Analysing Lesson Transitions: Insights from Pre-Service EFL Teacher Microteaching Sessions

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ABSTRACT

Microteaching is widely used in EFL teacher education to support preservice teachers' development of instructional and classroom management skills. However, relatively little is known about how preservice EFL teachers interactionally accomplish lesson transitions during microteaching lessons. Drawing on applied conversation analysis, this study examines how lesson transitions are sequentially organized in 15 video-recorded microteaching lessons conducted by Korean preservice EFL teachers. Analysis of teachers' and students' talk, embodied conduct, and orientation to material resources identified three recurrent transition practices: (1) explicit announcements of the next activity, (2) intra-activity instructional shifts accomplished through verbal, embodied, and material resources, and (3) distributed transitions in which movement to the next activity is achieved incrementally across multiple turns. Across these practices, lesson transitions were shown to be collaboratively accomplished, with students displaying their understanding of activity boundaries through timely uptake and alignment rather than through explicit negotiation. The findings highlight both conventional and less explicit ways preservice teachers manage instructional progression in microteaching, and they underscore the value of examining transitions as interactional achievements rather than as isolated pedagogical techniques. The study contributes to CA-informed research on classroom interaction and offers insights for teacher education by illustrating how microteaching provides opportunities for practicing the interactional work of managing lesson transitions.

Keywords: microteaching, applied conversation analysis, EFL preservice teachers, lesson transitions

1. Introduction

Lesson transitions are described as "…the process of guiding students from one classroom activity or part of the day to the next in a smooth and efficient manner" (McBride 2025). Transitions between different phases of a lesson play a crucial role

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in maintaining the flow and coherence of instruction, yet they can be challenging for novice teachers to navigate effectively (Moussaid & Zerhouni, 2017). The ability to transition smoothly between lesson segments is essential for sustaining student engagement (Nagro et al. 2019), managing classroom dynamics (Collier-Meek et al., 2019), and optimizing learning opportunities (Cakir, 2008).

Despite the recognized importance of transitions in effective teaching, research specifically examining how lesson transitions are executed remains limited (Lwin et al., 2012). Analyzing how preservice EFL teachers manage these transitions during microteaching sessions offers a window into their emerging pedagogical skills and developmental needs. The tools of applied conversation analysis were utilized to provide a granular account of the interactional resources they mobilize such as gestures and precise verbal cues to signal the close of one activity and the commencement of the next. Currently, much of the foundational research on classroom management is situated within Western general education frameworks. While these studies provide essential groundwork, there is a significant need for more empirical research conducted within EFL contexts. Because EFL classrooms often operate under different instructional priorities and educational traditions, existing models may not fully account for the unique dynamics of L2 environments, particularly in Eastern contexts (Zein, 2018). Consequently, expanding research into these diverse settings is necessary to build a more comprehensive understanding of global classroom management practices.

While foundational classroom management research often relies on general educational frameworks, this investigation shifts the focus toward an interactional lens within the unique dynamics of L2 environments. Specifically, this study analyzes transitions as interactional achievements, focusing on three key dimensions: (1) how PSTs use sequential closings and openings to mark activity boundaries, (2) how participation frameworks are renegotiated across activity shifts, and (3) how multimodal resources including talk, gesture, and material artifacts are coordinated to accomplish transitions. By analyzing video-recorded microteaching lessons, this study illuminates the interactional practices through which novice EFL teachers navigate a fundamental yet underexamined aspect of classroom instruction.

By examining transitions as collaboratively accomplished sequences rather than isolated techniques, this study aims to clarify the precise interactional work required to manage instructional progression. Consequently, the following research questions guide the investigation: 1) What types of lesson transitions do novice EFL teachers follow to move between lesson activities during their microteaching lessons? And

2) How are lesson transitions in EFL microteaching lessons sequentially organized?

2. Literature Review

Research has demonstrated that lesson transitions are not simply temporal boundaries between activities, but interactionally accomplished moments in which participants display their understanding of what activity is ending, what activity is beginning, and how participation is to be reorganized (Jacknick, 2011; Lwin et al., 2012). In classroom interaction, transitions are achieved through the coordinated deployment of talk, embodied conduct, and material resources, making them consequential sites for the organization of teaching, learning, and classroom order (Icbay, 2011; Klattenberg, 2022). This perspective is particularly relevant for preservice EFL teachers (PSTs) engaged in microteaching, where instructional competence is publicly displayed and subject to peer and instructor evaluation.

2.1. Interactional organization and participation in classroom transitions

Classroom transitions have been described as sequences composed of recognizable closing practices followed by openings or pre-openings into new activities (Zulkifly et al., 2021). In classroom contexts, teachers commonly use summary statements, evaluative moves, boundary markers such as "okay" or "so," and projections of upcoming work to signal that an activity is reaching completion (Markee, 2004; Wanphet, 2016). These practices make relevant not only the end of the current activity but also the trajectory of the lesson as a whole.

CA studies show that such closings are rarely abrupt. Instead, they often involve interactional sequences through which inservice teachers secure students' alignment, check understanding, and display pedagogical authority before launching the next activity (Seedhouse, 2004; Waring, 2011). For PSTs in microteaching lessons, the ability to manage these closing-opening sequences is particularly consequential for effective instruction. Transition moments are sites where PSTs demonstrate their ability to move the lesson forward in an interactionally coherent way, rather than merely shifting topics. This study builds upon these prior insights by analyzing how PSTs mobilize interactional and semiotic resources within their microteaching practice to navigate transitions and display their competence in this essential pedagogical skill.

