

Table 2.1 *Teacher profiles and teacher - learner participants' groupings and gender*

Teacher pseudonym	Craig (m)	Karen (f)	Sarah (f)
Teaching qualification(s)	TEFL Certificate Cambridge TKT units 1-3	TEFL certificate 20hr Grammar awareness course	TEFL certificate
Face-to-face teaching experience prior to moving to online teaching	18 months (Spain)	24 months (China)	Some (France)
Teaching online since	2016	2013	2007
Online lessons completed on iTalki	1454	4638	n/a
Learner rating on iTalki	5 stars	5 stars	n/a
Learner pseudonym			
First iteration	Eda (f) & Didem (f)	Gonca (f) & Erol (m)	Sevil (f) & Demet (f)
Second iteration	Kuzey (m)	Hasan (m) & Mete (m)	N/A

Table 2.2 *The semi-controlled corpus of screen recordings and recording length*

Learners	Lesson	Screen recording by	Length of recording
Gonca, Erol	1	A student (Erol)	63 mins
	2	The teacher (Karen)	61 mins
	3	The teacher (Karen)	60 mins
		The researcher	61 mins
Hasan, Mete	1	The teacher (Karen)	61 mins
		The researcher	61 mins
	2	The teacher (Karen)	60 mins
		The researcher	60 mins
	3	The teacher (Karen)	25 mins
		The researcher	62 mins
Sevil, Demet	1	The researcher (Sarah)	32 mins
	2 – Take 1	The researcher	49 mins
	2 - Take 2 ¹	The researcher	37 mins
	3	The researcher	30 mins
Eda, Didem	1	The researcher	60 mins
	2	The teacher (Craig)	61 mins
		The researcher	61 mins
	3	The teacher (Craig)	62 mins
		The researcher	60 mins
Kuzey	1	The teacher (Criag)	57 mins
		The researcher	56 mins
	2	The teacher (Craig)	61 mins
		The researcher	62 mins
	3	The teacher (Craig)	57 mins
		The research	53 mins

¹ This lesson was completed over two separate occasions, which we label as Take 1 and Take 2 here. During Take 1, one of the learners was late for the lesson, they experienced technical problems, and thus had difficulty understanding what to do. The teacher had already sent the task resource to the students, so she allowed them time to study the task individually and rescheduled the lesson at a later time (Take 2).

Table 3.1 Karen's higher-level actions in task instructions-as-process for Lesson 2, micro-task 1

No	Time	with Gonca-Erol (first iteration)	Time	with Hasan-Mete (second iteration)
1	00:07:26.930	Managing resources	00:04:40.240	Activating schemata
2	00:07:31.710	Formulating task stages	00:04:56.760	Formulating task stages
3	00:07:35.250	Defining roles	00:05:01.110	Focusing on study skills
4	00:07:45.950	Managing resources	00:05:14.060	Communicating key task information
5	00:08:43.895	Defining roles	00:05:31.500	Focusing on study skills
6	00:08:49.208	Formulating task stages	00:07:33.286	Defining roles
7	00:09:34.380	Checking understanding (of task)	00:07:57.234	Managing resources
8	00:09:44.194	Defining roles	00:08:07.100	Defining roles
9	00:09:48.552	Focusing on study skills	00:08:17.205	Managing resources
10	00:10:54.849	Stating task outcome	00:08:57.616	Defining roles
11	00:11:08.746	Communicating key task information	00:09:11.469	Managing resources
12	00:11:12.081	Stating task outcome	00:11:05.355	Focusing on study skills
13	00:11:55.059	Checking understanding (of task)	00:11:10.705	Checking understanding (of task)
14	00:12:21.507	Communicating key task information	00:12:37.264	Communicating key task information
15	00:12:44.835	Checking understanding (of task)	00:12:46.499	Focusing on study skills
16	00:12:58.650	Stating task outcome	00:14:42.200	Communicating key task information
17	00:13:22.910	Communicating key task information	00:15:11.550	Focusing on study skills
18	00:13:51.430	Focusing on task accomplishment	00:16:22.603	Focusing on task accomplishment
19	00:14:35.880	Managing resources	00:16:54.600	Suggesting ways into task
20	00:14:58.150	Focusing on task accomplishment	00:17:00.450	Communicating key task information
21	00:15:15.955	Focusing on study skills	00:17:06.900	Suggesting ways into task
22	00:15:47.432	Focusing on task accomplishment	00:18:50.077	Launching the task
23	00:16:40.280	Checking understanding (of task)		
24	00:16:42.552	Focusing on task accomplishment		
25	00:17:10.388	Managing resources		
26	00:17:16.134	Stating task outcome		
27	00:17:33.298	Communicating key task information		
28	00:17:39.029	Focusing on task accomplishment		
29	00:17:54.297	Managing resources		

