don't want to== create for myself more work than what there is... they will mainly study everything online from the online course, ==but I want to== be creative and prepare and introduce to them pieces of literature and articles from newspapers for them to analyze.==I want also to== negotiate with them, but this will be much more hard ==I guess==...i have to keep in my mind that this will be no conventional class...there will be no "normal" interaction with them like there is in a class with four walls and a close, physical visual of what is going on. I will have to work on a different pace for example…while in a four-wall-class I can allocate 10 minutes to decided whether we will study an extract from Sheakespeare in written or audio or if we want to make a role-play etc...any suggestion or negotiation in a cyber-class will take one or even few days of discussion on a virtual board sending messages to and fro...would that be realistic??I don't know yet. ==I am assuming, that if i'll== post a thread on a possible theme, asking the students to reply within 2-3 days it could work... at the end we could reach a decision and establish to study Shakespeare's Romeo & Juliet and in a group work to prepare ppt...just as an example.will this be a diversion that will cause the students to lose vital time? or can this be considered as a good exercise, since the students will have to write and express themselves anyhow in a written form practicing the language? I don't know what I can or I can't do.==I think I should== get asap in touch with other tutors and ask	Lines 37-55

		them... how they do, what and what they don't.	
2	D9	I don't know how to do the map and if it can result useful...but all the rest I could start to prepare in advance.	Lines 84-85
1	F1	i feel that there are a lot of possible directions I can take my research despite the considerable amount of research already done in this area	Line 67
2	F1	there is always the option of changing direction but major changes would require a lot of extra work. i would much rather choose a direction i know that i could do well in and settle for making subtle changes that make my prior work (research methods portfolio etc) useful…i feel if i were to go ahead with EL I could find myself at a deadend 6 months or a year from now…in my teaching situation i feel there is a strong possibility that EL research would be difficult, if not impossible, to carry out regardless of the prep i put into it	Lines 82-84
3	F1	i feel the EL to collocations switch is actually quite a big change, but it is better to do it now. i am sure there will be subtle changes along the way in my research but if i at least stick to the two main themes (incidental learning and collocations) i should be able to use my time efficiently..	Line 91
4	F1	it also looks at retention of what was learned…the studies i have read, simple test the students after the treatment and make grand claims as to how collocations can be taught. there is no 2 month follow-up test to see what the students retain. my action research project attemps to do that	Lines 115-116
1	G1	I know in theory that there are a lot of ngo's out there and if 1 or 2 were to reject my proposal it wouldn't matter... I also keep telling myself that I'm offering something to them for nothing so there's nothing for them to lose in trying it. I've got to stop thinking there's anything for me to lose in approaching them. It's strange how I'm trying to protect the very thing I'm trying to give away. Odd.	Lines 102-103
1	G2	I am thinking what I could do is post session and I'm referring to a session where I'm introducing someone to CD…I could look analyse the dialogue and see if perhaps something in my explanation or the way iI demonstrated how CD works, affected the results - either positively or negatively...I'm now just wonderfing if that hasn't already been done a million times and if that would be reinventing the wheel	Lines 90-94
2	G2	What I'm thinking is that I need foremost to find out if this question is reinventing the wheel and even if it is, should I just say J's 'so what' and research that anyway or should I take a step back and see if there is something else I could look at something more	Lines 119-122

		connected to my ultimate goal...	
3	G2	but i am wondering. I need to find out what's been done already. Don't I?	Lines 130-131
4	G2	so now I'm thinking lots of things all at once. Like, perhaps I should consult an expert :)	Lines 137-138
1	G3	perhaps I can just look at it, and do a simple rephrasing chopping out the sweeping statements and replacing them with my mini version and see how it reads. That might be the beginning that I'm looking for.	Lines 69-72
2	G3	so i guess what I have to do is structure that hunch into my new proposal, very politely.	Line 83
1	G4	So now I'm thinking about which it is to be. I was going to use sessions where I was speaker and where I was understander, Interviewing the speaker in the latter case, but that's not possible as the study is too small a scale. So I won't really be able to use the B option it's going to be A I suppose.	Lines 38-40
2	G4	I'm wondering if there is a 'and /or something else.' I could try and write the statement and see if it sounds complete. Using option (a) makes the beginning of the sentence "I would like to observe how Understanders' moves helped" obsolete or does it?.... What am I observing? My perceptions of the usefulness of the moves, or the moves? I'm observing both I think so perhaps it should say something like I would like to observe the understanders moves and my perceptions of they helped to create the space.....'I think that might work.	Lines 48-53
3	G4	I think that I just have to try and post my statement of intent with the 2 and hope that that's acceptable... hold on..	Line 73
1	G5	I don't like the 'finding a goal' bit at the end I'm asking myself if 'finding a goal' = a successful CD session and I'm answering myself that in terms of measuring success from a researcher point of view the answer is probably best left at 'yes'	Lines 42-44
2	G5	and so i'm looking at it and imagining what he'll do when he sees it. ok if I say 'the Understander' that means one if i remove the definite article that makes it more general so there's a thing to do…I like the word influence..perhaps one last thing I could/should do is add 'during IMCD sessions' onto the end	Lines 54-59
3	G5	I wonder if I removed it and made my RQ an easy closed one, beginning with a humble 'Did....' if that wouldn't be more acceptable…I think it would as the 'how' would come into it anyway, from that.	Lines 76-78
4	G5	maybe it needs a bit of touching up	Line 86
5	G5	Did Understander(s)' repsonses influence my progress towards setting a goal in IMCD sessions? Did Understander(s)' responses influence my progress	Lines 100-102

		towards setting a goal in IMCD sessions, where I was speaker? that might do it	
1	G6	I'd like to create some way of getting them to recycle what they did the week before so that it's not lost	Lines 73-75
2	G6	so, I'm thinking what I need is some kind of sheet to fill in while they work that itself becomes and activity for the next week	Lines 84-86
3	G6	an activity that they'd complete in the first 15minutes of the next weeks lesson. They could maybe just make notes while studying and then in the last 15minutes turn those notes into questions... i wonder how well that would actually work	Lines 92-96
4	G6	I also think that the making of questions would serve as a nice cap on the lesson	Line 101
1	G7	there are lots of ways to suggest things, worshops, pinning posters/info on notice boards etc they do work but they're rather slippery. They don't seem to stick Also if I were to make a list of sites and what they contained and make that list available to teachers they would be overloaded too much reading and teachers don't have that much time I could I suppose ask the boss for time to prep lessons for teachers that they can then go and use and in so doing would explore a particular site and they could then review it for me and the other teachers	Lines 81-91
2	G7	so yes I think planned lessons that they can just go and teach and hopefully enjoy and then spread the word if i were to suggest 1 website to all teachers that would be overkill.. the students would probably see the same thing twice..I have to think about that too That's actually quite important somehow it needs to be recorded who's done what and with which class	Lines 106-115
1	H1	I think I would choose a teacher that did more than one session so I could ask if they reflected after that and took action too	Line 81
2	H1	should I use a teacher and do CD and then proceed should I choose a teacher that already did more than one sessionI I I am more inclined to choose a teacher that is comfortable with CD theory and has experienced it	Lines 96-98
3	H1	yes, I feel that once I choose the methodology I can be more confident in choosing the participant. as well, I am limited by time in the pilot study so I thought it would be less time consuming if I choose somebody that did several sessions but then again mybe this just changes what I am looking for	Lines 103-105
4	H1	although know reading through the methodology literature , maybe I keep the same research aim but do triangulation where I would analyze I exchanges and cross check this with an interview or questionnaire	Line 120
5	H1	I am thinking that maybe the instruments narrow the	Lines

		topic even more this is something I have to ==maybe== once I choose my methodology ask my tutor	155-156
6	H1	==my hunch is that i== will narrow this down once i start designing my instruments but will see...	Lines 165-166
1	H2	I've been doing CD with C last semester and know so ==if I choose her== as a participant, will this be ethical?	Line 38
2	H2	yes because ==if I choose her== that has done several CD sessions, then ==I could still== do a session and then go on either with an interview or verbal report as my method	Line 42
3	H2	==I think that if I choose C== because she is accessible, ==would== my data be tainted in the sense that I now she finds CD useful…==should I choose== someone that I do not know what they think until after the data collection	Lines 59-60
4	H2	and ==I am thinking== that an interview suits my RQ best but this is ==just a hunch== from what I have read and I need to sit down and reflect on this further	Lines 97-98
1	H3	==I think that taking more time should== not be a real disadvantage ==if it saves time later== or helps my RQ	Line 79
2	H3	==i am thinking now== that in my RQ there is no mentioning of previous enocunters with CD or experiences since it just says after experiencing it so i try to re read the RQ to see ==if== it will give me answers but it doesn't if i interpret after experiencing it then the CD is enough if i interpret that after involves more than one session then option 2 would suit my RQ knowing that teh pilot study should be kept small i cannot do follow up interviews which i think ==would be needed== for option 1 now for option 2 ==maybe as well i would== include in my interview questions, questions that refer to previous CD experiences but then would this make my pilot study or analysis of findings too big	Lines 87-94
3	H3	==i kind of feel== that both are usable as long as i can acknowledge the constraints in either option	Line 116
4	H3	==maybe this could be== the mid point between option 1 and 2 somebody that knows CD but might have actually just performed a practice session to get a feel of it but again ==it might be== difficult to find this participant when I ask among the MA student who wants to help ==so maybe== it is good to leave it open and see who volunteers	Lines 126-129
5	H3	==so i am thinking know that I could== narrow down the participant to option 1 or 2 OR just ask for a volunteer and see from there but the latter option ==i think== is a bit leaving it to chance really	Lines 139-140
6	H3	well, i have not really read on opportunisitc sampling yet but have come across it and yes ==maybe i should== read on sampling to aid me with my participant choice	Line 145
7	H3	so reading on sampling ==mybe can be== my answer or deciding on a participant and facing the challenges as well	Lines 149-150

