

“L2 teachers' disaffiliation from learners' actions as an indicator of decision-making processes”

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Meaning as...

(Discursive) action(s) in context

“CA is a field that focuses heavily on issues of meaning and context in interaction. It does so by linking meaning and context to the idea of sequence. [...] Underlying this approach is a fundamental theory about how participants orient to interaction.” (Heritage, 1997: 162)

After the fact accessible content

“Collecting comments is consistent with an interest in the participants’ moment to moment understandings as both reflecting and shaping their interactional conduct.” (Pomerantz, 2005: 95)

Current research project

L2 teachers' strategies as L2 class interaction administrators

L2 teachers' self-disclosure practices in the L2 class (Richards, 2006)

Four university-based teaching-learning contexts: **Glasgow**, Paris, Malaga and Almeria.

L2 class interaction analyses + self-recall interviews

Presentation outlook

Meaning in instructed L2 classes

L2 teachers' *means to mean*

Data analysis

Meaning in instructed L2 classes

The institutional nature of talk in in L2 classes:

- Goal-oriented (Seedhouse, 2004: 143)
- Participants acknowledge institutional context: interactional practices reduced and specialized (Heritage, 2004: 109)

Organization of talk in L2 classes:

- Participants' unequal conversational rights:
 - Most often teacher designs next speaker
 - Most often only teacher may self-select as next speaker (McHoul, 1978: 188)
- IRF discursive structure:
 - *I*nitiation – *R*esponse – *F*eedback (Seedhouse, 2005: 168)

L2 teachers' *means to mean* in L2 classes

L2 teachers' roles in instructed L2 classes

- **Conductor**: introduces topic, organizes pair/group work, distributes materials, sets deadlines
- Facilitator: ensures **intersubjectivity** (Schegloff, 1992) among participants
 - **Preventing** it from breaking down
 - Remaining on **standby** to deal with learners' queries
- As "F" movement legitimate holder (McHoul, 1990; Cullen, 2002)
 - Focuses on accuracy – **evaluative movement**
 - Encourages production – **discursive movement**
- Participant: acts as L2 input-provider, performs certain personal disclosure (**opinions** and **personal experiences**), acknowledges/listens other participants' contributions

Evaluative vs. discursive

L2 teachers' interactive actions as a balance between

- Planning (institutional order)
- Improvising (being responsive to present circumstances) (van Lier, 1988; Ellis, 2000)

L2 teachers' *packaging* (Ten Have, 1999) and *communicative flexibility* (van Lier, 1996; Cicurel, 2005)

- Beyond their institutional roles, L2 teachers may have a style of their own (Cicurel, 2005)
- Depart from the plan for the sake of general relevance (Borg, 2003: 94)

(L2 teachers') Disaffiliation

“Dispreferred responses are generally accompanied by hesitation and delay and are often prefaced by markers such as *well* or *uh* as well as by positive comments and appreciations. [...] preferred responses to actions are AFFILIATIVE and conducive to social solidarity, whereas dispreferred responses are DISAFFILIATIVE.” (Seedhouse, 2005: 167)

“[...] what CA can demonstrate from a behavioral standpoint is that T1 observably treats L11's turn [...] as a highly dispreferred—indeed, illicit—type of turn in the institutional context of teacher-fronted classroom talk. Consequently, this is how analysts should interpret this behavior also.” (Markee, 2004: 588)

(L2 teachers') Disaffiliation

L2 teachers' disaffiliative actions indicate faulty intersubjectivity

- Gap between teacher's planning and group's performance
- Inadequate learners' performance

L2 teachers' disaffiliative actions conducive to / indicating

- Decision making - redressing the interaction course
- Pedagogical principles (Breen et al., 2001; Gatbonton, 2008)
 - Have the most learners contribute
 - Have learners share speaking time
 - Have learners listen to one another