30	00:18:02.835	Focusing on task accomplishment
31	00:18:26.440	Checking understanding (of task)
32	00:18:30.610	Focusing on task accomplishment
33	00:18:39.387	Focusing on study skills
34	00:19:05.300	Focusing on task accomplishment
35	00:21:52.780	Checking understanding (of task)
36	00:21:54.447	Focusing on study skills
37	00:21:59.984	Checking understanding (of task)
38	00:22:02.715	Focusing on study skills
39	00:23:34.537	Focusing on task accomplishment
40	00:23:43.447	Checking understanding (of task)
41	00:23:45.830	Managing resources
42	00:23:50.253	Defining roles
43	00:23:57.551	Managing resources
44	00:24:06.014	Focusing on task accomplishment
45	00:24:09.283	Checking understanding (of task)
46	00:24:11.149	Launching the task
47	00:24:12.528	Learners' attempt at initiating the task
48	00:25:32.950	Allocating time
49	00:25:39.764	Learners' attempt at initiating the task
50	00:25:46.984	Checking understanding (of task)
51	00:26:37.919	Learners' attempt at initiating the task
52	00:26:55.530	Checking understanding (of task)
53	00:27:21.764	Focusing on task accomplishment
54	00:27:43.787	Defining roles
55	00:27:50.663	Focusing on task accomplishment
56	00:27:53.574	Communicating key task information
57	00:27:57.441	Focusing on task accomplishment
58	00:28:12.326	Checking understanding (of task)
59	00:28:13.681	Suggesting ways into task
60	00:28:28.523	Focusing on task accomplishment
61	00:28:37.245	Suggesting ways into task

62	00:28:47.016	Communicating key task information	
63	00:28:56.097	Suggesting ways into task	
64	00:29:09.081	Launching the task	

Table 4.1 Craig's higher-level actions in task instructions-as-process

No	Time	with Eda and Didem (first iteration)	Time	with Kuzey (second iteration)
1	00:15:53.500	Activating schemata	00:20:16.320	Formulating task stages
2	00:16:57.742	Formulating task stages	00:20:47.160	Activating schemata
3	00:17:15.700	Focusing on study skills	00:21:52.454	Managing resources
4	00:17:57.210	Managing resources	00:22:06.409	Activating schemata
5	00:18:20.435	Formulating task stages	00:22:48.759	Managing resources
6	00:18:24.424	Managing resources	00:23:59.893	Focusing on task accomplishment
7	00:18:47.431	Identifying task rationale	00:23:29.460	Managing resources
8	00:8:50.136	Stating task outcome	00:23:54.070	Defining roles
9	00:18:56.333	Communicating key task information	00:23:55.425	Communicating key task information
10	00:19:11.978	Activating schemata	00:23:57.400	Managing resources
11	00:19:22.872	Communicating key task information	00:24:13.990	Communicating key task information
12	00:19:33.331	Formulating task stages	00:24:17.630	Focusing on task accomplishment
13	00:19:34.892	Focusing on task accomplishment	00:24:25.970	Stating task outcome
14	00:19:36.790	Stating task outcome	00:24:30.110	Checking understanding (of task)
15	00:19:42.676	Suggesting ways into task	00:24:31.508	Suggesting ways into task
16	00:19:54.078	Focusing on task accomplishment	00:24:37.292	Launching the task
17	00:19:55.608	Managing resources	00:24:44.070	Task (1 st failed attempt)
18	00:20:07.924	Suggesting ways into task	00:25:54.362	Managing resources
19	00:20:11.100	Managing resources	00:25:57.602	Focusing on task accomplishment
20	00:20:44.659	Allocating time (for reading the resource)	00:26:01.277	Managing resources
21	00:20:47.750	Managing resources	00:26:08.541	Launching the task
22	00:20:58.600	Formulating task stages	00:26:14.080	Task (2 nd failed attempt)
23	00:21:01.825	Communicating key task information	00:27:08.471	Checking understanding (of task)
24	00:21:15.979	Focusing on task accomplishment	00:27:13.716	Managing resources
25	00:21:20.666	Suggesting ways into task	00:28:36.112	Communicating key task information
26	00:22:14.722	Launching the task	00:28:43.150	Launching the task
27	00:22:18.276	Task	00:28:54.470	Allocating time (for reading the resource)
28			00:29:06.357	Communicating key task information
29			00:29:12.213	Focusing on task accomplishment
30			00:29:13.930	Stating task outcome

