French language learning in junior secondary school: student perception, classroom interaction and implications for retention

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Author's declaration

This is to certify that:

I. this thesis comprises only my original work towards the Doctor of Education Degree

II. due acknowledgement has been made in the text to all other material used

III. the thesis does not exceed the word length for this degree

IV. no part of this work has been used for the award of another degree

V. this thesis meets the Macquarie University Human Research Ethics Committee (HREC) requirements for the conduct of research (HE27MAR2009-D06377HS)

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Date:

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Table of contents

Abstract

This research was undertaken due to the researcher's concern with improving retention in elective foreign language learning in the Australian secondary school context. Although more than 300 languages are spoken in Australian homes (Australian Bureau of Statistics, 2017), when it comes to learning languages at school, it has been observed that the level of student participation in elective stages of language study is low. In the state of New South Wales, the prevalent 'mono-lingual mindset' (Clyne, 2005) has led to a situation where, once the mandatory 100-hour study period of a foreign language is exhausted in junior secondary school (Years 7 & 8), more than two thirds of the student population never study a language again.

This qualitative research project, conducted in one case study school in Sydney, explored Year 7 & 8 language learners' perceptions of the process of language study and their reasons for opting in or out of elective courses. It collected classroom data through non-participant observation, surveys and class interviews. Data analysis with a Conversation Analytic approach has revealed that learners' perceptions have a major impact on their ongoing involvement with the subject.

The double nature of fun that the teacher and students talk into being in classroom interaction is unveiled to be a key element in the formation of learner perception. The findings of the study have lead to the construction of a model that explains how learner perception of *language learning as fun* is formed in the teacher talk dominated classroom environment and what criteria need to be met to sustain this perception as a catalyst for continued language learning.

The study sheds new light on the formation of learner perception, provides new directions for teacher professional learning, and addresses factors that influence retention in elective stages of language study.

Keywords: retention in languages; French language teaching and learning; learner perception; fun; classroom interaction; conversation analysis

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I am ever grateful to the remarkable discrepancy between Estonian and Australian educational systems when it comes to languages teaching and learning, without which this research would not have seen light.

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I am thankful to everyone who contributed along the way and tried to keep me on track – my close colleagues and especially Liz for always being there for me, my family and friends who believed in me, and my supervisory team: Dr Robyn Moloney, Dr David Saltmarsh, Dr Stephen Moore and Prof Meeri Hellsten. I would like to say a special thank you to Robyn who picked up the pieces during the revision and resubmission phase and reignited my enthusiasm. Her close support and guidance were instrumental to the success of this project.

My deepest gratitude goes to Tiina and Chopper for putting up with years of painful procrastination and the seemingly never ending writing and rewriting.

A PhD is a lonely journey in the sense that the main battle a budding researcher has to win is the one with her own self. “Kõik on hea, mis hästi lõppeb” (Estonian for: all is good that ends well) is a fitting summary for mine.

Chapter 1: Introduction

1.1 Overview

In this chapter, the research project is situated in its background context. The rationale, the conceptual framework and the purpose of the study are explained. The research questions are presented. The nature of the participants and a short profile of the research site are given. The significance of the project is established. Finally, some limitations of the study are discussed and the chapter summaries are presented to facilitate an understanding of a broad view of the project.

1.2 Background to the project

This research is concerned with the advocacy of languages education (formerly *Languages Other Than English* i.e. LOTE, also *foreign languages*) as a necessity in the fabric of a multicultural 21st century society. It is particularly inspired by the need to advance European languages teaching at secondary level in the Australian education system. Since the era of Prime Minister Kevin Rudd (2007–2010), there has been a push, accompanied by federal government funding, to teach Chinese and Japanese, the languages of Australian major trading partners in Asia. However, there has been no federal government level initiative to revive the teaching of European languages, leaving teachers to their own devices when it comes to convincing students to continue the language study beyond the mandatory courses completed in junior secondary school.

The author is an Estonian-born philologist, a degree received at Tartu University in Estonia, Europe. A philologist (*philo*: loving; *logos*: word, speech) is a person who loves languages and works with them, usually as an educator, interpreter and translator.

In Estonia, languages' study is mandatory throughout the primary and secondary schooling. Most students learn two or three foreign languages in that time and are fluent in at least one by the end of secondary school, usually studying a few more languages at university e.g. the

author continued with French, English and Russian and added Latin and Spanish to her repertoire. Having taught French across several educational settings in Estonia, the author moved to Sydney in the state of New South Wales (NSW) in Australia in 2004.

In 2007, completing a Diploma in Education course to gain permission to teach in Australia, increasingly more questions than answers started to arise about why the learning of languages was unpopular amongst Australian high school students. Searching for answers, the author enrolled in a PhD in Education in 2008. Working as a French and EALD (English as an Additional Language or a Dialect; formerly ESL – English as a Second Language) teacher in a public secondary school in Sydney has allowed the author to experience firsthand the struggles and the joys of being a language teacher in Australia.

In NSW, the compulsory 100 hours of language study are usually completed in Year 7 or Year 8 (first or second year of high school). 'Languages Study' as a school subject, despite being one of the Key Learning Areas, becomes an elective choice in Year 9 (third year of high school). Both research studies (Liddicoat, Scarino, Curnow, Kohler, Scrimgeour and Morgan, 2007; Clyne, Isaakidis, Liem and Hunt, 2004; Crozet, 2008; Lo Bianco, 2006; Group of Eight, 2007; Hajek and Slaughter, 2015; Clayton, 2017) and available numeric data (Department of Education Science and Training, 2007; NSW Curriculum K-12 Directorate, 2008: BOSTES, 2014) demonstrate a sharp decline in language course enrolments once elective subject selection has been introduced. After this point, more than two thirds of the NSW student population never study a language again (ACSSO, 2007; Erebus, 2002; Liddicoat et al, 2007; BOSTES, 2014; Clayton, 2017).

Although a new national curriculum, *The Australian Curriculum: Languages* (ACARA, 2011) has endeavoured to revitalise the language teaching landscape in Australia, its adoption in NSW will not be mandatory and is likely not to change the mode of delivery or the amount of language teaching/learning hours in public high schools. This means that the complex task of retaining students for elective language courses will still be left to language teachers to tackle (Lo Bianco and Slaughter, 2009; Hajek and Slaughter, 2015; Clayton, 2017). The present study is devised with this in mind. The author investigates the first and second year of high school (junior high school / Year 7 & 8 / Stage 4) French language learners' perceptions of language learning via recollected (interviews and surveys) and observable practices (classroom interaction). This study seeks to understand what makes these language learners 'tick' and how this understanding could be harnessed to further the case for effective advocacy of Languages education as a Key Learning Area in NSW.

1.3 Rationale

This project is the researcher's quest into understanding the phenomenon of language teaching in Australia with a specific interest in the retention of students in elective study in Languages. Once a phenomenon is understood, impacting on it becomes feasible. To impact positively on the issue of student retention in languages' learning, language learners' perceptions of language learning ought to be investigated (BOSTES, 2014; Clayton, 2017; Preston, 2009). The researcher proposes that if language teachers are presented with a critical account of elements that are known to positively impact on retention in Languages in Years 7 & 8 of secondary school, they would be better equipped to address the issue.

Years 7 & 8 (Stage 4 / Middle Years) is the period of the most significant intellectual, physical and social developments of adolescence (Smith, 2008). The brain development that occurs during the Middle Years likely influences all ideas, beliefs, abilities and behaviour of adolescents. This is also a period where students start to lose interest and motivation in studying and their achievement levels decline (Smith, 2008; Clayton, 2017). Therefore, reversing this trend by investigating how to ensure continued student engagement is paramount.

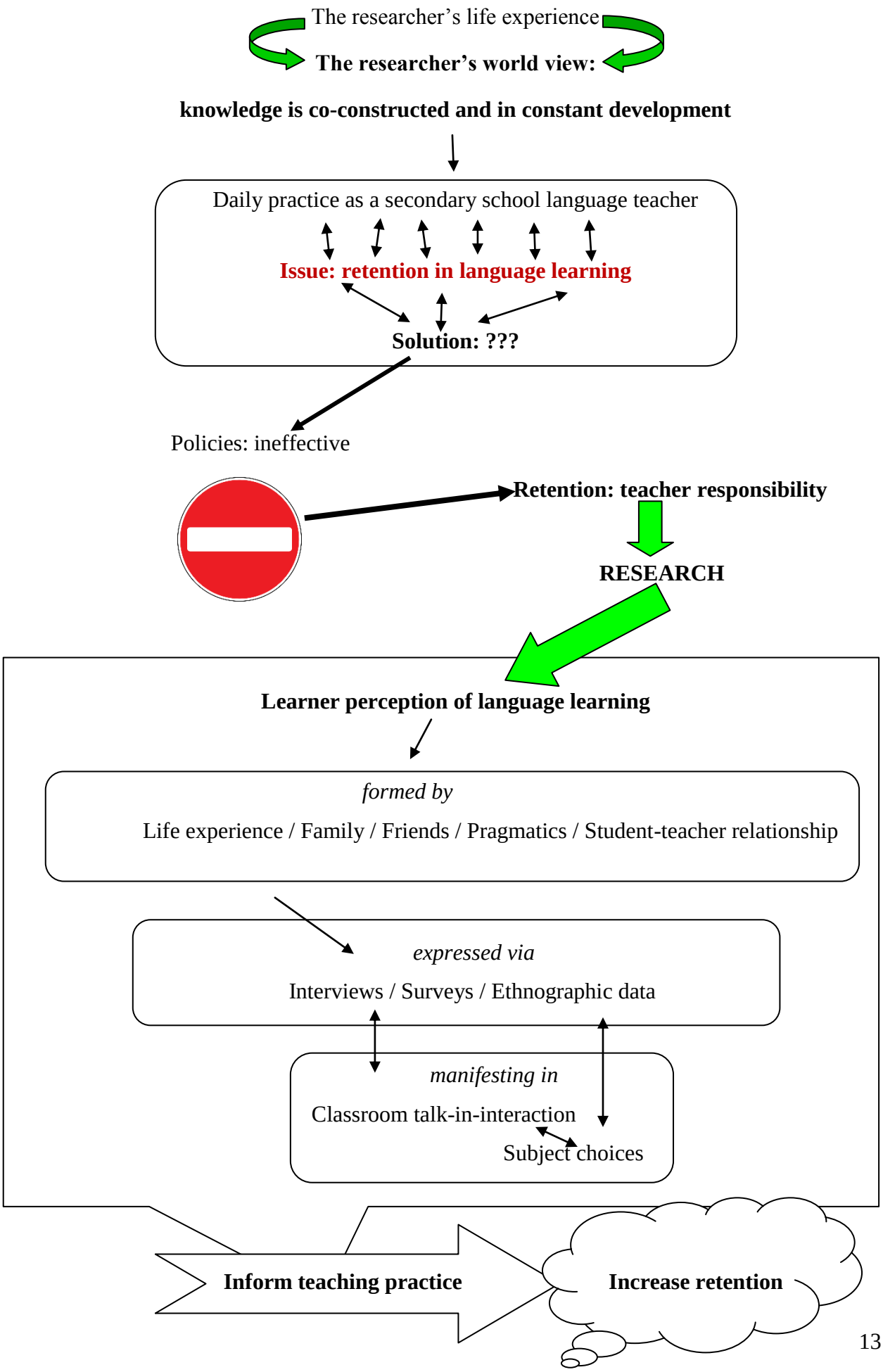
Previous research on retention in Languages has been conducted in Victoria (Scarino and Liddicoat, 2009), South Australia (Curnow and Kohler, 2007), Western Australia (Coghlan & Holcz, 2014) and Tasmania (Clayton, 2107). There is a notable lack in investigation of the learner perspective on learning languages in junior high school in NSW, a gap that this study endeavours to start filling.

1.4 Conceptual framework of the study

With the rationale of the research determined, the concept of the study was developed (Figure 1.1). Drawing on socio-cultural theories of learning (Vygotsky) and interaction (Ethnomethodology) that inform the theoretical and methodological solutions in this study, the researcher aims to inquire how learners feel about their language learning experiences, how these experiences manifest in the classroom interaction, and what could be the implications for student decisions and choices in relation to elective language courses.

Treating mono-lingualism as restrictive and not beneficial to individuals or the society as a whole, the researcher's first hand experiences with the poor retention in languages learning led her to a quest to understand the issue and to look for solutions.

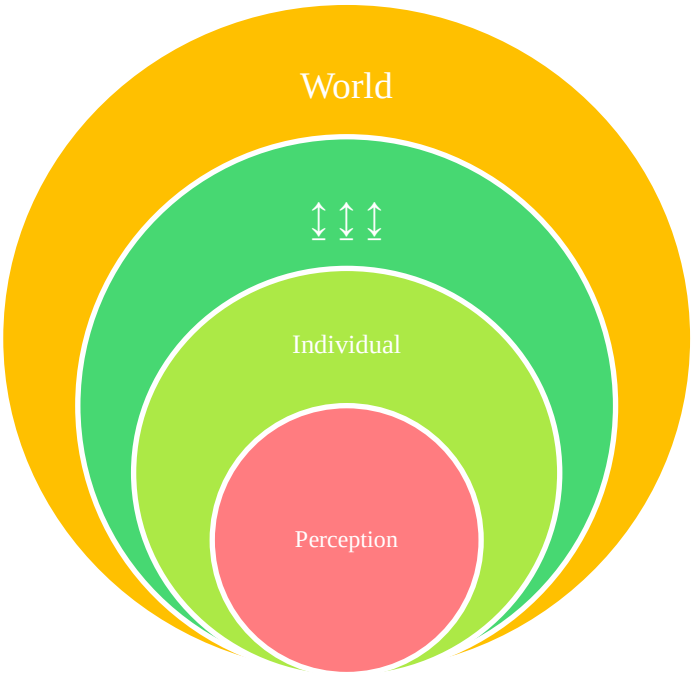
Figure 1.1 *Overview of the conceptual framework*



Knowledge is seen as co-constructed in interaction, with interaction being a premise where individual knowledge construction and internalisation is impacted upon – human beings are socialised into the practices of the culture in which they develop (Vygotsky, 1978; Gee, 2004). Through the processes of mutual attention and communication emerges a shared understanding between interactants that creates intersubjectivity – a socially shared method of practical reasoning that is used to analyse, understand and act in the commonsense world of everyday life (Gee, 2004; Garfinkel, 1967; Seedhouse, 2004; Heritage, 1984; Freebody, 2003). The co-constructed and constantly developing nature of knowledge classifies human beings as life-long learners.

Language differentiates humans from other species and enables us to think. As languages carry culture and values, learning another language widens our world view and makes us better human beings. Communication with the outside world and consequent internalisation of the gathered and triaged information is forming and reforming our perceptions of life (Vygotsky, 1978) as schematised in Figure 1.2.

Figure 1.2 *Formation of individual perception*

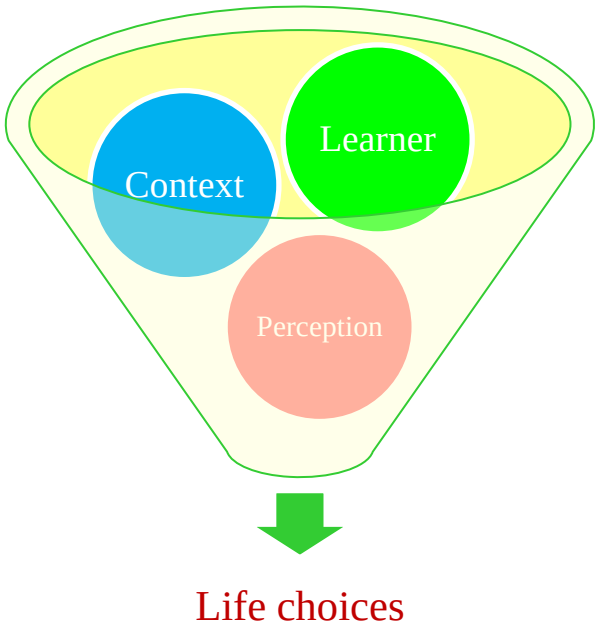


Individual perceptions are impacted upon and altered in interactions, making it possible to deliberately shape human behaviour, creating situated learning (Gee, 2004). From the point of view of learning, interactions can be considered fruitful when they bring about a permanent

change in an individual's thinking processes, resulting in a new paradigm that does not depend upon external factors i.e. extrinsic motivation. Perception impacts on motivation, and thus, life choices. The views that people hold, either directly or indirectly, trigger behaviours which become the visible part of the thinking processes formed in an ongoing interaction between individuals and the environment.

Language classrooms are social contexts where learners interact with each other, the teacher and the context (Preston, 2009). Motivation as a process is simultaneously shaping and being shaped by context (Preston, 2009) – so must be perception, making language classroom interaction a premise that allows an impact to be had on learners' decisions about their life choices (Figure 1.3). Due to the co-constructive nature of knowledge building, classroom interaction is a premise where learning intentions are manifested, offering a visible and tangible display of perceptions that learners hold about the subject at hand.

Figure 1.3 *Formation of life choices in classroom context*



The researcher posits that the consistency between learner views and understandings expressed in student interviews / surveys and as acted upon in classroom interaction indicates the perceptions being a reliable source of information. Therefore, a critical analysis of the observed and recollected practices should reveal elements that learners consider important when making a choice to choose a language for an elective stage of study, and these elements can be relied upon to inform the practice of language teachers.

1.5 Purpose

The inefficiency of the language policies (Section 2.3) suggests that languages are not valued at the Federal Government level. With no legislative support, increasing student numbers in elective language courses becomes every individual language teacher's personal endeavour. To be able to tackle the issue of retention successfully, teachers need to have a toolbox of practices that work for this end. The most important goal of qualitative research is to provide an in-depth description of the studied phenomenon: what occurs and how it occurs rather than why (McMillan, 2004). Therefore, the present study investigates the learner perception of the French language learning, aiming to account for its likely impact on the retention in the subject.

<u>The specific purposes of the study are:</u>

(a) to account for Year 7 & 8 French language learners' perceptions of their language learning experiences;

(b) to critically examine Year 7 French language classroom interaction in the light of the recollected practices;

(c) to provide a description of whether and how learner perception is reflected in the classroom talk-in-interaction;

(d) to account for the elements that have a potential to influence retention;

(e) to make a contribution to the research literature in the field.

The elective nature of Stage 5 & 6 (Year 9 to Year 12) language courses means that learner perception of languages and languages' learning becomes paramount. This perception can be impacted on in the classroom interaction using practices that have been shown to lead to increased retention. Accounting for such classroom practices to inform the teaching is what this study sets out to accomplish.

1.6 Research questions

With an understanding of the background, the purpose and the framework of the study, this section presents the research questions which frame the investigation. Retention in foreign language teaching is of great concern to the researcher due to her daily practice as a secondary school French teacher. Looking for solutions and finding little support in policy documents,

investigating language learners' perceptions about language learning was devised as an approach that has the potential to inform teaching practice and thus positively impact on retention. This study aims to provide a critical account of language learners' perceptions of the subject matter in a bid to identify the elements that could lead to increased retention in elective language courses. The study examines the following research questions:

Research question 1: What are junior high school French language learners' perceptions of the learning of the French language?

Research question 2: What is the nature of Year 7 classroom talk-in-interaction?

Research question 3: What is the relationship between Year 7 classroom talk-in-interaction and learner perception?

1.7 Research participants

The case study school is a single sex (girls) independent K-12 (kindergarten/elementary to secondary) school in an affluent suburb in Sydney, New South Wales, Australia. The percentage of graduating students is high and the results of HSC (Higher School Certificate, the public examination at the end of secondary school) are consistently among the best in Sydney, translating into high ATAR (Australian Tertiary Admission Rank) scores that qualify the students for an entry to their chosen tertiary educational institutions. The school offers a wide curriculum that has Languages education as an integral component throughout its Primary and Secondary sections.

The Year 7 (first year of high school) French language teacher whose classrooms were observed in 2010, had a track record of taking more than half of her students from Year 7 level through to elective courses. This achievement stands out in the NSW context where the majority of students opt out of language courses after finishing the compulsory study period (Clyne et al, 2004). The teacher speaks French as a mother language.

There were forty-seven Year 7 French language students in the case study school whose French lessons' classroom interaction was observed and recorded. In class groups (respectively 23 and 24 girls), the students took part in whole class interviews, answering semi-structured questions about their French language learning experiences, and filled in a short survey. During the visits, ethnographic data were collected about school life via classroom observations and informal teacher interviews. In 2011, follow-up observations and interviews were conducted with the continuing students in two Year 8 French classes.

1.8 Significance

This qualitative case study tracks junior high school French language learners' perceptions of the subject of French as the students move from a mandatory Year 7 course to an elective Year 8 French course.

The significance of this research is fourfold:

- Firstly, as there has been very limited previous research in NSW into the Stage 4 language learner perception of the subject, this study starts filling that gap;
- Secondly, the double nature of student generated 'fun' that this study has revealed questions the solely positive impact of fun on learner engagement that has been reported in research literature to date;
- Thirdly, a model (Section 5.4) explaining how learner perception is formed in classroom interaction is proposed, making it a distinct and original contribution to the knowledge in the field;
- Lastly, the elements of teacher practice that have a positive impact on language student retention into elective courses, are displayed.

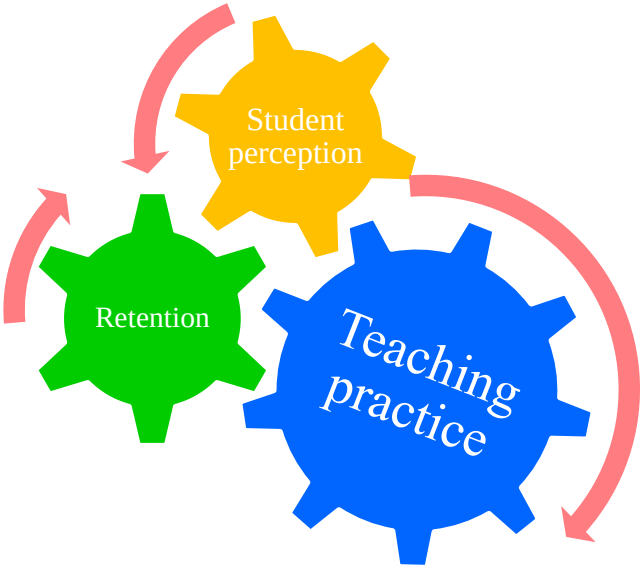
In Australia, there has been very limited research attention to Stage 4 (Year 7 & Year 8) French language students' perceptions about the subject and their reasons for opting in or out of an elective stage of study. To the researcher's best knowledge, only one similar study has been conducted – in the last century in Melbourne (McGannon and Medeiros, 1995). There is a distinct lack of attention to junior high school language learners and their plight in NSW.

Figure 1.4 displays the researcher's thesis of retention framework. Understanding what makes language learning relevant in the lives of Stage 4 (Year 7-8) students and how classroom interaction influences their decisions of opting in or out of elective language courses is envisaged to inform the teaching practice and guide teachers in adopting delivery methods that optimise retention from Stage 4 languages courses through to Stage 6.

The researcher attempted to gain insights into learners' relationship with the subject of French by linking learner accounts shared in interviews and via surveys to their observable manifestation in classroom interaction, making this study one of its kind in the Australian context.

The students' perception of language learning being fun, and its double nature that manifested in classroom interaction, have lead the researcher to a formulation of a specific model that relates the learner perception and its manifestation in the classroom to retention in languages.

Figure 1.4 *Retention framework*



In addition to the above, this research is also significant due to its potential to create a cyclic improvement framework from classroom practice to research and back: it identifies an important educational issue (retention in elective language courses), devises a grass-root solution to it (offering a critical understanding of learner perception in regards of opting in or out of language study) and informs teaching practice to address the identified issue.

Research consistently shows that the quality of teaching is the most significant in-school factor affecting student outcomes and that better appraisal and feedback leading to targeted development can improve teacher performance (AITSL, 2012; Lo Bianco and Slaughter, 2009).

Figure 1.5 *Australian Teacher Performance and Development Framework* (AITSL, 2012)

As outlined in the *Australian Teacher Performance and Development Framework* (AITSL, 2012), the processes associated with teacher performance and development typically occur in cycles, providing a structure for appraising, developing and refining teaching practice, and recognising the entitlement of teachers to receive feedback and support (AITSL, 2012). The framework is aimed at creating a culture of teacher quality, feedback and growth for all teachers within all schools (Figure 1.5). Aligning with the above PDC framework and with the *Great Teaching Inspired Learning* framework's approach to improvement of instructional delivery (NSW Government, 2013), this research project highlights the learning that teachers can obtain from researching their classroom interactions (Stronge, Ward, Tucker and Hindman, 2007; Watson, Miller, Davis and Carter, 2010; AITSL, 2017) and is aimed at informing the educational practice of teachers as reflective practitioners.

1.9 Limitations

The project carries the usual limitations of a qualitative case study. As one particular educational establishment with a targeted population was investigated, specific findings may not be generalisable to every educational environment, but the gathered knowledge and the devised research model are valuable contributions to the research in the domain of retention in language teaching.

Another limitation comes from the theoretical underpinnings and methodological solutions adapted for this study, highlighting the question of 'subjectivity' and 'objectivity'. To understand the studied practices, the researcher is bound to use her 'membership knowledge' or common sense (ten Have, 2002), making the results dependent on the researcher's world view. This limitation is acknowledged within ethnomethodological and conversation analytic approach, with the 'unmotivated looking' treated as a paradox because looking is always motivated by something: the analyst inevitably uses own membership knowledge to understand the transcript (Turner, 1971).

As the researcher is an Estonian trained French language teacher, her world view and expectations for language teaching and learning have played a major part in the designing of the study. The researcher acknowledges her personal connections with the language teaching community, and assumptions, as possible factors that may impact her interviewing, interpretation or "seeing" (Russell and Kelly, 2002) in "co-responsible inquiry" (Glesne and Peshkin, 1992; Wardekker, 2000) but has made every effort not to introduce a substantive bias into the research (Yin, 2014).

1.10 Summaries of the following chapters

In *Chapter 2: Literature review*, the existing literature is reviewed to contextualise the present study and gather research evidence to illustrate the research questions.

In *Chapter 3: Methodology*, the methodology employed is discussed, explaining the research processes undertaken and how these were determined by the literature on research methodology.

In *Chapter 4: Results*, the collected data are analysed, the results are presented and the research questions answered.

In *Chapter 5: Discussion*, the results are interpreted and the key findings discussed in relation to the purpose of the thesis; a new research model is proposed.

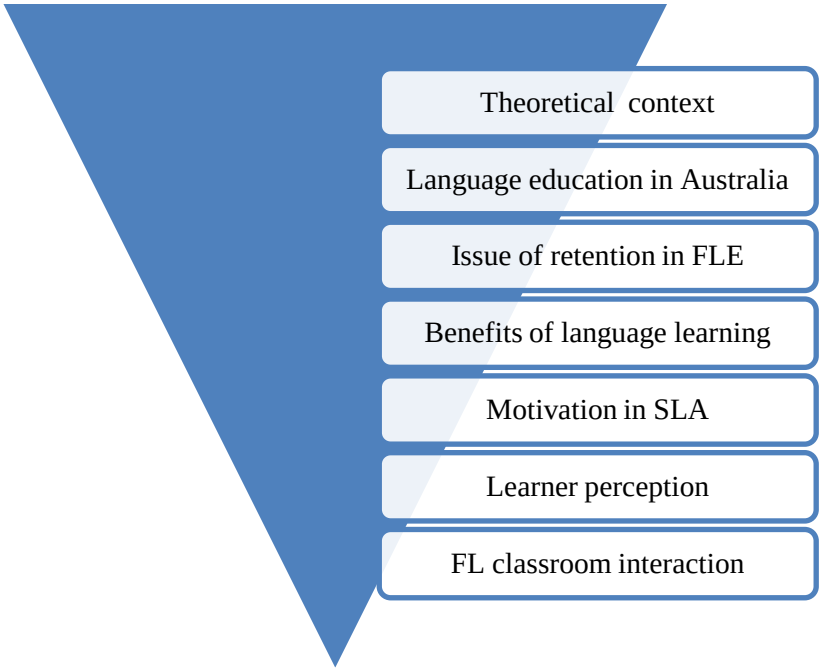
In *Chapter 6: Conclusion*, the findings are summarised and further conclusions drawn which answer the research questions. Recommendations and further avenues of inquiry are suggested in order to increase knowledge in this research area.

Chapter 2: Literature review

The premise of this study is investigating the perceptions that foreign language learners hold about the subject at hand and how these perceptions are acted upon in the classroom context. The researcher wishes to contribute to an understanding of how classroom teachers could positively impact upon the retention of learners in foreign language learning courses.

This chapter presents a review of the literature which has informed this study. The progression of the chapter is shown in Figure 2.1.

Figure 2.1 *Conceptual progression of Chapter 2*



First, the study is positioned within the theoretical framework that informs the reasoning of the researcher. Substantiating the choice of the research topic, the state of affairs in Australian languages' teaching and learning is presented, leading to the outline of the issue of retention in languages' education, especially in the state of NSW. Then, the possible solutions are investigated. The current situation and suggestions by the experts in the field are outlined.

Next, an overview of the benefits and motivation of foreign / second language learning (SLA) is given and the previous research on learner perception is reviewed to explore a variety of factors that affect students' decisions in regards of the elective language learning in the secondary school.

Lastly, the research literature on foreign language classroom interaction is reviewed with a focus on the teacher and learner communication in the classroom where the perceptions about the subject and the learning processes are formed and reformed.

2.1 Concept of the study

Foreign language classrooms are complex and multilayered environments that tie together the teacher, the learner and the current legislation in the domain. For the language teaching and learning to be successful in a given context, the relationship between macro level factors, such as the existing language policies that display the Federal and State Governments' positions, and micro level factors, such as teacher beliefs and learner beliefs, should be aligned.

Language policy documents are a product of the nation's leaders' understanding of the place of languages in the society that has developed and changed together with the changing times in Australian history and politics. Teacher beliefs on language teaching and learning determine how the language policies are enacted in a particular learning space, making it a crucial, but also to a certain extent unpredictable variable in the process. Although the language curricula and syllabi are set documents, the teacher's interpretation of these documents to write a program that then becomes a succession of lesson plans depends on any particular teacher and his/her view on teaching and learning.

The teacher is the center of the process of teaching and learning in the classroom. His or her efficacy determines the quality of that particular learning environment. If the teacher does not feel supported by the hierarchy above, be it the school leaders, policy makers or national leaders, it may impact negatively on his or her performance in the classroom and consequently deprive the learners of the inspiring teaching by a passionate educator.

The benefits of foreign language learning for individuals and the society as a whole are not reflected in the legislation or financial allocation to foreign language teaching (Lo Bianco, 2009). Consequently, the issue of retention has to be dealt with at the classroom level. To improve the daily practice, the teachers need to know what works so the precious time is not wasted on trial and error. The knowledge of what the students perceive as important when opting in or out of elective language courses is one such piece of information.

The perceptions of the subject that are formed in classroom interaction depend on teacher practices. As the perceptions largely manifest in the form of talk, the classroom talk-in-interaction is deemed to be a suitable premise to research how learner perceptions are talked into being by the members of classroom communities.

2.2 Definitions of key concepts and terms

To facilitate reading, definitions of key concepts and terminology used across the thesis are presented in this section.

Key Learning Areas: subject discipline areas that are compulsory for a Teaching degree and are a requirement of the primary school curriculum. Although *Languages* is identified as a Key Learning Area in Australian education policy documents, in NSW the study of a foreign language is only mandatory for 100 hours in Stage 4.

Foreign language (FL): a foreign language in Australian context is a language other than English that is mostly acquired in an educational system rather than in a community of native speakers of the language; foreign languages such as French, Italian etc are taught to Australian student population whose schooling language is English.

Second language (SL): a second language in Australian educational context is understood to be English (English as a Second Language – ESL; English as an Additional Language or a Dialect – EALD), the official language of schooling and instruction in Australia; SL is taught to students of language background other than English (LBOTE) – hence *a second language* because these students already speak one language as their mother tongue or their first language – who need to improve their English language skills in order to access the Australian curricula.

Stage 4: the first and second year of Australian high school (Year 7 & Year 8 / junior high school / the Middle Years); in Stage 4 all students study mandatory subjects

Stage 5: Year 9 & Year 10; three elective subjects are added to the mandatory subjects

Stage 6: Year 11 (Preliminary: Mandatory English with five elective subjects) & Year 12 (HSC – Higher School Certificate: Mandatory English with four elective subjects)

Out-of-field teaching: if there are not enough teaching hours in the offered subject courses to fill a teacher load, teachers are forced to teach outside of their specialist area (out-of-field) or act as casual teachers.

Ethnomethodology: a method of sociological analysis that examines how individuals use everyday conversation to construct a common-sense view of the world; coined by the American sociologist Harold Garfinkel (1967) in his Studies in Ethnomethodology.

Conversation Analysis: a systematic description and explication of the moment by moment, turn by turn unfolding of social interactions, accomplished through repeated listening or viewing of audio or video recordings.

Intersubjectivity: a shared perception of reality between or among two or more individuals.

Talk-in-interaction: talk produced in interaction that manifests the social order.

2.3 Theoretical framework

The guiding theoretical underpinnings of this study draw on the socio-cultural theory and Ethnomethodology. Language, a culturally developed sign system, is regarded as a tool for thinking and socially shared meaning construction (Vygotsky, 1978). Human beings have a predisposition for language development but need exposure to human language in order to develop this skill (Chomsky, 1986). Language is acquired and thus learnt through social interaction with more proficient members of society (Vygotsky, 1978) with second language development in natural settings following similar patterns (Baker, 2002; Pavlenko, 2005). Furthermore, this perspective on language suggests that language acquisition and use are so intertwined as to be inseparable (Firth & Wagner, 1997). The acquired language should become a means of deeper existential satisfaction that enables the grasping of the essence of human existence as posited by the speakers of that particular language (Heidegger, 1971; Freebody, 2007).

Heidegger (1971) suggests that ‘language is the foundation of human being’ (p 112), one kind of human activity that must be regarded as living creation. Speaking language transforms the speaker and leads to the discovery of the meaning of human existence (Heidegger, 1971). Human beings need language to be able to formulate thoughts: ‘no thing is where the word is lacking, that word that names the thing; word alone gives being to the thing’ (Heidegger, 1971, p 62). Fundamental dialectical process that gives rise to human thinking (i.e. consciousness) is the interpenetration of the human brain and human social activity, with consciousness being the consequence of social activity reflected in the human brain and the language development a social co-construction (Vygotsky, 1978).

Allowing direct access to language as a social creation, Ethnomethodology (EM) enables us to capture lived experiences of selected participants (Freebody, 2003). As a form of cultural science developed by Garfinkel in the 1950s, EM is considered both a theory and a method due to its premise of theorising and application of methodical activities in real world contexts (Garfinkel, 1967). EM sees the world as continuously created and recreated by social members drawing on reciprocal interactive relationships, using language as the main tool to act on the world (Freebody, 2003).

Ethnomethodology literally means *members' method*. It is devised to answer the question of how an interaction is accomplished, rather than attempting to discover the reasons for a social phenomenon. It aims to help researchers understand how the participants in a particular context make sense of their actions and at the same time how they make available their actions to one another (Heritage, 1984).

The leading idea of Garfinkel, the creator of EM, is that all human action and human institutions rely on people being able to make shared sense of their circumstances and act on the shared sense they make (Heritage, 1984). Coordinated and meaningful actions are impossible without these shared understandings – people use shared methods of practical reasoning (ethno-methods) to build the shared sense of their common context of action and the social world more generally (Heritage and Clayman, 2010).

Garfinkel (1967) devised a series of experiments that breached the seemingly taken for granted principles that govern human interaction. His premise was that to guarantee mutual understanding, all interactants must agree to cooperate and follow these invisible principles that only come to light when breached. The breaches caused moral outrage because they were treated as threatening the existence of the shared world. Garfinkel's experiments demonstrated that utterances in conversation are understood within context, as part of an emerging sequence and have both retrospective and prospective significance (Heritage, 1984). In other words, there is always a trigger for something that is voiced, it leads to the next utterance or reaction and both are most likely misunderstood without knowing the context in which they are produced.

The socio-cultural view of learning, treating social interaction of the classroom as a key to understanding the activities of the members of a given learning community, emphasises the situatedness of thinking and speaking in the context of activity that is authentic and meaningful in relation to the application of knowledge to be learned (Kumpulainen and Wray, 2002; Lave, 1996; Lave and Wenger, 1991; Gee, 2004).

Research inspired by socio-cultural studies has tried to identify different interactional patterns and episodes that can further learning, showing how exploratory and argumentative talk can be more effective in fostering students' critical thinking than routinised interactions because the former includes a constructive and critical engagement with ideas and meanings generated in the ongoing discussion and is characterised by statements with justifications and alternative hypotheses therefore knowledge is made publicly accountable and reasoning is visible in exploratory discussions (Kumpulainen and Wray, 2002, p 15).

The emphasis on treating cognition as a socially distributed, rather than an individual phenomenon, is emphasised in an ethnomethodological inquiry method of Conversation Analysis (Markee, 2000). Conversation Analysis is uniquely placed to uncover the standards of proficiency to which members hold each other (and themselves) accountable in and through talk, particularly over time. This emerging consensus suggests that learning behaviors may usefully be understood as a conversational process that observably occurs in the intersubjective space between participants, not just in the mind/brain of individuals (Markee and Kasper, 2004).

Learners construct through their talk acquisitionally relevant roles and identities that are quite permeable and are deployed by members on a moment-by-moment basis as a resource for making particular types of learning behavior relevant at a particular moment in a particular interaction (Markee and Kasper, 2004; Preston, 2009). How members construct roles and identities by observably orienting to the sequential, turn-taking and repair organisation of talk-in-interaction is inextricably intertwined with the idea that context is a local achievement and that learners are active agents, who transform tasks-as-workplans into tasks-as-activities on a moment-by-moment basis (Seedhouse, 2004). To the extent that these learner interpretations of lesson plans result in language-learning-oriented behaviors allow predicting that learners actively use the microstructure of interactional language as a resource for acquisition (Seedhouse, 2004).

Complying with the norms of intersubjectivity, learners use the microstructure of interactional language to display their understanding of what it means to be a language learner while constantly interpreting the interactional resources used by their peers and the teacher. Such moment to moment display of social co-construction lends itself to analysis through taking an emic approach that provides insight into participant perspective (Seedhouse, 2004; Markee and Kasper, 2004; Preston, 2009). Socio-cultural and ethnomethodological thinking has guided the researcher's theoretical approach to contextualising this study. The review proceeds to examine further the relevant research literature.

2.4 Languages education in Australia and the issue of retention

> *Fashioning a monolingual society out of generations of multilingual young learners has never been culturally intelligent, but it now will have increasingly visible consequences for the economic condition of a society as well.*
>
> *Peter Freebody (2007)*

The current global demands for intercultural understanding and harmony in contemporary society are strongly rooted in an appreciation of diversity which is best acquired through the learning of another language (Liddicoat, Papademetre, Scarino and Kohler, 2003; Clyne et al., 2004; Clyne, 2005; Liddicoat et al., 2007; Lo Bianco, 1987, 2004, 2008; Scarino, Dellit and Vale, 2006; BOSTES, 2014; Clayton, 2017). Recent census data shows that there are more than 300 languages spoken in Australian homes (ASCCEG, 2011; Australian Bureau of Statistics, 2017). Yet, when it comes to studying languages at school, the nation is lagging behind (Clyne, 2005; Lo Bianco and Slaughter, 2009; Slaughter, 2009; Hajek and Slaughter, 2015; Clayton, 2017). The state of languages learning and teaching in Australia has become a national problem (Clyne, 2005; Group of Eight, 2007; Liddicoat et al., 2007; BOSTES, 2014; Hajek and Slaughter, 2015; Clayton, 2017).

The status of the English language as *lingua franca* of the world is increasing faster than ever (Wright, 2006; Group of Eight, 2007; HESA, 2016) and 77% of Australia's population speaks only English at home (Australian Bureau of Statistics, 2017). However, the main rationale for language study given in language policy documents has not changed since 1980s: Australia still aims to educate language speaking specialists to meet the growing demands of the economic world market (Lo Bianco, 1987; DEET, 1991). In comparison to Europe where most students study two or three foreign languages during their twelve years of schooling, in Australia, languages are studied by relatively few (Clyne, 2005; Lo Bianco and Slaughter, 2009; OECD, 2013; Clayton, 2017), highlighting the reality that with the rise of English as the world's *lingua franca* other languages are losing their positions as tools of international communication (Crozet, 2008; Wright, 2006).

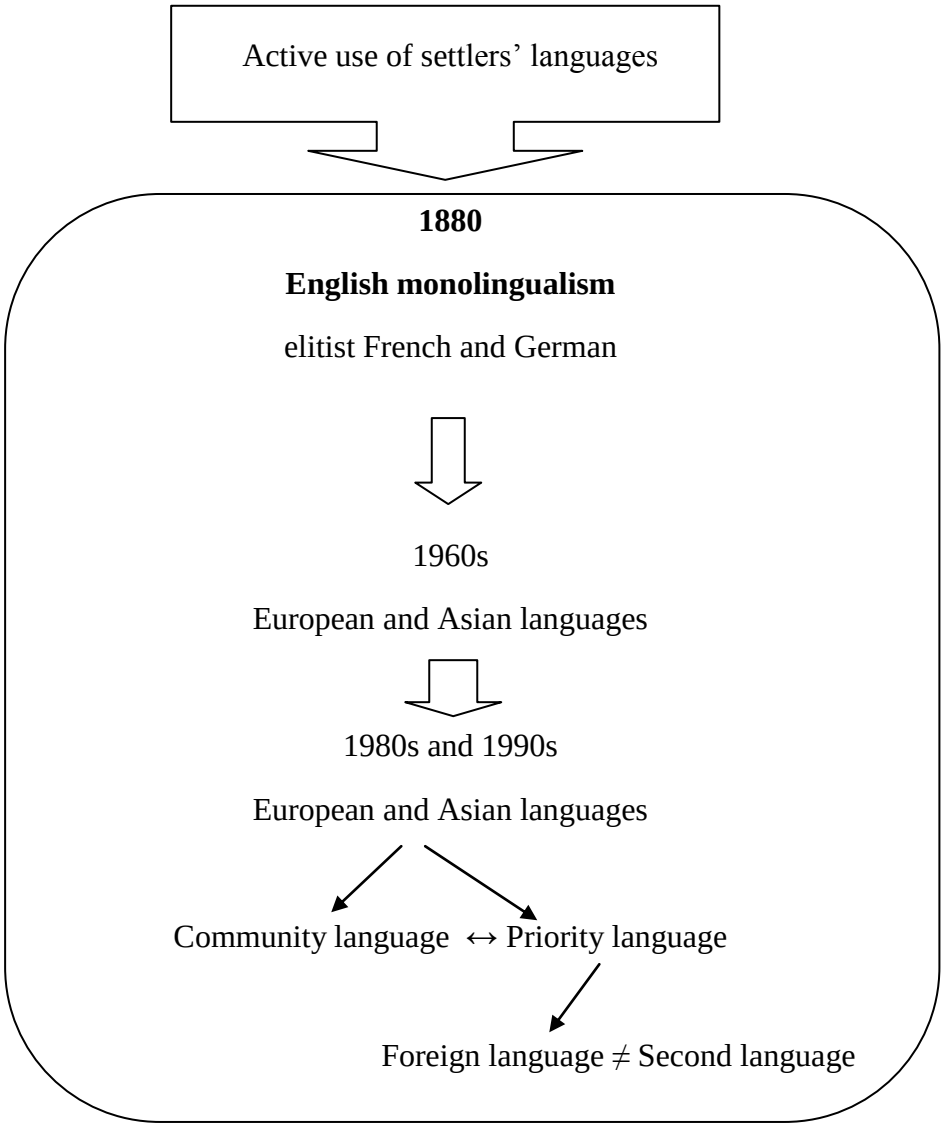
Globalization has changed the conditions under which foreign languages are taught, learned and used in the world, calling for a more reflective, interpretive, historically grounded and

politically engaged pedagogy than the communicative language teaching of the eighties (Kramsch, 2014; Hellstén, 2008). Although new methodologies such as CLIL, intercultural language teaching or task based approach have been devised and implemented, none has made a significant difference in combating the retention in foreign language teaching and learning in most of Australia (Clayton, 2017) and especially in NSW (BOSTES, 2014).

2.4.1 Languages teaching in an Australian context

The present situation in Australian language teaching has its roots in the decisions made over the past centuries (Figure 2.2).

Figure 2.2 *Progression of schooled languages in Australia*



Although the first hundred years of European settlement were marked by active public use of most settlers' languages, the Education Act of 1880 imposed English monolingualism in mainstream schools (Clyne, 2005). The conscious decision of a large Anglo-Celtic community to discourage the use of languages other than English has had a long lasting effect on the learning and teaching of those languages.

The world's rapid economic growth in the 1960s was a catalyst in changes into language teaching in Australia. Until then, the main languages taught in Australian schools had been French and German that, due to their elitist position, were considered not to pose a threat to English monolingualism (Clyne, 2005; Crozet, 2008). As the demand grew for a workforce with active knowledge of both European and Asian languages, utilitarian concerns brought along a growing emphasis on teaching Asian languages and on new teaching methods focused on developing communicative skills to allow Australians who are monolingual English native speakers to compete for jobs with people who are just as competent in English as they are and also speak one or two more languages (Collins, 2007; Clyne, 2005; Crozet, 2008).

In keeping with this new thinking prevalent in language teaching in 1980s and 1990s and in force at present, the Australian Languages and Literacy Policy (ALLP) emphasises economically and socially motivated language learning (DEET, 1991). In a bid to organise the structure of language teaching, ALLP identified priority languages (Chinese/Mandarin, French, German, Modern Greek, Indonesian, Japanese, Italian, Korean, Spanish, and Aboriginal languages) and community languages. Community languages were defined as spoken by community members and thus being relevant to speakers, as opposed to 'Languages Other than English' (LOTE) that was reserved for educational use as not specifying the relevance of the language to the pupil (Liddicoat et al., 2007; Clyne, 2004; Clyne, 2005).

In 1994, NALSAS Strategy plan (Curriculum Corporation, n.d.; Clyne, 2005) was introduced to support the study of Chinese/Mandarin, Indonesian, Japanese and Korean, due to the growing economic bonds with Asian countries. Strengthening these bonds, the numbers of Asian students studying in Australia were set to increase, bringing about a need to specify the meanings of *second language* and *foreign language*: the former is understood as a language learned in a location where it is typically used for everyday communication, the latter is learned in a location where it is not typically used, i.e. it is only or mainly used in the classroom context (Oxford and Shearin, 1994).

A foreign language classroom in an Australian context is a *situ* where foreign languages such as French, Italian etc are taught to Australian student population whose schooling language is English. A second language classroom is a *situ* where students of language background other than English who need to improve their English language skills in order to access Australian curricula are taught to operate in English language – hence *a second language* because these students already speak one language as their mother tongue or their first language.

In line with the goals of The Adelaide Declaration, (MCEETYA, 1999) 'The School Languages Programme 2005-2008' was devised as Australian Government languages education program (MCEETYA, 1999; MCEETYA, 2005). Its targets for year 2012 stated that all students through Year 3 to year 12 should study at least one language, and as a consequence, become competent users of that language (MCEETYA, 2005; Garner, 2007).

Although the Australian Government recognised the importance of international cultures and foreign languages for the nation's future in an increasingly global community, languages' education in schools was assigned primarily as the responsibility of State and Territory education authorities resulting in all states and territories creating and implementing their own language programs with the allocation of language study hours varying nationally (Liddicoat et al., 2007; Clyne, 2005)

'National Plan for Languages Education in Australian Schools 2005–2008' suggested that a whole school commitment to languages education, particularly support from school leaders, would influence the extent to which languages are valued in the curriculum (MCEETYA, 2005). All languages were considered equally valid but each school community had to decide which languages are best to be offered within the local context. The Australian Government provided $112 million over four years (2005 – 2008) to State and Territory education authorities to support the teaching and learning of Asian, European, Australian Indigenous languages and Auslan in schools and community language programmes in ethnic schools (Liddicoat et al., 2007).

Language course attrition rates indicate that meeting the targets of the MCEETYA 2005 – 2008 program has not eventuated (BOSTES, 2014). Currently, Victoria is the only state to have set an explicit goal to have compulsory language learning for all students in government schools from Prep to Year 10 by 2025. In all other states, mandatory languages' learning concludes with the end of Year 8 except in Western Australia where less than half of public high schools even offer foreign languages.

In addition to low attrition by English monolingual learners, students who have a heritage or background in a language are often unable to continue to develop their proficiency in that language in junior secondary school, and hence, are unable to access a suitable language course in Stage 6 (BOSTES, 2014).

In New South Wales (NSW), the curriculum mandates that students complete 100 hours of language study between Years 7 and 10, preferably in Years 7 or 8 (NSW DET, 2007; NSW Curriculum K-12 Directorate, 2008; Liddicoat et al., 2007). The implementation of the language education policy is compounded by a variety of education services. The administration of education offers three schooling types: Government (public), Catholic and Independent (NSW DET, 2007). Across these administrations the French language is the most widely studied Indo-European language in Years 7 and 8 within the Record of School Achievement or RoSA (known as High School Certificate until 2013) requirement of the 100 mandatory hours (NSW DET, 2007; BOSTES, 2014). French is also on top of the list of the languages studied for the Higher School Certificate (NSW DET, 2007; Liddicoat et al., 2007; Clayton, 2017).

However, the post-compulsory Year 9 French language course attracts far fewer students (NSW Curriculum K-12 Directorate, 2008; Liddicoat et al., 2007; Clayton, 2017). Language study in a post-compulsory Year 9 is marred by significant attrition rates in enrolments throughout the public and private education sectors (Liddicoat et al., 2007; Clyne, 2005; Coghlan & Holcz, 2014; Clayton, 2017). Once the compulsory 100 hours of language study are exhausted in Year 7 or Year 8 more than two thirds of the NSW student population never study a language again (ACSSO, 2007; Erebus, 2002; Liddicoat et al., 2007; BOSTES, 2014).

2.4.2 The issue of retention in foreign language learning

Although Languages, formerly known as LOTE (Languages Other Than English), are listed in NSW as one of the Key Learning Areas of the Curriculum, the reality is that despite years of lobbying the mandated compulsory hours have not been changed (Group of Eight, 2007; Kiernan, 2007; Liddicoat et al., 2007; NSW Board of Studies, 2007; BOSTES, 2014).

There are several reasons why retention in Languages is an ongoing issue but the most prominent is that languages education seems not to be high on the agenda in the society that is dominated by the ‘monolingual mindset’ (Clyne, 2005; Hajek and Slaughter, 2015). Everything else stems from this centre.

The report *The Current State of Chinese, Indonesian, Japanese and Korean Language Education in Australian Schools* (DEEWR, 2010) identified a number of impediments to language learning in Australia, including: a decline in student, school, parental and community value for language learning, insufficient time allocated to languages in schools, fear of competing against native speakers, the perceived negative impact of language study on tertiary entrance scores and a shortage of teachers.

The following sections present a number of issues that contribute to poor retention. Often, Languages are the lowest in the pecking order in schools' organisational structure (timetabling) and in learners' minds. A meaningful pathway from primary school language education to the high school courses is not guaranteed. The preparation of language teachers does not adequately meet the needs of the nation. The teaching methods fail to engage the present day learners because they do not reflect the changes in the society. To break this feeding cycle, a significant overhaul is needed that may well shake the very core of the education system as we know it.

2.4.2.1 School level factors

Some of the obstacles that elective language courses face at school level are developmental changes impacting on the decision making of Middle Years' students, and the issues with the availability of different languages.

Middle Years tend to be a period of decline in students' focus on, interest and engagement in learning and consequently in their academic achievement (Clayton, 2017; Smith, 2008). To reverse this trend, a structure and organisation of schooling that is flexible in timetabling, in student groupings and in the use of space and resources becomes paramount (Clayton, 2017).

However, languages offered in Stage 4 (Years 7 & 8) and the availability of languages as elective subjects in Stages 5 and 6 (Years 9 to 12) varies by school (Bennett, 2017). In many cases, schools are unable to meet the actual demand for language study in Stage 5 & 6 as they are unable to staff smaller language classes (BOSTES, 2014).

Even if a specific language course could be staffed, the popularity of other subjects may cancel out a language course due to low student numbers, especially in government schools where class sizes under 15 are not considered viable (Davies et al., 2008; Jin et al., 2011; BOSTES, 2014; Weldon, 2015).

There are 'distance' options to study a language via Open High School that gives students in year 7 to year 12 in government and private schools the chance to study 13 languages through

distance education. The Saturday School of Community Languages also offers students in year 7 to year 12 an opportunity to study a language up to HSC level when it is not available at their day school. However, these courses are suited to self-driven students with a strong work ethic and the numbers per school are capped to single digits. Resulting from this, in senior secondary, only about 10% of NSW students undertake a language course for their HSC, with their lessons often having to take place outside the timetable ("off line") i.e. before or after school, making commitment even more difficult (BOSTES, 2014).

2.4.2.2 Transition from primary school to secondary school

Another factor that sustains low retention is problems with transition between primary and secondary school language courses. The second language acquisition is a slow process and therefore the syllabus prescribes an extended period of study from K-10 (Cummins, 1999; Liddicoat et al., 2007). There does not appear to be advantages for developing proficiency in a particular language in case of discontinuation of language study at a premature stage (Liddicoat et al., 2007; Cruikshank, 2017). Yet, a report *The Current State of Chinese, Indonesian, Japanese and Korean Language Education in Australian Schools* found that the proportion of Australian students studying the four languages from K to Year 12 has decreased significantly since 2000, particularly in Japanese (most notably at primary-school level) and Indonesian (DEEWR, 2010).

High schools are often not equipped to differentiate Stage 4 language courses and all learners are placed in beginner level classes regardless of ability or prior learning (Blaz, 2006; Lo Bianco, 2009; Clayton, 2017). This leads to students repeating previously learned content and becoming bored and disenchanted with language learning (Clayton, 2017). In the most recent Tasmanian study (Clayton, 2017), students who have been subject to these circumstances report that they are tired of learning the language, dislike it or lack interest in it or want a new start. Issues in primary school language courses feeding into high school courses deter students from language learning, devalue the language instruction and fan the perception of languages not being important in the society.

2.4.2.3 Teacher supply

Teacher availability is another likely reason for continued problems with retention. There has been a shortage of language teachers for decades across all school sectors (Lo Bianco, 2009; Rothman et al., 2014). Liddicoat et al. (2007) attribute the lack of primary language teachers to teacher education degrees which do not allow students to develop their language skills and

qualify as language teachers, along with poor employment conditions which affect the retention rates of language teachers.

Although the Federal Government is currently addressing some of the issues in tertiary teacher education (establishing a minimum literacy and numeracy requirement for the candidates to improve the quality of the cohort and requiring all new primary school teachers to obtain a specialisation), it has not made a difference to language teacher training. The NSW Government's proposal to introduce a minimum ATAR of 65 for teaching qualifications from 2018 that would be rising to 70 in 2019 is likely to have the opposite effect of what is expected. Rather than attracting the more capable applicants into teaching it may result in reducing the teacher supply even further unless the change is accompanied by a significant overhaul of the salary system.

Therefore, on one hand, the supply for languages' provision in schools remains a challenge. On the other hand, in metropolitan centres where secondary schools are well supplied with language teachers, retention causes a different issue. If classes in Stage 5 (Years 9-10) and Stage 6 (Years 11-12) language courses are not formed, there are not enough hours in Stage 4 courses to fill a teacher load and, as a result, language teachers must teach outside of their specialist area (out-of-field) or act as casual teachers (Weldon, 2015).

Out-of-field teaching has recently become a recognised issue due its extent and impact and because it does not seem to have any viable alternatives (Weldon, 2016). Making languages' learning mandatory as proposed in the new Australian curriculum could be a solution. Taking a step towards a more multilingual society, *Shape of the Australian Curriculum: Languages* released by the Australian Curriculum, Assessment and Reporting Authority (ACARA, 2011) states that students in NSW should have access to 300 hours to 400 hours of language education from kindergarten to year 6; 130 hours to 160 hours in year 7 and year 8; 130 hours to 160 hours in year 9 and year 10 and 200 hours to 240 hours in year 11 and year 12.

However, the increase of language education hours outlined above is unlikely to ever materialise in NSW because time allocations for languages within the Australian curriculum are not mandatory and only given as indications: "The provision of indicative hours is not designed to establish time allocations or sequences of learning for teaching and learning in schools. Schools and school authorities will make policy decisions regarding time and sequences of learning when implementing the curriculum." (ACARA, 2017, p 2).

2.4.2.4 Lack of consolidative data

Another issue that language teachers face is the inaccessibility of meaningful consolidative data on language learning and teaching in Stages 4 and 5 that would allow comparison of what and how is being done in different schools state wide and Australia wide (Cruickshank & Wright, 2016; Cruikshank, 2017). With the formation of the Board of Studies Teaching and Educational Standards NSW (BOSTES) in 2014 (reformed into *NSW Education Standards Authority* or *NESA* since 1st January 2017), an attempt is being made to start using enrolment and assessment data in a systematic and responsive way to directly inform the training and professional development needs of Stage 4 and Stage 5 teachers (BOSTES, 2014). However, there appears to be no accessible consolidative state-wide data on Stage 4 and 5 language examinations or their results and consequently no conclusions can be drawn on possible academic reasons for Year 9 attrition.

Access to any available data is further complicated by each educational body governing their own assessment systems. Higher School Certificate (the public examination at the end of secondary school) apart, it is each individual teacher's responsibility to develop, based on syllabus requirements, summative assessments. To date, these consist of tasks in four skills: listening, oral production, written expression and reading comprehension (NSW Board of Studies, 2007; Clyne, Jenkins, Chen, Tsokalidou and Wallner, 1995; BOSTES, 2014). The optional Language Certificate Tests provided by Australian Council of Educational Research (ACER) and the French tests conducted by Alliance Française test the knowledge of the students learning French but because these examinations are voluntary no results are disclosed to general public (ACER, 2009; Alliance Française, 2009).

2.4.2.5 Teaching methods

In addition to the governmental disinterest in Stage 4 & 5 language teaching and learning, approaches to language teaching are to be considered as a likely factor in low retention.

For the past 40 years, Australian language teaching has been conducted under the Communicative Language Teaching (CLT) approach (Scarino, 2007; Curriculum Corporation, n.d.; Kraus, 2003). It is argued that the goal of the communicative language teaching, to replicate 'authentic' conversations in the language classroom, can never be achieved because classroom talk is always shaped by institutional purpose (Seedhouse, 1996). In most CLT classrooms comprehensible input in the target language is reduced to the utterances of modelling, correction and scaffolding, leading teachers to overestimate the

amount of target language they use in the classroom, because of an overuse of code switching (Kim and Elder, 2005; Clyne et al., 1995; Preston, 2009).

Reportedly, CLT leaves aside languages' cultural origins and the learner as a person although culture is an integral part of language and cannot be separated from its interactive accomplishments (Byram and Feng, 2004; Scarino, 2007). As CLT adhered to the concept of linear and additive view of language learning and the presentation-practice-production vision of language teaching already in practice earlier, its claims of distinctiveness are based more on communicative activities than on conceptual underpinnings (Kumaravadivelu, 2006).

The shortcomings of CLT have led to the development of Intercultural Language Learning perspective: while it also relates language proficiency to communicative competence, it incorporates an intercultural learning perspective that is aimed at amalgamation of learner's culture and the culture of the language studied (NSW Board of Studies, 2007; Liddicoat et al., 2003; Moloney and Harbon, 2010; Scarino and Liddicoat, 2009). Developing intercultural awareness is not a teaching method but a holistic learning process and as such should appeal to a wide range of learners (Liddicoat et al., 2003; Hanak-Hammerl and Newby, 2003). However, the research shows that although learners are receptive to the approach, it is rather the teachers who struggle with the concept and its application (Dervin, 2010, 2011; Moloney and Harbon, 2010).

To build on the learners' communicative competence through authentic tasks, Task Based Language Teaching (TBLT) approach was developed. It engages learners in interactionally authentic language use of the target language to perform a series of tasks with an aim to enable learners to acquire new linguistic knowledge and to proceduralise their existing knowledge.

Central to TBLT is the teachers' understanding of what a task is and how it provides opportunities for communication (Nunan, 2004). The primary focus for TBLT is on 'meaning', leading learners to processing the semantic and pragmatic meaning of utterances in order to close an informational gap – an outcome other than the use of language because the language serves as the means for achieving the outcome, not as an end in its own right.

TBLT is expected to provide a greater exposure to the target language than traditional language teaching with the 'task' allowing students to communicate for a real purpose to achieve success criteria (Jaccomard and Kuuse, 2016). This very premise of TBLT of offering the opportunity for 'natural' learning inside the classroom has also been the main point of criticism because interaction in educational institutions is governed by institutional norms and

therefore the learning is always constrained by institutional agenda as opposed to natural learning that occurs outside of the institution (Seedhouse, 1996).

Combining the existing approaches of ‘content based instruction’, ‘language supported subject learning’, ‘immersion’, ‘teaching subjects through a foreign language’, and ‘bilingual/plurilingual education’, Content and Language Integrated Learning (CLIL) was developed as an approach that would engage the learner as a whole. It was originally defined in 1994 and launched in 1996 by UNICOM, University of Jyväskylä and the European Platform for Dutch Education to describe educational methods where language and content are taught and learned together in a dual-focused classroom context.

In CLIL classrooms, content subjects are taught and learnt in a language which is not the mother tongue of the learners (Smala, 2013). Knowledge of the language becomes the means of learning content, language is integrated into the broad curriculum, learning is improved through increased motivation and the study of natural contextualised language, and the principle of language acquisition becomes central, also improving learners’ intercultural understanding.

The interdisciplinary teaching of CLIL is expected to help learners to apply, integrate and transfer knowledge, foster critical thinking and increase students' motivation for learning (Smala, 2013). The downside is that while CLIL is well suited to high ability learners and sustains their motivation with every new milestones achieved, it is likely to have an opposite effect on low ability students who already experience difficulty learning in the context of their mother tongue (McKendry, Freihofner & Smala, 2013). Finding suitably qualified teachers is another ongoing issue with CLIL approach (McKendry et al., 2013). The suggested solutions to the above issues and their outcomes are presented next.

2.4.2.6 Looking for solutions

Over the years, there has been a consistent attempt by experts in the field to address the issues that feed retention. In 2007, a group of eight Australian universities (Group of Eight, 2007) launched a paper titled “Languages in Crisis”, and called a summit meeting of interested parties in Canberra. The Group of Eight agreed with the findings of ACSSO&APC report (2007): ‘Languages education needs a bold, high level intervention – it needs transformational leadership – it needs a circuit breaker to arrest the continuing downward spiral of quality language provision’ (ASCCO, 2007; Group of Eight, 2007).

In OECD countries, on average 8% of the compulsory curriculum for children aged nine to 11 is devoted to modern foreign languages, rising to 13% for children aged 12 to 14 – in NSW it has been zero and about 2%, respectively (OECD, 2011).

Liddicoat, the co-author of the detailed investigation into the state and nature of languages in Australian schools and collaborator in the widely adopted intercultural language learning approach advocates for a unifying policy that would lead to offering qualitatively equitable language education to all Australian students (Liddicoat et al., 2003; Liddicoat et al., 2007; Liddicoat and Scarino, 2009). This view is supported in a study into languages teaching in high school by Slaughter (2008) who argues for a far greater commitment to all languages on the part of governments and the development of comprehensive language policies. The educational value of learning languages should be stressed, together with its educational rewards and intellectual richness (Curnow, Liddicoat and Scarino, 2007).

Liddicoat et al (2007) argue that because 'Languages' is identified as a Key Learning Area in Australian education policy documents, studying languages should be compulsory with an expectation of all students developing capacity in at least one language.

Reflecting the line taken by most language education experts, Clyne suggests that primary school programs should feed into secondary school language enrolments (Clyne et al., 1995; Lo Bianco, 2006, Clyne, 2005; Liddicoat et al., 2007). Supporting the implementation of continuous language study is a fact that the NSW Language Curriculum is structured as a continuum of K–10 learning (Liddicoat et al., 2007). Curriculum is not a methodology; it reflects priorities for teaching. Thus, the presumed learning sequence is from Primary to Secondary, not just the 100 hours in Years 7 or 8. The same view is shared by the researchers from the eight leading Australian Universities and by a significant number of parents and students involved in a survey conducted by the Australian Council of State School Organisations and the Australian Parents Council, indicating that language study should be compulsory in Primary and in Junior High School (Group of Eight, 2007; ACSSO, 2007).

A solution offered by the literacy expert Peter Freebody is to combine the elements of language, literacy and literature into one language teaching methodology (Freebody, 1992, 2007, 2008). Such a well-rounded approach could present multiple facets of language and thus attract students with different interests and learning rationales. Literary texts in foreign language classrooms are important due to their authenticity and rich semiotics as they offer a cultural meeting point between languages and their respective cultures (Hanak-Hammerl and Newby, 2003; Freebody, 2007).

Lo Bianco (2008), a leading language education expert and the author of Australia's most prominent policy on languages – National Policy on Languages (Lo Bianco, 1987) – sees the future of Australia in maintenance and development of its linguistic and cultural richness. His main claims are that children's home languages must be supported, that a continuous, articulated and compulsory second language education must be planned and a rich variety of second language choices should be offered through schooling (Lo Bianco, 2008).

Lo Bianco advocates the teaching of languages that are made relevant to students. He refers to "the notorious unsuccessfulness of schooled second languages" that are taught due to the reasons of national security, economics or trade (Lo Bianco, 2008, p. 1). Lo Bianco (2006) believes that the main aim of language learning is to learn to speak naturally in another language to be able to perform the differences that individual language encodes. Learners need to acquire the intercultural knowledge and language awareness together with acquisition of a lexico-grammatical repertoire that is a prerequisite in the enactment of structural, contextual and interactional features of a language (Clyne, 2005). This view is supported by Australian students who report that they would like more meaningful activities in the languages curriculum, particularly activities which provide opportunities for communication in the language they are learning (BOSTES, 2014).

Supporting these ideas, the development of *Teaching and Learning Languages: A Guide* (Liddicoat and Scarino, 2009) represents a key part of the Australian Government's commitment to support teachers in delivering quality language education programs for all young Australians. The Guide states that learning a language should involve understanding how languages and cultures are a fundamental part of people's lives and that teaching languages from an intercultural perspective improves the engagement and learning outcomes of students of languages in Australian schools. The aim of the Guide is to help teachers create inspiring language learning environments.

Reflecting the suggestions by the experts in the field, a NSW Languages Advisory Panel (the Panel), proposed in a *New K–10 Languages Curriculum Framework and Support Materials* (BOSTES, 2014), with representation from key education sectors, community organisations, industry and business is established to oversee the strategic coordination of languages education initiatives such as the new Policy that will be long-term, developmental and sustainable. The Panel will give consideration to the value and purposes of languages education in the NSW context, promotion of languages education in schools and in the community and how to harness the strengths and expertise of languages education providers.

BOSTES (2014) has undertaken the development of a new K–10 languages curriculum framework that includes two strands: *language understanding* and *language learning*. Strand *language understanding* will incorporate outcomes that focus on language awareness, how to learn a language and intercultural understanding. Strand *language learning* will incorporate outcomes that focus on learning a language.

However, the reality in NSW in 2017 is that while the new framework is still not implemented, French teachers use the syllabi from year 2003 (NESA, 2017). As languages education policy and planning depend on fluctuations in political cycles and financial resourcing, the implementation of the new framework could well be years away. In talks about education a lot of time is spent arguing over things that do not matter very much such as class sizes, uniforms, curriculum design, which politician runs the Department for Education – all of which have been proven not to make a lot of difference to whether children do well at school or not (Hattie, 2015).

To make a difference at classroom level, language education planning and policy work must be aimed at improving the effectiveness of the teacher because good teaching is the single most important controllable variable in successful language learning; this, in turn, depends on the receptiveness of schools hosting language programs and the quality of teacher education that is determined by university and federal government support (Lo Bianco and Slaughter, 2009; Hattie, 2009).

Critiquing the developments in the field, Lo Bianco and Slaughter (2009) conclude that language teachers and learners have been left to their own devices because the recent policies give little consideration to the practical issues involved in schooling and instead stress accountability and imposition of numerical targets. Capacity-building, acknowledgment of the learner population, issues of motivation, resource constraints, personal aspirations, experiences and motivation, identity issues and family background have been left aside.

In sum, the reality to date is that New South Wales does not have a languages education policy, languages education is still inconsistent and incoherent and there is no aggregated data available for languages education across school sectors (BOSTES, 2014; Scarino, 2014). The only cross-system data collection available is the BOSTES enrolment and assessment data for Year 10, Preliminary and HSC courses and completion of the mandatory 100 hours. Currently, the Record of School Achievement (RoSA) states only that a student has met the mandatory 100-hour requirement but it does not even state the language studied for these mandatory 100 hours (BOSTES, 2014).

The factors that influence student retention operate simultaneously on macro and micro levels. The macro level factors (such as policy-related and therefore politics-related) are mostly out of a reach of a classroom teacher (NSW Board of Studies, 2007; Slaughter, 2009). The micro level factors consist of teacher and student dependent factors e.g. choices in how to approach daily teaching and learning activities. This level links directly to teacher performance and student achievement (Hattie, 2009; Stronge, Ward and Grant, 2011; AISTL, 2012; Department of Education and Communities, 2014).

Although "support for teachers and their pedagogies ought to be at the centre of school culture and external funding and policy supports" (Hayes, Christie and Lingard, 2006, p 15), a support for foreign language teaching at legislative level has so far not materialised. Therefore, to make a difference, retention has to be addressed and impacted on at the level that is attainable to classroom practitioners without support 'from the above'. This can be done by investigating teacher choices about their daily practice, classroom interaction that stems from these choices and the consequent student experiences informed by the latter. That is the domain that depends on teachers, and thus can be altered by their actions (Hattie, 2009; Stronge et al., 2011; Lo Bianco and Slaughter, 2009; AISTL, 2012; Clayton, 2017).

Moving in this direction, the NSW Government released *Great Teaching Inspired Learning* (GTIL) (NSW Government, 2013) plan in an attempt to make learning and teaching culture visible and publicly accountable, hoping to improve the quality of teaching and learning in NSW schools. The GTIL Action Blueprint (NSW Government, 2013) provides a set of 16 reforms and 47 specific actions across the whole career cycle of a teacher, from initial teacher training and induction for beginning teachers, through to how to best recognise and value experienced teachers and support potential school leaders. Hattie's *Visible Learning* (2009), a research into evidence based teaching practices that synthesised over 800 meta-analyses relating to the influences on achievement in school aged students, was one of the building blocks of GTIL framework (NSW Government, 2013; Hattie, 2009).

Ensuing from the above and based on a review of national and international practice at the system, school and classroom level, including the National School Improvement Tool developed by the Australian Council for Educational Research, the School Excellence Framework (Department of Education and Communities, 2014) supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. Currently being implemented across the NSW education sectors, it is aimed at helping students to

achieve better results by researching and sharing what makes an excellent teacher, and supporting the career long professional development of all teachers.

The Framework emphasises excellence in teaching by high quality teaching and leadership, distinguished by universally high levels of professionalism and commitment. It prescribes that the lessons and learning opportunities must be engaging and teaching strategies must be evidence-based. The teachers are expected to take shared responsibility for students' improvement and contribute to a transparent learning culture through the observation of each other's practices and through action research (Department of Education and Communities, 2014). Improving teaching is directed at improving outcomes for students so that everything that teachers do, and what is done to support them, links to increasing the positive impact of teaching on students (AITSL, 2012).

In 2017, four years after the launch of GTIL, there is no official data available of any milestones achieved. Anecdotally, in the researcher's perception, the execution of this framework at school level has reduced to a mere exercise in compliance and does nothing to lift teacher performance or student learning outcomes. This may illustrate Hattie's claim (2015) that one of the major limitations in education is teachers' refusal to take up successful ideas, preferring to argue that their class is unique. Hattie (2015) argues that educational practitioners know successful practices that have high probabilities of success but need to be convinced to integrate these into their daily practice. Meager professional development fund allocations do not help achieving this (Gonski et al., 2011).

As the observation of colleagues' practices has failed to bring about an expected improvement in teaching and learning, action research, the other improvement measure proposed in GTIL, could be better suited for the purpose of improving teaching due to its more personal nature. Action research is a form of self-reflective inquiry often undertaken by teachers to improve the effectiveness of their teaching, their understanding of their teaching practice, and the relation between their own teaching and the institutional context in which they teach (Hulstijn, Young and Ortega, 2014). It allows for a cyclic approach to improvement of instructional delivery with findings informing the educational practice of teachers as reflective practitioners (Stronge et al., 2007; Watson et al., 2010; AITSL, 2012).

Although action research is a viable option for classroom practitioners to implement research findings in their own teaching in order to decide on their effectiveness, the major flaw with this option is yet again the lack of funding (Gonski et al., 2011). AITSL has developed a diagnostic tool for the teachers to map their performance against the Australian Teaching

Standards (AITSL, 2012) and identify the areas that need improvement but with no adequate professional development funding provided to Government schools teachers are unlikely to undertake this demanding and rigorous work.

Hulstijn et al (2014) advise critical researchers not to attempt to control social processes or even to influence the decisions that teachers, learners and institutional authorities make but rather inform the initiation of public processes of self-reflection. They warn against research as a pragmatic undertaking that can lead to only a partial understanding of the phenomenon because of its limited goals of improving the lives of language learners or the effectiveness of teachers. They also argue that by focusing on the solution of a specific problem, researchers may be unaware of the context of the problem and thus their intervention can have unintended consequences (Hulstijn et al., 2014). Although these are valid concerns, the critical state of affairs in Australian languages' education indicates that the field benefits from the input by every researcher whose work is concerned with its improvement.

The Australian government is working to revive the teaching of foreign languages in Australian schools with the goal to ensure that at least 40% of Year 12 students are studying a language other than English, albeit with a focus on Asian languages, within a decade (BOSTES, 2014). To achieve this, a considerable change in societal attitudes and monetary and time allocations to Languages are required, not just another piece of legislation that is worded in modals. Ample research to date comprehensively demonstrates the benefits of language learning, leaving no doubt as to why languages need to be taught.

2.5 Benefits of language learning

The benefits of language learning have been researched for decades. Extensive evidence confirms the cognitive, social and cultural benefits of learning a language, as well as the economic benefits for Australia as a whole (Clyne, 2005).

Furthermore, research into second language acquisition has shown that anyone can acquire a second language if sufficiently motivated and given opportunity for practice (Pienemann and Johnston, 1987; Cummins, 1999). The average student can develop conversational fluency within two to five years; the learning of an academic register can take from four to seven years depending on many variables such as age, academic proficiency in the native language and transferability between writing conventions (Cummins, 2001; Bialystok et al., 2007).

The learning of a second language can be assisted by cognitive and linguistic transfer between first language learning and second language learning (Cummins, 1991). The knowledge

acquired in one language plays a major role in making input in the other language comprehensible (Cummins, 1981; Krashen, 1981).

Some of the many benefits of speaking more than one language are:

- ✓ understanding own language better (Hajek and Slaughter, 2015; Collins, 2007),
- ✓ continued creation of synapses in the brain (Collins, 2007),
- ✓ later onset of Alzheimer's disease (Bialystok, Craik, and Freedman, 2007),
- ✓ wider world view and tolerance that means better life quality for all (ACSSO, 2007).

Learning another language has been shown to extend students' intellectual and analytical capabilities and strengthen their cognitive and general learning capabilities, such as creative and critical thinking, improve student knowledge of concepts across the curriculum and enhance their employment and career prospects (ACARA, 2011) .

Research consistently indicates the role of foreign language learning in contributing significantly to communication and literacy skills in English (Collins, 2007). This includes enhanced listening and speaking skills as well as improved reading scores and increased ability to analyse and categorise information.

Students who learn languages benefit from the ability to communicate with speakers of another language as it gives them access to a deeper understanding of others and encourages them to look beyond the borders of their own country (Collins, 2007). Through the use of more than one language, opportunities to experience more than one culture enhance an awareness and understanding of diversity and difference in the community (Clyne, 2005).