Pedagogic disaffiliative response

4 C: we're talking about when STRESS-affects-our live-and our
5 work (0.6)
6 in our XXX
7 (0.2)
8 FT: {°yes°} (3.0)
9 it's cause [many] diseases
10 C: [yes]
11 (1.0)
12 C: WHAT↑
13 (0.2)
14 FT: it's cause many diseases (0.5)
15 like hypertension=
16 C: =hmm=
17 FT: ={and} headache=
18 C: =YES (2.8)
19 and:-{#HOW do you know this↑#}
20 (1.4)
21 FT: how I know↑=
22 C: =a-ha=
23 FT: =I: read
24 (0.8)
25 C: (.) a-ha (0.2) have you-have you yourself {suffered that
26 sort of things:}↑ + hyper[tension]
27 FT: [y e s] + when I (0.2) {go-enter
28 in a kind of exam}↑ (0.4) (.) {my rate starts} (2.9)
29 it's {cause} #{all sorts}# [(chuckles)]
30 C: [a - ha] + ok: (0.4) do
31 you:-do you::- do you {do} the SAME thing↑ you-you-you st-
32 you ALWAYS have sTRESS before the eXAM:↑
33 (0.7)
34 FT: YES



Pedagogic disaffiliative response

18 C: =YES (2.8)
19 and:-{#HOW do you know this↑#}

“I am a bit surprised, I think, when this student says it cause many diseases because that’s {what initially} what I thought [...] I’m wondering what that particular student, what connection she’s making [...] basically I think I’m saying you sound {as if} you have a lot of medical knowledge, so tell us, what you know, tell the class [...] I’m not just talking all the time but hoping that they will say something”

Beyond pedagogic disaffiliative response

62 C: oth-oth-oth-other things↑ + that can contribute to
63 sTRESS::↑ + that can produce stress in us↑
64 (3.2)

65 AF1: maybe it's just the eh:: as the result of-from eh:
66 relationship of the peo-some people-{social stress}
67 (0.3)

68 C: ok + u-hu
69 (0.9)

70 AF1: and:-eh: the:-eh: this-eh {social stress} may {lead} to: +
71 eh: {psychotical crisis}-psychological disease + as
72 depression↑
73 (0.7)
74 (.) and another (0.2) eh: psychological disease (banging
75 noise)
76 (0.6)

77 C: so {we've got} HEADACHES + dePRESSION + hyperTEN:SION
78 {AF}: [u h]
79 C: [any]

80 other:↑ (0.6)
81 MANIFESTIATIONS of sTRESS:↑
82 (0.3)



Beyond pedagogic disaffiliative response

77 “I’m not quite sure whether, is this student, either she’s not listening,
78 {she’s hearing something else in her brain} that just makes her want to
79 {talk on that} or she’s misunderstood the path that we’ve taken, or
80 [...] is she just trying to show that she’s a good {speaker} or has she
81 quite not focused on what we’re saying [...] I’m aware that at this
82 point, apart from one comment from FT, this other student [...] is
dominating and I keep hoping [...] that {other people will come in}
but they’re not [...] people just got fed up listening to this lady”

Concluding remarks

Intersubjectivity

- Production of meaning (current speaker)
- Attribution/interpretation of meaning (interlocutors)

Intersubjectivity in L2 classes

- In principle, meaning is produced/attributed/interpreted according to institutional context

L2 teachers' stimulated recall interviews

“[...] the primary purpose in collecting video stimulated comments is to gain access to the thoughts, feelings, concerns, interpretations, reactions, etc. that were oriented to by the participants during Event₁.” (Pomerantz, 2005: 96)

- Evidence of L2 teachers' orienting to thoughts, feelings and concerns not exclusively related to L2 teachers' pedagogical concerns

Thank you

L2 teacher as conductor

1 C: so TODAY {carrying on with the theme} we're {going} on to
2 something that's a little bit less:-°a little bit° less
3 CHEERFUL (1.3)
4 we're talking about when STRESS-affects-our live-and our
5 work (0.6)



L2 teacher as preventing facilitator

81 J: [it was] VE::RY COLD: and
82 then it was raining and then there was a THUNDERSTORM BANG-BANG-
83 BANG in the [sky::]
84 LR: [uahh:] (laughs)