8	H3	i think that then i will need to read on sampling and then decide what to do hopefully my decision will feel more informed in this way	Lines 163-164
1	H4	the only thing that comes to my mind is to read on case study as a strategy to see if the reading will prompt my thinking	Line 67
2	H4	the only think that comes to my mind now regardign the tutors question is is this connected to how i will analyze my dataor if the interviewee needs to go back to the CD session to answer my questions for the interview then maybe this cannot be done in a one session sitting	Lines 76-78
1	H5	i feel that one questions is: do you think this session has helped or aided you in any way to reflect on your practice? should be the main question and then just play it from there	Lines 57-58
2	H5	maybe i do need to re think my RQ into a more specific one or ask questions that are broad and just discuss the method with the participant as more open topics to discuss	Line 93
3	H5	maybe i would twick this general question for each topic but it would be the main one to go back to for example: in reflections speak about how the participant felt, etc and then ask: do you think this helped or aided you in any way to reflect on your practice?	Lines 109-110
4	H5	yes, i think this should be my course of action to develop my interview structure	Line 120
1	H6	i kind of feel like doing it before leaving but i am waiting for my tutors response if i do not get the ok before saturday then i will need to schedule it after the 20th with my participant my issue is since I wil be in argentina the time difference is different from switzerland so if i book it now it will be a bit difficult to arrange the time once i am settled in one place after the 20th it is easier for me	Lines 106-109
2	H6	so i am thinking that what i can do now is wait for my tutors response and then see with my participant when to arrange the interview and as well keep on reading on data analyis to have a clearer idea of how to proceed	Lines 117-118
1	I1	I'm looking at extending the wording to include what I'm trying to avoid - i.e the simple question response format. So something like 'eliciting question responses with the aim of improving the uptake of questions,' That's bad But, the idea is that students will be able to ask questions themselves Instead of just rattling off answers So does the original title correlate with that objective? Do they fit well together?	Lines 58-64
1	J1	one other thing as the teacher trainer I was one of the few who managed to keep open a line of dialogue with both parties as both parties seemed to think I supported them I would be able to record data from pretty much	Lines 97-100

		every angle which ==seems to be== a rather special position to be in and maybe ==I would be== foolish not to	

Appendix 13: Discovery move patterning

<u>**Key:**</u>

EM	**– Eureka moment**
DM	**– Decision-making**
FD	**– Further discovery**
UFD	**- Understander facilitated discovery**

A Session 2	GPR (Obstacle) ➔Obstacle ➔Obstacle ➔Obstacle ➔Obstacle ➔Obstacle ➔Obstacle ➔**Discovery (EM) (Line 41**) ➔Obstacle ➔Obstacle ➔End
A Session 3	GPR (Obstacle) ➔Reflect on action ➔Obstacle ➔Obstacle ➔Obstacle ➔**Discovery (EM) (Line 45)** ➔Obstacle ➔Obstacle ➔End
A Session 5	STS (Obstacle) ➔Clarify ➔**Discovery (EM) (Line 53)** ➔ STS ➔Clarify ➔Potential response ➔Clarify ➔End
B Session 1	STS (Obstacle) ➔Clarify ➔ Obstacle ➔ Clarify ➔Potential response ➔Potential response ➔**Discovery (DM) (Line 104)** ➔Clarify ➔Planned response ➔Potential response ➔End
D Session 3	GPR (Obstacle) ➔**Discovery (EM) (Lines 50-51)** ➔Potential response ➔Planned response ➔Obstacle ➔Planned response ➔**Discovery (FD) (Line 85)** ➔Obstacle ➔ End
D Session 7	STS (Obstacle) ➔Clarify ➔Reflect on action ➔**Discovery (EM) (Lines 78-80)** ➔ Obstacle ➔Reflect on action ➔Potential response ➔ **Discovery (FD) (Line 104)** ➔Potential response ➔End
D Session 8	STS (Obstacle) ➔Potential response ➔Obstacle ➔**Discovery (EM) (Lines 67-69)** ➔Planned response ➔Obstacle ➔Planned response ➔End
D Session 9	GPR (Obstacle) ➔Potential response ➔**Discovery (EM) (Lines 78-83)** ➔Potential response ➔End
G Session 1	STS (Obstacle) ➔Clarify ➔STS (Obstacle) ➔Obstacle ➔Potential response ➔Obstacle ➔Clarify ➔Obstacle ➔**Discovery (EM) (Line 112)** ➔Obstacle ➔Clarify ➔End
G Session 2	GPR ➔STS (Obstacle) ➔Clarify ➔Potential response ➔Clarify ➔Obstacle (Doubt) ➔Potential response ➔Clarify ➔Potential response ➔**Discovery (EM) (Line 136)** ➔Potential response ➔End
G Session 3	GPR ➔STS (Obstacle) ➔Planned response ➔Obstacle ➔Potential response ➔Obstacle ➔Potential response ➔Obstacle ➔**Discovery (UFD) (Lines 92-95)** ➔Clarify ➔End
G Session 4	GPR ➔STS (Obstacle) ➔**Discovery (EM) (Lines 35-37)** ➔Potential response ➔Potential response ➔Obstacle ➔Obstacle ➔Potential response ➔**Discovery (FD) (Lines 73-77)** ➔End
G Session 6	STS (Obstacle) ➔Clarify ➔Potential response ➔Clarify ➔Potential response (➔Potential response ➔Potential response ➔**Discovery (EM) (Lines 104-107)** ➔Planned response ➔**Discovery (FD) (Lines 124-125)** ➔Planned response ➔Clarify ➔End
H Session 1	STS ➔Clarify ➔STS (Obstacle) ➔**Discovery (UFD) (Lines 79-81)** ➔Potential response ➔Reflect on action ➔Planned response ➔Potential response ➔Potential response ➔Reflect on action

	➔Potential response ➔Clarify ➔Obstacle (New) ➔Obstacle (Rationale) ➔Potential response ➔Obstacle (Doubt) ➔Planned response ➔Potential response ➔Clarify ➔Meta-comment ➔Planned response ➔End
H Session 2	GPR (Obstacle) ➔Potential response ➔Potential response ➔Obstacle ➔**Discovery (EM) (Lines 49-52)** ➔Planned response ➔Potential response (Lines 59-60) ➔Reflect on action ➔Obstacle ➔**Discovery (FD/DM) (Lines 85-86)** ➔Planned response ➔Potential response ➔Planned response ➔End
H Session 3	GPR (Obstacle) ➔Clarify ➔Obstacle ➔Potential response ➔Obstacle ➔Potential response ➔Clarify ➔Obstacle ➔Potential response ➔Clarify ➔Potential response ➔Obstacle ➔Potential response ➔Potential response ➔**Discovery (EM) (Line 148)** ➔Potential response ➔Clarify ➔Potential response ➔End
H Session 5	GPR (Obstacle) ➔Clarify ➔Obstacle ➔Potential response ➔Obstacle (Doubt) ➔Clarify ➔Potential response ➔**Discovery (EM) (Lines 100-103)** ➔Potential response ➔Planned response ➔Potential response ➔End
H Session 6	GPR (Obstacle) ➔Clarify ➔Obstacle ➔Planned response ➔Obstacle ➔**Discovery (EM) (Lines 70-72)** ➔ Obstacle ➔Planned response ➔Clarify ➔Potential response ➔Clarify ➔Potential response ➔Planned response ➔End
I Session 1	STS (Obstacle) ➔Potential response ➔Obstacle ➔Obstacle ➔**Discovery (UFD) (Lines 129-130)** ➔Obstacle ➔End
J Session 1	STS (Obstacle) ➔Obstacle ➔Potential response ➔Clarify ➔Obstacle ➔**Discovery (EM) (Lines 142-148)** ➔Obstacle ➔**Discovery (FD) (Lines 178-182)** ➔Clarify ➔End

Appendix 14: Discovery: Lexis table

Key:

EM	- Eureka moment
DM	**- Decision-making**
FD	**- Further discovery**
UFD	**- Understander facilitated discovery**
Yellow – Key lexis	