A second core finding in CA research concerns the recalibration of participation frameworks at moments of transition. Studies of L2 classroom interaction show that as activities shift, participation rights and obligations are renegotiated through turn-allocation practices and embodied conduct such as gaze, posture, and hand-raising (Cekaite, 2007; Mortensen, 2010; Sert, 2015). Students orient to these lesson transitions by displaying readiness to speak, to listen, or to disengage, thereby demonstrating their understanding of the emerging activity structure (Jacknick, 2011).

For preservice EFL teachers, developing competence in managing participation during transitions is a recurrent challenge. Microteaching lessons often involve rapid shifts between teacher-fronted explanation, student responses, and lesson activities, requiring PSTs to establish new participation frameworks efficiently. Research suggests that trouble at transitions frequently arises when there is misalignment over whether an activity has been sufficiently closed or over who is entitled to speak next (Jacknick, 2011; Markee, 2004; Walsh, 2011). Effectively handling these lesson transitions can be difficult to manage for novice teachers. Thus, analyzing how PSTs handle such moments can provide insight into how pedagogical authority and classroom management are interactionally achieved in instructional simulation settings. This can offer insight into some of the specific types of lesson transitions that PSTs use in teaching simulations, revealing how they orchestrate verbal, embodied, and material resources (Mortensen, 2009; Sert, 2015) to signal activity boundaries to their peers-as-students.

2.2. Using teaching practice to address novice teachers' difficulties with lesson transitions

Pre-service teachers face challenges in various aspects of lesson delivery including comprehending the procedural flow of lessons, regulating lesson pacing, and managing smooth transitions (Moussaid & Zerhouni, 2017). Paradoxically, novice teachers tend to be overconfident (Shank & Santiague, 2022) and complacent (Kyriacou & Stephens, 1999) with regard to developing their classroom management skills. Fortunately, teaching practice has been demonstrated to help improve CM skills. For instance, practicum placements were found to be the most impactful components of teacher induction programs in fostering their classroom management skill development (Faez & Valeo, 2012; Linh et al., 2020).

Microteaching has also been used as a way to help prepare student-teachers for classroom management challenges in their teaching (Remesh, 2013). It provides

opportunities to practice and develop essential instructional strategies such as effective questioning (Ro & Kim, 2024) and student error correction (Tůma et al., 2023). However, it may not be as useful as hoped due to the discrepancies that exist between micro-teaching and real classroom environments. Micro-teaching typically involves fewer students with potentially more homogenous characteristics and more mature peer participants compared to a practicum classroom. Teachers can also avoid solving potential instructional problems during microteaching by switching from the role of "teacher" to that of "peer" causing them to miss valuable opportunities to practice experimenting with potential solutions to lesson troubles with various classroom management strategies (Park, 2021). Consequently, student-teachers may face unforeseen difficulties managing student behavior and engagement during the practicum because their microteaching experiences led them to believe that classroom management was less complicated than it actually is (Sari, 2020).

Taken together, existing research positions lesson transitions as central interactional sites where pedagogical progression, participation, and classroom order are jointly accomplished. Focusing on sequential closings and openings, participation and turn-taking, and multimodal resources allows for a principled and parsimonious examination of preservice EFL teachers' transition practices in microteaching lessons. By grounding analysis in participants' contributions, conduct and displayed orientations, the present study contributes to CA-informed research on preservice teacher education while extending it to the domain of simulated instruction, where learning to teach is itself accomplished through talk-in-interaction.

3. Method

3.1. Data source and collection

Participants in this research were 15 Korean pre-service teachers who were are all training to be middle school teachers of English as a foreign language. They were all in either the second or third year of their program. They ranged in age from 21 to 26 years with a mean age of approximately 23 years old. There were 11 females and four males in the sample.

The data are from a ten-minute microteaching lesson assignment where each student had to teach a brief English lesson of their choice to their peers. 15 lessons were video recorded and used as data for this study. A total of 74 transition

sequences were identified across the 15 lessons and served as the primary unit of analysis for the study.

The microteaching sessions analyzed in this study did not constitute most participants' first formal microteaching experience. Most had previously taken coursework that incorporated a group-based microteaching experience. In both their previous coursework and the present course, they had received advance guidance on lesson structure, and classroom management, but not specifically transitions. They had also earlier observed peer microteaching sessions in previous and their current course prior to conducting their own.

Table 1. Interactional practices for accomplishing lesson transitions

Results subsection	4.2. Announcing the next topic in the lesson	4.3. Intra-activity instructional shifts	4.4. Distributed lesson transitions
Interactional practice observed	Transition accomplished through explicit projection of a next activity	Instructional reorientation within an ongoing activity rather than movement to a new activity	Transition accomplished through distributed, stepwise projection across multiple turns
Instances (N=74)	30	28	16
Turn design and resources used	Verbal announcement of upcoming activity, evaluative closure of prior activity, directives, gestures, gaze shifts	Contrastive verbal projection, slide change, embodied reorientation, scenario-based elicitation	Topic wrap-up, incremental task projection, repeated discourse markers (e.g., "then"), embodied directives
How participants display orientation to the transition	Students display recognition through immediate compliance (e.g., shifting attention to materials), minimal delay, and absence of clarification or repair initiations	Students display recognition through immediate, task-relevant responses that align with the ongoing activity framework, without repair or reorganization of participation	Students' continued alignment with the evolving task trajectory, absence of repair, and smooth uptake of the new activity display recognition of the transition as it unfolds over successive turns
Representative extract(s)	Extracts 1–2	Extract 3	Extract 4

3.2. Analytical approach

Applied conversation analysis was used for this study to focus on the rich data generated in naturally occurring interaction between participants in educational settings. This method prioritizes the detailed analysis of verbal exchanges, turn-taking, and sequential organization of talk, providing insights into the dynamics of classroom communication.