Fernandez (2007) provides a detailed overview of the nature and findings of empirical research based on recent key articles and reports which reflect current trends and thinking in second language teaching and learning and from the field of second language acquisition research. Her compilation draws on literature from experts in a number of fields including second language acquisition, psycholinguistics and language education. To support and promote the benefits of languages education, she outlines the benefits of language learning for literacy development, cognitive benefits of language learning, culture, language and intercultural language learning, intercultural competency, global understanding of English as lingua franca and age and second language learning.

Echoing the ideas of the former Prime Minister and Chinese speaker Mr Rudd, the benefits of effective communication across multiple languages have long been known by the international business community as an indispensable tool for relationship building and

financial success. In an increasingly globalised world, polyglots are sought after in politics, economy and business.

Although the report for the research of the Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC) “Attitudes towards the Study of Languages in Australian Schools” stated that parents and students across the country expect the languages’ learning to be an essential element in a balanced curriculum (90% of parents and 70% of students stating that language learning helps students understand their world; 74% of parents and 66% of students stating that it improves their future employment prospects; 63% stating that the best way to learn about another culture is via language), a general apathy towards languages education was also highlighted by a significant number of school communities (ACSSO, 2007).

So far, the Federal Government policies and promising research findings seem to have been ineffective in persuading Australian youth to ditch their general apathy towards language learning (ACSSO, 2007; BOSTES, 2014; Clayton, 2017). Despite the understanding for the need to learn languages being evident, it does not translate into action when it comes to filling the elective language classrooms of Stages 5 & 6. Therefore, developing an understanding of how students’ perceptions of language learning impact on their study decisions is vital. For this purpose, a brief overview of attitudes and motivation in second language learning is given, leading to perception and its role in students’ decision making process.

2.6 Attitudes and motivation in second language learning

The role of attitudes and motivation in second language learning (SLA) has been predominantly researched from a social-psychological framework that links motivation to attitudes towards the speakers of the target language (TL), communication in TL and identification with the TL community as exemplified in the studies by Gardner and Lambert, Schumann, Krashen and others.

Gardner & Lambert (1959) made the distinction between 'integrative motivation', which is identified with positive attitudes toward the target language group and the potential for integrating into that group, and 'instrumental motivation', which refers to more functional reasons for learning a language such as to get a better job or to pass an examination.

Brown (1981) distinguishes between global, situational and task motivation and identifies attitudes as beliefs that the learner holds towards members of the target language group.

Gardner's (1985) socio-educational model is a synthesis of two types of attitudes: attitudes towards the people who speak TL and attitudes towards the practical use of TL. These attitudes do not have a direct influence on learning, but they support the learner's overall orientation and lead to motivation that does impact on learning. Despite there being no conclusive evidence to support his claims, Gardner (1988) maintains that in most cases there are significant correlations between at least some aspects of the integrative motive and some aspects of second language proficiency.

Table 2.1 *Components of foreign language learning motivation (Dörnyei, 1998, p 125)*

Language Level	Integrative Motivational Subsystem Instrumental Motivational Subsystem
Learner Level	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
Learning Situation Level	
Course-Specific Motivational Components	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Motive Authority Type Direct Socialisation of Motivation * Modelling *Task Presentation * Feedback
Group-Specific Motivational Components	Goal-orientedness Norm and Reward System Group Cohesion Classroom Goal Structure

Dörnyei's (1998) foreign language learning motivation framework was aimed at explaining the relationship of the learner and its learning object through the three levels of language,

learner and learning situation (Table 2.1). In this framework, individual and social aspects of learning are given equal importance.

Learning situation level is associated with situation-specific motives rooted in various aspects of language learning in a classroom setting.

Course-specific motivational components are related to the syllabus, the teaching materials, the teaching method and the learning tasks and link to learner's intrinsic interest, the relevance of the instruction to the learner's personal needs, values, or goals, expectancy of success and satisfaction in the outcome of an activity and the associated intrinsic and extrinsic rewards.

Teacher-specific motivational components concern the teacher's behaviour, personality and teaching style, and include the affiliative motive to please the teacher, authority type (authoritarian or democratic teaching style) and direct socialisation of student motivation (modelling, task presentation, and feedback).

Group-specific motivational components are related to the group dynamics of the learner group and include goal-orientedness, the norm and reward system and classroom goal structure (competitive, cooperative or individualistic).

Currently, Dörnyei (2005, 2009) himself has moved away from the above L2 motivational framework with an argument that the L2 motivation research should focus more on the learner's self-concept.

From the point of view of classroom practitioners, a motivated student engages productively in learning tasks and sustains that engagement without the need for continual encouragement or direction (Crookes and Schmidt, 1991).

Ellis (1985) observes that a lack of agreement on definitions of motivation and attitudes in SLA makes them difficult to measure. Therefore, although these frameworks and models attempt to explain many of the motivational aspects of language learning, none are readily adaptable to the present study that is interested in how perception impacts on learner decision about opting in or out of elective language study. It is hoped that from the analysis of the data a model emerges that fits to this type of research and that could be applied to any further investigations of such nature. Learner perception of the subject and teacher efficacy are crucial variables in the process of addressing retention, likely determining whether or not students continue learning the language in Stages 5 & 6. The influence of students' perceptions on their decisions about elective language learning is reviewed next.

2.7 Perceptions of language learning

The terms *attitude*, *motivation* and *perception* are all used in relation to language learning with a number of frameworks developed in an attempt to establish correlations between them (see Section 2.5). While some positive and negative correlations can be established between learners' attitude, their motivation to learn another language and achievement in foreign language learning, the domain is complex and generalisations are difficult to make (Dörnyei, 1994; Krashen,1981; Oxford & Shearin, 1994; Price & Gascoigne, 2006; Preston, 2009; Clayton, 2017).

For example, there is evidence to support the claim that a favourable perception of a language or the learning process or the teacher can ignite and sustain motivation and impact positively on learning and the level of competency in the target language (Krashen, 1981). At the same time, a negative perception can be overridden by a strong motivator e.g. holding a negative perception of a teacher who teaches a language course does not deter a learner from continuing with the language study because of the prospect of going on an overseas trip, but may affect the learner's attitude towards the learning. This suggests that learners' decisions to continue or discontinue language study are influenced by a combination of factors and a causal link between perception, attitudes and motivation does not always hold true. The definitions of the terms may assist in making sense of the possible correlations.

Perception is defined as awareness of the elements of environment through physical sensations which are interpreted in the light of experience (Merriam-Webster online dictionary). Fantini (1995) explains the development of perception with an individual selectively attending to certain aspects of the external world that are then formulated into thoughts and expressed through an available language system.

The definitions of *attitude* that are relevant in this context are: a position assumed for a specific purpose; a mental position with regard to a fact or state; a feeling or emotion toward a fact or state; a bodily state of readiness to respond in a characteristic way to a stimulus such as an object, concept or situation (Merriam-Webster online dictionary).

A search for *motivation* in Merriam-Webster online dictionary leads to *motive* that is defined as something (such as a need or desire) that causes a person to act.

Following from the above, it can be suggested that:

- perceptions are based on prior experiences;

- attitudes are reactions to stimuli and are likely dependent on how the individual, guided by a perception, relates to the stimulus;
- motivation is something that makes a person act, which, depending on the nature of the motivation, may go against the person's perceptions and attitudes.

From the perspective of ethical self-formation, learning links learners' individual agency with the social constraints of context, while balancing their aspirations for the ideal with the demands of the practical and envisioning their learning occurring across temporal and spatial dimensions (Clarke and Hennig, 2013, p 87).

Decisions about learning are an intricate balancing act of intrinsic and extrinsic motivators (Dörnyei, 1994, 1998): students can be led by the desire to be involved and experience enjoyment or act because of the instrumental value of the activity and be motivated through rewards or constrains even if they do not experience enjoyment. Attitudes may change or be stable but tend to have little influence in the face of such motivators. Perception, as it is based on past experiences, feeds the decisions about the future. Often, the same factors may act as catalysts or deterrents depending on the perception of an individual learner. Therefore, how students perceive a language and the learning of it is likely to determine whether or not they continue studying it as an elective subject (Taylor & Marsden, 2014; Clayton, 2017). The perceptions of continuing language learners and discontinuing language learners are presented next.

2.7.1 Continuing students

Pragmatic uses of language influence students' decisions about language learning to a great extent. Travel, communication and future plans are some of the main reasons that students continue with elective language study, especially in Stages 5 & 6 (Years 9 to 12). Similarly, a number of affective factors such as academic achievement, enjoyment of learning, personal interest and liking the teacher and the class influence students' foreign language enrolment and motivation to learn. The influence of family, friends and teachers is the third group of factors that shape the decisions of language students.

2.7.1.1 Pragmatic factors

A decision to continue language learning is often linked to how relevant that language is perceived in relation to the pragmatics of life such as travelling the world, communicating with native speakers, studying in the country where the language is spoken or needing language in the future career.

Clayton (2017) found that the students' desire to use languages during travel was one of the top three reasons to continue language study. Travel is cited in many studies as a reason to learn a second language (Kohler and Curnow, 2007; Lo Bianco and Aliani, 2013; Spence-Brown, 2014; Moloney and Harbon, 2015; Preston, 2017). It is an especially strong motivator to senior secondary students to continue their languages' study so they can put the learnt language into use in the TL country (Preston, 2017).

Communicating in a foreign language to speak to friends and family or use language in the future for study or career is another strong motivating factor for language learning continuation (McGannon and Medeiros, 1995; Kohler and Curnow, 2007; Lo Bianco and Aliani, 2013; Moloney and Harbon, 2015; Preston, 2017). Similarly to pragmatic factors, the influence of affective factors is perceived to be important to continuous language study.

2.7.1.2 Affective factors

Affective factors such as liking the class and the teacher, enjoying learning and having an interest in language and culture are some of the main reasons that lead students to continue with elective language study. Students are more likely to continue with language study if they perceive foreign languages as important for themselves, easy, and have positive attitudes towards language learning (Taylor & Marsden, 2014; Clayton, 2017).

Moloney and Harbon (2015) suggest that positive learning situations, academic achievement and the development of an Ideal L2 Self are three important components which encourage students to continue their second language learning. Moloney and Harbon (2015) describe an interrelated and cyclic nature of effective language education: positive experiences impact on learner attitudes which in turn feed the interest and restart the cycle.

Interest has been cited in many studies as a reason for continued language study (Kohler and Curnow, 2007; Spence-Brown, 2014; Clayton, 2017). McGannon and Medeiros (1995) conducted a study of 48 Year 8 French students in Melbourne. The main aims were to identify the factors influencing the decision of Year 8 students to continue or discontinue the study of French in Year 9, and to develop a description of the characteristics of continuing students. Gender, perceived ability in French, encouragement from parents and teachers, peer group preferences and beliefs about the career relevance of French were found to influence the decisions of students to opt in or out of the language program. The continuing students listed their proficiency in French, family and teacher recommendations, and job prospects as reasons to continue language study.

McManus & Marsden (2017) found that for L2 learners to make more accurate and faster interpretations of French morphosyntax, explicit instruction about L1 form-meaning connections is necessary, suggesting that a combination of L1 and L2 leads to gains in learning, which in turn is shown to sustain motivation.

There is a clear link between how the curriculum content is delivered and the enjoyment of learning. Cognitive advantages are a major reason to continue elective language study. While students value the cognitive challenge of language learning and are motivated by it, this also indicates that they perceive languages study to be difficult (Spence-Brown, 2014; Rothman et al., 2014). Moloney and Harbon (2015) report that a positive exchange experience and positive school language experience are influential factors in regard to students' continuation of language learning.

When students enjoy learning they are more likely to continue the language study in an elective course. Enjoyment is one the most frequently reported positive emotions in the classroom and one of the main motivating factors to studying a foreign language (Kohler and Curnow, 2007; Clayton, 2017; Spence-Brown, 2014; Lo Bianco and Aliani, 2013). Senior secondary students' high levels of enjoyment have been shown to correlate with high levels of academic success and perceptions of ease for language learning (Clayton, 2017).

2.7.1.3 External factors

The main external factors influencing students' enrolment in elective language study have been found to be family, teachers and friends (Clayton, 2009). This echoes Hattie's (2009) findings on the external influences that most impact on student achievement.

Teachers, parents and friends can motivate students in a positive or negative manner in terms of foreign language learning. Next to travel and enjoyment, parents/family and teachers have been listed as the highest motivating factors in continued language learning (Clayton, 2017; Spence-Brown, 2014).

Teacher influence on learners is supported by Ushioda (2003) who sees language-learning motivation as internally driven and socially mediated. It is a mixture of individual's intrinsic and extrinsic motivations that are supported and encouraged by external factors present in the classroom interaction. The fact that learners tend to refer to the class group, the teacher and the social dynamic when talking about their own individual motivations suggests teacher rather than learner control over motivational processes (Ushioda, 2003).

Attitudes to teachers, teaching materials and methods, teachers' over-optimistic and pessimistic views and cultural and philosophical issues, whether or not students feel valued by the teacher are likely to shape the choice of language study (Pavy, 2006; Clyne et al., 1995; Liddicoat et al., 2007; McGannon and Medeiros, 1995). Students appreciate a caring teacher who is kind, gentle, nurturing, encouraging and makes students feel capable and important, who is trustworthy, listens actively and shows genuine interest in students' lives (Stronge et al., 2007; Watson et al., 2010).

2.7.2 Discontinuing students

Interestingly, many of the factors that are perceived by continuing students as positive influences are considered to be negative influences by discontinuing students. Similarly to continuing students, pragmatic views on language use in relation to communication, study structure, future plans and career prospects are reported as main factors that influence the decision making of discontinuing students. Individual attitudes, interests, academic achievement, relationships and lived experiences that continuing students perceived positively are listed by discontinuing students as affective factors that lead to opting out of elective language study. Similarly to continuing students, the perceptions of teachers and advocacy by family and friends play a significant role.

2.7.2.1 Pragmatic factors

Clayton (2017) found that, similarly to the continuing students, the pragmatic approach to language use accounted for the top reasons for discontinuation: students believe that they can use English if they go overseas, their future studies do not require a language other than English or they cannot fit an elective language subject into their course of study.

Liddicoat et al (2007) emphasise the nature of elective subjects (e.g. time table clashes) as reasons for the decline in language student numbers. When deciding on a study structure, a language subject does not always fit well in combination with other more relevant subjects (Clayton, 2017; Spence-Brown, 2014; Rothman et al., 2014; Kohler and Curnow, 2007).

A perceived uselessness of a language in current lives or for future career is a strong deterrent, even if students display ability and potential for achieving well in language learning (Spence-Brown, 2014; Rothman et al., 2014; Kohler and Curnow, 2007; Davies et al., 2008; Moloney and Harbon, 2015; Clayton, 2017). While pragmatic factors play an important part in students' decisions about language learning, the impact of affective factors is even greater.

2.7.2.2 Affective factors

A number of affective factors act as deterrents to continued language study. Lack of interest, no perceived relevance, negative previous experiences, individual attitudes and preferences have been highlighted as reasons for the decline in language student numbers in elective courses (Liddicoat et al., 2007; Kohler and Curnow, 2007; Lo Bianco and Aliani, 2013; Spence-Brown, 2014; Clayton, 2017).

Curnow and Kohler (2007) found that secondary students in South Australia continue or discontinue their language studies primarily as a function of academic achievement, issues of personal interest, relationships and lived experiences. Moloney and Harbon (2015) suggest that when positive learning situations, academic achievement and the development of an Ideal L2 are absent, or there are personal or systemic barriers influencing students' subject choices, students are more likely to discontinue their languages study. Preston (2009) shows how lack of cognitive challenge and over-emphasis on the benefits of the use of TL can impact negatively on L2 motivational development.

Intermediate students tend to believe that natural ability is the main determinant of being good at French (Graham, 2004). Students who believe that ability is the determinant of success are at risk of discontinuing if they perform poorly in language studies, instead of recognising that success depends on their actions (Clayton, 2017).

Confirming the findings of Kohler and Curnow (2007), Lo Bianco & Aliani (2013) and Rothman et al. (2014), Clayton (2017) found that timetabling structures, unavailability of preferred language, subject priority or prerequisites and prioritisation of other interests all resulted in discontinuation of language study.

Many students and teachers perceive that more time and effort is required for successful HSC achievement in languages than is required for other subjects (BOSTES, 2014). It is also perceived that language courses are disadvantaged in the ATAR scaling process. Students report that even though they enjoyed learning a language in Stage 5 and would like to continue in Stage 6, this perception deters them from choosing a language for the HSC. This is particularly the case for students who hope to enter university courses with very high ATAR cut-offs. Some students, who do undertake a language course for the HSC, do not have their language results included in their 10 best units for ATAR calculation. This reinforces the perception that it is harder to obtain good marks in languages than it is in other subjects.

Research looking at retention rates at the tertiary sector (Martin and Jansen, 2012) found a strong correlation between nine of the main reasons for discontinuing: not being satisfied with

progress; expectations not being met; not enjoying the course content; not liking the way the course was taught; finding the course too difficult; finding the workload too high; not receiving good grades; falling behind in one's grades and unable to catch up; and feeling that other students in the class speak the language better.

Teacher attributes and practices have considerable impact on students' motivation to continue or discontinue language learning (Clayton, 2017; Lo Bianco and Aliani, 2013). According to the Board of Studies Teaching and Educational Standards NSW 'Review of Languages Education in NSW', some students report that motivation to continue post-mandatory study of a language is affected by uninspiring pedagogy, poor classroom management, insufficient challenge and low expectations (BOSTES, 2014).

Such attitudes are difficult to overcome without a conceptual shift in languages education rhetoric in a wider society, substantiating the need to concentrate language teaching advocacy on the most influential school level factor – the teacher and the impact of his/her classroom practices on the learner (Hattie, 2009; BOSTES, 2014; Hajek and Slaughter, 2015). Therefore, what teachers and learners do in the classroom and how they go about the business of teaching and learning will be explored next.

2.8 In the foreign language classroom

There are two common ways of learning a new language: the second language approach and the foreign language approach. In the second language learning approach, the learner is in the environment in which the language is spoken and learns it from other speakers to facilitate a pragmatic need to communicate in that environment (Oxford and Shearin, 1994). In an Australian educational context, the second language for foreign learners is understood to be English (English as a Second Language – ESL; English as an Additional Language or a Dialect – EALD) because it is the official language of schooling and instruction in Australia. Hence, a foreign language in Australian context is a language other than English that is mostly acquired in an educational system rather than in a community of native speakers of the language (Baker, 2002), highlighting the crucial role of the teacher, the learner and the classroom interaction in the process.

Although the English language is the language of instruction, Australian education establishments, especially the metropolitan schools, are multicultural and multilingual from both student and teacher perspective (Department of Education, Science and Training, 2007). It is common to have a language classroom with a teacher communicating in her/his second or

third language while teaching the fourth or fifth, and with students for whom the language they are studying may be a second or a third ‘foreign’ language (Kleinhenz, Wilkinson, Gearon, Fernandez and Ingvarson, 2007; Department of Education, Science and Training, 2007). In the framework of compulsory mass education (Baker, 2002), successful language teaching and learning depend on the teacher’s practices and the learners’ perceptions of the subject that are talked into being in the classroom interaction.

2.8.1 The role of the teacher

Teachers are the greatest resource in Australian schools. Their impact outweighs the impact of any other education program or policy (Jensen, 2010). Research consistently demonstrates that teacher quality is the greatest in-school influence on student engagement and outcomes (Office of Education, 2013). International studies suggest that the role of the classroom teacher may be as important, or even more important, than students’ family background (OECD, 2013).

Effective teachers can be a source of inspiration and provide reliable and consistent influence on young people as they make choices about further education, work and life (Organisation for Economic Co-operation and Development, 2005). Effective teachers are characterised as inspiring professionals whose classroom practices spark learner interest and sustain it successfully, overriding the society’s attitude to languages being unimportant (Lo Bianco and Slaughter, 2009).

Teacher efficacy is a strong predictor of student achievement. Other than the raw cognitive ability of the child, the only variable that really counts is what teachers do, know and care about (Hattie, 2009). It is the teachers and the nature of the curriculum, teaching, learning and assessment practices they construct that make the difference, with teachers likely being responsible for up to 20% of a student’s achievement (Smith, 2008). Over the years, several frameworks have been developed to measure teacher efficacy in order to determine teacher characteristics that lead to the growth in student learning outcomes.

2.8.1.1 Characteristics of effective teachers

In the 1990s, students in Australian schools expressed a view that a 'good' teacher helps with work, explains well so students can understand, is friendly and easy to get on with, is fair and straightforward, makes lessons enjoyable, cares about students, is understanding and listens to students, has a sense of humour, controls the class well and knows what he or she is talking about (Batten, Marland and Khamis, 1993; Westwood, 1996).

Despite technological advancements and new thinking paradigms, characteristics of effective teachers have not changed over the years. In 1996, Westwood (1996) found that effective teachers have well-managed classrooms where students have the maximum opportunity to learn and maintain an academic focus, have high expectations for their students, show enthusiasm, use strategies to keep students on task and productive, impose structure on the content to be covered, present new material in a step-by-step manner, employ direct (explicit) teaching procedures, use clear instructions and explanations and a variety of teaching styles and resources, monitor closely what students are doing, adjust instruction to individual needs and re-teach where necessary, provide frequent feedback to students and use high rates of questioning to motivate students and to check for understanding. This continues to be applicable and highly relevant in 2017.

In 1996, exemplary teachers used strategies which maximise student time-on-task, encourage active participation, ensure that students understand the work and can perform at high levels of success, and created a positive and supportive classroom environment (Westwood, 1996). These practices are still paramount in 2017 in ensuring student engagement and high academic achievement (Hattie, 2015).

To measure the impact that teachers' instructional practices and behaviours have on student learning, Stronge et al (2007) developed a teacher effectiveness framework grounded in a broad review of research on qualities of effective teachers. They investigated how teachers whose students experience high academic growth differ from their colleagues whose students experience less academic growth in a single year.

Stronge et al (2007) found that effective teachers demonstrate efficient routines and procedures in daily tasks, their behavioural expectations for students are higher than the expectations of the ineffective teachers and that there is a difference between the personal qualities, with effective teachers showing a higher degree of respect for and fairness toward students. What also makes effective teachers effective is their use of differentiation and complexity of instructional strategies, their questioning practices and how they handle disruptive student behaviour (Stronge et al., 2007).

Effective teachers model, demonstrate and practice fairness and respect, are consistent in enforcing rules and consequences, respect students and treat them like people (Stronge et al., 2007). They encourage social relationships with students and take the initiative to speak to them because such social connections between students and teachers enhance student self-

esteem and promote students' sense of belonging and connection to their class and school community (Stronge et al., 2007).

Effective teachers are reflective practitioners who actively seek ways to improve upon their teaching practice: they think about the strengths and weaknesses of their lessons, critique their own teaching and readily seek feedback from their colleagues (Stronge et al., 2007). Adapting the Stronge framework, a group of researchers from University of Tennessee led by Sandy Watson (2010) explored teachers' perceptions of what constitutes effective teaching. They found that teachers rated being caring, dedicated, a good communicator and enthusiastic with thorough content knowledge as the top five qualities (idem, page 17), supporting the research findings on student perception of effective teachers: students rank the affective qualities of their teachers among the top of their desired teacher qualities. They appreciate a caring teacher who is kind, gentle, nurturing, encouraging and makes students feel capable and important, who is trustworthy, listens actively and shows genuine interest in students' lives (Stronge et al., 2007; Watson et al., 2010).

Teacher efficacy is strongly conveyed through teacher's enthusiasm that has a direct effect on student achievement (Dörnyei, 1998; DiGiulio, 2004). An enthusiastic teacher instils enthusiasm in students and piques their curiosity, making them eager to learn: students are more likely to remember information if learning is fun and delivered enthusiastically (DiGiulio, 2004).

Teachers' instructional practices refer to variables that are located at the class level (Wagner, Göllner, Helmke, Trautwein and Lüdtke, 2013). Prominent theoretical models deal with domain-independent instructional quality that organises teachers' instructional behavior into three major domains: classroom organisation (including effective treatment of interruption), student orientation (including a supportive climate and individualised instruction) and cognitive activation (including the use of deep content, higher order thinking tasks and other cognitivele demanding activities) (Wagner et al., 2013).

Hattie (2009) defines teacher efficacy as referring to teachers' confidence in their professional abilities that lead to student learning. Positioning various influences on achievement in school-aged students, derived from the interpretation of more than 800 meta-analyses, on an achievement continuum, Hattie (2009) determined that an effect size 0.40 or higher brings about a real-world difference. Hattie's findings correlated with the dimensions of teacher effectiveness by Stronge et al (2011) suggest that indicators of good classroom teaching are universal (Table 2.2).

Table 2.2 *Teacher Effectiveness Dimensions with Hattie domain influence / effect sizes*

Stronge, Ward and Grant (2011)	Corresponding Hattie influence (2009) / effect size	
Instructional delivery	Quality of teaching Teacher subject matter knowledge	0.44 0.09
Instructional differentiation	Goals	0.56
Instructional focus on learning	Direct instruction	0.59
Instructional clarity	**Teacher clarity**	**0.75**
Instructional complexity	Teaching strategies	0.60
Expectations for student learning	Teacher expectations	0.43
Use of technology	Computer assisted instruction	0.37
Questioning	Questioning	0.46
Student assessment		
Assessment for understanding	**Providing formative evaluation**	**0.90**
Feedback	**Feedback**	**0.73**
Learning environment		
Classroom management	Classroom management	0.52
Classroom organisation	Not separately listed	
Behavioural expectations	Decreasing disruptive behaviour Behavioural organisers	0.53 0.41
Personal qualities		
Caring, positive relationships with students	**Teacher-student relationships**	**0.72**
Fairness and respect	**Respect**	**0.67**
Encouragement of responsibility	Goals	0.56
Enthusiasm	Not separately listed	

The above comparison of teacher effectiveness indicators emphasises that particular teacher practices and attributes lead to improved student engagement and learning outcomes. These practices include establishing positive relationships with students, using data to inform practice, teaching with clarity and providing effective feedback (Australian Government Department of Education, 2014; Centre for Education Statistics and Evaluation, 2015).

2.8.1.2 Teacher – student rapport

The ability to create a successful student-teacher rapport has been listed as one of the building blocks of teacher efficacy (Centre for Education Statistics and Evaluation, 2014). Research shows that classrooms that focus on teacher-student interpersonal interactions facilitate higher achievement and positive learning environments (Cornelius-White, 2007). Teachers who have a positive relationship with students are more likely to have classroom environments that are conducive to learning (Centre for Education Statistics and Evaluation, 2014). Effective teachers are able to build rapport with the students in the context of the asymmetric power relationship and the pedagogical goals of the classroom while reconciling the instructional and the interpersonal aspects of the teacher's role (Nguyen, 2007).

Rapport in a classroom context can be understood as a positive social relationship characterised by mutual trust and emotional affinity (Nguyen, 2007). Building teacher – student rapport is a key aspect of teaching because establishing a good relationship with students is extremely important in creating a learning conducive atmosphere in the classroom. A comfortable classroom climate is important because students learn better in such an environment where they feel motivated, confident and comfortable, especially in language teaching (Nguyen, 2007).

Effective relationships between teachers and Middle Years' students are central to student management and successful teaching and learning (Smith, 2008). The relationships based on mutual respect, dignity, trust and the teacher's belief that all students are capable of making progress are essential for young adolescents to continue to engage with classroom learning.

To build effective rapport with students, the teachers should be able to listen non-judgementally, respect aspirations of learners, create and maintain supportive classroom environment, be firm, fair and consistent in management of students, have high expectations and show personal professional interest in the student as an individual (Smith, 2008; Hattie, 2009). Chatting or small talk is an opportunity for the teacher to establish contact with the class, helping students to feel relaxed and ready to learn (Nguyen, 2007). Being warm, open, friendly, genuine and positive, listening to what students say and responding with humour are important elements in constructing a positive environment for learning (Nguyen, 2007).

Students with positive relationships with teachers that are high in closeness (i.e. mutual respect, caring and warmth between teachers and students) tend to have higher school performance despite a reported decrease in student connectedness with teachers in Middle Years (Rudasill, Reio Jr, Stipanovic and Taylor, 2010; Smith, 2008). Similarly, Hattie (2009)

found that learner-centred teacher variables have above-average associations with positive student outcomes: positive relationships, non-directivity, empathy, warmth and encouragement of thinking and learning are the specific teacher variables that are above average compared with other educational innovations.

In classes with person-centred teachers, there is more engagement, more respect for self and others, fewer resistant behaviours, greater non-directivity (more student initiated and student regulated activities) and there are higher achievement outcomes (Hattie, 2009, p 119). Hattie (2009) ranks positive student-teacher relationships as the twelfth highest influence (effect size 0.72) on student outcomes in terms of attitude and achievement. Compared with responses from students across Australia as a whole, NSW students responded less positively in terms of student-teacher relationships although these are more positive than both the OECD average and a group average of culturally similar and high- performing countries (OECD, 2013).

Exploring how rapport is built in specific moments of teacher–student interaction and focusing on tokens of laughter and/or smiling – observable resources frequently utilised in order to pursue intimacy and affinity – Nguyen (2007) concludes that the construction of social relationships permeates every single moment of teaching and learning, and participants in the classroom constantly and actively orient to these relationships. Teachers and students working together to accomplish their institutional goals tend to utilise any interactional resources suited for their goal (Seedhouse, 1996, as cited in Nguyen, 2007). Nguyen (2007) suggests that successful relationship building that leads to student engagement is the one blended into instruction throughout the lesson, rather than being formulated as separate sequences.

2.8.1.3 Student engagement

One of the key issues for Middle Years' students is the high potential for disengagement from school and learning that may be explained by their perception of academic success depending on ability (Smith, 2008). Accordingly, poor motivation becomes one of the most important factors in decreased engagement and lower academic achievement. On the other hand, research also indicates that Middle Years' students, particularly those in Years 7 & 8 do not feel intellectually challenged by the learning tasks provided (Smith, 2008). To increase motivation and engagement, learning tasks need to be active, directly related to the concerns of students, connected to contexts beyond the school and made relevant to the learner (Smith, 2008). Learning tasks should be intellectually challenging and require collaborative teamwork, have clearly defined roles and effective scaffolding.

The instructional and organisational aspects of classroom environment that promote student learning include a teacher's ability to encourage higher order thinking, connect and integrate prior knowledge into instruction, set well-defined parameters for classroom behaviour and cultivate an emotionally supportive classroom climate created in interactions between and among students and teachers (Reyes, Brackett, Rivers, White and Salovey, 2012).

Reyes et al (2012) found that teachers in classrooms high in emotional support are aware of their students' emotional and academic needs and choose age-appropriate activities that encourage self-expression and cater to students' interests whereas classroom emotional climates characterised as "neutral" have teachers and students who provide inconsistent regard for each other. In such environments, the teacher may be moderately warm, respectful and aware of students' emotions but also may be controlling or dismissive at times. Students in these classrooms sometimes share with and assist one another or laugh and smile with their teacher, but at other times are insensitive and uncertain about how to approach their teacher. According to their findings, students in emotionally supportive classrooms reported greater interest, enjoyment and engagement.

Reyes et al (2012) concluded that when teachers create a sense of community, respond to students' needs, and foster positive relationships, academic success likely ensues, because students are more engaged and enthusiastic about learning. To successfully engage learners, teachers need to have high expectations of themselves and their planning, teaching and assessment practices.

2.8.1.4 Instructional clarity

In a list of 150 influences on student achievement, Hattie (2009) ranks teacher clarity at ninth with an effect size of 0.75, placing it among the most powerful influences on student learning. He describes teacher clarity as the teacher's ability to clearly communicate the intentions of the lesson and the notions of what success means for these intentions. In addition to clear or explicit teaching, teachers also need to employ a range of teaching strategies and evaluate which of these are having the greatest effect on student learning.

Although few studies have investigated student ratings of instructional quality in secondary education at the student level and the class-level simultaneously within a factor analytic framework, student ratings of teachers' instructional quality are an increasingly accepted assessment method (Wagner et al., 2013). Wagner et al (2013) were interested in whether students can differentiate between different dimensions of instructional quality. Their analysis of students' perceptions of five central dimensions of instructional quality for two subjects

(English and German) in a large sample of students in secondary education supported the notion that student ratings of instructional quality can have high construct validity at both the individual and class level and also be generalisable across different contexts. Hattie (2009) scores formative evaluation provided to teachers about what is happening in their classrooms with effect size 0.9, making it one of the most significant teacher dependent achievement increasing techniques. He notes that as students are reasonably accurate in evaluating their own progress in a course, they are probably also accurate in evaluating the influences of the teacher.

2.8.1.5 Feedback

Feedback is defined as information provided by a teacher to a student about aspects of performance or understanding (Centre for Education Statistics and Evaluation, 2015). Hattie (2009) describes feedback as one of the most powerful influences on achievement, scoring its impact on student attitudes and outcomes with an effect size of 0.73.

While the advantages of teachers using data from assessment for formative purposes are well documented, for students to benefit from ongoing and constructive assessment, teachers must also provide timely and specific feedback based on that data (Centre for Education Statistics and Evaluation, 2015). Simply providing more feedback is not the answer, because it is necessary to consider the nature of the feedback, the timing, and how a student receives this feedback (Hattie and Timperley, 2007).

Sinclair and Coulthard (1975) coined the “evaluative feedback” that consists of teacher accepting, evaluating and commenting on student utterance. Hattie and Timperley (2007, p. 90) differentiate between feedback about the task (FT), about the processing of the task (FP), about self-regulation (FR), and about the self as a person (FS). They argue that FS is the least effective, FR and FP are powerful for deep processing and mastery of tasks, and FT can be useful for improving strategy processing or enhancing self- regulation.

For feedback to be effective, teachers need to deliver effective instruction that allows them to determine what form of feedback to give, when and how (Hattie and Timperley, 2007). According to Hattie and Timperley (2007), the frequency of feedback in classrooms tends to be low with the most common form of feedback being praise; boys hear more about their lack of effort or poor behaviour and girls are told more about their ability attributions.

Hattie and Timperley (2007) find that timely and constructive feedback is powerful because it allows learners to adjust and perfect their efforts. They describe feedback as being immediate

or delayed. The four fundamental rules of feedback should be followed for it to bring about an improvement in student outcomes (Hattie and Timperley, 2007):

- feedback should be focused on helping a student achieve a specific goal;
- it should be given about a small number of important points as to not cause cognitive overload;
- it should be constructive;
- the teacher should be willing to discuss it to encourage the student to buy into the ideas.

The different types of feedback are basic, instructional and coaching (Hattie and Timperley, (2007).

- ✓ Basic feedback tells students if they were right or wrong and provides a correct answer.
- ✓ Instructional feedback tells students what specific things they need to do to improve their performance in some way.
- ✓ Coaching feedback prompts students to think of ways to improve their work without explicitly telling them what to do.

Generalised praise is not considered to be feedback (Hattie and Timperley, 2007). Comments such as *well done* or *très bien* (tr.: well done) focus on student, not their achievement which can lead students to attribute praise to personal qualities rather than the work they have completed. Teachers often provide comments or feedback on students' effort rather than concepts and facts (Noor, Aman, Mustaffa and Seong, 2010).

According to Hattie and Timperley (2007), teachers often believe that they have given ample helpful feedback but students do not feel that way. What makes a difference for students is what they perceive they have received. Trusting relationships between teachers and students are likely to increase student ability to be sensitive to the teacher given feedback. Student achievement should be measured and feedback given in relations to lesson goals and task goals, not a comparison between individual students. A teacher should also be open to the feedback she/he receives from students.

To improve student performance, feedback should be based on facts, avoid personal judgement, be constructive and future-oriented (Noor et al., 2010).

In the context of teaching and learning languages, various definitions of the term feedback have been proposed with most indicating that feedback refers to informing learners about their work in progress (Noor et al., 2010).

Feedback can be identified as positive or negative (Noor et al., 2010). Positive feedback confirms a correct response from the learner and provides cognitive support that fosters motivation to continue learning. Examples of teacher's positive feedback include, 'good', yes, and 'well done' but these forms may not always signal that the students' response is correct as they could also act as preface to subsequent correction or modification of students' responses.

Negative feedback refers to immediate oral feedback which aims at mistake correction (Noor et al., 2010). Negative feedback as corrective feedback can be expressed as a recast, elicitation, metalinguistic cue, clarification request or repetition. It is important to select an appropriate type of feedback that caters for students' needs and the instructional activities (Noor et al., 2010).

Noor et al (2010) found that teachers who participated in their study corrected extensively (90% of all the erroneous utterances), using a range of different corrective feedback types and that they mainly relied on correction moves with meta-linguistic feedback and elicitations in order to invite the pupils to correct themselves. Noor et al (2010) posited this kind of corrective feedback to be typical for an analytic FLT context. The types of corrective feedback vary in different classroom activities but the more analytic and form-focused the activity (grammar exercises) the more initiations to self-correction leading to negotiations of form occur. When the focus shifts to meaning (text comprehension), the number of recasts is significantly higher.

Oliver and Mackey (2003) suggest that interactional feedback depends on the context of exchanges. They found that non-target-like initial turns attracted a varied feedback by the teachers, depending on the context of the exchange. In the content and communication contexts feedback was provided by the teachers more than half of the time, and 85% of the time in explicit language-focused exchanges but that in management-focused contexts, only about a third of learners' non-target-like utterances attracted teacher feedback, and even when it was provided in this context, the opportunity for learners to use the feedback was minimal.

It was explained by different functions of different contexts i.e. the aim of classroom management would have been to set up particular classroom conditions with the management-focused exchanges not seen as a useful site for learning. Therefore, the explicit language-

focused exchanges led to modified output 85% of the time, whereas feedback in management-focused contexts never resulted in modified output (Oliver and Mackey, 2003, p 529)

The use of appropriate and quality type feedback can be viewed as a significant tool in enhancing student learning (Noor et al., 2010). The efficiency of feedback as part of classroom interaction depends on the teacher's ability to use talk to accomplish his/her pedagogical agenda.

2.8.1.6 Teacher talk

In an institutional setting of a classroom, the teacher, by default, has the power that gives a right to talk over everyone and expect to be listened to (Seedhouse, 2004). In a traditional classroom interaction, the teacher usually controls the content of interaction and the distribution of speaking turns (Kumpulainen and Wray, 2002).

Research into classroom talk has demonstrated that teachers do most of the talking; student rarely engage in talk that extends for more than a few seconds. Smith, Hardman, Wall and Mroz (2004) found that in the typical classroom open questions made up 10% of the questioning exchanges and 15% of their sample did not ask open questions at all. Only rarely were teachers' questions used to assist pupils to produce more complete or elaborated ideas. Most of the pupils' exchanges were very short, with answers lasting on average 5 seconds, and were limited to three words or fewer for 70% of the time.

A monologic teacher is largely concerned with the transmission of knowledge and in doing so s/he keeps firmly the control over the class. Dialogic talk, in contrast, is oriented towards promoting communication through authentic exchange, during which the teacher genuinely makes efforts in order to help pupils share and build meanings (Molinari & Mameli, 2010).

A teacher who is a competent classroom interactant (Can Daşkın, 2015):

- ✓ uses language that serves her/his pedagogical goals and is appropriate for the students,
- ✓ maximises interactional space by increasing wait time, does not fill silence and encourages extended student turns,
- ✓ shapes learner contributions by seeking clarification, scaffolding, modelling, paraphrasing, reiterating, repairing student input, summarising and checking confirmation,
- ✓ uses effective eliciting strategies and encourages learners to ask questions.

The teacher typically controls classroom discourse as much through the function of their utterances (e.g. elicitations, nominations and evaluations) as through the conventional categories of syntactic form (Sinclair and Coulthard, 1975).

2.8.1.6.1 Lexical choices

Lexical choices are particularly significant as markers of institutional discourse (Jayyusi, 1984). Personal pronouns are crucial to intersubjective communication, being the means language provides for constituting the roles of interactants. Successful teaching encompassing well developed communicative competence in the classroom has been linked to an increase in the teacher use of inclusive pronouns such as *we, our, let's* and *us* (Rounds, 1987). *We* can be used as an inclusive *we*, in which the addressee is included with the speaker *(I + you)*, and an exclusive *we*, in which the addressee is excluded *(I + they)*. Using *we* in this fashion, the teacher can avoid constantly reminding students of their relative differential status. By using *we*, teachers can signal solidarity with their students while covertly maintaining a certain semblance of power (Rounds, 1987).

2.8.1.6.2 Questioning

Effective teaching must involve careful attention to classroom questioning (Westwood, 1996). Research indicates that there is a connection between higher achievement and the types of questions asked by teachers. The highest student achievement is found to correlate with many questions asked by teachers during lessons that yield correct responses from students (Westwood, 1996).

Sacks (1992, p. 49) states that questions are an interactive format that deals with discourse control. He shows that questions obey certain rules in every conversation:

- ✓ the questioner has the right to speak after the answer;
- ✓ the questioner controls the conversation because he/she defines the relevance of the next turn and decides or orients the topic;
- ✓ there is a general tendency to try to be in the position of questioner;
- ✓ there are many possible ways to elude an answer, such as responding with another question in a debate for control.

Three types of questions most frequently used in classroom interaction are (Smith et al., 2004):

- ✓ Authentic questions or open questions for which the asker has not pre-specified an answer: they allow a range of responses, often opinions, hypotheses, imaginings, ideas;
- ✓ Close questions invite an answer that the teacher has predetermined: factual questions ask for information about the topic and cued questions give clues to answer.
- ✓ Evaluation questions comprise three subcategories: clarification, management of behaviour or task and making connections e.g. with prior learning.

Smith et al (2004), researching whole class interaction, found that evaluation questions were used the most frequently but a high proportion (almost 84%) of them dealt with class management. Smith et al (2004) were surprised by a very small number of questions directed towards asking for clarification and especially making connections that are particularly important in school life, since they can facilitate and support learning. A high number of questions were of close type, guided by the teachers' predetermined objective or answer, mainly directed to verify the acquisition of facts or to recall information, and only a limited number of authentic questions were asked.

Smith et al (2004) observed that almost all close questions were followed by a short answer, while a long answer was more often subsequent to authentic questions; almost half of the answers were followed by a positive teacher evaluation, often expressed with one or two words ('Good', 'Interesting') and therefore an 'easy' way to certify the response, giving evidence to the presence of a monologic discourse in class

When teachers elicit learner reactions, they tend to have in mind what the learners' answer should be like (Lochtman, 2002). The teacher gives clues as to whether the learners' utterance is erroneous or not and what it should be like, leaving the learners the opportunity to correct themselves. If the correct form is not expressed, teachers correct the error themselves. This technique seems to mainly result in rule learning whereas recasts favour item learning or the learning of separate words (Lochtman, 2002).

The relative proportions of questions used by teachers show that classroom practices are dominated by patterns of discourse which are more concerned with the teacher telling and controlling the interaction, using questions with pre-specified answer or evaluation questions, than with acknowledging or utilising children's experiential or cognitive prior knowledge elicited by connections or authentic questions (Molinari and Mameli, 2010).

2.8.1.6.3 IRE / IRF sequence

One of the most traditional interactional structures of classroom talk is ‘initiation–response–feedback’ or ‘initiation–response–evaluation’ sequences (Sinclair and Coulthard, 1975; McHoul, 1978; Mehan, 1979). The Initiation – Response – Feedback (IRF) pattern was identified by Bellack et al in 1966 and investigated further by Sinclair and Coulthard in 1975. Mehan (1979) proposed the IRE sequence as assembled of two consecutive adjacency pairs: the Question/Answer turns and the Answer/Evaluation turns. Both are used with instructional intent and have the same basic structure in which the teacher initiates the sequence, the student is responsible for the answer turn and the teacher follows up in the third turn with evaluation or expansion (Markee and Kasper, 2004).

Hattie (2009) argues that if the third part of IRF takes a form of repetition of student utterance or praise, a *follow-up* would be a lexically more precise term than *feedback*: according to him, repetition or praise do not improve student performance because they do not qualify as feedback in a sense of moving students forward.

McHoul (1990) examines the classroom correction sequences in which a student's reply fails to receive a positive or accepting assessment in the teacher's third turn, and a correction-initiation produces sequence expansion. The third turn, instead of leading to a sequence closure becomes a teacher initiation followed by student or teacher corrections in fourth or subsequent turns. Critiquing McHoul's (1978, 1990) comparison of the organisation of classroom correction sequences with prior findings on conversational repair, Macbeth (2004, p 710) gives an excellent summary of IRE sequence from a conversational point of view:

“The normative IRE sequence shows three turns: a first question by the teacher, a student's reply in the next turn, and third-turn remarks by the teacher on the adequacy of the reply. (…) any regular sequential organisation can present itself in its "simplest" form, yet can on any actual occasion show expansion to an "nth" turn. Thus, IRE sequences may in fact consist of many more than three turns, or two speakers, yet in every case the sequence will come to completion when a positive evaluation in third-turn position has been produced.”

Richards (2006), investigating teacher identity displayed in classroom talk, discusses the pedagogic value of IRE/IRF interactional patterns that had previously been considered unproductive for language learning. He sees the IRF pattern as a powerful pedagogic instrument of teacher control, its institutional aspect making it an inevitable part of classroom talk. Interested in how the pervasive IRF structure could be used to better the language teaching, Richard (2006) proposes that teacher decision of how to use the third part –

feedback or *follow-up* as he calls it – has the most impact on the development of talk: the teacher should avoid evaluation and rather ask for more information while allowing students to self-select as next speakers. In classroom interaction, teachers' behaviours in the third turn are crucial for creating learning opportunities for students (Jacknick, 2009).

The third turn of the IRE/IRF sequence has been researched extensively by CA scholars. The teacher's accomplishments in the third turn are said to be the core of the work of teaching (Lee, 2007), positive assessments in the third turn tend to be heard by the students as deterrents to future elaboration (Waring, 2008) while teachers' third turn repeats can either lead to the close of the sequence or to expansions by the students (Park, 2013).

Expansions in the third turn such as checking for confirmation, seeking clarification and scaffolding shape student contributions and advance learning whereas missed expansion opportunities where student reformulation of a response is not sought have been shown to obstruct learning (Can Daşkın, 2015).

2.8.1.6.4 Wait time

Wait time is an important aspect of questioning. Rowe (1978, 1986, as cited in Westwood, 1996) discovered that teachers asked three to five questions a minute, but only allowed a second or so for a child to respond before asking someone else or providing the answer themselves. Limited wait time decreases teacher follow-up to shape student contributions and makes teachers fill in the gaps (Can Daşkın, 2015).

Rowe (1978, 1986, as cited in Westwood, 1996) found that when teachers deliberately extended their wait time to 3 seconds or more the length of the student's response increased together with the number of responses, students' confidence appeared to increase, more student-to-student interaction occurred, the number of questions asked by students increased and contributions from slower students increased. A practice that allows for an increased student contribution is the prioritisation of selected-student-speaks practice.

2.8.1.6.5 Selected speaker speaks next practice

Examining solicited and unsolicited student-initiated participation in teacher-fronted activity, Jacknick (2009) found an abundance of student-initiated participation in a setting commonly thought to be teacher-controlled that leads her to question whether previous accounts of participant rights and obligations in teacher-fronted activity are representative of most classrooms.

Hosoda and Aline (2013) found that in teacher-fronted classes, since one of the goals of interaction is for the teacher to examine whether the particular student that is nominated does or does not understand the instruction, preference for the nominated student to respond to the teacher's question is prioritised over preference for the progressivity of interaction. When the selected recipient does not immediately answer, the actions taken by the speaker and/or non-selected recipients for the interaction to progress, such as providing off-record assistance, display their unrelenting orientation to the selected-speaker-speaks-next practice.

In non-teacher-fronted group work, when a student selects another student and asks a question, if the selected student displays difficulty with providing an answer, other (non-selected) students occasionally provide on-record responses because they prioritise the progressivity of interaction over the selected-student-speaks practice (Hosoda and Aline, 2013).

2.8.2 The role of the learner

Stages 4 & 5 or Middle Years tend to be a period of decline in students' focus on, interest and engagement in learning and consequently in their academic achievement, making strong appropriate role modelling by significant adults very important (Smith, 2008). The pressure of social media, family and peer expectations and the need to become an independent individual may conflict with peer group and school norms. Therefore, creating a safe classroom environment where everyone is respected and supported becomes vital in these stages of schooling (BOSTES, 2014).

Classroom climate is determined by the dynamics of student groups (Gascoigne, 2012). With most organised learning occurring in some kind of group (classes, seminars, workshops, discussion group), the group has an effect on individual performance (Dörnyei, 1998). Classroom connectedness or student-to-student connectedness has been associated with increased performance and learning, with factors such as students smiling at one another, engaging in small talk or praising one another seen as critical for relationship formation among group members (Gascoigne, 2012).

A group-based neural coherence demonstrates the extent to which brain activity is synchronized across students and predicts both student class engagement and social dynamics (Dikker et al., 2017). Brain-to-brain synchrony is driven by a combination of stimulus properties (teaching styles) and individual differences (student focus, teaching style preferences, teacher likeability and personality traits). Shared attention mechanisms mark

certain dynamics of social interactions e.g. students prefer watching videos and engage in group discussions over listening to the teacher reading aloud or lecturing.

As relationships within groups influence students' self-concept and academic performance and the overall power relations in the classroom, the class group can have a significant impact on the overall effectiveness of learning, with group cohesion being one of the most important attributes for a successful communicative language class (Gascoigne, 2012).

About three quarters of utterances in 'traditional classrooms' are focused on transmission, following the IRF/IRE pattern (Initiation – Response – Follow-up / Initiation – Response – Evaluation) (Van Lier, 1996 as cited in Richards, 2006) whereas with the presently ongoing shift from teacher-directed to more learner-cantered learning environments the new patterns of classroom discussion management increasingly consist of 'self-selection and local management of turn-taking' by students (Cazden, 1988, p 54).

The classroom discourse literature identifies two basic ways in which students can potentially initiate interactions with their teachers: summoning (Schegloff, 1968) and calling out (Mehan, 1979, pp. 139–159). Summoning can be understood as students raising hands without the teacher soliciting student participation or hands raised in a bid to participate in teacher-initiated interactions (Shepherd, 2012).

In acknowledging students' summonses, teachers use discursive strategies that encourage students to ask questions and discourage other forms of participation, such as making statements or comments, thus helping constrain student participation while still allowing for student-initiated checks of understanding (Shepherd, 2012). This is achieved by inserting a sequence that confirms summoner intention to ask a question: the student is forced to respond to it before proceeding and is reminded of the preference for questions.

Calling out is another way in which students can initiate interactions with their teacher. Although there is some evidence that students can speak without teacher permission if they do so between IRE/IRF sequences (Mehan, 1979), calling out is most often ignored by teachers as a form of sanction and thus not incorporated into the lesson. However, a teacher acknowledging a calling out, even to express disagreement, treats it as a valid contribution: content related calling out tends to be considered valuable and worth addressing while attempts to gain turns are not (Shepherd, 2012).

Skidmore and Murakami (2012), displaying the co-constructed nature of classroom talk, highlight the non-linear, dynamic and open nature of teacher–student dialogue in plenary discussion. They found that the teacher-led control of the question and answer sequence

diminishes when a student makes an unexpected contribution and that such disruptions to the normal machinery of classroom discourse may open up opportunities for the development of learner-initiated subtopics. Their work draws attention to the socially organised nature of the interaction order and the management of potential trouble in interaction (Skidmore and Murakami, 2012)

As learner initiatives can incur visible tensions, understanding their intricacies can greatly enhance the pedagogical knowledge of language teachers (Waring, 2011). Students take the floor more often, venturing away from the teacher directed IRE/IRF patterns to express their own language study instigated ideas and feelings (Cazden, 1988). Jacknick (2009) showed an inversion of the typical exchanges in the classroom by examining student-initiated sequences involving post-expansion and revealed that students not only initiate sequences but also direct their expansion.

Candela (1998) also cites various examples of situations where the IRE form is maintained but students take the role of asking evaluative questions and of evaluating others' turns and thus reverse interactive roles. Doing so either individually or collectively, students are able to confront institutional authority. In such cases, the power asymmetry can shift as students influence and even control the dynamic of the classroom interaction.

Waring (2011) developed an empirically based 'typology' of learner initiative. For the purpose of her analysis, she defined learner initiative as any learner attempt to make an uninvited contribution to the ongoing classroom talk, where 'uninvited' may refer to (1) not being specifically selected as the next speaker or (2) not providing the expected response when selected (p 204).

Waring (2011) found that the most common type of learner initiative was self-selection to initiate a sequence; also quite common was self-selection to volunteer a response. The least used was an exploitation of an assigned turn to begin a sequence. In discussing how these initiatives may create learning opportunities, Waring concludes that learner initiative is not a straightforward concept that could be narrowly defined as simple self-selection. She posits that it should be understood by reference to two cross-cutting dimensions – turn-taking and sequence – as both self-selected turns and sequence-initiating turns manifest initiative: 'learners can exercise initiatives by stepping in on behalf of another, by responding when no responses are called for, and by using a given opportunity to do more than what is expected or the unexpected. They display great sophistication in making their voices heard within the constraints of the classroom.'(Waring, 2011, p 214).

Waring (2011) suggests that student initiatives constitute language learning opportunities because of the continuing expansion of language use. Learners exercise initiatives to participate in a variety of activities, some of which are ostensibly language-learning (e.g., questions about vocabulary and grammar), and some are engagements with language use that ultimately drive language learning. Learner initiatives can be done to joke, resist, redirect, plead, persuade, assert stances, display knowledge, seek and pursue understandings or import casual conversations into the classroom. In these specific instances of language use, learners stretch the extent of their participation and gain access to various learning opportunities. Effective whole-class instruction requires the use of discursive strategies that simultaneously provide for and constrain student-initiated participation (Shepherd, 2012).

2.8.3 The role of classroom interaction

Language classrooms are social contexts in their own right. To understand language classroom interaction contextual factors must be taken into account (Kramsch, 1985; Oliver and Mackey, 2003). The ability of teachers and students to use classroom interaction – their classroom interactional competence – as a tool to advance learning results in a more engaged and dynamic classroom interaction plays a crucial role in creating learning opportunities (Walsh, 2011).

Classroom environment is created in student-teacher cooperation. A positive classroom environment can be described as one in which teachers work with their students to develop a safe, respectful and supportive environment that facilitates student motivation and learning (OECD, 2013). A routine lesson structure has been found to be beneficial to student learning because it creates a safe environment where students know what, how and when is expected of them and thus are able to regulate their performance to meet the expectations (Centre for Education Statistics and Evaluation, 2015).

Research in this area (Hattie, 2009) consistently demonstrates that positive school and classroom climates result in less disruptive behaviours and more time for teaching and learning, affecting positively student behaviour (effect size 0.71), student engagement (effect size 0.62) and student achievement (effect size 0.52). Compared with Australia, the OECD average and a group of culturally similar and high-performing countries, NSW classrooms have disciplinary climates that are less orderly (OECD, 2013).

Nguyen (2007), offering insights into the social processes in the language classroom, finds that teachers use various interactional resources to simultaneously orient to the immediate

instructional tasks and the social and interpersonal dimension of the interaction with the students, strategically interweaving rapport building into instruction in order to facilitate the instructional tasks at hand and successfully engage students' co-participation in creating and maintaining rapport.

The majority of the classroom interactional work is accomplished via a medium of talk. Talk is a systematically observable classroom feature that arguably reveals the inner workings of learner attitudes about the learning object (Seedhouse, 2005). Classroom interaction as a form of institutional talk is locally managed but cooperatively constructed speech exchange system (Markee and Kasper, 2004). Composed of interactions between teacher and students and among students, classroom interaction is one of the platforms where any reality about classroom phenomena is produced and can be observed at the same time (Markee and Kasper, 2004; Seedhouse, 2004).

2.8.3.1 Organisation of classroom interaction

The pedagogical purpose of a language classroom differs from other subjects' classrooms because language has a dual use: it is both the vehicle and the object of instruction (Seedhouse, 1995). In a language classroom, a pedagogical focus would require the production of the target language (Seedhouse, 2004). There is a reflexive relationship between the classroom context and the organisation of turn taking (Seedhouse, 2004) i.e. turn taking systems are adapted to the activities at hand (Sacks et al., 1974). E.g. if a teacher switches from a pedagogical focus to an administrative focus, she talks the institutional context of the language classroom out of being and talks into being the identity of teacher as administrator (Seedhouse, 2004).

The basic sequence organisation that applies to all second language classroom interaction consists of three sequences (Seedhouse, 2004, p 187-188). Firstly, a pedagogical focus is introduced: usually by the teacher but in some instances also by learners. Once the focus is introduced, learners attempt to produce the targeted linguistic items that the teacher evaluates on the basis of the introduced pedagogical focus. The teacher may conduct repair until the targeted forms are produced. A next cycle of a new pedagogical focus may then be introduced.

Secondly, at least two people speak in the target language in normative orientation to the pedagogical focus. In pair or group work, students analyse the introduced pedagogical focus and produce linguistic forms in the target language accordingly. Even if students express

themselves freely, their utterances do not constitute genuine communication because they are orienting to the pedagogical focus introduced by the teacher.

Thirdly, participants constantly display to each other their analyses of the evolving relationship between pedagogy and interaction. Whether the focus is introduced by the teacher or nominated by students, the basic sequence organisation remains the same – a pedagogical focus is introduced and participants produce turns in the target language in orientation to it.

Institutional business of language classroom is accomplished through talking into being different classroom contexts (Seedhouse, 2004). Language classroom contexts are elements of the interactional organisation of the language classroom to which participants orient (Seedhouse, 2004). The context in language classroom is created by the details of the talk of interactants (Seedhouse, 2004; Drew and Heritage, 1992). The institutional context is talked into being by introducing an institutional focus, which in a language classroom would be a pedagogical focus requiring the production of the target language (Seedhouse, 2004). As the pedagogical focus varies, the organisation of turn and sequences varies.

Contexts can shift rapidly from turn to turn during a lesson and can be generated by learners and by the teacher. If a teacher switches from a pedagogical focus to e.g. an administrative focus, she talks the institutional context of the language classroom out of being and talks into being the identity of the teacher as administrator (Seedhouse, 2004). Taking an emic perspective and conducting a turn by turn analysis allows uncovering if the participants orient to their institutional identities and produce the target language in relation to the institutional goal or switch from on task institutional talk to off task social talk (Seedhouse, 2004).

The three way view of the context (Seedhouse, 2004) conceptualises the heterogeneous (unique) and homogeneous (institutionally same) nature of language classroom interaction:

- ✓ At the micro level of context, the interaction is viewed as a singular occurrence, unique to these participants in this exchange;
- ✓ At the language classroom level of context, the interaction is viewed as an example of communication within that particular language classroom context;
- ✓ At the institutional level of context, the interaction is viewed as an example of language classroom discourse that displays the three properties of language classroom interaction: language is simultaneously the vehicle and object of instruction; there is a reflexive relationship between pedagogy and interaction – interaction transforms task-as-workplan to task-in-process with interactants ‘always displaying to one another their analyses of the current state of the evolving relationship between pedagogy and

interaction and acting on the basis of these analyses' (Seedhouse, 2004, p 185); the linguistic forms and patterns produced by learners in target language are potentially subject to teacher evaluation (Seedhouse, 2004).

A fourth context or a macro context is a level where the shaping of institutional goals is influenced by the policies governing languages teaching and learning (Slaughter, 2009).

During the lessons, depending on the task at hand, the teacher introduces either an administrative focus (e.g. roll marking), procedural focus (e.g. explaining the lesson's structure) or pedagogical focus (production of target language), talking into being either a form-and-accuracy context, a meaning-and-fluency context or a task-oriented context (Seedhouse, 2004). In administrative contexts, teachers deal with administrative matters such as roll marking and hold the floor with no anticipated turn initiations.

In procedural contexts, teachers give instructions regarding the classroom activities and thus hold the floor with no turn-taking. In the form-and-accuracy context, there is a focus on the presentation and practice of linguistic forms and not on the expression of personal meanings. Participants do not develop a topic but practice a lexical item modelled by the teacher. Such sequences do not usually occur outside of the classroom because they do not carry any real-world meaning (Seedhouse, 2004). Turn-taking and sequence are tightly controlled by the teacher with an extreme asymmetry of interactional rights because the teacher is in total control of what is said, when and how (Seedhouse, 2004). Contrary to the expectation, IRF/IRE cycle does not dominate this context (Seedhouse, 2004). If the learner produces a form targeted by the teacher and repair work is not undertaken, it is understood as a positive evaluation. If repair work is needed to prompt the learner, a negative evaluation is understood.

A predominant sequence organisation is an adjacency pair (Seedhouse, 2004). The first pair part (FPP) is a teacher prompt where the teacher introduces a pedagogical focus which requires a precise string of linguistic forms to be produced by a nominated learner. The second pair part (SPP) is learner production that may or may not be followed by teacher evaluation. The learners tend to internalise the architecture of interaction that allows them to normatively orient to teacher introduced pedagogical focus without a teacher physically present.

In the meaning-and-fluency context, the aim is to create opportunities for interaction by encouraging students to express their personal feelings and meanings with less tightly controlled turn-taking and topic management. Task-oriented contexts involve learners interacting with each other and managing the interaction themselves to accomplish a task with

no focus on either the personal meanings or the linguistic forms. When the pedagogical focus interacts with the interactional organisation of the language classroom, the task-as-a-workplan or the intended pedagogy is transformed into the task-in-process or the actual pedagogy (Seedhouse, 2004), informing the student perception of teacher efficacy.

Classroom talk, although always linked to a pedagogical focus that the teacher introduces, consists of utterances that may reveal a great deal more about the interactants as agents who go about their business of creating a socially normative shared existence (Seedhouse, 2004).

2.8.3.2 Classroom talk as a form of institutional talk

Classroom interaction is seen as a premise where the interactants in talk-in-interaction orient to the communicative factors they consider important in creating social orderliness of a language classroom (Heritage, 1984; Seedhouse, 2004; Sacks et al., 1974). With conversation considered as the basic form of speech-exchange system, institutional talk is seen as representing a transformation of it (Sacks et al., 1974). The main features of institutional talk consist of unequal distribution of power within institution and the rules of turn taking and repair that ensue from this imbalance (Heritage and Drew, 1992; Heritage and Clayman, 2010).

Three basic elements of institutional talk are (Heritage and Clayman, 2010, p 34):

1) the interaction normally involves the participants in specific goal orientations which are tied to their institution-relevant identities e.g. teacher and student;

2) the interaction involves special constraints on what will be treated as allowable contributions to the business at hand;

3) the interaction is associated with inferential frameworks and procedures that are particular to specific institutional contexts.

The interaction generates the only social stage at which reality is constructed, shared, and made meaningful (Heritage, 1984). It follows that classroom interaction is by itself the means of how the classroom reality is constructed, shared and made meaningful both to participants and to outsiders who observe the life of the classroom (Seedhouse, 2004).

2.8.3.2.1 Turn taking

Talk is a social encounter: someone's turn is always and exclusively in progress, produced in a sustained intimate collaboration with cues available for requesting the floor and giving it up, ensuring that turns at talking do not overlap too much (Sacks et al., 1974). As exemplified by Sacks et al (1974) a turn-taking system is for sequences of turns. Turns regularly have a three-part structure that occurs in the order of:

- The first part addresses the relation of a turn to a prior;
- The second part is involved with what is occupying the turn;
- The third part addresses the relation of the turn to a succeeding one.

Turns are composed of turn-constructional units (TCU) that can be sentences, clauses, words or non-verbal; the point in talk at which a speaker change may occur is transition relevance place (TRP) (Sacks et al., 1974; Seedhouse, 2004). TRP is a projectable end of TCU (Seedhouse, 2004). The connection between two units of talk is being acknowledged and typically done with falling intonation (Gardner, 2005).

Response tokens (RT) are a group of minimal responses to immediately preceding talk (Gardner, 2005). They are oriented to the prior turn, and independently of any other talk in their turn, they provide the previous speaker and other participants in the talk with information about the way the prior talk is being received by the producer of the response token (Gardner, 2005). Response tokens display the position or stance a person is taking in an interaction as listener or recipient, rather than as speaker or producer (Gardner, 2005). RTs vary according to their specific function that depends on the type of intonation contour or prosody they carry (Table 2.3, adapted from Gardner, 2005).

Table 2.3 *Response tokens (adapted from Gardner, 2005)*

Token	Function and description
yeah ***yes*** ***yep***	Acknowledging and aligning Immediately preceding talk Initial in their turn Typically with a falling intonation contour (Jefferson, 1993)
mh ***uh*** ***hm*** ***huh***	Typically continuers, handing the floor straight back to the prior speaker Typically with a fall-rising intonation contour (Schegloff, 1982)
mm	Typically a weaker acknowledgement token than yeah Letting pass the opportunity to say something on the topic of the prior turn Typically with a falling intonation contour (Gardner, 1997)

oh	'Change-of-state' token most usually marking the prior talk as something the *oh* speaker did not know before Typically with a falling intonation contour
okay	'Change-of-activity' token, inviting participants to move on to some new topic or activity Typically with a falling intonation contour
alright	'Change-of-activity' token with more major activity changes than *okay* Typically with a falling intonation contour

The meaning of RTs in talk has to do with their sequential position and derives from previous utterance, timing (overlapping talk, preceding or following silence), prosodic form, and what follows them (sequential placement) (Gardner, 2005). They are never first pair parts/initiators in talk and are usually second parts in an adjacency pair, sometimes in third position as a response to a response by another speaker.

A proof procedure for the analysis of turns is a systematic consequence of the turn-taking organisation of conversation that obliges its participants to display to each other, in a turn's talk, their understanding of a prior turn's talk (Sacks et al., 1974). While interactants display such understanding to their co-participants, it is also available to researchers through the same procedure.

The turn-taking system pressures systematically potential turn-parts to be accomplished before first possible completion, e.g. in a single sentence, turns being a fundamental place for the occurrence of sentences (Sacks et al., 1974). Any willing or potentially intending next speaker has to listen through the end of the current utterance to conduct turn-transfer properly and secure the turn (Sacks et al., 1974). Overlaps occur before TRP and intensify the affiliative or disaffiliative nature of social actions (Seedhouse, 2004, p 29).

Pitch peak can be used to project imminent possible completion, opening the transition space, making talk by another relevant and making overlapping talk legal by possible next speakers who aim for earliest possible start (Schegloff, 1987). Recycled turn beginning designates a management of the emergence of one speaker's utterance from overlap with another's (Schegloff, 1987). It allows seeing how interactants attend and adjust to environmental events which are not parts of their interaction proper.

Classroom talk is a type of institutional talk that is empirically distinct from the default speech exchange system of ordinary conversation (Sacks et al., 1974). Whereas ordinary conversation is a locally managed, equal power speech exchange system, teacher-fronted classroom talk is an unequal power speech exchange system, in which teachers have

privileged rights to assign topics and turns to learners and also to evaluate the quality of students' contributions to the emerging interaction through other-initiated, second-position repairs (McHoul, 1978; Markee, 2000; Macbeth, 2004).

McHoul (1978, p. 188), showing how talk in the classroom displays certain modifications from natural talk, proposed four modifications to the turn-taking system found in ordinary conversations (Sacks et al., 1974, page 704) that allow adapting the system for classroom use:

(1) For a teacher's turn-so-far, at the first possible turn relevance place, (a) If the turn shows 'teacher selects next' technique, the selected next student has the right to the turn, (b) If the turn shows 'no next speaker' designation, the teacher continues.

(2) If 1a happens (the teacher selects next speaker student), at the first possible completion of the student's turn, (a) If the student's turn itself is constructed as 'current speaker selects next', then the turn returns to the teacher (students always select teacher next), (b) If the student's turn is not constructed as 'current selects next', self-selection might happen but routinely it is the teacher's self-selection, (c) If the student's turn is not constructed as 'current selects next', then current speaker, the student in this case, may continue, unless the teacher self-selects.

(3) For any student's turn, if at the first possible completion, neither 1a nor 1b happens, and the teacher continues, the system recycles at the next transition relevance place.

(4) For any student's turn, if at the first possible transition relevance place, neither 2a nor 2b happens, and 2c happens (the student continues), the rule set reapplies at the next possible completion (McHoul, 1978, p.188).

McHoul (1978) showed that until the selection of a next speaker is produced in any current turn by the teacher, each student in the classroom has to attend to what is being uttered, and teachers overwhelmingly do the talking in the classroom to create a two-party speech exchange system. McHoul (1978) notes that as a consequence of the turn-taking rules for classroom talk, the teacher is obliged to initially instigate a topic and from there on, to maintain or change that topic. In the exchange system for classrooms, the teacher has greatest rights as first starter. If a student self-selects to introduce a new topic, it may be seen as a threat to the teacher's control of that aspect of the talk that s/he must regain. Teacher and student as social identities in classroom life have differential participation rights and obligations that are determined by teacher's exclusive access to the use of 'current speaker selects next speaker' techniques. Over 80% of the classroom talk is done by teachers mostly in the form of monologues (McHoul, 1978).

The data from 1974 England and 1976 Australia (McHoul, 1978, p 192) revealed that teachers are the only parties to classroom talk who can creatively distribute turns and do not have to be concerned with having their turns cut off at any possible completion point by any other parties. In classrooms, no other parties than teachers have the right to self-select as first-starters. Intra-turn pauses for teachers actually serve to prolong turns. Teachers feel entitled to employ intra-turn pauses of practically whatever length without fear of becoming hearers.

A student selected to answer a question may take time to think about the answer he will produce (McHoul, 1978). If the teacher sees time taken as too long, s/he may decide that the selected student has not heard or understood the question asked and may go on to repeat the question (in the case of not hearing) or re-phrase the question (in the case of not understanding).

Overlapped turns in informal conversation are often caused by competing first starters when the current speaker has not specifically selected a next speaker (Sacks et al., 1974). Such occurrences are usually repaired by one of these starters not speaking to completion, thereby letting the other have the turn (Sacks et al., 1974). In classroom talk, there should be no occasion for this phenomenon or its reparative techniques to occur because student-selects-student turn constructions are minimized, although a student self-selection can be a potential prime source of overlapped turns (McHoul, 1978).

The teacher's out-going question is potentially addressable to any member of the class, until a post-positioned tag as a turn exit device (Sacks et al., 1974) is added. For students, there is the hearer's responsibility of listening to any question production as possibly addressed to them. If a pre-positioned address term or a turn-entry device (Sacks et al., 1974) is used, the whole class no longer needs to attend to the content of the question and thus tag pre-positioning can result in some students losing focus (McHoul, 1978).

2.8.3.2.2 Preference organisation

Interaction is primarily concerned with accomplishment of social goals rather than the production of language and as such, it relates to affiliation, disaffiliation, noticeability, accountability and sanctionability in terms of social actions (Seedhouse, 2004). Institutional norm for interaction is to be affiliative in order to achieve reciprocity of perspectives which in turns leads to achievement of institutional goals (Seedhouse, 2004), manifesting itself through preference organisation (Heritage, 1984; Seedhouse, 2004). The idea of preference has been developed in conversational analysis to characterise conversational events where participants can choose among several alternative actions (Candela, 1998).

Avoidance of conflict is intrinsic to the organisation of talk with acceptance being a preferred action and rejection a dispreferred action (Seedhouse, 2004). Preferred actions are generally delivered without hesitation or delay at the start of the response turn (Seedhouse, 2004, p 23). Preferred response follows the established norms, is socially affiliative and promotes reciprocity of perspectives.

Dispreferred responses are accompanied by hesitation and delay, prefaced by markers such as *well* or *uh* and a positive comment – they are frequently mitigated and accounted for by an explanation or excuse (Seedhouse, 2004, p 24). A refusal is disaffiliative, does not follow the norms, and for this it is noticeable and accountable. If a speaker does not make an attempt to minimise disaffiliation and instead provides an unmitigated negative reply, it will be treated as sanctionable (Seedhouse, 2004). Consequently, a preferred second pair part of an adjacency pair is the seen-but-unnoticed or a default response that is performed immediately (Seedhouse, 2004). One resource that allows interactants to orient to the normative preference system is repair.

2.8.3.2.3 Repair

Repair is an interactional device that is used to deal with problems or troubles in speaking, hearing and understanding of talk (Sacks et al., 1974; Schegloff et al., 1977). The conduct of repair allows the teacher to attend to any interactional trouble that occurs in the classroom communication (Seedhouse, 2004).

Classroom talk-in-interaction is a heavily pre-allocated system in which the locally managed component is largely the domain of teachers, and student participation rights are being limited to the choice between continuing or selecting the teacher as next speaker. As the teacher begins a 'talk-unit' (lesson), almost any deviation from the pattern teacher-student-teacher that is not teacher organised will be treated as in need of repair (Skidmore and Murakami, 2012).

Through repair sequences, the “default” identities (Richards, 2006, p. 60) of teachers and students are enacted and reinforced. Through repair operations, teachers exercise their epistemic authority and at the same time reassert their authority as teachers. The particular pedagogical focus employed determines what constitutes trouble, what is repairable and how repair is conducted (Seedhouse, 2007; Richards and Seedhouse, 2005; Heritage and Clayman, 2010). The teacher adapts the mechanism of repair for a specific pedagogical focus – a repair that would be unthinkable in everyday conversation is considered appropriate e.g. a repair of a linguistically correct and appropriate utterance in the context of focusing on accuracy and form (Seedhouse, 2007; Richards and Seedhouse, 2005).

Self-initiated self-repair is the most preferred action, followed by self-initiated other repair, other-initiated self-repair and other-initiated other-repair (Seedhouse, 2004). In language classroom, the organisation of repair depends on the pedagogical focus (Seedhouse, 2004):

- In the form-and-accuracy context, if linguistic forms produced by learners are not identical to teacher targeted items, other-initiated self-repair i.e. the teacher initiated learner repair is the most common.

- In the meaning-and-fluency context, the emphasis is on expressing personal meanings and thus grammatical errors are not warranting a repair as they are not seen constituting trouble. The teacher would use clarification questions or *wh*-questions (Sacks et al., 1974) without implying that an error has occurred; other-initiated other-repair can also occur when students repair each others' utterances to establish factual accuracy (Seedhouse, 2004).

- In task-oriented contexts, learners are allocated a task and allowed to manage the interaction themselves with self-initiated other-repair involving the teacher being most common (Seedhouse, 2004).

To initiate self-correction during oral activities that focus on grammatical accuracy, the use of designedly incomplete utterances (DIU) by teachers is well established in second-language pedagogy (Koshik, 2002). The repair operation 'insertion' designates the redoing of the utterance allowing the insertion of an element or a word that was not present on the first saying. A regular type of repair is an addition of an adjective to a noun: inserted item is a descriptor, it is inserted before the reference it is a descriptor for and the repair is initiated just after the reference to which the descriptor will apply. This characterisation is repair-type specific and formulates what is being done and where it is done in terms of a particular subset of repairs (Schegloff et al., 1977). Other repair operations are deletion, expansion and reduction after the next word relative to the locus of the trouble (Schegloff et al., 1977).

According to Macbeth (2004), correction sequences are one of the ways in which members display and recognise that instructing is going on. His critique of McHoul's (1990) treatment of classroom correction, where dispreference organises the evidence for preference and correction organises the repair space (Macbeth, 2004, p 714), is aimed at making explicit the organisational differences. Macbeth (2004) agrees that other-initiation and other-correction are far more commonplace in instructional settings than in ordinary conversation. However, he points out that instructing is not "associated" with correction sequences as such but rather whatever else instructing entails, and correction is one of its imminent and interactionally assembled evidences (Macbeth, 2004, p 729).

Hosoda (2006) found that repair sequences act as identifiers of linguistic asymmetry and identities. Linguistic asymmetry in talk-in-interaction often indexes participants' identities as native or non-native speakers or L1 or L2 speakers of a particular language. Hosoda (2006) observed that the identity categories of L1 and L2 speakers were invoked only on occasions when a repair was invited by L2 speakers or when mutual understanding posed a problem.

In institutional talk-in-interaction, non-native speakers tend to orient to their linguistic errors, thus invoking their non-native speaker identities whereas native speakers orient to non-native speakers' institutional identities by prioritising the achievement of institutional goals (Kurhila, 2004). Analysis of the features of classroom interaction allows us to uncover how participants talk into being the aspects that are relevant for them in creating the shared learning community.