Type	Session	Lexis	Position
EM	A2	Yes thanks for putting this together. It's only 4000 words and I imagine needing to situate the whle project in history and show how the Japanese have handled educating young people to this point and why the teachers that they have "produced" are so ill equipt to do this job of teaching oral English. Tell of my experiences in the classroom and with the volunteers, present my theory and then procede to suggest a series of ways to help the teachers deal with the pronunciation issues. it just seems to be a lot of information for one paper. I never know how much I should ask the tutors. I don't want to sound like I don't know what I'm doing, but I have never designed anything like a course before. ==Mayb I should ask to se some of sample assignments.== Ok	Line 41
EM	A3	Yes, that's right. I feel that there are some things in life that are built through experience. For example, some people seek out experience through which to learn. An old stone mason may have a lot to teach someone who just came out of masonry school. The seasonesd mason may not know why something is the way it is, he just knows that it is so. I would like to be able to just write some of my feelings and reactions to the situation and what motivated me to do this project and write down my first impressions. ==Perhaps that would be o.k. in the introduction to the assignment.== ok	Line 45
EM	A5	Yes and no. Time is hard to come by and today in the faculty meeting I was able to block out the boredom and get down to some study. I think a different title might be necessary as the title may be somewhat presumptious - ==although ah! maybe not. If the title frames the whole piece and I can support the question with solid examples , then the title would hold. I.E. - this is how IMCD can assist DL students during the research process . If there are instances where IMCDers decide it does not assist them but hinder them - this would be interesting too and could be included in the final thesis.==	Line 53

DM	B1	I think that in the interest of time, I should just go lab-rat hunting with the best of intentions, find some adults who can use a pen without anyone else giving permission and get my battle with the MET finished and leave my work at school unpublished for the time being.	Line 104
EM	D3	I've realize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation rather than others, I mean I haven't selected a group and checked what difference would there be in using elicitation or not... this is something I have to work on by selecting some examples. so this is a point I need to consider.	Lines 50-51
FD	D3	something my attention was avoiding is the fact that I'm too un-experienced to know every kind of possible strategy and effective method used so far or that I could experiment.	Line 85
EM	D7	that's an interesting point of reflection, because it comes now to my mind that also the fact that I'm a native speaker may have conditioned them... their teacher is not a native speaker so, maybe they feel they can relate to her better, plus she told me that even if they are intermediate level she speakes most of the time in english. I have to take this in consideration for this first time. But still it doesn't clear out why at the beginning the three students were equally contributing and then in the conversation's task they were more shy.	Lines 78-80
FD	D7	It seems that I'm very time-aware and kind of stressed by this, but actually I had the time to do also the newspaper task, I just thought it would have been too much as first time, didn't want to stress the students with feeling of inadequacy or to run over things for the sake of doing many different tasks...	Line 104
EM	D8	and I've realized I actually have a line of action in here, in the recollection you have made there are clear steps of what I should do. This really helps a lot! I think I have to copy this and use it as a step-by-step instruction.	Lines 67-69
EM	D9	I didn't realize I was already adressing the problem with some ideas. I was thinking about these in hypothesis, but actually those are all things I could do. Especially when you say: *You are concerned about finding out student needs and motivations for study 13:44*…this I think should be my focus. then all the other ideas can be experimented, I mean point 1-2-3... point 4 is a must. That's really good. I have a clear focus and some practical steps to take.	Lines 78-83
EM	G1	And yes that's key for me I think - accepting what is possible and saying 'so what' and going ahead because of what I believe in ultimately.	Line 112

EM	G2	Yes, I am thinking that, and it's becomming kind of obvious that if there books on CD then that research has been done.	Line 136
UFD	G3	Let me scroll up and look and then I'll comment. 1/2 sec yes it's exaclty the same thing. quite interesting as in my head when I wrote the 'sensitive' bit I was thinking only of rewording my proposal and not of challenging my tutor but I think the real thoughts underlying that sensitivity were those of challenging. :)	Lines 92-96
EM	G4	yes, and I think the answer is there staring me in the face. I think that Mr Tutor wants me simply to add his "And this area of helpful moves (or not) could be focused on through ...a) your perceptions of the moves and their helpfulness b) the Understander's perceptions of the same c) both of the above d) and / or something else !" in which case that is what I can think about now. yay! Progress already	Lines 35-37
FD	G4	hold on…maybe I should rephrase what I'm observing so that I say, that my intent is to explore how I perceived the understanders moves to create space .... that way I'm not saying that I'm exploring the U's moves??	Lines 73-77
EM	G6	i'm answering my own question before I write it i was thinking that the learners would be able to answer their q's without much thought because while creating the qs they'd be very aware of the answers -but actually that's a gem it'll make them learn more	Lines 104-107
FD	G6	the ss doing paper based work could just move to a pc for the last 15 mins. YES!!	Lines 124-125
UFD	H1	This is a good question to think about...hmm I think I would choose a teacher that did more than one session so I could ask if they reflected after that and took action too.	Lines 79-81
EM	H2	just reflecting on this now I realized that I would feel more comfortable regarding the data I can collect if I choose a participant that has done CD sessions before and then I can do one CD session and then interview or ask for a verbal report	Lines 49-52
FD / DM	H2	at leat now I feel that it should be a participant that has done several sessions so he/she feels comfortable with the method then if I choose C maybe this does constrain my RQ and I would have to then state that my ethical risk is high? not sure about the ethical risk: I need to consult this with my tutor	Lines 85-86
EM	H3	so I think I realize know that maybe this is something i can control or not	Line 148
EM	H5	i just realized this from this last exchange with you that maybe my questions are too structured and that is why they do not fit my RQ…i think i should have topics to discuss and the recurring questions for each topic should be the broad question i am already happy with	Lines 100-103

		such as the topic of reflecting/discovering/taking action/feeling supported	
EM	H6	makes me think that this could be anohter reflection for my research journal that not every step has to be linear but instead cyclical	Lines 70-72
UFD	I1	Looking back at the bullets you've put up, it looks like more referencing in the procedure stage, might give insight into the question, allowing me to focus it further. Data collection might influence number 2, as it will change the weighting of certain areas Seeing as an improve is the ultimate aim, does it matter if the teacher gives a thumbs up to the outcome, if the numbers based data doesn't? If so, quantative data becomes less important	Lines 130-131
EM	J1	I am thinking out loud so I hope it makes sense all the main stakeholders believed they were doing the right thing which is usually the case in conflict so they were making decisions based on values, ethics, political influences and so on I suppose I could approach the case study from the perspective of values and how they drove people to act in the way that they did possibly just 3 or 4 people	Lines 142-148
FD	J1	and I am aware that my own views have now come through in the question I might ask it also sounds rather obvious now that I have come across that question the fact that people had their own interests at heart and I suppose the reason I find this hard to believe is my old fashioned view of teachers but I think I am on the right path	Lines 178-182

Appendix 15: Articulating planned responses: Lexis table

Key:

1,2,3, etc.	Number of instances of planned response
Yellow	Key lexis

	Session	Lexis	Position
1	A1	Well I intend to solicit inforation and to address the accuracy of those statements on Monday when I meet with my volunteer group. Ok.	Line 68
1	A4	…anyway, I am now really going to have to narrow my focus and ask myself how I really want to phrase my intentions at the beginning of the assignment. o.k.	Line 61
1	B1	At any rate, I feel that this session has already solved my major dilemma which is a desire to directly involve my work environment (which could be a double-edged sword) and to simply yield to practicality and find/create a different venue for conducting a sample piece of AR	Line 108
1	C1	…However, my aim to work in vocational schools would fall in with too I am sure along with the MET module too. So, I am sure of doing CMD and sure of MET modules but now I am unsure of the others…	Line 46
2	C1	From my thoughts - MET CMD TYL and who knows which other. ok	Line 71
1	D1	well, the point with this is that I really need to improve on a) clarify the aim for myself b) narrow down the tasks I want to use c) make sure my tasks are coherent with my aim	Lines 92-95
1	D3	any how, yes, this is all part of a next step into my planning for making it better.	Line 70
2	D3	So my points of reflection are on doing more research and find out what else there could be out there I'm not aware of in terms of creating communication in class	Line 84
1	D8	First i need to inform my self find literature and understand what has been written on the chanllanges and methods that on-line EFL teachers can use then i have to make a plan of what and how to approach students i believe the way of giving instructions, the IRF move, the teacher/learner talk changes...they will mainly read what I write for example, there will be less voice involved i will have to prepare lessons find a way to introduce topics without using a game... i will not be able to use role-plays	Lines 70-75
2	D8	I need to do readings and maybe also wait to do the training, surely many questions will be answered!	Line 78
1	F1	i want my research to have solid classroom implications	Line 100