L2 teacher as standby facilitator

24 AM: {what does it taste like}↑
25 (1.5)
26 C: {(.)} it's-eh:hm (0.4) it's quite-it's quite SWEET
27 (0.3)
28 AM: uh:=
29 C: =and it's {got a} SOFT-texture



Evaluative “F” movement

7 C: THAT: is the first insTRUCTION + so aGAIN (0.3)
8 CONcentrating ONLY on the insTRUction (0.4) just put THAT
9 in the passive voice (1.9)
10 LN + you want to suggest XXX
11 LN: (clears throat) eh:↑ + {now} a
12 conclu-eh: concu-eh: con-CLUsion (0.3)
13 [X X X]
14 C: [HANG ON-HANG ON-HANG ON] + hang on-hang on (1.5)
15 NOW + the insTRUCTION IS↑ (0.6)
16 PAY:↑ (0.6)
17 AS MUCH aTTENTION (writes on board, 1.7)
18 so THAT's the instruction (0.7)
19 {now} you ONLY have to [work with that bit] (0.4)
20 AF: [(clears throat)]



Discursive “F” movement

41 AF2: I think they-they can speak=
43 R: =[I ↑]
44 AF2: [when] they walk
45 R: [REALLY↑]
46 AF2: [{because}] I
47 know {someone}
48 (0.3)
49 R: that you [k n o w]-in your home country↑ + in Siberia↑
50 AS: [(*laugh*)]
51 R: + yeah↑ + what do they- (0.2)
52 what do they [D O ↑]
53 AF2: [she's] MY cousin
54 R: your +
55 [cousin what does she do-what does [she d o]↑
56 AS: [(*laugh*)]
57 AF2: [she walk]-she walk and I have
58 to look for her
59 R: (*laughs*, 1.2)
60 AF2: XXX {and I have to look for her} XXX
61 R: SHE WALKS OUT↑
62 (0.5) and where does she↑-where does she GO:↑
63 (0.2)
67 AF2: I don't know



L2 teacher as participant with an opinion

240 R: (.) remember yesterday↑ + we talked about AM:biguous: +
241 information + what does that mean [XXX]
242 AF: [contradictory]
243 AF: [X X X] like
244 R: contradictory↑=
245 AF: =inCONSistent=
246 R: =inconsistent + INFORMATION +
247 which MAY-NOT-BE + VERY-CLEAR (0.4) and might (0.5)
248 be-in-conflict + in certain points (0.3) WHICH IS WHAT
249 LECTURES ARE LIKE (0.4) because lecturers aren't perfect
250 (0.6)
251 °well + most of them° (0.8)
252 (chuckles) XXX (0.3) ok



L2 teacher as participant sharing a personal experience

5 LR: what did you do in the last four
6 weeks↑
7 J: (.)=
8 LR: =J↑ (0.4)
9 J: ok I:-it's a good question-I: WAS WORKING↑ (0.5)
10 I was working for:-when the class finished↑-I was working for
11 two more WEEKS↑ (0.3) not HERE↑ (0.7) but- + in another BUILDING↑
12 (0.2) YEAH↑
13 LR: {ye[ah]}
14 J: [(.)] and: THEN: I went to: S:PAIN: for a
15 holiday-Spain[:]
16 AS: [hmm::]
17 J: [SPAIN]↑ [(laughs)]
18 AS: [l a u gh]



Packaging

“The notion of ‘packaging’ refers to the form chosen to produce the action, from the alternatives that might have been available [...] there are always different ways in which something can be done, and that the ‘selection’ from the set of possibilities carries meaning.” (Ten Have, 1999: 106)

L2 teachers' style

“[...] le cours de langue encourage ce que nous avons appelé une détopicalisation [...] Devant ces tentatives de détopicalisation l'enseignant peut soit résister et ne pas aller sur le chemin de traverse qui lui est proposé soit considérer qu'il s'agit d'une occasion à saisir.”
(Cicurel, 2005 : 6)

Intersubjectivity

“[Potential] convergence between the “doers” of an action or bit of conduct and its recipients, as coproducers of an increment of interactional and social reality.”
(Schegloff, 1992: 1299)