2.8.3.3 Power asymmetry

Contemporary qualitative inquiry into classroom authority emphasises the socially constructed nature of classroom power relations (Pace and Hemmings, 2007). Power in the classroom can be seen as the competence to make other participants accept the speaker's version and to orient to the discourse dynamics: although asymmetric, it is continuously negotiated, reinforced, manipulated or inverted rather than merely imposed or denied (Candela, 1998; Siskin, 2007). Teacher-talk-dominated classroom interaction is a seemingly unequal power speech exchange system where teachers have the right to allocate turns to the students as a cohort (McHoul, 1978).

The teacher has epistemic priority over the information in classroom (Gardner, 2005). Institutional power gives the teacher the right to define the classroom regime and the authority to tell the students what to do (Oral, 2013). It is assumed that teachers as qualified professionals have the best understanding of what language learning entails and how it is best conducted, with teachers' ability to negotiate and widen the common ground between them and students being critical to effective learning (Oral, 2013).

Conversation Analysis sees asymmetrical aspects of local interactions as one of the interactional features that is revealed in discourse when displayed and oriented to as such by the participants (Heritage, 1984; Seedhouse, 2004). Power, as an interactional construction, is analysed through the way participants in the discourse deal with it (Candela, 1998).

Researching classroom authority, Pace and Hemmings (2007) discovered that teachers, rather than issuing direct commands or imposing punitive sanctions for disruptive behaviour, used a broad array of strategies, such as politeness, humour, and grade inflation, to generate a

semblance of cooperation. Due to these strategies classroom relations constituted of ambiguous roles and goals blurred by uncertain standards, diminished emphasis on serious intellectual engagement and the use of politeness and entertainment to ensure social control (Pace, 2003a, 2003b, 2003c, 2006, as cited in Pace and Hemmings, 2007).

Pace and Hemmings (2007) also found that grade-conscious students in high-track classes were more willing to follow directives and that the dynamic character of authority relations across classes was shaped by such interrelated factors as the nature of curricula and pedagogy, student demographics (including race and gender), teachers' strategies and the individualistically competitive culture of the school and society.

Classroom management is more difficult in middle and high school settings, where students are older and more inclined to challenge adult authority. Adolescent students are at a stage in life at which they shift their allegiances from adult authority figures to their peers. They are much more likely than younger children to mount individual and collective resistance to teachers' authority (Pace and Hemmings, 2007).

Oral (2013), researching power relations in EFL context, found that the teacher conduct in the classroom was primarily informed by relatively traditional teacher-cantered and authority- and control-based professional discourses. She notes that it is still a high level of teacher control that marks today’s learner-cantered pedagogies although the forms have become more subtle (Oral, 2013). The actions and the activities that learners are asked to engage in are controlled by the teacher as a figure of authority and tend to be delivered through a predominantly teacher-fronted instruction (Kumaravadivelu, 2006).

The teacher reinforces power through the use of certain linguistic resources, mainly suppressive directives (Oral, 2013). Instruction-related directives serve to explain to students what to do at particular instructional stages. Norm-related directives define and maintain classroom norms in terms of student behaviour and demand compliance from them. Oral (2013) observed that the norm-related directives dramatically outnumber instruction-related directives and their frequency was remarkably higher during individual seat-work periods.

Oral (2013) found that despite the constraints on students’ behaviours established by the organisation of classroom space and maintained by the means by which the teacher exercises power, students seem to resist these constraints and that they seem to have developed spaces where they could act and interact according to their own wishes.

Erickson (1986, as cited in Candela, 1998) postulated that although teachers have legitimate power in the classroom because of their institutional position and their greater knowledge of

the topic, students have the power to resist learning what the teachers want to teach them: such resistance can become a form of power when it changes the interactional dynamics.

Candela (1998) uses the term *resistance* in a Foucauldian sense rather than adopting Giroux's definition of resistance to designate multiple tensions and conflicts that emerge between the teacher and the students – student attempts to negotiate and change the rules, norms and obligations lack ideological clarity and commitment to collective action for social transformation.

Although student talk influences classroom discourse, students and teachers do not hold equivalent interactional status: teachers usually do not modify their position following a student comment (Candela, 1998). Still, while teachers guide classroom discourse, students are not subordinated to them so at times teachers have to justify themselves or use alternative devices in order to be convincing. Teachers still tend to maintain the initiative in stating discourse topics, setting task structure and evaluating student turns. Students evaluate teacher interventions rarely but their peers' positions more frequently.

Candela (1998) questions the prevalence of teacher's power in the classroom. Having investigated whether the IRE (Initiation – Response – Evaluation) cycle (Sinclair and Coulthard, 1975) maintains teacher power and whether students are subordinated to the teacher's orientation, she posits that when students get more engaged with the academic task, they indexically display themselves as having knowledge of the academic content and as competent communicators who can break away from the teacher's control even when the discursive structure has the IRE form.

Students accomplish the above by denying the teacher's orientation, by refusing to participate or by defending alternative versions of particular topics (Candela, 1998). Students make use of their relative autonomy to decide whether or not they follow the teacher's orientation, depending on the academic task and their opinion about the specific topic content they are working on. When the answers to the teacher's questions do not follow the teacher's orientation, the teacher maintains the position of the one that make the questions in the IRE structure but he/she cannot control the content of the students' interventions.

Students use strategies to contest, dispute and resist the role assigned to them. They are active and competent communicators who use the available resources of discourse. Some of the devices that the students use to defend their positions are: (1) the ability to deal with the functional or interactional ambiguity inherent in discourse; (2) the argumentation in favour of their points of view; (3) the appropriation of the teacher's resources and arguments to reject

non shared options; (4) the use of preference structure mechanisms for indirectly rejecting versions they do not share; (5) the refusal to express their points of view in public (murmuring, silence, or making private side comments); (6) the direct expression of a content openly different from what is asked for; and (7) the evaluation of other versions even speaking for others (Candela, 1998, p 157).

An interactional asymmetry is built up and defined in the turn-by-turn detail of classroom talk, in which the power to influence next turns is an endemic feature of any turn at talk (Candela, 1998). The local power is constantly renegotiated and rebuilt in terms of the relationship of the participants to the shared academic task (Candela, 1998). Both discourse dynamics and context, displayed in discursive interaction, are modified and negotiated between the teacher and her students so that the students can use this local power to renegotiate participant roles in interaction. The best way to advance students' learning is to attend to what sparks their enthusiasm, evokes awe, sharpens their focus, builds on their interests, and challenges their abilities.

2.8.3.4 Fun in the language classroom

In today's era of technological advancement, fun in learning is more and more associated with electronic games and computer assisted learning and substantiated by the brain research of neuroscientists. The social aspects of fun in the classroom such as laughter, humour, enjoyment and challenges that the learning presents have had limited attention in the literature and not sparked the interest of researchers in the social fields of inquiry except for a handful of critical voices who have started to notice discrepancies.

Nowadays, a multitude of websites and programs aimed at teachers and parents explain to them how to make learning fun with technology and gaming (see Appendix A for print screens of web searches). Such entrepreneurism tends to be substantiated by the brain-based learning research, suggesting that superior learning takes place when classroom experiences are enjoyable and relevant to students' lives, interests, and experiences. It postulates that when classroom activities are pleasurable i.e. students have fun by playing games, the brain releases dopamine that stimulates the memory centres to increase focused attention (Willis, 2007).

The use of technology in foreign language learning reportedly has a positive influence on the development of linguistic and reading skills and speaking confidence because the elimination of strong teacher dominance results in quantitatively and qualitatively better communication (Beauvois, 1998). Despite this, the study on the effects of the technology on the foreign language learning experiences in technology-enhanced language learning (TELL) reports that

although approximately two thirds of the students expressed a high interest level in the computer-assisted classes, almost half would prefer traditional face-to-face instruction if given the choice (Stepp-Greany, 2002).

The reason could well be that although computerised communication is absorbing, it does not compare to the exquisite *flow* that can be created in effective human communication between the teacher and the learner (Csíkszentmihályi, 2008). According to Csíkszentmihályi (2008), *flow* is the optimal mental state that can happen during the learning process when skill level and challenge level of a task are at their highest, creating an opportunity for learning and intense focus where learners can feel that they lose track of time because they are so immersed in the task. Educational challenges that encompass relationship development, competition and sensory pleasure are one way to achieve such a state. These same elements applied to virtual world feed multiplayer game development for educational purposes.

The key to the gamification of education is to find a balance between pedagogy and engagement so that learning intersects with fun. As fun and enjoyment are a natural and important part of the child's learning process, the use of games is considered to be well fitted for educational purposes (Hromek & Roffey, 2009). Education-related computerised games were first developed in the 1980s with the emergence of the children's software industry. Curriculum development has increasingly included gamification in recent years but there is still a long way to a viable integrated approach. Following from this, the body of literature on how games should be incorporated into the learning process to maximise their benefits has not yet been built. In language teaching, this means that the process of trial and error continues as exemplified by the research of Wingate (2016) in England.

Concerned with a rapid decline of the number of pupils learning modern foreign languages in England in the past 15 years, Wingate (2016) designed a study to investigate the use of the target language in classroom activities, based on the students' self-reported inability to interact in it. Wingate's premise was that it is difficult to change negative public attitudes towards foreign languages, a widespread view of English as a *lingua franca* and the perception that languages are more difficult than other subjects but that the issue with the dominant CLT teaching methodology accused of failing to engage pupils can be addressed. Her findings showed a predominance of teacher-led and controlled activities that require minimal language production by the pupils. This led Wingate (2016) to take a critical stance against the pseudo-communicative 'fun and games' activities that functioned as a disguise for form-focused exercises and posed little intellectual and linguistic challenge to pupils.

Wingate (2016) concludes that there was a negative correlation between time investment and learning outcomes although the games were aimed at keeping pupils entertained and making language learning more attractive. As classroom recordings showed several instances of pupils being bored, Wingate (2016) emphasises that such futility of the games may create a feeling that language lessons are not to be taken seriously.

Willis (2007) found that although students often express disinterest in classroom learning activities, the problem may not be their lack of interest but rather the boring way the content is presented. Students are more likely to be involved and remember information if learning is fun and delivered enthusiastically (DiGiulio, 2004). Willis (2007) reports that interest and enjoyment are cited as the main reasons for high school students to participate in extracurricular activities such as sports, fine arts, community groups etc. She suggests that activities that are perceived as fun may lead the learner to experience optimal enjoyment where activities are processed as pleasure. Willis (2007) concludes that making learning pleasurable for students is hard work, but not impossible.

Playing games in language classrooms is associated with fun and laughter that are both indicators of pleasure and enjoyment. Neuroscience has proven that joy lowers the neural threshold for perceiving life events as being positive and hopeful and therefore ushers teachers to promote enthusiasm in their classrooms (Panksepp, 2000). This study endeavours to investigate classroom interaction as a social construct and add its perspective to the emerging discussion on the place of 'fun and games' in classroom learning.

2.9 Synthesis of the literature review

This study is designed to address the issue of retention in languages. Guided by socio-cultural and ethnomethodological thinking, the researcher views language as a social product that is developed in interaction (Vygotsky, 1978; Heritage, 1984). Applying the Vygotskian perspective to foreign language learning allows to suggest that this, too, is best accomplished in interaction between experts and novices. In an educational system, this translates into meaningful interaction between the teacher and the learner.

However, the teaching and learning of foreign languages in Australia is impacted upon by a lack of comprehensive language policies that would, among other things, highlight and emphasise the value of languages in the society and start changing the overwhelmingly 'monolingual' mindset of the general public (Clyne, 2005).

The factors that feed poor retention in foreign languages' education are complex and persistent. One of the ways to address the issue would be to implement the suggestions of the new Australian Curriculum to make languages education compulsory from (at least) K to Year 10. This, however, would create a different set of complications that the Government is not currently ready to tackle.

Following from the above, at present, the only viable option to address the issue of retention is at the classroom level. Teachers are the most influential in-school factor when it comes to student learning (Hattie, 2009). Consequently, what teachers do in their classrooms can make a difference to how students perceive languages and whether they continue with elective study or not.

Research shows that anyone can learn a language if sufficiently motivated and given adequate time for learning (Cummins, 1999). Therefore, shaping learner perception that feeds motivation becomes paramount in combating poor retention in languages' learning. This view is further supported by the fact that the top factors listed by students who continue language study and students who discontinue learning are mostly the same – what makes a difference is how students perceive these factors.

It is difficult to impact on outside-of-school factors such as the influence of family or wider society but how perceptions are created in classroom interaction depends on every individual teacher and his/her classroom practices. Consequently, how teachers and learners work together to create experiences that ignite and sustain language learning motivation needs to inform educational practice in order to combat the issue of retention in languages' education.

This review has led to the formulation of the following research questions:

Research question 1: What are junior high school French language learners' perceptions of the learning of the French language?

Research question 2: What is the nature of Year 7 classroom talk-in-interaction?

Research question 3: What is the relationship between Year 7 classroom talk-in-interaction and learner perception?

The results are expected to reveal how the issue of retention may be addressed at classroom level and to inform the practice of language teachers.

Chapter 3: Methodology

3.1 Overview

This chapter presents the research methodology and procedures used in the project. It will provide information about research design, methodological approach, participants, data collection methods, treatment and analysis of data, and study credibility and limitations.

The main purposes of this qualitative case study are to: (1) track how junior high school French language learners perceive the subject of French as they move from a mandatory Year 7 course to an elective Year 8 French course, (2) observe how these perceptions manifest in the language classroom interaction, and (3) attempt to account for the elements that can potentially impact on retention in the subject.

It should be noted that throughout this thesis, a distinction is made between *a foreign language* and *a second language*: a second language is understood as one learned in a location where it is typically used for everyday communication – English in Australian context; a foreign language is learned in a location where it is not typically used, i.e. it is mainly acquired and used in the classroom context such as French, German, Italian etc that are spoken by ethnic minority groups but not used as *lingua franca*. The specific focus of this study is on foreign language learning and teaching. The methods have been chosen accordingly, allowing to collect the appropriate type of data and provide the best answers to the research questions.

3.2 Research design

This qualitative case study seeks to add to the knowledge on improving retention rates in the French language courses in transition from the mandatory 100 hours of study to the elective stage by providing answers to the following research questions:

Research question 1: What are junior high school French language learners' perceptions of the learning of the French language?

Research question 2: What is the nature of Year 7 classroom talk-in-interaction?

Research question 3: What is the relationship between Year 7 classroom talk-in-interaction and learner perception?

Initially, because of the documented evidence of issues in retention in the Key Learning Area of Languages, public secondary schools were intended to be the investigation site (ACSSO, 2007; Liddicoat et al, 2007; Clyne, 2005; Department of Education and Communities, 2014). However, as complications arose, the data collection had to be relocated to private schools.

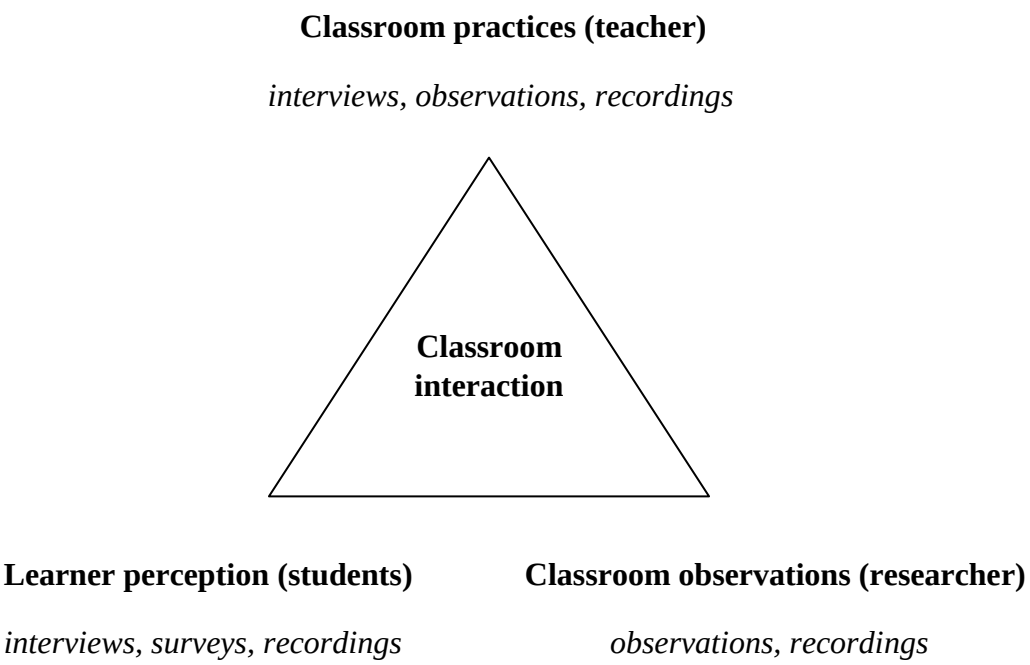
The researcher launched an appeal to the French teaching independent schools in Sydney in NSW and, as a result, was invited to a single sex (girls) K–12 (Kindergarten to Year 12) school in an affluent suburb of Northern Sydney to observe a French language teacher whose reported implementation of effective teaching practices consistently led to more than 50% of her Year 7 (first year of high school) students opting to continue studying in an elective Year 8 French course. This is a result that stands out in the context of NSW (ACSSO, 2007; Liddicoat et al, 2007; Clyne, 2005; Department of Education and Communities, 2014). Accepting this invitation shifted the focus of the study from investigating problematic retention in Languages to designing a project that explores an apparent positive case of retention. This was to centre around the student perception of the learning and teaching of the French language in an environment that was deemed successful by the professionals involved, and the impact the identified student perception would have on the retention in the subject.

Data collection and analysis were informed by the conceptual framework devised for the study (Section 1.4). Stage 4 language learners of the research site school and their perceptions of the learning of the French language are under examination in this instrumental case study (Stake, 2000). The use of a case study was deemed as a suitable approach because it allows for observation of a bounded system, such as educational settings, within its real-life context (Burns, 2000; Yin, 2014). The aim of the examination of the presented case is to provide insights into the formation of learner perception in the classroom interaction and facilitate an understanding of how this perception impacts on retention in the subject (Stake, 2000).

The strength of case studies is their use of multiple methods of data collection that provide valuable sources of information (Yin, 2014). This study has made use of various strategies of inquiry such as interviews, surveys, non-participant observation (field notes) and recording of classroom interaction. Figure 3.1 displays the different data sources (in bold) and

methodological sources (in italics) that allowed the triangulation to inform the study (Yin, 2014).

Figure 3.1 *Triangulation*



Data triangulation, the use of a variety of data sources, and methodological triangulation, the use of multiple methods to study a single problem, were used to assure the reliability of the findings (Denzin and Lincoln, 2000). The voices of different participants (Year 7 students, Year 8 students and their teachers) enabled a triangulation of the data in terms of the different participant perspectives about language learning and teaching. The use of multiple methods such as interviews, surveys, observation and recordings were used to investigate the problem.

Eleven Year 7 French lessons and two Year 8 French lessons, a reasonable database from which to draw conclusions and generalise to theory (Seedhouse, 2004), were observed, audio-recorded, transcribed and thematically coded. During the visits, ethnographic data were collected about school life via classroom observations and informal interviews with the French language teachers that were also audio-recorded, transcribed and thematically coded.

Forty seven Year 7 French language students and their teacher were observed in their French lessons over the two school terms (Terms 2 and 3) in 2010. In May, the students took part in semi-structured class interviews, answering questions about their French language learning experiences (transcripts in Appendices B and C). As per the school's request to minimise disruption to the students' and teachers' daily routine, the interviews were conducted in the last 10 minutes of the designated lessons. This is also one of the reason for conducting the

class interviews rather than small group or individual interviews that would have allowed for a more in-depth inquiry. Detailed discussion on data collection methods is presented in Section 3.7.

In September, once the students had selected their elective subjects for Year 8, the learners were invited to complete a two question survey (Appendix D) to indicate their main reasons for continuing or discontinuing studying French in Year 8. 56% of the surveyed students reported continuing elective French study in Year 8 which correlates with the percentage of continuing students from previous years.

Two follow-up lesson observations and two class interviews were conducted in March 2011 (transcripts in Appendices E and F) with the students continuing their French studies in Year 8. Similarly to the proceedings in Year 7, the interviews were conducted at the end of each observed lesson. Student interview data were transcribed and thematically coded. Field notes of ethnographic data and classroom observations were generated into thematic tables. Instances of recorded classroom talk that emerged as particularly relevant in the context of the study were transcribed with conversation analytic methods, creating single-case analyses in order to highlight the interactional consequences of classroom talk-in-interaction. From the findings emerged a model explaining the formation of student perception in the classroom interaction (Section 5.4).

3.3 Methodological approach

Ethnomethodology (EM) is informing methodological solutions in this study. As a form of cultural science, it is considered both a theory and a method due to its premise of theorising and application of methodical activities in real world contexts (Garfinkel, 1967). Ethnomethodology sees the world as continuously created and recreated by social members drawing on reciprocal interactive relationships and who use language as the main tool to act on the world (Freebody, 2003). Ethnomethodologists therefore research the ways in which people interact to create social orderliness through mundane everyday practices (Heritage, 1984) using an emic approach to data that is accomplished by setting all the assumptions aside and observing as a *tabula rasa*, enabling the research object take centre stage (Freebody, 2003; Garfinkel, 1967; Heritage, 1984). Coined by analogy with the contrast between *phonetic* versus *phonemic* analysis, Pike (1967) proposed that “the etic viewpoint studies behaviour from outside of a particular system and as an essential initial approach to an alien system. The emic viewpoint results from studying behaviours as from inside the system” (p.

37, idem). From the perspective of cross-cultural psychology, Berry (1990) noted that an emic approach "helps one to understand individuals in their daily lives, including their attitudes, motives, interests, and personality" (p. 86, idem).

CA establishes an emic perspective by examining the details of the "procedural infrastructure of situated action" (ten Have, 1999, p. 37), specifically, the orientations and relevancies that participants display to each other through their interactional conduct (Schegloff, 1987). Thus, participant orientations, relevancies, and intersubjectivity are not treated as states of mind but as local and sequential accomplishments that must be grounded in empirically observable conversational conduct.

Indexicality in EM shapes the basic idea in Conversation Analysis (CA). For the conversation analytic perspective, the mechanisms on which the participants organise their interactions and with which they make available their governing stances to one another have both context-free and context-sensitive features (Heritage, 1984). Talk is a collectively and sequentially organised event (ten Have, 1999).

The basic tradition of CA involves identifying particular conversational practices and deciding on their contexts of occurrence, their meanings and consequences, and their place within larger orders of conversational organisation, answering the question: *Why that now?* The outcome of this research is an understanding of how basic social actions are produced and recognised, and how their production and recognition are located and shaped within the institution of interaction (Heritage and Clayman, 2010, p 16). Heritage (1997, p 95) advises to focus on the following to explore the institutionality of interaction:

- Turn-taking organisation
- Overall structural organisation of the interaction
- Sequence organisation
- Turn design
- Lexical choice
- Asymmetries of participation, interactional and institutional know-how, knowledge and rights of access to knowledge.

There are two major domains of conversation analytic study: the ethnographic-character domain that is concerned with conversational organisation involved in the accomplishment of interactional encounters (applied CA), and the fine-grained sequential analysis strain with the goal of describing and documenting activity in its own right, requiring no recourse to extra-

conversational facets, and making no claims to be capturing wider sociological concerns (pure CA) (Seedhouse, 2004). This study is taking the approach of 'applied CA' (Antaki, 2011).

Researching educational practice as a category of socio-cultural activity (Freebody, 2003) and applying the Conversation Analytic method of analysis of utterances is aimed at revealing the deeper layers of meaning and the 'underlying machinery' (Sacks, 1992; Schegloff, 1987) that the speakers may not be consciously aware of (Heritage, 1984; Kurhila, 2006). Therefore, the premise of this research is in the consideration of interaction as dynamic by nature, co-constructed and renewed in chains of utterances by the participants in talk-in-interaction (Freebody, 2003). As 'the social constitution of knowledge cannot be analysed independently of the context of institutional activity in which it is generated and maintained' (Heritage, 1984, p 6), the researcher is taking an emic or participant perspective on language classroom research (Seedhouse, 2004, 2005). An attempt is made to report the accounts of students and teachers from their own perspective without etic or external assumptions of relevancy (Seedhouse, 2004, 2005) to answer the basic question of CA "Why that, in that way, right now?" (Seedhouse, 2004, p 16).

Classroom interaction is seen as a *situ* where the interactants in talk-in-interaction orient to the communicative factors they consider important in creating social orderliness of a language classroom (Heritage, 1984; Seedhouse, 2004; Sacks et al, 1974). In other words, classroom talk, although always linked to a pedagogical focus that the teacher introduces, consists of utterances that may reveal a great deal more about the interactants as agents who go about their business of creating a socially normative shared existence (Seedhouse, 2004). Talk is a systematically observable classroom feature that arguably reveals the inner workings of learner attitudes about the learning object (Seedhouse, 2005).

The aim is to explore in detail what members of a particular classroom culture routinely do to sustain the learning and teaching activities in orderly and accountable ways (Freebody, 2003) and how this business at hand relates to the manifestation of learner perception of the subject.

The basic tradition of conversation analysis involves identifying particular conversational practices and pinning down their contexts of occurrence, their meanings and consequences, and their place within larger orders of conversational organisation (Heritage, 1984, p 16). The 'conversation-analytic mentality' (Seedhouse, 2004, p 13) is informing the data collection and analysis in this study. The procedures given in Seedhouse (2004, pp 38-42) are used as a guide and applied to data analysis in Sections 4.4 and 4.5.

3.4 Participants and site selection

The data collection site was a private single sex (girls) K-12 school in an affluent Northern Sydney suburb in NSW, Australia. At the time of the data gathering in 2010, the languages' teaching programs were fully supported by the Principal. The Head Teacher Languages, herself teaching French, was actively developing and promoting all the languages taught at the school (French, Chinese, Japanese, German, Italian and Latin). French was compulsory in Year 7 (five 65-minute lessons per fortnight), becoming an elective subject in Year 8 together with German and Japanese languages.

Two Year 7 French classes were observed, consisting of 23 girls (Class A) and of 24 girls (Class B). Their teacher was a Belgium-born and trained female native French speaker. Available ethnographic data indicated that the classrooms chosen for observation would display effective teaching practices aligned with the institutional goal of taking a majority of students to the elective Year 8 French course and that such purposeful sampling would assure receipt of relevant data (McMillan, 2004). According to McMillan (2004, p 117), despite some weaknesses (difficult to generalise to other subjects, less representative of an identified population, results depend on unique characteristics of the sample), purposeful sampling is less costly, less time-consuming, easy to administer, assures high participation rate, adds credibility to qualitative research and offers a possibility to generalise to similar subjects.

Arguably, the scientific form of generalisability is limited for qualitative researchers but findings can be applicable in terms of translatability and comparability to predict what might occur in similar situations (Schofield, 2000). Qualitative enquiry can have a 'generative power' rather than transferability or generalisability (Wardekker, 2000, p 266).

The purposeful sampling was expected to give the researcher access to a social life of a successful language classroom *in situ* – "detailed study of small phenomena may give an enormous understanding of the way humans do things and the kinds of objects they use to construct and order their affairs" (Sacks, 1984, p. 24, as cited in Atkinson and Heritage, 1984) – to investigate how learner perception of the language teaching and learning in a French classroom was formed, how it was 'talked into being' by its participants, and what could be learnt from these particular classrooms that would benefit retention in language learning.

3.5 Protection of human subjects

Ethical considerations in the project were as per reference to the *National Statement on Ethical Conduct in Research Involving Humans* (Commonwealth of Australia, 1999). The Year 7 French students and their teachers in an independent singe sex secondary school (research site) were engaged for class observation and whole class interviews during Terms 2-3 in 2010 and Term 1 in 2011.

Informed permission was sought from the Principal of the school, relevant teachers, parents/guardians and students (see Appendices G – M). Participants were advised that they could withdraw at any time without penalty, and advised of contact details for the university body to which they could make a complaint. To ensure anonymity, students' and teachers' names have been changed, and all data have been kept confidential.

Classroom observations occurred in normal timetabled language periods. Classroom observations, spoken and written student accounts and recorder classroom interaction allowed for the triangulation of data (Yin, 2014). Classroom interaction and interviews were audio-recorded and the transcription data thematically coded and analysed as presented in the following sections.

3.6 Procedures for data collection

Organised by the Head Teacher Languages, the researcher met with the Principal of the research site school in March 2010 to outline the proposed study and seek permission (Appendices J, K). With permission granted, the researcher sought permission from the French teacher to be observed, informing her about the study and the processes of data collection (Appendices L, M). The teacher, having agreed to participate, took it upon herself to distribute parent information and consent forms (Appendices H, I) together with student information sheets (Appendix G) to her Year 7 French students in Classes A and B. Consent was granted by all participants. Detailed information was provided to all participants and signed consent forms were collected (Appendices G – M).

The Principal, the Head Teacher Languages and the French teacher were assured that the researcher would create minimum disturbance. The visits and classroom observations were planned according to the researcher's availability, the French teacher's timetable and around existing school activities. The data collection timeline is detailed in Table 3.1. This period

allowed for a short but comprehensive data collection to be carried out, offering an insight into the life worlds of the observed French language classes.

Table 3.1 *Data collection timeline and frequency*

Time	Collected data	Frequency
May 2010	Classroom observations Whole class interviews Ethnographic data / informal teacher interviews	6 observations 2 interviews
August 2010	Classroom observations Ethnographic data / informal teacher interviews	1 observation
September 2010	Classroom observations Student survey Ethnographic data / informal teacher interviews	2 observations 43 surveys
March 2011	Classroom observations Whole class interviews Ethnographic data / informal teacher interviews	2 observations 2 interviews

As per the school timetable, Class A was scheduled to be observed in a morning time slot (11.50 – 12.55) and Class B in the afternoon timeslot (14.10 – 15.15) once a fortnight in May, August and September in 2010 and in March 2011. The schedule of visits depended on the researcher's other commitments, on the school's cyclic timetable and on its events calendar.

3.7 Data collection methods

The final approval of the data collection methods and for all aspects of the research was given by the Macquarie University Human Research Ethics Committee in April 2009 (approval number HE27MAR2009-D06377HS).

Methods selected for data collection were:

1. natural-setting classroom observations of students and the teacher with the researcher as a non-participant observer;

2. semi-structured whole class interviews;
3. a two-question student survey;
4. ethnographic data / informal teacher interviews;
5. audio recordings of the observed French classrooms' talk-in-interaction.

The methods employed by the researcher to answer the research questions are summarised in Table 3.2.

Table 3.2 *Methods employed by the researcher to answer research questions*

Research question	Method	Data source	Data analysis	Purpose
1. What are junior high school French language learners' perceptions of the learning of the French language?	whole class interviews student surveys	recordings and transcriptions of the interviews filled in surveys	thematic content analysis	to identify student perception on language learning
2. What is the nature of Year 7 classroom talk-in-interaction?	classroom observations ethnographic data audio recording of classroom talk-in-interaction	field notes of ethnographic data and classroom observations recordings and transcriptions of the interviews	analysis of field notes CA analysis of selected extracts of classroom talk	to identify the nature of classroom interaction and the specific features of teacher talk and student talk
3. What is the relationship between Year 7 classroom talk-in-interaction and learner perception?	audio recording of classroom talk-in-interaction	recordings and transcriptions of classroom talk-in-interaction	CA analysis of selected extracts of classroom talk	to reveal how learner perception manifests in classroom talk-in-interaction

As students are deemed able to differentiate between the dimensions of instructional quality at the class level (Wagner et al, 2013), a semi-structured whole class interview protocol (Ellis, 2012; Yin, 2014) was used to elicit students' perceptions of the learning of the French language (Appendices B and C).

During the visits in 2010, semi-structured whole class interviews with the girls (Appendices B and C) and informal interviews with the teacher were conducted, and a short student survey was administered (Appendix D). Follow-up observations and interviews (Appendices E and F) were conducted in March 2011 when the girls who opted to continue learning French were

studying in Year 8 in two different classes with two different teachers who were new to them (the originally researched teacher had left school). These particular Year 8 classes were observed once each.

Interviews are useful and effective strategies for data gathering (Fontana and Frey, 2000; Yin, 2014). The most common forms of interviews involve face-to-face verbal interchanges with individuals or small groups, allowing participants and researchers opportunities for expansion and exploration of issues relevant to the phenomenon under investigation (Fontana and Frey, 2000; Yin, 2014).

Group interviews served the purpose of this study as a form of qualitative data gathering technique that involves the questioning of several individuals simultaneously (Fontana and Frey, 2000) and as a tool to minimise power relations between the researcher and research participants (Madriz, 2000). The asymmetrical power relations between adult researchers and child participants are lessened when group interviews are undertaken because, as the interview is less structured, the children have more support from their peers and feel more comfortable to voice their views (James, Jenks and Prout, 1998).

A semi-structured interview format was chosen for this study because it allows the use of pre-constructed questions while also keeping the conversation flowing to elicit additional information (Patton, 2002). The class interviews were conducted at the end of the respective third observed lessons (31st May 2010) as the most suitable time allocated by the school. Both interviews lasted around 12 minutes. The predetermined questions were derived from research reviewed in Sections 2.4 to 2.7. Additional questions were asked to encourage participants' deeper thinking on ideas that emerged during the interviews (Ellis, 2012). Conducting semi-structured group interviews enabled the researcher to enter interview settings with pre-designed questions that were aimed at gathering data to answer Research Question 1, as well as allowing the researcher to generate questions during the interviews (Stronge et al, 2007).

Administering a short survey (Appendix D) once the students had selected their Year 8 subjects allowed gauging the number of continuing students, and the students' main reasons for opting in or out of an elective Year 8 French course, providing more data to answer Research Question 1. Student questionnaires are a widely used approach for assessing instructional quality (Ellis, 2012). They are relatively low-cost and easy to implement, allowing the collection of data from a large group of respondents, and the same items can be assessed by all students who have developed their perceptions over a lengthy period within that particular class or school.

To provide data for Research Questions 2 and 3, research participants were observed within their authentic teaching and learning environment, their classroom interaction was audio recorded, and hand written observation field notes were taken. As the researcher was present during the lessons as a non-participant observer, an attempt was made to minimise any manipulation of the research settings. Observing is considered to be the most fundamental of all research methods (Adler and Adler, 1994). Qualitative researchers are able to observe the phenomenological complexity of the world and as such are free to search out aspects within the observation that are meaningful to the subjects under investigation (Adler and Adler, 1994).

To ensure reliability and validity of data (Yin, 2014) and to provide contextual information (Ellis, 2012), hand written field notes were taken simultaneously with the recording of classroom talk-in-interaction. The researcher remained in the classroom for the duration of the recordings to manually take field notes that would assist in contextualising the recorded audio data during the transcribing and analysing period. The researcher noted down the teacher's activities as the classes progressed through lessons, and the reactions that students displayed. Appendix N contains a sample of typed up field notes that were taken in a mixture of English and Estonian, the researcher's mother tongue. Field notes also contained entries of observable ethnographic information such as examined artefacts that included lesson plans, student workbooks, handouts, whiteboard and computer displays, and thoughts that the teachers shared in informal interviews at the beginning and/or end of lessons. Table 3.3 gives an overview of the collected interactional data.

On all occasions, the researcher entered the classroom together with the teacher and was placing the recorders on the desks (either two or three to cover the classroom) as the teacher approached her desk and was getting ready for the lesson. Depending on how quickly the teacher got ready and quieted the class, some student chatter was also recorded.

The number of recording devices depended on their availability to the researcher at the time of visits. Usually, two or three digital audio recorders were placed in the classroom – one on the teacher's desk and two in the middle on both sides of the classroom in a bid to reach the majority of the students.

The initial plan to use individual microphones had to be discarded because it would have been too technical and too costly to implement. Field notes were used to identify the groups of students in the recordings.

Table 3.3 *Log of collected interactional data*

3rd May 2010	Device	Length	Transcribing	Content
Class A Lesson time: 11:50 – 12:55	Recorder 1	00:57:10	Researcher Transcript Divas	Classroom interaction
	Recorder 2	00:57:25	Researcher	Classroom interaction
Class B Lesson time: 14:10 – 15:15	Recorder 1	01:12:41	Researcher	Classroom interaction Informal teacher interview from 01:05:18 onwards
	Recorder 2	01:02:48	Researcher	Classroom interaction

17th May 2010	Device	Length	Transcribing	Content
Class A Lesson time: 11:50 – 12:55	Recorder 1	01:06:24	Researcher	Classroom interaction Informal teacher interview from 01:03:30 onwards
Class B Lesson time: 14:10 – 15:15	Recorder 1	01:11:51	Researcher	Classroom interaction Informal teacher interview from 01:05:35 onwards

31st May 2010	Device	Length	Transcribing	Content
Class A Lesson time: 11:50 – 12:55	Recorder 1	01:00:40	Researcher	Classroom interaction
	Recorder 2	00:59:08	Researcher	Classroom interaction
	Recorder 3	01:01:40	Researcher Transcript Divas	Classroom interaction Class interview from 46:13 onwards
Class B Lesson time: 14:10 – 15:15	Recorder 1	01:04:48	Researcher	Classroom interaction
	Recorder 2	01:02:14	Researcher	Classroom interaction Class interview from 52:33 onwards
	Recorder 3	01:03:26	Researcher	Classroom interaction

16th August 2010	Device	Length	Transcribing	Content
Class A Lesson time: 11:50 – 12:55	Recorder 1	01:00:22	Researcher Transcript Divas	Classroom interaction Informal teacher interview from 57:23 onwards
	Recorder 2	00:55:42	Researcher	Classroom interaction
	Recorder 3	00:56:35	Researcher	Classroom interaction
Class B	No class – French performance in the hall			

13th September 2010	Device	Length	Transcribing	Content
Class A Lesson time: 11:50 – 12:55	Recorder 1	00:54:58	Researcher Transcript Divas	Classroom interaction with student survey (46:58 – 50:18)
	Recorder 2	00:53:58	Researcher	Classroom interaction
	Recorder 3	00:55:06	Researcher	Classroom interaction
Class B Lesson time: 14:10 – 15:15	Recorder 1	01:02:32	Researcher	Classroom interaction
	Recorder 2	01:02:04	Researcher	Classroom interaction with student survey (52:40 – 58:09)
	Recorder 3	01:05:18	Researcher	Classroom interaction

16th March 2011	Device	Length	Transcribing	Content
Year 8 Class 1 Lesson time: 11:50 – 12:55	Recorder 1	01:06:41	Researcher Transcript Divas	Classroom interaction Class interview from 01:02:00 onwards
	Recorder 2	00:53:10	Researcher	Classroom interaction

30th March 2011	Device	Length	Transcribing	Content
Year 8 Class 2 Lesson time: 12:25 – 13:30	Recorder 1	01:11:31	Researcher Transcript Divas	Informal teacher interview until 06:00 Classroom interaction Class interview from 01:00:23 to 01:02:30 Informal teacher interview from 01:02:31 onwards
	Recorder 2	00:48:26	Researcher	Classroom interaction

3.8 Data coding and analysis

During the preliminary data analysis, all the recordings were listened to, emerging trends identified and some transcribing completed by the researcher, using Audacity software. This process soon revealed that transcribing all the recordings without professional assistance would be too laborious. To transcribe the English speaking bulk of the five Class A lessons, outside help was sought (Transcript Divas www.transcriptdivas.com.au). The aim was to save time as classroom talk is notoriously difficult to transcribe due to the number of people who could be talking simultaneously at any given time (Seedhouse, 2004).

Analysing the data gathered in 2010, the researcher first decided that the lessons of Class A offered a typical representation of the observed classroom practices (Table 3.4) and thus the five Class A lessons were investigated in detail, using Class B data as a checkpoint to confirm the emerging themes and trends.

In the first observed lesson (3rd May), as the location prepositions were learnt, the highest use of target language (TL) occurred and a variety of tasks and activities were observable that were mainly conducted in the target language (frequent use of TL).

In the second observed lesson (17th May), when day names, numbers from 0 to 20 and month names were taught, the activities and thus interaction in TL were less varied – the students copied the vocabulary from the board into their notebooks and practised sounding out the nouns, repeating after the teacher (frequent use of TL).

In the first part of the third observed lesson (31st May), the students were prepared in English for a play they were going to see, and revised a prayer in French. In the second part of the lessons, the class played bingo that involved the teacher led use of TL (sounding out numbers). At the end of the lesson, a whole class interview was conducted by the researcher.

The fourth observed lesson (16th August) was dedicated to Aboriginal Week. The classroom interaction took place in English, except for roll marking. Firstly, the organisation of an upcoming French breakfast was discussed. Then, to celebrate the heritage of Indigenous cultures, the students' own Indigenous experiences and connections were explored. Next, the Aboriginal art was linked to French Impressionism and Pointillism. Lastly, the students were asked to create an artistic expression using dots and Aboriginal colours.

In the fifth observed lesson (13th September), the class continued to work on the topic of animals, with most of the lesson time spent on completing listening tasks with emphasis on comprehension in English. In the practice stage, the students were asked to form utterances in

French to describe an animal, using correct genre markers. The students uttered a noun, adding adjectives of size and colour. A two question student survey was administered at the end of the lesson by the researcher.

Table 3.4 *The content of Year 7 Class A French lessons with the use of target language*

Lesson date	Lesson content	Use of target language
3rd May 2010	learning and practising location prepositions	frequent by teacher and students
17th May 2010	learning and practising day names, numbers from 0 to 20 and month names	frequent by teacher and students
31st May 2010	revision of a prayer (in French) introduction of a play (in English) playing bingo whole class interviews (in English)	infrequent by teacher and students
16th August 2010	roll marking (in French) organisation of an upcoming French breakfast (in English) discussion of student experiences with Indigenous cultures (in English) creation of an artistic expression using dots and Aboriginal colours	classroom interaction in English except roll marking
13th September 2010	listening tasks with emphasis on comprehension in English forming utterances to describe an animal, using correct genre markers (in French)	infrequent by teacher and students

As the analysis progressed, the need to incorporate specific extracts of Class B lesson recordings became evident. These extracts were located, retrieved, transcribed by the researcher and analysed with the CA approach.

At the beginning of the analysis process, the data was approached with the 'CA unmotivated look' – no preconceived ideas about what the data are or represent –, then elaborated with the basic CA method, the sequential analysis of the turns (Seedhouse, 2004; Sacks et al, 1974; Seedhouse, 2005). The following steps were taken in the treatment of the audio recorded data:

1. 11 lessons were observed and audio recorded during seven research site visits;

2. While listening to the recordings with Audacity software, general trends were identified and the extracts of particular interest were gradually singled out;
3. To transcribe the bulk of the recordings of English interaction a professional transcription company Transcript Divas (www.transcriptdivas.com.au) was engaged;
4. Transcriptions and translations of interaction that occurred in French were added by the researcher and any remaining extracts of interest transcribed;

Once the audio recorded data was transcribed and the extracts of particular interest written up using the CA transcription conventions (Sacks, Schegloff and Jefferson, 1974) that are presented in Table 3.5, the following eight steps (Seedhouse, 2004, pp 40-42) were applied to reveal the commonly occurring patterns in classroom talk:

1. locating an action sequence;
2. characterising the sequence;
3. examining the sequence in terms of turn-taking;
4. examining the sequence in terms of sequence organisation;
5. examining the sequence in terms of repair organisation;
6. examining the sequence in terms of speakers choices of linguistic forms;
7. uncovering any roles, identities or relationships that the speakers orient to in the sequence;
8. locating the sequence within a bigger picture of institutional-educational discourse to uncover the machinery that brought along its production.

A sequence was defined in terms of adjacency pairs with the following features (Schegloff, 2007):

- ✓ they are composed of two turns
- ✓ produced by different speakers
- ✓ they are adjacently placed, i.e. placed one after the other
- ✓ they are relatively ordered, in that first-pair parts (FPPs – utterance types such as question, request, offer, invitation, etc., which initiate an exchange) precede second-pair parts (SPPs – utterance types in response to first-pair parts involving answer, reject, accept, decline, etc.)
- ✓ they are pair-type related, such that particular second-pair parts follow particular first-pair parts composing exchanges such as greeting–greeting, question–answer, offer–accept, etc.

The length of an action sequence was determined by CA's understanding of what is a completed turn sequence – it is when a social act has been completed (Seedhouse, 2004).

Table 3.5 *CA transcription conventions used in this study (Seedhouse, 2004, p 267-269)*

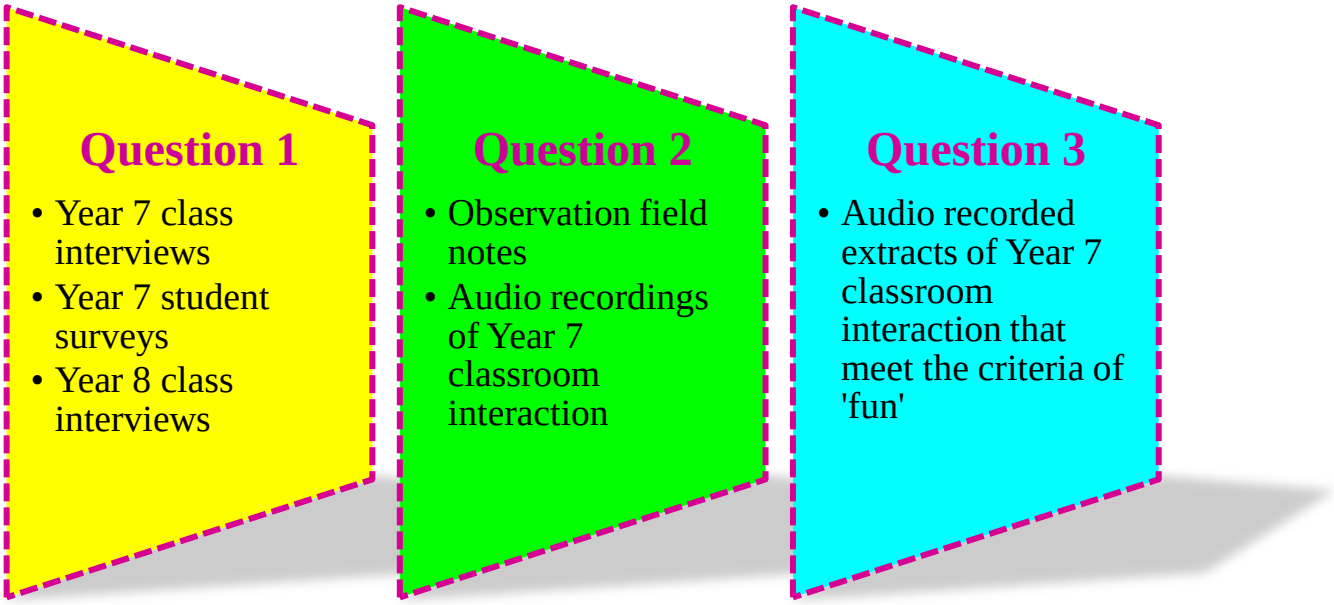
Convention	Meaning
e:r the:::	Lengthening of the proceeding sound
↑ or ↓	Marked shifts into higher or lower pitch in the utterance
,	Low-rising intonation, suggesting continuation
.	Falling (final) intonation
?	Rising intonation, not necessarily a question
=	1. Turn continues below, at the next identical symbol 2. If inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, indicates that there is no gap at all between the two turns 3. Indicates that there is no interval between adjacent utterances
<u>Underlining</u>	Emphasis, parts of utterances that are stressed
CAPITALS	Especially loud sounds relative to surrounding talk
> word <	Noticeably faster speech
< word >	Noticeably slower speech
° word °	Noticeably quieter speech
(.)	Very short untimed pause
(1.5)	Interval between utterances in seconds
[	Point of overlap onset
]	Point of overlap termination
!	Animated or empathic tone
( )	A stretch of unclear or unintelligible speech
(guess)	Indicates the researcher's guess about the word
oui (tr.: yes)	French words are italicised and followed by an English translation in parentheses
((laugh))	Non-verbal actions or researcher's comments

R:	Researcher
T:	Teacher
S1:	Identified student (students' names are changed for privacy reasons)
SS:	Several or all learners simultaneously
→	Points of particular interest in the transcript are marked with an arrow

To facilitate the presentation of the results of the data analysis, an ethnographic overview of the research site, based on the observation field notes and information gathered in the informal teacher interviews, was written to give a context to the investigation (Section 4.2).

Next, the research questions were answered. Figure 3.2 displays the relationship between the selected extracts of data and the specific research questions. To answer Research Question 1 (Section 4.3), Year 7 and Year 8 Class A and Class B interviews and the student survey entries were thematically summarised, synthesised and analysed against the findings of the research reviewed in Sections 2.4 – 2.6. The survey results and the transcribed interviews were organised into segments. Each segment dealing with one aspect of the phenomenon of interest was examined, labelled according to an emerging theme and interpreted to answer Research Question 1. Year 7 class interviews (Section 4.3.1) gave rise to the categories of 'Generic reasons for language learning' (Section 4.3.1.1) and 'Factors that influence continued language study' (Section 4.3.1.2). Student contributions were coded as 7CIASn and 7CIBn for individual student responses and 7CIASS and 7CIBSS for choral responses.

Figure 3.2 *Relationship between research questions and the chosen data extracts*



Year 7 survey results (Section 4.3.2) were organised into the categories of ‘Continuing students’ (Section 4.3.2.1) and ‘Discontinuing students’ (Section 4.3.2.2). Both categories were populated with the reasons that the students listed for their respective choices and with the factors that influenced their decisions the most.

Year 8 class interviews (Section 4.3.3) gave rise to the categories of ‘Positive perception’ (Section 4.3.3.1) and ‘Changed perception’ (Section 4.3.3.2). Student contributions were coded 8CIASn and 8CIBSn for individual student responses and 8CIASS and 8CIBSS for choral responses.

Answering Research Question 2 (Section 4.4), first, the observation field notes were summarised to present a profile of classroom interaction from the point of view of the observer (Section 4.4.1). Then, audio recordings of classroom talk-in-interaction were analysed to define the nature of classroom talk from the emic point of view. For the overview of classroom talk (Section 4.4.2), the characteristics of teacher talk (Section 4.4.3) and the characteristics of student talk (Section 4.4.4), dominant talk-in-interactional patterns were identified, characteristic examples retrieved and analysed with a specimen based approach.

To answer Research Question 3, criteria to recognise the instances of fun in classroom talk-in-interaction was devised based on student perception reported in Year 7 class interviews (Section 4.5.1). The extracts that the consequent search retrieved were organised into the categories of student generated fun (Section 4.5.2) and teacher generated fun (Section 4.5.3). From there on, the specimen based CA approach was applied to analyse the data.

While working on the particular instances of classroom interaction, the researcher was simultaneously working on the generalisation because of the reflexive relationship between the pedagogy and interaction (Seedhouse, 2005). The findings of the study led to a suggestion of a model to explain how student perception of learning as fun is formed in classroom interaction (Section 5.4).

3.9 Study reliability and validity

To ensure the reliability of the study, a detailed description of the method is presented in Chapter 3 that should allow replicating the study or parts of it (Freebody, 2003). Following the CA perspective, the validity of a study is primarily related to the quality of the analysis that is grounded in the details of the talk (Seedhouse, 2004). The recordings of talk-in-interaction as the primary data have been made available on the attached USB so that the

accuracy of transcripts, inevitably incomplete and selective representations of data extracts (Seedhouse, 2004), can be verified and the presented interpretations scrutinised and contested.

3.10 Limitations of the methods used

This project carries the limitations of a case study. There were limitations in the sample size, the number of interviewed students (no gender balance) and teachers, and the time span over which observations and data were collected.

A limitation to the whole class interviews is that they are not scalar. In addition, there was some lack of control over the distribution of number of comments offered by students as students who had a more positive affiliation with the studied subject (French) were more likely to volunteer their comments.

The use of the CA approach to data analysis was expected to counterbalance the recognition of accountable reflexivity of the researcher not to be the impartial observer (Brewer, 2000). It allowed a critical attitude towards data with the recognition that factors such as the location of the research, sensitivity of the topic, power relations in the field and the social interactions between the researcher and research subjects influence how the data are interpreted and represented (Brewer, 2000).

3.11 Summary

There are many challenges in constructing and implementing any research project and in ensuring that the methodology makes it possible to adequately address the research questions. This chapter has outlined the methodological approach to data collection, details of participants and the research site, and the methods for collecting the data. The suitability of the above presented methodological approach to this study is substantiated in Chapter 4.

Chapter 4: Results

4.1 Overview and research questions

Having established the theoretical context of this project (Chapter 2) and having outlined the methods by which it was investigated (Chapter 3), this chapter presents the analysis of the collected data and the results of the research. The research questions are:

Research question 1: What are junior high school French language learners' perceptions of the learning of the French language?

Research question 2: What is the nature of Year 7 classroom talk-in-interaction?

Research question 3: What is the relationship between Year 7 classroom talk-in-interaction and learner perception?

The results are presented in four major sections as displayed in Table 4.1

Table 4.1 *Sequence of the presentation of the results*

Section	Content presented in the section
4.2 School context	Ethnographic data of the observed French classes
4.3 Learner perception	Year 7 and Year 8 French language learners' perceptions of their language learning experiences (Question 1)
4.4 Classroom interaction	Profile of Year 7 classroom practices and talk (Question 2)
4.5 Linking student perception to classroom interaction	Establishing a link between learner perception and classroom interaction (Question 3)

Data from the sources below have been analysed and synthesised to display the results in relation to the research questions:

- ✓ Year 7 and Year 8 class interviews
- ✓ Year 7 student survey
- ✓ Year 7 and Year 8 classroom observations
- ✓ recordings of the observed French lessons' talk-in-interaction
- ✓ ethnographic data of the observed French classes

4.2 School context

This ethnographic overview includes information on teachers, classrooms, students and curriculum. It is derived from the field notes taken during classroom observations and information shared in staffroom discussions and informal teacher interviews.

4.2.1 Year 7

In the case study school, Year 7, the first year of high school, has been assigned as the year for the 100 hour mandatory language courses to be delivered. (As explained in Chapter 1, NSW BOSTES prescribes the 100 hours of foreign language study to be delivered in either Year 7 or Year 8). Therefore, every Year 7 student in this school studies a language, with French and Japanese on offer this year. There are four classes of French and two classes of Japanese.

The two observed Year 7 French classes, taught by the same teacher, consist of 23 and 24 girls respectively. The observed teacher is a Belgium-born and trained female L1 French speaker in her thirties who speaks English with an accent that is noticeable but does not impede understanding. The girls in the two classes have several different cultural backgrounds and languages represented amongst their families as displayed in Table 4.2.

Table 4.2 *Demographic information of student participants*

	Number of students	Family background	
Class A	23	Indian	1
		Chinese, Japanese, Korean	11
		Caucasian (including French)	11
Class B	24	Indian	3
		Chinese, Japanese, Korean	4
		Caucasian (including French)	17

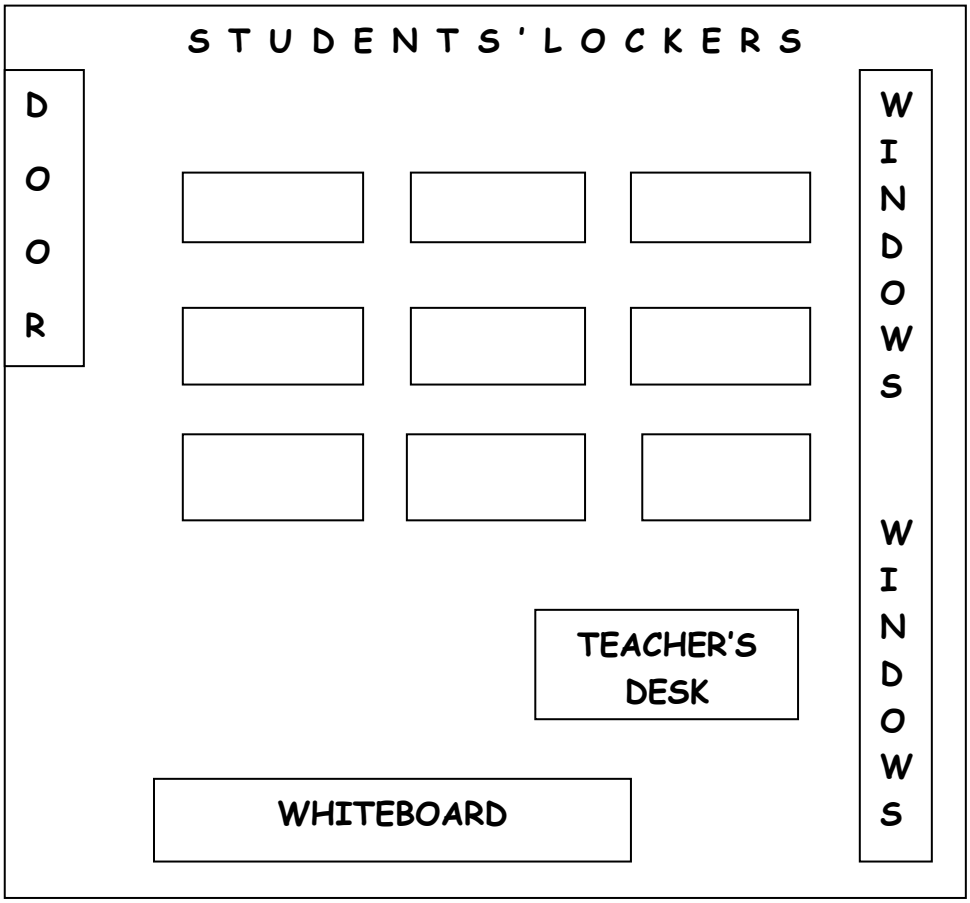
Existing bi- and multi-lingualism is viewed by the girls themselves as a catalyst for learning languages and allowing the speakers to do well in the subject (student accounts of 7CIAS2; 7CIAS3; 7CIAS5; 7CIBS4; De Angelis and Dewaele, 2011).

Both classes have five 65-minute French lessons per fortnightly cycle. As per the school policies, behavioural expectations are unified and reinforced in every class, with clearly defined and communicated consequences for poor behaviour. There is always homework given. To start the lesson and to end it, students stand next to their desks, greeting and farewelling the teacher in French chorally (Schegloff, 2000).

Girls are usually already in the classroom when the teacher arrives, chatting away and getting ready for the lesson, taking their equipment out of either their bags or the lockers at the back of the room. Each student has an exercise book, a textbook "Tapis Volant 1" (Zemiro, J., Chamberlain, A., 2002), a student workbook that links to the textbook, a Toshiba laptop, a diary and a pencil case.

The classroom (Figure 4.1) is a big square room with a very high ceiling, large windows on the opposite wall to the door, and plenty of space for desks and for the teacher and students to move around. The desks can easily be rearranged for the students to be seated in groups.

Figure 4.1 *Classroom diagram*



During practice stages of lessons (often games), students are allowed to move around because the teacher tries to accommodate their different learning styles and believes that 'it is a bit more fun and everyone likes to play' (Year 7 teacher interview 2, in Audio files).

The teacher frequently uses incentives and rewards. Students are given stickers as prizes, 'just for fun' as related by their teacher (Year 7 teacher interview 2, in Audio files). The teacher does not use ready-made handouts as she does not like what she refers to as 'spoon feeding' (idem). Students take handwritten notes from the board to learn and practise note taking. They can present the notes how they like (idem).

Teacher-led classroom talk is kept task related and any personal comments such as 'it's been a tough morning' (Year 7 Class A Lesson 1, at 38:28, in Audio files) are seldom made. There is no small talk because the teacher thinks that this is 'more me' – she is not into small talk (Year 7 teacher interview 2, in Audio files). The classroom environment could be described as task-oriented and teacher controlled yet encouraging and enthusing.

4.2.2 Year 8

In Year 8, the second year of high school, language study in the case study school becomes an elective choice. 26 of the observed 47 Year 7 girls continued studying the French Continuers course. There are three Year 8 French classes but the 26 girls are distributed amongst the two of these that were observed for this study (coded as Year 8 Class A and Year 8 Class B).

Year 8 French classes are not academically streamed whereas Year 9 and 10 are streamed to better cater for the learning needs of the students. Class A teacher is putting together a group of gifted and talented French students to prepare them for the DELF examination as an extension activity. This will be offered outside the timetable in addition to the regular Year 8 French load.

Every two years, an exchange trip to New Caledonia is organised for Year 9 and 10 French students. In addition to creating long term language learning motivation via engaging lessons, this also is aimed at motivating Stage 4 students to continue language learning in Stage 5.

Although the classes have teachers new to the students, the classroom behaviour expectations are carried over: the students stand up behind their desks to start the lesson and greet the teacher chorally in French in response to their teachers' greetings.

The lessons follow a pattern that was evident in Year 7: the roll is called, then homework checked, new learning material introduced and practised or work continued on the topic

already started, and finally homework is given. Year 8 French classes use the same Tapis Volant 1 textbook (Zemiro, J., Chamberlain, A., 2002) as did Year 7 French classes in the previous year because it contains enough content to cover Year 7 and Year 8 programs.

Similarly to Year 7, the Year 8 French teachers use a lot of target language in class. As the girls have now a wider vocabulary and are able to comprehend more, the target language that the teachers use is more elaborate and more meaningful than in Year 7 where it was mostly a repetition of a small number of key items.

The Year 8 teachers of both French classes are young and passionate about their subject. Class A teacher is a L1 English speaker who has worked in this school for a few years. The teacher of Class B, recently graduated, has been in the profession and teaching in this school for less than a year. She is a native French and Spanish speaker with New-Caledonian and Chilean background. In teacher interviews (Year 8 Class B teacher interview 1 & 2, in Audio files), she reported that she enjoys teaching and has found settling in very easy because of the helpful colleagues. Both teachers relate that the current Year 8 French students are very good and motivated. The teachers believe, similarly to their students, that this is largely due to the nature of elective subjects: the classes consist of students who have chosen the subject and thus are committed to doing their best to learn it (Liddicoat et al., 2007).

In Year 7, the French classes were timetabled into dedicated French rooms for every lesson. In Year 8, once a fortnight, due to rooming constraints, Class B has to go to the other side of the campus to a portable classroom which means that both the teacher and the girls have to walk long distances, are always late and consequently miss out on class time. The teacher hopes that she will be able to change the classroom soon. To teach in a classroom dedicated to French that contains a visual portrayal of the TL country with stimulating realia and resources has been identified as a significant factor in quality language teaching in the Professional Standards for Accomplished Learning and Teaching of Languages (AFMLTA, 2005; Liddicoat et al., 2007).

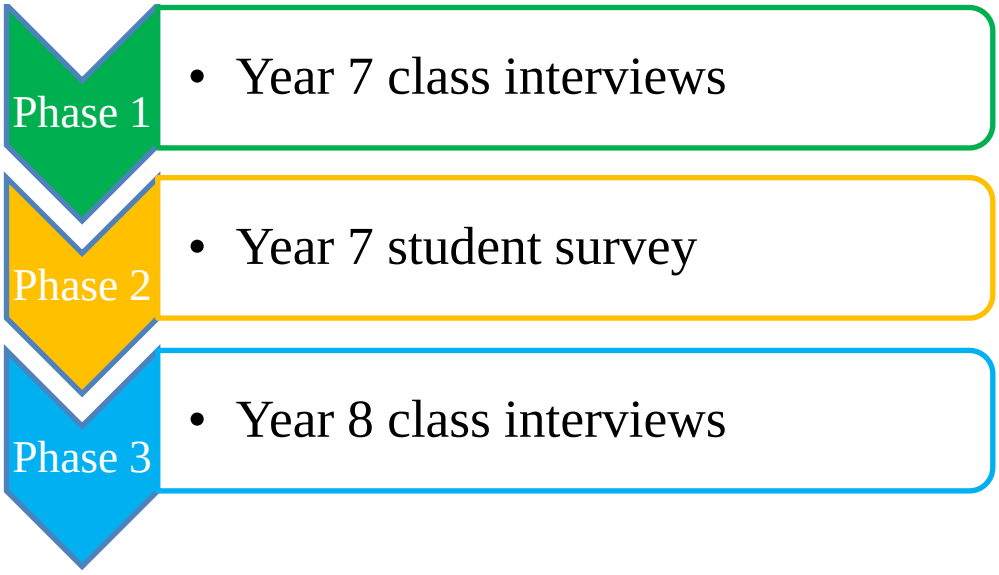
Similarly to Year 7, the atmosphere in both Year 8 French classes is enthusiastic and joyful but less teacher controlled and more relaxed. Although the learning tasks are teacher facilitated, the students are given some autonomy and they benefit from it more than in Year 7. Such augmented trust in student self direction is likely a result of the French being an elective subject that learners are voluntarily invested in and thus deemed capable of setting and meeting their own expectations (Liddicoat et al., 2007). The results on students' perceptions about their learning are presented next.

4.3 Learner perception (Question 1)

This section presents the results which provide an answer to **Research question 1**: What are junior high school French language learners' perceptions of the learning of the French language?

To gauge learner views and feelings on the learning of the French language, class interviews were conducted with the students of the observed Year 7 and Year 8 French classes and a survey was administered to the students of the observed Year 7 classes (Figure 4.2).

Figure 4.2 *Progression of the sequential tracking of student perception*



The aim of the interviews in Year 7 was to gather in depth information as to the students' views and feelings about the French language and its learning; the surveys were designed to learn the number of continuing and discontinuing students and their main reasons for opting in or out of elective language study; Year 8 follow up interviews with continuing students were conducted to inquire whether they were still happy with their choice to continue learning French.

4.3.1 Year 7 class interviews

The class interviews with Year 7 students occurred at the end of the respective third observed lessons (transcripts in Appendices B and C; Year 7 Class A interview and Year 7 Class B interview, in Audio files). The constraints on data collection have been explained in Section 3.2.

The students were invited to share their views on the French language and learning. Both classes – A (coded 7CIA) and B (coded 7CIB) – were asked two main questions "Why do we need to study languages?" and "What will influence your choice of whether to study a language next year?" and additional questions that stemmed from student responses during the interviews. By the time the large group discussion interviews started, the regular class teacher had left the room. Present were the researcher and the Head Teacher Languages who was also a French teacher but did not teach these particular Year 7 classes.

4.3.1.1 Generic reasons for language learning

The first question, allowing to establish a common ground on the topic, inquired about why people need to learn languages. The responses are coded 7CIASn and 7CIBn for individual student responses and 7CIASS and 7CIBSS for choral responses. The student responses fitted into three categories – pragmatic, intercultural and affective – reflecting the findings of Curnow and Kohler (2007) and Collins (2007).

Pragmatic reasons mostly concerned travelling, communication and future plans: "travel" (7CIAS1), "it's good if you wanna travel" (7CIBS4), "if you wanna go on holiday" (7CIBS6), "communicate to other people" (7CIAS9), "you will be able to communicate with others" (7CIBS7), "family, like your family might speak different languages" (7CIAS5), "if you have friends [who speak another language]" (7CIAS8), "it's always good to have another language […] cause like you would be able to pronounce the words" (7CIBS2), "your career and your job, what you want to do when you grow up" (7CIAS3), "if you're older and you work in a job that has like gonna do with learning in other countries then they need to learn that language" (7CIBS10).

Intercultural reasons revealed the learners' understanding of and experiences with multiculturalism: "learn other cultures while learning the language" (7CIAS4), "it's easier to accept people from different backgrounds if you can speak different languages and understand that people are different" (7CIAS7), "it would be interesting to find out about other people's heritage, language" (7CIBS8).

Affective reasons for language learning were also shared such as "it stretches your brain" (7CIBS3), "you widen your vocabulary and you understand more about the world" (7CIBS9), "just for fun" (7CIAS6).

Stemming from the word 'fun', the students were asked if they considered their French lessons to be fun. The choral answer of Class A was "sometimes" (7CIASS). Several students then specified that "games are fun" but homework and tests are less fun (7CIASS), suggesting

that this cohort considers social aspects of learning more enjoyable than cognitively strenuous individual tasks. The responses “I think I actually enjoy language lessons if you enjoy the language itself” (7CIA2) and “if you enjoy the sounds the language makes then you’ll probably enjoy the classes if you enjoy speaking and learning it” (7CIA7) link ‘fun’ to the aesthetic enjoyment of the language and may be interpreted as an expression of the student’s intrinsic motivation and learner agency (Dörnyei, 1998; Clarke and Henning, 2013).

Class B answers indicated a view of learning being fun because of the participants showing consideration for others: “’cause it is fun” (7CIBSS), “we are fun class” (7CIBSS), “we have a fun teacher” (7CIBSS), “it’s just how we learn French: when we have difficulty we help each other” (7CIBS1), “we are comfortable so it's more fun” (7CIBS2), “it's fun because like some of the girls in this class like in your group outside and you like can have more fun with it like” (7CIBS3), “it's cause our class is more encouraging and we like to make our more fun rather than saying oh I can't pronounce this or anything and also because she [teacher] encourages us to play games like bingo” (7CIBS4) .

Thus, the importance of the social nature of language learning was highlighted by the students of both classes but with a different emphasis in each. In Class A, ‘fun’ seems to be associated with ‘games’ – group learning activities that link to students’ life worlds outside of the classroom and are not seen as strictly learning related (Dörnyei, 1998; Clayton, 2017).

The perception of the students in Class B was that learning is fun with good friends who care for each other, are encouraging and make everyone feel comfortable. They also mentioned playing games but, unlike Class A, the competitive aspect embedded in games was not emphasised. These results support the idea that a sense of belonging to a language class strengthens the learner’s identity as a language user (Dörnyei, 1998; Moloney & Chik, 2017).

The variety of reasons that the participants listed for learning a language – travel, communication needs, career, learning about cultures and peoples’ heritage, understanding more about the world and becoming more acceptable of other people, benefits of knowing another language such as being able to pronounce foreign words and stretch the brain, family and friends who speak another language, and just for fun – suggests that by the time the students enter high school, they have developed an informed opinion on why foreign languages are beneficial and are able to advocate for what they believe in (Muñoz, 2014). Figure 4.3 displays the three categories that the results were fitted in.

The majority of students advocated for language learning because they considered it to be fun, a perception that seems to stem directly from the students own experiences of language

learning. Enjoyment of learning has proven to be one of the strongest predictors of successful progress in the subject but is complex to investigate due to its multifaceted nature (Clayton, 2017; Dörnyei, 1998). Self-development via cognitive challenge was another domain that was elaborated on by some of the students: language learning was seen as stretching one's brain and giving a deeper understanding of the world. Learners tend to thrive on cognitive challenge that is fitted within their zone of proximal development (Vygotsky, 1978).

Figure 4.3 *Generic reasons for language learning*

The students listed pragmatic reasons as an incentive for language learning such as being able to communicate with locals when travelling, getting a better job in the future, communicating with friends and family members who speak a different language as a mother tongue, and knowing how to pronounce foreign words. An ongoing need to know and use a language to successfully operate in the world is considered to be one of the catalysts for lifelong learning (BOSTES, 2014).

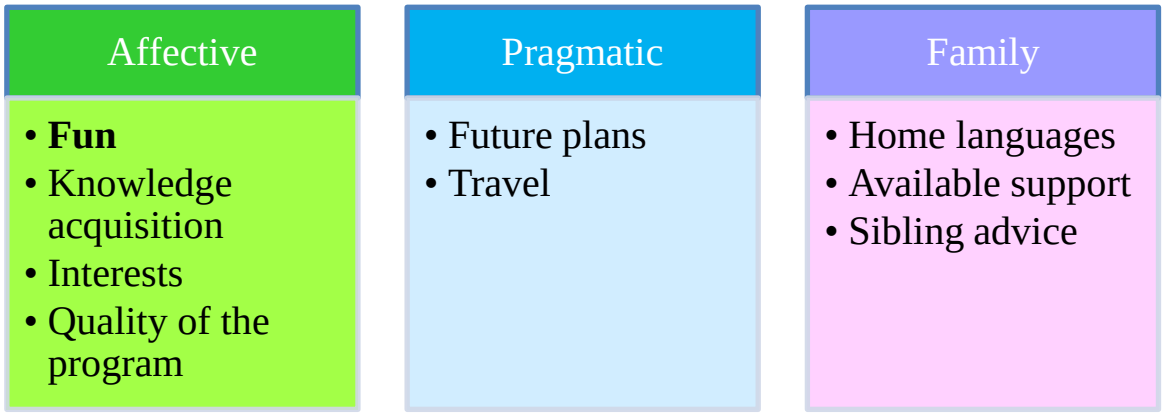
Interpersonal and intercultural reasons such as becoming more accepting of other cultures and people from different backgrounds and their heritage were seen as important reasons to learn another language. Interculturality has been identified as integral to students' experiences of language learning (Scarino and Liddicoat, 2009).

The responses to the question of *Why study languages?* indicated that the students who shared their perceptions had a good grasp of the topic and showed belief that learning languages has a positive impact on human existence. These responses reflect the findings of other similar enquiries (ACSSO, 2007).

4.3.1.2 Factors that influence continued language study

The common ground on the need for language learning established, the students were asked what would influence their own choices of continuing language study in an elective course in Year 8. Interestingly, although a number of students had previously advocated for learning a language because of its intercultural value, it was not an influential factor in the students' individual decisions to opt for an elective French course in Year 8. Instead, family influence was made apparent. The factors that influence Year 7 learners' personal decisions on furthering their language study fitted into three categories (Figure 4.4): affective, pragmatic and family influences.

Figure 4.4 *Student-reported factors that influence choice of Year 8 study*



"Cause it's fun" (7CIBSS) was an immediate reply in Class B, delivered with no hesitation, echoing the responses given to the question on the generic reasons for language learning. A subject being experienced as 'fun' by a sibling was also considered a telling factor, highlighting the influence the family members have on teenage decision making: "My friends, maybe like my sister takes Latin Latin and she says it's fun, so maybe I want to take Latin 'cause she says it's fun" (7CIAS2).

Affective reasons were expressed by several students in both classes as an important catalyst for language study: "Cause you might wanna learn about it" (7CIBS1), "So that you are able to speak to know that you can speak more than one language" (7CIBS6), "It's cool like you can translate and stuff" (7CIBS7), "Maybe cause you can get a wider general knowledge and you understand more about the world's languages" (7CIBS9), "It stretches [the brain]" (7CIBS3), "Well you don't wanna when you are an adult you don't want to look back and say ooh I wish I did that because sometimes that sort of thing isn't available and the opportunities are ripe in time […]" (7CIBS8), "kind of like your background, sort of like what you want to learn, sort of like what you want to do [unintelligible]" (7CIAS5), "like you enjoy the

language program that cause you can get like a feel for the language program and if you like it you'll probably continue it next year" (7CIAS2). Some students also substantiated the choice of a tentative language selection: "Actually I think I will pick French because it's easier like Mandarin is really hard" (7CIBS5), "I think Italian because I've already learnt it for two years […] and it's easy" (7CIBS10).

Pragmatic influences were weighed up in a similar manner: "You might need it in the future" (7CIBS5), "I want to learn more about the language and travel" (7CIBS4), "[…] travel if you know the language then you can speak to them" (7CIAS2), "Oh I just gonna say I'd like to continue French because it's more like I'm gonna use it more often than Japanese or something […] and also because if you can if you do well in it and if you do it for HSC you can earn more marks" (7CIBS8), "If you keep learning French and then you can go on an exchange to France" (7CIBS10).

In Class A, the benefits of the continued language study were brought up. "Whether you soak up language [unintelligible] and whether started language when you were […] in primary school" (7CIAS3) was supported by several students with similar experiences who shared their agreement via raised hands. The perception was further explained by "I think it kind of gives you like a background of what the language will be so it'll be like easier. Like if you start when you're younger it kind of sinks in more" (7CIA7), again with the majority of the students nodding in support. This result directly supports the view taken by the leading language education specialists that in order to develop proficiency in a particular language, primary school language programs need to feed into secondary school (Clyne, 2005; Lo Bianco, 2006; Liddicoat et al., 2007; Cummins, 2001).

The above perceptions offer insights into the students' life worlds and how they position themselves as language learners and language users. Most respondents emphasised the affective factors that lead to self-development and self-fulfilment. The students wanted to develop knowledge, avoid retrospective regret and improve self-image. Concerns for the future, either more immediate (exchange, HSC) or distant, were revealed as important in furthering language study. As in previous responses, most of the participants referred to 'fun' or enjoyment of learning as an important aspect in opting for continued language learning.