2	F1	that was the motivating factor for my AR project it could also be used for a basis for my future research so know we have incidental learning, collocations, and retention rates	Lines 132-135
1	G3	From this I can also see that I will need to be very careful with how I word any discoveries. I might find some universal truths, but I mustn't say that if the data I've used isn't truly representative of the universe. I'll have to state that whatever I discover is a subjective discovery.This is ok for me because at a later date, if things work well, I could up the scale	Lines 59-61
2	G3	… Even before I get there though, I have to reword my proposal	Line 66
1	G6	i have my answer. SS study make notes for 1h - 15 mins before end they write q's which they answer in the 1st 15mins of the next lesson	Lines 163-165
1	G7	So what I need to do is put this to the boss and if he agrees I will work out a way to record what sites have been visited etc and then plan 1 lesson for each teacher, each using a different website this hahaha :-) will actually be a double whammy because we've been trying to encourage staff to use the new tech and if they have a ready made lesson to use and are required to feedback to the rest of the crew their thoughts on it then they'll also be growing more familiar with the technology	Lines 127-134
1	H1	but still trying to work this out this week because I need to read on this literature to make an informed decision	Line 89
2	H1	I will hand in a mini proposal at the end of this week to my tutor once I choose the methodology and could post these questions	Line 164
3	H1	my action plan is post my doubts to my tutor read the literature on methodology to choose an appropriate one and then see what will happen with my RQ	Lines 178-181
1	H2	I have to read on ethical theory while performing research because I do not recall reading on this issue	Line 58
2	H2	yes, I will need to re read on the ethical concerns of researching and then speak to my tutor regarding using C for my research so I feel that I am moving on because I have already narrowed down my methods between two choices: interview and verbal report	Lines 95-96
3	H2	…I have read and I need to sit down and reflect on this further	Line 98
1	H4	i need to step back and reflect	Line 75
2	H4	15 so my plan now is to read on case studies and finish my readings on the concepts involved in research and then reflect on this question and see were that takes me	Lines 84-86
1	H5	look at the moves from the theory and then cross check this with the ones we actually did and then ask my RQ	Line 115

1	H6	==i feel that i need to== first read the data i have generated (after performing the interview) to make an informed decision	Line 48
2	H6	no, now after these reflection ==i feel that my way to move forward is to do== number 2 in the plan of action that you articulated and just accept that number 1 is something i cannot control and hten number three depends on number one as well	Lines 126-128

Appendix 16: Clarifying: Lexis table

1) Clarifying Misreflections (34 instances):

- Clarifying Misunderstandings   (26 instances)
- Clarifying Addition   (7 instances)
- Clarifying Omission   (1 instance)

	Session	Lexis	Position	Type / (#)
1	A1	That is a very nice summary with the exception of the fact that I have not really had the opportunity to work with the teachers on their pronunciation…	Line 64	Clarifying Misunderstanding (1)
2	A3	Well yes..but I don't really want to support my project…	Line 39	Clarifying Misunderstanding (2)
3	A5	Yes and no. Time is hard to come by and today and today in the faculty meeting I was able to block out the boredom and get down to some study. I think a different title might be necessary as the title may be somewhat presumptious	Line 53	Clarifying Misunderstanding (3)
4	A5	I have always had confidence in IMCD - but I lost confidence in my title and was wondering whether to change it. What has happened tonight is I can see how it fits now. Finding my notes is great as I spent a whole summer making them to write the proposal but never wrote it!! I do feel that IMCD has a lot to offer tertiary education as a whole as a unique and alternative way to the traditions of academia where criticism, judgement, This could be a powerful too for research for any discipline, really**.**	Lines 76-78	Clarifying Misunderstanding (4)
5	B1	I am not adverse to the idea of finding privates (and may be forced to).	Line 88	Clarifying Misunderstanding (5)
6	B1	I know from a recent event that there can be fallout from parents over the most petty of concerns. I will just leave it at that.	Line 94	Clarifying Misunderstanding (6)
7	B1	That is good, though I would ammend it to read "deciding if it is actually necessary to conduct AR at work" or "patiently waiting for the opportunity to arise on its own and pounce like a cat"	Line 107	Clarifying Addition (1)
8	C1	No I think I should just go in blind.ok	Line 67	Clarifying Misunderstanding (7)
9	D1	not exactly, because I found the context for	Line 120	Clarifying

				Misunderstanding (8)
10	D2	not exactly just for the fact that there are NO more practices. The rest is accuratly!	Line 90	Clarifying Misunderstanding (9)
11	D4	allright, yes, I think the analysis is correct, but I'm not sure I want to look at the picture before I've understood each single fragment that compose it...I mean, how can I get a right perspective if I don't take each single aspect on its own?	Lines 32-33	Clarifying Misunderstanding (10)
12	D6	Is not that 'm unhappy about having to imagine the group of student, mine was maybe more of a rethorical question, since the time is already little would this help? is it a good way of proceding?	Line 56	Clarifying Misunderstanding (11)
13	F1	well.. the research has ideas on how to teach collocations in the class but it is far from complete. other than that, that is an accurate summary	Lines 60-61	Clarifying Misunderstanding (12)
14	F1	there is also some dispute over what actually qualifies as a collocation. there are several different definitions	Lines 62-63	Clarifying Addition (2)
15	F1	i feel the EL to collocations switch is actually quite a big change, but it is better to do it now.	Line 91	Clarifying Misunderstanding (13)
16	F1	i wouldn't call it a pilot project, but it should help me get a better idea of how i can go about my future research	Line 114	Clarifying Misunderstanding (14)
17	G1	I want to focus on CD. I am sure of that.	Line 75	(Possible) Clarifying Misunderstanding (15)
18	G2	Yes it is. Getting them comfortable with both roles.	Line 89	Clarifying Addition (3)
19	G2	The emphasis wouldn't be in terms of positive acceptance so much, but in terms of teaching them to use CD the way it works best. A person could love it but insert their opinion when in the role of understander and it wouldn't be 'CD' anymore	Lines 102-103	Clarifying Misunderstanding (16)
20	G2	they would both be connected I guess. I'm interested in both and both are important	Line 129	Clarifying Misunderstanding (17)
21	G5	I am seeing reason though, in my tutor's plans and though my focus seems rather odd to me when I think about what I could look at.. I know that this step would be one in a larger scale project, so it is useful. A robot with a heart.	Lines 38-40	Clarifying Addition (4)

22	G5	not so much specify the format but specify that I am referring to more than just 1 IMCD session	Line 67	Clarifying Misunderstanding (18)
23	G5	yes, nice to see it there... you forgot the 'towards setting a goal' Did the Understander's responses influence my progress (as Speaker)towards setting a goal in IMCD sessions?	Lines 83-84	Clarifying Omission (1)
24	G5	I think that blows away possible ambiguity that I could be pulled up on	Line 99	Clarifying Addition (5)
25	G6	Pretty much, yes.. it's not so much me wanting a connection as not wanting them to just stick their notes in their bags and never look at them again	Lines 62-64	Clarifying Misunderstanding (19)
26	G6	one young man, for example, was working with a newspaper it wasn't grammar he was solely focussed on) he while working was making notes in the news paper of new words and I checked with him to see that he understood their meanings, some required explanation and he seemed to get it he wrote some sentences using them etc. Next week he'll come in and set to a different task and I'll wonder what happened to the words he learned last week. the same with others...	Lines 65-72	Clarifying Addition (6)
27	G7	that's right.. one thing that you've picked up that isn't so much what I'm aiming for is that I don't feel the teachers need to change behaviour,	Lines 102-103	Clarifying Misunderstanding (20)
28	H1	I do not know if I am researching for action but in general	Line 126	Clarifying Misunderstanding (21)
29	H3	because my RQ reads: " a teacher who has already experienced CD"	Line 103	Clarifying Addition (7)
30	H4	i got a reply that i need to reflect on becuase i do not understand the question regarding on how i will perfrom my data collection i posted on BB my paradigm relfections but still did not receive a reply yet	Lines 48-49	Clarifying Misunderstanding (22)
31	H4	i need to do so but i posted a reply on BB requesting more feedback on this question since i do not understand it	Line 56	Clarifying Misunderstanding (23)
32	H5	yes, almost all correct - the second concern is that since i do not know how the session will go so i guess the questions should be a bit vague csicne my strategy is a case study i think that my interview should be semi structured	Lines 45-46	Clarifying Misunderstanding (24)
33	H5	not exactly i mean that the wording makes assumptions and this might lead my participant to answer what i want but then again maybe the questions are suppose to test in a way hypothesis	Lines 87-89	Clarifying Misunderstanding (25)

	Session	Lexis	Position	Type / (#)
34	H6	all is correct except having scheduled my interview	Line 105	Clarifying Misunderstanding (26)

2) Restatements (16 instances):

- Restating research intentions   (11 instances)
- Restating obstacles   (2 instances)
- Restating pedagogic intentions   (1 instance)
- Restating feelings   (1 instance)
- Restating ECQR   (1 instance)