31	00:29:17.772	Managing resources
32	00:29:45.943	Launching the task
33	00:29:55.190	Task

Table 5.1 Micro-tasks for the divergent task: Task-as-workplan versus Task-as-process

Micro-tasks	Resource sheet	Karen (G&E) - 60 minutes	Craig (D&E) - 60 minutes	Sarah (D & S) - 30 minutes
		00:00 Greeting the learners; Giving feedback on writing homework; Introducing the lesson topic/task	00:00 Greeting the learners; Introducing the lesson topic/task	00:00 Greeting the learners; Confirming they have access to the task resource sheet
1	a) Describing vegetarianism	21:21 a) Describing vegetarianism	03:37 a) Describing vegetarianism	00:53 a) Describing vegetarianism
	b) Discussing what vegetarians do and do not eat	24:44 c) Talking about familiarity with vegetarians	03:58 b) Discussing what vegetarians do and do not eat (based on the reading assigned at the end of the previous lesson)	04:01 c) Talking about familiarity with vegetarians
	c) Talking about familiarity with vegetarians	31:15 b) Discussing what vegetarians do and do not eat (online whiteboard)	04:47 c) Talking about familiarity with vegetarians	06:54 b) Discussing what vegetarians do and do not eat
2	Sharing personal opinions for and against vegetarianism (ideas are provided, no requirement to defend or persuade)	42:52 Eliciting learner opinions while taking notes in the textchat (ideas in the resource sheet are not shared with the learners)	05:42 Eliciting learner opinions for and against vegetarianism (based on personal experience and choice) 16:31 Eliciting specific opinions in favour of vegetarianism (based on teacher prepared arguments) 34:45 Eliciting specific opinions against vegetarianism (preparing the whiteboard)	08:57 Eliciting learner opinions for and against vegetarianism 12:59 Eliciting further learner opinions for and against vegetarianism based on the ideas presented in the task resource sheet

3	Summarising ideas shared on an online whiteboard	54:45 Assigning homework: requesting learners to write an opinion essay on the topic based on the ideas presented in the task resource sheet.	36:21 Requesting learners to role-play a debate to try and persuade one another and to identify the winner. (Learners could not access the whiteboard or a Google doc to write their summary.) 46:59 Offering feedback and recommendations	20:52 Summarising ideas elicited from the learners on a whiteboard (Learners dictate, teacher types.)
4			48:01 Using fillers to elicit further open-ended conversations related to the topic; Offering feedback and recommendations	

Table 5.2 Higher-level actions employed in the convergent (information-gap) and divergent (opinion-exchange) micro-tasks²