Referring to specific extrinsic influences, the students were asked if their friends, family or teacher would have an impact on their decision. Interestingly, the respondents in Class A downplayed the influence their friends' decisions would have on their subject selection, being adamant that they will choose for themselves and the subjects they are interested in, not what

their friends do: “I would do the language that I wanted to do not the one my friends are going to do that’s exactly how you’re making friends” (7CIAS5) and “You don’t have to choose a language because you have friends in that class you would rather choose a language that you are interested in” (7CIAS9).

In Class B, no reference to ‘friends’ was made. Due to the time constraints during the Class B interview (see Section 3.2), the question was worded differently to the Class A version. With Class A, each influence had a separate question: *Would you choose French if your friends pick it or would you choose a language that you want to do? / Do your families influence your choice of language study or give you advice? / When making your choice, would you consider the teacher who is teaching this subject next year and why*?.

In the Class B interview, the question listed all the influences at once: ‘*Ok last question your choice of language for next year what is it that is influencing you the most? Is it friends, parents, is it that you choose a language you want to do, is it the teacher and if so why?’*. One plausible explanation is that the students lost track of the beginning of the list by the time the question was read out and thus forgot to refer to the role the friends play in their decision making. Another possibility is that, as Class B students see themselves as a close-knit group of friends and shared decision making is taken for granted, there was simply no need to bring it up.

Family background and family members’ attitudes and support were cited by several students as an important factor in opting to further language study: “For me it's like my family my brother did French my mum did French and it's really cool because I look forward to learn the language” (7CIBS4), “Well ‘cause my mum and dad both speak French it’s easier so they can help me” (7CIAS2), “My dad, I can speak French and German but he is absolutely he doesn’t impact on what I wanna learn because he says so you learn a language you like you have to learn things you enjoy learning” (7CIAS3), “My family lives in France so I want to communicate with them so I would choose French. And my parents can speak French so they also help me” (7CIAS5). Parental and family attitudes and involvement have been reported to be the most important out of school factor in children’s educational success (Hattie, 2009).

The last part of the question, the influence that the teacher has on the students’ decisions to continue studying French in Year 8, initiated a number of excited contributions in both classes. The response to *‘When making your choice, would you consider the teacher who is teaching this subject next year?’* in Class A was a resounding “yes” (7CIASS). Several explanations followed as to ‘Why?’: “Because when you don’t have a good teacher you lose

you lose interest in the subject" (7CIAS2), "If you like don't really like the teacher you like might think that you like French but if you don't like the teacher you don't enjoy it as much" (7CIAS8), "Teachers will make the like language learning interesting" (7CIAS7), "It's good to have a French teacher who or the language teacher who like if you don't understand something they take the time to explain it instead of just saying okay you don't understand, we'll go back later and they never go back to it" (7CIAS1), indicating that the teacher was perceived 'good' and caring by the respondents.

'A good teacher' was deemed important by the respondents because without a good teacher learners lose interest, they do not learn as well, may get bored and not grasp the intricacies of the subject. Teacher empathy with ability to build and foster positive relationships has a major impact on students' sense of belonging and their learning outcomes (ACSSO, 2007; Kohler and Curnow, 2007; McGannon and Medeiros, 1995; BOSTES, 2014; Liddicoat et al., 2007; Dörnyei, 1998; Reyes et al., 2012; Nguyen, 2007).

To establish what the students mean by 'a good teacher', they were asked to elaborate on this notion. Class A students explained that [you know the teacher is good] "If you enjoy your lessons and you feel good about doing things [unintelligible]" (7CIAS2), "You learn a lot when the teacher is nice and respects how you learn and you so like you can feel free to go up to them and talk to them" (7CIAS7), "Like if you actually learn something in the classes but I also think that it's good if you like the teacher so that you're actually enjoying learning" (7CIAS9), "I think the teacher has to have a certain amount of enthusiasm because if they come into class (laughter) my teachers come into class and they act like this is the worst day of their life and I don't feel like I learn anything from that. Whereas teachers who come in and feel excited to teach you this and this and this, then I find I learn more and enjoy it more" (7CIAS5), "I was just going to say if like the teacher's flexible and they know how you want to learn like individually, sort of like they sort of, not exactly how you would learn but close so you can understand" (7CIAS1).

Acknowledging the request for clarification by the HT Languages who was in the room supervising the students, three of the girls took the floor to specify the meaning of the statement made by 7CIAS5 that is exemplified by "[…] it's more languages because languages are very hard for me to pick up because it's completely foreign whereas like maths and English you have a basic understanding even without the teacher. Without a teacher like in language you would be completely lost" (7CIAS1).

These contributions are testimony to the findings of previous research on teacher efficacy: an effective teacher is the most important element in students' educational accomplishment (Lo Bianco and Slaughter, 2009; Hajek and Slaughter, 2015; Hattie, 2009; Ayres et al., 2000). Class B students linked the enjoyment of learning directly to having 'a fun class' and 'a fun teacher'. In their view, a good teacher is a fun teacher. Elaborating on what makes a teacher 'fun', a choral response was "Nice, she is nice" (7CIBSS), emphasising the importance of empathy in teacher practice (Nguyen, 2007; Reyes et al., 2012).

Several students added further explanations that refer to their teacher's ability to build an inclusive environment that is conducive to learning: "When they're nice you also tend to learn better if you have a nice teacher […] yeah with French and all other languages usually the teachers are pretty good and you'd just wanna keep going with it" (7CIBS1), "The teacher knows how you learn and if you don't finish your homework then they'll understand you" (7CIBS2), "If like she's fun because she like kind of teaches in a fun way like no … not in a boring way" (7CIBS4), "she like teaches that (unclear) she goes over it" (7CIBS6), "she's accepting of if we make mistakes and she doesn't really make us like so strict even though she is kind of more feral" (7CIBS3), "she is very strict but she is [unintelligible]" (7CIBS5), "she does not make us put our head down and copy everything from the book […] she makes us do some performance rather than writing things down and memorising it all" (7CIBS8), "she lets us play bingo" (7CIBSS), "she also not every teacher lets you know she doesn't pop up with tests and stuff she like (laughter) she lets you know when the test is she gives you the books to study and she lets you like study more" (7CIBS7), "Like she gives you messages that you forget to write it down and she goes oh très bien (tr.: oh very well)" (7CIBS9).

Class A students like their French teacher because "she teaches us in like interesting ways. Like she doesn't always make us do text book work, like sometimes it's games and memorising things. So it's like more interesting than just say like learning maths and just writing stuff down all the time" (7CIAS7), "She's enthusiastic when she speaks with us" (7CIAS5), "if you get something wrong she like goes over it with us, she helps" (7CIAS1), "she's like teaching us fun little facts as well" (7CIAS2), "she doesn't force us to work" (7CIAS8).

Enjoyment of learning has been shown to be the key factor that relates to teaching effectiveness (Cai, 1998). The students revealed that their teacher's professional efficacy has a positive influence on their decision to continue language learning in an elective Year 8 course. A knowledgeable and skilful teacher makes the subject interesting by making learning interesting and fun which in turn makes students enjoy lessons and become eager to succeed.

Such a teacher explains material well, knows that everyone learns differently and that to keep students engaged and interested there have to be games, discussions, performances and revision to help students memorise better instead of doing only bookwork. For the same end she also needs to teach more than just curriculum and use ample praise. If language study is fun and the language program enjoyable, learners are more likely to continue with it. Therefore, how the teacher delivers the course is potentially the most important in-school factor that impacts on students' elective subject choice in languages (Ayres et al., 2000; Hattie, 2009; BOSTES, 2014; Lo Bianco and Slaughter, 2009; Hajek and Slaughter, 2015)

The students recognised that their teacher's ability to build a positive relationship with them was an important factor for continued study. Students learn from a teacher whom they like – if they do not like a teacher they tend not to want to learn from her. A likeable teacher is caring and respectful, flexible and easy to approach, and strict but understanding of students' needs. Teacher disposition is another factor that plays an important role in making students enjoy learning and be willing to continue their studies. Students rated highly their teacher for being enthusiastic in class, passionate about her subject, encouraging students to achieve at their best and communicating respectfully and with empathy.

According to the experiences shared by the girls, their teacher is a 'good' teacher. They characterised her in terms that link directly to The Australian Professional Standards for Teachers (BOSTES, 2014) and Professional Standards for Accomplished Teaching of Languages and Cultures, developed by AFMLTA (DEST, 2005):

- She is caring and respectful (a nice teacher makes students feel good and communicates respectfully): Standard 4
- She has empathy (is flexible and easy to approach if help needed, accepts that students make mistakes and is strict but lenient with homework, does not pressure work): Standard 4
- She is knowledgeable and skilful (knows that everyone learns differently, makes learning interesting and fun, teachers more than just curriculum, allocates time for games, discussions, performances and revision to help students memorise better instead of bookwork only): Standards 1, 2, 3 and 5
- She is enthusiastic, passionate and encouraging (has a certain amount of visible enthusiasm and teaches in a fun way; makes students to enjoy lessons, eager to succeed continue the learning; uses praise): Standards 1, 2, 3 and 5

The students' views shared in the whole class interviews indicate that their teacher regularly displays the three most effective teaching practices according to Hattie's effect sizes (Hattie, 2009) that have the greatest potential to lead to improved student learning outcomes (Hattie, 2009; Australian Government Department of Education, 2014; Centre for Education Statistics and Evaluation, 2015):

1. The teacher establishes and maintains a safe classroom environment that is conducive to learning and teaches with instructional clarity and use a repertoire of teaching strategies (effect size 0.75 or the second highest in *Teacher domain* of Hattie's meta-analyses);
2. The teacher uses a variety of strategies to assess student learning and provide timely and effective feedback to students (effect size 0.90 or the highest in *Teaching domain* of Hattie's meta-analyses);
3. The teacher establishes positive relationships with students (effect size 0.72 or the third highest in *Teacher domain* of Hattie's meta-analyses).

4.3.1.3 Summary of Year 7 class interviews

When asked why languages should be learnt, the majority of students advocated for language learning because it is fun. Students also listed a number of pragmatic and inter-cultural factors that they considered important.

When asked what would influence their own decisions to continue language learning in Year 8, the majority of students shared the perception of language learning being fun and enjoyable. Echoing the findings of Clayton (2017), the concepts of 'fun' and 'enjoyment of learning' were perceived by the learners as linking to their teacher's classroom practices and their own aesthetic enjoyment of the language. Similarly to the generic reasons for language learning, the influence of pragmatic factors was emphasised by several participants. Inter-cultural factors did not get a mention in individual retention plans; instead, family influence appeared as a new category, emphasising the importance of family members and home culture in students' lives (ACSSO, 2007; Hattie, 2009).

4.3.2 Year 7 student survey

Once the Year 7 students had chosen their elective subjects for Year 8, a two question anonymous student survey (Appendix D) was conducted (in September). The aim was to gauge the students' main reasons for either continuing or discontinuing their French studies in an elective Year 8 course, and the number of continuing students.

The survey was returned by 43 students (four students were absent on the day of the survey). 24 students had elected to continue and 19 students had chosen to discontinue studying French in Year 8. The students were asked to respond in writing to the following questions: (1) What was the main reason you chose to continue (or not) French in Year 8? (2) What influenced your decision the most? Survey questions are in Appendix D; survey responses in Appendix O.

4.3.2.1 Continuing students

The following sections display the results from the survey responses of the 24 students who opted to pursue their French studies in Year 8. Section 4.3.2.1.1 relates to the survey question (1) What was the main reason you chose to continue (or not) French in Year 8? and Section 4.3.2.1.2 to the survey question (2) What influenced your decision the most?

4.3.2.1.1 Reasons to continue the study of French

The top three reasons the students offered for selecting French in Year 8 may be categorised as affective factors that express the enjoyment of learning and the need for self-fulfilment:

- Fun / Enjoyment of learning:
  - "I enjoy/ed learning it" – listed by eight students
  - "French is fun" – listed by five students;
- Self-development: "Would love to speak another language and learn about culture" – listed by six students.

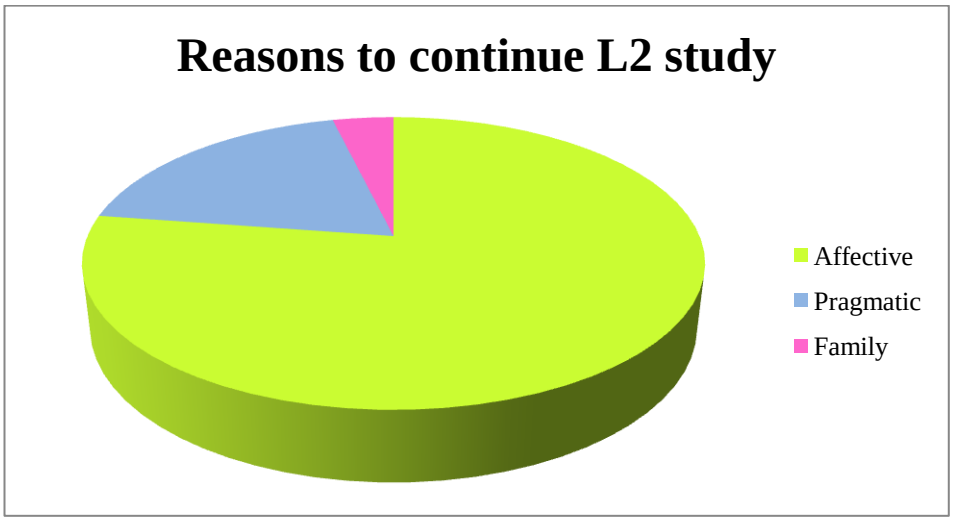
Similarly to the perceptions shared in Year 7 class interviews, affective factors were dominant in students' reasoning. Four students stated that French is "An interesting language", three students felt that French is "A good language to learn" and another three that it is "Easier to learn as we have already started". "Lovely language", "I love languages" and "I like the language" were listed by two students each. Several affective reasons were listed by one student only, relating to enjoyment of learning, self-development and perceived ability in the subject: "I love the sound of it", "French is the first language I have really felt passionate about", "I loved travelling to France three years ago", "I wanted to improve my French", "I am interested in the culture" and "[French is] easier than Japanese".

A number of pragmatic reasons were also listed: "Good to learn another language, useful" (by four students), "Common language" (by two students), "I might want to live or travel in France" (by three students),"My babysitter speaks it", "I want to go on French exchange when older", "I want to be fluent by the time I go to France next year" (by one student each).

Two students made reference to their family to account for why they opted to continue learning French in Year 8: “My parents want me to learn a language” and “My family speaks French and lives in France”. The latter may also be classified as a pragmatic reason.

The breakdown of the above reasons into categories is displayed in Figure 4.5.

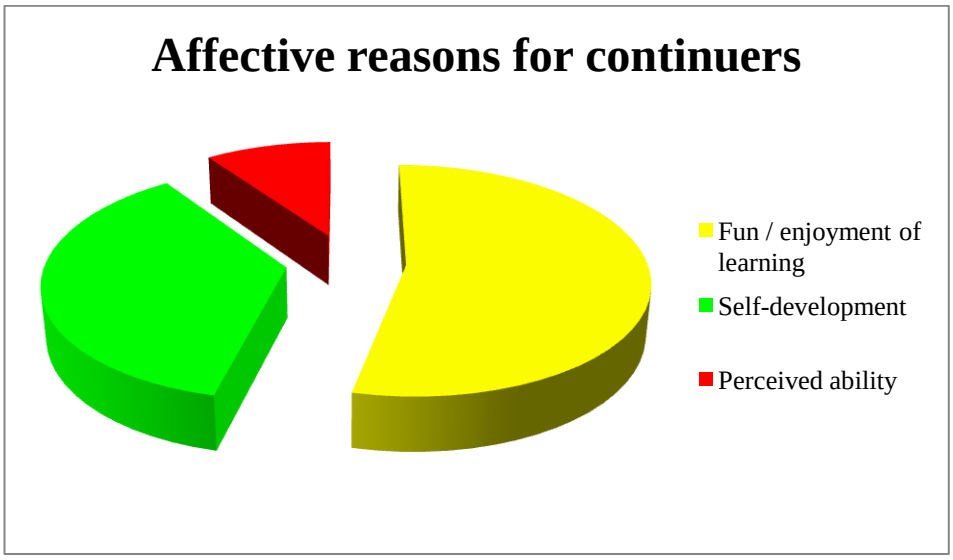
Figure 4.5 *Categorised reasons to continue L2 study*



Accounting for what made them decide to continue the French language study in Year 8, the students listed 41 affective reasons, 10 pragmatic reasons and 2 family based reasons.

Figure 4.6 displays the breakdown within the category of affective reasons.

Figure 4.6 *Affective reasons to continue L2 study*



Enjoying the learning and having fun doing it were mentioned 22 times as the main reason to continue language study in Year 8, followed by the need for self-fulfilment (15 times) and perceived ability in the subject (4 times).

These results reflect some of the findings from previous studies where future prospects, personal interests, perceived ability in the subject and family influence were reported as reasons for opting in or out of continued language study (Liddicoat et al., 2007; Kohler and Curnow, 2007; Collins, 2007; McGannon and Medeiros, 1995). However, in the previous studies there does not seem to be a direct reference made to the student perception of language learning as being 'fun' and worth of further study for its own sake, except in the recent Tasmanian study by Clayton (2017). The emergence of the concept of 'fun' in language learning will be the focus of Section 4.5 and Chapter 5.

4.3.2.1.2 Factors influencing the decision of continuing students

The top two influences that were mentioned respectively by four and three students were "my parents" and "I like learning about different cultures". These results indicate that at Year 7 level the parental influence and self-development are taking top priority, echoing Hattie's (2009) research on the catalysts of educational impact.

Several affective and pragmatic influences were mentioned twice each: "to learn a language", "good opportunity / subject to study in Year 8", "have already learned it so makes sense to continue" (affective); "travel to France"; "can communicate with locals if I go to France"; "my mum and brother speak it and can help me" (pragmatic).

Interestingly, in addition to the already mentioned categories, teacher influence – "my teacher" – was made evident by two respondents, confirming the influence the teachers have on students' academic choices (Hattie, 2009). "My friends" reveals the effect of peer influence on one individual student.

Similarly to the reasons to continue the French studies (Section 4.3.2.1.1), a number of influencing factors were mentioned by one student only. These unique individual responses echo many of the influences already listed but using different wording. The majority of these classify as affective / self-developmental: "it is a great language"; "it is good knowledge"; "so I can speak French"; "easier than Japanese"; "if I quit now I would regret it in Year 8"; "you get to sing and dance in Year 8 [French]"; "it will be hard to learn another language"; "have learnt it from very young age and it is familiar to me"; "I would like to continue until Year 12"; "my own decision"; "how I am doing in French now"; "laziness". "French has a nice sound" may be interpreted as enjoyment of language.

Some pragmatic factors had an influence on these individual students: "it is useful in outside world"; "my family does not speak it so I can help when we travel"; "so I could be confident

if I go to France one day". Similarly to the reasons the students gave for selecting to continue language learning in Year 8, the main influences accounted for by the students were affective / self-developmental.

4.3.2.2 Discontinuing students

The following sections display the results from the survey responses of the 19 students who opted to conclude their French studies with the Year 7 course. Section 4.3.2.2.1 relates to the survey question (1) What was the main reason you chose to continue (or not) French in Year 8? and Section 4.3.2.2.2 to the survey question (2) What influenced your decision the most?

4.3.2.2.1 Reasons to discontinue French study

The top three reasons that students gave for discontinuing the French language study fit into the categories of life pragmatics and cognitive engagement:

- Pragmatic: "French will not help me progress in jobs / in the future" – listed by four students;
- Cognitive boredom: "I am not interested in French because I did it in Primary school / for a long time" – listed by three students;
- Cognitive challenge: "I don't want to learn another language because it is too hard" – listed by three students.

Four students displayed a perception of the uselessness of the French language to their future and career projects. Three students listed cognitive boredom as a reason for quitting, revealing another side to the continued language learning. Three other students indicated their cognitive struggle by sharing that language learning was too hard for them.

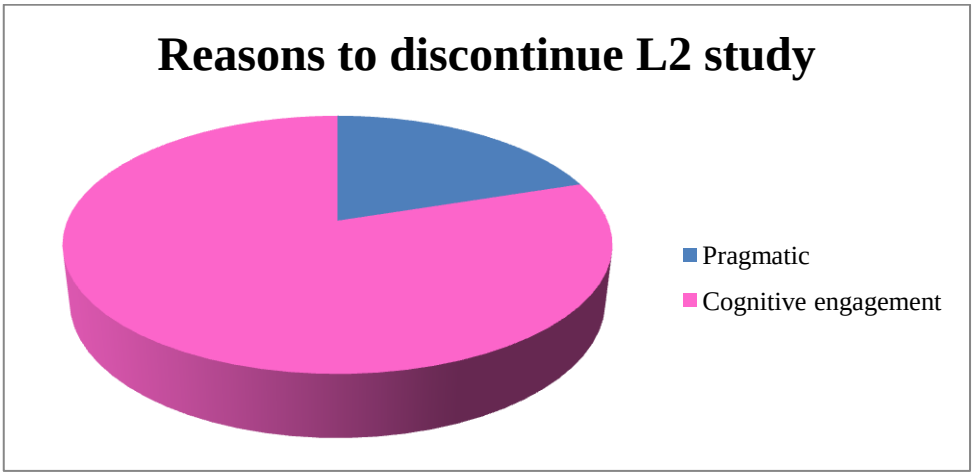
A number of reasons that can be classified as affective were mentioned by two students each: "I did not enjoy it / as much as other subjects"; "I don't really like it that much"; "it is harder than other subjects"; "availability of other languages"; "I always wanted to do Japanese".

Mentioned by one student only were: "it is boring"; "I am not a language sort of person"; "I already know another language"; "the chance of getting a very mean teacher"; "there are other subjects I want to do"; "the general structure of the Year 8 French course".

These results reflect the reasons stated for discontinued L2 learning in previous studies (Liddicoat et al., 2007; McGannon and Medeiros, 1995; Preston, 2009; Clayton, 2017).

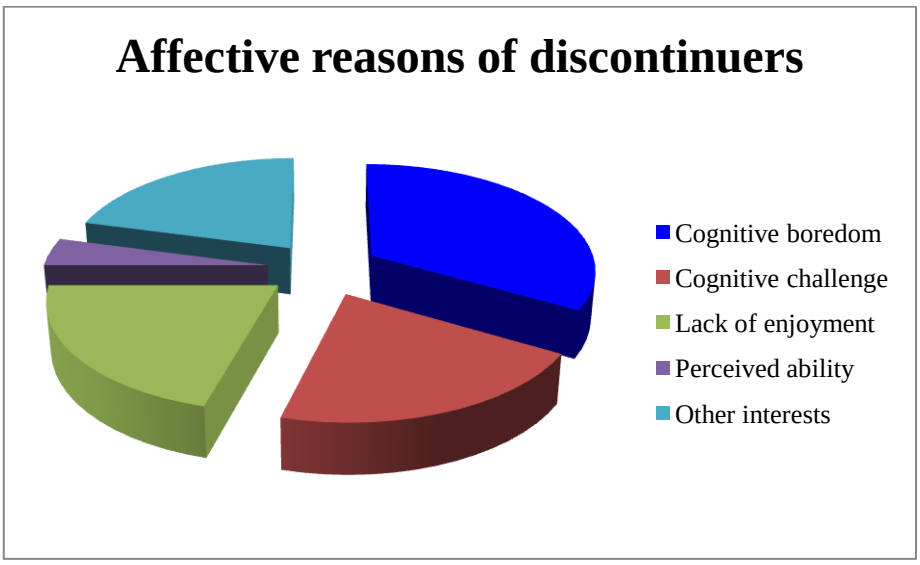
The main pragmatic reason expressed by the students was the irrelevance of the French language in their future careers, counting for 20% of the reasons to opt out of the elective language study (Figure 4.7).

Figure 4.7 *Categorised reasons to discontinue L2 study*



The majority (80%) of the discontinuing students linked their decision to opt out to cognitive engagement which may be tentatively linked to classroom interaction and teacher practices. As such, it is a variable that can be modified by teachers (Lo Bianco and Slaughter, 2009). Figure 4.8 presents the breakdown of the reasons given by the discontinuing students within the category of cognitive engagement.

Figure 4.8 *Affective reasons to discontinue L2 study*



While career relevance, perceived ability in the subject, other interests and academic achievement reflect the findings from previous studies (Kohler and Curnow, 2007;

McGannon and Medeiros, 1995), lack of enjoyment and cognitive boredom as reasons for discontinuing have previously not been directly emphasised except in Clayton (2017).

4.3.2.2.2 Factors influencing the decision of discontinuing students

The discontinuing students reported that their decisions to opt out of the French language program were influenced the most by "My family / parents" (3 students) and "My interests / I enjoy reading Japanese manga" (3 students). Similarly to the continuing students, family/parental influence and self-development had a telling impact on Year 7 students' decisions about their learning.

The following pragmatic and affective influences were listed by two students each: "my long term plans do not involve French"; "the future occupations / jobs in the life ahead"; "it is hard / I was not getting it"; "I don't really like to learn French"; "I did not enjoy it".

The following 12 factors, fitting into the categories of affective, pragmatic and family influences, were listed by one student only: "what I eat and do revolves around some Japanese things"; "I like Japanese better and don't want to do two languages"; "learning a different language that I don't know"; "limited amount of subjects you can do"; "I wanted to do more fun subjects"; "I thought I would not be able to cope"; "all the grammar"; "I prefer other languages"; "my mother language"; "I was not getting much help"; "my sister"; "my sister already learns French".

The above insights create an interesting picture of the cohort that opts out of the French language study. These contributions indicate that a number of the students discontinue because they find language learning too hard but discontinuers are also students who love language learning and perceive themselves as being good at it, but are interested in a different language or have to opt for a non-language subject due to timetable constraints. These results correlate directly with Clayton (2017) and would warrant a separate study to explore the issues raised. The current research concentrates on investigating the perceptions of continuing students in a bid to be able to replicate the conditions that have led to the formation of these perceptions and thus to increase in retention in the subject.

4.3.2.3 Summary of Year 7 students survey results

The main reasons Year 7 students gave for continuing language study in an elective Year 8 course were enjoyment of learning (*I enjoyed it; French is fun*), self-development (*would love to speak another language and learn about culture; interesting language*) and pragmatic

needs (travel, family connections). The students' decisions to continue were mainly influenced by their parents/family, the need for self-development and pragmatic factors.

Discontinuing students listed pragmatic (no relevance for the future) and affective (lack of interest; too hard) reasons for opting out as the most important. Their decisions to opt out were mainly influenced by their parents/family, affective (other interests, perceived inability in the subject) and pragmatic factors (future career).

4.3.3 Year 8 class interviews

Two follow-up interviews were conducted with the students who continued learning French in an elective Year 8 French course. The aim was to reveal if the positive perception of the French language learning they expressed in Year 7 had been maintained or had it changed.

The students were asked one main question 'Are you still happy with your choice [to continue learning French in Year 8]? Why or why not?' and two additional questions 'How has the teacher change affected you?' 'Do you think you would continue in Year 9? Why?' that stemmed from student responses during the interviews. Interviews were conducted at the end of the observed lessons and were subject to time constraints (explained in Section 3.2).

The majority of respondents had maintained a positive perception but two students also expressed some form of regret. The responses are coded 8CIASn and 8CIBSn for individual student responses and 8CIASS and 8CIBSS for choral responses (transcripts in Appendices E and F; Year 8 Class A interview and Year 8 Class B interview, in Audio files).

4.3.3.1 Positive perception

When Class A students were asked if they were still happy with their choice to continue learning French, the response was a chorus 'Yeah!' (8CIASS) accompanied by many students nodding heads in approval. Next, the students were asked to explain why they were still happy with their choice.

In Class B, due to time constraints, the two questions were combined. The students nodded heads to indicate that they were happy with their choice and then started listing the reasons.

The factors fitting into the affective category were referred to the most by the students of both classes. Despite both classes now having different teachers, the perception of language learning being fun and enjoyable was prevalent just like it had been in Year 7: "It's fun" (8CIAS1), "Good experience" (8CIAS6), "Every lesson is different" (8CIAS7), "I enjoy it and, two years in a row, I've had good teachers" (8CIAS8), "It's good fun" (8CIAS10), "I

thoroughly enjoy French, it's just a lot of fun and it's quite different from Year 8, we're not doing as much grammar, I think from Year 7 [...] yeah cause in Year 7, I know we did a lot of grammar and I'm beginning to learn French and so yeah, it's a lot different and I guess, also they expect a lot more from us, which, like it's good, it challenges us and it's very enjoyable […] it's good" (8CIBS1), "I like learning a different language" (8CIAS3), "I like French just cause like, if I ever go to France, I wanted to be able to speak French and plus it's also fun" (8CIBS2), "I think the lesson plans are great and we do really fun subjects, which kind of paves with everything else in a school life" (8CIBS3), "The French culture is such a big variety of stuff, that it's really fun to learn about all the different aspects" (8CIBS5), "Well I like French now because, and it's better than last year, because last year there would be people that didn't want to do it and weren't really into it, and now because everyone's chosen it as an elective, it's really fun, it's a lot better" (8CIBS6). As Cai (1998) states, "Enjoyment of class is the positive attribute of student emotion as well as the key factor that relates to teaching effectiveness" (p.412).

A number of other learning process related factors were highlighted by the students: "It's interesting" (8CIAS2), "we actually learn something" (8CIAS5), "It's challenging […] in a good way" (8CIAS9), "It's better than the other elective […] because, like, I didn't want to learn about [unintelligible]" (8CIAS12), "I like it now cause we've been more like getting more advanced and into the language" (8CIBS4). Pragmatic reasons were mentioned once: "I want to go to France one day" (8CIAS4).

Class A students, when asked if they would continue in Year 9, responded with a choral 'yes' (8CIASS) with a number of students explaining it simultaneously with "because of exchange" (8CIASS). In Class B, a choral answer of students to whether they would continue in Year 9 was also a resounding "yes" (8CIBSS). The same answer was given to the question querying about the students' plans for Year 10, accompanied by an explanation "There will be an exchange then" (8CIBS1).

Class B students were asked if they hoped to have the same teacher in Year 9 to which the answer was a choral "yes" (8CIBSS). Their teacher also expressed a hope to have the same girls in Year 9. Class A students were asked how the teacher change had influenced them. Three respondents referred to the teacher change as positive: "Positive because there's more activities like, she's a bit more organised" (8CIAS5), "She makes it more fun" (8CIAS6), "She speaks more in French during the lessons" (8CIAS2), "She sets us quizzes so we can like [unintelligible]" (8CIAS14), "She explains better" (8CIAS15).

4.3.3.2 Changed perception

Once the main interview with Class A had finished and the girls were leaving, 8CIAS13 approached the researcher to share: “I liked my own teacher better” (8CIAS13), referring to the French teacher she had had in Year 7. She went on saying: “I don't really regret it, but I just don't like it as much as last year” (8CIAS13). When prompted to share the reason for such feelings, she said that it was “probably the teacher” (8CIAS13) and specified that “I just liked the way my old teacher taught us” (8CIAS13). At that point, S16 who had stayed back to wait for S13 joined the conversation to confirm S13’s perception of their Year 7 teacher: “Yeah, our teacher last year was really good” (8CIAS16).

Both students were then asked if they thought that this would change their opinion in relation to continuing in Year 9 the next year. The responses were “Yeah, but I would like to continue because of the exchange” (8CIAS16) and “Yeah but I would continue because of the exchange” (8CIAS13). Both students then confirmed that they would put up with the teacher to get the exchange happening but that [not liking the teacher as much as the previous one] affects the effort they put into learning: “Compared to some of the other classes. Like, my friend's class, she'd written a lot of notes already, like, and done all that stuff. They have done a lot of stuff or French lessons or something. I don't know” (8CIAS16), “she does expect a lot of us. Like, we do get a lot of work, but it's kind of work that [unintelligible]” (8CIAS13).

4.3.3.3 Summary of Year 8 class interviews

The majority of students in both classes reported to have maintained a positive perception of learning French with the main reason for this being that they perceive learning French as fun. Some students reported having further developed their interest in the course which they explained as a positive effect of teacher change and having like-minded peers in the class.

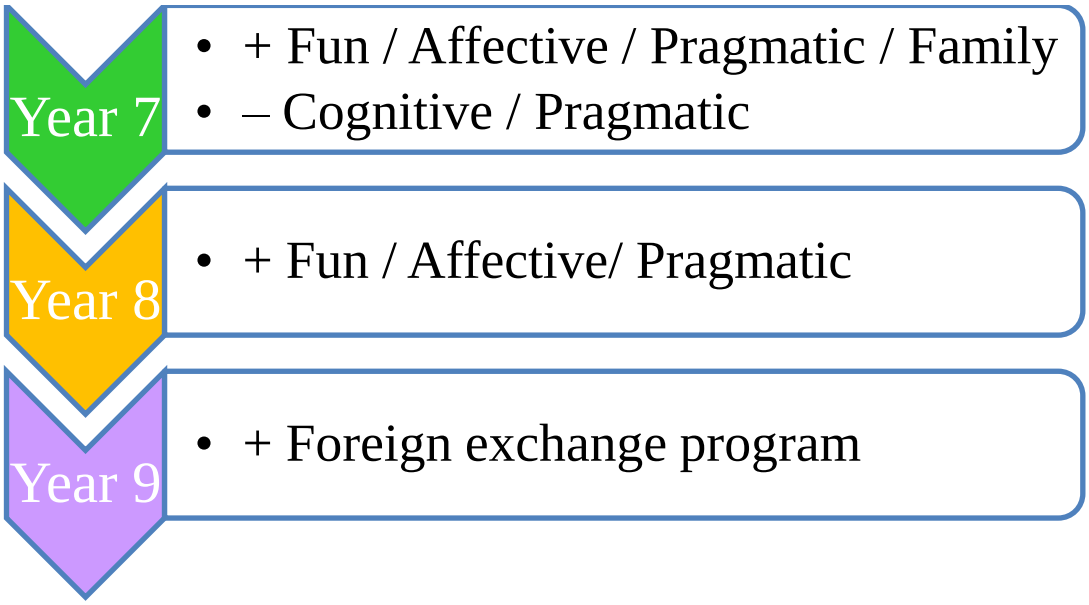
Two students reported a drop in enthusiasm that was also explained by the teacher change. These students preferred the classroom practices of their Year 7 teacher.

The main reason the students reported for continuing the French study in Year 9 and Year 10 was the opportunity to participate in an exchange to New Caledonia. This extrinsic motivation was reported to be more powerful that the dislike for the teacher.

4.3.4 Conclusion to learner perception

Throughout the tracking period, the perception of language learning being 'fun' and 'enjoyable' was revealed to be the most important factor in the decision making of the continuing students, referred to with a plus (+) in Figure 4.9. It was quantitatively the most voiced factor impacting on students' decision making, followed by other affective, pragmatic and family reasons. The discontinuing students, referred to with a minus (–) in Figure 4.9, listed mainly affective and some pragmatic factors as catalysts to conclude their language studies at the end of Year 7.

Figure 4.9 *Development of student perception*

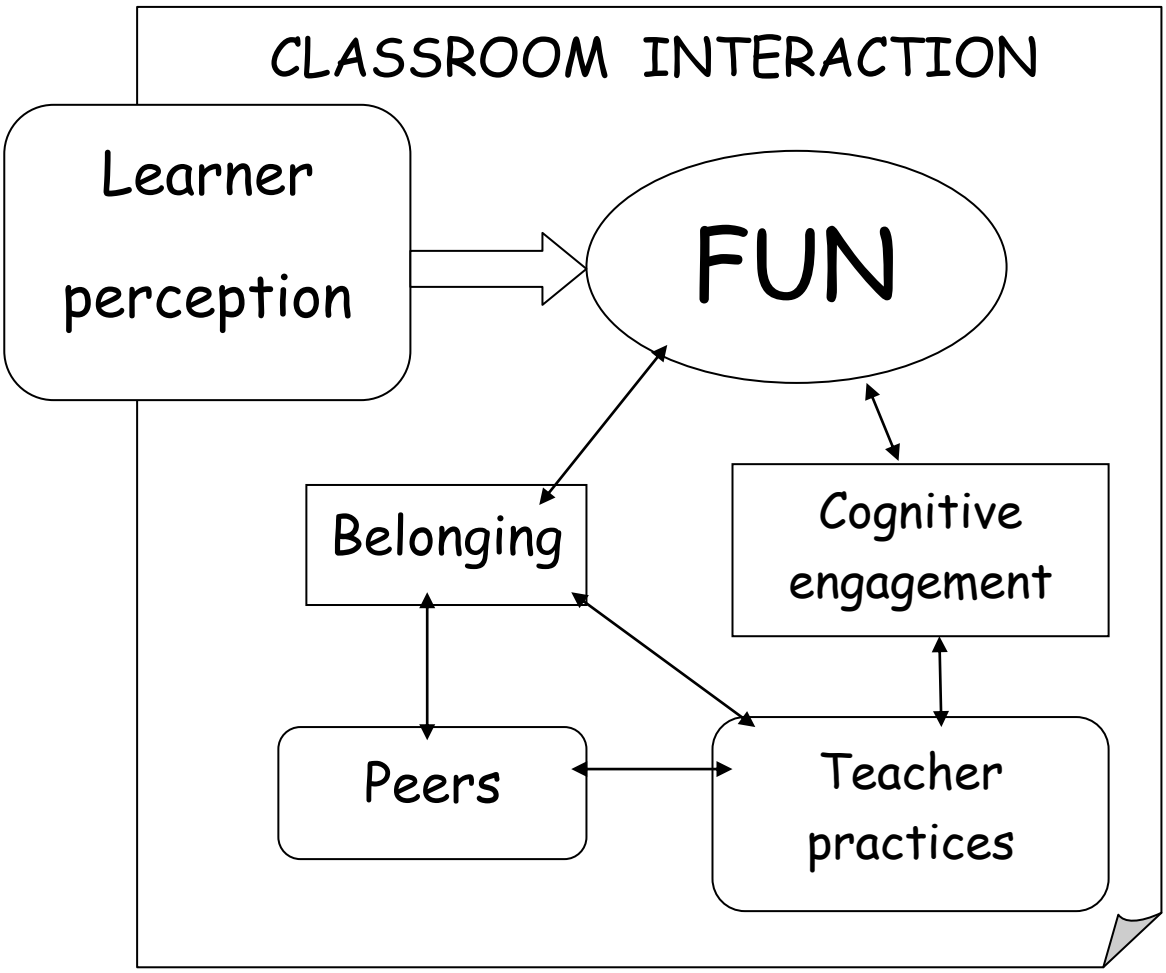


The main reason the students gave to continue French in Stage 5 (Years 9 & 10) was the prospect of a foreign exchange program. As the learners' life worlds are expanding, they are looking forward to put the learning in practice, and experience it in the real life setting.

Figure 4.10 displays the answer to **Research question 1**: What are junior high school French language learners' perceptions of the learning of the French language?

The learners link their main perception of language learning being fun and enjoyable to classroom interaction where it manifests through social belonging and teacher efficacy. The students list caring relationships, the teacher's ability to make learning interesting and display enthusiastic disposition as factors that influence positively their decision to continue French language study in an elective Year 8 course.

Figure 4.10 *Summary of the answer to Research Question 1*



These results indicate that at Stage 4 level (Year 7 & Year 8) the teacher's classroom practice has a major impact on students' perceptions about the subject and consequently their decisions on a long term engagement with that subject, confirming that teacher efficacy is a strong predictor of student engagement and achievement (Hattie, 2009; Jensen, 2010).

This study focuses on Year 7 students' perceptions of French language learning and the impact these have on student retention into elective stages of study. The manifestation of these perceptions in the classroom and how they are formed in moment to moment interaction will be explored in the next sections.

4.4 Classroom interaction (Question 2)

This section presents the results which provide an answer to **Research question 2**: What is the nature of Year 7 classroom talk-in-interaction?

The results presented in this section derive from classroom observation field notes and recordings of classroom talk-in-interaction. The structure of the presentation of the results and their data sources are displayed in Table 4.3.

As the perceptions about teaching and learning of the subject are formed in the classroom interaction and language is used to exteriorise these perceptions (Fantini, 1995), the profile of Year 7 French classroom interaction is presented, followed by the overview of classroom talk and specific characteristics of teacher talk and student talk.

Table 4.3 *Mapping of Section 4.4*

Section	Data source
4.4.1 Profile of classroom interaction	Observation field notes
4.4.2 Overview of classroom talk	Analysis of recorded classroom interaction
4.4.3 Characteristics of teacher talk	Analysis of recorded classroom interaction
4.4.4 Characteristics of student talk	Analysis of recorded classroom interaction

4.4.1 Profile of Year 7 classroom interaction

This section presents a profile of the observed Year 7 French classrooms' interaction. The information is based on the researcher's field notes taken during lesson observations.

Based on classroom observations, the visited lessons may be deemed cognitively engaging (Wagner et al., 2013). The learners are seen to attentively listen and respond to teacher led instruction, such as the teacher explaining new concepts, giving instructions and questioning. The completion of bookwork is actively teacher assisted. In every lesson, the students are actively engaged in group work that requires hands-on problem solving and knowledge negotiations in student led conversations, designed to call on higher order thinking skills. According to the teacher, such structure reflects the whole school approach to conducting classroom activities, indicating that the school is invested in good teaching to guarantee success in learning (Lo Bianco and Slaughter, 2009; Hattie, 2009).

The following generic structure is present in every observed lesson:

- Lesson opening
- Homework check / revision
- Roll marking (also conducted before homework check – depends on when the teacher remembers to do it)
- Introduction of learning tasks / new learning material
- Practice
- Giving homework
- Lesson closure

For the purpose of this research, a lesson opening is considered to be from the moment the teacher takes control of the classroom to start the lesson until the first learning task is introduced. A learning task is considered to be any kind of activity that deals with the advancement of the subject matter. For example, roll marking is not considered a learning task and the organisational part of a homework check (checking who has done it, noting down the names of students who have failed to bring it in etc.) is not considered a learning task, but correcting the homework is a learning task because it is aimed at adding to the learners' knowledge of the subject content.

Clear expectations are explicitly communicated by the teacher, stating a rule or an expectation and the consequence if the latter is not met. Students know their cues and react to them promptly. The time spent on classroom management is minimal, consisting if need be of the teacher utterance 'shh' to centre students' attention back on the teacher.

Routinely across the observed lessons, the teacher starts the class by greeting the girls in French. Then, she either marks the roll and moves on to do revision and homework check or she first checks homework and then marks the roll. Next, the new learning material is presented by the teacher. Usually, the teacher has a PowerPoint presentation or a word document to share that the girls are required to copy in their exercise books. If the technology fails which happened several times during the observations, the learning material is written on the board by the teacher and copied in the exercise books by the students. English translations accompany all new vocabulary. A whole class oral practice follows with lots of praise from the teacher in French.

Then, the group task is introduced, usually a game, to reinforce the learnt material. At the end of group practice each student has to demonstrate that they have acquired the new material. It is done either individually – each girl pronouncing a word or a sentence, taking turns – or as a

team challenge where speed and accuracy are important e.g. matching syllable cards to form words. Once the game finished, homework is given – written in the diary and also explained time permitting.

The design of the tasks takes into account a diverse range of student abilities and varies from book work and copying from the board to hands-on team activities, making learning visibly interesting, enjoyable and fun (Westwood, 1996; Stronge et al., 2007; Centre for Education Statistics and Evaluation, 2014). Clear expectations communicated by the teacher allow the engagement of students cognitively and physically. Research has consistently demonstrated that teaching with clarity is one of the teacher practices that leads to improved student learning outcomes (Hattie, 2009; Stronge et al., 2007; Stronge et al., 2011; Centre for Education Statistics and Evaluation, 2014).

The teacher successfully introduces varied lesson contexts to work towards her institutional goal of language teaching (Seedhouse, 2004). In every observed lesson, the students are visibly engaged and on task from the moment the teacher starts the lesson. To achieve this, the teacher's instructional behaviour comprises elements from the domains of classroom organisation, student orientation and cognitive activation (Wagner et al., 2013).

The teacher explicitly communicates task guidelines and criteria for success, implementing instructional differentiation and displaying high expectations for her students (Stronge et al., 2011; Centre for Education Statistics and Evaluation, 2014). She interacts with her students enthusiastically and cheerfully, making them eager to participate and succeed (Stronge et al., 2007). Monitoring the completion of tasks, the teacher assists the whole class and individual students, ensuring student understanding of the tasks, and praises them for their work. Clear and consistent classroom routines act as a checkpoint for students, giving them an opportunity to monitor and adjust their performance in a safe and reliable learning environment (Centre for Education Statistics and Evaluation, 2014; Hattie, 2009).

The teacher frequently and consistently uses a French lexical item *attention* (tr.: attention) as a marker of change of pace, indicating that the teacher talk is about to end and that the next turn will be allocated to a student or students. As a cuing tool that the students recognise, it gives the class time to get ready to produce a teacher requested utterance or action in an environment where students actively orient to selected-student-speaks practice (Rowe, 1978, 1986; Hosoda and Aline, 2013).

The commonly occurring questioning pattern that dominates the interaction in the observed classrooms is the limited 'teacher initiation – student response – teacher feedback/evaluation'

format, used by the teacher to elicit information, ask for clarification and manage learning tasks. She uses this pattern to turn her tasks-as-workplan into tasks-in-process while skilfully maintaining the control over classroom discourse (Sinclair and Coulthard, 1975; Mehan, 1979; Seedhouse, 2004; Richards, 2006).

There is a strong correlation between effective classroom questioning and high student achievement (Hattie, 2009; Westwood, 1996; Smith et al., 2004, Richards, 2006; Jacknick, 2009; Molinari and Mameli, 2010; Hosoda and Aline, 2013; Skidmore and Murakami, 2012). However, the effectiveness of the repetitive IRE/IRF pattern in language classrooms has recently become under scrutiny (Moloney & Harbon, 2010; Centre for Education Statistics and Evaluation, 2014; Stronge et al., 2007; Westwood, 1996) because of its tendency to not lead to diverse and open-ended questioning practices.

Overall, the classroom observational data correlates mostly with the student interview data, providing evidence that the classroom practices the teacher routinely uses reflect the Australian Professional Standards for Teachers (AITSL, 2012) as presented in Table 4.4. Observation being an interpretative exercise by an outsider, the researcher has made her best attempt at matching student perceptions of their teacher's classroom practices to what was visible and noticeable during the visited lessons.

Table 4.4 *Evidence of observed classroom practices as per APST*

1. The teacher establishes and maintains a safe classroom environment that is conducive to learning and teaches with instructional clarity and use a repertoire of teaching strategies	
Student perception	Evidence from classroom observations
The teacher teaches in a fun and interesting way	Evidence observed in every lesson
The teacher does not force or pressure work	Partial evidence observed
The teacher is flexible	Partial evidence observed
The teacher does not always make students do textbook work and copy everything down	Evidence observed in every lesson
The teacher encourages them to play games	Evidence observed in every lesson
The teacher teaches more than just curriculum	Partial evidence observed
The teacher explains well	Partial evidence observed
The teacher knows how the students learn, and	Evidence observed

understands if they do not finish homework	
2. The teacher uses a variety of strategies to assess student learning and provide timely and effective feedback to students	
The teacher helps students with class work	Evidence observed throughout every lesson
The teacher takes the time to explain	Evidence observed
The teacher tells students when the tests are	Evidence observed
The teacher gives praise and stickers	Evidence observed in every lesson
3. The teacher establishes positive relationships with students	
The teacher is enthusiastic when she speaks	Evidence observed throughout every lesson
The teacher is nice and the students feel free to go up to her and talk to her	No evidence observed
The teacher is very strict but understanding	Evidence in teacher talk
The teacher is accepting of students' mistakes	Evidence in teacher talk

In every lesson, the researcher observed the teacher create and maintain a classroom environment that was safe and conducive to learning. Similarly to what was reported by the students, the lessons seemed well structured, learning tasks varied, instructions were clear and teacher disposition enthusiastic and cheerful. The students were visibly engaged and seemed happy. Routinely, the teacher varied text book work and copying from the board with hands-on group activities and games. There were at least three different activities during each lesson. This is considered to be a good fit to engage Stage 4 students (BOSTES, 2014).

The teacher kept the students on task and encouraged them to complete given work, actively assisting the students. For the work well done there was ample oral praise and stickers given. The teacher took time to explain the work but contrary to student perception, at times the explanations seemed to confuse the students rather than clarify the points raised.

There was no observable evidence of rapport building between the teacher and her students in the sense of small talk and students approaching the teacher just for a chat. Although the teacher's disposition was mostly cheerful and enthusiastic, likely accounting for the students' perception of their teacher being 'nice', her cheerfulness was only mirrored by the students when games were introduced. At all times, the teacher was focused on keeping with her lesson agenda and advancing the learning to which the students responded well.

4.4.2 Overview of classroom talk

Classroom talk-in-interaction is a medium that allows pedagogical intentions to be implemented, displaying how members of that particular classroom society create their commonly understood existence (Heritage, 1984; Markee and Kasper, 2004; Seedhouse, 2004; Richards and Seedhouse, 2005; Preston, 2009).

In a French language classroom, turn taking, sequence and repair are all reorganised and adapted in relation to the institutional goal of language learning (Seedhouse, 2007; Richards and Seedhouse, 2005; Heritage and Clayman, 2010). Therefore, participants in language classroom interaction are displaying their understanding of the 'current state of the evolving relationship between pedagogy and interaction and acting on the basis of these analyses' (Seedhouse, 2007, p. 532). As such, any reality about classroom life becomes accessible to the researcher through an emic analysis of recorded classroom talk-in-interaction (Seedhouse, 2004), undertaken in the sections to come.

Institutional settings give teachers interactional powers that would be either contested or not envisageable outside of such frameworks (Seedhouse, 2004). What would be out of place or odd elsewhere is oriented to by all parties in a classroom because of how 'things are done' there – the norms are traditionally commonly understood and adhered to because contesting them, especially overtly, could lead to destruction of this particular reality and create chaos (Seedhouse, 2004).

The interactional norms of the observed French language classrooms are:

- the whole class communication is teacher directed and fronted;
- the teacher distributes turns and selects the next speaker;
- the questioning pattern is rigid and follows the scheme of: teacher initiation and allocation of student turn → student response → teacher short follow-up (repetition of the answer and/or praise or repair) or allocation of a new turn to restart the cycle.
- student initiation is allowed but kept to the minimum with any turn sequence always finished by the teacher.

Interactional imbalance is one of the most significant and visible characteristics of institutional talk (Heritage and Drew, 1992; Heritage and Calyman, 2010, Cazden, 1988; McHoul, 1978; Markee, 2000). In the observed classrooms, once the teacher has established herself as speaker holding the floor by starting the lesson, she is the one who introduces contexts, allocates turns, selects next speakers and holds the floor for the majority of the time.

Similar findings are common in the reviewed literature on classroom talk (McHoul, 1978; Smith et al., 2004; Oral, 2013).

The teacher presents as a competent classroom interactant, using language that facilitates progress towards her pedagogical goals, manipulating wait time, pauses and silence to suit her institutional and interactional goals of ensuring that students are engaged, that the time spent on classroom management is minimal and that learning occurs (Rowe, 1978, 1986; Walsh, 2011). The characteristic talk-in-interactional features of the observed classrooms are presented next.

4.4.2.1 Use of pronouns

The teacher makes skilful use of personal pronouns as a tool of reinforcement of her institutional power that allows her to both establish boundaries and engage students. The opposition of 'I' / 'me', the teacher, and 'you' / 'your', the students, serves a purpose of establishing and maintaining clear boundaries between the classroom identities and their ensuing rights and obligations, assisting in ensuring the students' compliance and engagement (Rounds, 1987).

In administrative and procedural contexts, the teacher overwhelmingly uses a frontal delivery of instruction related directives (Kumaravadivelu, 2006; Oral, 2013). Exclusive pronouns *I* ('I want you to…') and *you* ('you have to…') allow her to establish teacher authority with student subordination made evident by her lexical choices (Oral, 2013; Kumaravadivelu, 2006; Rounds, 1987; Sinclair and Coulthard, 1975).

In the extract below (Extract 1 in Audio files), the teacher is dealing with an administrative matter of collecting forms, introducing administrative context in the middle of her long procedural turn that lasts for more than five minutes. As the teacher progresses with the administrative matter at hand, she ensures that her institutional power has been made evident to the students.

This administrative context is talked into being in a form of a teacher monologue, the most common form of teacher talk in the classroom (Molinari and Mameli, 2010; McHoul, 1978). Reminding the students to bring in the forms in question, the teacher is explicit in her display of the rules and expectations that guide and govern the completion of such administrative task.

Extract 1

```
43:22  01        ((ongoing classroom chatter))
       02   T:   now, who get who got these forms for me↑? (1.0)
       03        merci (tr.: thank you) Gina (4.0) I'll check that,
       04        and then I'll (.) chase you↑ (.) now girls remember
       05        >if you don't give me the forms< today::, (1.0)
       06        >promise me< to bring them next lesson. =
       07        = write that in your diary now↑ (.) in case you
       08        didn't shh: (0.5) and I know that some of you↑::
       09        (0.5) need to: come and see me: because you
       10        mispla:ced your fo:rm↑, (0.5) but to be honest
       11        with you: (      ) ((background chatter stops))
       12        >I'd prefer you to be honest with me and
       13        say< I'm sorry I lost it >rather than just<
       14        waiting waiting waiting, (0.5) and then
       15        >you know< nothing happens. = so >you need to be
  →    16        honest with us and say< sorry, I lost it, okay↑
       17        and then I will give you the (0.5) another =
       18        = another form↑ okay but try to be careful↑ (0.5)
       19        with your things↑, (2.5) and look a:fter your
  →    20        things↓. (2.0) especially forms that we >give
       21        you↓<. = now, shall we >have a quick look at the
       22        homework<, and then we can play↓ (.) joue:r
44:21  23        (tr.: play)
```

Although in an educational institution it is taken for granted that the teacher delivers directives and that the students comply with them, the teacher also safeguards her long turn at talk interactionally (Oral, 2013). Ending her TCUs just prior to a possible TRP in an upward intonation (lines 4, 7, 8,10,16,18,19) she ensures that any possible TRPs are actually made unavailable for the students to start a turn because her claim at continuing her turn is made interactionally relevant (Sacks et al., 1974; Schegloff, 2007). Any student attempt at these TRPs to become a next speaker would thus be disaffiliative, constituting trouble from the teacher's perspective and warrant a repair (Seedhouse, 2004 Seedhouse, 2007; Candela, 1998; Oral, 2013). In addition, this approach allows the teacher to prolong her intra-turn pauses without fear of becoming a hearer (McHoul, 1978).

Interestingly, the teacher makes a display of another level of institutional power by the use of 'us' and 'we' (lines 16 and 20 – marked with an arrow) as pronouns that are exclusive of

students and inclusive of the management of the school (Rounds, 1987). Having modelled to the students how they must approach the teacher if they have lost their form (line 13) and used a figurative repetition (line 14) to display the disappointment that the unfruitful waiting of forms to be brought in has caused her, the teacher switches from the use of 'I' as a sole voice representing institutional power in her classroom to the use of 'us' (lines 16, 20) that gives her words a backup of the entire educational establishment. The use of first person plural pronouns that emphasise exclusivity – 'you need to be honest with **us**' (line 16) and 'especially forms that **we** give you' (line 20) – denote that the teacher is not alone in her endeavours to enforce compliance in her students (Rounds, 1987).

In pedagogical contexts, especially in a form-and-accuracy context, the inclusive pronouns *we* and *let's* are frequently used by the teacher in an attempt to engage learners in the process (Rounds, 1987; Can Daşkın, 2015). Together with her enthusiastic disposition, use of inclusive pronouns may be one of the facets of the teacher talk that has led the students to a perception of their teacher being 'nice'.

At the end of the administrative monologue presented above, as the teacher moves on to the pedagogical context, she switches to the inclusive *we* to set homework for the next lesson and to introduce a game that would follow:

```
T:  [   ] now, shall we >have a quick look at the
    homework<, and then we can play↓ (.) joue:r
    (tr.: play)
```

The teacher regularly uses inclusive *we* and *let's* to engage the students in homework check and correction and to project that by including herself in the activity she is there to help:

```
T:  now, we should look at the correction. okay=
    =let's do that
```

By using *we* in such a varied manner, the teacher can signal solidarity with her students while also maintaining her asymmetric interactional position (Rounds, 1987).

4.4.2.2 Use of target language (TL)

The use of target language (TL) is initiated and mainly conducted by the teacher. The mapping of the teacher's and the students' usage of target language matched against the lesson stages and contexts is displayed in Appendix P: Teacher and student use of TL.

When the teacher uses target language in administrative, form-and-accuracy and meaning-and-fluency contexts, students are expected to respond in TL. In these contexts, the teacher turns in TL are formulaic and targeting specific items such as greetings, attendance, topic specific grammar and vocabulary:

	01	T:	*Bonjour, les filles!* (tr.: Hello, girls!)
➔	02	SS:	*Bonjour, madame!* (tr.: Hello, Madame!)
	03	T:	*Ça va bien?* (tr.: How are you?)
➔	04	SS:	*Ça va.* (tr.: Fine)

In procedural contexts, the teacher does not target the use of TL in student responses as there is a distinct lack of repair initiations in the data. The teacher often asks a question in French but the students respond in English with the teacher's third turn follow-up confirming the correctness of their response:

	01	T:	*Qu'est-ce que c'est la France, l'Allemagne?*
	02		(tr.: What is France, Germany?)
	03	S1:	Masculine
	04	T:	*Qu'est-ce que c'est?* (tr.: What is it?)
	05		*Oui, Stacey?* (tr.: Yes, Stacey)
➔	06	S:	They're feminine countries.
	07	T:	Feminine countries! Absolutely! *Absolument!*
	08		*Bravo, Stacey!* (tr.: Absolutely! Bravo!)

The teacher's praise and politeness tokens in TL do not attract student replies in either language. There is no interactional reaction to the teacher's verbal praise by the students except when the praise is delayed or omitted, usually indicating an onset of a repair action. When praise is accompanied by merit stickers, the students show positive emotion and some excitement.

The students do not initiate turns in the target language. Their use of TL is strictly in response to teacher elicitation or in the group work situation completing substitution exercises. The students form full sentences in French only when specific constructs are modelled and targeted by the teacher. The preferred usage of TL by the students is one word responses:

01	T:	*Attention!*(tr.: Attention!)*Quelle est la date aujourd'hui?*
02		(tr: What date is it today?)*C'est vendredi aujourd'hui?*
03		(tr: Is it Friday today?)*Vendredi?* tr: Friday?)
04		*Qu'est-ce que c'est alors?* (tr: What is it then?)

05 *Vous avez écrit la date?* tr: You have written the date?)

➔ 06 SS: *Lundi* (tr.: Monday)

07 T: *C'est lundi le trois mai deux mille dix* (tr.: It is Monday

08 3rd of May 2010)

The highest rate of TL use occurs in the lessons observed on the first day of data gathering, when the students were learning and practising location prepositions, and on the second day, when day names, numbers from 0 to 20 and month names were taught (Section 3.8).

Comprehensible input in TL by the teacher is formulaic, mostly consisting of modelling, correction and scaffolding; the student input in TL is often reduced to the repetition of the teacher modelled utterances that require little cognitive effort (Vygotsky, 1978). These results correspond with the views expressed by Clyne et al (1995) and Kim and Elder (2005).

4.4.2.3 Use of IRE/IRF interactional pattern

One of the routinely occurring classroom practices is a three part pattern of questioning: teacher initiation – student response – teacher feedback/evaluation (Sinclair and Coulthard, 1975; Mehan, 1979). Probably, due to the nature of the early stages of the language learning, most of the teacher questions are either close questions, inviting a predetermined answer, or evaluation questions asking for clarification, managing a task or making connections with prior learning (Smith et al., 2004). Consequently, the IRE/IRF interactional pattern is frequently used by the teacher in the form-and-accuracy context where she exploits different strategies in post-expansion sequences to shape learner contributions (Can Daşkın, 2015). There is evidence in the data of the teacher shaping student contributions by repeating, clarifying, extending, summarising and modelling her students' utterances, as will be shown in the sections below.

Teachers shaping learner contributions in post-expansion sequences has been shown to indicate that the learning is successfully constructed because students are invited to elaborate on their input and thus gain more opportunities for developing a space for their learning (Walsh, 2011; Can Daşkın, 2015). In the observed classrooms, the students do respond to the teacher's requests to elaborate on their previous turns but as the aim of these elaborations is mostly recall, no new knowledge is produced as a result. Unpacking the details of IRF patterns reveals how an act of communication is developed and interpreted within a course of interaction that is jointly produced by all parties, allowing the teacher to manage an interactional task of information elicitation (Markee and Kasper, 2004).

4.4.2.3.1 Repetitions and DIUs

The teacher repeating the students' responses in the third turn occurs frequently in every lesson. There are several extracts in the data where students are expected to show that they have understood the targeted grammatical items (such as prepositions) and can confidently use these by forming grammatically correct sentences. In these IRE patterns, each correct student response is usually followed by a teacher follow-up turn in a form of repetition of the student's utterance (marked with ➔) and then praise in French (marked with ⇨).

'Designedly incomplete utterances' (DIU) are frequently used by teachers as prompting tools when students are unable to give answers (Koshik, 2002). Starting a question with a syntactically incomplete prompt serves a purpose of pre-shaping the expected learner contribution so that the students only need to add the missing information to formulate a complete sentence (Waring, 2011). The extract below is from the homework check stage of a lesson. The teacher, having introduced the procedural context and carried out the action of getting students ready to check homework is now about to move on to introduce a pedagogical form-and-accuracy context. An extended IRE questioning pattern occurs where the teacher withholds praise and continues her turn until she has elicited the answer she was targeting (Extract 2 in Audio files).

<u>Extract 2</u>

```
    01  T:  so you have to put the sentences in the
    02      negative remember↑ (1.5) and the two words
    03      for negatives a::re=qu'est-ce que c'est↑
    04      (tr.: what is it)
    05      (1.5)
    06      oui: (tr.: yes) Ko[shi]
    07  K:                    [>ne] pas< (tr.: no not)=
➔   08  T:  =ne↑ (tr.: no) and pas (tr.: not) = or there's
    09      another one sometimes remember↑ (1.0) something
    10      changes↓ (1.5) ((pointing at a student who has
    11      raised her hand)) oui↑ (tr.: yes)
    12  S:  we add n apostrophe
➔   13  T:  oui:↑ (tr.: yes) n apostrophe↑ (tr.: n apostrophe)
    14      ((enthusiastically in French with a happy voice))
⇨   15      très bien↓ (tr.: very good) exactement↓
⇨   16      (tr.: exactly) très très bien↓ (tr.: very very
    17      good)
```

In lines 1 and 2, the teacher is reminding the class of the grammatical rules that a successful homework task completion required. She uses an exclusive pronoun 'you' when addressing the students to clearly distance herself from them and emphasise that the students are the ones who have to complete the work and the ones who have to 'remember', exemplifying her status of 'teacher as the knowledge holder' in comparison to 'students who have to work hard to acquire the knowledge' (Rounds, 1987). Teacher's subject matter knowledge having only a weak positive relationship with student achievement, such a display of knowledge asymmetry is likely to not be beneficial to improving student learning (Hattie, 2009).

Although the teacher uses upward intonation at the end of 'remember', it is not heard by the students as a question to be answered, but rather as a rhetorical question i.e. a cognitive tool or a cue that leads to a wait time in order to give them an opportunity to 'remember' – to gather their thoughts – because a question that will demand their response is about to follow.

The teacher's frequent use of the verb 'remember' when connecting the students to the previously learnt material acts as a cognitive devise to help the students make a link that facilitates knowledge acquisition. Giving learners cognitive tools that assist them in engaging with learning tasks is shown to lead to a higher successful completion rate (Hattie, 2009).

During the 1.5 second pause that ensues (line 2) the teacher walks her gaze over the class, ensuring that the students have opened the correct exercise and are ready for her question. After the pause, a 'designedly incomplete utterance' or DIU follows (Koshik, 2002). The teacher pre-empts the possibility that students may have difficulty in displaying the information she is about to request and models the first part of the expected student response, presenting it in a form of a question 'and the two words for negatives are' (line 2). The teacher uses a questioning intonation, stretching out 'are' to prolong the wait time and give the students one more opportunity to 'remember'. Continuing with an upward intonation, she quickly adds a question word in French '*qu'est-ce que c'est*' (tr.: what is it). After another 1.5 seconds of silent wait time a few hands go up. The teacher sounds out a stretched '*oui'* (tr.: yes) and points at Koshi (name changed). Koshi catches her name as a post-positioned tag even before the teacher has finished saying it and immediately responds 'ne pas' (tr.: no not) (line 7), creating an overlap (Sacks et al., 1974; McHoul, 1978).

While the teacher starts sounding out Koshi's name, she has already turned her gaze in Koshi's direction. The moment Koshi realises that she has secured a turn, which happens before the teacher talk has finished, she begins her response. Her quick reaction creates an overlap with the teacher's utterance so that her first word '*ne'* (tr.: no) and the teacher uttered

last syllable of Koshi's name sound out together. Koshi's interpretation of the teacher's turn displays her affiliation with the institutional agenda of the language classroom (Sacks et al., 1974). Although the teacher starting a response for the student to pre-shape the expected learner contribution makes an attempt to reduce the student's cognitive load there is no interactional evidence to suggest that Koshi recognises the DIU as a helping device as she does not make use of it when constructing her own turn (Waring, 2011). Rather, her 'ne pas' (tr.: no not) displays again the students' active preference to use phrases rather than full sentences to respond to their teacher.

In line 8, the teacher repeats Koshi's utterance in her follow-up turn, leaving no gap, and confirming its correctness by her affiliative/preferred response that is delivered without hesitation or delay (Seedhouse, 2004). However, she does not deliver her usual praise in French, indicating that an extended turn is to follow and that the response given by Koshi was not the one she had targeted. Without leaving a gap, she launches a frontal repair with 'or there's another one sometimes remember' (line 8). Teacher behaviour in the third, follow-up turn is crucial for creating learning opportunities for students (Jacknick, 2009). By not addressing her repair action to Koshi the teacher opens the floor up to everyone to add their contribution.

As there is no immediate response to her new request for information, the teacher gives another clue in line 9. The words 'something changes' are uttered with a falling intonation, indicating a TRP (Sacks et al., 1974). Another pause of 1.5 seconds ensues during which only one more student displays her readiness to give an answer. This time, the teacher simply uses '*oui'* (tr.: yes) and a hand gesture to allocate a turn to this student (line 11). The student's answer 'we add n apostrophe' turns out to be the teacher targeted response: the teacher confirms its accuracy by a pleased sounding '*oui'* (tr.: yes), repeats the words '*n apostrophe'* (tr.: n apostrophe) in French and follows it by her customary ample praise in French (lines 14-15) '*très bien*' (tr.: very good), '*exactement'* (tr.: exactly), *'très très bien'* (tr.: very very good), indicating that the targeted item had been produced. From the teacher's point of view, she achieved her pedagogical goal of eliciting the targeted grammatical construction and confirmed its correctness by repetition of the utterance. The repetition as a post expansion strategy confirms that the student has produced a teacher targeted lexical item but is not calling for an elaboration of the topic and therefore it is not leading to the production of new learning.

4.4.2.3.2 Clarification and expansion

There are many extended IRE patterns in the data with the teacher combining post expansion strategies to elicit the correct response from her students. In the next extract, Masha, after an initial confusion with reading across the lines, mixes up the prepositions (Extract 3 in Audio files). The teacher first asks for clarification (1➔), then uses DIUs to extend the student's input (2➔) and finally summarises the information that she elicited from the student (3➔).

Extract 3

```
 1        T:  Masha↑
 2            (1.0)
 3        M:  Seth (.) habite en (.) habite en (.) Wellington
 4            (1.0) (tr.: Seth lives in lives in Wellington)
 5            en Nouvelle Calédonie, (tr.: in New Caledonia)(.)
 6            au Nouvelle Calédonie↓ (tr.: in New Caledonia)
 7   1➔   T:  en (tr.: in) (.) no I think↑ (0.5) >TRY AGAI:N I
 8            think you're mixing the two lines try again< try↓
 9            (1.0)
10            [four    ]
11        M:  [Seth hab]ite habite au Wellington (tr.: Seth
12            lives Seth lives in Wellington)au Nouvelle (.)
13            Zéelandaise. (tr.: in New Zealander)
14        T:  okay Nouvelle Zéelande= (tr.: New Zealand)
15   2➔       = >>now Wellington is wha:t,<<
16            (2.0)
17        M:  a city=
18   2➔   T:  =so it's gonna be::,
19        M:  à.
20   3➔   T:  à: (.) très bien↓ (tr.: very good) so habite à::
21            Wellington, (tr.: lives in Wellington) you got
22            that everybody, and e:n Nouvelle Zéelande (tr.:
23            in New Zealand) because we know that Nouvelle
24            Zéelande=est fé:(.)mi:(.)ni:n↓ (tr.: New
25            Zealand is feminine)o::kay (.)
```

Finished with the previous question, the teacher calls upon Masha in her usual enthusiastic manner. After a short pause, Masha utters a correct form of the verb but uses a wrong preposition in front of the town name (line 3). A pause follows (line 4). Having negotiated her

way through the first part of the sentence, Masha looks at the text of the exercise and becomes hesitant. She seems to have lost her line. After a short pause, she sounds out the second part of her utterance with a country name *Nouvelle Calédonie* (tr.: New Caledonia) (line 5) that does not match the town name *Wellington* of the first part of her sentence. Visibly confused as to which preposition to use, she tries out the two that she knows – *en* and *au* – almost fading away by the end of her turn (lines 5-6). Her downward intonation is slowing down and the pitch almost disappears.

The teacher first reacts to the item that Masha expressed last – the preposition in front of the country name. In line 7, the teacher corrects it with a short and straight '*en*'. She then moves on to address Masha's content error – matching a town of the first part of her sentence with a wrong country name (Wellington and New Caledonia). In line 7, the teacher's 'no I think' is uttered fast and with a rising intonation, displaying her choice not to orient to the grammatical error in Masha's linguistic contribution. During the pause of 0.5 seconds that the teacher takes after 'no I think' (line 7), she seems to have realised that the source of Masha's content trouble must have been mixing up the lines of the exercise.

Faced with a need for a repair at the content or meaning-and-fluency level that was not targeted in the task, and grammatical or form-and-accuracy level that was targeted, the teacher seems to decide that the regular repair operations of reformulating, repeating or confirming the trouble-source turn or parts of it would not yield a result in this case because she does not make use of these in her next turn (Koshik, 2002). Instead, she seeks clarification by launching an explicit directive of 'try again' (line 7) that is aimed at allowing Masha, the speaker of the trouble-source turn, to restore mutual understanding by repeating the problematic utterance in a correct form.

The teacher's 'try again' is noticeably fast and loud but instead of allowing the pitch peak to mark a TRP, the teacher rushes through it to account for the reason for her command and to offer a clarification of her own: 'I think you're mixing the two lines' in line 8 renders the direct order reasonable and attendable for Masha, communicating that the teacher heard her mistake as a mechanical error of mixing up the lines. To finish her turn, the teacher repeats 'try again' and then adds another 'try' more slowly, more quietly and with a downward intonation, making it evident that her turn is finished and that she is giving agency back to Masha (line 8). A pause follows (line 9). The teacher interprets it as Masha still being confused over which lines to read because, cutting the wait time short, she adds 'four' in line 10 to specify the number of the task that Masha is to read. At that exact same moment, Masha

starts her corrective turn and creates an overlap. She is reading out the correct line that she had found by herself.

The above allows suggesting that extending wait time in all contexts, not just in repairing grammatical items, leads to student self-correction. The teacher extending wait time when shaping learner contributions ensures that the 'selected speaker speaks next' practice is oriented to, gives value to students' input and increases their confidence to participate in class work. Reduction of teacher-student overlaps during information elicitation is another positive consequence of the extended wait time, achieved by the teacher not pursuing her first starter's right and letting the students speak to completion (McHoul, 1978: Sacks et al., 1974). Such practice may reduce progressivity but is beneficial to student initiative (Waring, 2011).

In line 11, Masha begins her correction by delivering the whole sentence in one utterance except for a micro pause before *Zéelande* (tr.: Zealand), finishing her turn with a downward intonation. This time, she reads out the correct parts of the sentence but again uses the incorrect prepositions. In addition, she ends up pronouncing *Zéelande* (tr.: Zealand) as a female citizen of this country: *Zéelandaise* (tr.: Zealander) (line 13).

Masha's self-corrected sentence reveals that the teacher's 'try again' did not lead to Masha' correcting all of the troublesome items in the first attempt. As the repair initiation turn speaker, the teacher now has to launch a second repair attempt or a 'multiple' to give Masha, the trouble-source turn speaker, another opportunity to restore the intersubjectivity (Schegloff, Jefferson and Sacks, 1977). Usually, two repair initiations suffice to restore mutual understanding (Schegloff et al., 1977).

For Masha to be able to successfully produce the targeted prepositions, the teacher needs to communicate to her that there are form-and-accuracy issues with her production that were already present in her first attempt but that she also made a lexical mistake. Starting her next turn constructional unit with a decisive 'okay' in line 14, the teacher displays that she has heard Masha's contribution but does not follow it up with her usual praise, signalling an onset of an extended turn. Similarly to line 7, the teacher directly addresses Masha's lexical trouble without inviting her to shape the contribution because it was not been the targeted item. The teacher quickly sounds out the correct form of New Zealand, *Nouvelle Zéelande* (tr.: New Zealand), and then rushes through the TRP to elicit a correction for the preposition error that was the targeted item of the exercise. It is the same preposition '*en*' that she had corrected in passing in line 7 and that Masha seemingly had not taken notice of.

The teacher's expansion 'now Wellington is what' in line 15 is so fast that it sounds almost unintelligible. Responding to it with 'a city' (line 17) and to the following DIU 'so it's gonna be' (line 18) by '*à*', Masha displays an interactional knowledge of the turn-constructional units being ordered in terms of increasing specificity (Schegloff, 2000). In line 20, the teacher evaluates Masha's contribution as correct by a repetition of her utterance '*à*' and acknowledges in her usual abundant praise in French that the trouble is repaired. She then explicitly attends to the troublesome items of Masha's sentence, emphasising the correct prepositions and their link to the genre of the noun (lines 20-25). The teacher's 'okay' in line 25 marks the end of this sequence and her readiness to allocate a turn to another student to read out task number five.

Faced with so many items requiring repair and not being able to resolve it with one clarification, the teacher delivered a 'triple' – a repair sequence that needed three prompts (clarification and two extensions) for the intersubjectivity to be re-installed (Schegloff et al., 1977).

Reinforcing the students preference for one word or phrase responses, the teacher does not request Masha to produce a syntactically and linguistically complete sentence. She contends with eliciting a correct preposition, even though this means that the student's contribution is limited to a phrase or a word only, and takes upon herself to repeat the targeted items in an emphasised manner. This finding echoes the results of Smith et al (2004) who found that teacher questions rarely lead to extended student responses and that typical student answers are very short and mostly limited to one to three words.

There are numerous extracts in the data that support the above finding. The teacher introduces a grammatical item that she would be targeting, extends the students' turns until they produce the targeted forms and then, instead of asking the students to repeat the complete sentences, does it for them. In the extract below, the girls have been asked to construct sentences with the verb *habiter* (tr.: to live somewhere) and masculine country names, the targeted grammatical item being a correct preposition in front of the country's name. As her custom in form-and-accuracy contexts, the teacher allocates turns through individual nomination and has asked Claire to formulate a sentence (Extract 4 in Audio files).

<u>Extract 4</u>

	01	T:	Who's gonna tell me? C'mon? Oui, Claire!
	02	C:	*Le Maroc* (Morocco)
➔	03	T:	*Le Maroc* you didn't say what? *J'habite*

```
    04        (tr.: I live) and then you say? Claire?
    05   C:   J'habite (tr.: I live)
➔   06   T:   J'habite (tr.: I live) and then?
    07   C:   Au Maroc (in Morocco)
    08   T:   Très bien, Claire! (tr.: very good)
⇨   09        J'habite au Maroc (tr.: I live in Morocco)
    10        Oui? (tr.: yes?) Vous comprenez? (tr.: you
    11        understand?) Oui? (tr.: yes?) You understand
    12        this? Comprenez? (tr.: understand?)
```

As Claire keeps giving one word replies, the teacher adds an extension turn after each to elicit all the required parts of the sentence. After Claire's third contribution *Au Maroc* – the correct preposition with the country's name – the teacher delivers her customary praise in French, indicating to Claire that her turn is completed, and repeats the complete sentence instead of prompting the student to voice it.