	Session	Lexis	Position	Type / (#)
1	A5	Yes, that's it. I don't want to say that IMCD is the B all and end all of research but to offer it as an alternative path, if you like. I suggested in my presentation on Sunday that people have 2 friends; a critical friend and a CD friend. With your critical friend, you get critical feedback on your work. With your CD / IMCD friend, you get the space to develop your ideas and be listened to	Line 96	Restating Research Intentions (1)
2	B1	That is the context that I wish to understand better and eventually approach mastery of, i.e. the one that counts, the one that puts bread on my table (and rice too)!	Line 96	Restating Research Intentions (2)
3	C1	Yes, I suppose I am trying to fit them into neat packages. Ok	Line 52	Restating Feelings (1)
4	D6	yes I'm quite unaware of what will be my role, if I'll have just to implement the syllabus of the course or if i'll be given the task to organize one ad-hoc. Is not that 'm unhappy about having to imagine the group of student, mine was maybe more of a rethorical question, since the time is already little would this help? is it a good way of proceding?	Lines 55-56	Restating Obstacles (1)
5	G1	I want to focus on CD. I am sure of that.	Line 75	(Possible) Restating Research Intentions (3)
6	G2	not just that but also ways of reflecting challenging themastising that are most conducive to creating that space and to forwarding the speaker toward their goal	Lines 104-107	Restating Research Intentions (4)
7	G7	just that there are resources, and good ones out there that they would benefit from knowing about	Line 103	Restating Pedagogic Intentions (1)
8	G7	but wacking the lot on the table at once would be	Lines	Restating

		a waste as it would be unlikely any got used	104-105	Obstacles (2)
9	H1	once they have experienced I hope they see its value but that is what I want to find out, do they see its value?	Line 75	Restating Research Intentions (5)
10	H1	does that teacher do something about his/her PD after doing CD- I am thinking does she/he find a puzzle in his/her teaching, or decides to take some action from the discovery if there is a discovery	Lines 127-128	Restating Research Intentions (6)
11	H1	yes, I have kept this open if not I feel that I will be making assumptions in my RQ	Line 133	Restating Research Intentions (7)
12	H1	and my hunch is that the RQ will be mor specific as i develop my instruments	Line 173	Restating Research Intentions (8)
13	H3	I feel that my RQ is quite open so both would answer it in different ways but still provide an asnwer	Line 64	Restating Research Intentions (9)
14	H3	ah so you mean that once i make a decision that makes me move forward in my research steps	Line 161	Restating ECQR (1)
15	J1	few BNC's of this size and stature go bankrupt perhaps one other to my knowledge	Line 120	Restating Research Intentions (10)
16	J1	yes, that their values and consequent actions did not consider students and might , would have a negative consequence	Line 189	Restating Research Intentions (11)

3) Understander Clarification Question Responses (11 instances):

	Session	Lexis	Position
1	C1	No, the session I guess.	Line 24
2	F1	research methods	Line 90
3	D 6	By elaborating meant reflecting on it.	Line 54
4	D7	the other student had to give a presentation and was followed by the "real" teacher and had a listening exam while we were on the vocabulary and speaking activity, I had to follow her only for the last 20 min when was trying to prepare her for a conversation on the topic of studies/work/school...	Line 75
5	G3	yes I have my fair share of that. It can be overcome once I have clarity	Line 99
6	G6	And yes, they're all focussed on different things which means I can't create one activity for everybody to use.	Line 83
7	G6	yes that's right!	Line 169
8	H1	yes	Line 69
9	H1	i will post these questions to my tutor before i thnk handing in my proposal and then see what the thinks	Line 172
10	H4	it was for my tutor	Line 60
11	J1	the institute continues under an administrator while	Lines

		bankrupt - I am still technically employed although of the 225 teachers maybe half have left and are now filing lawsuits the same percentage for admin staff	108-111

4) Explorer Clarification Questions (1 instance):

	Session	Lexis:	Position:
1	H3	by one way forward you mean, you mean what exactly?	Line 157

5) Thematizing Acknowledgement Clarification (2 instances):

	Session	Lexis	Position:
1	G1	Yes there is that. Because CD isn't for everyone - not for those that see it as fluffy,	Line 111
2	G1	yes it very does! I so want to word it perfectly	Lines 120-121

Appendix 17: Understander Session stage moves

Session	Obligatory and *Optional* Moves
A1	Reflecting 1 (Lines 40-41)
	Reflecting 2 (Lines 44-45)
	Reflecting 3 (Lines 47-48)
	Reflecting 4 (Lines 50-51)
	Reflecting 5 (Line 53)
	Reflecting 6 (Line 55)
	Attending (Line 56-58)
	Reflecting 7 & *Thematizing* (Lines 60-61)
	Synthesis reflecting & *Focusing* (Lines 63)
	Reflecting 8 (Lines 66-67)
	Reflecting 9 (Line 69)
A2	*IMCD Training* (Lines 14-15)
	Reflecting 1 (Line 18)
	Reflecting 2 (Lines 20-21)
	Reflecting 3 (Lines 24-25)
	Reflecting 4 (Line 27)
	Reflecting 5 (Lines 31-32)
	Attending (Lines 33-38)
	Reflecting 6 & *Thematizing* (Line 40)
	Reflecting 7 (Lines 42-43)
	Reflecting 8 (Line 45)
	Reflecting 9 (Line 47)
A3	Reflecting 1 (Line 35)
	Reflecting 2 (Line 38)
	Reflecting 3 (Line 40)
	Reflecting 4 & *Thematizing* (Line 42)
	Reflecting 5 (Line 44)
	Reflecting 6 (Lines 46-47)
	Reflecting 7 (Lines 49-51)
A4	Reflecting 1 (Line 43)
	Reflecting 2 (Line 47)
	Reflecting 3 (Line 50)
	Reflecting 4 (Line 52)
	Reflecting 5 (Line 55)
	Reflecting 6 (Line 58)
	Reflecting 7 (Line 60)
	Reflecting 8 (Line 62)
A5	Reflecting 1 (Lines 51-51)
	Reflecting 2 (Lines 55-56)
	Reflecting 3 (Line 71)
	Attending (Lines 73-75)
	Reflecting 4 (Line 95)
	Reflecting 5 (Line 98)
B1	Reflecting 1 & *Understander Clarification Question* (Line 87)
	Reflecting 2 (Line 92)
	Focusing & *Synthesis Reflecting* (Lines 98-99)
	Reflecting 3 (Line 102)
	Reflecting 4 (Line 106)

	Reflecting 5 (Line 111-112)
	Reflecting 6 (Line 116)
C1	Reflecting 1 (Line 42)
	Reflecting 2 (Line 44-45)
	Reflecting 3 (Line 47)
	Reflecting 4 (Line 51)
	Reflecting 5 (Line 54)
	IMCD Training (Line 55)
	Passing back the floor (Line 57)
	Reflecting 6 (Line 60)
	Reflecting 7 (line 62)
	Reflecting 8 (Line 64)
	Reflecting 9 (Line 66)
	Reflecting 10 (Line 68)
	Focusing (Line 70)
	Thematizing & Reflecting 11 (Line 72)
	Reflecting 12 (line 75)
D1	*IMCD Training* (Line 83)
	Reflecting 1 (Line 84-87)
	Passing back the floor (Line 91)
	Reflecting 2 (Lines 101-108)
	Attending (Line 114)
	Reflecting 3 (115-119)
	Reflecting 4 (123-125)
	Attending (Line 128)
	Reflecting 5 & *Thematizing* (Line 132-133)
D2	Reflecting 1 (Lines 41-49)
	Reflecting 2 (Lines 60-70)
	Reflecting 3 (Lines 80-88)
D3	Reflecting 1 (Lines 43-49)
	Reflecting 2 (Lines 59-64)
	Attending (Lines 65-69)
	Reflecting 3 (Lines 77-82)
	Reflecting 4 (Lines 88-90)
D4	Reflecting 1 (Lines 24-31)
	Reflecting 2 (Lines 40-46)
	Reflecting 3 (Lines 60-66)
	Reflecting 4 (Line 74)
D5/E1	Reflecting 1 (Line 51-56)
	Reflecting 2 (Line 63-71)
D6	Reflecting 1 (Lines 26-31)
	Reflecting 2 & *Understander Clarification Question* & *Thematizing* (Lines 45-53)
	Reflecting 3 (Lines 62-66)
	Reflecting 4 (Line 75)
D7	*Attending* (Line 35-37)
	Reflecting 1 & *Understander Clarification Question* (Lines 58-73)
	Reflecting 2 (Lines 90-102)
	Reflecting 3 (Lines 113-120)
D8	Reflecting 1 (Lines 44-65)
	Reflecting 2 (Lines 80-91)