Higher-level actions		Convergent (Micro-task 1, Lesson 2: micro-task 1, L2)			Divergent (Micro-task 2, Lesson 3: Micro-task 2, L3)		
		Craig	Karen	Sarah	Craig	Karen	Sarah
MANAGING RESOURCES	SENDING THE RESOURCE	X	X	X	X	X	X
	ALLOCATING THE RESOURCE	X	X	X			
	OPENING THE RESOURCE	X	X				
	CONFIRMING ACCESS TO THE (CORRECT) RESOURCE	X	X				X
	DESCRIBING THE CONTENT OF THE RESOURCE	X	X				X
	READING THE RESOURCE	X	X	X			X
	DESCRIBING HOW TO ACCOMPLISH THE TASK	X	X	X	X		X
FOCUSING ON TASK ACCOMPLISHMENT	CHECKING TASK COMPLETION	X	X				
	EXPLAINING HOW STUDENTS WILL BE WORKING		X				
DEFINING ROLES	ALLOCATING TASK ROLES		X				
ALLOCATING TIME		X	X				
STATING TASK OUTCOME		X	X	X			
FORMULATING TASK STAGES	ANNOUNCING NEXT TASK STAGE	X	X		X	X	X
COMMUNICATING KEY TASK INFORMATION	IDENTIFYING LEARNERS HAVE DIFFERENT INFORMATION	X	X	X			
	CLARIFYING KEY TASK VOCABULARY		X	X	X		
	IDENTIFYING TASK TYPE / TOPIC	X					
FOCUSING ON STUDY SKILLS	RELATING STUDY SKILLS TO PREVIOUS AND/OR FUTURE LEARNING		X		X		
	FORMULATING STUDY SKILLS		X			X	
	CONTEXTUALISING THE TASK	X					
ACTIVATING SCHEMATA	PERSONALISING THE TASK				X		
CHECKING UNDERSTANDING (OF TASK)			X	X			
SUGGESTING WAYS INTO TASK	SUGGESTING POTENTIAL INTERACTION PATTERNS	X	X	X		X	X
	SUGGESTING POTENTIAL ANSWERS	X	X			X	
LAUNCHING THE TASK		X	X		X	X	X

² The grey crosses in Sarah's lessons for *SENDING THE RESOURCE*, *ALLOCATING THE RESOURCE*, and *CONFIRMING ACCESS TO THE (CORRECT) RESOURCE* were achieved prior to the beginning of the synchronous lesson.

Table 5.3 Sarah's higher-level actions in task instructions-as-process for lesson 2 until task start, and lesson 3 throughout the task

No.	Time	Convergent: micro-task 1, L2 (Sarah, D&S)	Time	Divergent: micro-task 2, L3 (Sarah, D&S)
1	00:00:00.000	Checking understanding (of task)	00:08:57.130	Formulating task stages
2	00:00:15.813	Technical problem	00:09:01.899	Managing resources
3	00:00:28.625	Managing resources	00:09:21.074	Task
4	00:00:37.543	Focusing on task accomplishment	00:11:00.883	Launching the task
5	00:00:41.759	Communicating key task information	00:11:08.388	Task
6	00:01:42.111	Stating task outcome	00:12:03.584	Launching the task
7	00:01:53.786	Focusing on task accomplishment	00:12:03.976	Task
8	00:01:55.826	Stating task outcome	00:12:59.445	Managing resources
9	00:01:58.110	Communicating key task information	00:13:19.224	Focusing on task accomplishment
10	00:02:04.489	Focusing on task accomplishment	00:13:22.183	Managing resources
11	00:02:11.057	Stating task outcome	00:13:26.265	Formulating task stages
12	00:02:14.354	Checking understanding (of task)	00:13:27.418	Managing resources
13	00:02:16.327	Suggesting ways into task	00:13:31.432	Launching the task
14	00:02:26.949	Task	00:13:33.511	Task
15			00:14:09.897	Launching the task
16			00:14:16.469	Task
17			00:15:02.123	Launching the task
18			00:15:03.784	Task
19			00:16:20.851	Launching the task
20			00:16:21.384	Managing resources
21			00:16:25.963	Task
22			00:17:57.372	Launching the task
23			00:17:57.775	Task
24			00:19:20.342	Launching the task
25			00:19:21.533	Task

Table 5.4 Karen's higher-level actions in task instructions-as-process for lesson 2 until task start, and lesson 3 throughout the task