This fine-grained microanalytic approach to examining classroom interactions, including verbal and non-verbal communication in real-time is particularly useful for uncovering subtle details and recurring patterns in how teachers and students construct meaning, and manage the flow of learning together. This type of analysis provides a more nuanced picture of classroom dynamics which helps researchers understand how these elements influence learning outcomes. Thus, CA can potentially shed light on the unspoken rules and routines that govern classroom discourse overlooked by other research methods. By identifying effective communication strategies and interactional patterns, researchers can provide insights to educators on how to improve classroom communication, foster student engagement, and enhance learning outcomes.

3.3. Data analysis

I began the analysis by producing full transcripts of all microteaching lessons, which were examined alongside their corresponding video recordings. These materials were initially reviewed without a predetermined analytic focus—an approach consistent with "unmotivated looking" (Hutchby & Wooffitt, 2008) to identify salient interactional phenomena. During this initial perusal, lesson transitions emerged as a recurring feature of potential analytic interest. Transitions were selected for closer examination because a deeper understanding of how participants managed activity shifts could contribute to more effective instructional practice.

Once lesson transitions were established as the focal phenomenon, additional instances were systematically collected from across the dataset. All identified transitions were analysed using conversation-analytic procedures and assembled into collections based on recurrent interactional features. These features included the verbal resources employed, the sequential positioning and timing of the transition, embodied conduct, participant responses, and the pedagogical action accomplished

(e.g., closing one activity or initiating another). Through repeated comparison across cases, transitions were grouped into analytically derived subcategories (see Table 1), and general descriptions of each subcategory were developed.

From each collection, one excerpt was selected for detailed analysis as a representative case. These excerpts were chosen because they most clearly displayed the defining interactional features of the subcategory and occurred in relatively unmarked contexts, allowing the underlying practices to be examined without complications arising from atypical participant behaviour or lesson structures. The excerpts presented in the Results section are therefore intended to illustrate recurrent practices observed across the dataset rather than isolated or exceptional instances.

Jeffersonian transcripts were then produced for all extracts analysed in detail, capturing not only the verbal content but also timing, intonation, and other interactionally relevant features of talk (Jefferson, 2004). In addition, the analysis integrated conversation analysis with multimodal analysis to examine the role of embodied resources, such as gaze and gesture, in the management of transitions. Informed by Mondada (2018), multimodal transcription and analysis were used to document how embodied orientations contribute to the organization of interaction, thereby enriching the analysis while remaining grounded in CA's sequential principles.

In this study, embodied conduct such as gestures, and orientation to materials is transcribed in a way that reflects its sequential and interactional relevance within the conversation. Gestures are transcribed when they co-occur with talk in a way that contributes to action formation, turn-taking, or repair sequences. Orientation to materials (e.g., whiteboard, PowerPoint) is noted when it shapes the timing or content of participants' verbal contributions. These embodied actions are analyzed as part of the participants' interactional work, following the study's analytic focus on sequential organization and turn design, rather than treated as isolated nonverbal behavior. By integrating these features directly into the transcript and linking them to conversational actions, the analysis maintains coherence with the methodological principles of CA as applied in this study.

4. Results

4.1. The observed transition pattern in microteaching lessons

Across the 15 microteaching lessons analyzed, lesson transitions emerged as

recurrent interactional moments in which novice teachers moved from one instructional activity to the next while orienting to students' understanding and participation. These transitions were accomplished through varying configurations of verbal, embodied, and sequential resources rather than a single uniform practice. The analyses in Sections 4.2-4.4 are organized around three collections of lesson transitions identified across the dataset. Each subsection examines one collection, focusing on the recurrent interactional practices through which teachers and students accomplish shifts between activities. Individual extracts are analyzed in detail as representative instances of these collections.

Across transition types, teachers commonly brought the prior activity to closure through comprehension checks, evaluations, or brief summaries, thereby establishing a boundary before projecting the next lesson phase. From this boundary, transitions varied in how activity boundaries were interactionally achieved, including whether students displayed immediate versus delayed alignment with the projected next activity. Many transitions were accomplished through explicit announcements of the upcoming activity, often accompanied by instructions, time allocations, and gestures that made lesson structure and participation expectations clear. However, some explicitly announced transitions were treated as dispreferred, particularly when the upcoming activity was evaluative. In these cases, students displayed reactions that could potentially halt lesson progressivity, and teachers responded by adjusting their delivery through laughter, praise, or a shift into familiar classroom sequences to maintain lesson progress.

Other instructional shifts were accomplished through embodied and material resources, including slide changes and shifts in embodied orientation; some of these constituted full activity transitions, while others involved intra-activity reorientations within an ongoing pedagogical project. Despite the absence of overt verbal markers, students oriented to these transitions by aligning with the new activity, indicating that shared classroom routines supported mutual understanding. Some transitions unfolded incrementally across multiple turns, with movement to the next activity distributed across questions, evaluations, reassurances, and directives rather than marked by a single transition signal. Although less explicit, these transitions nonetheless resulted in successful progression to the next lesson stage. Overall, the findings show that lesson transitions in microteaching are collaboratively achieved through coordinated use of talk, embodiment, and sequential organization, enabling teachers to sustain lesson flow and student engagement.