4.4.2.3.3 Summarising

The teacher often summarises the students' contributions in her third turn. In the extract below, Bora inserts two prepositions instead of one but realises it quickly and corrects herself before the teacher has finished her repair initiation (Extract 5 in Audio files). The teacher then recognises the correction, delivers the praise and summarises the targeted content (marked with ➔).

Extract 5

```
 1        T:  >now what about< Mariline! (.) Mariline↑ Bora:↑
 2        B:  and (.) Mariline (.) habite  à:↓ (.) New York
 3            à oz Etats z Unis (tr.: Mariline lives in New
 4            York in the United States)
 5        T:  oui? (tr.: yes) (1.5)[ >you=are< ]
 6        B:                       [aux z Etats]-Unis (tr.: in
 7            the United States)
 8        T:  oui:: (tr.: yes) très bien (tr.: very good) Bora↓
 9   ➔        au:x zzz Etats-Unis (tr.: in the United States) so
10            it's à: New York (tr.: in New York) and aux:: zz=
11            =Etats-Unis (tr.: in the United States) aah: (.)
12            uuh: (.) exss: remember a plural country
```

When asked to formulate a sentence about where Mariline lives, Bora inserts a correct preposition in front of the town – ***à*** *New York* (tr.: in New York) (line 2) but makes a mistake with the country's preposition, inserting both *à* that is incorrect and *aux* that is correct (line 3). The teacher's enthusiasm in allocating Bora a turn and her surprised reaction to the mistake Bora makes suggest that such an error was not expected to occur (Skidmore and Murakami, 2012).

In line 5, the teacher's *oui* (tr.: yes) that lexically expresses agreement is used as a repair device due to the teacher's tone and intonation. Typically, a repair initiation turn consists of a single, relatively short TCU which can constitute a turn by itself (Schegloff, 2000). An upward intonation and a slight emphasis on the final 'i' designate a pitch peak that marks a completed TCU and opens up a TRP, displaying that the trouble is seen by the teacher as temporary and meant to be resolved quickly (Sacks et al., 1974).

The pause of 1.5 seconds that ensues is interpreted as too long by the teacher. In line 5, she begins a clarifying extension that sounds like 'you are'. At that same time Bora begins her corrective turn at the exact same moment. Realising that an overlap has been created, the teacher immediately stops talking, allowing Bora as the trouble-source turn speaker to resolve the trouble by uttering the country name with the correct preposition (line 6). Under the jurisdiction of recipient design, by doing this, the teacher displays her orientation and sensitivity towards Bora's interactionally leading role in the overlap that they both had created (Sacks et al., 1974). In line 8, confirming the grammatical accuracy of Bora's second attempt, the teacher launches her typical evaluation in the form of praise in French.

Setting out to summarise the targeted grammatical content (line 9) the teacher's disposition is enthusiastic, animated and show-like. She repeats the item that had caused the trouble, highlighting the error of the preposition *aux* with the final 'x' forming a stretched and gliding 'z' sound. She repeats both prepositions correctly with the proper nouns that had formed Bora's sentence and sounds out the three letters of *aux* energetically in staccato (lines 10-12). As the teacher's turn finishes with a reminder of this preposition being used in front of plural country names her tone returns to a business-like and serious (line 12). The instances of the teacher summarising the elicited student contributions in the third turn reinforce the targeted content and are aimed at closing the topic rather than elaborating on it.

4.4.2.3.4 Modelling

On a few occasions, with students who need a lot of scaffolded support, the teacher resorts to modelling the expected contributions for the students. In the extract below, the tasks in the exercise the class is completing are nearing the end (Extract 6 in Audio files). The last one, saying where John lives, is assigned to Elaine who is reluctant to sound out the sentence. The teacher uses this occasion to create an interactive learning tool and walks Elaine through the production of the sentence, modelling the thinking for her step by step (marked with ➔).

Extract 6

```
    01  T:  okay, now, last one, JOHN↑ >who's gonna have a go<?
    02      (2.5) anyone↑=Elaine >do you wanna have a go<? (3.0)
    03      ((girls talk quietly as if trying to locate the line
    04      to be read)) °do you wanna try°?
    05  E:  ((addressing S)) is it? okay.
    06  S:  ((hardly audible but intense whispering as if
    07      sounding out the line to be read))
    08  T:  I'm sure you're ri:ght↑ ((lightly and casually))
➔   09      (1.0) okay, do it with me Elaine, so Londres
    10      (tr.: London) is a town↓ isn't it.=
    11  E:  =>yes<=
    12  T:  =did we (    ) so what are you gonna put in front
➔   13      of it Elaine=[what] you're gonna put(.)which [one]?
    14  E:               [à,](tr.: in)                  [à,]
    15  T:  à:: (tr.: in) you're right, so John habite à Londres
    16      (tr.: John lives in London)(.) and Angleterre↑
➔   17      (tr.: England) d'you remember Anglete:rre,
    18      (tr.: England)
    19  S:  °yes° ((hardly audible))
    20  T:  is it what,=what is it.
    21  E:  it's a:=
➔   22  T:  =it's a
    23  E:  ef: masc[uline,] >f[eminin]e<?
    24  S:          [°country°]
➔   25  T:                     [it's a] it's a feminine country
    26      that's right= so wh'are you gonna put in front of a
    27      feminine country Elaine↑
    28  E:  enn [ee en]
➔   29  T:      [you put] e: enn exactly↓ just like you did.
```

```
30        en (tr.: in) e: en >well done< John habite à:
31        Londres (.) e:n Angleterre. (tr.: John lives in
32        London in England) >e: en< all good↑? (.)trè:s
33        bien les filles↓ (tr.: very good girls)
```

Marking an end of the previous sequence with ‘okay’ (line 1), the teacher undertakes allocating a turn for the last task of the exercise to be read out. She does it in her usual enthusiastic manner, emphasising the words with a stretching and rising intonation, then adding in a faster tempo a colloquial ‘who’s gonna have a go’ (line 1). A pause of 2.5 seconds that follows is common in the data, allowing students to gather their thoughts and indicate their readiness to become a next-speaker, but despite the wait time there are no hands going up to indicate a summons (Shepherd, 2012).

The teacher next turn opens the floor to all the students with an upward intonated ‘anyone’ (line 2), a tag that alerts everyone to their hearers’ responsibility towards the teacher’s next utterance that is potentially addressable to any member of the class (McHoul, 1978). The teacher, instead of a pause that would commonly follow a question, latches a post-positioned tag ‘Elaine’ to it without a delay.

Allocating a turn to a student would regularly display the end of the teacher turn and the beginning of the second pair part by the student. However, the teacher uncharacteristically rushes through the TRP to add ‘do you wanna have a go’ (line 2) that is followed by an increased wait time of three seconds and then by another elaboration, a soft and noticeably quieter ‘do you wanna try’. This unusual turn extension from a teacher whose general questioning style is pragmatic (FPP with a tag – SPP by a student – third turn praise) can be interpreted as differentiation (Preston, 2009).

Meanwhile, Elaine and the student sitting next to her have started whispering. As the girls continue to whisper and Elaine is still not starting her answer, the teacher adds in a light and casual manner ‘I’m sure you’re right’ displaying her interpretation of the delay as Elaine needing more encouragement to start her turn (line 8).

Another short wait time ensues but Elaine is still reluctant to start her response (line 9). This time, Elaine’s prolonged unresponsiveness is interpreted by the teacher as the girl’s inability to begin a targeted sentence on her own and that she is in need of prompting. Marking the change of pace with a decisive ‘okay’ (line 9), the teacher sets to attend to this identified need by delivering an imperative ‘do it with me Elaine’ (line 9). She poses an array of close

questions in lines 10, 13, 20 and 26 and uses a DIU (line 22) to elicit the targeted grammatical knowledge. The pace of her talk has increased noticeably and instead of 'question + wait time' pattern she repeats her words and rushes through TRPs, leading to a creation of several overlaps (lines 13, 25, 29).

In line 14, Elaine knows the answer to the question and utters it as soon as she hears her name in a post tag position that she interprets as marking the end of the teacher's TCU and opening up a TRP for her. However, the teacher, instead of following a regular IRE pattern that the students have become accustomed to, pauses for a micro second only and does not take time to listen to Elaine. Rushing through the TRP, she starts her turn extension at the exact moment Elaine begins her response. As Elaine is sounding out the correct answer '*à*' (tr.: in), the teacher creates two overlaps with two additional extensions to her turn that would not have been needed had she adhered to her usual pattern of questioning.

Once the teacher has heard the correct answer, she evaluates it with a repetition of the utterance (line 15), confirms in English that Elaine was right which deviates from her regular third turn use of praise in French, and then uses the targeted preposition by uttering the first part of the sentence Elaine was asked to formulate. Without a gap, the teacher then moves on to the second item of the sentence, *l'Angleterre* (tr.: England) (line 16), giving Elaine an opportunity to 'remember' (line 17) what it is – her usual tool for eliciting prior knowledge. The teacher's rushing through TRPs and repeating of the wording of her questions is aimed at accommodating Elaine's learning need that the teacher has identified. Contradictorily, this leads to the teacher doing all the talking, resulting in Elaine getting hardly any interactional space to develop her language skills.

The teacher's question 'is it what what is it' (line 20) prompts Elaine to produce the grammatical items that the task is asking for. Responding to the teacher's 'is it what what is it', Elaine is making use of the part of the sentence modelled for her. 'it's a' (line 21) is her first attempt to formulate a full sentence as a second pair part (SPP) rather than give another one syllable answer like she did previously. Attending to the second part of the teacher's information elicitation ('is it what') and treating it as the first part of an adjacency pair (Sacks et al., 1974; Schegloff, 2007; Seedhouse, 2004) leads Elaine to formulating a preferred second part to 'what is it' – 'it is'. She also adds an indefinite article 'a' to the pronoun and verb unit suggesting that she is about to finish her turn with a noun. However, with the addition of the indefinite article Elaine's sentence construction stops (line 21).

In line 22, the teacher repeats Elaine's utterance and turns it into a DIU with her intonation, not giving her a clue but expecting Elaine to finish the sentence. Elaine starts a tentative turn sounding out a stretched 'f' (line 23) that she probably wanted to develop into 'feminine'. At that point, the student sitting next to Elaine can be heard coming to her aid by providing off-record assistance and thus helping to uphold the selected-speaker-speaks-next-practice (Hosoda and Aline, 2013). Most of her peer's utterance is too quiet to be audible but as a result Elaine abandons her plan to say 'feminine' and utters 'masculine' instead, creating an overlap with the peer's audible utterance 'country'. Without a gap, Elaine now quickly adds a hesitant 'feminine', Elaine's utterance ends in an upward intonation, revealing that although she knows the terminology, she needs the teacher to pinpoint the targeted item (line 23).

The teacher, waiting for the correct term to be uttered, creates yet another overlap in a bid to move things along (line 25). As Elaine in line 23 clearly displays a difficulty with providing a correct answer, the teacher uses her interactional right of intervention at any point of the student's turn (McHoul, 1978). Without waiting for a TRP, she models the correct response for Elaine (line 25), starting it at the same time as Elaine's 'feminine', and evaluates the sentence that she has modelled with 'that's right' (line 26). Modelling a response for the student rather than waiting for the student's input is a display of the teacher's intention to orient to the progressivity that she started in line 20. Having established that England is a feminine country, the teacher asks a final question 'so wh'are you gonna put in front of a feminine country Elaine' (line 26) which interactionally can be answered by a one syllable response. Similarly to the SPPs produced in lines 11 and 15, Elaine delivers a correct one syllable answer '*en*' without a delay (line 28).

As the teacher's evaluation does not follow immediately, Elaine interprets it as her utterance not being heard, and repeats it, this time stretching out both letters. The beginning of the teacher turn (line 29) seems to confirm Elaine's interpretation. Instead of her usual third-turn repetition of the student's correct response, the teacher begins her turn with 'you put' that rather designates a beginning of another DIU than an evaluation. At that moment, Elaine's response must have reached her because she latches Elaine's utterance to her turn beginning and swiftly confirms its accuracy. Another indication that the teacher's turn was in fact started as another DIU is an uncharacteristic addition of 'just like you did' to her follow-up turn in line 29, overemphasising and thus overcompensating Elaine's contribution. It is followed by an uncharacteristic person specific praise in English (lines 15 and 29) (the usual praise being implicit and in French) and 'all good' in line 32.

Despite the benefits that modelling as a contribution shaping strategy offers, its pre-determined interactional structure may limit lower ability students' opportunities for self-repair and with it their development of critical thinking skills. To benefit learners who do not orient to the short-term reward system, individual nomination turn allocations should lead to completed self-repair actions (Preston, 2009).

4.4.2.4 Turn taking

Turn taking in the observed classrooms is tightly teacher controlled. When eliciting information, the teacher often extends wait time to give students time to raise their hands to indicate summons (Shepherd, 2012). Once the wait time has elapsed, the question is repeated with a student name as a post-positioned tag latched to it (McHoul, 1978). There is a strong preference for a 'selected recipient to speak' practice with some evidence for progressivity being prioritised during teacher fronted instruction (Hosoda and Aline, 2013).

Student contributions are invited to occur as second-pair parts of adjacency pairs and are expected to be affiliative (Sacks et al., 1974; Schegloff, 1987; Heritage, 1984; Seedhouse, 2004). In the extract below, Bella is asked to formulate a sentence with the verb *to live* and a town name (Extract 7 in Audio files). The teacher's repetition of Bella's utterance and the praise in French that follows indicate that the teacher targeted item was produced as requested (marked with ➔).

Extract 7

```
    01   T:  can you give me another exa:mple with j'habite
    02       (tr.: I live) and then another town,
    03       [       ]
    04       OUI::? (tr.: yes)(.) BELLA::?
 ➔  05   B:  j'habite(.)à(.)Saint=Ives? (tr.: I live in St
    06       Ives)
    07   T:  j'habite >à< Saint=↑I:ves!, (tr.: I live in St
    08       Ives) >très bien< (tr.: very good) [     ]
```

Each response that does not match the teacher targeted item, warrants a repair until the specific form is produced (see Section 4.4.2.3.1 for an example). Student initiated overlaps rarely occur (Sacks et al., 1974; Seedhouse, 2004; McHoul, 1978). Student initiative to self-select as the next speaker tends to be treated by the teacher as 'trouble' or 'seen and noticed' i.e. dispreferred action that becomes accountable and warrants explanation, except in whole class discussions that involve open ended questioning and no target language (Sacks et al.,

1974; Schegloff, 1987; Seedhouse, 2004). When a student's self-selection to speak is unexpected and perceived as an unsolicited introduction of a new topic by the teacher, it is treated as interactionally troublesome and warrants a repair (Sacks et al., 1974; Seedhouse, 2004; Candela, 1998; Skidmore and Murakami, 2012; Oral, 2013).

In the extract below, occurring in a procedural context and thus being entirely in English, a student self-selects to speak and creates an overlap with the teacher talk (Extract 8 in Audio files). The teacher treats the student's self-selection as disaffiliative. Getting ready to introduce the new learning material, the teacher encounters a technical problem: her laptop does not connect to the projector. More than seven minutes have elapsed from the moment the teacher started the setup of her laptop to show the students learning material on prepositions that she had prepared for the class. Whilst setting up, the teacher has been trying to keep the students busy through frontally delivered instruction related directives (Oral, 2013). Intermittent with the talk about the upcoming learning item, the teacher has been giving regular updates on her progress with the laptop setup. She has mentioned, in passing, that she may have to write the learning item on the board if the laptop does not connect (full transcript in Appendix T).

At the eight minute mark the laptop is still not projecting and some students start getting restless. After yet another excuse from the teacher to continue the setup, Koshi self-selects (marked with ➔) and suggests to the teacher to write it up on the board but the teacher does not heed her advice. Almost a minute later the teacher finally accepts that the transmitter must be faulty and that she will have to write the learning item on the whiteboard after all. Below is the exchange between Koshi and her teacher:

Extract 8

```
16:35   01   T:  is it weird↑, it is weird isn't it, (.)
        02       [it's so annoying.]
   ➔    03   K:  [can't you just   ] write it up.
        04   T:  sorry↑,
   ➔    05   K:  how about you just write it up [instead?  ]
        06   T:                                 [I cou:ld↑,]
        07       but I had it all nicely done for you↑! (1.0)
        08       this is strange: is it better?
16:50   09   A:  N[O:::↑]
        10   T:   [oh ] I think it's a problem with the transmitter
        11       isn't that↑,
```

```
        12        (1.0)
        13   K:   yeah↓:.
16:54   14   T:   okay.
```

The students have been patient and compliant with the teacher's task related directives that she delivers frontally whilst attempting to set up her laptop. However, with her attempts consecutively failing, it starts becoming obvious to the students that the laptop will not connect. Even the teacher herself alludes to this possibility. Yet, the setup attempts continue, accompanied by the teacher's excuses to keep at it.

Koshi has completed all the work assigned by the teacher that was meant to keep the students busy whilst she is setting up. After the teacher's further fruitless try accounted for with 'is it weird it is weird isn't it it's so annoying' (lines 1-2), Koshi evaluates the situation as a need for assistance and self-selects to offer a solution. Treating the teacher's 'isn't it' as leading to a TRP (line 2), Koshi begins her 'can't you just write it up' (line 3) and despite creating an overlap with the teacher's still ongoing turn Koshi speaks to completion. Her serious and business like tone indicates that she offers a valid solution to a problem that she has detected. Despite the lexical choice of 'can't you', Koshi's downward intonation implies that it is a directive to be followed not a request to be considered. Taking a leading role in the turn sequence prosodically and interactionally, Koshi imposes a shift of identities on the teacher (Garfinkel, 1967; Waring, 2011; Sacks et al., 1974).

The teacher's question-intonated 'sorry' (line 3) implies that she is not going to follow Koshi's advice. By initiating a repair, the teacher communicates to Koshi that she perceives the girl's self-selection as trouble and expects her to account for such an unsolicited behaviour. Her use of an open repair initiator gives Koshi an opportunity to choose the most appropriate manner of mitigation (Schegloff et al., 2007). Contrary to the teacher's expectation, Koshi treats her 'sorry' as indicating a trouble of comprehension (Schegloff et al., 1977) and instead of minimising disaffiliation, she paraphrases her utterance (line 5), ending it in a questioning intonation to hold the teacher accountable. Realising that she cannot escape accountability, the teacher recedes and offers a justification 'I could but I had it all nicely done for you' (line 6-7). Her tone and intonation reveal that for a moment she is talking into being an identity with reduced interactional power that Koshi's dominant turn construction has forced upon her (Candela, 1998). A pause follows. Koshi does not use it to renew her quest and the identities shift back. Due to the inbuilt asymmetry of institutional interaction that always reverts interactional power back to the teacher, it is laborious for a student to sustain a shifted identity (Heritage, 1984; Candela, 1998).

The teacher's unwillingness to alter task-as-workplan in its transition to task-in-process indicates inflexibility and does not serve learner interest (Dörnyei, 1998; Seedhouse, 2004; Stronge et al., 2007). Keeping with a lesson plan that does not work is an ineffective strategy because it reduces meaningful time on task (Westwood, 1996).

Routinely, the teacher exposits signs of being partial to any attempts by students to challenge her *status quo*, as such attempts are clearly reflected by a change in the teacher's demeanour (Candela, 1998). In such a teacher controlled discursive environment, learner initiatives tend to cause tension and thus be constrained (Shepherd, 2012; Waring, 2011). However, there are a few occasions in the data where the teacher acknowledges student self-selections as valid. The common denominators for the teacher to treat student initiated contributions as valid are:

- ✓ student initiative is not perceived to challenge the teacher's institutional authority;
- ✓ interaction is in English, with no use of TL;
- ✓ students' contributions expand the teacher introduced topic.

Response volunteering in the form of hand rising is a common expression of student initiative (Waring, 2011; Preston, 2009). As long as it operates within the parameters of teacher control – the teacher nominates the next speaker from the response volunteering cohort – and does not develop into calling out, this expression of learner agency is welcomed by the teacher as demonstrated in the next extract (Shepherd, 2012) (Extract 9 in Audio files).

During the Indigenous Cultures Week, a lesson is dedicated to generating understanding of the links between Aboriginal and French cultures. One third into the lesson, the teacher quizzes the class about any objects depicted in the Aboriginal art that the students have seen before.

<u>Extract 9</u>

```
23:22   01   T:  yes Annie
        02   A:  the animals
23:25   03   T:  the animals. anything else that you've seen
        04       before? yes. Lily
        05   L:  amm animals but tools and weapons, like spears.
        06   T:  that's exactly right. yes, tools, weapons. yes
        07  S1:  and water holes?
        08   T:  water holes? absolutely. yes? yes yes
        09  S2:  amm footprints.
23:43   10   T:  absolutely. excellent (   )
```

The students step in as class representatives in response to the teacher's general solicitation. The topic is teacher introduced and controlled. As the students' contributions are content related and content contained with no evidence of students attempting to take an unsolicited initiative, the teacher acknowledges the contributions as valid and valuable expansions to the topic at hand (Shepherd, 2012). The teacher's approval of student contribution is displayed through the lexical choice and interactionally through turn taking devices, including prosody, that allow her to keep the floor open and encourage students' response volunteering (Jayyusi, 1984; Waring, 2011).

4.4.3 Characteristics of teacher talk

In the observed classrooms, the teacher uses her institutional power to define the classroom regime that she accomplishes through authority and control based professional discourse, delivered predominantly in teacher-fronted whole class instruction where deviations from teacher solicited interaction are mostly treated as in need of repair (Kumaravadivelu, 2006; Skidmore and Murakami, 2012; Oral, 2013).

The institutional context is talked into being by introducing an institutional focus which in classroom interaction is tied to contexts introduced by the teacher (Heritage, 1984; Seedhouse, 2004).

The following contexts are regularly talked into being by the teacher in all of the observed lessons:

- In an administrative context, the teacher deals with administrative matters such as roll marking or checking that students know where and when to go for a lesson, controlling the turn taking tightly;
- In a procedural context, the teacher gives instructions regarding the classroom activities and holds the floor with minimal student turn initiations;
- In a pedagogical context, the teacher introduces one of the following pedagogical foci:
    - In the form-and-accuracy context, the previously learnt linguistic forms are revised and new items presented and practised. This context is prevalent in all lessons, with turn-taking and topic management tightly controlled by the teacher;
    - In the meaning-and-fluency context, the students are given opportunities to express their personal feelings and meanings. These instances are short and,

contrary to the rule (Seedhouse, 2004), turn-taking and topic management are tightly controlled by the teacher;

- Task-oriented contexts give learners an opportunity to interact with each other and manage the interaction themselves to accomplish a group challenge or a game like task. The focus of these tasks is on the practice of the linguistic forms learnt during the lesson; the completion of the tasks is tightly teacher monitored and regulated.

Appendix Q: 'Contexts with lessons stages and typical teacher turn initiations' displays the contexts that the teacher routinely introduces in every observed lesson with the distribution of these contexts over the stages of the observed lessons (lesson opening; homework check/revision ↔ roll marking; introduction of learning tasks/new learning material; practice; giving homework; lesson closure) and the most typical teacher turn initiations for each.

Successful implementation of instructional practices observable through the organisation of classroom management is an indicator of teacher efficacy (Skidmore and Murakami, 2012; Wagner et al., 2013). The analysis demonstrates that the teacher efficiently manages student participation by a skilful application of interactional norms that govern institutional talk (Heritage and Drew, 1992: Heritage and Clayman, 2010; Jayyusi, 1984; McHoul, 1978).

4.4.3.1 Management of talk-in-interaction

The interactional asymmetry in the classroom is maintained through the ongoing display – either subtle or fully overt – of the teacher's institutional identity (Oral, 2013; Kumaravadivelu, 2006). The teacher uses personal pronouns as tools for reinforcement of her institutional power to establish and maintain clear boundaries between the classroom identities and their ensuing rights and obligations (Rounds, 1987) (see Section 4.4.2.1).

Classroom talk is kept topic centred and task related. There is a distinct lack of any small talk in the recorded data. Instruction-related directives outnumber norm-related directives and any deviation from teacher solicited interaction in the predominantly teacher-fronted whole class instruction is treated as in need of repair (Kumaravadivelu, 2006; Skidmore and Murakami, 2012; Oral, 2013) (see Section 4.4.2.4). The teacher's general questioning style is pragmatic, commonly following the structure of first pair part (FPP) with a tag – second pair part (SPP) by a student – third turn repetition and praise. When a teacher targeted item is not produced, there is evidence of the teacher shaping learner contributions in the third turn (see Section 4.4.2.3).

The teacher regularly allocates two to three seconds of wait time that has been shown to positively impact the formulation of student contributions (Rowe, 1978, 1986). Each correct response is usually followed by a teacher follow-up turn in a form of repetition of the student's utterance and praise in TL. Each response that does not match the teacher targeted item warrants a repair until the specific form is produced. When met with an unexpected student contribution, the teacher has a tendency to prioritise progressivity, creating superfluous overlaps (McHoul, 1978; Skidmore and Murakami, 2012; Hosoda and Aline, 2013). Nominating specific students in the class as next-speakers ensures the shift of speakership to a targeted student and strengthens orientation to 'selected speaker speaks next' practice (Hosoda and Aline, 2013). The use of individual nomination turn allocation techniques for differentiation suggests that the teacher knows her students and how they learn, and can tailor the interaction to meet her students' individual learning needs (see Section 4.4.2.3.4).

The teacher has a custom to deliver abundant implicit praise in TL in the follow-up turn of an IRF cycle (Sinclair and Coulthard, 1975). It does not qualify as instructional feedback but rather operates as a change of pace token, taking a form of common praise such as *très bien* (tr.: very good), *excellent* (tr.: excellent), *super* (tr.: super) and focusing on a student, not on giving explicit feedback about the task (Gardner, 2005; Hattie and Timperley, 2007; Noor et al., 2010).

```
    01   T:  Oui, Yoshi! (tr.: Yes, Yoshi!)
    02   S:  J'habite au Japon (tr.: I live in Japan)
➔   03   T:  Très bien! Super! Excellent! (tr.: Very good! Super!
    04       Excellent!)
```

The teacher's failure to deliver her customary praise becomes noticeable by the students as a marker of an onset of a repair action (Seedhouse, 2004). Similarly, she has developed a number of lexical items into behavioural cues that create a reliable routine and allow achieving compliance from students as per her institutional goal (Nguyen, 2007).

4.4.3.2 Reliable routines

The teacher's classroom talk-in-interaction is usually predictable. A reliable routine gives students performance confidence because they know what to expect (Westwood, 1996; Stronge et al., 2007). Routine use of 'now' and 'okay' as generic change of activity markers, omission of praise to indicate an onset of a repair action and the use of a marker *'attention'* before asking students to provide a response are beneficial to student learning because they

create an environment of safety and trust where students feel supported to face new learning challenges (NSW Government, 2013).

Together with ‘now’ and ‘okay’ to mark a change of pace, the French lexical item *attention* (tr.: attention) is used by the teacher to alert the students to the fact that they are going to be asked to perform. The teacher uses *attention* as a turn beginner or turn ender and often within a French phrase or sentence. The students are meant to recognise this cue and be ready to produce the teacher targeted items of learning. In the extract below, the teacher has finished recording the names of the students who had not completed the homework task and is now calling upon the girls to come to the board to write up the answers of their homework (Extract 10 in Audio files).

<u>Extract 10</u>

```
02:45  01  T:  now, we should look at the correction. okay=
       02      =let’s do that (             )
02:55  03      alors attention les filles (tr.: so attention
       04      girls) ((girls silent chatter))
       05      qui va faire la correction (tr.: who will do the
       06      correction) qui va faire la correction pour B
       07      (tr.: who will do the correction for B)
       08      qui va faire B viens Eva (tr.: who will do B come
       09      Eva)
       10      ((the teacher continues to call the girls in French
       11      until all the answers are written on the board))
```

The teacher uses ‘now’ and ‘okay’ as generic change of activity markers and the invitational and inclusive ‘let’s’ to introduce the activity (line 1-2) (Sinclair and Coulthard, 1975; Rounds, 1987). She then code-switches from English to French (line 3) and conducts in French the following segment of calling upon the girls and assigning them an answer to write on the board.

The teacher’s polite and respectful manner of communication evident in the data enlists student cooperation by making use of human predisposition towards affiliation, substantiating the students’ perception of their teacher being polite and respectful (Garfinkel; 1967; Heritage, 1984; Sack et al., 1974; Seedhouse, 2004). Politeness and inclusiveness are important building blocks in teacher-student relationships (Reyes et al., 2012; Nguyen, 2007; Hattie, 2009; Stronge et al., 2007; NSW Government, 2013).

The teacher's '*alors attention les filles'* (tr.: so attention girls) starts a quiet homework task related chatter, displaying the students' reaction to the teacher's turn. When the teacher starts calling upon them in line 5, the girls are ready for it: the volunteers put up their hands and go to the board when called as the teacher progresses through the tasks of the homework exercise. The girls react to teacher utterances promptly, showing that they are familiar with the lexical items and their usage as interactional cues. There is no lexical or interactional evidence in the students' talk orienting to the teacher's use of '*attention'* but the girls' physical reaction to the cue displays their interpretation of it and is confirmed as correct by a positive evaluation by the teacher. These patterns appear regularly throughout the recorded data, implying a successful use of '*attention'* as a marker that gears students for imminent production. Clear and predictable routines have been found to be conducive to learning because students know where they stand and can rely on an environment that supports their attempts to comply with teacher expectations (Hattie, 2009; NSW Government, 2013).

4.4.3.3 Teacher disposition

The teacher consistently presents herself as an enthusiastic and passionate educator, that is communicated via her manner of speaking: positive tone of voice, change of tempo and pitch, emphasised and stretched words, rising intonation at the end of TCUs and use of mundane expressions such as 'come on'. The students report that their teacher is fun because she is nice, explaining 'nice' with her being polite, caring and talking to them in an enthusiastic manner, which are characteristic of healthy student-teacher rapport (NSW Government, 2013). The students indicated that their teacher is polite and communicates with them respectfully. The extract below explores how these characteristics are talked into being in the process of homework check (Extract 11 in Audio files). The students have been called to the board to write up their homework task answers. Once the volunteering girls have finished writing their answers, placed the board markers in the designated box and returned to their seats, this follows:

<u>Extract 11</u>

```
04:05  01  T:  merci beaucoup (tr.: thank you very much) let's
       02      have a look girls attention↑ (tr.: attention)
       03      let's look at the corrections okay petit moment
       04      (tr.: little moment) un petit peu de patience
       05      (tr.: a little bit of patience) attention
       06      (tr.: attention) okay
```

In line 1, the teacher thanks the girls in French for their input which she had made an effort to secure by moving from the use of exclusive pronouns ‘I’ and ‘you’ and overt expression of institutional teacher power to inclusive and invitational ‘let’s’ that allows lexically engaging other interactants as co-agents (Rounds, 1987). Being invitational, the interactional norms prescribe that affiliation with it is the preferred action due to human predisposition towards co-operation, and as such, the students as hearers are inclined to follow willingly rather than try to mount resistance (Garfinkel; 1967; Heritage, 1984; Sack et al., 1974; Seedhouse, 2004; Candela, 1998). Consequently, whenever the teacher needs to enlist students’ cooperation, the use of ‘let’s’ does this work for her. Both politeness and inclusiveness are efficient teaching practices that foster teacher – student rapport building and lead to improved student achievement (Hattie, 2009; Stronge et al., 2007; NSW Government, 2013). Their frequent use by the teacher in the collected data substantiates the student perception of the teacher being polite and respectful when talking to students.

Reduced personal investment in the business at hand allows the teacher to display non-directivity, warmth and empathy, the learner-centred variables that have a high potential to lead to positive student outcomes (Hattie, 2009). The students are being briefed about an upcoming event that will cause a change of daily routine (Extract 12 in Audio files).

<u>Extract 12</u>

```
05:48  01   T:  do something like this tomorrow I think
       02       you will be very fine.
    ⇨  03  S1:  do we get to keep it?
       04   T:  yes, you can keep it.
    ⇨  05  S1:  like can we have it in chapel?
       06   T:  are you wanting to (unclear) girls?
    ⇨  07  S2:  but will it be on our normal seats?
       08   T:  I think so. yeah. I’m not sure girls, why don’t you
       09       put it in your bible? do you want to put it in your
       10       bible?
       11  SS:  yeah.
       12   T:  would you feel more comfortable? look, if you
       13       really want to do that I don’t think it’s a problem
       14       only that you know… why not? okay. so you just have
06:26  15       to remember tomorrow to put it in your bible.
```

First, the teacher has the class recite a prayer in French that the students will be performing at the event. Then, as she outlines the order of the day, two students ask three clarifying questions about the printed copy of the prayer (marked with ⇨). As the responsibility for the change of routine does not come under the teacher's jurisdiction, she does not have to safeguard her institutional identity and can display her caring side which she does with her tone, intonation, lexical choice and turn sequencing.

The teacher's tone is friendly and parent-like and her intonation encouraging. She admits not having all the facts (line 8) and asks authentic questions to seek the students' advice on the matter (lines 6, 9 and 12). The students' self-selections are acknowledged as valid by the teacher with her SPPs delivered without a delay to display affiliation (Seedhouse, 2004). Not only is she willingly orienting to the responder's role, she also expands the topic the students initiated and at no point in this sequence is she trying to force the students' turns to a premature close. The teacher presents as approachable, friendly and helpful, confirming the student reported perception.

Enthusiasm is an integral part of teacher efficacy and has a direct positive effect on student achievement if perceived and internalised as genuine by students (DiGiulio, 2004; Stronge et al., 2007; Hattie, 2009; NSW Government, 2013). However, classroom talk-in-interactional data show that on some occasions the teacher displayed enthusiasm can become an expected facet of the persona that warrants no recognition: the students take it for granted and orient to it within the restraints of their institutional identities.

In the extract below (Extract 13 in Audio files), the class has just finished writing down the location prepositions and are now asked to formulate a sentence to say that somebody lives somewhere, using the correct preposition which in front of a town name is *à* (*in* or *at*). The teacher's enthusiasm augments with every new student turn, marked as 1➔, 2➔ and 3➔.

<u>Extract 13</u>

```
23:21  01   T:  can you give me another exa:mple with j'habite
       02       (tr.: I live) and then another town,
       03       (1.5)
       04       come=o:n, have a go= tell me,
       05       (3.5)
       06       what do you say.
       07       (2.0)
23:29  08       OUI::? (tr.: yes)(.) BELLA::?
23:30  09   B:  j'habite(.)à(.)Saint=Ives? (tr.: I live in St
```

```
        10        Ives) ((sounds annoyed))
        11   T:   j'habite >à< Saint=↑I:ves!, (tr.: I live in St
   1➔   12        Ives) >très bien< (tr.: very good) another
        13        one, who's going to have a go:?(.)almost the same
        14        o:ne come=on wakey wakey↑ (1.5) wakey wakey↑
        15        come=o::n.(.)Connie↑
        16        (2.5)
23:45   17   C:   amm: j'habite à: Wahroonga. (tr.: I live in
        18        Wahroonga)
        19   T:   j'habite à Wahroonga:: (tr.: I live in Wahroonga)
   2➔   20        très bien= (tr.: very good) =Lia,
23:50   21   L:   amm elle habite à >Perth<? (tr.: she lives in
        22        Perth)
23:52   23   T:   >elle habite à Pe:::rth<↑, (tr.: she lives in
   3➔   24        Perth) excelle::nt!. (tr.: excellent) très=très
        25        bie::n↓ (tr.: very very good) (.)okay, >I think
        26        we're on the right track=we'll do some more
        27        in a minute okay<
```

Talking into being a procedural context in lines 1-2, the teachers explains that she expects the students to give another example using the verb '*j'habite*' (tr.: I live) and a town name with the correct preposition. Although it is a close question like the majority of the teacher questions in the data, it is expressed as a polite request with a modal verb 'can' as a turn entry device (line 1) (Smith et al., 2004). 'can you give me an example' is polite and invitational but at the same time can be seen as fostering a game-like mindset that is beneficial to learner engagement (Australian Government Department of Education, 2014).

The teacher's next utterance in line 4 emphasises the daring aspect of her request: the use of mundane expressions 'come on' and 'have a go' are reinforcing her status as 'a challenge negotiator' while the falling intonation at the end of the expressions attempts the work of convincing the students to have a go. She sounds busy and to the point. The teacher finishes her request by a frontal imperative 'tell me' (line 4), giving agency over to the students.

The 3.5 seconds of silent wait time that follows allows the students to indicate their readiness to respond to the teacher's request and put up their hands. Two to three second wait times are common in the practice of the observed teacher but remarkably longer than pauses that teachers regularly tend to hold when waiting for student response (Rowe, 1978, 1986).

Despite the wait time aimed at enlisting increased student participation, there is no visible reaction from the class (Rowe, 1978, 1986). Thus, in line 6, the teacher extends her turn with a directive utterance 'what do you say'. This, together with 'tell me', displays to the students that the teacher has now made her request explicit and the students can no longer keep their silence if they are to be compliant and orient to their institutional role of 'a good student'. The teacher's 'what do you say' ends in a falling intonation, marking clearly a TRP and indicating that the teacher talk will stop and the students' summons are expected to occur next (Shepherd, 2012). No reaction by the students at this point could be interpreted by the teacher as a form of resistance (Candela, 1998).

During the short silence that follows, the teacher notices that there is one student ready to give a response. In line 8, she addresses that student by a loud, energetic and prolonged *oui* (tr.: yes) followed by the girl's name 'Bella' in a post-tag position, uttered with a similar gusto, encouraging the girl while granting her time to get ready to vocalise her response. The teacher's energetic turn in line 8 differs greatly from the business-like tone she used earlier in the sequence. Interestingly, the student's response in line 9, although grammatically correct, does not mirror the teacher's high energy. Rather, it is in a stark contrast with it.

Bella sounds bored and annoyed. She pronounces each word in *staccato*, applying a questioning intonation at the end. Lexically, she responds to the teacher's close question that the latter produced in the sequence of turns in lines 1-7. Interactionally, she is talking into being the category of 'a knowledgeable student who despite knowing the answer to the question is annoyed to share it but who still feels a need to be compliant and orient to the teacher as a power holder'.

Once selected as the next speaker, Bella waits for the teacher to finish calling upon her and then begins her turn without hesitation, displaying that she knows the correct answer to the question. Despite sounding bored and annoyed, Bella ends her utterance in a questioning intonation that requests a validation by the teacher. The teacher, content with the grammatically correct sentence and Bella's display of affiliation marked by the upward intonation, validates her utterance as correct in line 11. In her usual manner and without leaving a gap, the teacher repeats the student's exact words and then confirms their correctness with a quick praise token in French '*très bien'* (tr.: very good). The teacher makes no reference to Bella's tone. Instead, her repetition of Bella's utterance is fast and energetic, with emphasis on 'Ives'. Without pausing, the teacher calls upon the students again, downplaying the difficulty of the utterance that the next speaker would have to produce by saying that is it 'almost the same one' (line 13).

As the preposition practice progresses, the teacher's display of enthusiasm and passion increases with every selected next-speaker. In line 14, she uses intermittently the mundane expressions 'come on' and 'wakey wakey'. Her tone is playful, creating an environment that is more playground- than classroom-like, continuing to set the mood that she started introducing in line 4.

Connie, who gets selected next, takes time to begin her turn. She is granted the wait time: in the form-and-accuracy context the whole class and the teacher orient to the selected-speaker-speaks-next practice and no other interactant is attempting to help progress Connie's turn (Hosoda and Aline, 2013). After 2.5 seconds, Connie begins her turn, uttering 'amm' – a response token that, although affiliative and indicating that a response will follow, displays the selected next-speaker's turn-initial trouble (Seedhouse, 2004; Gardner, 2005). Connie then gathers herself and produces a teacher targeted grammatically correct utterance '*j'habite à Wahroonga*' (tr.: I live in Wahroonga), emphasising the preposition '*à*' (tr.: in) as the grammatical item under scrutiny. She ends her utterance with a downward intonation that is not displaying a need for teacher validation.

The teacher's follow-up in the third turn is joyous and gathering momentum, emphasising the word 'Wahroonga' with a raising intonation. Picking up tempo, the teacher latches 'Lia', the name of the next selected speaker, to the praise token evaluating Connie's turn (line 20). By now, the teacher's high energy has started to reach the students. Lia, without a delay, makes an effort to mirror the teacher's tone and intonation when lancing her '*amm elle habite à Perth*' (tr.: she lives in Perth) (line 21). Although still sounding a short 'amm' and ending her turn in an upward intonation that seeks teacher validation, Lia sounds happily surprised throughout the production of her turn. Validating Lia's correct answer, the teacher's enthusiasm reaches the highest point: she repeats Lia's utterance loudly and energetically, emphasising the word 'Perth' and then adding two French phrases of praise '*excellent'* (tr.: excellent) and '*très très bien'* (tr.: very very good), stretching out the final syllables (lines 23-25).

After a micro pause, the teacher starts introducing the next context with the use of a change-of-activity token 'okay' that is immediately followed by 'I think we're on the right track we'll do some more in a minute' (lines 25-27), uttered very fast, with her tone back to business-like. The teacher then utters another 'okay' to display that she is ready to move on.

The above extracts account for the students' perception of their teacher being nice, approachable, enthusiastic, passionate and encouraging while also revealing an act-like nature

of the displayed teacher persona. The positive effect that these teacher characteristics have on teacher-student rapport and consequently advancing student achievement and engagement in the subject thus depend on how each individual student perceives them.

4.4.3.4 Covert tensions

Despite the teacher successfully managing her pedagogical agenda, data reveals an existence of covert tensions between the teacher and some students. Ongoing power negotiations are an integral part of daily classroom life, but if reoccurring over time they can have a detrimental effect on the students involved and reduce their willingness to be thoughtfully engaged with the teacher's agenda and with the subject at hand (Pace and Hemmings, 2007; Oral, 2013; Candela, 1998).

Getting ready for homework check is a regular stage in every observed lesson (Extract 14 in Audio files). Reminding the students of her expectations and being explicit about how she is going to proceed to check the homework, the teacher introduces a procedural context (Seedhouse, 2004). The students are not expected to attempt to take the floor unless solicited by the teacher.

The pattern of the interaction in the extract below is typical of the stage of the lesson where the class is getting ready for their homework check. The teacher reminds the students of what was for homework and revisits the rules that govern its completion and non-completion. The students are expected to display their compliance with the procedures outlined by the teacher by opening their workbooks and getting ready to conduct the homework check. The students are given the floor only to account for their non-completion of homework, in which case the teacher allocates them a turn. Below is the transcript of the extract involving Bella, Allie, Elaine and Jess who all sit at the same desk, the teacher, and some other students (coded as S for a single students and SS for multiple voices) who can be heard in the background:

Extract 14

```
01:07   01    T:   okay = girls = shhh:: (.) ((background chatter
        02         ends)) remember you had exercise thirtee:n for
        03         today↑? ((homework related chatter starts))
        04   SS:   yes
        05    S:   >oh yes<
        06    S:   no::.
01:12   07    T:   that's what you were required to do so I would
```

```
        08          like to come around and make sure you've done
        09          this?
        10          (1.0) ((homework related chatter continues))
01:16   11    S:    exercise thirteen.
        12    S:    >sure<↓
01:17   13    T:    okay are you ready for me to see it?
        14          (2.0) ((homework related chatter continues))
01:21   15          alright then shh:
        16          (2.0)
01:23   17          now (.) shh. (.) I need everybody to be on the
        18          books.
        19          (1.0)
01:27   20          and you can show me,(.) everyone's ready.
        21          ((background chatter throughout the teacher turn
        22          with the sounds of opening books and zippers))
        23          (1.0)
01:29   24          très bien↓(.)très très bien. (tr.: very well, very
        25          very well)
        26          (8.0)((the sounds of opening books and zippers
        27          continue together with chatter; teacher voice
        28          is audible but words are not distinguishable))
01:37   29    E:    where's exercise thirteen,
        30          (7.0)((the sounds of opening books and zippers
        31          continue together with chatter; teacher voice
        32          is audible but words are not distinguishable))
01:44   33    T:    you know you can only have one per term,
        34          ((zippers opening and closing))
        35          (2.0)((teacher approaching and addressing a group
        36          of girls near the recorder))
   ➔    37          what happe::ned↑?=
01:49   38    E:    =>wait wer wait< when was this=
   ➔    39    T:    =this o[ne↓]
01:52   40    A:          [no ] I didn't know we were supposed to do
        41          that too↓
01:55   42    A:    I think I might have been at the hm orthodontist
        43          (1.5)
01:58   44    B:    no that was at the music event. ((the teacher
        45          has walked away from the group and can be heard
        46          talking to other students in the background))
```

```
02:03   47   J:   I didn't put it in my diary
        48        ((loud background chatter continues))
02:08   49   A:   it's ru:de.
        50   E:   it's really ru:de
02:09   51   T:   shh:
02:11   52   E:   °see::(1.0)I did it°
02:12   53   T:   okay.
        54        (2.0)
02:14   55        alright:↓
        56        okay girls↑ = shh:(.)after taking note (1.0) of
        57        the girls who haven't done their homework↑
        58        (1.0)
02:21   59   A:   I wasn't he[re] (upset tone)
        60   T:             [yo]u know what this means girls↓
        61   B:   you (       ) French wo[rk] (         )
02:23   62   T:                         [yo]u know the rule:
        63   A:   [I >do<]
02:25   64   T:   [okay] you're allowed <one> per semester, (.) per
        65        term I should say (.) okay = one that you don't
        66        do cause I'm, (1.0) tolerant because I can
        67        understand you have things on (.) or you forget
        68        your book [well you should]n't
02:36   69   J:             [see: I did it. ]
02:38   70   T:   but I allow you ONE (2.0) and any others I'm
        71        gonna take note,(1.0) and you know that after
        72        that you've gotta attend a homework catch-up. (0.5)
        73        okay↑
        74        (1.0)
        75        now↓
        76        (1.0)
        77        we should look at the correction (0.5) okay=
02:51             =let's do that.
```

At the beginning of the lesson, as the teacher is getting ready to teach the class, the girls are chatting while waiting for a cue from the teacher. In line 1, the teacher assertively establishes that the lesson time has started, uttering a laconic 'okay girls' followed by 'shhh'. The students recognise 'okay' as a change of activity cue (Gardner, 2005). They immediately stop talking and start listening to the teacher. This practice demonstrates that the teacher is

implementing clear and comprehensible classroom management techniques that effectively lead to the expected outcome.

The teacher's use of 'okay' and 'shh' as reliable classroom management tools is common throughout the data, proving that the teacher's instructional practice in the domain of classroom management is effective (Stronge et al., 2011). The teacher, using her institutional power that is expressed through lexical items developed into behavioural cues, achieves compliance from students as per her institutional goal (Nguyen, 2007).

The teacher's next utterance 'remember you had exercise 13 for today' (lines 2-3) is goal specific and explicit so the girls readily concentrate their attention on displaying the homework the teacher reminded them about. This command is presented in a disguise of a question so that it engages the students as co-agents in getting ready for the next step – homework check. This wording gives students an opportunity to 'remember' whether they had completed the homework or not, and offer an explanation in the latter case, thus being able to save face and keep the student-teacher rapport healthy (Reyes et al., 2012; Nguyen, 2007).

Before proceeding with the task at hand, the teacher gives an explicit account of what she will be doing next. In line 8, the teacher warns that she is going to go around and check that the girls have done their homework. She then adds delaying utterances in lines 13, 17 and 20 such as 'okay are you ready for me to see it', ensuring that the girls have enough time to get their work ready. Such routine gives students performance confidence because they know that they are given sufficient preparation time (Westwood, 1996; Stronge et al., 2007).

As the teacher walks around the classroom and looks at student work that is open on the desks, she praises the class with *très bien très très bien* (tr.: very well, very very well) (lines 24-25). The use of such praise by the teacher is abundant in the data and was reported by the students to be one of the teacher practices that makes their teacher 'nice'.

For the next 15 seconds the teachers walks around, checking homework. As not all students have a completed task to display, the teacher undertakes to remind the girls about the homework rules. 'you know you can only have one per term' in line 33 puts the onus on the students and highlights their need to take personal responsibility that is an important precursor of educational achievement (Hattie, 2009; Dörnyei, 1998). Emphasis on the words 'you know' indicates that the students are aware of the rule and understand how it works.

The round in the class completed, the teacher returns to her desk and announces to the class that she has taken note of the girls who have not completed their homework (line 56). The

teacher restates the rule, putting again emphasis on the girls themselves by repeating the words ‘you know’ (lines 60 and 62) that highlight the students’ personal responsibility.

Next, the teacher makes an attempt to display her caring side in lines 66-67, saying that she is tolerant and understanding and does allow one missed homework task. ‘I can understand you have things on’ is aimed at portraying the teacher as an understanding human being who connects with the students’ life worlds, reinforcing a positive rapport between the teacher and her students (Stronge et al., 2007).

Once more, the teacher reiterates the expectation about homework completion, adding that if the girls miss homework again, they would have to do homework catch up (line 72). She finishes her turn with a change of activity token ‘okay’ to show that the topic is finished and the new one is about to be introduced (Gardner, 2005). A silence follows that nobody breaks as the previous topic is now considered completed by everyone.

In line 75, the teacher takes floor again by uttering ‘now’ which, similarly to ‘okay’, when used in a turn-initial position allows the teacher to frame sequences of talk while working towards her institutional agenda (Sinclair and Coulthard, 1975). Its role is to inform the students of an imminent change of activity.

A pause after ‘now’ (line 76) serves as an opportunity for students to ensure that they are ready to pay attention. Both ‘now’ and ‘okay’ as lexical cues communicate to students that a teacher fronted turn at talk is to follow. As a teacher initiated turn is potentially addressable to any member of the class, ‘now’ and ‘okay’ become effective classroom management tools because they allow the teacher to place the hearer’s responsibility on each and every student without having to lexically ask them to do so (Sacks et al., 1974; McHoul, 1978).

In line 77, the teacher, in complete silence achieved by the use of ‘now’, introduces the next activity which is homework correction. She uses an inclusive pronoun ‘we’, a modal verb ‘should’ that softens the command hidden in her utterance, and an invitational ‘let’s’, showing solidarity with the students and creating an environment of inclusion that is in noticeable contrast with the excluding pronouns ‘I’ and ‘you’ that she used throughout her previous turns (Rounds, 1987). She has moved from an overt display of institutional power to a covert version of it with the aim of securing engaged student cooperation for the next activity.

As expected in a procedural context, the teacher directs the interaction and allocates turns at talk to students. Throughout this sequence, the teacher talks into being herself as ‘a strict but understanding teacher’. She delivers explicit and clear rules and their ensuing consequences while giving the students exemption to have an opportunity to accommodate her requests.

The above correlates with the students' reports of their teacher having empathy, being caring and respectful, and strict but sometimes lenient with homework. However, there are some students in the class whose talk-in-interactional contributions contest this correlation.

Approaching the group of girls near the recorder, the teacher notices that their homework is not completed and addresses them by 'what happened' that can be interpreted as explanation seeking rather than as an accusation (line 37). Despite this, her serious tone and stretched sounding out of 'happened' with the ascending intonation at the end of it sends the girls into panic mode. Although the teacher's lexical choice infers that she treats the girls' failure to complete homework as a one off – what happened to you this time that does not usually happen – the girls orient to the *how* of the teacher talk, not to its lexical content. In the turns that follow, they display their interpretation of the teacher's utterance as an accusation of not having completed homework and gear up to use interactional means at their disposal to defend themselves against it.

Elaine, who had started to look for exercise 13 earlier (line 29) but seemingly without success, opens the defence by 'wait when was this' (line 38). Using a question as a response to a first pair part of an adjacency pair produced by the teacher is a less preferred action within the constraints of institutional talk (Seedhouse, 2004; Sacks, 1992). It can be interpreted as a deviation device that allows the student to accomplish some intricate interactional work in the face of a potentially harmful situation.

By not giving a direct account requested by the teacher, Elaine displays her refusal to attend to the teacher's request. However, she does not express it as a direct disaffiliation that could cause misalignment with the teacher. Instead, she swaps the interactional roles by asking an information requesting question of her own. Starting the question by 'wait', she selects any hearer but herself as a next speaker, thus escaping the burden of accountability that the teacher turn had placed on her.

Using such a device also delays, at least potentially, any new information requests by the teacher because the latter, if interactionally affiliative, should first attend to Elaine's information request before reshaping her own expansion. The teacher's follow-up turn 'this one' in line 39, uttered with a descending intonation and almost latching onto Elaine's utterance while pointing at a task in Elaine's workbook, indicates that Elaine's interactional work to deviate from the inevitable has indeed been a barren attempt. The teacher, having settled Elaine's attempt to shift a situated identity, does not stay with the group despite Allie's

turn beginning overlapping with the teacher's last word (Waring, 2011). The teacher can already be heard further away in the classroom, talking to other students.

In the turns that ensue, the students in the group near the recorder demonstrate that they are negatively affected by the teacher's short turn in line 37. Each girl in the group takes an opportunity to interactionally orient to doing a 'student who is unreasonably accused of not having done homework'. Resisting the role assigned to them, Elaine and Allie evaluate the teacher's behaviour as being rude (lines 49-50) (Candela, 1998). Up until line 69, the girls are voicing their reasons for not having completed homework, attempting to find the homework task, and then stating that they had in fact completed it. The girls' lexical choices, tones and intonations express resentment that was created by the teacher's utterances in lines 37 and 39 (marked with ➔).

Such power battles are common in high school classrooms where students are more inclined to challenge teacher authority (Pace and Hemmings, 2007). Despite the power negotiations being treated as an integral part of daily classroom life, it is likely to have a detrimental effect on the students who are involved in these confrontations, especially if it reoccurs over time, reducing their willingness to be thoughtfully engaged with the teacher's agenda and with the subject at hand (Pace and Hemmings, 2007; Oral, 2013; Candela, 1998).

4.4.4 Characteristics of student talk

For the participants in classroom interaction, the control over interactional asymmetries is a matter of constant redefinition that is accomplished turn by turn in talk-in-interaction (Candela, 1998; Seedhouse, 2004). Every turn at talk influences the next turns and potentially redefines relationships in the class.

The instances of students initiating turns to address the teacher are rare, with most unsolicited student talk getting sanctioned. Such visible oppression of student initiative may be a result of an all-girls' school's expectations of classroom behaviour that the teacher successfully implements via a well-established classroom management system (Waring, 2011; Shepherd, 2012). The majority of student initiated turns occur in group work situations and are addressed to their peers. Appendix R: 'Overview of student initiated turns' displays an overview of the types of student initiated turns linked to lesson stages and contexts.

The use of learner initiative may give students an opportunity to renegotiate participant roles in interaction (Candela, 1998; Jacknick, 2009; Skidmore and Murakami, 2012). Learner initiative is defined as any learner attempt to make an uninvited contribution to the ongoing

classroom talk, where 'uninvited' may refer to not being specifically selected as the next speaker or not providing the expected response when selected (Waring, 2011, p 204). There are two categories of learner initiative displayed through student initiated turns that appear in the collected data: students addressing their teacher and students addressing their peers (Waring, 2011).

Within these two categories, four types of learner initiatives can be accounted for:

1) a self-selection to initiate a sequence;

2) an exploitation of an assigned turn to begin a sequence;

3) a self-selection to volunteer a response;

4) a self-selection to volunteer an input. This was derived from the data analysed for this study and is a variation of a self-selection to volunteer a response, adding to the typology presented in Waring (2011). *A volunteered input* is a rhetorical statement made by a non-selected speaker that expresses a genuine reaction in relation to the topic at hand but is not an attempt to initiate a sequence or a direct second pair part of an adjacency pair although it can be seen as made relevant by it (Sacks et al., 1974). Rather, it is a contribution brought about by the hearer's sudden and unexpected association with the topic that reveals a personal connection or a moment of self-discovery.

4.4.4.1 Student to teacher interaction

Student initiated turns to address the teacher are rare, occurring in English only and in administrative, procedural and form-and-accuracy contexts in the lesson stages where new learning material is introduced or practised (Appendix R). Students inquire about the procedure e.g. how to complete a task (see Section 4.4.3.3) or ask for clarification to confirm an understanding of a grammatical item. Depending on the teacher perception, some student initiatives are acknowledged by the teacher as valid contributions to the topic at hand while others are not.

Response volunteering takes two forms: hand raising to indicate willingness to write a response on the board during homework check, and hand raising to answer orally in the other lesson stages. The latter mostly occurs in relaxed whole class discussions that do not involve the use of target language, with individual nomination turn allocations being a prevalent form of teacher solicitation (see Section 4.4.2.4).

An exploitation of a teacher assigned turn to begin a sequence is rare because of the uninvited nature of such contributions that are interactionally laborious to initiate and maintain due to the teacher's authoritative classroom management style (Dörnyei, 1998). In the extract below (Extract 16 in Audio files), 'uninvited' refers to being selected as the next speaker but not providing the expected response when selected (Waring, 2011). There are several indications throughout the extract to suggest that the teacher, although tolerating the uninvited topic initiation because of its obvious relevance to the business at hand, treats it as an interruption to her agenda (McHoul, 1978; Skidmore and Murakami, 2012; Shepherd, 2012).

The sequence begins with the teacher thanking the girls for their cooperation with roll marking, that she forgot to do at the beginning of the lesson. She is now ready to start the next stage of the lesson which is the introduction of new learning material. To show the students a presentation of powerpoint slides on prepositions, the teacher begins a process of setting up a laptop (line 5). At this point, the teacher encounters a technical problem: her laptop does not connect to the projector. Faced with a need to adjust her planned activity to the circumstances at hand, the teacher is reluctant to do so. She spends a considerable amount of the lesson time – almost one sixth of it (7:47-17:30) – attempting to make the laptop connect.

To keep the class occupied whilst she is setting up, she asks the students to think about how to formulate a sentence to say that a person lives somewhere, and to find relevant information in their student books. The teacher gives the students explicit instructions on how to access the requested information and poses a number of frontal questions until she is forced to address Bella as a classroom management technique (line 21) because she has started to quietly talk to a girl next to her.

Bella, instead of producing a teacher solicited SPP, exploits an assigned turn to begin a sequence of her own, asking clarification about the homework task that the class had corrected earlier. It is evident from Bella's prosody that she finds addressing the teacher very difficult. What follows is a long sequence of the teacher attempting to explain the grammatical point to Bella with the help of other students. Using individual turn nominations to summon the students, the teacher mixes up the names and addresses Bella as Lily. This does not go unnoticed by Bella's friend and Bella herself who after that barely engages with the teacher. The points of particular interest in the transcript are marked with ➔:

<u>Extract 16</u>

```
07:50   01   T:  Now guys I want to do something new↑ today (0.3)
        02       with you (.) show (.) you ).) something (.)
```

	03		completely = well you may have = we've seen
	04		it befo:re. what I'd like you to think about
	05		whilst I'm setting up (1.0) okay I want you
	06		to think about when we ta:lked about when you
	07		live somewhe:re. okay so have a look through unit
	08		three and through our cartoon and your cartoon
	09		in your student book okay have a look in your
	10		student book ((the book opening noise and quiet
	11		chatter)) at the cartoon that we did together for
	12		the role play now have a look at what it says girls
	13		when you talk about living somewhere I would like
	14		you to highlight some differences in your book. (.)
➔	15		have a look and ((two girls start quietly talking
	16		in the background)) then you can tell me and then
	17		you'll know the subject what I'm going to try
	18		to teach you today have a look at when you've
	19		got what's the word remember the word when you
	20		want to say when you live somewhere
➔	21		remember that one Bella↑?
➔	22	B:	hm I have a question about the: (0.3) exercise
	23		that we did for homework,
	24	T:	o:kay! yes↑
08:54	25	B:	amm (.) the for amm (.) amm B:: (.) am[m]
	26	T:	[ye:s↑]
08:58	27	B:	>I don't get< how amm (.) amm whyz does it go amm
	28		from (.) ya = *j'habite* (tr.: I live) to ammm
	29		(0.5) *je n['habi]te* (tr.: I don't live)
	30	T:	[*je::*] (tr.: I) see: this one↑ ((pointing
	31		at the word on the board))
	32		(0.5)
	33	B:	yeah.
09:10	34	T:	>okay because *j'habite* (tr.: I live) like< this↑
	35		(.) maybe somebody can have a go at telling↑
	36		me who can tell me that remember when you
	37		said *j'habite* (tr.: I live) *j'habite* (tr.: I live)
	38		*à Sydney* (tr.: in Sydney) well you're right we
	39		went from *j'habite* (tr.: I live) to *je: n'habite*
	40		Pas (tr.: I do not live) what's happened anyway
	41		okay first of all what's happened when you're

```
        42      saying okay Bella is that we've gone here
        43      where we've got je (tr.: I) from j'habite (tr.: I
        44      live) to je n'habite (tr.: I do not live) is
        45      that what you're saying and you're asking me why
        46      is that right, now↓ can someone tell me why,
        47      okay who's gonna to tell me:! Shannon↓
09:46   48  S:  ammm:: because (0.7) j'habite (tr.: I live)
        49      actually is je: (tr.: I) habite (tr.: live)
        50      it's like I live and i[t's like]
        51  T:                        [yeeh::  ] and what's
        52      that (.) remember what'd'we say about this?
        53  S:  (        )
        54  T:  it's >I live you're right< but what do we say
        55      about this?
        56      (1.0)
09:59   57  S:  oh it's silen[t↑]
        58  T:              [i]t's silent so you do::?↑
        59      (0.5)
10:02   60  S:  so then you do: an apostrophe
        61  B:  ((quietly clears her throat))
        62  T:  that's right, so >you do an apostrophe< =
10:05   63      = see: Bella remember we said that the h
        64      was silent (.) so we look at the a (.) and
        65      remember before an a for je↑ (tr.: I) we
        66      shorten it to an apostrophe do you
        67      remember that yes but look what's
        68      happened in here okay it's this je n'habite
        69      (tr.: I don't live) okay pas (tr.: not) what's
        70      happened here (2.0)you see what's happened
        71      (3.0) o::kay↓ can someone >tell me = Koshi↑<
10:33   72  K:  ammm you're trying to say I don't l[ive and that's]
        73  T:                                     [that's right  ]
        74  K:  why you shorten it to n apostrophe habite
        75      (tr.: live) (.) and that's why you have
        76      to make it je (tr.: I) in full
10:40   77      rath[er than silent]
   ➔    78  T:      [o:kay:        ] see Lily↑ (1.0) the je:
        79      (tr.: I) here (1.0) is in front of the n now
        80      because we say not. and what's n↑ (.)is it a vowel?
```

```
        81        (1.5)
10:51   82   B:   °no,° ((quietly, sounds upset))
        83   T:   so you see:: you go back to your je (tr.: I)
        84        >do you see what I mean<,
   ➔    85   S:   °did she just call you Lily° ((hardly audible
        86        chatter continues through the teacher turn))
10:57   87   T:   because it's no:t, it's no:t (1.0) ((writes on the
        88        board)) that a 'cause remember we ignore the h so
        89        we think it's a vowel okay we're here now okay
        90        ((demonstrates on the board)) it's in front of the
        91        n so we go back to the je. (tr.: I) (1.5) does
        92        that make sense to you↑ (.) are you su:re everybody↑
11:14   93   B:   y[eah.]
        94   T:    [I'm ] sure you might not be the only one that
        95        had that question, = it's a good question (1.5)
        96   B:   (         )
11:18   97   T:   is that oka:y everybody, that's why↓ in case you
        98        were wondering. (2.0) anyway. okay: >can we
        99        go back< now↑ (0.5) to what we were doing↑
11:26  100        (1.5) okay, ((teacher introduces the next task))
```

Trying to set up her computer to show a learning material that she had prepared for the class, the teacher performs an extended turn with a duration of 60 seconds (7:47-8:47), holding the floor throughout, until calling upon Bella (line 21) as a classroom management technique because the girl had started to quietly talk with her peer (line 15).

Called upon, Bella takes control of the floor (line 22) by introducing a topic of her own, asking clarification about a homework task that the class had corrected earlier. Denying the teacher's orientation by ignoring it displays Bella's disapproval of the teacher's interpretation of her talking and indicates that she heard the teacher's turn for what it was – a norm related directive disguised as an instruction related one (Candela, 1998; Oral, 2013).

Despite making a start with only one short intra-turn pause (line 22), Bella struggles to accomplish her information request. Several micro pauses and 'amm' tokens indicate that she has to make an effort to find words (lines 22-29) but her floor holding prosody shows that she is determined to speak to completion. The teacher's evaluations in lines 24 and 26 acknowledge Bella's topic initiation as valid and taken into consideration (Shepherd, 2012).

When a student takes the role of eliciting information, the power shifts and the student's first speaker's right entitles her to control the dynamic of the interaction (Candela, 1998). Although acknowledging the initiative that Bella manifested, the teacher is looking at restoring the institutional identities as soon as possible (McHoul, 1978). Realising that Bella is projecting the end of her turn (line 29), the teacher secures hers with an overlap (line 30) that she formulates into a FPP of a new IRF sequence (Sacks et al., 1974). This suppressive action together with pointing to the word '*j'habite*' (tr.: I live) on the board allows the teacher to regain the interactional control of the turn sequence. The identities shifting back, the teacher is again the one who directs the development of the topic and allocates turns. Bella's minimal response token 'yeah' produced as a SPP in line 33 confirms this.

The teacher's 'okay' in line 34 communicates to Bella that her interactional compliance has been accepted and that her information request can now be attended to. The teacher does not pause after 'okay' to safeguard her turn, proceeding to explain the grammatical item in question. She uses this opportunity to engage two other students – Shannon (lines 48-60) and Koshi (lines 72-77) – to share their knowledge. In the manner adopted with Bella, she nominates the girls to share their contributions, shaping Shannon's along the way, but just before the end of their TCUs creates an overlap to ensure that the control over the topic remains with her.

As the girls progress through their turns, explaining the use of the apostrophe, the teacher reports the elicited information back to Bella (lines 63 and 78). When starting to paraphrase Koshi's contribution (line 78), the teacher addresses it to Bella but calls her Lily instead and proceeds with her turn without noticing the name mix-up. Moving on with her explanation, the teacher directs to Bella a close question about whether letter 'n' is a vowel (line 80). It takes 1.5 seconds for Bella's quiet and upset sounding 'no' (line 82) to be uttered. Although lexically correct, the delay of its production and its upward intonation display Bella's disaffiliation with the teacher. The teacher's *lapsus lingua* did not go unnoticed by Bella or her peer whose resentment-filled hardly audible 'did she just call you Lily' in line 85 makes a quick use of a TRP appearing in the ongoing teacher talk.

The 1.5 second pause (line 81) and the prosody of Bella's 'no' (line 82) reveal that the teacher's name mix-up (line 78) has had a negative impact. The delay marks an onset of a dispreferred response that, in accordance with the institutional norms of interaction, will display Bella's disagreement with the teacher in a form that avoids overt confrontation (Seedhouse, 2004). The teacher, ignoring or not noticing Bella's tone, confirms the correctness of her lexical contribution (line 83) and continues with the explanation.

Bella is once more addressed by the teacher with ‘does that make sense to you’ (line 91-92). A micro TRP that is left for Bella to provide a response makes the question sound rhetorical, and a display of affiliation the only viable option. Even if Bella needs more help with the use of apostrophe, expressing it would now take so much interactional energy that she resigns to follow the path of a preferred response that the teacher’s FPP calls for (line 93).

An almost immediate overlap that the teacher creates with Bella’s SPP (line 94) indicates that Bella’s interpretation of the rhetorical nature of the teacher’s question was correct. Having prioritised progressivity throughout the sequence via overlaps, the teacher brings it to a close with ‘can we go back now to what we were doing’ (line 98-99), displaying both lexically and prosodically that she perceived Bella’s turn initiation as an interruption to her pedagogical agenda. Suppression of student initiative is an efficient tool of classroom management but impacts negatively on student engagement and thus on retention (Dörnyei, 1998; Waring, 2011; Oral, 2013; Preston, 2009).

4.4.4.2 Peer to peer interaction

Students skilfully orient to the interactional norms that govern institutional interaction, a locally managed but cooperatively constructed speech exchange system, drawing on any available interactional resource, including shifting identities, to advance their interactional agendas (Nguyen, 2007; Siskin, 2007; Pace and Hemmings, 2007).

4.4.4.2.1 Off-task environment

In off task environments, students manage their own speech exchange systems and organise turn taking locally, constantly and actively orienting to their developing social relationships (Seedhouse, 2004; Nguyen, 2007). Within a friendship group, the normative accountability is created in turn sequences and depends on the design that the interactants talk into being (Seedhouse, 2004).

In the extract below, recorded at the beginning of the first observed lesson, students are in an off task environment before the lesson has officially begun (Extract 17 in Audio files) . The students are in class, getting their equipment out and chatting casually, waiting for the teacher to start the lesson. At the beginning of the recording we hear classroom chatter with loud girls’ voices. We can hear the teacher enter and greet the class in the background while the researcher places a recorder on the desk near a group of girls, catching a conversation between Jess (names changed) and her friends before the teacher quietens the class. There is loud chatter in the classroom as the teacher is getting ready to teach the lesson.

For the first few minutes of the recording the girls are chatting about matters related to their life worlds such as their friendship situation. The recorder seems to come to the girls' mind occasionally. They make a few remarks in connection to their French class, with Bella stating that she actually does not like learning French (line 3). In line 12 we can hear the teacher's voice in the background, making an attempt to start the lesson but being interrupted by a student addressing her so she abandons the attempt and responds to the address. We cannot distinguish their talk as the ongoing chatter is too loud.

The girls in the group near the recorder – Bella, Allie, Elaine and Jess – continue their conversation about a lost friendship bracelet until Bella asks whether or not they had homework (line 35). At that moment (line 36), the teacher, finished talking to a student who had addressed her, begins the lesson in a decisive manner.

Extract 17

```
00:01   01   S:  >GIRLS< >GIRLS< >GIRLS<
        02       (5.0) ((ongoing loud background chatter))
   ➔    03   B:  >you know< I don't really <li:ke lea:rning
        04       French:>.
00:10   05   A:  it's kinda demented cause we
        06       (unclear: won't pass? want pass?).
        07       (1.5)
00:13   08   B:  JE::SS↑ what's that in your hai:r.
        09       (1.0)
00:17   10   E:  BHEW::::↓ that's so disgusting,
        11   B:  no I'm joking ((unclear chatter and laughter))
        12   T:  okay girls↑ shh↑ ((chatter and laughter continues))
00:26   13   B:  that's so funny.=
00:27   14   E:  =you should see her(.)you should see her face Bess:.
00:30   15   J:  and plus Allie [you                ]
        16   E:                [Jess (.) say cheese] to the camera
00:33   17   J:  and plus Allie you lost my friendship bracelet,
        18   A:  it was an [accident,]
        19   J:            [the one  ] that said [(  )]
        20   A:                                  [it's] not
        21       like I did it on purpose,
        22   B:  so you like [(      )]
00:40   23   E:              [su::re?!]
```

```
00:42   24   B:  (       ) ask her if you can have another one
00:45   25   J:  (0.1) >but you can't have another friendship bracelet
        26       it's only one[friend]ship bracelet<((sounding upset))
        27   E:               [hhooo ]↑
        28   B:  then you have to look for it.
        29   E:  ((singing, reciting and laughing))
00:54   30   B:  do you have it Elaine?
        31       (3.0) (unclear)
        32   A:  I don't need a new one though I've got it right in
        33       here.
01:03   34   E:  HELLO:: ((whispering loudly into the recorder))
        35   B:  did we have homework.
   ➔    36   T:  okay = girls = shhh:: (.) ((background chatter
        37       ends)) remember you had exercise thirteen for
01:11   38       today? ((homework related chatter starts))
```

As the construction of social relationships occurs at every speech exchange, participants constantly and actively orient to these relationships (Nguyen, 2007). In an off task environment, students manage their own speech exchange system and organise the turn taking locally (Seedhouse, 2004).

The girls have been told that their French class is being observed because of its good reputation and that the gathered data will be used to inform languages' teaching and learning. The majority of the students are affiliative with this expectation and display their understanding of the corresponding institutional norms. In order to maintain intersubjectivity, the students orient to their roles as learners in a successful French class. However, Bella in the group near the recorder clearly states that she actually does not like learning French (line 3). With this declaration, she displays her disaffiliation with the business at hand with which Allie agrees immediately. Considering solely the lexical output, it may seem that the girls are displaying their opinions about the subject at hand, but the turn taking indicates that they are negotiating power relationships in the group. These students have developed an interactional space where they can display resistance against the constraints of the teacher (adult; researcher) power that demand compliance from students (Oral, 2013).

Thrown into a safe environment of a friendship group rather than during the whole class interviews, this utterance can be interpreted as an evaluative power stance that displays Bella's position of resistance (Candela, 1998). Within a friendship group, the normative accountability is created in turn sequences and depends on the design that the interactants talk

into being (Seedhouse, 2004). Had it been expressed in the whole class interviews, it could have been seen as a dispreferred action by the other interactants and as such could have become accountable or even sanctionable (Seedhouse, 2004).

The above group consists of four students who skilfully accomplish interactional work within their group, orienting to their social roles as French language learners, students in this class and members of their friendship group. Throughout the whole segment, Bella emerges as a leader. It is important for a teacher to be aware of power positions within the students' friendship groups because how the teacher handles the display of these relationships can potentially determine the effectiveness of the learning in the class (Gascoigne, 2012).

At the beginning of the recording, in line 1, a student further away from the recorder is summoning others to listen to her. She is likely to announce something but in the first seven seconds of the recording the background noise is too loud to distinguish any clear utterances. In line 3, Bella announces that she actually does not like learning French. She uses a declarative tone and words 'you know' to start her turn that seems to be a direct reaction to the researcher's recorder placed on a desk near her, as there are no prior distinguishable turns leading up to her taking the floor.

The choice of 'you know' as a turn entry device allows Bella to summon the attention of everyone in the group without specifically nominating anyone (Sacks et al., 1974). Using such a design to start a sequence means that, due to intersubjectivity, all parties have to attend to her utterance that follows (McHoul, 1978; Seedhouse, 2004). Bella's turn lasts three seconds as she stretches the second part of it, emphasising the last three words. It is presented in a form of a statement but the lexical choice of 'you know' in the pre-tag position, and the stretched intonation at the end of her TCU indicate that she makes a TRP available because she expects a response (Sacks et al., 1974).

Although Bella's turn, with no next speaker selected, opens the floor to everyone in the group, only Allie picks up an opportunity to display her alliance (line 5). She reacts to Bella's sharing immediately, expressing her affiliation by adding a negative evaluation 'it's kinda demented' and accounting for a reason for her agreement which unfortunately is unintelligible, sounding like 'cause we won't pass' or 'want pass'. Bella seems content with that. She does not extend the pause (line 7) after Allie's turn longer than just needed to allow time for anyone else in the group to register their interest. As none of her peers takes up an opportunity to start a turn, Bella considers this action finished and moves on to introduce the next topic.

This time (line 8), she uses a student's name as a pre-positioned tag which may indicate that she did not deem her previous 'open floor policy' successful enough (McHoul, 1978). Wanting to ensure that she gets the attention that she expects, Bella selects the next speaker at the beginning of her turn, sounding 'Jess' out loud and long. Expecting to have secured the student's full attention, Bella wants to know what it is that the girl has in her hair. Bella's negative tone indicates that it is something that should not be there. Interestingly, there is no response from the addressed girl. A mini pause that ensues shows that Jess chooses not fill her position as the selected next-speaker and she does not offer any explanation either. A reason for such an unmitigated disaffiliation will be revealed from line 15 onwards: she is upset about a lost friendship bracelet. Instead of Jess, Elaine uses the TRP to orient to the negativity that Bella had displayed. In line 10, she expresses it with an onomatopoetic 'bhew' and adds a lexical explanation 'that's so disgusting'. Amidst ongoing loud chatter, Bella, probably still processing Jess' refusal to take up her invitation to speak, quickly recedes by saying that she was joking (line 11).