No.	Time	Convergent: micro-task 1, L2 (Karen, G&E)	Time	Divergent: micro-task 2, L3 (Karen, G&E)
1	00:00:00.000	Checking understanding (of task)	00:42:52.884	Formulating task stages
2	00:07:26.930	Managing resources	00:42:57.260	Launching the task
3	00:07:31.710	Formulating task stages	00:43:04.534	Task
4	00:07:35.250	Defining roles	00:45:23.860	Suggesting ways into task
5	00:07:45.950	Managing resources	00:45:28.004	Launching the task
6	00:08:43.895	Defining roles	00:46:14.859	Task
7	00:08:49.208	Formulating task stages	00:46:36.956	Focusing on study skills
8	00:09:34.380	Checking understanding (of task)	00:46:44.824	Task
9	00:09:44.194	Defining roles	00:48:15.185	Suggesting ways into task
10	00:09:48.552	Focusing on study skills	00:48:20.638	Launching the task
11	00:10:54.849	Stating task outcome	00:48:21.963	Focusing on study skills
12	00:11:08.746	Communicating key task information	00:48:34.317	Launching the task
13	00:11:12.081	Stating task outcome	00:48:36.591	Task
14	00:11:55.059	Checking understanding (of task)	00:50:44.627	Launching the task
15	00:12:21.507	Communicating key task information	00:50:48.743	Task
16	00:12:44.835	Checking understanding (of task)	00:50:52.960	Launching the task
17	00:12:58.650	Stating task outcome	00:50:59.227	Task
18	00:13:22.910	Communicating key task information		
19	00:13:51.430	Focusing on task accomplishment		
20	00:14:35.880	Managing resources		
21	00:14:58.150	Focusing on task accomplishment		
22	00:15:15.955	Focusing on study skills		
23	00:15:47.432	Focusing on task accomplishment		
24	00:16:40.280	Checking understanding (of task)		
25	00:16:42.552	Focusing on task accomplishment		
26	00:17:10.388	Managing resources		

27	00:17:16.134	Stating task outcome
28	00:17:33.298	Communicating key task information
29	00:17:39.029	Focusing on task accomplishment
30	00:17:54.297	Managing resources
31	00:18:02.835	Focusing on task accomplishment
32	00:18:26.440	Checking understanding (of task)
33	00:18:30.610	Focusing on task accomplishment
34	00:18:39.387	Focusing on study skills
35	00:19:05.300	Focusing on task accomplishment
36	00:21:52.780	Checking understanding (of task)
37	00:21:54.447	Focusing on study skills
38	00:21:59.984	Checking understanding (of task)
39	00:22:02.715	Focusing on study skills
40	00:23:34.537	Focusing on task accomplishment
41	00:23:43.447	Checking understanding (of task)
42	00:23:45.830	Managing resources
43	00:23:50.253	Defining roles
44	00:23:57.551	Managing resources
45	00:24:06.014	Focusing on task accomplishment
46	00:24:09.283	Checking understanding (of task)
47	00:24:11.149	Launching the task
48	00:24:12.528	Learners' attempt at initiating the task
49	00:25:32.950	Allocating time
50	00:25:39.764	Learners' attempt at initiating the task
51	00:25:46.984	Checking understanding (of task)
52	00:26:37.919	Learners' attempt at initiating the task
53	00:26:55.530	Checking understanding (of task)
54	00:27:21.764	Focusing on task accomplishment
55	00:27:43.787	Defining roles
56	00:27:50.663	Focusing on task accomplishment

57	00:27:53.574	Communicating key task information
58	00:27:57.441	Focusing on task accomplishment
59	00:28:12.326	Checking understanding (of task)
60	00:28:13.681	Suggesting ways into task
61	00:28:28.523	Focusing on task accomplishment
62	00:28:37.245	Suggesting ways into task
63	00:28:47.016	Communicating key task information
64	00:28:56.097	Suggesting ways into task
65	00:29:09.081	Launching the task
66	00:29:15.706	TASK