4.2. Announcing the next topic

This extract is drawn from a collection of cases in which teachers explicitly announce the next activity, typically through lexical markers such as now or next, thereby making the transition relevant and recognizable to students. There were 30 cases in the data that followed this pattern. In the leadup to this extract, the T was explaining the target grammatical structure of the lesson which was the present perfect. The T asked how to correct a sentence written on the board and S1 answered the T's question.

Extract 1

Figure 1. T writing on whiteboard.

1 T: Uh huh Jun sai:d, I have seen a tornado ↑
2 And ↑ moreover ↑ we can u:se I: saw: a: tornado ↑
3 **((writing on the whiteboard))** last (0.8) year
4 Everybody >UNDERSTAND?<
5 S: YES
6 T: Okay grea:t (1.2) now: so: ↑now: You are going to
7 share ↑ yer experience ↑ with yer group mem:bers
8 (0.6)
9 T: There are ↑FOUR↓ **((holds up four fingers))** people in
10 a group:: so: you're a group one ↑ **((makes a circling**
11 **gesture towards S))** You're a group two ↑
12 **((continues circling gesture))** three ↑
13 **((continues circling gesture))** four ↑
14 **((continues circling gesture))** five ↑ six ↓

Figure 2. T making circling gesture.

15 Is there anyone who: doesn't know:
16 **((stands with her hands up and palms facing**
17 **away from her))** Who: doesn't know: >which group ↑ <
18 (1.1)
19 S: NO=
20 T: =No, okay SO eh so take take tur:ns
21 **((makes a circling gesture towards S))**
22 and talk about your writing (0.8)
23 I'll give you three mi:nutes **((holds up three**
24 **fingers))** le:t's ↑START **((stretches her arms out in**
25 **front of her))**

Figure 3. T stretching arms out.

Extract 1 contains an example of a transition where the T moves to a new activity in the microteaching by announcing the next activity. First, the T completes the previous lesson activity by writing a sentence that a S said on the whiteboard while verbally offering and writing an alternative way to express the same utterance (lines 1-2)(see figure 1). The Ss orient to the T's utterance "everybody >UNDERSTAND?<" (line 4) as being a comprehension check to which they give an affirmative answer

"YES" (line 5) indicating their understanding. This type of understanding check is commonly employed as an activity-closing sequence before transitioning to the next lesson segment (Yaqubi & Karimpour, 2013).

The T then accepts their answer saying "okay great" (line 6) and transitions to the next activity saying "now: so: now:" (line 6) and gives instructions for the next activity (lines 6-7). The T provides a sequence-closing third ('okay great') in line 6, effectively terminating the prior exchange and pivoting to the next activity through the use of the transition marker 'now: so: now:'. Her instructions include some pauses throughout as well as additional stress on several words. These speech features are known as speech modification which "makes greater use of pausing and emphasis… to help convey meaning [and]… that teachers need to ensure that the class is following, that everyone understands and that learners don't 'get lost' in the rapid flow of the discourse" (Walsh, 2013, 31). As Walsh (2013) notes, such speech modifications function as resources for maintaining intersubjectivity; here, the T's use of pausing and stress provides clear transition markers that facilitate the Ss' alignment with the unfolding task.

After that, the T produces a multimodal directive (lines 9-13), where the verbal specification of group size ('FOUR') is synchronized with a manual gesture (four fingers held up). This design intensifies the instructional prompt and serves as a visible resource for the Ss to orient to the upcoming group formation. Teachers frequently use gestures as a means of regulating classroom interaction and managing student behaviour during lessons (Wanphet, 2015). She then checks their comprehension of her instructions with "Is there anyone who: doesn't know:" (lines 15-17). The teacher then used a within-activity understanding check question (lines 14-16) thereby creating a juncture for students to demonstrate their grasp of the prior instructions before proceeding (Yaqubi and Karimpour 2013). In line 19, the students produce a negative response that aligns with the preference of the teacher's check, thereby displaying a claim of understanding. She provides some additional instructions (lines 20-22). She then tells them how much time they have to complete the activity (line 23) and prompts them to begin (lines 21-22). Here as well, the T use of word stress and gestures may be to help make the instructions more comprehensible. This extract illustrates one type of sequence observed when the novice teachers made a transition from one lesson activity to another during their microteaching. The effectiveness of this transition is displayed in students' immediate compliance with the projected next activity.

In Excerpt 1, the teacher brings the preceding sequence to a close by reformulating

a student's contribution and completing it on the whiteboard, followed by a comprehension check ("Everybody UNDERSTAND?"), which receives a collective confirmation from the students. The teacher then acknowledges this response and immediately initiates the next activity by announcing a group-sharing task. This announcement is followed by procedural instructions, including the organization of students into groups, accompanied by embodied actions such as pointing and circling gestures. The teacher subsequently checks whether any students are uncertain about their group allocation, receives a negative response, and proceeds to give final task instructions, including turn-taking and time allocation. The sequence concludes with a clear start signal for the activity ("let's START"), after which students are expected to begin the task.

This type of transition may also be dispreferred and thus cause the teacher to have to manage or repair the transition. Extract 2 presents an example of how the teacher (T) makes a transition to a new activity in the lesson by announcing what the new activity is, but the students (Ss) react by displaying* that the activity that the teacher is transitioning to is dispreferred. The teacher then has to take steps to repair the transition. Just prior to the beginning of the extract, the teacher was pretending that a group of students had just completed a mock class presentation that she asked them to do. The extract begins with the T concluding the Ss' presentations.