The next part of the recording is difficult to decipher but in line 13 Bella evaluates her peers' turns with her proof of approval 'that's so funny'. Elaine takes it as an invitation to continue the action she had started in line 10, quickly addressing Jess two more times of her own accord (lines 14 and 16) so that Jess, without responding to Elaine, has to stop and wait for Elaine's display of allegiance to finish before she can extend her own turn that she seems to have started during the unclear part of the recording, expressing a concern about a friendship bracelet that Allie supposedly has lost (line 15-17). As Bella does not react to either of Elaine's utterances, Elaine does not renew them after line 16. Instead, Bella starts doing 'being concerned about the friendship bracelet' and assists Jess in her bid to find out what happened to it (lines 24 and 28) so that Allie finally has to offer an account as a response, seemingly resolving the stand-off in line 32 by saying that she has it (the friendship bracelet) right there.

Although Bella's resistance was not in overt display during the whole class interviews and the students do not express negativity overtly to their teacher in classroom interaction, covert tensions manifest between the teacher and some students (Candela, 1998). Peer attitudes potentially influence the manner in which a peer group communicates with the teacher which in turn impacts on the teaching efficacy (Skidmore and Murakami, 2012; Gascoigne, 2012). Unresolved tensions may have a negative impact on the students' decisions to continue studying the subject if the main catalysts for their decision are the teacher dependent factors.

4.4.4.2.2 On-task environment

Exploring student-to-student and student-to-teacher connectedness in an on-task environment reveals how group dynamics impact on classroom learning (Gascoigne, 2012). Student-to-student interaction is characterised by a symmetric power system where interactional identities are under constant negotiation and review (Jacknick, 2009; Skidmore and Murakami, 2012; Candela, 1998). Their situatedness and thus unpredictability can affect the learning in the classroom (Gascoigne, 2012).

The majority of self-selections to initiate a sequence are performed by peers addressing peers, especially in group and pair work situations, as exemplified in the next extract (Extract 18 in Audio files). Earlier in the lesson, the class was learning prepositions, and has now reached the practice stage. The students are actively constructing knowledge in peer discussions in a task-oriented context. Normatively orienting to the teacher introduced pedagogical focus allows them to locally manage interaction in order to accomplish the given task (Seedhouse, 2004). A group of girls (Allie, Elaine, Bella and Jess) are deciding on prepositions to be used with the country names *Canada* and *l'Angleterre* (tr.: England).

Extract 18

```
36:54   01   A:  Canada: ((jokingly))
        02   E:  °stupid°
        03   A:  Canada: is masculine↑ ((jokingly))
        04       (4.0)((ongoing on task chatter in the background))
37:01   05   B:  how do you know if it's a (       )? =
  →     06   A:  = I've never heard of that country: =
        07   J:  = what's l'Angleterre↑(tr.: England) =
        08   E:  = I think, I think it's feminine. let me check
37:10   09       though.
```

From the onset, the girls are fully engaged and independently on task – a result of explicit instructions given by the teacher before the task began. The book pages turn as the girls display the main characteristic of a student-led independent problem solving – they are negotiating meaning together (Kumpulainen and Wray, 2002). Reading out the word 'Canada', Allie pronounces it jokingly with a French accent (line 1) which Elaine quickly evaluates with a short and subdued 'stupid' (line 2), indicating that she does not treat Allie's contribution as valid in the context of the business at hand.

Allie, hearing Elaine's utterance as an open repair initiator, makes use of the symmetry of power that applies to equal peer relationships (Gascoigne, 2012) to disagree with Elaine's undertaking. Repeating the item of her previous turn referred to as trouble and inserting a verb and adjective with the same joking tone as in line 1, Allie's 'Canada is masculine' (line 3), although lexically avoiding a display of overt disaffiliation, demonstrates to Elaine that not only is Allie's contribution been made relevant to the topic but that Elaine's perceived need for its repair is met with an unmitigated negative reply. With no inbuilt subordination in peer relationships that Elaine could draw upon to force Allie into minimising disaffiliation (Seedhouse, 2004), she does not initiate another repair.

For the next four seconds, the girls continue working on the task. As they progress through the country names, Bella, in a serious and business like tone that indicates her full engagement in the knowledge making, asks an authentic question (Smith et al., 2004) about the task at hand (line 5). With no next speaker selected, she opens the floor to all the members of the group. Without a delay, Allie selects herself as the next speaker (line 6) but she does not expand the topic started by Bella. Instead, she expands her own topic that she had introduced in line 1, sharing with the group her sudden revelation of 'I've never heard of that country' (line 6). So important was this unexpected realisation about her own knowledge (or lack of it) for her that she risked 'hijacking' a turn and copping the aftermath – her contribution not acknowledged by her peers because of its irrelevance to the business at hand – only to be able to share it. As was to be expected, Allie's unsanctioned rhetorical utterance is ignored by the rest of the group. Resulting from it, Bella's legitimate information solicitation does not receive a reply either because responding to Bella without acknowledging Allie's turn first would be heard by Allie as ostracisation. Allie's behaviour was deemed sanctionable for one turn but she is still a valid member of her peer group and thus is not to be excluded for longer than interactionally necessary.

To ensure that all the group members are brought back to the business at hand and are compliant in orienting to the teacher introduced pedagogical goal as obligated by their institutional identity, Jess and Elaine reinstate the task related talk immediately (lines 7-9). As the lesson content is covered by the teacher, at times it evokes students' associations with their life worlds that create moments of pure wonder. This is shown in the following extract where a student volunteered input that is triggered by a group task instruction delivered by the teacher, offers an insight into the student's life world.

The students have finished practising in groups the use of prepositions *en, à, au* and *aux* with cards that they had to match to create correct pairings of prepositions and place names. They

now have to display their acquired knowledge to the teacher and say that they live in a city and a country of their choice. In the meaning-and-fluency context, the aim is to create opportunities for interaction by encouraging students to express their personal feelings and meanings with less tightly controlled turn-taking and topic management (Seedhouse, 2004). Although the students are invited to express their location preferences and thus the focus of the task is on meaning and fluency, the task completion process is heavily teacher directed and the use of correct prepositions is explicitly targeted (Extract 19 in Audio files).

Talking into being a procedural context started earlier, the teacher outlines the explicit steps of the upcoming speaking practice task (lines 1-3). In her usual manner, she disguises imperatives with modal verbs, seemingly giving students a choice and letting them feel they are in charge of their decisions about the learning task at hand.

Extract 19

```
52:48  01  T:  if you'd like to choose your favourite place (.)
       02      o:r country:, and you wanna stand up and (       )
       03      say pretend that you live the:re. (1.0)
  →    04  S:  [A:::H↑::: I wanna live in New York.
52:57  05      ((teacher talk continues in the background))
       06  T:  okay:↑
```

During a one second pause in line 3 the teacher walks her gaze over the class to ensure that everyone is following. She then proceeds with her regular change of pace/activity token 'okay' (line 6) (Gardner, 2005), indicating that she has finished outlining the task instruction and is about to hand agency over to the students.

Although the teacher has not finished her sequence, the girl near the recorder cannot contain her excitement any longer. Using a TRP made available by the teacher's TCU ending 'there' (line 3), she bursts out with 'ah I wanna live in New York' (line 4). The girl's turn, seemingly creating an overlap with the teacher's 'okay' started a microsecond later, is not interrupting the advancement of the teacher's pedagogical agenda as her volunteered input is only hearable to the group of girls around the recorder because the teacher is further away in the classroom and not even aware of the girl's utterance.

Although made relevant by the teacher's prior turn about students' favourite places, the girl's volunteered input is not in direct subordination with it. It is not uttered to share the student's thought process about the task at hand because the teacher did not call for a response or

evaluation lexically or interactionally. The student's input links to her life world and reveals a personal matter that is close to her heart. An acknowledgement token 'ah' is loud, strongly emphasised and stretched over 2 seconds, uttered in a continued high pitch that makes it sound as if a sudden revelation has come over her (Jefferson, 1984). With 'I wanna live in New York', her pitch drops but the intonation is still animated and the words are uttered with gusto. Genuine excitement can be heard in the girl's voice.

A creation of such an unexpected link between a speaking practice task that is focused on prepositions and the student's life world that does not usually enter into on-task classroom environment is likely enhancing the student's relationship with the subject due to an overwhelmingly positive experience that it generated (Dörnyei, 1998). Such instances are likely to impact positively on learner choices about studying a subject long term (Clarke and Henning, 2013).

Most peer to peer interaction in on-task environments closely reflect the teacher's pedagogical agenda but some students within their friendship groups have developed an interactional space where they can display resistance against the constraints of institutional power that demand compliance from them (Oral, 2013). In the extract below (Extract 20 in Audio files), the students have finished writing the answers of the homework task on the board and returned to their seats. The teacher, addressing the class, is requesting feedback from the students about their homework completion process, when Elaine initiates a turn to tell Allie that she is dropping French. The teacher's talk is ongoing in the background throughout the extract.

<u>Extract 20</u>

```
    01  T:  now how do you think you went in general.
    02      (1.5) was it easy to cope with that
    03      one↑, (0.5) did you feel confident
    04      [doing it by yourselves↑,=
➔   05  E:  °I'm dropping French°] ((hardly audible))
    06  T:  = okay↓, we'll have a quick look. Marnie?
➔   07  E:  I'm dropping French, ((loud whisper))
    08  T:  okay.
➔   09  A:  I am too. =
    10  E:  = >I'm gonna< next time I'm d[oing:,   ]
    11  T:                               [attention] (tr.:
    12      attention) ((unintelligible teacher talk continues
```

```
13        in the background))
14   A:                                [(       )]
15   E:   >I'm gonna be doing< fin lit, an:d a:rt.
16        (1.4)
17   A:   I want to do: food tech,[(    ) ((sounds upset))
18   E:                           [no food tech] tech is
19        in grade nine only.
20        (1.2)
21   A:   [(                    )]
22   E:   [>that's why< I'm doing]
23        [(.) art and finlit, (0.5)
24   T:   [so you have to put the sentences]
25   A:   °yeah.°
26   T:   in the negat[ive remember↑ (1.5)
27   E:               [fin lit is like learning]
28        how do you save money and stuff,
29   T:   and the two words for negatives a::re =
30        = qu'est-ce que c'est↑ (tr.: what is it)
```

There seems to be no obvious trigger in the turns leading up to line 5 that would explain Elaine's need to initiate this sequence or the content of it. Elaine's first attempt at it in line 5 is so quiet that even Allie does not hear her. With the teacher standing nearby and the recorder on the desk in front of her, Elaine's *sotto voce* is well substantiated. Realising that Allie did not hear what she said, Elaine repeats her utterance in a louder whisper (line 7). Elaine's use of the first person singular pronoun with a near future tense, emphasis on words 'dropping' and 'French', and her tone indicate that this decision has been ready for a while. It is not an upset reaction to the teacher's prior turn or to how she was treated earlier in the lesson but a statement about a fact. Elaine's end of turn prosody opens up the floor for Allie: although the latter is not forced into next-speakership by a post-positioned tag, her expected production of a SPP has been marked by a slightly upward intonation of the turn closing 'French'.

Allie, hearing correctly the request for a display of affiliation, responds to Elaine with a serious 'I am too' (line 9), delivered without hesitation or delay which allows Elaine to expand her turn. Trying to make herself heard over the continuing teacher talk, she discloses to Allie that next time she will be doing fin lit and art (lines 10-15). Allie, who becomes invested in the topic the moment Elaine introduces it, attempts to take floor at a TRP that she perceives as an end of Elaine's TCU (line 14). Due to the teacher's utterance that overlaps

with Elaine's ongoing turn (line 11), Elaine pauses for a microsecond to exercise her hearer's responsibility towards the teacher's talk (McHoul, 1978).

At that moment, Allie, not orienting to Elaine's continuous intonation as a floor holding device or perhaps not even hearing it from the ongoing loud teacher talk, starts her turn (line 14), creating a double overlap – with the teacher and with Elaine who attempts to recycle her turn beginning. Overlaps and simultaneous speech are common in informal turn-taking as a means of intensifying affiliation or disaffiliation with the speaker (Sacks et al., 1974; McHoul, 1978; Seedhouse, 2004). Realising that she has created an overlap and recognising Elaine's first starter's right, Allie stops and repairs the situation by not speaking to completion (Sacks et al., 1974). Elaine, rushing through the first part of her recycled turn to ensure that it is heard as continuing (line 15), emphasises the names of the subjects she is going to do next time and finishes her turn with yet another slightly upward intonation, indicating to Allie that her elaboration on the topic is welcome.

Despite Elaine's end of turn prosody, a pause of 1.4 seconds follows (line 16). As the first starter who initiated the sequence and introduced the topic, Elaine's interactional claim on suppressing Allie's attempt to self-select before a TRP was made available for her was legitimate, but nevertheless reduced Allie's eagerness to add to the topic which she demonstrates by a delayed turn beginning. Affiliative turns are commonly delivered immediately but any delay in the expected display of affiliation becomes noticeable and accountable (Seedhouse, 2004). Allie's 'I want to do food tech' (line 17) lexically adds to the topic as solicited by Elaine's prosody in line 15, but her upset tone implies that the interactional meaning of her utterance is to display her discontent with Elaine for suppressing her earlier attempt to contribute to the topic.

Although the sequence started with both girls unanimously orienting to the institutional agenda represented by their teacher as contestable, the process of this very action has now caused a rift (Gascoigne, 2012). Drawing on the interactional power built into her shifted identity, Elaine proceeds to prioritise progressivity (line 18) similarly to adult-child or teacher-student interaction. Acknowledging Allie's turn as relevant to the topic at hand with an evenly-paced and calmly intonated knowledgeable reply, she creates an overlap that suppresses Allie's turn (line 18). Allie's response to it in line 21 is difficult to decipher but it must have made Elaine realise that her power stance hurt Allie because from now on she concentrates on restoring mutual agreement.

Interrupted by teacher talk, Elaine makes a first attempt at mitigation in lines 22-23, offering an account for her suppression of Allie's turn. As Allie's hardly audible 'yeah' (line 25) signals that she is listening but is not yet ready to take the floor (Sacks et al., 1974). Elaine initiates a second repair in lines 27-28, expanding her explanation started in lines 22-23 by adding details that are aimed at leading to a common ground. At that moment, the teacher starts a frontal delivery that is potentially addressable to any member of the class and requires the full attention of both girls (line 29) (McHoul, 1978). It interrupts Elaine's repair that she will not able to finish because of the nature of the task that the teacher sets the class.

As a locally managed but cooperatively constructed speech exchange system, peer relationships in the classroom are an interactional construction that is continuously negotiated in every turn at talk by interactants who draw on any available interactional resource, including shifting identities, to advance their interactional agendas (Nguyen, 2007; Siskin, 2007; Pace and Hemmings, 2007). Such locally initiated and managed speech systems may affect the students' willingness to participate in learning tasks and consequently impact on the advancement of the teacher's pedagogical agenda.

4.4.5 Conclusion to classroom interaction

Analysis of classroom observation field notes and recordings of classroom talk-in-interaction allows the investigation in detail of the teacher specific and student specific discourse practices, and identifies the nature of classroom interaction.

Figure 4.11 displays a visual summary of the answer to **Research question 2**: What is the nature of Year 7 classroom talk-in-interaction?

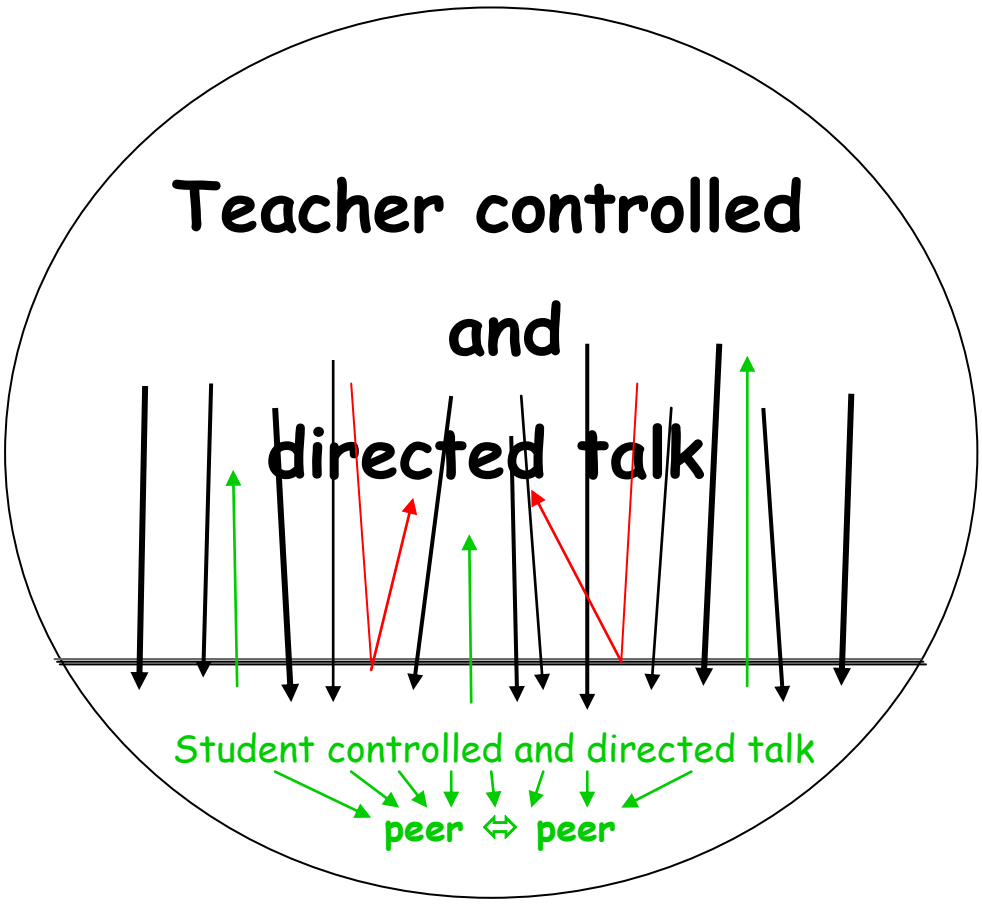
The observed lessons have a clear routine structure beneficial to creating a reliable and safe learning environment. Classroom talk is kept topic centred and task related. The students seem actively engaged. The teacher closely monitors task completion, assisting the whole class and individual students to ensure the students' understanding of the tasks, and praises them for their work. Learning tasks vary from book work to games, with every lesson containing at least one hands-on group activity to practise the new material.

The teacher presents as a competent classroom interactant, using language that facilitates progress towards her pedagogical goals. She communicates her expectations clearly and enthusiastically with minimal time spent on classroom management. The whole class communication is teacher directed and fronted. The teacher holds the floor for the majority of the time, distributing turns and selecting next speakers. Instruction-related directives

outnumber norm-related directives and deviations from teacher solicited interaction in the predominantly teacher-fronted whole class instruction are treated as in need of repair (Kumaravadivelu, 2006; Skidmore and Murakami, 2012; Oral, 2013).

The use of target language (TL) is initiated and mainly conducted by the teacher. The students do not initiate turns in the target language. They routinely produce one word utterances in response to teacher elicitation. The teacher has a custom to deliver abundant implicit praise in TL in the follow-up turn of IRF cycle operates as a change of pace token (Sinclair and Coulthard, 1975).

Figure 4.11 *Visual representation of Year 7 classroom talk-in-interaction*



The teacher routinely uses 'now' and 'okay' as generic change of activity markers, *'attention'* before asking students to provide a response and omits praise in the third turn to indicate an onset of a repair action. Her questioning pattern is rigid and follows the scheme of *teacher initiation → individual nomination turn allocation → student response → teacher short follow-up (repetition of the answer and/or praise or repair)* and allocation of a new turn to restart the cycle.

The majority of the teacher questions are either close questions, inviting a predetermined answer, or evaluation questions asking for clarification, managing a task or making connections with prior learning (Smith et al., 2004). The teacher exploits repeating, clarifying, extending, summarising and modelling as strategies in post-expansion sequences to shape learner contributions but as the end product is mainly recall, no new knowledge is produced as a result (Can Daşkın, 2015).

The teacher regularly allocates two to three seconds of wait time that has been shown to positively impact the formulation of student contributions (Rowe, 1978, 1986). Each correct response is usually followed by a teacher follow-up turn in a form of repetition of the student's utterance and praise in TL. Each response that does not match the teacher targeted item warrants a repair until the specific form is produced. Nominating specific students in the class as next-speakers ensures the shift of speakership to a targeted student and strengthens orientation to 'selected speaker speaks next' practice (Hosoda and Aline, 2013). The teacher uses personal pronouns 'I' / 'me', the teacher, and 'you' / 'your', the students, to establish and maintain clear boundaries between the classroom identities and their ensuing rights and obligations (Rounds, 1987).

Learner initiative is displayed through students initiating turns to address their peers or to address their teacher by self-selecting to initiate a sequence, exploiting an assigned turn to begin a sequence, self-selecting to volunteer a response or self-selecting to volunteer an input (Waring, 2011). Student initiation is allowed but kept to the minimum, with any turn sequence always finished by the teacher. The majority of student initiations occur during group or pair work and address peers. Student-to-student interaction is characterised by interactional symmetry where interactional identities are under constant negotiation and review (Jacknick, 2009; Skidmore and Murakami, 2012; Candela, 1998).

Student initiated turns to address the teacher are rare because unsolicited student initiative tends to be suppressed (Waring, 2011; Shepherd, 2012). Depending on their nature, the teacher either treats student contributions as interactionally troublesome and warranting repair or acknowledges them as valid and relevant additions to the topic at hand (Sacks et al., 1974; Seedhouse, 2004; Candela, 1998; Skidmore and Murakami, 2012; Oral, 2013).

Large amounts of teacher talk are dedicated to talking into being procedural contexts and eliciting student contributions, a finding that is common in the research literature on teacher fronted classroom interaction (Seedhouse, 2004; Smith et al., 2004; Molinari and Mameli, 2010).

The results presented in Section 4.4 are testimony to a teacher-talk-dominated classroom interaction, giving evidence to the presence of a monologic discourse in the observed classrooms (McHoul, 1978; Molinari and Mameli, 2010). Most of the classroom interaction supports the teacher's pedagogical agenda but the analysis also reveals that covert tensions exist between the teacher and certain students that potentially may have a negative impact on the students' decisions to continue with the subject long term (Candela, 1998; Preston, 2009; Clayton, 2017).

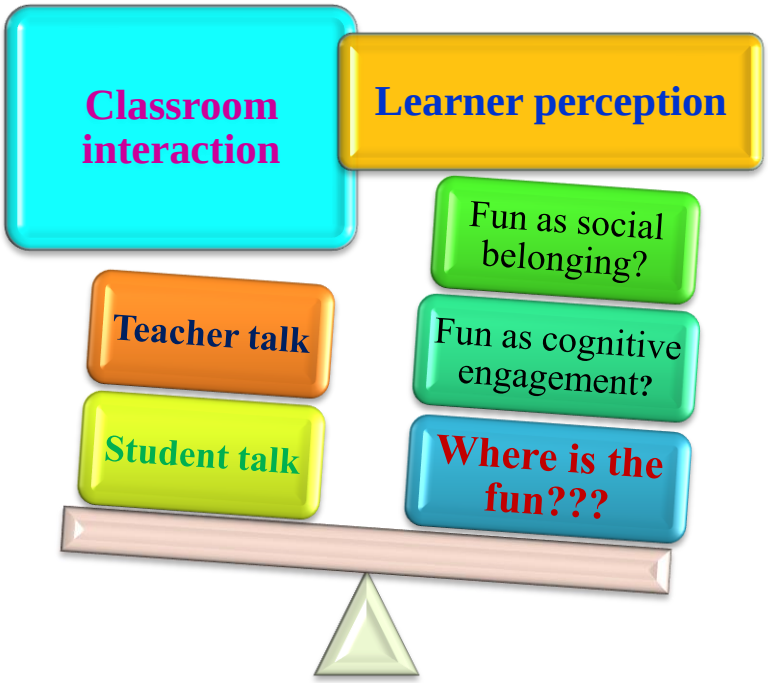
4.5 Linking student perception to classroom interaction (Question 3)

This section presents the results which provide an answer to **Research question 3**: What is the relationship between Year 7 classroom talk-in-interaction and learner perception? It will bring together the student perception of language learning and its manifestation in classroom talk-in-interaction to explore how these are talked into being by the members of classroom communities.

The thinking that links the three research questions is displayed in a concept map in Figure 4.12. The main perception shared by Year 7 students is that learning the French language is fun and enjoyable (Section 4.3). This view is highlighted in the students' advocacy for language learning and again as the catalyst to continue language study at an elective course in Year 8. Supporting the students' accounts, the researcher's classroom observations indicated that the Year 7 French lessons in the case study school display high energy where learning is created in a fun and hands-on way in cooperation between an enthusiastic teacher and her students who are visibly engaged in learning activities and tasks (Section 4.4.1).

Interestingly, the results of the analysis of teacher and student talk seemingly contradict the perception of classroom interaction being fun and enjoyable, revealing a tightly teacher controlled and directed talk environment with little space for learner initiative (Section 4.4). Yet, the research participants' perceptions of language learning being fun and enjoyable must stem from the classroom talk-in-interaction. Therefore, there should be instances of talk available in the recorded classroom data that substantiate the perceptions that the students have acquired as members of these learning communities (Molinari and Mameli, 2010; Smith et al., 2004; McHoul, 1978; Sinclair and Coulthard, 1975; Seedhouse, 2004; Richards and Seedhouse, 2005; Heritage, 1984).

Figure 4.12 *Conceptual link between the three research questions*



Following form the above, the next sections will focus on identifying student perceived fun in the classroom interaction and exploring how it has been talked into being by the members of classroom communities.

4.5.1 Fun in classroom interaction

To determine if the perception of fun that the students hold about learning the French language manifests in the classroom interaction, criteria were developed to recognise 'fun / enjoyment' in the recorded data.

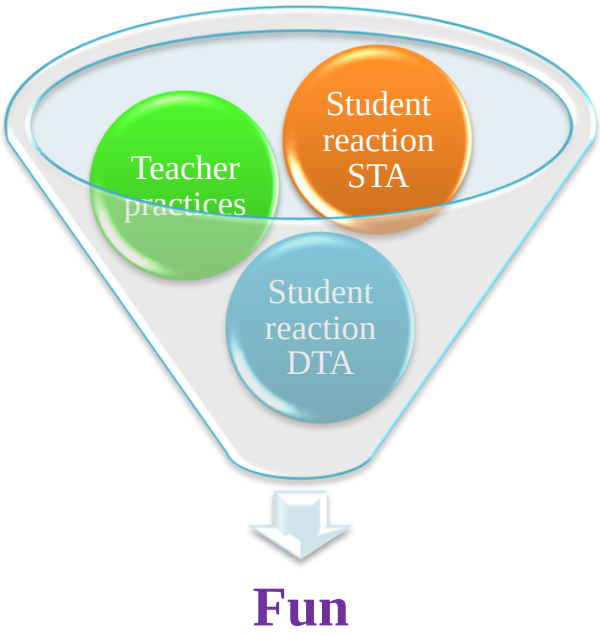
Fun is defined in Merriam-Webster dictionary as 'what provides amusement or enjoyment', *enjoyment* is 'the action or state of enjoying / something that gives keen satisfaction' and *enjoying* means 'to have a good time / to take pleasure or satisfaction in [what one is doing]'. The students' statements of what they considered to be 'fun' (Section 4.3) were matched to their likely prosodic and lexical manifestations in the classroom interaction to devise search criteria for 'fun / enjoyment' (Table 4.5). As a result, classroom recordings were searched for laughter and for enthusiastic, encouraging, explaining, challenging or caring intonation in teacher talk, and laughter, joking, enthusiasm, excitement, singing and acting, helping each other and creating French sounds in a pleasurable manner in student talk.

Table 4.5 S*earch criteria for 'fun / enjoyment'*

Student perception	Derived search item
Teacher talk-in-interaction	
she's enthusiastic when she speaks with us the teacher has to have a certain amount of enthusiasm, if they act like this is the worst day of their life I don't feel like I learn anything from that, teachers who come in and feel excited to teach you, I learn more from and enjoy it more	enthusiastic intonation laughter
she encourages us to play games like bingo	encouraging intonation
it's good to have a French teacher who or the language teacher who if you don't understand something will take the time to explain it instead of just saying okay you don't understand, we'll go back later and they never go back to it; if you get something wrong she goes over it with us, she helps	explaining intonation
to a certain point the teacher needs to challenge you	challenging intonation
when [teachers are] nice you also tend to learn better if you have a nice teacher the teacher knows how you learn and if you don't finish your homework then they'll understand you	empathy expressed via caring intonation, flexibility, polite and respectful address of students
Student talk-in-interaction	
we are a fun class and we have a fun teacher	laughter and joking intonation enthusiasm excitement
the games are fun	
like if you enjoy the sounds the language makes then you'll probably enjoy the classes if you enjoy speaking and learning it	enjoyment of French sounds
when we have difficulty we help each other it's cause our class is more encouraging and we like to make our more fun rather than saying oh I can't pronounce this	students helping and encouraging each other
she makes us do some performance rather than writing things down and memorising it all	singing, role playing

The search of the recordings and transcripts of classroom talk-in-interaction retrieved a large number of extracts matching the devised characteristics of 'fun / enjoyment'. The above results, visually represented in Figure 4.13, allow answering affirmatively the first part of the Research question 3. Year 7 classroom talk-in-interaction **does** reflect learner perception as there are numerous manifestations of fun identifiable in the French lessons of the research participants, substantiating the students' perceptions of the learning being fun.

Figure 4.13 *Generation of fun in the classroom interaction*



The retrieved extracts indicate that the fun in the classroom interaction manifests in two ways: teacher generated fun and student generated fun. The latter is more complex than initially reflected in student interviews and surveys. It consists of the students' reactions to the teacher practices that they perceive as attributing to learning being fun, manifesting either as reactions that are supportive of the teacher's agenda (STA) or as distancing the speakers from the teacher's agenda (DTA). Therefore, to answer the second part of the Research question 3 – **how** does Year 7 classroom talk-in-interaction reflect learner perception – a selection of the characteristic extracts of student generated fun and teacher generated fun are presented next.

4.5.2 Student generated fun

Students generate fun in two ways – either as a reaction to the teacher talk, or in peer interaction. Many of the students' talk exchanges are supportive of the teacher's agenda (STA), but some laughter, joking and comments are also aimed at distancing the speakers from the teacher and the task at hand (DTA).

The teacher's enthusiastic disposition that is prevalent in the recorded data is often directly mirrored by the students or leads to an enthusiastic and excited student engagement in the tasks that follow but not all instances of teacher enthusiasm attract a mirrored response by the students.

Marked by laughter, excitement and enthusiasm, student generated fun is most prevalent in peer interaction, especially during group work stages of the lessons when talk-in-interaction is not directly teacher controlled, reflecting the students' perceptions of "'cause it's fun" (7CIBSS) and "we are fun class" (7CIBSS). The students freely display enthusiasm and excitement in peer group interaction, most eminently when playing games.

4.5.2.1 Laughter and fun

Laughter is prosodically the most recognisable characteristic of fun. The search retrieved a large number of extracts with student laughter, produced in reaction to teacher talk or generated in peer group interaction.

4.5.2.1.1 Group work fun and laughter

A four minute extract of peer interaction exemplifies how the students organise and manage group work (Extract 21 in Audio files). Once the teacher has explained the task and handed agency over to the students, Koshi, Jenna, Allie and Melinda practise the targeted sentences, have lots of fun, interact with the teacher, get bored with the task, develop their own topic, and return to the task at hand.

When Allie announces that the recorder has played for 48 minutes, Jenna, sounding annoyed, queries about what their group was meant to be doing (line 3). Koshi explains enthusiastically and knowledgeably that they have to construct sentences using the specified vocabulary (line 4). The girls then get to work. They select the parts of their sentences and enthusiastically practise saying them (lines 6-13).

<u>Extract 21</u>

```
        01   A:  This listening has been going for 48
        02       minutes (        )
        03   J:  What are we doing ((sounds annoyed))
00:05   04   K:  Okay now you gotta put this in a sentence
        05       ((enthusiastic and lively))
        06       ((00:07 to 00:38 the students select the
        07       content for the sentences that they
```

```
        08          are going to formulate and practise
        09          saying them))
00:39   10    M:    Okay il habite à Londres (tr.: he lives
        11          in London)
        12    K:    Okay j'habite à Delhi (tr.: I live
        13          in Delhi)
```

At this point the teacher briefly approaches the girls to check on their progress and asks if they could include Lise in their group. Koshi's y*eah* expresses the group members' agreement with the teacher's suggestion. She then immediately engages Lise in the work that the group has been doing (line 14). Lise has a go as suggested by Koshi but her attempt seems not to meet Koshi's expectations (lines 16-17). Lise then tries again and gets it right (line 19).

```
00:50   14    K:    Here, you have a go Lise
        15          (        )
        16    L:    Nous habitons (tr.: we live)
        17    K:    Oh come on Lise (        )
        18          (           )
01:00   19    L:    Nous habitons en Belgique (tr.: we live
        20          in Belgium)
```

From there onwards the talk becomes a mixture of references made to the recorder that has caught the girls' attention, sentence practice and student commentary on their progress. 1:37 into the recording one of the students in the group declares that it is boring, amidst the loud on task practice noise of the class.

```
01:37   21    S:    This is so boring (1.0) boring boring
```

This statement does not affect her peers who enthusiastically continue producing their sentences. In the background, a more personal conversation develops between the teacher and a student in the group. In line 25, the teacher expresses a concern about her wellbeing and, after the girl has given an account (line 26), the teacher encourages her to participate in the task (line 31).

```
01:59   22    K:    Tu habites à Melbourne (tr.: you live
        23          in Melbourne)
        24          (bout of laughter)
02:02   25    T:    Are you alright, sorry
```

```
26   S:  Yeah I don't know why I am so tired
27   K:  Tu habites au Melbourne (tr.: you live
28       in Melbourne) au Melbourne ((testing
29       different pronunciations))
30       (      )
31   T:  (      ) have a go (1.0) yeah
```

The teacher then approaches the rest of the group to check on their progress. The tired group member continues her account about being tired, first repeating her utterance and then expanding on it. The teacher's *Oh I see* in line 35 seems to indicate that she realises something in relation to what the students are doing but there is no audible indication of what this is. In line 36 Lise takes up practising a sentence again amidst the loud chatter of her peers who alternate between topic related and off topic talk. In passing, Jenna corrects Lise's pronunciation of the word *Japon* (tr.: Japan) (line 38).

```
02:13  32   T:  How are you going girls? All good?
       33  SS:  Yeah.
02:16  34   S:  I dont know why I am so tired (      )
       35   T:  Oh I see
02:20  36   L:  Nous habite au Jopon (tr.: we live in
       37       Japan) ((with incorrect pronunciation))
       38   J:  Japon (tr.: Japan)
```

The girls continue talking about being tired. There is giggling and laughter as they add their contributions to the topic, centring the discussion around the idea that eating makes one tired. At 2:38, Koshi makes a return to the task, pronouncing jokingly and with different emphases the words *Japonais* (tr.: Japanese) and *Japon* (tr.: Japan). This brings the rest of the group back to the topic as well, with Jenna taking a lead, almost bursting with laughter as she conducts her turns in a judge like character that she is impersonating.

```
02:44  39   J:  Well I have a question for you Allie
       40       What do you have to say for yourself
       41       ((laughter))
       42       (           )
02:52  43   A:  Wait wait wait wait wait I got it I got it
       44       elle (tr.: she) (Jenna's laughter
       45       on the background)
       46       [habite à [(tr.: lives in)]
```

```
47   K:  [(                        )]
48   J:  [Allie the hopeless case  ] we
49       are going to sauce you
50   K:  Elle habite à Berlin (tr.: she lives in
51       Berlin) ((jokingly))
52   J:  Oooooh! (.) Berlin (.) sounds fancy
53   K:  En Allemagne (tr.: in Germany)
```

As Allie takes too long to produce her turn, both Koshi and Jenna jump in at the same time (line 47-48), creating a triple overlap and rendering Koshi's turn undecipherable while Jenna declares Allie to be a hopeless case. In line 50, Koshi jokingly constructs the sentences that Allie was probably attempting to produce in her turn. Jenna again adopts the intonation of a talent quest judge to deliver her verdict in line 52. Her stretching of the *oh* makes it sound important and pleasantly surprised and adds to the merriment. Koshi finishes the sequence with *en Allemagne* (tr.: in Germany), pronouncing it in a funny way but nevertheless in keeping with the teacher's agenda.

The girls then continue the practice, nominating each other and having a go at constructing the sentences. There is lots of laughter as they take to pronouncing the words jokingly and with funny intonations and add comments to their attempts, some more personal than others such as Jenna revealing that she actually is from the United States of America.

```
03:28  54   J:  Okay this is a true story okay j'habite à
       55       aux Etats Unis (tr.: I live at in US)
       56       I am from the [United States of America]
03:38  57   A:                [> can I have a go at <  ]
       58   K:                [à! (1.0)                ]
       59       no it's aux (.) aux Etats Unis
       60   J:  I said aux Etats Unis
       61   A:  > can I have a go <
       62   K:  aux Etats Unis (.)
       63       [aux Etats Unis
03:45  64   J:   aux Etats Unis] ((joking intonation))
```

While Jenna is in the middle of adding the English translation to her contribution (line 56), both Allie and Koshi start their turns and create yet another triple overlap. Allie, probably considering that Jenna's turn is no longer adding to the topic at hand because the French part

of it is finished and a TRP available, makes an attempt at securing the next turn with a polite and very fast modal *can I have a go at* (line 57).

At the same time, Koshi, who heard a grammatical error in Jenna's sentence construction, starts her other initiated other repair (line 58) (Seedhouse, 2004). Her use of the least preferred repair initiation gives testimony to the interactional symmetry within the peer group. In her reply, Jenna does not recognise Koshi's authority in the matter. Instead, she furthers the topic by adding her own account. Doing this, she also repeats the correct version of the grammatical point that Koshi's had repaired. In line 61, Allie once more tries politely to take the floor but her request is ignored by both Jenna and Koshi who continue with the repair action. Koshi repeats the trouble item in line 62 to indicate that she has not accepted Jenna's previous turn as re-establishing the intersubjectivity.

At that point, Jenna finds an ingenious way to resolve the conflict and to get back to the mutual ground. As Koshi repeats the trouble item one more time, Jenna joins in with her but pronounces the words in a funny intonation (line 64). By doing this, she seemingly accepts Koshi's repair but with her own spin on it. This does not convince Koshi. Her voice is heard on the background as she continues to explain that Jenna needs to stretch the sound of *aux* (tr.: in), repeating the trouble item again and stretching all its parts. Jenna, considering the repair action finished, has turned her attention away. Seeing that Jenna is no longer involved with Koshi despite the latter still addressing her, Allie decisively takes the floor. Her *this is my turn* in line 65 is pronounced playfully, continuing the fun that was prevalent prior to Koshi's repair initiation.

```
03:49  65   A:  this is my turn
       66   J:  Okay let's give Allie a second chance
       67       the hopeless case
       68   A:  J'habite au Allemand (tr.: I live in
       69       German) okay
       70       ((laughter))
```

Jenna immediately makes a return into the character that she impersonated in lines 39 and 52. She acknowledges Allie's lead in the sequences with *okay* (line 66) but in her extension makes reference to her earlier judgement of Allie as a hopeless case (line 48). In response, Allie delivers her grammatically and lexically incorrect sentence that she finishes with *okay*, indicating that she considers the sequence completed. On the background, Koshi can be heard repeating different prepositions but these are not aimed at Allie. The girls laugh and no repair

is attempted. At this point the teacher's voice becomes audible, marking the end of the group practice and the return to the teacher directed and controlled interaction.

When the time comes to present the practised items to the class and to the teacher, the girls' mood and demeanour change (Extract 22 in Audio files).

Extract 22

```
01  T:  Oui Jenna (tr.: yes)
02  J:  J'habite aux Etats Unis (tr.: I live in US)
03  T:  Aux Etats Unis (tr.: in US) très bien (tr.: very
04      good) Koshi
05  K:  J'habite à Berlin (tr.: I live in Berlin)
06  T:  Excellent (tr.: excellent) Allie
07  A:  Elle hmmm (tr.: she)
08  T:  Bravo oui (Tr.: bravo yes)
09  A:  Elle habite au Canada (tr.: she lives in Canada)
10  T:  Au Canada (tr.: in Canada) yes Melinda
11  M:  J'habite à Londres (tr.: I live in London)
12  T:  Excellent (tr.: excellent)
```

As the girls deliver their sentences one after another, their intonations mirror in a subdued manner some of the teacher's enthusiasm that the latter displays when allocating them turns and delivering her customary praise in French but the fun and joking that were evident in the group work stage are no longer present.

4.5.2.1.2 Fun and laughter as DTA

While many of the peer talk exchanges are supportive of the teacher's agenda, the search also retrieved exchanges where laughter, joking and commenting are either inadvertently or deliberately aimed at distancing the speakers from the teacher agenda (DTA), the task at hand and rest of the class, revealing tensions that had remained invisible to the researcher during classroom observations.

In Extract 23, the teacher uncharacteristically makes reference to her own past and her experiences as a foreign language learner – in her case learning English. Initially the girls around the recorder show interest in the topic and display positive reactions.

Extract 23

```
        01   T:  And when you come to French I went to
        02       English. Okay [((ongoing teacher talk))
        03  S1:                Ah:: that's so cool:: like
        04       the opposite
00:10   05  S2:  ((laughter)) I know]
```

The teacher continues her talk by giving examples of the sentences that she as a child learned first. The girls get involved by proposing their own examples but as the teacher does not seem to notice their contributions, their intonation becomes funny and a little bit mocking. This draws the teacher's attention who reacts with a *shhh* that quietens the group for a moment. The teacher then takes a topic related question from Alana who raised her hand for a summons.

```
00:38   06   A:  When you were learning French did they
        07       teach you I would like to order
        08       a hamburger ((teacher laughter))
```

As the teacher starts her turn to deliver a reply, the girls around the recorder start mimicking the sentence *I would like to order a hamburger* with funny accents and stop paying attention to the teacher's talk. Once each of them has had a go at producing their own version, they listen again for a moment and then develop their own topic about the recorder that is recording their every word.

1 minute 30 seconds into the extract, the teacher starts telling the class about how lucky they are to be able to learn languages at such a young age. Creating an overlap, one of the girls in the group reminds the others to listen to the teacher which makes the other group members laugh. This attracts the attention of the teacher who addresses the girls with *girls* to quieten them. The teacher then repeats her sentence and continues her monologue. The girls giggle throughout the ongoing teacher talk in a subdued manner, suggesting that the laughter is not meant for sharing and that by suppressing it the girls are well aware of its nature not being supportive of the task at hand and therefore of the teacher's agenda.

The teacher's monologue on language learning continues for the next two minutes with no other voices heard in the classroom but hers and the girls' barely audible comments and giggle. At 3:29 when the teacher has stopped talking, one of the girls uses the TRP to loudly

sound out *bonjour* (tr.: hello) in a mocking intonation, making other girls in the group laugh. This unsolicited student initiative gets reprimanded by the teacher.

Although the girls are supportive of the teacher's agenda at the beginning of the teacher's talk sequence (lines 3-5), their attitude changes when the teacher does not acknowledge their contributions to the sentence sharing. The group stops being positively invested in the task at hand and instead sets out to create their own fun. By mocking the contributions of other speakers, they distance themselves from the task at hand (listening to the teacher) and from the rest of the class members who are compliant and supportive of the teacher's agenda.

In Extract 24, one of the students in the class is not sure how to pronounce the word *génial* (tr.: great). She sounds annoyed. Encouraged enthusiastically by the teacher, the girl has a go but the pronunciation is funny and makes everyone laugh. Most of the class laughs in a supportive manner but the group of girls around the recorder generates interaction that mocks the attempt.

<u>Extract 24</u>

```
01   S:  I don't know how to say it [(       )]
02   T:                             [have a go]
03       ((laughter around the recorder))
04   S:  genaial ((smiling))
05   T:  gé:nial très bien (tr.: well done)
```

As the teacher sounds out the correct form and adds her customary praise in French, the students are heard on the background repeating it after the teacher. The girls around the recorder also have a go but do it mockingly, further developing this attitude by adding silly comments and laughing at them out loud. Again, the teacher has to address the group and reprimand them with *girls, shshsh*.

In Extract 25, the teacher, in her usual enthusiastic manner, reminds the class about the work that they are doing on ID cards. The reaction of the class is lively and enthusiastic.

In line 7, Lizzy produces a siren like long and loud sound *uuuhhuuu*, making the girls in her group laugh out loud. Despite the obvious disruption, the teacher ignores it and continues talking about the task at hand. Lizzy repeats the siren like sound three more times until the teacher finally addresses her (line 14).

Extract 25

```
        01   T:   (      ) remember last time we (       )
        02        your ID card
        03   SS:  ((unclear affirmative student noise))
        04   T:   remember that, ((unclear very
        05        enthusiastic teacher talk mirrored by
        06        enthusiastic student chatter))
00:09   07   L:   Uuhhhuuuu ((student laughter))
        08        ((teacher talk continues))
00:17   09   L:   uuhhuu
        10   S:   ((unclear commenting))
00:19   11   L:   uuhhuu
        12   S:   Lizzy.
00:20   13   L:   uuhhuu
        14   T:   Lizzy you're making too much noise.
        15   L:   phrrrt ((uneasy laughter))
```

The teacher's *Lizzy you're making too much noise* is uttered in a friendly intonation, removing an opportunity for further confrontation. Lizzy's onomatopoetic reaction to it in line 15 displays the disappointment that the teacher's such intonation caused. After a few more bouts of uneasy laughter the girls start following the teacher's explanation of the task.

In Extract 26, the class has been writing down the nationalities for their ID cards. Lizzy keeps returning to the word *Chinois* (tr.: Chinese). She insist that she wants to know how to spell this word, which makes her group members laugh. Lizzy then wants to know if anyone there is *Chinois*. She finally puts the question to the teacher (line 9).

Extract 26

```
        01   S:   (      )
        02   L:   How to spell chinois (tr.: chinese)
        03   S:   ((laughter))
        04   T:   ((unclear ongoing teacher talk))
        05   S:   I have no idea
        06   L:   Is anyone here (.) that's chinois
        07        ((teacher talk continues))
        08        (     )
00:19   09   L:   How to spell chinois
```

```
10   T:  You're not writing that so, (1.5) and if
11       you did you would look it up (1.5) okay↑
```

The teacher's tone is reserved when she tells Lizzy that she is not going to need that word and if she did she would look it up. The deliberate pauses and the upward intonated *okay* to finish the sequence communicate that she is annoyed with Lizzy's attempt to make fun at the expense of this word and that she is not going along with it.

In Extract 27, the class has got to the stage of the practice where they need to add a suburb name to the verb *habiter* (tr.: to live). The teacher is modelling the possible sentence versions to the students and the girls are suggesting the names of suburbs they live in for the sentences. Lizzy follows the teacher's explanation closely, and anticipates the preposition that the teacher would use, saying it quietly to herself, but gets it wrong (line 5). She then repeats the correct version after the teacher (line 7). When the teacher models the next part of the sentence with a suburb name, she loudly joins in with *Roseville* (line 12).

<u>Extract 27</u>

```
01   T:  What you need to do when you say
02       j'habite (tr.: I live) because you say
03       I live in somewhere (1.0) okay so
04       j'habite (tr.: I live)
05   L:                        en
06   T:                           à
07   L:                             à
08   T:                               (1.5) okay
09       (1.0) so some of you say j'habite
10        [à:: (tr.: I live in) ((ongoing teacher
11          talk))
12   L:   Roseville] (1.0) Roseville (2.0)
13        Roseville (1.5) Roseville ((whispering))
14  S1:   Mona Vale ((laughter))
15   L:   Roseville
16  S2:   Chatswood
17  S1:   Mona Vale
18   L:   Ouuhhh
19   T:   Shhh
20  S1:   Avalon
21   T:   Shhh
```

With no teacher recognition to her contribution, Lizzy keeps uttering *Roseville* with different intonations and with varying pauses in between the attempts until the other students in her group join in with their own suburb names. The contributions become more and more merry, leading to Lizzy producing yet another *ouhh* (line 18). This finally attracts the teacher's *shhh* that she repeats after one more loud and enthusiastic contribution by the girls.

The above extracts suggest that unrecognised learner contributions cause distress and lead to the affected students distancing themselves from the teacher's agenda, generating their own fun at the expense of the teacher or the other learners and their contributions.

4.5.2.2 Enthusiasm and fun

The teacher's enthusiastic disposition is often mirrored by the students in a way that is supportive of the teacher's agenda (STA) or it leads to an enthusiastic and excited student engagement in the tasks that follow with the students having internalised the teacher's agenda. The students freely display enthusiasm and excitement in peer group interaction, especially when playing games. However, the teacher's direct involvement in student group work tends to reduce the students' enthusiasm. In individual communication with the teacher, the student interaction tends to be safeguarded and not mirror the teacher's enthusiasm. The extracts substantiating these claims are presented in detail in the next sections.

4.5.2.2.2 Teacher enthusiasm mirrored by the students

On many occasions, the teacher's enthusiastic disposition is mirrored by the students in their own turns of talk, which are supportive of the teacher's agenda (STA). "She's enthusiastic when she speaks with us" (7CIAS5) and "I think the teacher has to have a certain amount of enthusiasm because if they come into class (laughter) my teachers come into class and they act like this is the worst day of their life and I don't feel like I learn anything from that. Whereas teachers who come in and feel excited to teach you this and this and this, then I find I learn more and enjoy it more" (7CIAS5) indicate that the students perceive the teacher's enthusiastic disposition as an integral attribute to making learning fun.

In Extracts 28 and 29, the students mirror the teacher's enthusiasm by responding chorally to her greetings.

In Extract 28, at the beginning of the lesson, the teacher greets the students and they return her greeting chorally. She then asks the girls to take their seats with S1 repeating the utterance to herself (line 4). As the students are taking their seats, the teacher asks the class if they are doing well (line 6).

Extract 28

```
01   T:  Bonjour les filles (tr.: hello girls)
02  SS:  Bonjour Madame D (tr.: hello Madame D)
03   T:  Asseyez-vous (tr: take a seat)
04  S1:  Asseyez-vous (tr: take a seat)
05       (2.0)
06   T:  Ça va bien! (tr.: is it going well)
07  SS:  Ça va très bien (tr.: it is going very well)
08       ((ongoing enthusiastic student chatter))
09   T:  Asseyez-vous (tr: take a seat)
10   S:  huuhuuu::!
```

This questions attracts multiple excited individual replies by the students, some answering with the same wording as the teacher's question, some adding the word *très* (tr.: very) to their response. Amidst the ongoing enthusiastic student chatter the teacher can be heard to repeat her request for the students to take a seat (line 9). The enthused and merry mood that reigns leads one of the girls to produce a high pitched excited *huhuuu* (line 10).

In Extract 29, the teacher enthusiastically asks the class if they are doing well. Some of the students reply chorally but not everyone joins in which makes the students laugh once they realise it. This, in turn, makes the teacher smile and add a stretched and upward intonated *oui* (tr.: yes) as if seeking clarification (line 3).

Extract 29

```
01   T:  Ça va bien! (tr.: is it going well)
02  SS:  Ça va bien (tr.: it is going well)
03   T:  Oui::! okay we need to speed up and then
04       you can have a bit of fun with a game
05       we're going to play today
06  SS:  yay!
07   T:  okay
```

The teacher then tells the class that they need to speed up so they could have some time to have fun and play a game to which students react with a subdued excitement (line 6). The teacher finishes the sequence with her customary change of pace token *okay* (line 7).

Another example of a choral mirroring of the teacher's enthusiasm is a whole class teacher fronted song practice (Extract 30 in Audio files). At the beginning of the practice, the teacher tells the class to do it normally, meaning reading it out, not singing (line 1). She then reads out the lines and the students repeat after her, closely mimicking her intonation and her enthusiasm.

Extract 30

```
       01   T:  Let's just do it normal. (      )
       02       Tu parles anglais! (tr.: you speak English)
       03   SS: Tu parles anglais! (tr.: you speak English)
       04       ((practice continues))
00:17  05   T:  encore. (tr.: again) mais je ne parle
       06       [pa:s japonais (tr.: but I don't speak
       07       Japanese)
       08   L:   enco:re!]
```

When the teacher asks the class to repeat a line about Japanese (lines 5-7), Lizzy ignores the choral repetition and instead mimics the word *encore* (tr.: again) in a joyous intonation (line 8), clearly enjoying the process. A few lines later, the teacher makes the girls repeat the verb *je préfère* (tr.: I prefer) to get its pronunciation right. After the fifth time, she becomes playful and goes overboard with her own intonation (line 9), making the girls laugh. She then comments on their production in a funny way (line 14), creating a fun and light mood that becomes contagious.

```
01:13  09   T:  mais je préfè:::re pa[rler français]
       10       (tr.: but I prefer to speak French
       11   L:                      [hehe prefere ]
       12   SS: mais je préfère par[ (tr.: but I prefer spe)
       13       (((slowing down and becoming muddled))
       14   T:                     [aah, aaah,  ]
       15   L:  (       )
       16   T:  parler français (tr.: speak French)
       17   SS: ((laughter))
       18   SS: parler français (tr.: speak French)
       19       ((practice continues))
       20   T:  o:kay you get it now. ((smiling))
       21       très bien (tr.: very good)
       22   SS: ((laughter))
```

The fun continues throughout the practice of this item until the teacher is happy with the girls pronunciation, concluding the sequence with an evaluation (lines 20-21) that is accompanied by the girls' pleased laughter.

The next line of the song involves the word *allemand* (tr.: German) and the girls struggle with the pronunciation again. This time, the teacher puts a funny spin on it with *ohlala* (line 25) that she stretches and accentuates even more the second time (line 27). She then uses a change of pace token *okay* to lead the girls back into the practice mode (line 28).

```
02:20  23  SS:  parle allemand (tr.: speak German)
       24      ((laughter))
       25  T:  ohlala >let's see what's going on [here?<
       26  SS:                                   laugh]
       27  T:  O:H LA LA:: (.)
       28      okay can you do that one again?
```

The practice continues with the last two lines. The girls have fun mimicking the French words but also some of the teacher's English pronunciation. The lines read out, the class gets ready to sing. The teacher warns that she is not much of a singer so the girls need to be at their best voices. She then says which tune they will use (at 3:38). As soon as the girls hear the name of a tune they are familiar with, they start singing individually, not waiting for the choral action to start. It takes the teacher the next 55 seconds to establish silence and to focus everyone in order to sing in unison.

The girls then sing the song with smiling audible in their voices. The first attempt completed, the teacher takes time to specify a few more tricky pronunciations. The class then sings again, this time without the teacher. At the end of the second round the teacher delivers praise in English (line 29) and introduces the next task (lines 35-39). A competition to sing for a winning row is met with enthusiasm by a number of students (line 41).

```
06:45  29  T:  Well done! Lovely. [now (               )
       30  L:                      I was getting into it
       31      I was like ((drums the rhythm on the desk))]
       32  T:  (    ) un deux tr[ois (tr.: one two three)
       33  L:                    Guys! Hey guys! guys (.)
       34      get into it ((continues drumming))]
       35  T:  okay I give you two minutes (.) to come up
       36      you know with the best song the best
```

```
37        way the best pronunciation especially
38        of French and then I'll choose a winning
39        row
40   L:   Guys!
41   S:   Wouh!
42   L:   Guys!
```

Throughout the ongoing teacher talk Lizzy makes attempts to share her excitement for rhythmic singing with her peers (lines 30-31, 33-34, 40, 42). She drums against the desk to show how engaged she feels and to get her friends to join the action, addressing them with whispered *guys* until the end of the teacher's talk sequence.

In Extract 31, the teacher is giving examples of the languages that the students could include in their ID card presentations. As she enthusiastically sounds them out, S1 and S2 mimic her intonation (lines 3, 5 and 8).

Extract 31

```
01   T:   Je parle chinois (tr.: I speak Chinese)
02        Je parle russe (tr.: I speak Russian)
03   S1:  >Chinois<!(tr.: Chinese)
04   T:   Je: parle espagnol! (tr.: I speak Spanish)
05   S2:  Espagnol. (tr.: Spanish)
06   T:   Remember what we said about languages
07        when you speak [them or (.)
08   S1:                 je parle chinois!]
09   T:   they're masculine
10        ((ongoing classroom chatter))
11   S3:  (       ) French as well?
12        (1.5)
13   T:   >Je parle< (tr.: I speak) mais bien sû:r↑
14        (tr.: but of course) of course we
15        speak French je parle français! (tr.: I
16        Speak French)
17   S2:  Oh cool.
18   S3:  We don't we don't speak fluent French
19   T:   It's okay, un peu (tr.: a little)
20        un peu (tr.: a little) oui! (tr.: yes)
21        ((animated teacher talk continues))
```

When S3 asks if they should include French as well (line 11), the teacher affirms it in an animated manner (lines 13-16). S2 welcomes the addition of French with an evaluation to herself *oh cool* (line 17). S3 extends her turn by expressing concern over their proficiency in French (line 18) and is reassured by the teacher that they can include French by adding *un peu* (tr.: a little), confirming it with an animated *oui* (tr.: yes). The class then continues to work on their sentences, guided by the teacher's animated talk.

The students mirror the teacher's excitement and enthusiasm in a second pair part of a teacher initiated talk sequence when responding chorally to the teacher's turn or repeating the French vocabulary privately to themselves. The students' enthusiasm tends to be more subdued when nominated to deliver individual responses to the class (see also Section 4.5.2.1.1).

4.5.2.2.3 Teacher enthusiasm leading to student enthusiasm

Routinely, the teacher's enthusiastic and explicit explanations of task guidelines lead to enthusiastic and excited student engagement. The fun is not displayed as a direct response to the teacher's turn of talk but is generated as a result of the students committing to the teacher's agenda. One such occasion is game playing, another the practice stages of the lesson when agency is given over to the students.

4.5.2.2.3.1 Game playing

Games or game like activities are used in every lesson to reinforce the learnt material. These group interactions are engaging and the participation is always enthusiastic.

In the following extracts, the students are given envelopes with country and town names and are asked to construct grammatically correct sentences using the verb *habiter* (tr.: to live). The students are allowed to choose a place of their liking, a part of the task that seems to make everyone excited to the point that the practice starts sounding more like a market place.

Extract 32 displays the excitement of a girl who wants to pick a country and communicates her wish by starting her turn with a long high pitched scream.

<u>Extract 32</u>

```
01   S:  heee:: I wanna a country↑
```

In Extract 33, Jenna proudly declares that she got Australia that Allie seems to interpret as a challenge.

Extract 33

```
01   J:  yeah well I got Australia↑
02   A:  >wait wait wait wait wait wait<
```

In Extract 34, the students are pronouncing enthusiastically the place names that they have chosen. The loud on task chatter of the class and the group members' overlaps do not allow distinguishing the full sentences.

Extract 34

```
01   S1:  (     ) New York
02   S2:  (     ) en Australie (tr.: in Australia)
03        (5.5)
04   S3:  Tokyo::
```

In Extract 35, the students are practising their sentences, albeit with incorrect prepositions, and with every added contribution the mood becomes merrier until S3 shouts out of excitement (line 3).

Extract 35

```
01   S1:  J'habite au Pymble (tr.: I live at Pymble)
02   S2:  J'habite en Japon (tr.: I live at Japan)
03   S3:  Pymble↑ houh↑ ((shouting excitedly))
```

Local management of interaction during game play, albeit the latter being within the teacher established boundaries, leads to enthusiastic student participation that is supportive of the teacher's agenda.

4.5.2.2.3.2 Practice stages of the lessons

Similarly to game playing, on task fun and excitement is evident in the stages of the lessons where the teacher has introduced a drill or a practice and given the agency over to the students. On these occasions, the interaction to accomplish the task is student directed and controlled while operating within the teacher introduced agenda.

In Extract 36, the teacher gives the class one minute to practise their ID card sentences in groups and tells everyone to have a go. The girls near the recorder excitedly get to work. They start by sounding out *j'habite* (tr.: I live) in different intonations and pronunciations (lines 5-

7). S3 then makes an attempt with the first sentence to say her name but does not finish it and clears her throat instead (line 8).

Extract 36

```
       01   T:  One minute for practice, after that you
       02       do it in the class (     )
00:08  03       so one minute! une minute! (tr.: one minute)
       04       have a go!
       05  S1:  J'habite en (tr.: I live in)
       06  S2:  J'habui:te ((laughter))
       07  S1:  J'habite
       08  S3:  jemap ((clearing the throat))
       09       ((student chatter))
```

More throat clearing and student chatter about how to organise the practice follows until Lizzy makes a concerted effort to start the practice (line 10). She adopts an official presentation tone and delivers the sentences about her name, nationality and the suburb she lives in, pausing slightly before saying *Roseville* (lines 10-14). One of the group members reacts to the mention of Roseville with a bout of laughter (line 15), most likely associating it with the earlier sharing of the names of suburbs when the group had generated their own fun due to the lack of teacher attention (Section 4.5.2.1.2 Extract 27).

Extract 27

```
00:31  10   L:  ((with official tone)) Je m'appelle Lizzy
       11      Grey. (tr.: my name is Lizzy Grey) Je
       12      suis australienne, (tr.: I am Australian)
       13      (.)j'habite à (.) Roseville. (tr.: I live in
       14      Roseville)
       15  S:  khk ((bout of laughter))
       16  L:  j'habite à Roseville! (.) en Australie
       17      (tr.: I live in Roseville in Australia)
       18      je parle anglais (tr.: I speak English)
       19      (0.2) un peu, (tr.: a little) how do
       20      you say that?! ((student chatter))
       21  L:  (         )
00:49  22      Et toi, (tr.: and you)
       23  G:  Je m'appelle Gen (tr.: my name is Gen) (   )
```

This intervention changes Lizzy's tone from business like to joking when she repeats *j'habite à Roseville* (tr.: I live in Roseville) to recycle her turn (line 16). Extending it with *en Australie* (tr.: in Australia), she returns to her official intonation. Continuing the presentation with the languages that she speaks (line 18), Lizzy first lists English and then wants to move on to French but realises that she is not sure how to pronounce *un peu* (tr.: a little) and puts the question to her peers (line 19-20). Creating overlaps, the girls give her their versions. Lizzy finishes the sentence that is unclear due to loud classroom chatter, and concludes her turn sequence with *et toi* (tr.: and you) (line 22), handing the floor over to the next group member to deliver her sentences.

The next presenter Genna starts enthusiastically and gets half way through the sentence about her name (line 23). At this point, other group members cut into her presentation, a brief discussion follows, and the girls start calling for the teacher. For 15 seconds, they attempt to summon the teacher with different intonations of her name, some more melodic than others. When they finally catch the teacher's attention and she starts making her way to the group, the girls resume their practice with Genna's turn that Lizzy introduces (line 24).

```
01:17  24   L:  Okay okay you go ((animated)) and then (.)
       25       I'll (     )
       26   G:  ((with official tone)) Je m'appelle Genna
       27       Gale. (tr.: my name is Genna Gale) Je
       28       suis australienne, (tr.: I am Australian)
       29       (.)j'habite à Chatswood? (tr.: I live in
       30       Chatswood)[(     )
01:25  31   L:  ((to the teacher who has approached))
       32                   can we:] hmm do it in front
       33       of the class,
       34   T:  yes
       35  SS:  Haahh! Yes! Yay! ((high fiving each other))
```

The teacher reaches the girls when Genna is finishing her third sentences (line 29). As she projects a tentative TRP, Lizzy uses it to ask the teacher if they could present in front of the class (line 32). Genna, whose next sentence started to create an overlap (line 30), stops her turn and lets Lizzy speak to completion. The teacher's decisive affirmative response (line 34) unleashes the girls' excitement that they uncharacteristically display directly to the teacher both orally and physically (line 35).

The girls continue their practice (Extract 37 in Audio files), deciding how to present their contributions to the class. The teacher can be heard on the background assisting different groups with vocabulary and pronunciation. The girls test different intonations and have fun pronouncing the words. Once everyone has had a go, Lizzy evaluates their efforts with a pleased and light *nice* (line 2). The teacher continues to assist the students in the class, pronouncing the word *Allemand* (tr.: German) that the girls diligently mimic (line 5) amidst the on task classroom chatter.

Extract 37

```
       01        ((on task chatter))
00:56  02   L:   Ni:ce!
       03   T:   Allemand (tr.: German) ((ongoing teacher
       04        talk)
       05  SS:   Allemand (tr.: German)
       06        ((classroom chatter))
01:06  07   T:   Okay girls shh ((student chatter continues
       08        in the background))(.) I think we have
       09        some volunteers who want to showcase
       10        their lovely work?
01:12  11   L:   Oh yes!
       12   T:   stay where you are (.) but have a go (.)
       13        show us what [you ]
       14  SS:               [okay] ((start clearing
       15        their throats))
       16   T:   ((ongoing teacher talk))
```

Finished with the individual explanation, the teacher addresses the whole class with her customary change of pace token *okay girls shh* that communicates an imminent change of activity and the need to start listening to the teacher (line 7). Her introduction to the next context (lines 8-10) is met by Lizzy's excited *oh yes* (line 11). As the teacher continues to outline the task guidelines, the girls around the recorder start clearing their throats and sharing brief comments in anticipation. The teacher quietens the class and reminds the students about the need to be silent and polite during the whole class presentations.

The time has come for Lizzy and Genna to present their sentences (Extract 38 in Audio files). Evaluating the previous presentation with *excellent* (tr.: excellent), the teacher nominates Genna to present next (line 1). Lizzy's reaction *oh* (line 2) indicates that the teacher's

nomination of Genna came as a surprise to her. To rectify the situation, she quickly adds an account of *we're doing it together* that Genna confirms with *yeah*, creating an overlap (line 3). Agreeing, the teacher repeats Lizzy's account in her third turn and adds *okay* to it (line 4).

Extract 38

```
        01   T:  Okay! Gen!
        02   L:  Oh we're doing it toge[ther
        03   G:                        mh yeah]
        04   T:  doing it together okay [(     )
        05   L:                          ((clearing throat))]
        06       (2.5)
        07       Je m'appelle Lizzy Grey. (tr.: my name is
        08       Lizzy Grey) Je suis australienne
        09       (tr.: I am Australian)(.) j'habite à
        10       Roseville en Australie (tr.: I live in
        11       Roseville in Australia) (.) je parle anglais
        12       (.) un peu français (tr.: I speak English
        13       a little French) et toi, (tr.: and you)
        14       (1.0)
00:20   15   G:  Je m'appelle Genna Gale. (tr.: my name is
        16       Genna Gale) ((bout of laughter))
        17       Je suis he je suis australienne
        18       (tr.: I am I am Australian) (.) j'habite à
        19       Chatswood? en Australie. (tr.: I live in
        20       Chatswood in Australia) (.) je parle
        21       français anglais (tr.: I speak French
00:30   22       English) no ((bout of laughter by Lizzy))
        23       je parle anglais chinois (.) et (1.0)
        24       un peu français (tr.: I speak
        25       English, Chinese and a little French)
        26       (0.5) à demain (tr.: see you tomorrow)
        27   L:  à tout à l'heure (tr.: see you soon)
        28       ((bout of laughter))
00:38   29   T:  Bravo les filles (tr.: bravo girls)
        30       That's worth a sticker, that's a really good
        31       work ((bouts of laughter by girls))
        32       Keep it that way. (.) keep it that way,
        33       (1.0) okay (1.0) well done.
```

Lizzy takes a moment to clear her throat and then confidently delivers her sentences (lines 5-13), handing the floor over to Genna with *et toi* (tr.: and you) as practised. Genna starts her presentation confidently but the way she accentuates her family name makes Lizzy laugh. Although it is only a brief bout of laughter, it catches Genna as well. After recycling her turn, she shakes the laughter off and delivers the next three sentences without a hitch (lines 17-21).

When Genna starts listing the languages that she speaks, she mixes up the predetermined order and stops mid sentence, causing another bout of laughter by Lizzy. This time, Genna does not join in, gathers her thoughts and restarts the sentence, delivering it the way she wanted it. The girls then take turns to bid farewell, making Lizzy laugh once more. The teacher's customary evaluation in French *bravo les filles* (tr.: bravo girls) is followed by an extended evaluation in English (lines 29-33), promising the girls stickers for their good work. Evaluation turns delivered in English are rare in the data, suggesting that the teacher is truly impressed. Throughout the teacher's turn, the girls' giggles of contentment are heard.

Later in the lesson, as the class gets ready for the next task, the song practice, the teacher approaches Lizzy and Genna and gives them the promised stickers (Extract 39 in Audio files). The girls cannot contain their excitement (lines 4-7). Taking the stickers, they express their feelings onomatopoetically with excited but also surprised intonations mixed with laughter.

Extract 39

```
01   T:  Here we are (.) have the (    ) in front
02       of you:, (0.5) o:kay now you two: (0.5)
03       we discussed you were getting one of those
04   L:  that's those ((very excitedly))
05   G:  Oohhoooohoo! ((exicted and surprised))
06   T:  o:kay, (       )
07  SS:  ((excited laughter and unclear words))
08   T:  remember I said keep it that way (1.5)
09       okay (.) you know what we said at the
10       beginning of this cla:ss
```

The teacher's pace changer *okay* followed by a reminder about the expected behaviour starts to have a calming effect (lines 8-10).

In Extract 40, the class is in the middle of the song practice. The teacher informs the girls that the best row will win (line 1). She then tells the class that while they practise they must have their books with their ID card sentences open in front of them so she can see that they have

done the right thing and reward them for it. Whilst she talks, the girls have already started planning their practice but stop talking when they notice that the teacher has stopped and uttered *okay* that they recognise as a change of pace marker (line 6). When everyone is quiet and listening, the teacher says that they could add a little dance as well (line 9). Although the teacher continues talking, Lizzy takes this as a final cue and gets her group into action. Enthusiastic singing practice follows, accompanied by Lizzy and a few other girls drumming the rhythm on the desks.

<u>Extract 40</u>

```
       01   T:  And then I will choose the winning row.
       02   S:  Hoouuhh!
       03   L:  Guys! Guys!
       04       ((ongoing teacher talk))
       05  SS:  ((discussing the details of practice))
00:32  06   T:  okay shh
       07   L:  all right.
       08  SS:  shh
       09   T:  If you wanna do: a little da:nce a very
       10       simple one [you can. but very simple one
       11   L:             guys (    ) ((excitedly))   ]
       12   T:  (    ) you only got two minutes to [revise
       13   L:                                     no let's
       14       just go ]((rhythmical drumming and singing
       15       begin))
02:53  16   L:  yeah that's perfect
       17   T:  (              )
       18  SS:  ((ongoing on task chatter and singing))
03:48  19   L:  guys are we gonna go straight into it,
       20   S:  yeah.
```

The girls have lots of fun as they sing, intonating the words and occasionally bursting into laughter. They practise the whole song three times until Lizzy evaluates their efforts with *yeah that's perfect* (line 16). Shortly after that the teacher attempts to quieten the class but the chatter and laughter continue. The girls use this as one more opportunity for practice. When the class finally becomes quiet, Lizzy checks, whispering, if they would go straight into it (line 19) to which the reply is *yeah* (line 20). The girls then wait quietly for the competition to start.

Another example of the on task fun is Koshi creating her own song with the vocabulary of the task at hand (Extract 41 in Audio files).

Extract 41

```
01   S:  Oh yeah I remember that
02   T:  Tu as un chi[en d'accord!
03       (tr.: you have a dog agreed)
04   S:              (laugh)     ]
05       ((ongoing teacher talk))
06   K:  ((rhythmically singing)) tu as il a elle a
07       (tr.: you have he has she has)
08       (            ) ton chien s'appelle
09       (tr.: your dog's name is)
10   S:  (           ) the language is still (   )
```

The given task completed and her peers still working, Koshi uses the targeted vocabulary to create a song and sing it to herself (lines 6-9). The ongoing teacher talk is audible in the background.

The local management of the interaction during the practice tasks that have been explicitly and enthusiastically introduced by the teacher tends to guarantee an eager and excited participation by the learners.

4.5.2.2.4 Direct teacher involvement and student enthusiasm

The teacher's direct involvement in group work tasks, albeit enthusiastic, tends to impact on the students' enthusiasm, making their output more safe guarded and audibly less fun (Extract 15 in Audio files).

On task student talk that is audible in the background of the above extract is enthusiastic, suggesting that the girls appreciate a group practice task and engage actively with it. Prior to the teacher approaching S1, the students effectively manage the interaction within the group, orienting to the teacher introduced pedagogical agenda that they have internalised (Seedhouse, 2004).

Extract 15

```
1   T:  ((addressing a student near the recorder))you've
2       got them a:ll you reckon↑? (.)
```

```
 3   S1:  yeah.=
 4    T:  =how: to say >this one<↑?
 5        (2.0)
 6    T:  a:[ha::
 7   S2:     >ju]llet< (tr.: July)
 8        (1.0)
 9    T:  pardon? (tr.: sorry)=
10    S:  =(         )=
11    T:  =jui:llet (tr.: July) yes très bien. (tr.: very
12        good) juillet. (tr.: July)
13        ((girls continue discussing how to pronounce
14        juillet))
```

Unsolicited teacher presence seems to impede the accomplishment of the task at hand as the students' output becomes more guarded when the teacher approaches the group of girls near the recorder to monitor their accuracy of task completion. Although the girls have been joyfully pronouncing the requested vocabulary, the two second wait time (line 5) that the teacher allows after formulating a question with no next speaker selected (line 4) does not lead to a volunteered student response.

While the teacher initiates her next turn with an open repair initiator (line 6), one of the students in the group produces a response (line 7) that the teacher does not hear correctly due to the overlap that was created. She has to request the information again (line 9). Repair, not necessary had the teacher prolonged the wait time by one more second, finished, the teacher evaluates the student's output in her usual manner by repeating the trouble item and adding praise in French (lines 11-12). When the teacher leaves the group, the students' active on task chatter continues in the same enthusiastic manner as before the teacher's intervention.

4.5.2.2.5 Teacher enthusiasm not mirrored

The teacher's enthusiasm does not always attract a mirrored response by the students (see also Section 4.5.2.1.1 with Extract 22). When individually nominated by the teacher to deliver in front of the class, the girls respond in a subdued manner that does not fully mirror the teacher's enthusiasm or reflect the fun of the group work stages of the lessons. In Extract 42, the students are delivering to the class the sentences that they prepared in the group work stage of the lesson with their peers. The high energy displayed by the teacher when allocating turns and evaluating the students' contributions is not mirrored by the students.

Extract 42

```
01   T:  France↑ oui d'accord en France
02       (tr.: France yes agreed in France)
03       Minnie↑
04   M:  hmm j'habite en Nouvelle Zéelande (tr.: I
05       live in New Zealand)
06   T:  Excellent↑ (tr.: excellent) j'habite en
07       Nouvelle Zéelande (tr.: I live in New
08       Zealand) Bella↑
09   B:  J'habite (.) en (.) Australie? (tr.: I
10       live in Australia) ((hesitant))
11   T:  En Australi:e↑ (tr. : in Australia)
```

Although the teacher's joyous confidence does not change from nomination turn allocation to the third turn evaluation, the students' contributions do not mirror any of it. Both girls show signs of hesitation, Minnie with the turn initiating *hmm* and her subdued tone (line 4) and Bella with her subdued tone, micro pausing between each lexical item and the final upward intonation that seeks teacher confirmation.

A similar discrepancy between the teacher displayed enthusiasm and student disposition is evident in Extract 43, confirming the finding that performing the sentences individually to the class reduces the students' enthusiasm and their willingness to participate. The teacher turns are delivered enthusiastically and with high energy, following the customary structure of student nomination to allocate a turn and praise in French to evaluate the student's contribution.