Table 5.5 Craig's higher-level actions in task instructions-as-process for lesson 2 until task start, and lesson 3 throughout the task

No.	Time	Convergent : micro-task 1, L2 (Craig, E&D)	Time	Divergent : micro-task 2, L3 (Craig, E&D)
1	00:15:53.500	Activating schemata	00:05:42.336	Formulating task stages
2	00:16:57.742	Formulating task stages	00:05:48.030	Activating schemata
3	00:17:15.700	Focusing on study skills	00:08:19.496	Focusing on study skills
4	00:17:57.210	Managing resources	00:10:17.755	Activating schemata
5	00:18:20.435	Formulating task stages	00:15:02.437	Communicating key task information
6	00:18:24.424	Managing resources	00:15:07.988	Activating schemata
7	00:18:47.431	Identifying task rationale	00:16:31.684	Formulating task stages
8	00:18:50.136	Stating task outcome	00:16:41.917	Focusing on task accomplishment
9	00:18:56.333	Communicating key task information	00:16:51.637	Managing resources
10	00:19:11.978	Activating schemata	00:16:56.469	Communicating key task information
11	00:19:22.872	Communicating key task information	00:17:47.393	Launching the task
12	00:19:33.331	Formulating task stages	00:17:55.935	Task
13	00:19:34.892	Focusing on task accomplishment	00:18:19.532	Activating schemata
14	00:19:36.790	Stating task outcome	00:19:12.477	Launching the task
15	00:19:42.676	Suggesting ways into task	00:19:19.708	Task
16	00:19:54.078	Focusing on task accomplishment	00:22:18.076	Formulating task stages
17	00:19:55.608	Managing resources	00:22:27.977	Communicating key task information
18	00:20:07.924	Suggesting ways into task	00:22:57.896	Formulating task stages
19	00:20:11.100	Managing resources	00:22:59.112	Formulating task stages
20	00:20:44.659	Allocating time	00:23:02.416	Suggesting ways into task
21	00:20:47.750	Managing resources	00:23:14.402	Launching the task
22	00:20:58.600	Formulating task stages	00:23:18.206	Task
23	00:21:01.825	Communicating key task information	00:32:09.658	Formulating task stages
24	00:21:15.979	Focusing on task accomplishment	00:32:15.422	Activating schemata
25	00:21:20.666	Suggesting ways into task	00:32:23.679	Task
26	00:22:14.722	Launching the task	00:32:51.567	Launching the task
27	00:22:18.276	Task	00:32:55.324	Task

28	00:34:45.029	Formulating task stages
29	00:34:48.471	Launching the task
30	00:35:06.689	Task
31	00:35:50.854	Launching the task
32	00:35:52.815	Task

Table 5.6 Sending the task resource sheet on textchat prior to lesson start

Lesson 2 (convergent task)	Lesson 3 (divergent task)
15 April 2018	20 April 2018
<p>Sarah at 09:59 Demet, did you check your email? I've sent you a document</p> <p>Demet at 09:59 no i did not check :(</p> <p>Sarah at 10:00 Can you have a look now before we start?</p> <p>Demet at 10:00 ok i will look</p> <p>Sarah at 10:01 We're just waiting for Sevil...</p> <p>Sarah at 10:05 Information Gap Task_Student A.docx</p> <p>Sarah at 10:06 Information Gap Task_Student B.docx</p> <p>((Call starts at 10:07 but due to connection issues and because Demet has not read the document, Sarah reschedules the lesson).</p> <p>Sarah at 10:34 Sevil and Demet, read through your role plays and prepare for tomorrow</p>	<p>Sarah at 07:37 https://awwapp.com/b/u8wgt1f4c/</p> <p>Demet at 07:45 Why should we use this application</p> <p>Sarah at 08:00 Have you seen the lesson 3 document I sent to you?</p> <p>After your discussion you have to work together and summarise your discussion visually on the whiteboard. Opinion-exchange Task_Sarah.docx Here's the file...</p> <p>Demet at 08:27 Thanks:)</p>
Call starts at 10:29 on 16 April 2018	Call starts at 10:57 on 20 April 2018