Extract 2

1 T: ↑Then through this activity we complete lesson six
2 successfully I'm glad everyone is participating
3 actively **((smiling and clapping))**
4 S1: [<WO::W>]
5 S2: [>WOW<]
6 T: And there are POP↑ QUIZ↑ **((making a jumping out**
7 **gesture))**

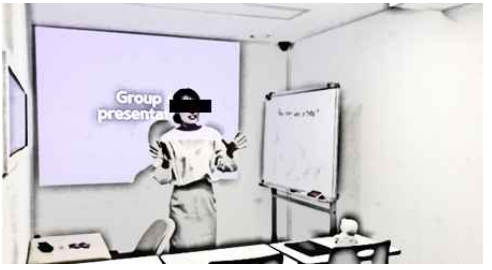

Figure 4. T making jumping out gesture.

8 S1: [POP ↑ QUIZ] ↑ **((with surprised intonation))**
9 S2: [POP ↑ QUIZ] ↑ **((with surprised intonation))**
10 T: **((laughing))** ↑YES ↓ (inbreath)(0.3) <what are some
11 key> expressions for today ↑?
12 S1: ME
13 T: Okay S1
14 S1: Asking someone how long it takes
15 T: Great and next?

This extract begins with the T concluding the previous activity (lines 1-2) saying "through this activity we complete lesson six successfully". Here, the T is using a "structuring move" (Bellack et al. 1966) to gain students' attention in order to finish an activity and start a new one. This turn also includes a positive evaluation of the previous activity. She then praises the students for their active participation saying "I'm glad everyone is participating actively" (lines 2-3) while smiling and clapping (line 3) in order to evaluate their performance on the activity and to maintain affiliation with them (Wolfson and Manes 1980) to prepare the ground (Lewandowska-Tomaszczyk 1989) for delivering potentially dispreferred news that the next activity will be a pop quiz. The students react by S1 saying an extended "wow" (line 4) and S2 saying a shortened "wow" (line 5) which could be an appreciation token (Herbert 1986) to express their gratitude for the positive evaluation.

Next, the T announces that there will be a pop quiz to transition to the next activity (line 6). She articulates the words "pop quiz" a bit more loudly and with raising intonation while making a "jumping out" gesture. Her raising intonation on the words "pop quiz" and "surprise" gesture may represent attempts to use humour to reduce student stress (Francis 2013) associated with being evaluated. Delivering this kind of

potentially unwelcome news is a type of face-threatening act (Brown and Levinson 1987) and so her praise in the previous turn could be viewed as an affinity-seeking strategy used to mitigate the face threat to the students (Myers et al., 2005).

The students react by repeating the words "pop quiz" (lines 8-9). The repetition of "pop quiz" (Bazzanella, 2011) and use of the paralinguistic cue of higher pitch and louder sound indicate playful surprise and attentive listenership in their response.

The T responds to the students' apparently light-hearted banter by laughing and asking about what some key expressions are from the lesson (lines 10-11). The T laughter and a confirmation token ("↑YES↓") serves to validate this surprise and close the playful sequence. The subsequent 0.3-second pause and audible inbreath (line 10) function as boundary markers that reset the floor (Jenks, 2009) for the upcoming question. The shift back to the academic agenda is further signalled by the T's use of slowed speech markers ("<what are some key>") in lines 10-11, which suggests the T's strategic effort to maintain the shift to the review quiz activity. This shift is successfully managed based on S1 immediately self-selects to answer the question in line 12 with "ME".

This rapid uptake leads into a standard Initiation-Response-Evaluation (IRE) sequence (Mehan 1979) where S1 volunteers to answer (line 12) and the T allows her to answer (line 13). S1 then provides a correct target expression ("Asking someone how long it takes") (line 14) and T provides positive reinforcement ("Great") and solicits another volunteer with "and next" (line 15). Ultimately, the transcript reveals that the teacher effectively used humor and prosodic shifts to convert a potentially disruptive moment of surprise into a period of continued student engagement. S1 then answers (line 14) and T positively evaluates S1's answer with "great".

Extract 2 contains a variation on the typical transition sequence that diverges slightly from the standard "next activity announcement" sequence. Ordinarily, the T announces the next activity, and the lesson moves on. However, in this instance, the Ss teasingly protest proceeding to the following activity. Their expression of feigned resistance illustrates the observation that lesson transitions can be moments where teachers may need to navigate interactionally unexpected dynamics to affiliate with students and successfully move the lesson forward.

4.3. Intra-activity shifts accomplished through embodied and material resources

The movement from one instructional focus to another within the same activity

is not always accomplished verbally or through a clear activity boundary. An example of a more contrastive case can be seen in Extract 3 which illustrates an instance in which the teacher shifts the instructional focus within an ongoing vocabulary-teaching activity. In the lead-up to the extract, the T and Ss are engaged in practicing a target expression. Rather than closing this activity and launching a new one, the T introduces a contrastive lexical extension serves to elaborate the ongoing pedagogical focus by making a specific lexical shift relevant to the prior sequence. This shift is accomplished through a combination of verbal projection, embodied orientation, and material resources, resulting in a recognizable reconfiguration of the instructional trajectory without a full activity transition. This subsection examines a collection of cases in which teachers shift activities without explicit closure of the prior task, instead relying on turn design, embodied reorientation, and sequential continuity to implement the transition.

Extract 3

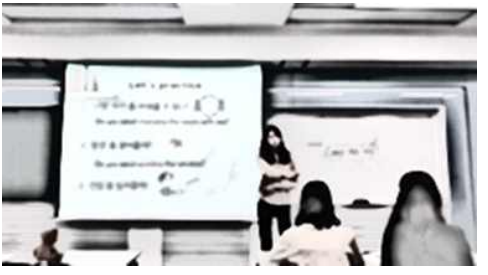

Figure 5. T looking at Ss.