D9	*Seeking permission to take the floor* (Lines 56-59)
	Reflecting 1 - (Lines 60-74)
	Reflecting 2 - (Lines 87-89)
F1	Reflecting 1 (Lines 58-59)
	Reflecting 2 (Line 65)
	Reflecting 3 (Line 73-78)
	Reflecting 4 & *Understander Clarification Question* (Lines 86-89)
	Reflecting 5 (Lines 102-107)
	Reflecting 6 (Lines 111-112)
	Reflecting 7 & *Thematizing* (Line 118-124)
	Reflecting 8 (Line 136-140)
G1	Reflecting 1 (Lines 73-74)
	Reflecting 2 (Lines 82-85)
	Reflecting 3 (Lines 92-94)
	Reflecting 4 (Line 100)
	Reflecting 5 & *Thematizing* (Lines 105-109)
	Thematizing & Reflecting 6 (Lines 114-116)
	Reflecting 7 & *Thematizing* (Line 119)
	Reflecting 8 (Line 124)
G2	Reflecting 1 (Lines 69-75)
	Reflecting 2 (Lines 83-88)
	Reflecting 3 (Lines 96-101)
	Reflecting 4 (Lines 109-113)
	Reflecting 5 (Lines 117-118)
	Reflecting 6 (Lines 124-127)
	Reflecting 7 (Lines 133-135)
	Reflecting 8 (Lines 140-142)
G3	Reflecting 1 (Lines 38-42)
	Reflecting 2 (Lines 52-57)
	Reflecting 3 (Lines 63-65)
	Reflecting 4 (Lines 74-80)
	Reflecting 5 & *Thematizing* (Lines 86-87)
	Passing back the floor (Lines 90-91)
	Reflecting 6 & *UCR* (Lines 97-98)
	Reflecting 7 (Lines 104-108)
G4	*Attending* (Line 22)
	Reflecting 1 (Lines 28-34)
	Reflecting 2 (Lines 42-46)
	Reflecting 3 (Lines 55-59)
	Reflecting 4 (Lines 63-66)
	Reflecting 5 (Lines 70-72)
	Reflecting 6 (Lines 79-81)
G5	Reflecting 1 (Lines 24-25)
	Reflecting 2 (Lines 32-36)
	Reflecting 3 (Lines 46-51)
	Reflecting 4 (Lines 61-66)
	Reflecting 5 & *Thematizing* (Lines 69-71)
	Reflecting 6 & *Synthesis reflecting* (Lines 80-82)
	Challenging (Lines 88-90)
	Reflecting 7 (Lines 94-97)
	Reflecting 8 (Lines 106-108)

G6	Reflecting 1 (Lines 55-61)
	Reflecting 2 & *Understander Clarification Question* (Lines 78-82)
	Reflecting 3 (Lines 88-90)
	Reflecting 4 & *Understander Clarification Question* (Lines 99-100)
	Reflecting 5 (Lines 109-110)
	Reflecting 6 (Lines 127-131)
	Reflecting 7 (Lines 151-156)
	Understander Clarification Question (Lines 167-168)
G7	Reflecting 1 (Lines 73-79)
	Reflecting 2 (Lines 93-100)
	Reflecting 3 (Lines 117-125)
	Reflecting 4 (Lines 136-144)
H1	*Understander Clarification Question* (Lines 67-69)
	Reflecting 1 (Lines 70-74)
	Reflecting 2 & *Understander Clarification Question* (Lines 77-78)
	Reflecting 3 (Lines 83-84)
	Reflecting 4 (Lines 91-94)
	Reflecting 5 (Lines 100-102)
	Reflecting 6 (Lines 107-108)
	Reflecting 7 (Lines 114-118)
	Reflecting 8 (Lines 122-124)
	Reflecting 9 (Lines 130-132)
	Reflecting 10 (Lines 141-145)
	Reflecting 11 (Lines 151-153)
	Reflecting 12 (Lines 160-162)
	Reflecting 13 & *Understander Clarification Question* (Lines 168-170)
	Reflecting 14 (Line 176)
	Reflecting 15 (Lines 183-184)
H2	Reflecting 1 (Line 29-36)
	Reflecting 2 (Line 40-41)
	Reflecting 3 (Line 44-46)
	Reflecting 4 & *Challenging* (Lines 54-55)
	Reflecting 5 (Lines 62-65)
	Reflecting 6 (Lines 72-73)
	Reflecting 7 (Lines 80-83)
	Reflecting 8 (Lines 88-90)
	Reflecting 9 (Lines 100-105)
H3	Reflecting 1 (Lines 37-46)
	Reflecting 2 (Lines 58-62)
	Reflecting 3 (Lines 72-77)
	Reflecting 4 (Lines 83-85)
	Reflecting 5 (Lines 96-101)
	Reflecting 6 (Lines 108-111)
	Reflecting 7 (Lines 118-123)
	Reflecting 8 (Lines 131-135)
	Reflecting 9 (Lines 142-144)
	Passing back the floor (Line 147)
	Reflecting 10 (Lines 152-156)
	Explorer Clarification Question Response (Line 159-160)
	Reflecting 11 (Lines 161)
H4	Reflecting 1 (Lines 21-24)

	Reflecting 2 (Lines 30-33)
	Reflecting 3 & *Understander Clarification Question* (Lines 41-46)
	Reflecting 4 (Lines 51-54)
	Understander Clarification Question (Lines 58-59)
	Reflecting 5 (Lines 62-63)
	Reflecting 6 (Lines 69-72)
	Reflecting 7 (Lines 80-82)
	Reflecting 8 (Lines 87-89)
	Reflecting 9 (Lines 94-96)
H5	Reflecting 1 (Lines 25-32)
	Reflecting 2 (Lines 38-43)
	Reflecting 3 (Lines 50-51)
	Reflecting 4 (Lines 62-68)
	Reflecting 5 (Lines 73-75)
	Reflecting 6 (Lines 82-84)
	Reflecting 7 (Lines 95-98)
	Reflecting 8 (Lines 105-107)
	Reflecting 9 (Lines 112-113)
	Reflecting 10 (Lines 117-119)
	Passing back the floor (Line 122)
H6	Reflecting 1 (Lines 21-28)
	Reflecting 2 (Lines 35-42)
	Reflecting 3 (Lines 50-55)
	Reflecting 4 (Lines 62-68)
	Reflecting 5 (Lines 77-83)
	Reflecting 6 & *Synthesis reflecting* (Lines 89-92)
	Reflecting 7 (Lines 99-104)
	Reflecting 8 (Lines 111-115)
	Reflecting 9 & *Thematizing* (Lines 120-125)
	Reflecting 10 (Lines 130-132)
I1	Reflecting 1 (Lines 52-56)
	Reflecting 2 (Lines 66-71)
	Reflecting 3 (Lines 81-90)
	Reflecting 4 (Lines 96-100)
	Reflecting 5 (Lines 106-109)
	Synthesis reflecting (Lines 117-128)
	Reflecting 6 (Lines 138-146)
J1	Reflecting 1 (Lines 41-46)
	Reflecting 2 (Lines 55-58)
	Reflecting 3 (Lines 68-73)
	Reflecting 4 (Lines 84-90)
	Reflecting 5 & *Understander Clarification Question* (Lines 102-106)
	Reflecting 6 (Lines 115-118)
	Reflecting 7 (Lines 126-130)
	Reflecting 8 (Lines 135-136)
	Attending (Line 141)
	Reflecting 9 (Lines 150-152)
	Reflecting 10 (Lines 157-159)
	Attending (Line 166)
	Reflecting 11 (Lines 174-176)
	Reflecting 12 (Lines 184-188)

Appendix 18: Understander clarification questions (UCQs)

1) Embedded UCQs

Session	Lexis	Line
B Session 1	(by the institution? by the students?)	Line 87
D Session 6	(When you say "elaborating" do you mean reflecting on this?)	Line 46
D Session 7	(BTW – a question – what was the other 1 student doing whilst the other 3 worked in the group on the newspaper task?)	Line 60
F Session 1	(Also, could I check which module the research is for?)	Line 88
G Session 6	(I take it all students work on different activities, right?)	Line 81
H Session 1	(to your tutor or a discussion list?)	Line 168
H Session 4	(in addition to BB or as well as BB?)	Line 43
J Session 1	(as dialogues are ongoing?)	Line 104

2) Stand-alone UCQs

Session	Lexis	Line
B Session 1	(by the institution? by the students?)	Line 87
D Session 6	(When you say "elaborating" do you mean reflecting on this?)	Line 46
D Session 7	(BTW – a question – what was the other 1 student doing whilst the other 3 worked in the group on the newspaper task?)	Line 60
F Session 1	(Also, could I check which module the research is for?)	Line 88
G Session 6	(I take it all students work on different activities, right?)	Line 81
H Session 1	(to your tutor or a discussion list?)	Line 168
H Session 4	(in addition to BB or as well as BB?)	Line 43
J Session 1	(as dialogues are ongoing?)	Line 104

3) Blended UCQs

Session	Lexis	Line
G Session 3	So there is sensitivity in being challenged and of challenging, you mean?	Line 97
G Session 6	…What would they do with these questions?	Line 99
H Session 1	So once having done a session, you are going to ask them whether they would examine working in this way. Is that what you mean?	Line 77

Appendix 19: Initiating the stepping out of role step

A1	Understander	F1	Understander
A2	Understander	G1	Understander
A3	Understander	G2	Understander
A4	Explorer	G3	Understander
A5	Omitted as Andy is Explorer	G4	Understander
B1	Understander	G5	Understander
C1	Omitted due to C's frustration	G6	Understander
D1	Understander	G7	Understander
D2	Understander	H1	Understander
D3	Omitted due to D's pre-closing	H2	Understander
D4	Understander	H3	Understander
D5/E1	Explorer	H4	Understander
D6	Understander	H5	Understander
D7	Explorer	H6	Understander
D8	Explorer	I1	Understander
D9	Understander	J1	Understander