Extract 43

```
01   T:  oui Ja:ne (tr.: yes) (         )
02       excelle:nt d'accord (tr.: excellent agreed)
03       okay who's first Catherine?
04   C:  no I was last ((annoyed))
05   T:  >oh come on< Jessica
06   J:  j'habite en Nouvelle Zéelande (tr.: I
07       live in New Zealand)
08   T:  bravo oui (tr.: bravo yes)
09   A:  j'habite en Japon (tr.: I live in Japan)
10   T:  oui au Japon très bien Abby (tr.: yes in
```

```
11        Japan very good Abby) oui Bella (tr.: yes)
12   B:   j'habite au Japon (tr.: I live in Japan)
13   T:   excelle:nt (tr.: excellent) Erin
14   E:   j'habite en Australie (tr.: I live in
15        Australia)
16   T:     [très bien (tr.: very good)
17   C:   j'[habite (.) au: ] Canada. (tr.: I live
18        in Canada)
19   T:   bravo les filles (tr.: bravo girls)
20        très bien (tr.: very good) excellent
21        (tr.: excellent) good work bon travail
22        (tr.: good work)
```

Catherine, when allocated a turn by the teacher, rather than starting the delivery of the task item uses it to reply to the teacher's question *who's first*, that preceded her nomination, with *no I was last* (line 4), indicating that she was nominated out of the pre-agreed presentation order. She sounds annoyed.

The other four group members then produce their requested items, Abby being the only one to add a little bit of playfulness to the last word of her sentence (line 9). She makes a mistake with the preposition that the teacher repairs in passing in her third turn evaluation before allocating the next turn to Bella.

Bella delivers a sentence that is grammatically correct but her subdued intonation does not change throughout its production (line 12). Despite the teacher's highly energetic evaluation of it with *excellent* (tr.: excellent) (line 13), the next group member Erin delivers her sentence in a similar subdued intonation that does not change from the beginning of her utterance until its end (line 15).

At this point, the last group member Catherine whose turn would be next does something unusual. She does not wait for the teacher to deliver her customary praise to Erin and allocate a turn to her, which would be the norm. Instead, she treats the end of Erin's turn as a TRP that opens the floor to everyone, not just the teacher, and starts her *j'habite au Canada* (tr.: I live in Canada) even before the teacher has begun her third turn evaluation of Erin's contribution. An overlap occurs with neither parties stopping and with both speaking to completion (lines 16-18).

Catherine ends her turn in a falling intonation that indicates the conclusion of the matter. It seems that the teacher interprets it the same way. She does not initiate a hearing trouble repair action despite having missed the first part of Catherine's utterance due to the overlap. By moving straight into the third turn evaluation the teacher accepts Catherine's unsolicited learner initiative, suggesting that she interprets it as the continuation of the exchange that took place at the beginning of the sequence (lines 3-4). The mutual ground between the teacher who got the students' presentation order wrong, and Catherine, who was upset by it, is now re-established as a result of Catherine exploiting the assigned turn to begin her sequence (line 4) and self-selecting to volunteer her response to end it (line 17).

The above extracts, chosen from many of the similarly occurring exchanges, suggest that despite the routinely displayed teacher enthusiasm the students tend to not mirror it when they are nominated to individually present to the whole class.

4.5.2.3 Encouragement and fun

The students perceive their teacher's encouraging attitude, the praise, the challenges, the politeness, the care and flexibility shown towards them as contributing to the teacher being fun and making the learning fun (Section 4.3).

4.5.2.3.1 Encouraging attitude

The teacher regularly displays her encouraging attitude via lexical choices and the prosody of her talk. Despite there being no evidence of direct interactional reactions by the learners, the students report perceiving this teacher practice as contributing to making learning fun. In Extract 44, the teacher acknowledges the good work that the students have been doing. Her pitch is lower than usual and the tone is friendly and compassionate.

Extract 44

```
01   T:  I think you're on the right track girls
02       that's pretty much it. (0.5)
03       you're very good detectives a:ren't you?
04       (0.3) okay,
```

The question in line 3 is rhetorical by nature – the teacher does not expect an oral reply from the students as there is no wait time given or turns allocated. She only pauses briefly to run her gaze over the class, ensuring that everyone has finished the previous work and is ready to

move on, and continues with her customary change of pace token *okay* (line 4) that will lead to an introduction of the next context.

In Extract 45, the teacher has posed a frontally delivered question to the class but has not received many summons. She nominates Bella and then restructures the evaluation turn to add an encouraging extension between the confirming repetition of Bella's utterance and the praise.

Extract 45

```
01   T:  Why! Bella!
02   B:  They're masculine?
03   T:  They're masculine countries is that what
04       you were thinking, (0.5) I know you were all
05       thinking that. you just didn't tell me.
06       o:kay (0.2) that's right (.) absolutely=
07       =Bella, well done!
```

When Bella has cautiously delivered her contribution in response to the teacher's enthusiastic turn allocation, the teacher repeats her utterance, but then, instead of ending the sequence with the customary praise in French, she addresses the class. Her extension (lines 3-5) is delivered in a low pitch, with a caring tone and a projection of a TRP (line 4), emphasising the friendly and encouraging nature of her contribution. With this, she treats the issue of the students' lack of summons reconciled, marks the change of pace with *okay* (line 6) and returns to her regular enthusiastic disposition. She finishes the sequence with energetic praise for Bella, this time in English.

In Extract 46, the teacher encourages the students to give examples of feminine countries and to use the targeted vocabulary in sentences.

Extract 46

```
01   T:  (1.0) now can you give me some examples=
02       =you know many feminine countries=
03       =now you know many many (      )
04       give me an example in a sentence.
05       o:kay,
```

As customary to the teacher adopting her encouraging persona, she uses a low pitch and a caring tone with lexical choices that emphasise the students' knowledge of the targeted content. She then makes a return to her enthusiastic disposition with the change of pace token *okay* (line 5).

4.5.2.3.2 Praise

The teacher routinely delivers praise in French as the third turn evaluation. If the student contribution matches the targeted item, the teacher would enthusiastically repeat the student's utterance and confirm its correctness by adding abundant praise in French.

In Extract 47, Koshi is nominated and delivers her sentence grammatically correctly but pronounces *Danemark* (tr.: Denmark) with a wrong *a* sound (line 2) .

Extract 47

```
01   T:  oui! (tr.: yes)
02   K:  Il habite au Denemark, (tr.: he lives in
03       Denmark)
04   T:  Il habite au: Danema:rk! (tr.: he lives in
05       Denmark) bravo excellent. super.
06       (tr.: bravo excellent super)
07       I think you've got it now. bravo.
08       that's exactly right
```

The teacher does not treat this mistake as in need of explicit repair action as it was not the targeted item of the task. She repeats Koshi's utterance, correcting the pronunciation in passing, and emphasises the targeted item – the preposition *au* (line 4). She then delivers her customary abundant praise in French *bravo excellent super* (line 6), indicating that the sequence with Koshi is finished, and moves on to address the class (line 7-8).

In Extract 48, Casey is asked to contribute to the class discussion. She delivers the teacher targeted response and is congratulated on her fine performance.

Extract 48

```
01       (      )
02   T:  oui: (tr.: yes) Casey!
03   C:  they're feminine countries?
04   T:  feminine country!  absolutely!
05       absolument! (tr.: absolutely) bravo! Casey!
```

The teacher repeats the targeted item of her response *feminine country* (line 4) and enthusiastically delivers praise that alternates between English and French (line 4-5).

Unless repair action is warranted, the teacher routinely delivers enthusiastic praise in French as a third turn evaluation.

4.5.2.3.3 Encouragement through challenging

Another routine practice that the teacher readily applies to encourage the students to participate is formulating the task introduction as a challenge. The teacher's use of the mundane expression *come on* to challenge the students into task completion is common in the data.

In Extract 49, the teacher first checks that everyone is okay with what they have done so far.

Extract 49

```
01   T:  (    ) are you okay everybody!
02   S:  yeap.
03   T:  o:kay, fill them in. you should be able to
04       go from there? (1.0) come o:n, have a go.
```

Assured by a student with *yeap* (line 2), the teacher marks an onset of the next stage of the task with *okay* (line 3). Telling the students to fill in the blanks in the exercise, she encourages them with a reference to their knowledge of the topic *you should be able to go from there* (line 3-4). Then, to engage everyone in the task, the teacher delivers a challenge with a mundane *come on have a go* (line 4).

In Extract 50, the students are requested to name a specific grammatical item that some of them may have forgotten as it was learnt at the beginning of the year in Unit 1.

Extract 50

```
01   T:  mmm:. (1.5) >another one.< (0.5) remember!,
02       you might wanna look it up? (0.7)
03       this is the ti:me! remember unit one,
04       (1.0) when we started?, (1.0) who's going
05       to tell me, >come on.<
```

The teacher's *mmm* (line 1) is playful and non-teacher-like, sounding invitational and pleasurable as if tasting something nice. It is followed by a 1.5 second wait time before delivering the next cue. As there are no student summons appearing, the teacher advises the girls to look the item up in Unit 1 that they had completed when they started to learn the language at the beginning of the year. Ending her turns in lines 2-4 in raising intonation, the teacher projects multiple TRPs but does not allow enough wait time for the students to actually start a second pair part, creating an atmosphere of a mounting challenge. She then resolves it in lines 4-5 with *who's going to tell me come on* followed by a regular wait time that signals the end of teacher talk and the expected beginning of the students' summons.

In Extract 51, the teacher makes use of a wider variety of mundane expressions to 'wake' the students into action (see also Section 4.4.3.4). In a playful intonation, she asks the students to self nominate, assuring them that the next item to be delivered is almost the same as was the previous one (line 1). She sustains the playful mood with mundane expressions *come on* and *wakey wakey* (lines 2-3), challenging the students into action.

<u>Extract 51</u>

```
1   T:  who's going to have a go:? (.) almost the same
2       o:ne come=on wakey wakey↑ (1.5) wakey wakey↑
3       come=o::n.(.)Connie↑
4       (2.5)
5   C:  amm: j'habite à: Wahroonga. (tr.: I live in
6       Wahroonga)
7   T:  j'habite à Wahroonga::! (tr.: I live in Wahroonga)
8       très bien= (tr.: very good) =Lia,
```

As no summons occurs, the teacher allocates the turn to Connie who displays trouble starting it. When she does, her initially hesitant utterance does not reflect the teacher's high energy or make reference to the challenge and playfulness modelled by the teacher. As Connie delivers the targeted item correctly albeit not enthusiastically (line 5), the teacher confirms its correctness with her usual enthusiastic repetition of the student's utterance and the praise in French (lines 7-8).

In Extract 52, the teacher, in a rapid pace, first confirms that everyone has understood the previous task (line 1) and promises that they will do more of it shortly (line 2). She then uses the change of pace token *okay* to introduce the next activity. She recaps the previous targeted

item *à* (line 3) while pointing at it on the board and then introduces the next item *au* (line 4), writing it on the board.

Extract 52

```
1   T:  >o:kay, I think we're on the right track=
2       =we'll do some more in a minute! (.) okay< (.)
3       now this is you:r à.(tr.: in) (.) now girls,
4       we're gonna have a (0.4) au: (tr.: in) (1.0)
5       o:kay, (.) >now you're gonna tell me why
6       I've put< au (tr.: in) in front of the:se,
7       (0.4) you're gonna have to use your brain.
8       (0.8) attention. (tr.: attention)
```

Another *okay* (line 5) marks the onset of the next instruction that is formulated as an imperative statement telling the students to give an explanation for the use of the targeted preposition (lines 5-6). The upward intonation of *these* (line 6) does not lead to a TRP but instead creates suspension. After a micro pause the next layer of the challenge is added with *you're gonna have to use your brain*, ending in downward intonation to designate that the teacher turn is about to end. A short pause that follows continues to build anticipation before the agency is given over to the students with *attention* (tr.: attention), a marker that signals the end of teacher talk and the expected start of student contributions (line 7).

Extract 53 displays several teacher practices that the students report perceiving as making learning fun. The teacher sets a challenge using encouraging intonation, offers a reward, takes time to explain the pronunciation that a student got wrong, and delivers praise.

The setting of the challenge, until allocating a turn to Bella, is delivered in a lower pitch and at a slower pace than usual (lines 2-9). As the challenge itself was explained earlier, the teacher now allows a long wait time in case any of the students would like to request speakership. As there are no takers, she promises a sticker for a good answer (line 8) and allocates the turn to Bella who had put her hand up. As Bella hesitantly utters the sentence, she muddles up the pronunciation of *aux Etats Unis* (tr.: in the United States) (line 10). The teacher's repair consists of asking her to repeat the sentence again, indicating that she expects Bella to get it right by correcting herself. Bella does just that, although still hesitantly, and with one of the zed's not sounding quite right (line 13). The teacher does not launch another repair. She repeats Bella's utterance with a correct pronunciation and delivers praise in French but then extends her turn with a revision of the elision that is addressed to Bella (lines 17-24).

Extract 53

```
        01        (1.0)
        02    T:  challenge
        03        (3.0)
        04        think I should reward the lovely person
        05        to tell me, (0.7) the answer, properly
        06        (.) good answer.
        07        (2.0)
        08        un autocollant (tr.: a sticker) (1.0)
        09        °who's gonna° have a go! (.) Bella!
00:16   10    B:  tu habites aux z Etzu Uni:s,(tr.: you live
        11        in the United States) ((muddled up))
        12    T:  enco:re (tr.: again) oui! (tr.: yes)
        13    B:  tu habites aux z Etats z Uni:s,( tr.:
        14        you live in the United States)
00:24   15    T:  oui aux z Etats z Unis (tr.: yes in the
        16        United States) supe:r bravo Bella excellent.
        17        (tr.: excellent) (.) so you're right,
        18        Bella, just slide >remember it's< about
        19        sliding (0.8) Bella (0.6) d'you remember
        20        les z Etats z Unis we had (0.7)
        21        the s (.) with the s when we slide it,
        22        okay (0.2) with a vowel it's when
        23        we slide it like a ze:d aux z
        24        Etats z Uni:s. (.) okay girls? but this is
        25        about pronunciation, this is not (.) about,
        26        °how are you going you know tha:t°
        27        so bravo? Bella, (0.8) well done Bella,
        28        (2.5)
00:55   29    B:  canca::n?
        30    T:  un autocolla:nt,(tr.: a sticker)
        31        formidable (tr.: excellent)
        32        (0.2) très bien (tr.: very good) Bella
        33        (1.5) good effort
        34    B:  oueah.
        35    T:  oka:y,
```

To ensure that everyone is listening the teacher addresses the class with a frontal o*kay girls* (line 24) before returning her attention to Bella and congratulating her again (line 27). Meanwhile, Bella is sounding out the second part of the word sticker in French (line 29). The teacher, arriving with a sticker, sounds out the word in full (line 30) and hands the sticker over with further praise in French and English. Bella's reaction *oueah*, a mixture of the French *oui* and English *yeah* (line 34) is low pitched and short and does not sound enthusiastic. The teacher, ready to move on, marks the end of the sequence with her customary *okay* (line 35).

To formulate the task introduction as a challenge, the teacher uses mundane expressions such as *come on*, *have a go*, *wakey wakey*, varied intonation and pitch, deliberately timed pauses, praise and rewards such as stickers. The challenges lead to volunteered learner participation but the students do not mirror the teacher modelled disposition when responding individually in front of the class.

4.5.2.3.4 Caring attitude and flexibility

Displaying a caring attitude and being flexible are perceived by the students as practices that make their teacher a fun teacher.

In Extract 54, the teacher realises why Lisa has not completed her work. Despite this, the girl is given an opportunity to contribute but as she does not feel confident enough, the teacher reassures her that she does not have to worry about it.

Extract 54

```
01   T:  oh. okay, I see what's going on
02       that's okay that's fine? (0.5)
03       okay! ((smiles))
04       (1.2) do you want to have a go, Lisa!
05       are you confident to have a go
06       no, okay (         ) don't worry
```

Indicating that she has understood what the issue is, the teacher's tone is friendly and encouraging. She reassures the girl that everything is fine and smiles in confirmation. After a brief pause, rather than allocating a turn to Lisa, the teacher asks if the girl would like to have a go, adopting her usual high pitched and fast paced enthusiastic disposition (line 3). Seeing that Lisa is not ready to contribute, the teacher's prosody changes. She starts speaking slower

and in a lower pitch (lines 5-6). When Lisa indicates in response to the teacher's *are you confident to have a go* (line 5) that she is not, the teacher tells her not to worry.

In Extract 55, the teacher, before nominating Bella for the next turn, checks with her that she is happy to take the floor. Asking Bella if the next item is the one she would like to do, the teacher uses a pause to get a visual affirmation from the girl. She then allocates Bella a turn in her usual enthusiastic manner with *oui Bella* (tr.: yes Bella) (line 2).

Extract 55

```
01   T:  okay. oui Bella the next one is that
02       the one you want to do (0.5) oui! Bella
03   B:  Jacques habite à Nouméa en Nouvelle
04       Calédonie (tr.: Jacques lives in Noumea
05       in New Caledonia)
06   T:  Trè:s bien (tr.: very good)
```

Bella produces her utterance confidently, ending it in downward intonation (line 2). The teacher finishes the sequence with her customary praise in French.

Extract 56 displays the teacher's flexibility in dealing with an unsolicited student initiative that she chooses to treat as a valid contribution to the topic and resolves a possible tension in a caring manner.

The class has been working on the verb conjugations for some time. Planning to do one more, the teacher notifies the class of her intention with a frontal *do you wanna do another one* (line 1) that the students interpret as an information request because it is formulated like a question and sounds like a question. The answer by multiple voices is *no* (line 2). As the students have taken the teacher's rhetorical question at face value and responded to it accordingly, they also miss the teacher's attempt to use humour in her next turn (line 3).

Extract 56

```
       01   T:  do you wanna do another one!
       02  SS:  no ((mix of multiple voices))
00:03  03   T:  no? what does that mean!,[pourquoi? (tr.: why)
       04  SS:                            no.       ]
       05       ((mix of multiple voices))
00:06  06   K:  why do you ask a question if you always
       07       expect yes,
```

```
        08        (1.0) ((class becomes silent))
00:11   09   T:   aa[ahhh! (0.8)        I was trying
        10   S1:     why why not just say]
        11   T:   to see how you're feeling today
        12        that's why
        13        (1.0)
00:15   14   K:   c'est ma:l. (tr.: not well)
        15   S2:  what was the
        16   T:   sorry?
        17   K:   ma:l (tr.: bad)
        19   S1:  ma:l (tr.: bad) ((smiling))
        20   T:   tu es tu es fatiguée aujourd'hui,
        21        (tr.: you are you are tired today)
        22        Tu es tu es fatiguée Koshi:
        23        (tr.: you are you are tired Koshi)
        24   K:   oui oui (tr.: yes yes)
        25   T:   pourquoi est-ce que tu es fatiguée,
        26        (tr.: why are you tired)
        27        ((S2 ongoing chatter))
        28        pourquoi? (tr.: why)
00:27   29        le weekend? (tr.: the weekend)
        30   K:   the singing! (.) made us go to sleep!
        31   S1:  and and the fact that there's only (.)
        32        the fact that next week is the last
        33        week of te:rm
        34   S2:  yes
        35   T:   not the last week ye:t!
        36   K:   My brother finishes this week?
        37   T:   aaooh.
```

The students seem to hear the teacher's sudden change into a very high and continuous pitch as scolding not joking, and react with an even more determined and overlapping *no* (line 4). At this point, Koshi self selects. Her *why do you ask a question if you always expect yes* (line 6-7) confirms the fact that the students had not recognised the teacher's attempt to lighten the mood. Half way through Koshi's turn the class becomes silent. This occurring, Koshi, who started loudly and clearly is slowing down and fading away but still speaks to completion.

A pause follows with everyone being completely still and silent, in anticipation for what the teacher's turn would bring. Just as the teacher starts to speak (line 9), Koshi's friend also

breaks the tense silence with her turn to account for Koshi's self selection (line 10). Once the girls realises that the teacher has recognised Koshi's topic introduction as valid and started to orient to it, she stops and does not speak to completion because the teacher's display of a caring attitude has made a need for her account redundant.

The teacher, although accounting for her action in the reply to Koshi (lines 11-12), links it directly to her own sequence that she started with *do you wanna do another one* (line 1), therefore treating Koshi's turn as an extension to the topic that she had already introduced. As this exchange has been awkward to all parties, Koshi readily recedes her lead in the sequence. She interprets the teacher's account *I was trying to see how you're feeling today that's why* as a request of information about her wellbeing and replies to it with a long stretched downwardly intonated *c'est mal* (tr.: not well) (line 14), suggesting that she is ready to finish her part in the sequence.

S2 who has continued to work on the teacher given task and already earlier tried to clarify something about it, attempts to take the floor again (line 15). The teacher's *sorry* displays hearing trouble (line 16) that Koshi interprets as addressed to her and repeats *mal* (tr.: bad) (line 17). S1 echoes Koshi's utterance, smiling apologetically. From there on, both Koshi and the teacher are working on re-establishing the intersubjectivity. The teacher asks Koshi if she is tired today and why, suggesting that it could be because of the week end. Koshi, sounding relieved, enthusiastically replies that it was the singing that made them sleepy. S1 adds her extension to the topic to gain the common ground as well.

The above extracts exemplify how the teacher's caring attitude is made evident by the change in her pitch, tone, pace of talk, intonation and lexical choices. The teacher selectively applies a flexible and differentiated approach when allocating individually nominated turns and in dealing with unsolicited learner initiatives.

4.5.3 Teacher generated fun

Routinely, the teacher tends to use her enthusiastic disposition to communicate that learning is fun. However, there are some instances in the data when the teacher goes beyond enthusiastic and becomes playful, actually having fun i.e. laughing and joking and deliberately being funny. The students' reactions to the teacher's change of demeanour depend on the nature of the interaction at such moments (see also Section 4.5.2.3.4 Extract 56).

In Extract 57, the teacher encourages the students to formulate a rule for the use of preposition *aux* (tr.: in) from the information on the board. She challenges the girls to have a guess, over-accentuating the sound of *x* by stretching it for a whole second (line 3).

Extract 57

```
       01   T:  so you can tell me? (1.2)
       02       you probably can guess.
       03       we u:se aah uuh iksss: (0.8) aah uuh iks
       04       any clu::e (4.0)
00:13  05   K:  o::h! ((coming to realisation))
       06   T:  oh, what's the last one remember!? (0.7)
       07       o::h? ((playfully))
```

Handing the agency over to the students with *any clue* (line 4), an unusually long wait time of four seconds ensues. The class is quiet so Koshi's *oh* that sounds as if she has come to a realisation of a possible answer is well audible (line 5). The teacher immediately repeats Koshi's utterance and extends the evaluation turn by requesting specific information about the topic with *what's the last one remember* (line 6). As Koshi does not latch onto it, the teacher continues the information request onomatopoetically, repeating Koshi's previous contribution *oh* in a playful intonation (line 7) and then allocates a turn to a student who by that time had put her hand up.

Extract 58 displays a sequence where the student generated fun and the teacher generated fun do not connect. The teacher, having made several attempts to connect her laptop to the projector, has to admit that the system does not seem to work. The students, who have been waiting for a while, are getting bored. They start giving the teacher advice on how to deal with the problem, either taking it straight to the teacher like Koshi (Section 4.4.2.4) or sharing it with their peers like S1 whose monotonously intonated *shut it down and restart it that's the answer* (lines 2-3) makes her friends laugh. The teacher does not hear S1 because she is in the middle of her own turn (line 1) but she does hear the laughter. Instead of suppressing it, the teacher's next turn is produced in a playful intonation. She smiles as she utters an onomatopoetic *ayayay* (line 5) that is loud, fast paced and in downward intonation.

Extract 58

```
       01   T:  (  ) this system [(    )
00:02  02   S1:                  shut it down and restart it]
```

```
        03        that's the answer ((student laughter))
        04   T:                      (                 )
        05        ayayay! okay, (1.2)
        06        ah! is it better, no:! (0.3) a::hh,
00:11   07   S1:  shut it down and start it again.
        08   T:   this transmitter, (.) okay, (0.6)
        09        tant pi::s! (tr.: too bad) too bad
        10        [(     )
        11   S2:   it's (.) not better.]
00:18   12   T:   bon. (tr.: good) (.) ok:ayh! ((laughing))
        13        that's okay we'll write it
        14        ourselves (0.8) okay, (0.6) I'll just
        15        turn it off voilà! (tr.: here)
```

In reaction to this, the students fail to display an appreciation for the teacher's attempt at joking. Instead, S1 repeats her advice (line 7) that this time does not attract peer laughter, and S2 evaluates the teacher's fruitless attempts at connecting the laptop to the projector with a serious *it's not better* (line 11). The teacher acknowledges the students' concern with a decisive change of pace token *bon* (tr.: good) (line 12). Extending it with *okay*, the relief on the students' faces makes her laugh. To reconcile with the class and to offer an account for the time taken to set up the laptop, the teacher initiates a self repair in a form of *that's okay we'll write it ourselves* and *I'll just turn it off voilà* (lines 13-15).

Extract 59 displays a sequence where the teacher generated fun resolves a tension in an interaction between the teacher and Koshi.

The teacher is moving around the classroom, checking the work that the students are completing. She reaches Koshi's desk and asks very energetically in French if Koshi has finished (line 1). Koshi's silent and weak *oui* (tr.: yes) (line 3) is in a stark contrast with the teacher displayed high energy. Looking at Koshi's work, the teacher's evaluation *c'est bien* (tr.: it is good) (line 7) is positive and encouraging, uttered in a lower pitch and at a much slower pace than her initial request to see the work (lines 1, 4 and 5).

As the teacher continues to look through the exercise, she reacts twice with *ohoh* ((lines 9 and 12). Although marking a repair action, it is pronounced in a fun-generating playful manner that continues throughout the added extensions in lines 14-15.

Extract 59

```
        T:  alors tu as fini! (tr.: so you have finished)
            ((very high energy)) (0.4)
        K:  ou[i (tr.: yes) ((silently))
        T:     tu] as fini (tr.: have you finished)
            montre moi (tr.: show me)
        K:  (    )
        T:  oui: c'est bien? eh (tr.: yes this is good ha)
            (1.0)
00:07       oh oh:!
            (1.0)
        K:  >I wasn't sure<
        T:  ohoh,
            (2.5)
            alors Koshi? (tr.: so Koshi) (.)
            qu'est-ce que c'est, (tr.: what is this)
        K:  the answer I put
            (0.4)
        T:  eeahhh: oui hein qu'est-ce que c'est ça.
            (tr.: yes so what is it)
            (2.0)
00:21   K:  oh oh!
            ((teacher laughter))
        T:  ahh: houp
            (0.8)
        K:  [why do you?
        T:   (   ) eeh.]
            (0.6)
        T:  et là!(tr.: and here)
            (1.5)
        K:  a:::h!
            ((student laughter))
00:35   T:  are you two hug[(       )
        K:                 no no no]
        T:  are you sure girls! you don't want to be
            lying down? (0.8) n[o!?
        K:                     no]
            ((overlapping teacher and student talk))
```

```
00:43  38   T:  tu adoo::res le soleeil, (tr.: you love the
       39      sunshine) (0.6) tu aimes le soleil Koshi?
       40      (tr.: do you like the sunshine)
       41   K: yeah: [oui
       42   T:         oui] moi aussi? (tr.: yes me too)
```

Using playful intonation, the teacher points at Koshi's work four more times (lines 18, 23, 26 and 28). Gradually throughout these teacher turns Koshi starts realising that although the teacher is pointing at her mistakes and drawing her attention to them, she does so in a light and playful mood, culminating in student laughter that Koshi's painful sounding *ah* (line 30) unleashes.

Extract 60 displays a sequence where the teacher generated fun is reflected by the students in an interaction between the teacher and the class. At the start of the sequence, multiple students voices are heard mimicking the teacher's pronunciation of *j'habite* (tr.: I live) as she explains that it must sound *jabite* not *jehabite*. The explanation culminates with the teacher playfully and victoriously voicing a full sentence (line 1) and the students repeating it, closely mimicking her accent and intonation (line 2).

Extract 60

```
01   T:  j'habite à Pymble! (tr.: I live in Pymble)
02       (0.4)
03  SS:  j'habite à Pymble! (tr.: I live in Pymble)
```

The teacher then enthusiastically continues producing sentences, delivering them in varying intonations, pace and pitch, and the students mimic in a joyous manner. As the teacher constructs a sentence with *Paris*, Lizzy attempts to predict the name of the town and utters Roseville, mimicking the teacher's intonation.

```
04   T:  j'habite à [Pariis! (tr.: I live in Paris)
05   L:              Rosevil]le
06       ah. ((sounds disappointed))
07  SS:  j'habite à Paris! (tr.: I live in Paris)
```

Hearing the sentence ending in *Paris* instead, she expresses her slight disappointment with a silent onomatopoetic *ah* (line 6) and then repeats the teacher's version with the class. The practice finishes with *j'habite à Sydney en Australie* (tr.: I live in Sydney in Australia) that is

repeated three times. The two first attempts are lead by the teacher but the third repetition is produced by the girls only. Without the support of the teacher's voice the girls' enthusiasm starts fading towards the end of the utterance. To conclude the sequence, the teacher delivers her customary praise in French *bravo très bien* (tr.: bravo very good) to the class and moves on with *okay*.

Apart from the rare occasions when the teacher generated fun directly ignites the student fun, the teacher's prevalent *modus operandi* is to project an enthusiastic disposition that she accomplishes through the skilful use of intonation and tone together with some specific lexical choices. The students tend to perceive this teacher created persona as fun and interpret her classroom practices as contributing to the learning being fun and enjoyable. These results suggest that the fun is not created by the teacher or her practices *per se* but how the students interpret and perceive them at any given time.

4.5.4 Conclusion to student perception in classroom interaction

Section 4.5 focused on analysing the recorded classroom interaction in order to provide an answer to **Research question 3**: What is the relationship between Year 7 classroom talk-in-interaction and learner perception?

The results of the analysis suggest that Year 7 classroom talk-in-interaction reflects the learners' perception of French language learning being fun. There are instances of laughter, joking, enthusiasm, excitement, game playing, singing, acting, students helping and encouraging each other and enjoying creating French sounds identifiable in the student talk. The teacher talk communicates enthusiasm, challenge, praise, encouragement, care and flexibility that match the students' perceptions of teacher practices that make learning fun.

The analysis of the instances of fun present in the recorded classroom talk-in-interaction reveals the existence of teacher generated fun and student generated fun. The latter is either supportive of the teacher's agenda (coded as STA) or distancing the fun makers from the teacher's agenda (coded as DTA).

Teacher generated fun in the form of laughter and joking is rare. When the teacher goes beyond enthusiastic and becomes playful the students' reactions to the teacher's change of demeanour depend on the nature of the interaction at these moments. Routinely, the teacher projects an enthusiastic persona that the students interpret as contributing to making learning fun. The teacher regularly displays her encouraging attitude via lexical choices and the prosody of her talk. Unless repair action is warranted, the teacher routinely delivers

enthusiastic praise in French as a third turn evaluation. Formulating a task introduction as a challenge is achieved with the use of mundane expressions such as *come on*, *have a go*, *wakey wakey*, varied intonation and pitch, deliberately timed pauses, praise and rewards such as stickers, leading to volunteered learner participation. The teacher's caring attitude is communicated with the change in her pitch, tone, pace of talk, intonation and lexical choices. The teacher selectively applies a flexible and differentiated approach to allocate individually nominated turns or to deal with unsolicited learner initiatives.

The students generate fun in two ways: as a reaction to the teacher's classroom practices or in peer interaction. In peer interaction, the students freely display enthusiasm and excitement, especially when playing games. In interaction between the teacher and the students, students either mirror the teacher's enthusiasm in communication with her and tend to uphold it when acting upon the internalised teacher agenda (STA), or are reluctant and safe-guarded in their communication with the teacher and tend to generate fun that distances them from the teacher agenda (DTA).

The teacher's enthusiastic disposition either leads to an enthusiastic and excited student engagement in group work tasks or is directly mirrored by the students when they respond chorally to the teacher's turn or repeat the French vocabulary privately to themselves. The teacher's direct involvement in student group work tends to reduce the students' enthusiasm. Similarly, in individual communication with the teacher or when individually nominated to present to the class, the student interaction tends to be more safeguarded and not mirror the teacher's enthusiasm or the fun had in group work. Unrecognised learner contributions tend to cause distress and lead to the affected students distancing themselves from the teacher's agenda, generating their own fun at the expense of the teacher or the other learners and their contributions.

The available research literature on the fun and learning posits that learning should be fun in order to inspire and engage learners and concentrates on exploring how to make learning fun. Going beyond it, this study has revealed a more complex nature of the manifestation of fun in the classroom. The results presented above indicate that although the fun readily manifests in the classroom talk-in-interaction, it is important to recognise the nature of it in order to determine its possible impact on learners and learning. As such, the double nature of student generated fun has not been previously reported, except alluded to in Wingate (2016) who takes a critical stance against the 'fun and games' in a FLE classroom, and that a call for caution is in order when passing judgement on its impact. The discovered double nature of the fun in the classroom interaction will be the focus of Chapter 5: Discussion.

4.6 Summary of Results chapter

This research investigates how student perception, manifested in classroom interaction, impacts on the retention in the subject in the transition from the mandatory stage of language learning to elective language courses in an Australian high school. It centres around exploring the perceptions of Year 7 students moving into Year 8 to continue their French language study as an elective option.

The junior high school French language learners' perceptions of the learning of the French language were investigated first (Research question 1). The analysis of Year 7 and Year 8 class interviews and Year 7 surveys revealed that the majority of the students shared the perception of language learning being fun and enjoyable, linking it to their teacher's classroom practices.

To account for the nature of Year 7 classroom talk-in-interaction (Research question 2), a profile of the classroom interaction based on the researcher's observation field notes was presented. It indicated that the observed lessons were well structured and delivered by an enthusiastic teacher who successfully engaged the learners and kept them on task. It was followed by the analysis of teacher talk and student talk, revealing the tightly teacher controlled talk-in-interactional environment with little space for learner initiative.

To explore whether and how Year 7 classroom talk-in-interaction reflects learner perception (Research question 3), an attempt was made to link the student perception of language learning being fun to its possible manifestations in the classroom talk-in-interaction. The search based on the criteria of 'fun' developed from the students' perceptions retrieved numerous matching extracts that were fitted into the categories of teacher generated fun and student generated fun. The complex nature of the latter, that the analysis uncovered, questions the solely positive impact of fun on the learner engagement that has been reported in the research literature to date.

Chapter 5: Discussion

This research was undertaken because of the researcher's concern about the poor retention in foreign languages' learning that has an impact on her daily practice as a high school French language teacher. The mandatory 100 hours of language learning in one language is designed to provide NSW students with a substantial experience upon which to base decisions regarding future study of a language. However, in many cases, schools are unable to meet the demand for language study in Stage 5 because they are unable to staff language classes with low student numbers, greatly diminishing the pool of students who could continue study of a language in Stage 6 Continuers courses (BOSTES, 2014). Designing this study, the researcher set out to investigate the field in order to understand the different facets of the issue of retention with an aim of devising a solution that could be adopted by classroom practitioners through action research.

In this chapter, the research results (Chapter 4) are interpreted and the key findings discussed in an attempt to account for the impact that the learner perception of the French language learning has on the retention in the subject.

Analysis of the data to answer the research questions has revealed the following:

1. Students perceive the French language learning as fun because they have a fun teacher and a fun class.

2. Classroom talk is tightly controlled by a teacher who displays a consistently enthusiastic disposition.

3. Fun (in the sense of jokes and laughter) is not regularly evident in the teacher talk but the teacher's classroom practices lead to the production of two types of fun by students: 1) fun that is supportive of the teacher's agenda (STA) and 2) fun that is aimed at distancing the speakers from the teacher's agenda (DTA).

The researcher's premise is that providing language teachers with a critical account of the elements that are known to positively impact on retention in Languages in Years 7 & 8 will

assist in developing teaching practices that lead to increased enrolment numbers in elective stages of language courses. Therefore, the following discussion centres around the learner perception, its manifestation in classroom interaction where it is formed and reformed, and its impact on retention in Languages, leading to a formulation of a model that explains the formation of student perception, and can be adopted by language teachers in action research in an attempt to increase student enrolment into elective stages of language study.

5.1 Learner perception

Years 7 and 8 or Middle Years coincide with the time in the life of adolescents when major physical and psychological changes take place (Smith, 2008). These are also the years when young people have to start making decisions about what they would like to study and select subjects for Year 8 and Year 9 elective courses. This research focuses on how Year 7 language learners perceive the subject of French in proceeding to an elective Year 8 French course. The results of the study suggest that learners' perceptions of the place of languages in their lives and of the processes of language learning determine whether an elective language study is pursued or not.

While some Year 7 students list travel, future plans and family support as positive influences, an overwhelming majority reports to base the decision to continue language learning on their own learning experiences: they are having fun, they enjoy the learning, and they want to further develop their cognitive skills. Enjoyment of learning has been shown to be one of the most important factors in long term language learning motivation (Clayton, 2017; Preston, 2009). This finding emphasises the crucial role of teacher practices (Hattie, 2009) and classroom interaction in the formation of learner perception of the subject, and supports the thesis of the researcher.

The Year 8 students reportedly perceive an opportunity to travel (in the form of a foreign exchange trip) as the strongest motivator to continue language study in Stage 5. This finding supports Clayton (2017) but cannot be deemed conclusive and requires further investigation that is beyond the scope of this study.

Many of the factors perceived by continuing students as catalysts for further language study are listed by discontinuing students as deterrents. Echoing previous research, the students in this study report to opt out of language study because they do not see it being relevant to their lives (Spence-Brown, 2014; Rothman et al., 2014; Kohler and Curnow, 2007; Davies et al., 2008; Moloney and Harbon, 2015; Clayton, 2017), find it cognitively challenging (languages

are too hard, not enjoying the course) (Kohler and Curnow, 2007; Graham, 2004; Martin and Jansen, 2012; Lo Bianco and Aliani, 2013; Clayton, 2017) or due to the lack of cognitive challenge (Preston, 2009; Martin and Jansen, 2012; Lo Bianco and Aliani, 2013; Clayton, 2017).

Further discussion of the above findings is beyond the scope of this study which attempts to account for the practices that allow a successful address of the issue of retention and thus the focus is on the experiences and consequent perceptions of continuing students. However, the lack of cognitive challenge as a reason of discontinued language study requires a mention. The language education experts have tirelessly lobbied for the implementation of continuous language study that would follow through from primary school language programs to the secondary school courses (Clyne et al., 1995; Lo Bianco, 2006, Clyne, 2005; Liddicoat et al., 2007). While this makes sense from the point of view of language learning in order to maximise its benefits (Clyne, 2005; Fernandez, 2007; ACSSO, 2007; Pienemann and Johnston, 1987; Cummins, 1999; Bialystok et al., 2007; Hajek and Slaughter, 2015; Collins, 2007), the student perception in some cases seems to work against it. Similarly to Clayton (2017), some participants in this study reported that they are no longer interested in French because they have been doing it for a long time [in primary school] (Section 4.3.2.2.1). As there does not appear to be advantages for developing proficiency in case of discontinuation of language study at a premature stage (Liddicoat et al., 2007; Cruikshank, 2017), these students and their learning needs warrant special attention.

Discontinuing the language learning in Year 7 can be seen as a waste of school and home resources as these learners and their families have dedicated numerous hours to language study in primary school but the proficiency is likely not yet achieved. In addition, the students' negative perception of the learning of a specific language probably also diminishes their engagement with the culture that the language represents or, in the worst cases, the learners develop a distaste for any culture and language other than their own. This is where the school executives' attitudes to language programs and the teachers' classroom practices become crucial (Lo Bianco, 2009; Clayton, 2017). Running streamed language classes in Year 7 is often an impossibility due to timetabling constraints and teacher availability (Liddicoat et al., 2007). This leaves an option of differentiated learning within the same class group. Although academic differentiation has now been on the agenda for years, it has still remained elusive in many language classrooms because it is complex and time consuming to organise and there is little specific teacher training available (BOSTES, 2014). Yet, running differentiated language learning groups within the same class group currently seems to be the

only viable option in mainstream schooling to engage learners who possess prior knowledge in the subject. The alternative, that is all too common in our schools, is a loss to individual students and to the society as a whole (Clyne, 2005).

The continuing students list ‘fun’ as their main reason to learn a language and to continue learning it in an elective course in Year 8. In the interviews, the students indicated that their perception is based on having a fun class and a fun teacher who is nice, encourages them to play games, is enthusiastic in her communication with them and makes learning interesting (Section 4.3.1). The students report that social belonging makes learning fun (Section 4.3.1). The students’ perceptions include such examples as “we are fun class”, “we have a fun teacher” “it’s just how we learn French: when we have difficulty we help each other”, “we are comfortable so it's more fun”, “games are fun”. These perceptions highlight the importance of the social nature of learning and the need for belonging in order to experience learning as enjoyable. Similar findings have been reported in Clayton (2017) where participants perceived language learning as fun, interesting, enjoyable and likeable depending on classroom interaction and teacher practices, emphasising the importance of the social and situated nature of learning (Vygotsky, 1978; Gee, 2004).

Cognitive engagement that stems from the teacher’s classroom practices and the teacher’s disposition plays an important role in making students enjoy learning and be willing to continue their studies (DiGiulio, 2004; Clayton, 2017). The research participants report that their teacher is enthusiastic in class, passionate about her subject, encourages students to achieve at their best and communicates respectfully and with empathy, making students feel valued members of their learning community (Section 4.3.1).

Linking continued language study to enjoyment of learning and to teacher attributes and practices has been consistently reported in the research literature to date (Liddicoat et al., 2007; Kohler and Curnow, 2007; Lo Bianco and Aliani, 2013; Moloney and Harbon, 2015; Clayton, 2017; Stronge et al., 2007; Watson et al., 2010; Pavy, 2006; Clyne et al., 1995; McGannon and Medeiros, 1995; Spence-Brown, 2014; Ushioda, 2003; Dörnyei, 1998). The student-reported perception of language learning as fun and therefore worthy of further engagement seems to substantiate the success of the current tendency to deliver subject content via ‘fun and games’ (Willis, 2007; Wingate, 2016). Exploring how student perception is talked into being by the participants in classroom talk-in-interaction should further support the above findings.

5.2 Classroom interaction

To determine the nature of classroom interaction, observation field notes and recorded classroom talk were analysed. While lesson observations confirmed the enthusiastic and engaging nature of classroom interaction, the analysis of classroom talk revealed telling nuances that had gone unnoticed during observations.

The communication in the observed lessons turned out to be tightly teacher controlled, a finding that is common in research literature that reports on teacher fronted whole class instruction (Kumaravadivelu, 2006; Skidmore and Murakami, 2012; Oral, 2013). While the highly teacher controlled interactional structure facilitated classroom management, it also reduced learning opportunities for students because learner initiative, unless it was teacher solicited, tended to be actively suppressed (Oliver and Mackey, 2003; Skidmore and Murakami, 2012; Molinari and Mameli, 2010; Jacknick, 2009; Oral, 2013).

The analysis of the recorded classroom talk showed that although the teacher consistently shaped individual learner contributions in an overwhelmingly enthusiastic manner, this interactional work did not lead to increased student participation or to a more enthusiastic interaction with the teacher (Smith et al, 2004; Lee, 2007; Jacknick, 2009; Park, 2013; Can Daşkin, 2015). The students only did a normatively required minimum to display their affiliation with the teacher: turn-constructional units were short, most often consisting of a single word or a clause, extending to a sentence only when the teacher modelled an expansion in the third turn (Smith et al., 2004; Seedhouse, 2004). Even in this case, the student uttered full sentences were a rare occurrence.

The teacher used ample positive evaluation in third-turn positions but because it took a form of common praise such as *très bien* (tr.: very good), *excellent* (tr.: excellent), *super* (tr.: super) and focused on a student, not on giving explicit feedback about the task, there was no evidence of it contributing to advancing student learning (Hattie and Timperley, 2007; Hattie, 2009; Noor et al., 2010). Rather, it seemed to hinder learning opportunities (Hosoda and Aline, 2013) because the students did not display talk-in-interactional reaction to the teacher's oral praise, supporting the idea of Waring (2008) that positive assessment in the third turn tends to be heard by the students as a deterrent to further elaborations. When praise was accompanied by merit stickers, the students showed positive emotion and some excitement.

The findings of this study indicate that the teacher's use of IRE/IRF sequences, that was revealed to be the prevalent form of teacher talk in the observed classrooms, determines the

nature of talk and the students' participation opportunities in learning activities (Molinari and Mameli, 2010; Richards, 2006; Jacknick, 2009; Lee, 2007). Although students occasionally imposed identity shifts on the teacher by prosodically and interactionally taking a leading role in a turn sequence, it is interactionally laborious for students to sustain shifted identities due to the default asymmetric settings of institutional interaction that always revert back to the teacher (Garfinkel, 1967; Waring, 2011; Sacks et al, 1974; Heritage, 1984; Candela, 1998; Jacknick, 2009; Skidmore and Murakami, 2012). As such, the characteristics of teacher and student talk revealed a discrepancy between the students' accounts of language learning being fun and the manifestation of this perception in the classroom talk-in-interaction. Therefore, a further investigation was undertaken to locate the instances of fun in the classroom talk in order to understand how learner perception manifests in classroom interaction.

5.3 Fun in the foreign language classroom

The majority of the research participants in this study associated the fun in language learning with what the teacher does in the classroom and how she interacts with the subject and her students, echoing the findings from previous research as to the impact of teachers and their practices on the formation of students' perceptions (Hattie, 2009; Preston, 2009; Clayton, 2017). Based on the student reported perceptions (Section 4.3), specific criteria was developed that allowed recognising the manifestation of 'fun' in the classroom talk-in-interaction (Section 4.5.1). The analysis of the instances of fun retrieved from the recorded classroom talk-in-interaction (Section 4.5) revealed the existence of teacher generated fun and two types of student generated fun: supportive of the teacher's agenda (coded as STA) and distancing the fun makers from the teacher 's agenda (coded as DTA).

5.3.1 Teacher generated fun

The instances of the teacher having fun in the sense of joking and laughter are rare in the data and, as a rule, do not ignite the reciprocal reaction by the students (Section 4.5.3). Instead, the students tend to display disaffiliation with such a teacher agenda and not treat it as a valid contribution to the business at hand (Section 4.5.3). This finding indicates that the student reported perception of "we have a fun teacher" (Section 4.3.1) does not relate to the teacher joking and laughing but rather that the teacher's attributions and practices lead to student generated fun ("we are fun class", "games are fun") that the students seem to interpret as teacher generated (Nguyen, 2007). The teacher's classroom practices mostly lead to student

generated fun that is supportive of the teacher's agenda (STA) but some DTA fun is also evident as will be discussed in the next sections.

5.3.2 The double nature of student generated fun

The analysis revealed that the fun the students create in classroom interaction has an intricate double nature and is either supportive of the teacher's agenda (STA fun) or aimed at distancing the fun makers from it (DTA fun).

5.3.2.1 The DTA fun

The fun that the students generate in order to distance themselves from the teacher's agenda (DTA) is produced in peer interaction as a reaction to the teacher not acknowledging the learners' contributions to the topic (Section 4.5.2.1.2). The characteristic traits of the DTA behaviour are:

- ✓ the students usually start off by following the teacher's agenda but stop being positively invested once they perceive their input as not being treated as valid or not being acknowledged;
- ✓ the student/s rely on peer group support/encouragement to sustain the DTA behaviour;
- ✓ despite reprimands by the teacher, the DTA behaviour tends to continue either overtly or hidden from the teacher until a change of pace/task/activity.

Although the DTA behaviour may seem as the learners' attempt to interact at their own accord (Oral, 2013) or display resistance, it lacks an element of preplanning (Candela, 1998) and is therefore more a sign of distress that is brought about by the students' investment in learning and a need for instant gratification in a form of teacher praise that is not delivered (Willis, 2007; Noor et al., 2010).

As the students who display the DTA behaviour in the recorded data are not resisting learning (Candela, 1998) but rather displaying frustration of not being involved enough, eliminating the DTA fun is a matter of attending to the learning needs of these students. The teacher, to be able to do this, has to be aware of the nature of such unsolicited student contributions and deem them in the need of attention (Smith, 2008; Waring, 2011; Reyes et al., 2012).

In the data, one particular group of students regularly display the DTA behaviour (Section 4.5.2.1.2). Rather than treating this as a particular learning need as shown above, the teacher seems to approach the girls' behaviour within the context of classroom management (Seedhouse, 2004). Reprimanding the DTA behaviour has allowed it to become cyclic instead

of resolving the issue because the underlying cause has not been addressed. This finding highlights the usefulness of approaching one's classroom as an action researcher and allocating time to record and analyse the classroom talk. In addition, it simultaneously supports the two contradictory claims in relation to classroom teaching: the need to apply action research to improve the quality of teaching as outlined in GTIL plan (Department of Education and Communities, 2014) and Hattie's claim (2015) that although teachers know what successful practices are, they rely on what they have always done and are not keen to integrate new elements into their daily practice. This issue is further discussed in Section 5.4.

In relation to the retention in language learning, addressing the DTA behaviour as a learning need and making an effort to engage these students in the STA fun is crucial because an ongoing DTA behaviour is likely to impact negatively on the students' perception of the teacher and with it their whole language learning process, most likely resulting in premature discontinuation of language study.

5.3.2.2 The STA fun

The student generated fun that is supportive of the teacher's agenda (STA) is prevalent in the recorded data (Section 4.5). The teacher's enthusiasm is perceived by the students as one of the key elements that makes learning fun (Section 4.3.1). When students generate STA fun, they either mirror the teacher's enthusiasm (Section 4.5.2.2.2) or the teacher's enthusiasm leads to student enthusiasm and fun in group work situations (Section 4.5.2.2.3), making it a consequential variable in the process.

The characteristic traits of the STA behaviour are:

- ✓ it is produced either:
  - * chorally as a SPP in response to the teacher initiated FPP;
  - * in a peer group interaction as a result of task instructions given by the teacher;
- ✓ the students have internalised the teacher's agenda and willingly act upon it;
- ✓ the students are invested in the task at hand;
- ✓ the students display enthusiasm;
- ✓ the students produce targeted learning item/s in a pleasurable manner;
- ✓ there is evidence of merriment, joking and/or laughter that is directed to peers.

There is ample evidence of the teacher's enthusiastic disposition manifesting in teacher talk (Section 4.4). The generation of STA fun relates to the students internalising the teacher's enthusiastic disposition that accompanies frontal instruction or the delivery of explicit task guidelines, and acting upon it as a group.

The teacher's enthusiastic delivery of frontal instruction leads to student generated fun that manifests in choral responses to the teacher's sequence initiations (Section 4.5.2.2.2). The students enjoy the exchanges of greetings and recitals of targeted learning items led by the teacher, with the fun evident in the prosody of the utterances that the learners produce. Choral responses allow students to freely mirror the teacher's enthusiasm and closely mimic her intonation when practising the targeted vocabulary. The key structural element in such STA fun production, in addition to the teacher's enthusiasm, is that the students interact with the teacher as a group and are not singled out individually.

In practice stages of the lessons, the teacher's enthusiastic and explicit delivery of task guidelines regularly leads to enthusiastic and excited student engagement in group work where most of the STA fun is produced. A foundational element of successful group work is an explicit and enthusiastically delivered teacher instruction that the students internalise in order to be able to act upon it. Explicit task instructions allow students to complete tasks successfully (Nunan, 2004; AITSL, 2012). There is evidence in the data that at least one student per group makes reference to the words of the teacher in order to either respond to her peers' queries about the task or to re-focus the group on the task at hand (Section 4.5.2).

The students' enthusiasm is evident in group work peer talk exchanges (Section 4.5.2.1.1). As the students produce the targeted learning items in a pleasurable manner, their enjoyment often lifts to the level of merriment that is exemplified by joking and laughter. While having fun, the students actively negotiate meaning, in keeping with the teacher's agenda that they have internalised (Seedhouse, 2004). Working closely with their peers and without a direct teacher involvement makes learners feel comfortable ("we are comfortable so it's more fun") to create and practise the learning items requested by the teacher.

A factor that affects the quality of group work is the group membership (Gascoigne, 2012). In the observed classrooms, the students sit in friendship groups where the attitude of the dominant student/s seems to decide whether the fun generated within the group is STA or DTA. The deliberate exchange of group members by the teacher would likely affect the nature of fun within the group but as no such instances were available in the recorded data despite the teacher treating DTA fun as a classroom management issue, conclusions cannot be drawn at this stage.

There is evidence in the data that group work leads to the production of targeted language items that the students then deliver in whole class sharing sessions (Section 4.5.2.2.5), tentatively supporting the claim that fun is beneficial to student engagement and to the

learning that ensues (Willis, 2007). However, these segments do not allow measuring the depth of such learning or its long term impact on student achievement nor was this the focus of the current study.

The results of this study indicate that group work is the *situ* where student generated fun manifests in classroom interaction (Section 4.5). Consequently, group work, an exemplification of the social and situated nature of learning (Vygotsky, 1978; Gee, 2004), is where students' perceptions of language learning being fun, interesting and enjoyable are formed. Working in groups allows students to direct interaction and control their own interactional space, empowering them as agents of learning (Seedhouse, 2004; Candela, 1998; Waring, 2011; Shepherd; 2012; Jacknick, 2009; Skidmore and Murakami, 2012; Smith, 2008).

While choral interaction with the teacher and group work on teacher introduced learning tasks lead to the students mirroring the teacher's enthusiasm and having fun, the teacher's unsolicited involvement in group work and nomination of individual students as next speakers reduces the students' enthusiasm and their willingness to participate (Section 4.5.2.2.5). Outside of peer group work and choral interaction with the teacher, the students rarely mirror the teacher's enthusiasm in their communication with her. Individual student responses that mostly occur as a result of individual turn nominations are safe-guarded and subdued, regularly consisting of single word replies unless an expansion is requested and modelled by the teacher. From the point of view of addressing the issue of retention, this finding is critical because it reveals the key element that makes learning fun in a language classroom – the (well organised) group work.

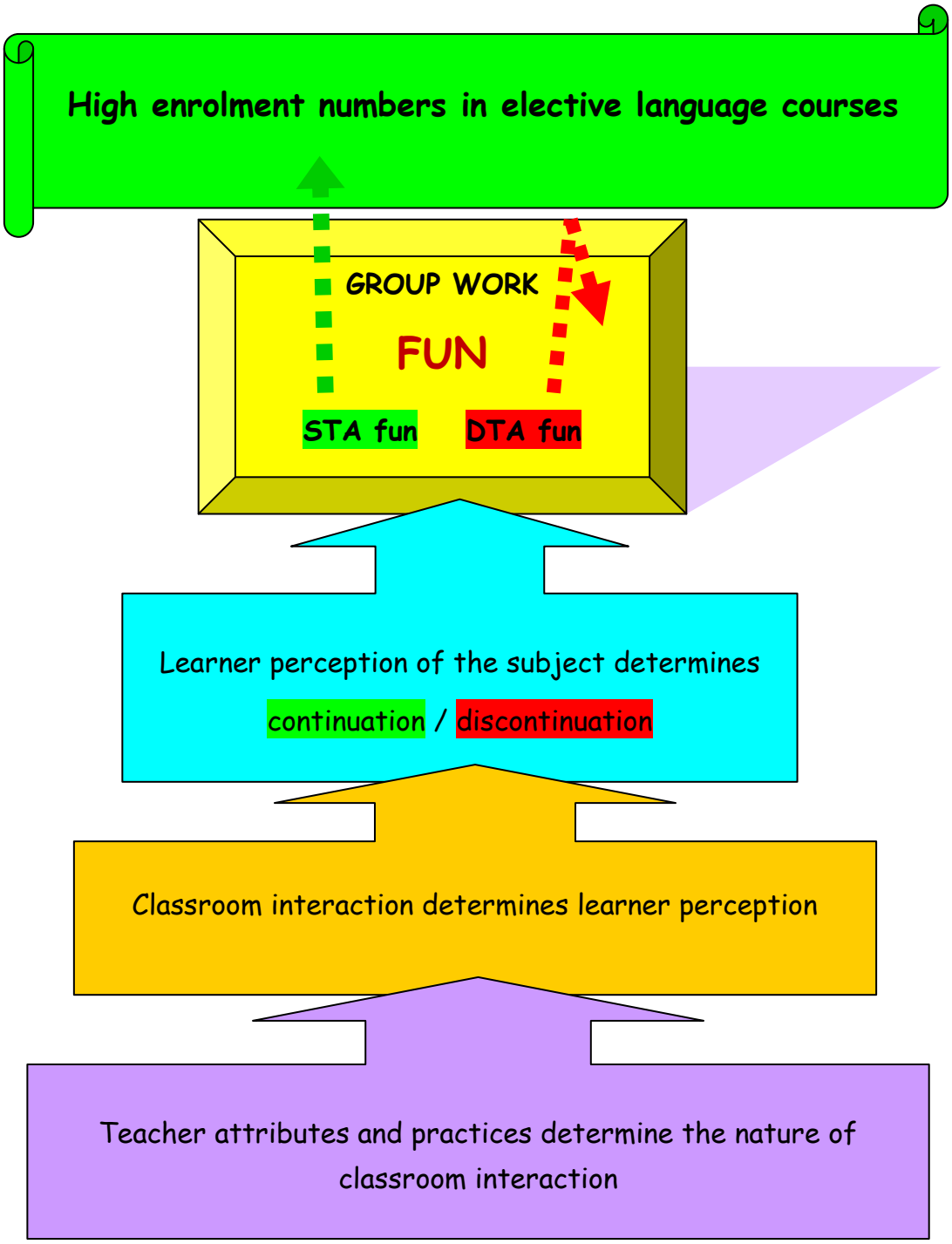
The above discussed double nature of student generated fun – either supportive of the teacher's agenda or distancing the speakers of it – that this study has revealed to manifest in classroom interaction adds an important element to the current discourse of the impact that pleasurable experiences have on student achievement (Panksepp, 2000; Willis, 2007; Wingate, 2016), and suggests the construction of a model to explain the process of its formation.

5.4 The model

The findings that have emerged from the analysis of the data of this study lead to a model (Figure 5.1) that explains how student perception of language learning being fun is formed and manifests in the teacher fronted and teacher talk dominated classroom interaction and

how it links to retention in the subject. It can be adopted by language teachers interested in improving student engagement and increasing enrolment into elective stages of language courses.

Figure 5.1 *The model*



The premise of the study is that the teaching of languages in Year 7 and/or Year 8 mandatory courses should ignite learners' interest in language learning and lead to a long term engagement with the subject. From this point of view, ensuring the transfer of students' into elective stages of language courses becomes the main aim of Stage 4 teaching. The success in

this endeavour leads to two kinds of positives: for learners, an extended study of a particular language allows access to a greater number of benefits of language learning (Liddicoat et al., 2007; Clyne, 2005); for language teachers, allocation of more teaching hours in a subject that they are qualified in reduces out-of-field teaching and the stress that accompanies it (Weldon, 2016).

The model exemplifies the pathway to increased retention as based on the findings of this study. The determining variables in the process are the teacher, the classroom interaction and the learner perception that all link to each other and need to meet specific criteria in order to lead to increased retention in the subject. The top of the model displays the outcome of the process – high learner retention into elective stages of language courses. According to the findings of the current study, the teacher's attributes and classroom practices determine the nature of classroom interaction. Classroom interaction is where learners gather language learning experiences and form a perception of the learning of a particular language. This acquired perception then determines whether learners opt in or out of the next, elective, stage of the study.

For the elements of the model to work in unison and lead to the desired outcome – high student numbers in elective language courses – specific characteristics need to manifest at each level of the process (Table 5.1).

In teacher controlled and teacher talk dominated interactional learning environment, two elements have the greatest impact on student perception: the teacher's disposition and the clarity of teacher's instructional delivery. Enthusiastic teacher disposition made evident in teacher talk that imparts explicit instructional expectations is required at this level of the model for the students to perceive the teacher and the learning as fun and thus worthy of investment (Lilac level).

Table 5.1 *Level criteria for the successful application of the model*

Level	Criteria	Outcome
Teacher attributes and practices	Enthusiastic disposition Instructional clarity	Students perceive the teacher and the learning as fun and worth of engagement
Classroom interaction	Choral whole class interaction with the teacher Group work	Interactional space for learners to generate STA that determines the positive perception

Nature of fun	Enthusiastic teacher talk: choral interaction with the teacher Enthusiastic teacher talk: explicit instructional expectations Enthusiastic teacher talk: whole class frontal questioning / content delivery Enthusiastic teacher talk: individual turn nominations to select next speaker	Students mirror teacher enthusiasm and generate STA fun in response Students internalise teacher agenda and generate STA fun in peer group interaction Can lead to DTA fun if students' contributions not validated by teacher Teacher enthusiasm not mirrored, no evidence of student generated fun
Students perceive teacher as fun and learning as fun	Classroom interaction leading to STA fun	Students opt to continue language study into elective stages

Once the perception of learning as fun has been formed, it needs to be sustained to ensure students' long term investment in the subject. For this end, classroom interaction (Orange level) must contain choral whole class interactions with the teacher and regular opportunities for small group interaction:

- ✓ choral interaction with the teacher in a form of greetings and recitals of teacher modelled learning items leads to the generation of fun that is supportive of the teacher's agenda (STA) and strengthens the perception of learning being fun;
- ✓ group work is the very *situ* where most of the fun is generated (Section 5.3.3) and therefore critical from the point of view of sustaining the students' perception of language learning being fun.

Individual learners' perceptions of the fun that is involved in the process of language learning determine their future involvement with the subject (Yellow level). Therefore, the teacher's ability to recognise the nature of fun that is produced by students, and the knowledge of how to manipulate it, has a direct implication on student engagement and becomes crucial from the point of view of retention in the subject.

The common denominator in the production of student fun is the teacher's enthusiasm that manifests through the talk. The teacher's enthusiastic frontal delivery that is aimed at engaging the students as a class group leads to mirrored enthusiasm and the generation of

STA fun. Similarly, the teacher's clear and explicit task instructions that are delivered in an enthusiastic manner lead to student generated STA fun in peer interaction in group work.

However, the whole class frontal instruction, albeit delivered enthusiastically by the teacher, can lead to the production of DTA fun by the students if the latter perceive that their contributions have not been appropriately validated. When the teacher nominates individual students to contribute to class interaction, her enthusiasm is not mirrored by the students and there is no evidence of student generated fun in these interactions.

Classroom interaction that is conducive to STA behaviour sustains students' perception of language learning as fun (Blue level) and leads to higher retention in elective courses (Green level).

For the successful adaptation of the model, three hypothetical pressure points need to be negotiated. First and foremost, teachers need to be allocated a regular professional development time that allows them to undertake action research in their own classrooms. Although the GTIL plan (Department of Education and Communities, 2014) prescribes action research as one of the measures to improve the quality of teaching, the reality is that the provision for it at school level is either inexistent or gravely inadequate. Therefore, even though teachers may have identified a need to improve specific aspects of their classroom teaching and included these in their professional development plans, without adequate time for research (devising a research plan, collecting data, analysing it and implementing the findings in the next cycle) nothing is going to change. Any idea is only as good as is its implementation. The best solution to the above is for the school executive body to be sensitive to teachers' learning needs. This comes from acknowledging that student achievement depends on what teachers do in their classrooms (Hattie, 2009). Without such support, it can be very difficult for a language teacher appointed at a full load to get past the stage of mere realisation that change is in order.

Another pressure point that is likely to play a role in the application of the model is the teacher's perception of student engagement. The model is devised from a socio-cultural point of view and treats classroom behavioural issues as unidentified and unattended learning needs rather than learners' resistance to instruction (Vygotsky, 1978; Candela, 1998). The success of the model relies on teacher practices and attributions leading to student generated STA fun. Therefore, student generated DTA fun should be addressed as a learning need that is a caused by a type of cognitive engagement: students may express frustration that links to their investment in the subject, manifest cognitive challenge if they find the learning too difficult,

or cognitive boredom if they find the learning too easy. Determining the underlying cause of the DTA fun and adequately addressing it requires, yet again, the recognition by the teacher that the change is needed, and time to work with these students in order to tailor the learning to their specific needs.

This leads to the third pressure point – the differentiation in the language classroom and the teacher professional development in the domain. The teacher who has undertaken an analysis of his/her classroom interaction and identified the students who regularly engage in the DTA fun, will need to start differentiating work for such indentified groups of students. The distinct lack of professional development courses in this area means that teachers have to rely on practice of trial and error if they even feel empowered enough to undertake this next step in the cycle of improvement of their teaching (Stronge et al., 2007; AITSL, 2017). As discussed above, the findings of this study have implications for classroom practice, teacher training and policy development. The specific recommendations will be outlined in Chapter 6.

Chapter 6: Conclusion

The final chapter presents a brief overview of the study's purpose, the research literature that informed it, and the methodology. A summary of the results leads to the conclusions from this study. The limitations and strengths of the study are noted, recommendations arising from the research are discussed and some suggestions for further areas of research are made.

6.1 Overview of purpose

This thesis saw light because of the researcher's personal investment in languages' teaching: being a language teacher led to an inquiry about retention in Languages learning in Australia. The study investigated how the teacher and her students talk into being the French language learning through moment-to-moment interaction and attempted to develop a data-driven, participant relevant description of the ways in which the participants interactionally co-constitute the social reality of a language classroom (Seedhouse, 2004; Preston, 2009).

The purposes of the study were (1) to critically examine the nature of Year 7 French classroom interaction and its impact on learner choices about the studied subject, (2) to provide moment by moment description of how learner perception is formed in and informed by classroom talk, displaying the features of classroom talk that affect learner perception, (3) to address an identified gap in the research literature on how learner perception affects retention in the subject, and (4) to make a contribution to the research literature in the field.

The research questions were designed to explore students' accounts of their language learning experiences, the nature of classroom talk and the influence the latter has on student views and consequent decisions about furthering language study:

Research question 1: What are junior high school French language learners' perceptions of the learning of the French language?

Research question 2: What is the nature of Year 7 classroom talk-in-interaction?

Research question 3: What is the relationship between Year 7 classroom talk-in-interaction and learner perception?

The findings of the study and their implications on the practice of language teachers allow suggesting that the study has successfully fulfilled its purpose.

6.2 Overview of literature review

The aim of the literature review was to substantiate the selection of the research topic and account for the design of the investigation that ensued. The literature review starts with an explanation of the concept of the study that gives the backbone to the organisation of the review. The researcher's premise is that retention in languages' learning can be positively impacted on at classroom teaching level if the teachers are equipped with an explicit and research based knowledge of how to address it.

Socio-cultural theory and Ethnomethodology inform the theoretical framework of this investigation. The language is seen as a foundation of human beings and is acquired and developed through social interaction. Consequently, social interaction in the classroom is treated as a key to understanding the activities and roles of its members that are constructed locally in classroom talk-in-interaction.

Leading to a discussion of the factors that sustain poor retention in languages' learning, an overview of languages' education in Australia is presented, emphasising its dire situation in the absence of a comprehensive language policy. An overview of the causes for ongoing retention is followed by reviewing the solutions that have been offered to address the issue. This section concludes with the grim realisation that language teachers have been left to their own devices when it comes to populating language classrooms for elective stages of study.

Starting to build towards a solution, the benefits of language learning and motivation to learn a language are presented next. These sections convincingly demonstrate why languages need to be learnt and how learner interest can be sustained.

Next, getting to the heart of the study, the relationship between *attitude*, *motivation* and *perception* is discussed and the research on learner perception of language learning is reviewed. It is presented in the sub-sections according to the factors that affect the decisions of continuing language learners and the factors that affect the decisions of discontinuing students. A similar structure is applied to the reporting of the results of student perception in Chapter 4 to facilitate the grasp of the presented material.

The final section reviews the literature on classroom interaction, focusing on the role that teacher attributes and practices manifesting in classroom talk have on the formation of learner perception of the subject. The chapter ends with a synthesis of the reviewed literature.

6.3 Review of methodology

The methodology was designed to be effective in answering the research questions in the most comprehensive manner. A qualitative case study design was deemed appropriate to allow the researcher to observe two Year 7 (2010) and two Year 8 (2011) French classrooms, survey the Year 7 students, and interview the students and their teachers. The methods chosen and employed to collect a variety of data were effective in answering the research questions and providing triangulation.

The case study school had a good academic reputation and a well-established French language program. Identities of the teachers and students were withheld to maintain the anonymity of the participants. Data collection was completed in Terms 2 and 3 of 2010 and in Term 1 of 2011 and included the following strategies:

1. Classroom observations: nine 65-minute Year 7 French lessons (2010) and two 65-minute Year 8 French lessons (2011) were observed, audio-recorded and field notes taken. The recordings of classroom talk-in-interaction were transcribed and analysed.

2. Semi-structured whole class interviews were conducted with all the participating students to record their experiences of language learning. The interviews were audio-recorded and transcribed.

3. A two question Year 7 student survey was administered to gauge the students' reasons for opting in or out of Year 8 elective French language program.

4. Informal teacher interviews were conducted, depending on the teachers' availability, to gather ethnographic information about the school and the observed classes. The interviews were audio-recorded and transcribed.

Audio recorded classroom talk-in-interactional data were transcribed and analysed in reference to the indicators of typical second language classroom communication patterns that had been identified in the theoretical literature. The aim of CA analysis was to reveal social actions the interactants carry out, to uncover the 'seen' but 'unnoticed' – a subtle common substance that makes interaction meaningful to its participants and gives them the tools to participate in it (Heritage, 1984). The analytical power of CA was used to show how

participants co-construct the local organisation of talk-in-interaction (Markee, 2011; Seedhouse, 2004).

To answer Research Question 1, Year 7 and Year 8 student interviews and Year 7 student surveys were analysed, revealing that the perception of learning as fun was the main catalyst of continued language study, while the perceptions of language learning as irrelevant or as cognitively too challenging influenced the decisions of discontinuing students.

To answer Research Question 2, observation field notes were used to present a profile of classroom interaction. To define the nature of classroom talk from an emic perspective, audio recordings of classroom talk-in-interaction were analysed to identify dominant talk-in-interactional patterns. Characteristic examples of teacher talk and student talk were retrieved and analysed with a specimen based CA approach.

To answer Research Question 3, criteria to recognise the instances of fun in classroom talk-in-interaction was devised based on student perception reported in Year 7 class interviews. The retrieved extracts were organised into the categories of student generated fun and teacher generated fun and analysed with the specimen based CA approach. From the analysis of the data, a model emerged to explain how student perception of learning as fun is formed and sustained in classroom interaction.

6.4 Treatment of data

All the audio recordings gathered during the data collection were listened to and the emerging patterns identified. The English speaking bulk of the recordings was outsourced for transcribing. The interaction that was conducted in the French language was transcribed and translated by the researcher.

To analyse the transcriptions, a thematic coding system was devised. The trends that emerged from classroom observations and student accounts of their language learning experiences were linked to the recorded classroom talk, and the extracts of particular interest analysed with the CA methodological approach.

The identified action sequences were examined in terms of turn taking, sequence organisation and repair organisation. Speakers' choices of linguistic forms were noted and any roles that the speakers oriented to unveiled. Finally, the analysed sequences were located within the bigger picture of classroom learning and teaching.

6.5 Summary of findings

This section discusses how the analysis of the gathered data enabled the three research questions of the study to be answered. In answer to Research Question 1, the analysis of the data from the whole class interviews and student surveys was used to identify the participants' views and feelings of their language learning experiences.

The analysis revealed that the students' main reasons for learning a language were pragmatic, interpersonal and self-developmental. The most important lesson characteristic was 'fun', emphasising the importance of the social and situated nature of learning (Gee, 2004). A finding that deviates from the reviewed research is a perceived small role of the peer influence on students' decisions about furthering the study of the subject at hand.

The teacher-dependent factors that positively influence Year 7 students' decisions to continue French language study in an elective Year 8 course are teacher efficacy, her ability to build positive relationships with students and her enthusiastic disposition. The teacher characteristics that the students deemed important were empathy, being caring and respectful, knowledgeable and skilful, enthusiastic, passionate and encouraging.

Discontinuing students listed pragmatic and affective reasons as the most important. Their decision making was mainly influenced by their parents/family, perceived inability in the subject and future plans.

Factors that influenced the students' decisions to continue language study were pragmatic, affective, self-developmental, interpersonal, family-related and teacher- and teaching-related and correlate with the results from previous research (Preston, 2009; Dörnyei, 1998; Seedhouse, 2005; Gee, 2004; Lave and Wenger, 1991; Pavy, 2006; Clyne et al, 1995; Curnow et al, 2007; Liddicoat et al, 2007; ACSSO, 2007; McGannon and Medeiros, 1995; BOSTES, 2014; Collins, 2007; Clarke and Hemming, 2013; Clayton, 2017).

In answer to Research Question 2, classroom observation field notes and audio recordings of classroom talk-in-interaction were analysed. A strong link was established between the regular teacher practices as reported by the students and evidence from the classroom observations that confirmed the routine occurrence of the teaching practices with the highest potential to be conducive to learning: teaching with clarity, providing effective and timely feedback and building positive relationships with students in a safe classroom environment (Australian Government Department of Education, 2014; Centre for Education Statistics and Evaluation, 2015).

To account for the features of classroom talk, audio recorded classroom talk-in-interaction was transcribed and analysed. The observed classrooms classify as teacher fronted and teacher talk dominated, with the teacher introducing contexts, allocating turns, selecting next speakers and holding the floor for the majority of the time (Cazden, 1988; McHoul, 1978; Markee, 2000).

The teacher presents as a competent classroom interactant (Walsh, 2011) who efficiently manages student participation by a skilful application of interactional norms that govern institutional talk (Heritage and Drew, 1992: Heritage and Clayman, 2010; Jayyusi, 1984; McHoul, 1978; Skidmore and Murakami, 2012; Wagner et al, 2013). The interactional asymmetry in the classroom is maintained through the display of the teacher's institutional identity that she accomplishes with a use of a number of lexical and interactional tools (Oral, 2013; Kumaravadivelu, 2006).

The teacher's general questioning style is pragmatic and does not lead to extended student responses (Smith et al, 2004). Student responses that produce a teacher targeted linguistic item are mostly followed by a teacher follow-up turn in a form of repetition of the student's utterance and the praise in French. A response that does not match the teacher targeted form warrants a repair until the specific form is produced (Seedhouse, 2004). When met with unexpected student contributions (Skidmore and Murakami, 2012), the teacher has a tendency to prioritise progressivity (Hosoda and Aline, 2013).

Student-to-student interaction is characterised by a symmetric power system where interactional identities are under constant negotiation and review (Jacknick, 2009; Skidmore and Murakami, 2012; Candela, 1998). Similarly to the teacher, the students efficiently orient to the norms of institutional interaction to advance their own agendas (Nguyen, 2007; Siskin, 2007; Pace and Hemmings, 2007). When initiating talk in the classroom, students address either their peers or the teacher. Student initiated talk (Waring, 2011) takes a form of a self-selection to initiate a sequence, an exploitation of an assigned turn to begin a sequence, a self-selection to volunteer a response or a self-selection to volunteer an input, a category devised from the data of the present study.

Depending on the context, the teacher treats student contributions as interactionally troublesome and warranting repair, or acknowledges them as valid and relevant additions to the topic at hand (Sacks et al, 1974; Seedhouse, 2004; Candela, 1998; Skidmore and Murakami, 2012; Oral, 2013). To display affiliation with the teacher, the students do a normatively required minimum: turn-constructional units are short, most often consisting of a

single word or a clause, extending to a sentence only when the teacher requests and models an expansion in the third turn (Seedhouse, 2004). Student initiated turns to address the teacher are rare because unsolicited student initiative tends to be suppressed (Waring, 2011; Shepherd, 2012). The features of talk that appear in the recorded data are testimony to a teacher-talk-dominated classroom interaction and give evidence to the presence of a monologic discourse in the observed classrooms (McHoul, 1978; Molinari and Mameli, 2010).

In answer to Research Question 3, the extracts of classroom talk-in-interaction where 'fun' manifested were analysed and discussed. It was found that there were two types of fun evident in the classroom interaction: teacher generated fun and student generated fun. The instances of teacher generated fun in the sense of joking and laughter were rare and did not lead to a reciprocal behaviour by the students. Student generated fun was evident in choral whole class interaction with the teacher and in peer group interaction in group work situations. The students generated fun that was either supportive of the teacher's agenda (STA) or aimed at distancing the speakers from the teacher's agenda (DTA). When students were individually nominated by the teacher to contribute to classroom interaction, the fun was not evident: the teacher's enthusiastic disposition was not mirrored by the students.