1	T:	in this case LENDING
2	S1:	[ah do you mind lending me a pencil]
3	S2:	[ah do you mind lending me a pencil]
4	T:	yes (.) do you mind lending me a pencil ↑
5		WOW (.) you can make SENTENCE using this EXPRESSION
6		(0.5)
7		so far we learned how to ASK someone to DO something
8		however SOMETIMES we might ask the ↑OPPOSITE↓
9		**((switches PowerPoint to the next slide and turns to**
10		**look at the screen))**

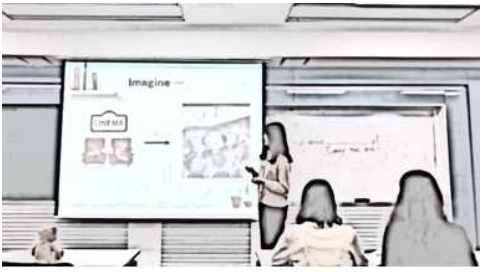

Figure 6. T looking at screen.

11 T: ↑imagine you're watching a MOVIE in a movie theater
12 someone in front of YOU is using his CELL phone
13 how do ↑you feel↑ =
14 S1: =It's annoying↓
15 S2: mm hmm I also (inaudible)

Concluding the prior sequence of practice, the T corrects an error produced by a student (line 1), which S1 and S2 subsequently repeat (lines 2–3). The T positively evaluates their repetition (lines 4–5). After a brief pause (line 6), the T summarizes the instructional work completed thus far ("so far we learned how to ASK someone to DO something," line 7) and then projects a contrastive expansion of the same pedagogical domain by stating "however SOMETIMES we might ask the OPPOSITE" (line 8). At this point, the T switches to a new PowerPoint slide and turns toward the screen (lines 9–10), introducing a scenario that functions to elicit a related target expression.

Following this embodied and material reconfiguration, the T invites the Ss to imagine a situation relevant to the projected expression and asks about their affective responses (lines 11–13). The Ss respond immediately with assessments that align with the scenario (lines 14–15), without requesting clarification or initiating repair. From a conversation-analytic perspective, this immediate and fitted uptake demonstrates that the Ss treat the teacher's actions as projecting a recognizable shift in instructional focus.

Importantly, however, participants' conduct also shows that this shift is treated not as the launch of a new activity, but as a continuation within the same instructional project. The teacher does not reallocate participation roles, issue procedural instructions, or establish a new task structure; instead, the interaction remains organized around vocabulary elicitation and meaning negotiation. The shift

is therefore best characterized as an intra-activity instructional reorientation, accomplished through talk, embodied conduct, and material resources, rather than as a transition between lesson activities.

This type of intra-activity shift allows the teacher to extend or contrast lexical content while maintaining the ongoing activity framework. Students' immediate engagement with the newly projected scenario demonstrates their orientation to the action as pedagogically relevant and sequentially continuous with the prior work, rather than as marking a boundary between activities.

Extract 3 serves a critical contrastive role in this study by illustrating an intra-activity instructional shift, which stands in opposition to the inter-activity transitions (or 'next activity announcements') seen in Extracts 1, 2 and 4. While the latter involve the formal closure of one pedagogical project and the launch of a distinct new task, often accompanied by a reconfiguration of participation frameworks and procedural instructions, Extract 3 demonstrates how teachers navigate a reorientation within an ongoing activity. In this instance, the teacher utilizes a contrastive verbal projection ('however SOMETIMES we might ask the OPPOSITE') and material resources like a PowerPoint slide change to shift the instructional focus from one lexical set to another. Unlike the inter-activity transitions where students must align with a new set of participation rights, the students here treat the shift as a sequentially continuous expansion of the current vocabulary task. Thus, Extract 3 functions as a key boundary marker in the analysis, delineating the threshold where interactional work maintains the current activity's 'project' rather than signaling its termination.

4.4. Using a distributed transition

This extract comes from a collection of six cases in which lesson transitions are accomplished incrementally across multiple turns through distributed linguistic, embodied, and material practices rather than through a single boundary-marking announcement. Extract 4 contains an example of a transition that is transition work distributed across multiple turns rather than concentrated in a single boundary marker. These transitions occurred when the teacher moved from one activity to another through transition work that was distributed across multiple turns rather than accomplished through a single, lexically marked boundary announcement. In this type of transition, the shift from one activity to the next emerges incrementally through a constellation of interactional resources, including sequential positioning

of actions, task-projecting talk, embodied conduct, and orientation to material objects in the classroom.

Rather than relying on explicit transition markers such as “now” or “next”, the teacher progressively brings the prior activity to a close and projects the upcoming one in ways that participants can orient to as transition-relevant. As a result, recognition of the transition depends not on the presence of a single linguistic signal but on participants’ sensitivity to the cumulative interactional work through which the activity boundary is achieved. Extract 5 was taken from near the beginning of the lesson when the T was transitioning from greeting the students and introducing the topic of the lesson to reviewing the main objectives of the previous lesson. It begins with the T asking questions to elicit from Ss what they learned in their last lesson.

Extract 4

1 T: before we move on to our lesson today
2 do you guys remember what
3 we learned last time? (0.3) anybody?
4 **((T raises hand))**

Figure 7. T raising hand.