Appendix 20: Post-session stage: Explorer and Understander moves

Session	Explorer (E) and Understander (U) Obligatory and *Optional* Moves
A1	Thanking (U) (Line 73)
	Inviting to next session (Line 74)
	Thanking (E) (Line 75)
	Asking a question about IMCD (E) (Lines 75-76)
	Answering question about IMCD (U) (Lines 77-78)
	Eliciting feedback (U) (Lines 79-83)
	Response to Eliciting feedback and Saying goodbye (E) (Line 84)
	Saying goodbyes (U) (Line 85)
	Thanking (U) (Lines 86-88)
	Scheduling next session (U) (Line 89)
	Response to Scheduling next session (E) (Line 90)
	Sending summaries (U) (Lines 91-94)
	Saving the Session (E) (Lines 95-96)
	Response to Saving the Session (U) (Line 97)
	Sending summaries (U) (Lines 98-100)
	Thanking (U) (Line 101)
	Saying goodbye (U) (Lines 101-102)
	SESSION ENDING CUT
A2	*Apologizing* (U) (Lines 50-52)
	Eliciting feedback (U) (Line 53-55)
	Sending summaries (U) (Lines 56-58)
	Response to Eliciting feedback (E) (Line 59)
	Asking question about the course (E) (Line 59)
	Offering help (U) (Lines 60-66)
	Response to Offering help (E) (Line 63)
	Attending (E) (Line 67)
	Saying goodbye (E) (Line 68)
	Attending (U) (Line 69)
	Saving the session and Saying goodbye (U) (Lines 70-71)
	Thanking and Scheduling next session (U) (Line 72)
	Thanking and Responding to Scheduling next session (E) (Line 73)
A3	Thanking (U) (Line 56)
	Apologizing (U) (Lines 57-58)
	Response to Apologizing (E) (Lines 59-60)
	Sending summaries (U) (Lines 61-65)
	Thanking (E) (Line 63)
	Thanking (U) (Line 66)
	Eliciting feedback (U) (Line 67)
	Response to Thanking and Eliciting feedback (E) (Line 68)
	Scheduling next session (U and E) (Lines 69-73)
	Saving the session (U) (Line 73)
	Thanking and Saying goodbye (U) (Line 74)
	SESSION ENDING CUT
A4	Thanking (U) (Line 64)
	Sending summaries (U) (Lines 65-66)
	Response to Sending summaries (E and U) (Lines 67-68)
	Eliciting feedback (U) (Lines 69-72)

	Response to Eliciting feedback (E) (Line 73) *Asking a question about IMCD* (E) (Line 73) *Answering question about IMCD* (U) (Line 74) Thanking (U) (Line 75) Scheduling next session (U) (Line 76) SESSION ENDING CUT
A5	**(Andy as Explorer / Participant A as Understander)** Thanking (E) (Line 99) *Correcting a typo* (U) (Line 100) Eliciting feedback (E) (Lines 101-103) Response to Eliciting feedback (U) (Line 104) Scheduling next session (U and E) (Lines 104-106) *Asking a question about IMCD* (U) (Line 107) *Answering question about IMCD* (E) (Lines 108-112) *Response to answer about IMCD* (U) (Line 111) Saving the session (E) (Line 113) Scheduling next session (E) (Line 114) SESSION ENDING CUT
B1	Thanking (U) (Line 121) Response to Thanking (E) (Line 122) *Reflecting on the session* (U) (Line 123-124) *Sending summaries* (U) (Lines 125-130) *Response to Sending summaries* (E) (Lines 128 & 130) Eliciting feedback (U) (Lines 131-132) *Small talk* (E and U) (Lines 133-138) Response to Eliciting feedback (E) (Line 139) SESSION ENDING CUT
C1	*Reflecting on the session* (U) (Line 78) *Response to Reflecting on the session* (E) (Line 79) *Confirming closing* (E) (Line 80) *Response to Confirming closing* (U) (Line 81) *Apologizing* (E) (Line 82) *Response to Apologizing* (U) (Lines 83-86) *Asking question about the course* (E) (Line 86) *Answering question about the course* (U) (Lines 87-88) *Asking question about the course* (E) (Line 89) *Answering question about the course* (U) (Lines 90-91) Saving the session (E) (Line 92) *Sending summaries* (U) (Lines 93-100) *Response to Sending summaries* (E) (Line 97) Saving the Session (U and E) (Lines 101-111) Thanking (E) (Line 112) Response to Thanking (U) (Line 113) Eliciting feedback (U) (Lines 114-119) Response to Eliciting feedback (E) (Lines 115, 118, & 120) Inviting to next session (U) (Lines 121-122) Response to Inviting to next session (U) (Lines 122-129) Saying goodbye (U) (Lines 130-133) Thanking and Saying goodbye (E) (Line 132)
D1	*Thanking* (U) (Line 141) *Asking a question about IMCD* (E) (Line 142)

	Answering question about IMCD (U) (Lines 143-159) *Explaining on-campus isolation* (E and U) (Lines 160-170) Eliciting feedback (U) (Lines 171-172) Response to Eliciting feedback (Line 173) Inviting to next session (U) (Lines 174-175) Response to Inviting to next session (E) (Line 176) Eliciting feedback (U) (Lines 177-180) Response to Eliciting feedback (E) (Line 179) Saying goodbyes (U and E) (Lines 181-185) Saving the session (U) (Line 186) Response to Saving the session (E) (Line 187) SESSION ENDING CUT
D2	*Asking for Sending summaries* (E) (Lines 94) *Apologizing* (U) (Lines 95-96) Response to *Apologizing* and Thanking (E) (Lines 97-98) Thanking and Eliciting feedback (U) (Lines 99-101) Response to Eliciting feedback (E) (Lines 100 & 102) SESSION ENDING CUT
D3	Thanking (E) (Line 92) *Asking for Sending summaries* (E) (Lines 93) *Sending summaries* (U) (Lines 94-99) *Response to Sending summaries* (E) (Line 97) Saving session (U) (Line 100) Eliciting feedback (U) Lines 101-102) Response to Eliciting feedback (E and U) (Line 103-109) SESSION ENDING CUT
D4	Thanking (U) (Lines 80) *Reflecting on the session* (U and E) (Lines 81-88) *Sending summaries* (U) (Lines 89-91) *Reflecting on the session* (E and U) (Lines 92-96) *Attending* (U) (Line 95) Asking U to send transcript (E) (Lines 97) Response to sending transcript (U) (Lines 98-100) Thanking (E) (Line 101) SESSION ENDING CUT
D5/E1	**(Andy as Understander / Participant D as Observer (O) / Participant E as Explorer)** Eliciting feedback (U) (Line 80) Scheduling next session (U) (Line 81) Asking a question about Eliciting feedback (O and E) (Lines 82-83) Answering question about Eliciting feedback (U) (Lines 84-88) Response to Eliciting feedback (O) (Lines 86) Response to Scheduling next session (O and U) (Lines 89-95) Saying goodbye (O) (Line 96) *Sending summaries* (U) (Lines 97-102) *Response to Sending summaries* (O) (Line 98) Asking U to send transcript (O) (Line 101) Response to sending transcript (U and O) (Lines 103-104) SESSION ENDING CUT
D6	Thanking (U) (Lines 81-82) *Apologizing* (E) (Line 83-86)

	Response to Apologizing (U) (Line 84-85)
	Eliciting feedback (U) (Lines 87-91)
	Providing feedback (E and U) (Lines 92-101)
	Sending summaries (U) (Line 102-105)
	Thanking (E) (Line 103)
	Eliciting feedback (E) (Lines 106-108)
	Response to Eliciting feedback (U) (Line 107)
	Offering help (U) (Lines 109-133)
	Response to Offering help (E) (Lines110-132)
	Saving the session and Sending transcript (U) (Lines 134-137)
	Response to Saving the session (E) (Line 135)
	Reflecting on the session (E) (Line 138)
	Response to Reflecting on the session (U) (Lines 139-141)
	Scheduling next session (U and E) (Lines 142-148)
	Thanking (E) (Line 149)
	Response to Thanking (U) (Line 150)
	Saying goodbye (U and E) (Lines 151-153)
D7	Thanking (U) (Line 125)
	Reflecting on the session (E) (Lines 126-128)
	Response to Reflecting on the session (U) (Line 129)
	Apologizing (E) (Line 130)
	Response to Apologizing (U) (Lines 131-132)
	Sending summaries (U) (Lines 133-135)
	Sending informed consent form (U) (Lines 136-137)
	Reflecting on the session (U) (Lines 138,140)
	Response to Reflecting on the session (E) (Lines 139, 141, & 142)
	Saying goodbye (U) (Lines 143-145)
	Response to Saying goodbye (E) (Line 146)
	Saving session (U) (Line 147-148)
	Response to Saving session (E) (Lines 149-150)
	SESSION ENDING CUT
D8	Thanking (E) (Line 101)
	Response to Thanking (U) (Line 102)
	Eliciting feedback (U) (Lines 103-104)
	Reflecting on the session (E and U) (Lines 105-109)
	Apologizing (E) (Lines 110-111)
	Sending summaries (U) (Lines 112-113)
	Thanking (U) (Lines 114-115)
	Response to Thanking (E) (Line 116)
	SESSION ENDING CUT
D9	*Sending summaries* (U) (Lines 94-95)
	Scheduling next session (U and E) (Lines 96-102)
	SESSION ENDING CUT
F1	*Reflecting on the session* (E and U) (Lines 144-153)
	Sending summaries (U) (Line 154-160)
	Response to Sending summaries (E) (Line 158)
	Eliciting feedback (U) (Lines 161-165)
	Response to Eliciting feedback (E) (Lines 162 & 166)
	Saving the session (U) (Lines 167-168)
	Response to Eliciting feedback (E and U) (Lines 169-173)
	Thanking (E) (Line 174)

