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CA involvement and research interests:

I started using CA methodology as a PhD student at Newcastle University in 2009. I have been involved in several CA projects at Newcastle University, University of Luxembourg, Hacettepe University and Mälardalen University. These projects involved (in most of the cases) data based on (second) language classrooms, online interactions, and post-observation and professional development meetings. I worked closely with students, teachers, and teacher educators in Luxembourg, the UK, Turkey, and Sweden. I am interested in understanding (and changing) the processes involved in teaching, learning, teacher education, and professional development in a broad sense. CA has either been the central or an assisting methodology in addressing my interactional, applied linguistic, and didactic (i.e., related to teaching and learning) interests. I have had the privilege to work with excellent CA scholars who transformed my life, as well as passionate students and colleagues with whom I have worked together proudly in research groups and research environments around the world, including MARG, HUMAN, and MIND.

Software for transcription:

I have been a dedicated user of [Transana](#) since 2009, after I first met David Woods at the University of Luxembourg. Depending on the kind of project I am involved in (e.g. collaborative or individual), I use Transana together with Microsoft Word. Even though I sometimes carry out the main transcription task in Word, I still use Transana as the main video player for measuring silences, synchronizing videos, and building collections of cases. I had to use ELAN in 2023 briefly when Transana had compatibility issues, but I now purchased the new version of Transana and I am already looking forward to exploring the new features. I use Jefferson and Mondada transcription conventions according to the focus of my research, although I also used GAT transcription system in my work at the University of Luxembourg.

Since 2020, I also used the automatic transcription feature of Word when dealing with data that is not from classrooms (e.g. interviews, post-observation feedback sessions) to generate basic orthographic transcriptions before I move into CA transcriptions. I also tried the cloud transcriber of NVIVO very briefly when I wanted a head start for analysing professional interaction, but it was not as good as Microsoft's transcriber in 2021-22, although this may have changed now.

Software for annotating data for diverse methodological purposes:

NVIVO: I am an educator, whose curiosity extends to questions that cannot be answered by only CA. I have designed and executed projects which require analyses (content as well as thematic) of interviews, documents, and other sorts of data, either as a separate project or in combination with CA. For coding, categorising, visualising, and analysing qualitative data, I found NVIVO as an effective tool. Its embedded video player, though, is something that limits its potential for CA researchers. Therefore, using NVIVO for only CA purposes is out of question for me, at least today. Nevertheless, my use of NVIVO alongside Transana in the same project (e.g. Sert, Gynne & Larsson forthcoming) helped me combine CA with other methods of analysis and I am therefore intending to explore future possibilities with NVIVO.

Antconc: Antconc is a corpus linguistic software that I have been using for research and teaching purposes. In addition to my corpus linguistics projects, I used Antconc also to make post-analytic observations following CA analysis of longitudinal data. One example is Sert (2019), in which I used Antconc to annotate turn completions in order to document change in L2 user practices. In Sert (2019), I used frequency analysis in combination with dispersion analysis that followed my CA analysis of interaction between students who were engaged in L2 discussion tasks. Antconc, in my humble opinion, can be a good complementary tool in building collections and quantifying for CA research. In addition to the analysis of learner language, I have recently integrated Antconc into a professional development project which is leading to the birth of a new methodological approach: collaborative micro auto-ethnography.

Video Enhanced Observation (VEO): I have been using VEO since 2015 in my projects on teacher education (see Sert 2021; Sert et al. forthcoming; Gynne et al. 2022) and

professional development (Sert and Carlsson forthcoming). Using VEO, I have developed tagsets that help me annotate, on-site and retrospectively, videos on a mobile device or a computer. VEO helped me build collections of “observations” that I used for analysis and for education/training purposes with teachers and students.

Software for image and video editing:

GIMP: I have been using GIMP (Mac version, free) for more than 10 years to edit images for publication purposes. It is easy to blur images for anonymising participants. I prepared a GIF presentation to explain this process: <https://olcaysert.net/2021/04/13/blurring-faces-in-pictures-gimp/>

QuickTime: I use Quicktime to trim video files. It is by far the most practical software for this purpose, and it is the first software that I go to when I prepare videos for conferences or lectures. It helps me extract short clips from long videos which I then use either for transcription or as raw files on Wondershare Filmora before I start sketching, annotating, or subtitling videos.

Wondershare Filmora: I use Wondershare Filmora to anonymise videos (by sketching the whole video in black & white and blurring faces). I also use this software to add subtitles/transcriptions to the videos so that my videos are more audience/student-friendly.

References:

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