5 S1: A trip to Ddokdo
6 T: okay↓ Yujin thank you for an↑swering
7 a tri:p to Ddokdo:
8 this i:s the title↓ of this unit (.) right?
9 S2: yes↓
10 S1: [YES]
11 T: [oKAY↓] and what else will (.) did we learn?
12 S2: Relai:tive adver:bs
13 T: **((T gasps))** Dahee: do you remember grammatical ex-
14 expre:ssions? ↑VERY ↑GOOD! **((T gives two thumbs up))**

Figure 8. T giving thumbs up.

15 The:n ↑ do YOU GUYS remember the last time ↑
16 when we learned a lot of vocabularies
17 related to lesson six? **((T raises hand))**
18 S2: <Maybe I think so>
19 S1: Yes ↑
20 T: YES ↑
21 T: <Then ↑ > (.) you (.) you guys are grea:t students
22 <Then ↑ > I'm gonna CHECK if you guys remember we:ll
23 I prepar:ed a short review TIME for you ↑ guys.
24 It's okay ↑ if you don't remember well ↓
25 ↑ Attention to the screen ↓ .
26 We learned a lot of vocabularies last time ↑
27 Oh (.) Yujin (.) you're sitting at the very back ↑
28 Can you: see the screen well ↑ **((T points to the screen))**

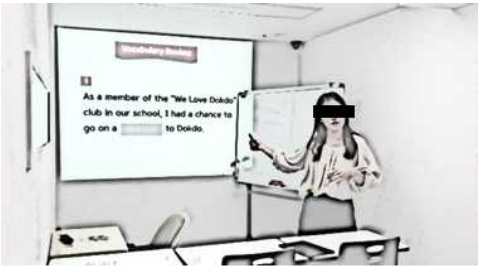

Figure 9. T pointing to the screen.

29 S1: Yes (.) I can see it well ↓
30 T: OH:: oKAY ↓
31 <Then ↑ > let's try to guess which wor:d

32 should be in the blan:k ↓

33 I think YOU GUYS will make it **((T points at the Ss))**

Figure 10. T pointing at Ss.

The T starts with a review of the previous lesson (lines 1-4) and S1 answers the T's question about the topic of the earlier lesson (line 5). T thanks S1 and asks if Ss can identify the topic of the unit (lines 6-8) which they state that they can (lines 9-10). T then requests additional information about what they remember learning in the prior lesson (line 11) and S2 offers an answer (line 12). The T praises S2's answer (lines 13-14) and asks her about her recollection of the vocabulary from the previous lesson (lines 15-17). S2 uses an epistemic uncertainty marker (Teigen 1988) to indicate her level of certainty about her knowledge of the vocabulary from the previous lesson (line 18) but S1 answers affirmatively (line 19). T accepts their answers as being affirmative (line 20) and then praises them (line 21).

Following this exchange, the transition process begins. It does not occur at a single identifiable moment but unfolds progressively across several turns. The teacher begins to project a shift in activity by mentioning that she will check their knowledge of the vocabulary that they learned last time (lines 22–23), while simultaneously mitigating potential trouble by reassuring them about not remembering well (line 24). These actions work to retrospectively close the prior recall sequence and prospectively frame a new participation structure centered on review. Importantly, this projection is not treated as a completed transition but as the first step in a series of interactional moves through which the upcoming activity is made relevant.

The transition is further advanced through embodied and material practices that reorganize the participation framework. By directing students' attention to the presentation screen (line 25) and pointing to it while checking a student's visual access (lines 27–28), the teacher mobilizes the material environment as a resource for launching the next activity. These embodied actions, in combination with

task-projecting talk (lines 31–32), progressively shift students' orientation away from recalling past content and toward engaging with a new, screen-based vocabulary check task. S1's timely confirmation (line 29) and lack of resistance display alignment with this emerging activity, thereby contributing to the interactional accomplishment of the transition.

The interactional trajectory of this type of distributed transition involves a gradual reconfiguration of the activity rather than a single clearly-defined boundary-marking turn. Teachers first bring the prior activity to a possible completion through evaluative or affiliative actions, such as praise or confirmation of student responses. They then project the next activity through a combination of task-relevant talk, embodied directives (e.g., pointing, gaze shifts), and orientation to classroom materials. The transition is interactionally ratified as students display alignment with the projected task through verbal uptake, embodied orientation, or initiation of the relevant action. In this way, the activity boundary is achieved cumulatively through participants' coordinated orientations rather than through explicit linguistic marking alone.

Extract 4 demonstrates that teachers can successfully accomplish lesson transitions through distributed, multimodal practices that participants demonstrably orient to as lesson transitions. Although no single turn explicitly announces the shift from one activity to the next, students' alignment with the projected review task indicates that the transition has been interactionally achieved. The cumulative effect of praise, task projection, embodied directives, and material orientation enables the class to move forward without disruption. However, as discussed in relation to implicit transitions, the fact that peers can follow such distributed transition work during microteaching does not necessarily guarantee that similar practices would be equally transparent to learners in an actual classroom setting.

5. Discussion

The analysis of these microteaching sessions reveals that lesson transitions are not merely administrative pauses between tasks, but are complex, interactionally managed achievements. By applying a CA lens to the data, this study demonstrates a spectrum of transition practices ranging from overt verbal signaling to more subtle, embodied shifts. While the existing literature often characterizes novice teacher transitions as rigid or "clunky," the following discussion argues that these preservice teachers utilize both explicit boundary markers and incremental, distributed strategies

to maintain interactional flow and pedagogical clarity. By examining how these transitions are co-constructed, we can better understand how Classroom Interactional Competence (CIC) is manifested in the early stages of professional development.