	SESSION ENDING CUT
G1	Thanking (U) (Line 133)
	Thanking (E) (Line 134)
	Sending summaries (U) (Lines 135-139)
	Response to Sending summaries (E and U) (Lines 140-145)
	Eliciting feedback (U) (Lines 146-150, and 152)
	Providing feedback (E) (Lines 151-156)
	Thanking (U) (Line 157)
	Reflecting on the session (U and E) (Lines 158-165)
	Saving the session (U and E) (Lines 163-180)
	Inviting to next session (U and E) (Lines 181-194)
	Saying goodbye (E and U) (Lines 195-200)
G2	*Reflecting on the session* (U and E) (Lines 148-191)
	Eliciting feedback (U) (Lines 192-193)
	Providing feedback (E) (Lines 194-199)
	Thanking (U) (Line 200)
	Sending summaries (U) (Lines 201-202)
	Saving the session (E and U) (Lines 203-205)
	Offering help (U) (Lines 206-222)
	Response to Offering help (E) (Lines 210-213 and 217-218)
	Thanking (E) (Line 223)
	Scheduling next session (E and U) (Lines 223-230)
	Saving the session (U) (Line 229)
	Response to Saving the session (E) (Line 231)
	SESSION ENDING CUT
G3	Eliciting feedback (U) (Lines 121-124)
	Reflecting on the session (E) (Line 122)
	Providing feedback (E) (Lines 125-130)
	Thanking (U) (Lines 131-132)
	Reflecting on the session (U and E) (Lines 133-140)
	Response to Thanking (E) (Line 135)
	Scheduling next session (U and E) (Lines 141-164)
	Saving the session (U) (Lines 165)
	Sending summaries (U) (Lines 166-169)
	Thanking (E) (Line 170)
	Saving the session (U) (Line 171)
	SESSION ENDING CUT
G4	Thanking (E) (Line 90)
	Response to Thanking (U) (Line 91)
	Reflecting on the session (E) (Line 92)
	Response to Reflecting on the session (U) (Line 93)
	Eliciting feedback (E and U) (Lines 94-98)
	Providing feedback (E) (Lines 99-104)
	Thanking (U and E) (Lines 105-108)
	Saying goodbye (U) (Lines 109-110)
	Scheduling next session (E and U) (Lines 111-123)
	Saving the session (U) (Lines 124-125)
	Saying goodbye (E) (Line 126)
	SESSION ENDING CUT
G5	Thanking (U) (Line 118)
	Reflecting on the Session (U and E) (Lines 118-127)

	Thanking (E) (Line 128) Saying goodbye (E) (Line 129) Response to Saying goodbye (U and E) (Lines 130-133) Eliciting feedback (U) (Lines 134-136) Response to Eliciting feedback (E) (Line 135) *Providing feedback* (E) (Lines 137-141) Thanking (E) (Line 142) Response to Thanking (U) (Line 143) Saving the session (U) (Line 144) SESSION ENDING CUT
G6	Thanking (U) (Line 176) *Reflecting on the session* (U and E) (Lines 177-181) Eliciting feedback (U) (Lines 182-184) Response to Eliciting feedback (E) (Line 183) *Providing feedback* (E) (Lines 185-189) Thanking (E) (Line 190) Response to Thanking (U) (Lines 191-192) Scheduling next session (U and E) (Lines 193-200) Saying goodbye (E) (Line 201) Saving the session and Saying goodbye (U) (Lines 202-203)
G7	*Reflecting on the session* (E) (Lines 152-154) *Response to Reflecting on the session* (U) (Line 153) Eliciting feedback (U) (Lines 155-157) *Providing feedback* (E) (Lines 158-165) Thanking (U) (Line 166) Eliciting feedback (U) (Line 167) *Providing feedback* (E) (Lines 168-179) *Attending* (E) (Line 169) *Response to Attending* (U) (Line 170) Thanking (U) (Lines 180-183) Response to Thanking (E) (Line 184) Scheduling next session (U and E) (Lines 185-210) Saving the session (U) (Line 211) Saying goodbye (U) (Line 212) Saying goodbye (E) (Lines 213-214) *Problems saving Session* (U and E) (Lines 215-273) Saying goodbye (E) (Line 274)
H1	Thanking (U and E) (Lines 188-191) *Reflecting on the session* (E) (Line 192) *Response to Reflecting on the session* (U) (Line 193) Eliciting feedback (U) (Lines 194-202) Response to Eliciting feedback (E) (Line 200) Saving the session (U) (Line 203) Inviting to next session (U and E) (Lines 204-235) Saving the session (U) (Lines 236-237) Response to Saving the session (E) (Line 238) SESSION ENDING CUT
H2	Thanking (U) (Lines 114-115) Thanking (E) (Lines 116-117) Eliciting feedback (E and U) (Lines 118-121) Scheduling next session (U and E) (Lines 122-131)

	Thanking (E) (Line 132)
	Saying goodbye (E) (Line 133)
	Response to Saying goodbye (U) (Lines 134-135)
	Saving the session (U) (Lines 136-140)
	SESSION ENDING CUT
H3	Thanking (U) (Line 172)
	Thanking (E) (Line 173)
	Reflecting on the session (E and U) (Lines 174-179)
	Thanking (E) (Lines 180-181)
	Response to Thanking (U) (Lines 182-183)
	Eliciting feedback (E and U) (Lines 184-187)
	Scheduling next session (E and U) (Lines 188-197)
	Saying goodbye (E) (Lines 198-200)
	Saying goodbye, Saving the session, and Thanking (U) (Lines 199-203)
	Response to Saving the session (E) (Line 204)
H4	Thanking (U) (Line 101)
	Thanking (E) (Line 102)
	Reflecting on the session (E) (Line 102)
	Response to Reflecting on the session (U) (Line 103)
	Scheduling next session (E and U) (Lines 104-109)
	Small talk (E and U) (Lines 110-113)
	Thanking (E) (Line 114)
	Response to Thanking (U) (Line 115)
	Saving the session (U) (Line 116)
	Response to Saving the session (E) (Line 117)
	Eliciting feedback (U) (Lines 118-120)
	Response to Eliciting feedback (E) (Line 119)
	SESSION ENDING CUT
H5	Thanking (U) (Line 130)
	Response to Thanking (E) (Line 131)
	Reflecting on the session (E and U) (Lines 132-138)
	Eliciting feedback (U) (Lines 139-140)
	Response to Eliciting feedback (E) (Line 141)
	Thanking (U) (Line 142)
	Scheduling next session (E and U) (Lines 143-152)
	Saving the session (U) (Line 153)
	Response to Saving the session (E) (Line 154)
	SESSION ENDING CUT
H6	Thanking (U) (Lines 136-138)
	Thanking (E) (Line 139)
	Reflecting on the session (E) (Lines 139-140)
	Response to Reflecting on the session (U) (Lines 141-142)
	Eliciting feedback (U) (Lines 143-144)
	Attending (E and U) (Lines 145-149)
	Eliciting feedback (U) (Line 150)
	Comment on Attending (U and E) (Lines 151-157)
	Scheduling next session (E and U) (Lines 156-176)
	Saving the session (U) (Line 177)
	Response to Saving the session (E) (Line 178)
	SESSION ENDING CUT
I1	Thanking (U) (Lines 151-152)

	Eliciting feedback (E and U) (Lines 153-161) Saving the session (U) (Line 162) Inviting to next session (U) (Line 163-168) Response to Inviting to next session (E) (Lines 164-169) Thanking (U) (Line 170) SESSION ENDING CUT
J1	Thanking (U) (Line 193) *Reflecting on the session* (U and E) (Lines 194-209) Inviting to next session (U) (Lines 210-216) Response to Inviting to next session (E) (Lines 211-217) Eliciting feedback (U) (Lines 218-224) Response to Eliciting feedback (E) (Lines 219, 222) Saving the session (U) (Lines 225-229) Response to Saving the session (E) (Line 228) Saying goodbye (U) (Lines 230-232) Responding to Saying goodbye (E) (Lines 231, 233) Saving the session (U) (Lines 234-236) Response to Saving the session (E) (Line 237) SESSION ENDING CUT