5.1. Explicit transition boundary marking

The finding that a significant proportion of microteaching transitions were achieved through explicit verbal announcements indicates a deliberate reliance on pedagogical signposting by these novice teachers. These explicit transitions function as formal boundary exchanges that provide a distinct closing of a prior activity followed by a directive for the next (Sinclair & Coulthard, 1992) that prioritize clarity and mutual orientation. While other findings on "distributed transitions" reported below highlight a more fluid approach, the prevalence of these overt markers in the data aligns with the pedagogical scaffolds advocated by Moussaid & Zerhouni (2017), who emphasize the need for novices to master clear activity shifts. Furthermore, the structured nature of these announcements often involving a teacher directive followed by immediate student alignment suggests that beginning teachers often prefer explicit transition strategies as a way to maintain control over the lesson's trajectory (Baguley 2019).

Nevertheless, this study expands on existing teacher-education research (Shank and Santiague 2022) by demonstrating that even these "explicit" transitions are not unilateral teacher acts, but are interactionally contingent. Even when a teacher provides an overt announcement, the transition's success depends on the students' timely response to directives. Consequently, these results challenge the prevailing view that explicit transitions are merely "clunky" or "novice" markers; instead, they can be viewed as sophisticated tools for establishing interactional transparency. By providing clearly indicated lesson transitions, these preservice teachers reduce ambiguity for learners, suggesting that explicit boundary marking remains a foundational component of CIC (Sert 2015) in the early stages of professional development.

5.2. Incremental achievement of microteaching transitions

Findings also show that the lesson transitions that preservice EFL teachers make are not always necessarily discrete boundary events but interactionally achieved processes varying in degrees of explicitness and distribution. The second

(intra-activity) and third (distributed) types of transitions suggest that even novice teachers can manage complex lesson sequential trajectories by relying on multimodal resources like body language and materials (slides, boards) without the explicit use of transitions such as "let's move on to the next activity."

These preservice teachers accomplished lesson transitions through distributed transition work that unfolded incrementally across multiple turns rather than through a single, explicit boundary marker. In these cases, movement to the next activity emerged through a combination of evaluative talk, task projection, embodied conduct, and orientation to classroom materials, allowing participants to recognize the transition as it was progressively achieved. Rather than requiring students to infer a transition retrospectively, these practices relied on the cumulative organization of interaction to make the upcoming activity relevant. In some instances, discourse markers such as "and" or "then" contributed to this incremental projection of the next activity; however, their interactional function was not to mark a clear boundary but to advance the transition step by step. These distributed transitions demonstrate that lesson boundaries can be collaboratively accomplished without overt announcement, provided that teachers' sequential and multimodal cues are treated by students as transition-relevant.

The identification of a contrastive case of an intra-activity reorientation and distributed transitions in this study fundamentally challenges the conventional view of static teacher-imposed lesson boundaries. Instead, these findings suggest that pedagogical progression is a fluid, interactional achievement that relies on CIC (Sert, 2015; 2019). By utilizing coordinated multimodal resources such as shifting bodily orientation (Ehmer & Brône, 2021; Kääntä, 2021) the preservice teachers in this study demonstrated that lesson transitions are about the collaborative negotiation of participation frameworks rather than the mere completion of a pedagogical task. This ability to maintain an activity framework while pivoting the instructional focus suggests that even novices possess a sophisticated repertoire for managing pedagogical continuity without always relying on explicit boundary markers often emphasized in traditional teacher training.

Furthermore, the emergence of distributed transitions underscores the projectability of classroom action (Schegloff, 2007). In these instances, the next activity was not signaled by a single lexical item like "now" or "okay," but was progressively rendered visible through a cumulative sequence of task-projecting talk and material orientation (Mondada, 2018). The fact that students displayed timely uptake and alignment (Seedhouse, 2004) without explicit instructions indicates that students are

constantly monitoring the teacher's multimodal trajectory to anticipate upcoming shifts. This expands on the work of Heritage & Sorjonen (1994) regarding interactional flow by demonstrating that in the L2 classroom, the "and-prefacing" or incremental projection is utilized by pre-service teachers as a means of moving their lesson forward. Ultimately, these findings suggest that in microteaching contexts (Grossman et al., 2009), lesson progression does not have to be established through a teacher's announcements; it can also be collaboratively achieved through use of the material environment and/or the participants' actions.

6. Conclusion

This study examined how novice EFL teachers accomplish lesson transitions in microteaching, identifying three recurrent interactional practices: explicit announcements of upcoming activities, intra-activity instructional shifts accomplished through verbal, embodied, and material resources, and distributed transitions in which movement to the next activity is achieved incrementally across multiple turns. Together, these findings show that instructional sequencing in microteaching is accomplished through a range of interactional practices rather than through fixed or uniform transition types.

These findings suggest that pre-service teachers may benefit from instruction on effective lesson transitions (Wubbels 2011), as novice teachers often overestimate their classroom management skills (Kyriacou & Stephens, 1999; Shank & Santiague, 2022). Training could use evidence-based strategies and methods like simulations and case analyses (Shank & Santiague 2022).

Additionally, pre-service teachers should practice transitions in authentic settings, as practicum experiences are vital for skill development (Faez & Valeo 2012). They should use overt transition cues to enhance lesson flow and student engagement. However, microteaching's controlled environment may not fully prepare teachers for real classroom challenges (Sari 2020). To address this, peers in microteaching could simulate less cooperative behaviour during confusing transitions, helping teachers anticipate real-world difficulties.

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