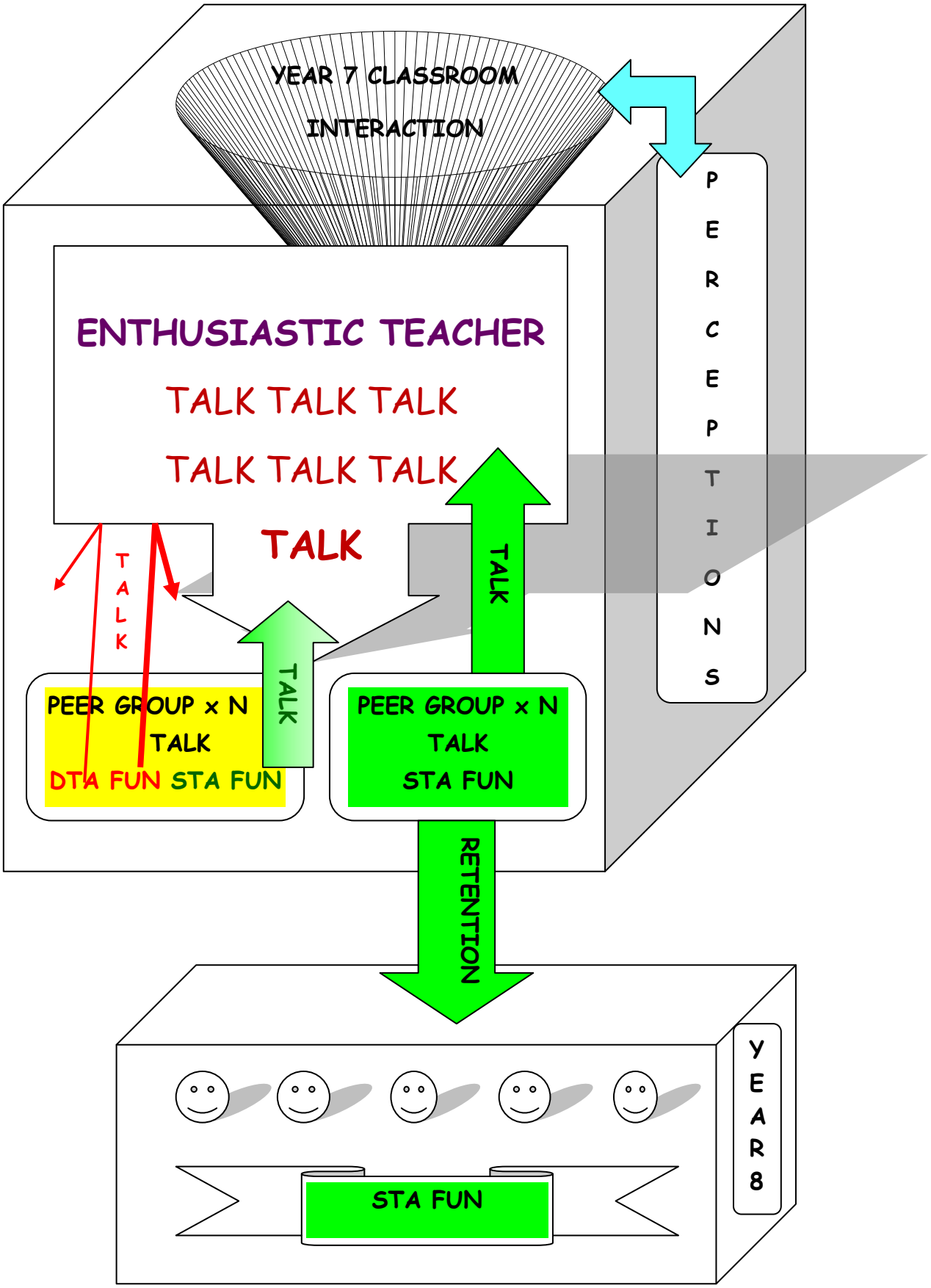
The findings gave rise to a model that explains how learner perception of learning as fun is formed in teacher fronted and teacher talk dominated classroom interaction and how it can be sustained to lead to an increase in student enrolment into elective stages of language study.

The key findings of the study (Figure 6.1) draw attention to the crucial role that the perception of the subject and the teacher practices play in the learners' decisions of the continued engagement with the subject in an elective format of the study, and exemplify how the perception of learning is formed and sustained in classroom interaction.

Learner perception is formed in classroom talk-in-interaction as a result of the teacher attributes and practices. Enthusiastic teacher disposition that manifests through teacher talk, and teaching practices that allow for regular group work and for the student contributions to be acknowledged, leads to the students generating STA behaviour and perceiving the teacher and the learning as fun and worthy of continued investment.

Students who perceive that their contributions are not acknowledged by the teacher, tend to generate DTA behaviour that reduces their involvement with the teacher's agenda and, if not addressed as a learning need, may lead to a premature discontinuation of language study.

Figure 6.1 *The key findings of the study*



6.6 Conclusions

In this section, the conclusions from the study are presented. These conclusions are in the areas of learner perception of language learning, classroom talk-in-interaction, the manifestation of learner perception in the classroom interaction and the impact of the findings on retention in elective languages' learning.

6.6.1 Conclusions as to learner perception of language learning

The findings of this study demonstrate that learners base their decisions about the involvement in a subject on their personal experiences with that subject, rather than relying on external influences. The continuing students reported that language learning being enjoyable and fun was the main catalyst for their ongoing involvement with the subject. The students' accounts of this perception were consistent from Year 7 interviews to the surveys through to Year 8 interviews. When reporting on teacher practices and attributes and on a sense of belonging to the class group, students gave account of their own personal experiences of learning that were gathered in the environment where the learning took place – in the classroom. Therefore, classroom interaction is the premise where learners' experiences are shaped into perceptions about the subject at hand. It follows that if the students' continued involvement in the subject is sought (i.e. for elective stages of the study), classroom interaction needs to lead to and be able to sustain their positive perception of learning. To this end, it is paramount for the teacher to regularly monitor the learner perception so that any deviations from the perceptions that are conducive to the ongoing involvement with the subject can be attended to in a timely manner.

6.6.2 Conclusions as to classroom talk-in-interaction

The findings of the study indicate that a teacher talk dominated classroom is exactly that – the teacher's talk is dominant and students have little interactional space to initiate turns or to make contributions to classroom talk. If a lesson flows well, the teacher talk is enthusiastic and fast paced, and the teacher regularly calls on students, the pronounced interactional asymmetry may go unnoticed by the classroom practitioner and any external observers. Only a close attention to the recordings of classroom talk revealed that student contributions were kept to the minimal except in group work situations where interactional space was made available to the students. Such a nature of classroom talk would not be readily linked to 'a fun teacher' or learning being fun as reported by the students in class interviews and surveys. Yet,

this was the prevalent perception of the learners in both observed French classes. Therefore, it can be concluded that the commanding display of the interactional asymmetry by the teacher does not affect the student perception of learning being fun and the teacher being fun. This suggests that student perception must be formed despite the classroom interaction being dominated by the teacher's talk. However, the analysis of classroom talk undertaken to answer Research Question 2 did not reveal how the specific learner perception of 'fun' was routinely talked into being, and called for further analysis.

This led to another conclusion, in relation to the use of the CA methodology. At the beginning of the analysis process, the researcher approached the data with the 'CA unmotivated look' which led to identification of several interactional patterns. However, once the patterns had been identified, the ensuing line by line analysis focused on the already extracted sequences of talk because of their obvious link to the research question. This meant that from there on the 'look' became 'motivated' to further identify the examples of the already noted patterns rather than keeping the mind open for any new features.

The analysis of the main patterns of classroom talk fitted in with Research Question 2 and allowed it to be answered but such a 'generic' approach did not reveal how the learner perception of learning as fun was talked into being, because not every talk sequence available in the recorded data was analysed. Therefore, the conclusion in regards to the CA analysis is as follows: either all available data needs to be meticulously analysed in order to not miss any detail, or findings from the recollected practices should be used to guide an applied CA analysis where a search based on predefined criteria is conducted to locate the specific sequences of interest. The latter was undertaken to answer Research Question 3.

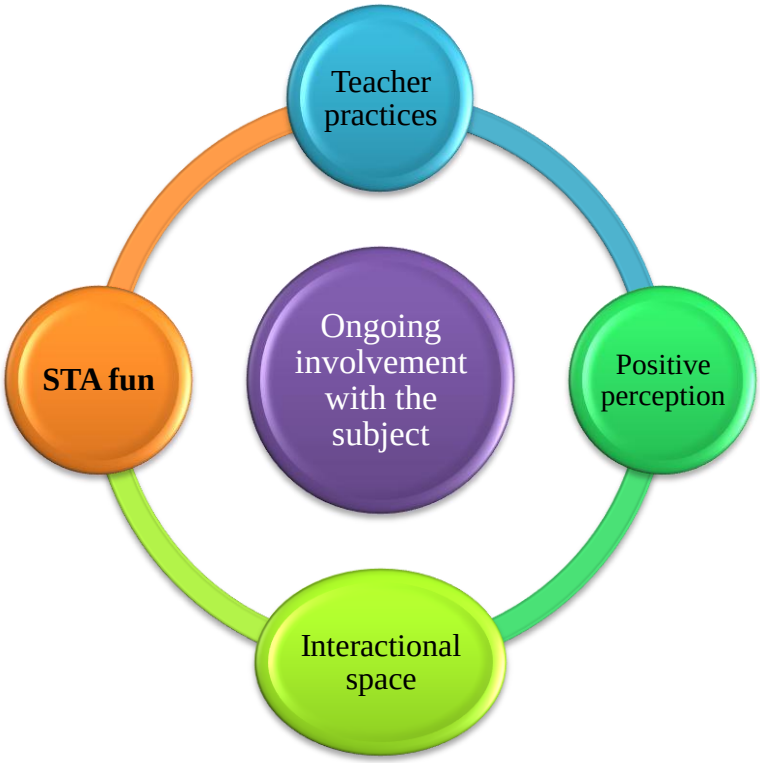
6.6.3 Conclusions as to the manifestation of learner perception in interaction

The findings showcase that learner perception of *learning as fun* does manifest in the classroom interaction in specific talk exchanges that match the criteria of 'fun' reported by the students in class interviews, authenticating learner interviews and surveys as a valid form of gauging students' perceptions of the subject. However, a line by line analysis of audio recorded classroom talk was required to pinpoint how learner perception was talked into being by the participants in classroom interaction.

The analysis revealed the double nature of the student generated fun that manifests in classroom interaction: it is either supportive of the teacher's agenda (STA) or distancing the

speakers from the teacher's agenda (DTA). This finding is vital for understanding how classroom dynamics work and how they can be altered for improved student engagement.

Figure 6.2 *The cyclic nature of the formation of learner perception*



It can be concluded from the investigation that the nature of the formation of the perception of *learning as fun* is cyclic (Figure 6.2). Students who generate the STA fun have a positive perception of the teacher attributes and practices and are more likely to opt for an ongoing involvement with the subject, provided that their positive perception is sustained through teacher practices that give students interactional space to generate the STA fun.

6.6.4 Conclusions as to the implication on retention in languages' learning

This study was devised and undertaken to understand the issue of retention in languages' learning and to find a way to address it. Due to the current situation in Australian languages' education, the only viable solutions are the ones implemented at classroom teaching level.

Classroom interaction is a complex phenomenon that is best explored through an emic perspective (Seedhouse, 2004). Conversation Analysis offers researchers access to a construction of a shared social reality that reveals how participants in talk-in-interaction go about their daily business. Retention in Languages can be seen as a shared social reality that a

teacher and students construct together through classroom talk. Consequently, understanding how classroom reality is talked into being has a potential to influence retention in the subject.

This research investigated the role that learner perception plays in continued involvement with the learning of a language in secondary school. The findings of the study were synthesised into a model that explains how a positive learner perception of language learning is formed and can be sustained to lead to a long/er term involvement with the subject. The success of the practices of the teacher in the research site school, that the model is based on, suggests that despite all of the odds it is possible to combat poor retention into elective language courses if the teacher is so inclined and has made it a priority in her daily practice.

6.7 Limitations of the study

The limitations of the study are the researcher's background, the case study format and the data collection and research methods. As the researcher is an Estonian trained French language teacher, her expectations of what a learning conducive classroom interaction should look like played a part in the design of the study.

Results obtained in a case study may not be readily generalisable due to a small and selective sample size but can be validated through the principle of reflexivity that is generic and applies to interactional organisation of all instances of talk (Seedhouse, 2004).

Conversation Analysis as a methodology can be seen as a limitation of the study but its strength lies in its openness to contestability – the same set of clues can lead to different interpretations (Heritage, 1984; Seedhouse, 2004).

The strength of the study lies in its findings that allow informing the practice of language teachers via a model that explains the development of a positive student perception of the subject.

6.8 Recommendations and further research

This section presents recommendations and suggestions for further research that stem from the findings and conclusions of this study. The findings of this study have implications for teacher practice, teacher professional development, and education policy.

6.8.1 Recommendations for teacher practice

Recommendations for the practice of language teachers derive from the key finding of this study: the impact that learner perception has on the ongoing involvement with the subject.

The first recommendation is in relation to the structure of the lesson. The findings indicate that to create and sustain a positive learner perception of language learning, students need to be given interactional space where they can talk the 'fun' into being. The current investigation into classroom talk-in-interaction specifies that group work is such an interactional space. Including a group work task into every lesson empowers the students as agents of their own learning and sustains the perception of learning being fun. However, care must be taken to meet the following criteria to provide for the fun the students generate to be supportive of the teacher agenda (STA) which has been shown to ensure the ongoing involvement with the subject :

- ✓ The task/activity must be explicitly and enthusiastically outlined by the teacher;
- ✓ The agency must be fully handed over to students;
- ✓ Teacher involvement, once the group work has been launched, must be minimal or none;
- ✓ The task/activity must call for student negotiations of learning;
- ✓ Adequate time must be allocated so that all group members have an opportunity to participate (depending on the nature of the task/activity);
- ✓ The task or activity must be differentiated to meet the learning needs of every student;
- ✓ If the product of the task/activity needs to be presented to the class, all group members should be involved rather than a presenter singled out.

It must be noted that the researcher does not postulate that such group work necessarily leads to deep learning or improved learning outcomes for the students involved, as these were not the focus of the study. This recommendation is offered from the point of view of improving retention of learners into elective courses and is tailored to sustain student perception of language learning as fun.

The second recommendation concerns the treatment of interruptive student behaviour. The findings of this study support the view that any misbehaviour is an unattended learning need in disguise. Therefore, rather than addressing disruptive behaviour as a classroom management issue, from the point of view of sustaining positive learner perception it is advisable to address misbehaviour as an unidentified learning need. Once identified, a

differentiated approach is likely on order. This leads to the third recommendation for teacher practices.

The third recommendation concerns the differentiation of learning, and warrants further investigation. The reality of Stage 4 language classes is that they are usually not streamed. This means that learners who possess prior (sometimes extensive) knowledge in the subject are sharing the learning space with students who may not have had any prior contact with the language they are learning. Giving the same level work to such learners has a tendency to lead to premature discontinuation of language study, as the accounts of the participants in the current research illustrate: the learning was either perceived too easy, making the students feel bored, or too difficult, making the students feel overwhelmed and lose interest. Both perceptions led to these students opting out of the elective Year 8 course. Therefore, differentiation in order to sustain the perception of language learning as fun is critical from the point of view of retention. However, the process of differentiation is time consuming and complex and often beyond the capacity of an individual classroom teacher. To acquire the best practices of how to check students' prior knowledge and to design the learning for the different learner levels, specifically tailored teacher training would be of great help because for teachers working at a full load it is overwhelming to undertake the work of differentiation by themselves and without a specific training (Blaz, 2006). The lack of the availability of such specifically tailored training opportunities leads to the next set of recommendations.

6.8.2 Recommendations for teacher professional development

The recommendations for teacher professional development are in the areas of differentiation of learning in language classroom and of action research. As stated in the previous section, running streamed language classes in Year 7 is often an impossibility, translating into the high likelihood of having students with a largely varying range of subject knowledge within the same class group. This calls for two recommendations derived from the findings of this study.

Firstly, there is an identified need for specific teacher development courses on how to differentiate learning for Stage 4 language students who have varied levels of prior knowledge. Without such professional support, teachers may quickly feel overwhelmed with the task and resort to continuing with the 'one size fits all' approach that is one of the telling factors in the ongoing poor retention.

Secondly, the findings of the current study endorse action research as a measure for improving teaching quality, as prescribe in the GTIL action plan (NSW Government, 2013).

This study has showcased the need to apply different methods to be able to disclose all sides of the issue under investigation. Monitoring the students in the position of a classroom teacher during lesson delivery is not sufficient to grasp what actually is going on in the class. Once the teacher has identified a need to understand the driving forces that operate in his/her classroom, undertaking action research becomes a necessity. Given that learners act upon the perception that they have formed of the teacher and the learning in that particular classroom, it is paramount to understand how this perception is talked into being by students, so that it can be altered if need be. Recording and analysing classroom talk gives access to the details of interaction that tend to go unnoticed in the busy routine of daily classroom life. It follows that action research is one of the main tools available to language teachers in combating the poor learner retention into elective language courses. Therefore, once the teacher has completed a professional development course on how to conduct action research, she/he would get ready to start the cycle. For this, the teacher will need support and relief from face to face teaching. Thus, school funding would need to encompass such costs in this professional development.

6.8.3 Recommendations for education policy

The last set of recommendations that draw on the findings of this study concern changes to the policies that govern what teachers do in their classrooms and how they go about their daily practice. This study was undertaken because of the dire situation of languages education in Australia, namely the issue of poor retention in elective language course enrolments in the state of NSW. The most important outcome of this thesis is a suggestion of a model that can help address the issue of retention at classroom level. However, this whole project would not have been necessary if Languages as a Key Learning Area of the NSW curriculum were given the status that is equal to other Key Learning Areas.

Therefore, the first policy recommendation, joining the voices of countless others who have recommended it previously, is to make Languages a mandatory subject from Kindergarten to Year 12 (not just Year 10) so that the benefits of language learning can take full effect. This recommendation has obvious implications for language teacher training and school funding but these areas are (currently) beyond the scope of this study.

The second policy recommendation is in relation to the teaching load of teachers. The implementation of the (still) new GTIL plan (NSW Government, 2013) prescribes action research as a measure that teachers need to engage with in order to improve the quality of their practice. Unfortunately, adequate funding required for this purpose has not been

allocated. At the same time, the findings of this study warrant the research of classroom interaction as a method that is uniquely placed to uncover the underlying machinery of such educational environments. Therefore, the recommendation is to review the full time teaching load of teachers. The researcher suggests that to allow teachers time to engage in action research on top of their teaching commitments, no more than three face to face 60-minute lessons should be allocated per teacher per day. The remaining two 60-minute time slots can then be used for lesson preparation, marking, and to accomplish action research. It is unreasonable to expect that teachers would deliver five 60-minute face to face lessons per day, and then, at home, in addition to lesson preparation, marking and other work related commitments also undertake action research of their own practice.

There is little hope that in the current political climate these recommendations would be considered but there is hope for positive changes at the classroom level. The ideas for further research are suggested with this in mind.

6.8.4 Further research

A recommendation for further research concerns the model that was developed drawing on the findings of this study. Although the model makes reference to the generic features that characterise many of the Australian junior high school language classrooms (such as teacher controlled and teacher dominated talk-in-interaction and teacher fronted whole class instruction), it has been based on the data gathered at one specific research site with one set of research participants. To test the model in settings where poor retention into elective courses is an identified issue, a research project is suggested that would incorporate teachers as action researchers. The benefits of such an endeavour would be manyfold:

- ✓ teacher relief would not be an issue because it would be paid from the research grant;
- ✓ teachers who collegially work on their action research projects will learn the skills and be able to train others (i.e. offer teacher professional development courses where teaching is based on the presenter's actual experience, not just theory);
- ✓ teachers will realise what is actually happening in their classrooms and be able to better attend to the learning needs of their students;
- ✓ if the model works, student numbers into elective courses improve and classes will be run, reducing out of field teaching;
- ✓ the model can be adjusted according to the findings of these action research projects;
- ✓ undertaking research may persuade some teacher participants to enrol in university research degrees.

This project would work best if likeminded researchers joined forces.

This investigation has changed the researcher's own perspective of the processes of language teaching and learning. The findings of the study have made her realise that teacher perception that is formed 'in front of the class' is partial and needs to be supported by an emic insight into student perspective which has the highest potential to reveal the individual students' learning needs. Once the needs are understood, tailoring teaching to meet them will become possible. Therefore, as the researcher is a language teacher herself, her own classrooms will be the first *situ* for the model to be put into practice.

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List of figures and tables

FIGURES

TABLES

Glossary of abbreviations

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ACSSO	Australian Council of State School Organisations
ACT	Australian Capital Territory
AFMLTA	Australian Federation of Modern Language Teachers Associations
AITSL	Australian Institute for Teaching and School Leadership
ALLP	Australian Languages and Literacy Policy
APC	Australian Parents Council
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards
CA	Conversation Analysis
CESE	Centre for Education Statistics and Evaluation
CLT	Communicative Language Teaching
CLIL	Content and Language Integrated Learning
DEC	Department of Education and Communities
DEET	Department of Employment, Education and Training
DEST	Department of Education, Science and Training
DIU	Designedly incomplete utterance
DTA fun	Fun aimed at distancing learners from the teacher's agenda
EALD	English as an Additional Language or a Dialect
EFL	English as a Foreign Language

EM	Ethnomethodology
ESL	English as a Second Language
FLT	Foreign Language Teaching
FPP	First-pair part
GTIL	Great Teaching Inspired Learning
HSC	Higher School Certificate
IRE / F cycle	Initiation – Response – Evaluation / Feedback or Follow-up cycle
K-12	Kindergarten/Elementary to the final year of secondary (school)
KLA	Key Learning Area
L1	First language
L2	Second language
LOTE	Languages Other Than English
MCEETYA	Ministerial Council on Education, Employment, Training and. Youth Affairs
NALSAS	National Asian Languages and Studies in Australian Schools
NESA	NSW Education Standards Authority
NSW	New South Wales
NSW DET	New South Wales Department of Education and Training
NT	Northern Territory
OECD	Organisation for Economic Co-operation and Development
PDC	Performance and Development Culture
PISA	Programme for International Student Assessment
RoSA	Record of School Achievement
RT	Response token
SA	South Australia

SERAP	State Education Research Applications Process
SLA	Second Language Acquisition
SPP	Second-pair part
STA fun	Fun that is supportive of the teacher's agenda
TBLT	Task Based Language Teaching
TCU	Turn-constructional unit
TELL	Technology-enhanced language learning
TL	Target language
TRP	Transition relevance place
WA	Western Australia

List of accompanying material

USB containing:

a) PDF of the Thesis

b) Thesis revisions' report for resubmission and re-examination

c) Audio files folder containing:

Year 7 Class A interview

Year 7 Class B interview

Year 7 Class A Lesson 1

Year 7 Class B Lesson 1

Year 7 teacher interview 1

Year 7 teacher interview 2

Year 8 Class A interview

Year 8 Class B interview

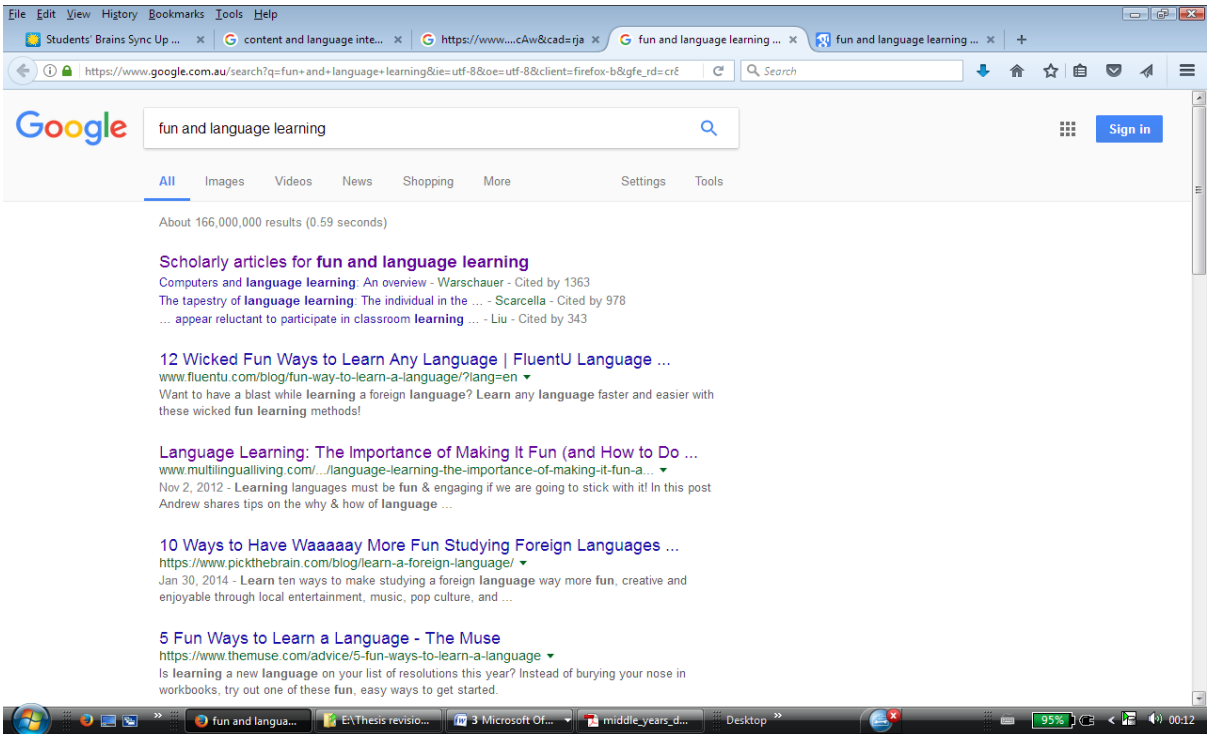
Year 8 Class B teacher interview 1

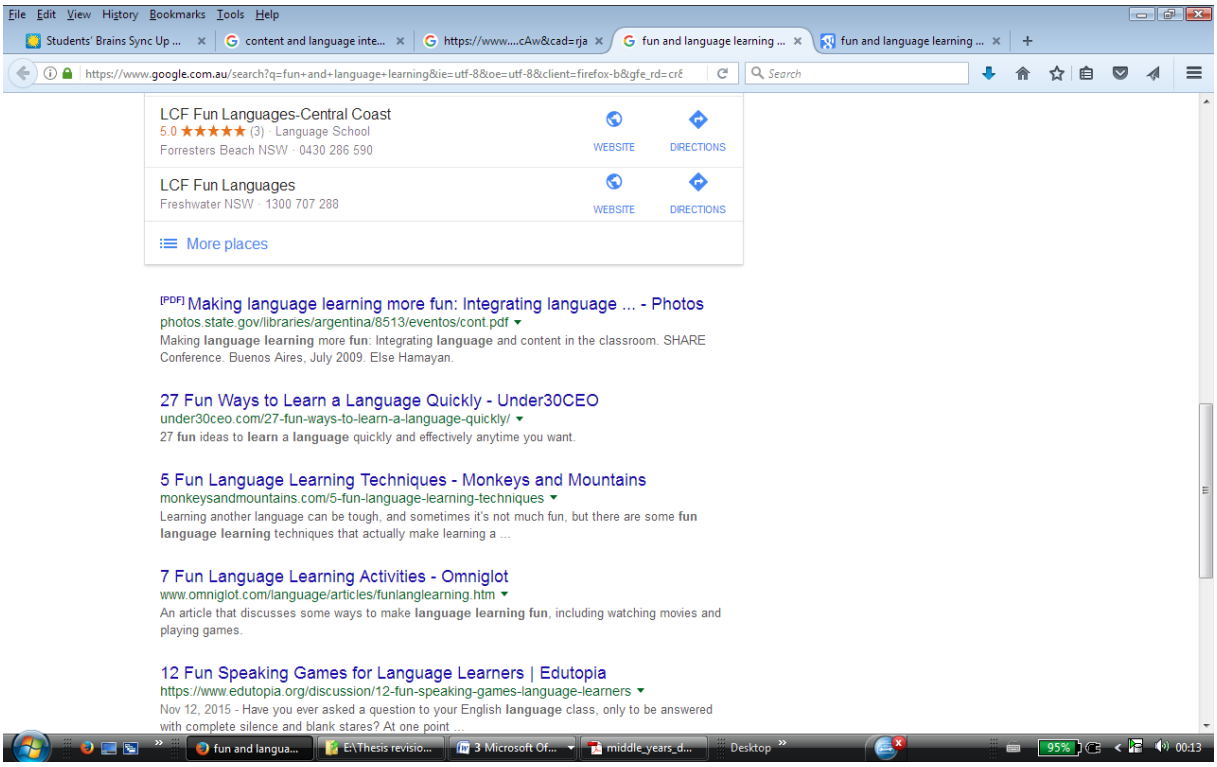
Year 8 Class B teacher interview 2

Extracts 1 – 60

Appendices

Appendix A: Print screens of web searches for ‘fun’





Appendix B: Year 7 Class A interview transcript

Date: 31st May 2010

Time: end of the lesson

Venue: classroom

R: Researcher

S: Students

T: Accompanying teacher

A: The class teacher

46:13 R: Okay girls. I am really fascinated about what you are doing here and it has been a great honour to be here to see how well you are absorbing everything and just the way you are learning. What I'm doing is researching how to get all Year 7 students to learn as well as you are doing. So basically what I am interested in is your view, your opinion on the language learning. OK. I will ask you a few questions and then if you just feel that you would like to share your ideas just speak out. I have recorders on the three desks if you speak loud enough it should catch it.
So first of all, why do you think that people need to learn a language if they do want to learn a language? Go for it.

S: Travel when [unintelligible].

R: So for travel you mean like you can talk to lot of people or like you can understand what other

S: Communicate to other people.

R: Yeah.

S: Maybe for like your career and your job, what you want to do when you grow up [unintelligible]

R: Yeah. Yep. Makes sense.

S: Learn other cultures while learning the language.

R: Right. Yeah. Do you speak more than one language do you?

S: Yes.

R: Yeah.

S: And maybe family, like your family might speak different languages.

R: Yeah. That is a good one.

S: And maybe just for fun.

R: For fun. That’s a good one. Let’s go back to this one later.

S: I think like it’s easier to accept people from different backgrounds if you can speak different languages and understand that people are different.

47:55 R: And they think different. Yeah. Okay. Now. About fun. How do you find your French lessons? Are they fun? (many nod)

S: Sometimes.

R: Sometimes fun.

R: Sometimes? (students repeat the word and laugh)

S: The games are fun.

R: The games are fun.

R: When you said sometimes, but what is less fun?

S: Homework.

R: Homework. Well. (laughter)

S: Tests.

S: I think I actually enjoy language lessons if you enjoy the language itself.

48:29 R: And how do you do that?

S: Like if you enjoy the sounds the language makes then you'll probably enjoy the classes if you enjoy speaking and learning it.

R: Do you enjoy French now?

S: Yes. (laughter)

S: I do.

48:43 R: Yeah. Anyone else wants to share their feelings about how their class classes go?

T: You can be completely honest, girls. Now this is your time to be honest. [Unintelligible 48:54]

R: If you want to choose language for next year what are the things that influence your decision? Yes.

49:00 S: Hmhm kind of like your background, sort of like what you want to learn, sort of like what you want to do [unintelligible]

R: Yes. Yes.

S: [Unintelligible]

R: Yes. You want to go [unintelligible]

49:20 S: So that, yeah [unintelligible] travel if you know the language then you can speak to them.

R: So do you know [unintelligible] if I may say

so where do you want to travel and which language you want to learn then?

S: [Unintelligible]

R: Yeah. Excellent. Yes.

49:45 S: My friends, maybe like my sister takes Latin Latin and she says it's fun, so maybe I want to take Latin 'cause she says it's fun.

R: Right. (laughter)

S: [unintelligible]

R: Right. That's a good point. Yes. (student chatter) Did someone here? Yes?

50:03 S: Ahm like you enjoy the language program that cause you can get like a feel for the language program and if you like it you'll probably continue it next year.

R: Yeah?

50:17 S: Whether you soak up language[unintelligible] and whether started language when you were

R: How young?

S: Yeah

R: How young?

S: [unintelligible] in primary school.

50:30 R: Right. How many of you think that that's important that you have done it in primary school before starting here? Show with your hands if you think it's important.

R: Sort of? So why do you think it's important to learn that at a younger age, what do you...?

S: I think it kind of gives you like a background of what the language will be so it'll be like

easier.

R: Okay. Yes.

S: Like if you start when you're younger it kind of sinks in more.

S: I agree with that.

51:00 R: OK. So is there are there people who did French in Primary? Do you share that view? Is it easier now because you've done it before? Yes?

S: I think so.

51:20 R: Okay. What what else? Let's say you're friend picks chooses French for next year, are you more likely to choose French as well or will you go with if you would like to choose another language if you would be able to go with that? Anyone? Yes?

51:33 S: I would do the language that I wanted to do not the one my friends are going to do that's exactly how you're making friends.

R: Yeah.

51:50 S: Yeah. I was going to say the same thing. You don't have to choose a language because you have friends in that class you would rather choose a language that you are interested in.

51:59 R: Okay. What about your families, do you discuss your language choices with your families? Would they give you some advice for it sometimes?

S: Well 'cause my mum and dad both speak French it's easier so they can help me.

R: So you're more likely to choose French?

S: Yeah.

R: Yeah. That makes sense. Anyone else? Yeah.

52:21 S: I kind of contradict that. My dad, I can speak French and German but he is absolutely he doesn't impact on what I wanna learn because he says so you learn a language you like you have to learn things you enjoy learning.

R: But you agree that it makes sense that if the mum can help then it's sort of easier?

S: Yeah.

R: Yeah. What about you?

S: My family lives in France so I want to communicate with them so I would choose French. And my parents can speak French so they also help me.

52:50 R: Yeah. Yeah. Okay. Now one more thing. Would you consider when you're making your choice, the teacher who is teaching this next year?

S: Yes. (all students together)

R: Why?

S: Because when you don't have a good teacher you lose you lose interest in the subject.

R: Yeah.

53:09 S: If you well sometimes [unintelligible] and you enjoy having [unintelligible].

R: Yeah. You?

S: I was saying the same

R: Okay.

S: If you like don’t really like the teacher you like might think that you like French but if you don’t like the teacher you don’t enjoy it as much.

R: Yes.

53:33 S: Yeah. Teachers will make the like language learning interesting but then [unintelligible].

R: Okay.

S: Like I’ve forgotten what I was going to say. Wait it’s good to have a French teacher who or the language teacher who like if you don’t understand something they take the time to explain it instead of just saying okay you don’t understand, we’ll go back later and they never go back to it.

54:00 R: Did anyone? No. So you said that’s good to have a good teacher but how do you know the teacher is good?

S: If you enjoy your lessons and you feel good about doing things [unintelligible].

R: Yes. Someone [unintelligible]

S: Well everyone learns differently, they [unintelligible] and so you need to be able to know you’re learning more.

R: Yes.

54:27 S: Contradicting that if you like the teacher and enjoy the lessons it’s more maybe you learn a lot and then like you [unintelligible] experience.

R: So even if you don’t like the teacher [unintelligible].

54:45 S: Like it’s you sorry

R: Go for it.

54:49 S: You learn a lot when the teacher is nice and respects how you learn and you so like you can feel free to go up to them and talk to them

R: Yeah.

S: Well I kind of agree with Annie. Like if you actually learn something in the classes but I also think that it’s good if you like the teacher so that you’re actually enjoying learning.

55:16 S: I think the teacher has to have a certain amount of enthusiasm because if they come into class (laughter) my teachers come into class and they act like this is the worst day of their life and I don’t feel like I learn anything from that. Whereas teachers who come in and feel excited to teach you this and this and this, then I find I learn more and enjoy it more.

T: Can I can I just ask you a quick oh sorry just the question to say sorry, you go ahead!

R: Yeah.

55:39 S: Oh okay. I was just going to say if like the teacher’s flexible and they know how you want to learn like individually, sort of like they sort of, not exactly how you would learn but close so you can understand.

T: Is this in languages or do you think this for all your subjects? Is it more important that you like your language teacher, that they listen to you and understand you, or is it all teachers, all subjects? This is interesting.

56:08 S: I think it's personally I think it's more languages because languages are very hard for me to pick up because it's completely foreign whereas like maths and English you have a basic understanding even without the teacher. Without a teacher like in language you would be completely lost.

56:20 S: I think that you should like your teacher and they challenge you like the same way we are talking about in every subject. Yeah. Because it helps you.

56:33 S: I agree with Koshi like [unintelligible] to a certain point the teacher needs to challenge you [unintelligible] like scary.

S: Really.

S: But they have to like you want them to like come in and then just they you can tell [unintelligible], so.

T: Okay. Do we have one more?

57:00 R: Yeah. Now going very specific, your French teacher, you all seem to love her, why? Yes. Go for it.

S: Because she teaches us in like interesting ways. Like she doesn't always make us do text book work, like sometimes it's games and

memorising things. So it's like more interesting than just say like learning maths and just writing stuff down all the time.

R: Yes.

S: She's enthusiastic when she speaks with us.

R: Yes.

S: I've forgotten. She if you get something wrong She like goes over it with us, she helps.

57:39 S: Well she like instead of [unintelligible] she's like teaching us fun little facts as well [unintelligible]. (the bell rings)

R: Yes.

57:48 S: She doesn't force us to work.

R: She doesn't force you.

57:55 S: [Unintelligible].

58:13 R: Right. Thank you.(lesson ends)

Appendix C: Year 7 Class B interview transcript

Date: 31st May 2010

Time: end of the lesson

Venue: classroom

R: Researcher

S: Students

T: Accompanying teacher

A: The class teacher

52:33 T: (enters)

53:07 S: (into the recorder) I like this teacher you say the right things and she gives you

chocolates (horse like laughter)

53:22 A: (leaving the classroom) Aurevoir les filles (Goodbye girls)

Ss Aurevoir madame (Goodbye, Madame)

53:42 R: OK (decisive tone)

T: Shhhh

R: Girls if the four of you would you like to come a bit closer because I have recorders on the three desks and otherwise I may not (loud laughter) catch what people would like to say. If you would like to come for example right here

54:00 R: OK now

Ss Chocolates!!!

R: Anyone who makes too much noise will not get one

Ss Ooohh!!!

R: I will have to eat all of them

S: Oh my god!

54:14 R: Now you probably have heard that I am here for I am doing a research on how to teach languages well like your are doing in your school and you all are excellent in class and you are doing a really good job I would like to hear your thoughts on language learning

53:20 R: So I would ask you a few questions and if you would like answering put up your hand good ok

53:27 R: First of all why do you think we need to

learn languages yes

53:33 S: (laughter) well cause if you're older and you work in a job that has like gonna do with learning in other countries then they need to learn that language

R: Yes

53:47 S: It's always good to have another language

R: Why is that?

S: (laughter) amm (laughter) amm cause like you would be able to pronounce the words and

R: Yeah

54:02 S: It stretches your brain

54:07 S: It looks good on your CV and and also if you wanna like it's good if you wanna travel

R: Yes

S: Yes

54:25 S: You will be able to communicate with others

R: Yes

S: Oh I would say if you wanna go on holiday

S: (unclear) and if you have friends

S: and also it would be interesting to find out about other people's heritage, language

R: Cultures?

S: And cultures

R: Yes absolutely

S: You widen your vocabulary and you understand more about the world

54:44 R: (unclear) so next question when you are continuing your language next year what makes you continue it what is the main

reason that you would choose a language and keep going?

S: =cause it's fun and you (pause) might need it in the future

R: Yes

55:07 S: Cause you might wanna learn about it

R: Continue learning yes

S: Like you (unclear)in English (laughter)

S: So that you are able speak to know that you can speak more than one language

R: Yes

S: I forgot what I was gonna say

R: That's alright it comes back to you

S: It's cool like you can translate and stuff (laughter)

55:33 S: Maybe cause you can get a wider general knowledge and you understand more about the world's languages

R: so like for example you are saying that you would get a bigger brain

Ss Yeah

S: It stretches it

R: To stretch your brain that's a very good expression

S: Well you don't wanna when you are an adult you don't want to look back and say ooh I wish I did that because sometimes that sort of thing isn't available and the opportunities are ripe in time and also because if you can if you do well in it and

if you do it for HSC you can earn more marks

R: Yeah because there is a bonus point system for languages that's true (unclear)

56:11 S: If you keep learning French and then you can on an exchange to France

R: That would be difficult without language

S: Yeah

56:20 R: Ok now specifically your class you seem to enjoy it a lot. Why?

S: We are fun class.

S: We have a fun teacher.

R: Yes? (giggle)

S: It’s just how we learn French. When we have difficulty we help each other

R: Yeah

56:44 S: And it's cause our class is more encouraging and we like to make our more fun rather than saying oh I can't pronounce this or anything and also because she encourages us to play games like bingo (whole class laughter)

56:57 S: Amm like (laughter continues) what was the question again? Oh yeah oh it's fun because like some of the girls in this class like in your group outside and you like can have more fun with it like

57:16 R: So I hear a word fun a lot.

Ss Cause it is fun!!! Cause it's fun!

S: (unintelligible) we are comfortable so it's more fun

57:28 So I hear fun and teacher can you put them

together? Why [is this teacher fun?

Ss Fun teacher]!!!!

R: Fun teacher

Ss Yeah!!!

57:35 R: What makes a teacher fun?

Ss Nice. She’s nice

57:37 S: When they're nice you also tend to learn better if you have a nice teacher like if you have like just for an example if you had a horrible Maths teacher you like I'm not saying that my Maths teacher is horrible she's really nice but say you had a horrible Maths teacher you there's a big chance you probably wouldn't do very well in that sort of thing cause you turned to zone you tried to not zone out but if it'd get to the point where they be so mean that you don't wanna do it anymore yeah with French and all other languages usually the teachers are pretty good and you'd just wanna keep going with it

R: Yep

S: The teacher knows how you learn and if you don't finish your homework then they'll understand you

R: Yeah

(unclear)

S: If like she's fun because she like kind of teaches in a fun way like no

R: Boring

S: Not in a boring way

58:41 S: she like teaches that (unclear) she goes over it

58:52 S: Amm well she's accepting of if we make mistakes and she doesn't really make us like so strict even though she is kind of more feral.

R: Strict but she (unclear)

S: Yes she is very strict but she is (unclear)

59:27 S: She does not make us put our head down and copy everything from the book she (unclear) She makes us do some performance rather than writing things down and memorising it all

59:36 S: And play bingo

S: She lets us play bingo (laughter)

59:50 S: She also not every teacher lets you know she doesn't pop up with tests and stuff she like (laughter) she lets you know when the test is she gives you the books to study and she lets you like study more

S: Every teacher does that though

S: Not every teacher

01:00:02 S: Like she gives you messages that you forget to write it down and she goes oh tres bien (oh very well)

(laughter)

01:00:13 R: Ok last question your choice of language for next year what is it that is influencing you the most? Is it friends, parents, is it that you choose a language you want to do, is it the teacher and if so why?

S: Actually I think I will pick French because it's easier like mandarin is really hard

R: So you have done it?

S: Non I already know it (unclear) because of the alphabet

S: Based around English (the bell rings)

S: For me it's like my family my brother did French my mum did French and it's really cool because I look forward to learn the language

S: (unclear) I want to learn more about the language and travel

01:01:29 S: Amnk I think Italian because I've already learnt it for two years yeah

R: Yeah so you already know it better you think

S: Yeah and it's easy!

R: Ok you

S: Oh I just gonna say I'd like to continue French because it's more like I'm gonna use it more often than Japanese or something

R: Thank you girls

01:01:58 T: Well done girls see you Wednesday

Appendix D: Two question survey

What was the main reason you chose to continue (or not) French in Year 8?

.....

.....

.....

What influenced your decision the most?

.....

.....

.....

Appendix E: Year 8 Class A interview transcript

16th March 2011

Researcher: I only have three questions. If you feel you would like to answer, just speak up. I have one recorder here and one over there, so I can catch ...

Now, you've all made a decision to study French also this year. I know you could opt out last year. I've liked to share your wonderful lesson, I must say. Now, my question is, are you still happy with your choice?

SS: Yeah.

Researcher: And, if you are, why? If you're not, why not? I can already see people nodding. Yes. So, why are you still happy with it? Yeah.

S1: It's fun.

Researcher: It's fun.

S2: It's interesting.

Researcher: Interesting, yes.

S3: I like learning a different language.

Researcher: Yes.

S4: I want to go to France one day.

Researcher: Okay.

S5: Yeah, we actually learn something.

Researcher: You actually learn something. That's a good point, yes. Sorry?

S6: Good experience.

Researcher: Good experience, yes.

S7: Every lesson is different.

Researcher: You do something new every lesson. Yes.

S8: I enjoy it and, two years in a row, I've had good teachers.

Researcher: Okay. Yes.

S9: It's challenging.

Researcher: Challenging. You mean in a ...

S9: Good way.

Researcher: Good way, yes.

S10: It's good, but there's lots to learn.

Researcher: Okay, yes. Some of the other girls have said that earlier as well. Yes.

S11: [unintelligible 1:03:24.6].

Researcher: Okay. Yes.

S12: It's better than the other subjects.

Researcher: Okay. How do you know about [unintelligible 1:03:31.8].

S12: Oh, because, like, I didn't want to [unintelligible 1:03:34.6].

Researcher: Okay. Is there anyone who regrets they chose French, to continue? That's an excellent score for the teacher. Two more questions. How has the teacher [SL in attitude 1:03:50.3]? Has the change been positive? Negative? Doesn't really matter?

S5: [unintelligible 1:03:57.2]

Researcher: What do you mean?

S5: Oh, because there's more activities. Like, she's a bit more organized, I'd say.

Researcher: More organized. Yes.

S6: It is more fun.

Researcher: Okay. More fun. Yeah?

S2: She like speaks some French in class.

Researcher: Speaks more French [unintelligible 1:04:14.0]. Yes?

S132: [unintelligible 1:04:15.9].

Researcher: You did like your own teacher better.

S13: Yes.

S14: She, like set us quizzes. So, like, we can, like [unintelligible 1:04:22.2].

Researcher: Okay.

S14: She explained it better.

Researcher: Explains it better. Last question. Do you think you'll continue in Year 9?

SS: Yes.

Researcher: Why?

S5: Because we're working on exchange.

Researcher: Because you have to learn a language?

Female: [unintelligible 1:04:34.5].

Researcher: Yeah, okay. Thank you, girls. Excellent.

S13: I don't really, like, regret.

Researcher: Say again?

S13: I don't really regret it, but I just don't like it as much as last year.

Researcher: Right. Because of you, because of your teacher, because?

S13: Probably the teacher.

Researcher: The teacher.

S13: I just like the way my old teacher taught it.

S15: Yeah, our teacher last year was really good.

Researcher: Do you think that would change your opinion of continuing next year.

S15: Yeah, but I want to continue because of exchange.

S13: Yeah, I want to [unintelligible 1:05:9.6] exchange.

Researcher: So, you would put up with the teacher if you can get your exchange happening?

S13: Yeah.

Researcher: Right, but doesn't that also affect how you learn it? I mean, do put this effort in more?

Female: Yeah.

S13: I don't want to start, like, taking as many, like, you know, six other classes, but, it's good now, I guess.

Researcher: What do you think?

S15: Sorry, what was the question?

Researcher: I mean, does that affect how much you prepare, how well you learn, that you don't really ... or you compare the teacher?

S15: I think it does.

Researcher: Yeah.

S15: Compared to some of the other classes. Like, my friend's class, she'd written a lot of notes already, like, and done all that stuff. They have done a lot of stuff or French lessons or something. I don't know.

Researcher: Hmm. Right.

S13: And then she does expect a lot of us. Like, we do get a lot of work, but it's kind of work that [unintelligible 1:05:59.1].

Researcher: You mean this teacher?

S13: Yeah. This teacher. She does give us a lot of things, but it's still fun, so.

Researcher: Okay. I guess it also depends on what was your relation with your previous teacher. How much did you like your previous teacher. Thank you, girls. All the best.

Appendix F: Year 8 Class B interview transcript

30th March 2011

Interviewer: Girls, I am mindful of the time, because I know you need to go to your lunch, but I just have basically one question. I would like to know if you are still happy with your selection of French for your Year 8 language and if you are, why, and if you're not, then why not? So, yes I'm trying to catch you, so I'll probably push this into your face, yes...

S1: ...oh okay, yeah, I thoroughly enjoy French, it's just a lot of fun and it's quite different for Year 8, we're not doing as much grammar, I think from Year 7...

Interviewer: ...yes I know, yeah...

S1: ...yeah cause in Year 7, I know we did a lot of grammar and I'm beginning to learn French and so yeah, it's a lot different and I guess, also they expect a lot more from us, which, like it's good, it challenges us and it's very enjoyable.

Interviewer: ...okay...

S1: ...it's good...

Interviewer: Okay. Anyone else, yes?

S2: Amm I like French just cause like, if I ever go to France, I wanted to be able to speak French and plus it's also fun...

Interviewer: ...yeah, yeah, yeah...

Female: ...everyone.

S3: I think the lesson plans are great and we do really fun subjects, which kind of paves with everything else in a school life...

Interviewer: ...yeah...

S4: I like it now cause they've been more, like getting more advanced, into like which and...

Interviewer: ...okay, yes?

S5: The French culture is such a big variety of stuff, that it's really fun to learn about all the different

Interviewer: Sounds very positive, yes?

S6: Well I like French now because, and it's better than last year, because last year there would be people that didn't want to do it and weren't really into it, and now because everyone's chosen it as an elective, it's really fun, it's a lot better.

Interviewer: Sounds good, yeah to do, you have the same thoughts, anyone else? Anyone unhappy? She's not listening, you can say it...

Teacher: ...okay I'll block my ears.

Interviewer: Okay, well that's really, really positive, so do you think you will continue in Year 9?

SS (almost all): Yes!

Interviewer: Year 10?

SS (most): Yes!

Females: Yeah...

Teacher: ...may be too advanced in Year 10...

Interviewer: ...okay, do you hope to have the same teacher in Year 9?

SS: Yes...

Interviewer: Do you hope to have the same girls in Year 9?

Teacher: I hope so.

Interviewer: Okay, well thank you girls, that was a very nice lesson to watch, thanks.

Females: Thank you...

Appendix G: Information sheet for students

MACQUARIE UNIVERSITY

Department of Education
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109

Phone +61 (0)2 9850 8704
Fax +61 (0)2 9850 8674
Email tepinfo@mq.edu.au

STUDENT INFORMATION SHEET

Research Project: **The French language in NSW: Its Past, Present and Future**

What makes learning French worth a while?

You are invited to participate in a study of languages learning and teaching in NSW high schools. The purpose of the research is to investigate language study in the secondary schooling years. The aim is to explore why some students choose to continue learning languages while others do not. The findings of this study will give useful insights on language learning and teaching for teachers and learners alike.

If you decide to come along, you will be discussing language learning in a group interview with your peers and I will be observing and recording the French languages classes where you participate throughout the year for the purpose of later analysis.

Before each recording session I will ask you if you are ready to participate. You are free to opt out at any time without having to give reasons for it.

The participation has no danger involved – you are in no risk at any time.

Personal details that I will gather in the course of the study are confidential. You will not be identified. Only I and my supervisors will have access to the data. Feedback and recorded interviews will be available to you if you upon request.

Recordings will take place in Terms 2-4 of 2010 and in Term 1 of 2011 in your school.

To participate in the study, take the following paperwork to your parents to sign and bring the signed consent form back to your teacher!

I am looking forward to working with you!

Ms Signe Ernist
The Chief Investigator
Contact telephone number: 9850-8633
Contact email: signe.ernist@students.mq.edu.au

Appendix H: Information sheet for parents

Department of Education
Faculty of Human Sciences
MACQUARIE UNIVERSITY
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Email tepinfo@mq.edu.au

PARENT/CAREGIVER INFORMATION SHEET

Research Project: **The French language in NSW: Its Past, Present and Future**

Your child is invited to participate in a study of languages learning and teaching in NSW high schools. The purpose of the study is to investigate language study in the secondary schooling years. This research will attempt to analyse current language pedagogies in their interactional accomplishment, providing implications for improving teaching and learning in such contexts. Benefits to teachers and students manifest in a greater awareness of the processes involved in learning and teaching activities of the foreign language classroom.

The study is being conducted by Ms Signe Ernist (Chief Investigator) of Macquarie University Department of Education (contact phone number: 9850-8633; email: signe.ernist@students.mq.edu.au) to meet the requirements for the degree of Doctor of Philosophy in Education under the supervision of Dr David Saltmarsh (contact phone: 9850-8798) of Macquarie University Department of Education

Your child will be asked to participate in a group interview about language learning together with his/her language lessons observed by the researcher. Interviews and classroom interaction will be audio recorded for the purpose of analysis.

Your child's participation in the study is completely voluntary – you are not under any obligation to consent. Your child may withdraw from the study at any time – or you may withdraw your child from the study – at which point all written and audio records of your child's participation will be destroyed. Your child's withdrawal from this study will in no way affect his/her academic standing or relationship with the school. Your child's additional verbal consent will be obtained each time the data collection sessions are undertaken.

Your child's safety will not be compromised at any point. The study does not involve harmful procedures.

All aspects of this study, including the results, will be strictly confidential and only the researchers will have access to information about participants. A report of the study will be submitted for publication but individual participants will not be identifiable in any reports. A newsletter will be provided for participating students and parents. There are no personal remunerations involved.

This project involves audio recordings of participants' talk. These recordings will be collected in Terms 2-4 in 2010 and in Term 1 of 2011 in your child's school. The data will be accessed by Chief investigator and her supervisors. It will be stored in the chief investigator's locked office in a locked filing cabinet for 5 years after which it will be destroyed. If you have any concerns about what has been recorded, you may access recordings of your child's talk within

the period of storage by contacting the Chief investigator. You may ask to exclude recordings of your child's talk from the study.

When you have read the information, the Chief Investigator, Ms Signe Ernist will discuss details with you and answer any questions you may have. If you would like to receive further information, please contact:

Ms Signe Ernist (Chief Investigator) contact telephone number: 9850-8633

contact email: signe.ernist@students.mq.edu.au

Dr David Saltmarsh (supervisor) contact telephone number: 9850-8798

THANK YOU!

This information sheet is for you to keep. Your child has also been given information about this project.

Signe Ernist 2010 *Macquarie University*

Appendix I: Consent form for parents

Department of Education
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109

Phone +61 (0)2 9850 8704
Fax +61 (0)2 9850 8674
Email tepinfo@mq.edu.au

PARENT/CAREGIVER CONSENT FORM

(Participant's copy)

Research Project: ***The French language in NSW: Its Past, Present and Future***

I (*print name*)…….....give consent to the participation of my child

(*print name*) …….....in the research project described above.

TITLE OF THE PROJECT: **The French language in NSW: Its Past, Present and Future**

CHIEF RESEARCHER: Ms Signe Ernist of Macquarie University Department of Education

contact telephone number: 9850-8633

email: signe.ernist@students.mq.edu.au

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me and any questions I have about the project have been answered to my satisfaction.

2. I have read the Parent / Caregiver Information Sheet and have been given the opportunity to discuss the information and my child's involvement in the project with the researchers.
3. I have discussed participation in the project with my child and my child assents to his/her participation in the project.
4. I understand that that my child's participation in this project is voluntary; a decision not to participate will in no way affect their academic standing or relationship with the school and they are free to withdraw their participation at any time.
5. I understand that my child's involvement is strictly confidential and that no information about my child will be used in any way that reveals my child's identity.
6. I understand that audio recordings will be made as part of the study. These recordings will take place in Terms 2-4 in my child's school.

Activities are as follows: a) participation in a recorded French language lesson;

b) participation in a recorded group interview about language learning.

Parent / Caregiver Signature: _____Date:

Investigator's Name: _____

Investigator's Signature: _____ Date:

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Ethics Review Committee through its Secretary (telephone 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Signe Ernist 2010 *Macquarie University*

Appendix J: Information sheet for school principal

MACQUARIE UNIVERSITY

Department of Education
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109

Phone +61 (0)2 9850 8704
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Email tepinfo@mq.edu.au

SCHOOL PRINCIPAL INFORMATION SHEET

Research Project: **The French language in NSW: Its Past, Present and Future**

Your school is invited to participate in a study of languages learning and teaching in NSW high schools. The purpose of the study is to investigate language study in the secondary schooling years. This research will attempt to analyse current language pedagogies in their interactional accomplishment, providing implications for improving teaching and learning in such contexts. Benefits to teachers and students manifest in a greater awareness of the processes involved in learning and teaching activities of the foreign language classroom.

The study is being conducted by Ms Signe Ernist (Chief Investigator) of Macquarie University Department of Education (contact telephone numbers: 9850-8633 and 0424-574-004) to meet the requirements for the degree of Doctor of Philosophy in Education under the supervision of Dr David Saltmarsh (contact phone: 9850-8798) of Macquarie University Department of Education.

With your consent, the students of French in Year 7 and their teachers will be asked to participate in interviews about language learning, and a Year 7 French language class will be observed over a period of Term 2-4 in 2010. Follow-up interviews will be conducted with the same students in Term 1 of 2011. Data will be collected via recording the interview talk and classroom interaction for the purpose of later transcription and analysis.

All aspects of this study, including the results, will be strictly confidential and only the researchers will have access to information about participants. A report of the study may be submitted for publication but individual participants will not be identifiable in such a report.

There are no personal remunerations involved. This project involves no harmful procedures.

The audio recordings will be stored securely and will accessed only by the Chief investigator and her supervisors for the purposes of transcription and analysis.

If you have any concerns about what has been recorded, you may access recordings within the period of storage by contacting the Chief investigator. You may ask to exclude any recordings featuring your staff and students from the study.

When you have read the information, the Chief Investigator Ms Signe Ernist will discuss details with you and answer any questions you may have. If you would like further information, please contact:

Ms Signe Ernist (Chief Investigator) contact telephone numbers: 9850-8633 and 0424-574-004; contact email: signe.ernist@students.mq.edu.au

Dr David Saltmarsh (supervisor) contact telephone number: 9850-8798

THANK YOU!

This information sheet is for you to keep.

Appendix K: Consent form for school principal

Department of Education
Faculty of Human Sciences
MACQUARIE UNIVERSITY
NSW 2109
Phone +61 (0)2 9850 8704
Fax +61 (0)2 9850 8674
Email tepinfo@mq.edu.au

SCHOOL PRINCIPAL CONSENT FORM (Participant's copy)

Research Project: ***The French language in NSW: Its Past, Present and Future***

I (*print name*)……..... the Principal of

..... (*school name*) give a consent for my school to participate in the research project described below.

TITLE OF THE PROJECT: **The French language in NSW: Its Past, Present and Future**
CHIEF RESEARCHER: Ms Signe Ernist of Macquarie University Department of Education

contact telephone numbers: 9850-8633 and 0424-574-004

contact email: signe.ernist@students.mq.edu.au

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me and any questions I have about the project have been answered to my satisfaction.

2. I have read the School Principal Information Sheet and have been given the opportunity to discuss the information and my school's involvement in the project with the researcher.

3. I understand that that my school's participation in this project is voluntary.

4. I understand that my staff and students involvement in the study is strictly confidential and that no information will be used in any way to reveal their identity.

5. I understand that audio recordings will be made as part of the study. These recordings will take place in Terms 2- 4 of 2010 and Term 1 of 2011 in my school.

Principal's Signature: _____Date:

Investigator's Name: Signe Ernist

Investigator's Signature: _____ Date:

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Ethics Review Committee through its Secretary (telephone 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Signe Ernist 2010 *Macquarie University*

Appendix L: Information sheet for teachers

Department of Education

Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109
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LANGUAGE TEACHER INFORMATION SHEET

Research Project: **The French language in NSW: Its Past, Present and Future**

You are invited to participate in a study of languages learning and teaching in NSW high schools. The purpose of the study is to investigate language study in the secondary schooling years. This research will attempt to analyse current language pedagogies in their interactional accomplishment, providing implications for improving teaching and learning in such contexts. Benefits to teachers and students manifest in a greater awareness of the processes involved in learning and teaching activities of the foreign language classroom.

The study is being conducted by Ms Signe Ernist (Chief Investigator) of Macquarie University Department of Education (contact phone: 9850-8633; email: signe.ernist@students.mq.edu.au) to meet the requirements for the degree of Doctor of Philosophy in Education under the supervision of Dr David Saltmarsh (contact phone: 9850-8798) of Macquarie University Department of Education.

With your permission, your language lessons will be observed and interactional data audio-recorded by the researcher over a period of time. You will then be asked to participate in an interview about language learning and teaching. The interview will be recorded for the purpose of later transcription and analysis. Data will be stored in the chief investigator's locked office in a locked filing cabinet for 5 years after which they will be destroyed.

Your safety will not be compromised at any point. The study does not involve harmful procedures.

Your participation in the study is completely voluntary – you are not under any obligation to consent. You may withdraw from the study at any time at which point all written and audio records of your participation will be destroyed. Your withdrawal from this study will in no way affect your academic standing or relationship with your school. Your additional verbal consent will be obtained at the time the data collection is undertaken.

All aspects of this study, including the results, will be strictly confidential and only the Chief investigator and her supervisors will have access to information about participants. A report of the study will be submitted for publication but individual participants will not be identifiable in such a report. There are no personal remunerations involved.

If you have any concerns about what has been recorded, you may access recordings within the period of storage by contacting the Chief investigator. You may ask to exclude any recordings featuring you in the study.

When you have read the information, the Chief Investigator Ms Signe Ernist will discuss details with you and answer any questions you may have. For further information please contact:

Ms Signe Ernist (Chief Investigator) contact telephone numbers: 9850-8633 and 0424-574-004; contact email: signe.ernist@students.mq.edu.au

Dr David Saltmarsh (supervisor) contact telephone number: 9850-8798

This information sheet is for you to keep.

Signe Ernist 2010 *Macquarie University*

Appendix M: Consent form for teachers

MACQUARIE UNIVERSITY

Department of Education
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109

Phone +61 (0)2 9850 8704
Fax +61 (0)2 9850 8674
Email tepinfo@mq.edu.au

LANGUAGE TEACHER CONSENT FORM (Participant's copy)

Research Project: *The French language in NSW: Its Past, Present and Future*

I (*print name*)…….....give my consent to participate in the research project described above.

TITLE OF THE PROJECT: The French language in NSW: Its Past, Present and Future

CHIEF RESEARCHER: Ms Signe Ernist of Macquarie University Department of Education

contact telephone numbers: 9850-8633 and 0424-574-004

contact email: signe.ernist@students.mq.edu.au

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me and any questions I have about the project have been answered to my satisfaction.
2. I have read the Information Sheet and have been given the opportunity to discuss the information and my involvement in the project with the researcher.
3. I understand that that my participation in this project is voluntary; a decision not to participate will in no way affect my academic standing or relationship with my school. I am free to withdraw my participation at any time.
4. I understand that my involvement is strictly confidential and that no information about me will be used in any way to reveal my identity.
5. I understand that audio recordings will be made as part of the study.

Language Teacher Signature: _____Date:_____

Investigator's Name: _____

Investigator's Signature: _____ Date: _____

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Ethics Review Committee through its Secretary (telephone 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Signe Ernist 2010 *Macquarie University*

Appendix N: Sample of classroom observation field notes

5 lessons per fortnight
65 minutes each
Books belong to students – they have purchased them
Homework every lesson
Tapis volant

Monday, 3rd May 2010

Lesson 1

Year 7 11.50 – 12.55

23 girls

Seated in groups of 5-7

Korge ruum, palju ohku ja liikumisruumi

Lesson starts by students being in class – this seems to be their homeroom with their lockers in there – and standing up when teacher enters – Bonjour, les filles! Bonjour, Madame!

Recording starts:

a) The homework check – students quieten down automatically when teacher speaks – teacher walks around and looks at students' books

Teacher uses a lot of French

b) Girls are invited to the board to write down answers to homework – all at the board at the same time – they already have a lot of language at the beginning of Term 2 (negation des verbs)

girls correct homework in their books together with teacher

c) teacher takes roll in French

d) teacher says 'next we use book' – everybody opens it automatically

e) girls put hands up to talk

f) teacher writes on board, girls copy in silence (prepositions à, en, au, aux)

➢ NO TIME WASTED ON CLASS MANAGEMENT

Rules for *habiter* – teacher writes on the board some examples **using different colours**

Then asks girls to state the rule by synthesising what they notice – they have done it before but not written down the rule, just given examples

One girl at my table explains to the other that Chine is a country, teacher comes closer, and says OK I understand what is going on – so no talk out of turn expected except on task talk

g) about 40 minutes into lesson the writing stops and fun and games begin

aux etats unis sliding z – laps saab haalduse eest stickeri

Lesson structure is classical:
Homework checked
One topic explained – written down together
Then girls do exercises on their own – task talk allowed
Check all together
Games or practice
Homework given and explained

Verb table vihiku taga – empty slots for all persons – 4/6 per page

Kaemargid isikute jaoks – naiteks pool vuntsi on il, kaks poolt ils, pikad juuksed elle ja ells jne/

g 1) write down homework in diary – explains quickly and says they will be able to complete it on their own

game: 5 teams of girls

voivad kaia ringi, raakida juttu, seista pysti jms

kaardid maade ja linnade nimedega – peab ytlema kes kus elab koos oigete eessonadega

koik tegutsevad hoolega

lopuks yks groupist toob kaardid tagasi

Appendix O: Tally of Year 7 survey responses

Continuing students (24)			
Main reason	Times mentioned	Main influence	Times mentioned
I enjoy/ed learning it	8	My parents	4
Would love to speak another language and learn about culture	6	I like learning about different cultures	3
French is fun	5	To learn a language	2
Good to learn another language, useful	4	Good opportunity / subject to study in Year 8	2
An interesting language	4	Travel to France	2
A good language to learn	3	Have already learned it so makes sense to continue	2

Easier to learn as we have already started	3	Can communicate with locals if I go to France	2
I might want to live or travel in France	3	My mum and brother speak it and can help me	2
Lovely language	2	My teacher	2
A common language	2	French has a nice sound	1
I love languages	2	It is a great language	1
I like the language	2	It is good knowledge	1
Easier than Japanese	1	So I can speak French	1
My parents want me to learn a language	1	You get to sing and dance in Year 8 (French)	1
I love the sound of it	1	Easier than Japanese	1
French is the first language I have really felt passionate about	1	If I quit now I would regret it in Year 8	1
Family speaks French and lives in France	1	It will be hard to learn another language	1
I loved travelling to France three years ago	1	Have learnt it from very young age and it is familiar to me	1
My babysitter speaks it	1	It is useful in outside world	1
I want to go on French exchange when older	1	I would like to continue until Year 12	1
I want to be fluent by the time I got o France next year	1	My family does not speak it so I can help when we travel	1
I wanted to improve my French	1	So I could be confident if I go to France one day	1
I am interested in the culture	1	My own decision	1
		My friends	1
		How I am doing in French now	1
		Laziness	1
Discontinuing students (19)			
Main reason	Times mentioned	Main influence	Times mentioned
French will not help me	4	My family / parents	3

progress in jobs / in the future			
I am not interested in French because I did it in Primary school / for a long time	3	My interests / I enjoy reading Japanese manga	3
I don’t want to learn another language because it is too hard	3	My long term plans do not involve French	2
I did not enjoy it / as much as other subjects	2	The future occupations / jobs in the life ahead	2
It is harder than other subjects	2	It is hard / I was not getting it	2
I don’t really like it that much	2	I don’t really like to learn French	2
Availability of other languages	2	I did not enjoy it	2
I always wanted to do Japanese	2	What I eat and do revolves around some Japanese things	1
I already know another language	1	I like Japanese better and don’t want to do two languages	1
The chance of getting a very mean teacher	1	Learning a different language that I don’t know	1
There are other subjects I want to do	1	Limited amount of subjects you can do	1
The general structure of the Year 8 French course	1	I wanted to do more fun subjects	1
I am not a language sort of person	1	I thought I would not be able to cope	1
It is boring	1	All the grammar	1
		I prefer other languages	1
		My mother language	1
		I was not getting much help	1
		My sister	1
		My sister already learns French	1

Appendix P: Teacher and student use of target language (French)

Context	Lesson stage	Teacher use of French	Student use of French
Administrative	At the start of a lesson	*Bonjour, les filles!* (tr.: Hello, girls!) *Ça va bien?* (tr.: How are you?	*Bonjour, madame!* (tr.: Hello, Madame!) *Ça va.* (tr.: Fine.)
	Roll marking	*Elle n'est pas là?* (tr.: She is not here?) *Absente?* (tr.: Absent? *Merci, les filles! Merci beaucoup!* (tr.: Thank you girls! Thank you very much!)	*Présente!* (tr.: present)
	Introduction of learning tasks	*Attention! Quelle est la date aujourd'hui? C'est vendredi aujourd'hui? Vendredi? Qu'est-ce que c'est alors? Vous avez écrit la date?* (tr.: Attention! What date is it today? Is it Friday today? Friday? What is it then? You have written the date?) *C'est lundi le trois mai deux mille dix* (tr.: It is Monday 3rd of May 2010) *Un autocollant?* (tr.: A sticker?)	*Lundi* (tr.: Monday)
	At the end of the lesson	*Merci beaucoup, les filles! Aurevoir!* (tr.: Thank you very much, girls! Good bye!)	
Procedural	Homework check	*Alors attention les filles! Qui va faire la correction qui va faire la correction pour B!? Qui va faire B? Viens Sasha B!* (tr.: So attention girls! Who will do the	

		correction who will do the correction for B!? Who will do B? Come Sasha B!) *Des questions, les filles?* (tr.: Questions, girls?) *Merci beaucoup! Les filles, les stylos dans la boîte!* (tr.: Thank you girls! Pens to the box!)	
	Introduction of learning tasks	*Qu'est-ce que c'est?* (tr.: What is it?) *Très bien!* (tr.: very good / well done) *Excellent!* (tr.: excellent) *Alors c'est bon, attention! Voilà!* (tr.: So it is good, attention! Here we go!) *Regardez l'example!* (tr.: Look at the example!) *Pourquoi?* (tr.: Why?) *Vous comprenez? Oui, une question?* (tr.: You understand? Yes, a question?) *Le cahier d'exercice! Vite, vite! Cahier d'exercice, s'il vous plait! A la page 28*. (tr.: Exercise book! Quickly, quickly! Exercise book, please! On the page 28.)	
	Practice	*Fermez les livres!* (tr.: Close the books!) *Vous êtes prêtes?* (tr.: Are you ready?) *Fini, les filles?* (tr.: Finished, girls?)	

Pedagogical: form-and-accuracy	Introduction of learning tasks	*Une idée, Masha?* (tr.: An idea, Masha?) *J'habite à St Ives* (tr.: I live in St Ives) *J'habite à Wahroonga. Très bien!* (tr.: I live in Wahroonga. Very good!) *Elle habite à Perth. Excellent! Très très bien!* (tr.: She lives in Perth. Excellent! Very very good!) *La Nouvelle Calédonie? La. C'est féminin. Oui. Féminin.* (tr.: New Caledonia? The. It's feminine. Yes. Feminine.) *Les jours de la semaine* (tr.: The days of the week?) *Les nombres de zéro à vingt* (tr.: numbers from zero to twenty) *Zéro avec un accent aigu d'accord?* (tr.: Zero with an accent on 'e' agreed?) Sounds out numbers from one to ten in French. *S'il vous plait vite vite!* (tr.: Please quickly quickly!) *Ça va bien?* (tr.: Is it going well?) *Ensemble, d'accord?* (tr.: all together, agreed?) *Ecrivez!* (tr.: Write!) *Répétez après moi, s'il vous plait!* (tr.: Repeat after me, please!) *Qu'est-ce que c'est que ça?* (tr.: What is it?) *Les mois de l'année* (tr.: The months of the year)	*J'habite à St Ives* (tr.: I live in St Ives) *J'habite à Wahroonga* (tr.: I live in Wahroonga) *Elle habite à Perth* (tr.: She lives in Perth) *Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche* (tr.: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) The girls sound out the numbers in French The class sounds the numbers from zero to ten together with the teacher The class sounds the numbers from eleven

		sounds out all twelve months *Vous êtes prêtes?* (tr.: Are you ready?) *Fini, les filles?* (tr.: Finished, girls?	to twenty together with the teacher Students individually sound out the targeted numbers The students repeat the months after teacher
	Practice	*Oui*, name! (tr.: Yes, name!)	*Elle habite à Paris en France* (tr.: She lives in Paris in France): every student repeats the same structure with a different city and/or country
Pedagogical: meaning-and-fluency	Practice	*Oui*, name! (tr.: Yes, name!) *Très bien! Super! Excellent!* (tr.: Very good! Super! Excellent!) *Qu'est-ce que c'est?* (tr.: What is it?)	*J' habite au Japon* (tr.: I live in Japan): every student forms a sentence with a place name she would like to live in *Un petit chien blanc* (tr.: a small white dog): all students take turns to sound out a noun that designates an animal and adjectives that describe it)
Pedagogical: task-oriented (students) procedural (teacher)	Practice	*Trois minutes!* (tr.: Three minutes!) *Encore une minute!* (tr.: One more minute!) *Bon. Retournez à vos places s'il vous plait! Retournez à vos places. Merci beaucoup, les filles!* (tr.: Good. Return to your places, please! Return to your places. Thank you very much, girls!) *Attendez! Un, deux, allez!* (tr.: Wait! One, two, go!)	The students practise the targeted vocabulary such as numbers and months in groups or in pairs, sounding out the French nouns The girls match the parts of words written on cards

Appendix Q: Contexts with lessons stages and typical teacher turn initiations

Context	Lesson stage where introduced	Typical teacher turn initiations
Administrative	Roll marking	OK now with all this rush I didn't do I didn't do the presence OK now can we have a quick look at who is here?
	Introduction of learning tasks	Can you take out your notebooks?
	At the end of student initiated turn sequences	OK, can we go back now to what we were doing?
Procedural	Homework check	Shhh! Remember you had Exercise 13 for today? *Alors attention les filles! Qui va faire la correction qui va faire la correction pour B!? Qui va faire B? Viens Sasha B!* (Tr.: So attention girls! Who will do the correction who will do the correction for B!? Who will do B? Come Sasha B!)
Pedagogical:	Homework check	OK, who's going to tell me? *Oui* (Tr.: yes), Koshi? Who's going to have a go?
	Introduction of learning tasks	*Des questions, les filles?* (Tr.: Questions, girls?)
	Practice	Are you ready? *Vous êtes prêtes?* (Tr.: Are you ready?) *Fini, les filles?* (Tr.: Finished, girls?)
form-and-accuracy	Homework check	What else do you see, girls? Do you see anything else? What else can you see? Do you see what I mean, girls?
	Introduction of learning tasks	What do we use for masculine (feminine; plural)?

	Practice	Does anyone need any help?
meaning-and-fluency	Introduction of learning tasks Practice	*Attention! Quelle est la date aujourd'hui? C'est vendredi aujourd'hui? Vendredi? Qu'est-ce que c'est alors? Vous avez écrit la date?* (Tr.: Attention! What date is it today? Is it Friday today? Friday? What is it then? You have written the date?) Remember…? What are you going to say?
task-oriented	Practice	What are you going to say?

Appendix R: Overview of student initiated turns

Stage of the lesson	Addressing peers	Addressing the teacher
In the classroom, waiting for the teacher to start the lesson	**Self-selection to initiate a sequence** (Lesson 1)**:** S1: Girls, girls, girls! (unclear background chatter) **Self-selection to initiate a sequence** (L1)**:** S2: You know I don't really like learning French. S3: It's kind of demented cause we (unintelligible) **Self-selection to initiate a sequence** (L1)**:** S1: Jess? What's that in your hair? S3: Bhewwww! That's so disgusting!! T: Ok girls shh!!(unclear chatter and laughter) S1: That's so funny! S3: You should see her you should see her face, jess!	None

	S4: And plus Allie you… (unclear background chatter) S3: Jess, say ‘cheese’ to the camera. S4: And plus Allie, you lost my friendship bracelet! S4: The one that said (unclear) S2: But that was broken, it was an accident, it’s not like I did it on purpose. S3: Sure! S1: Give her another one! S4: But you can’t have another friendship bracelet! It’s only one friendship bracelet. S3: You have to look for it. S1: Do you have it Elaine? S2: I don’t need a new one though I’ve got it right in here… S3: Hello. **Administrative context** (L1) **Self-selection to initiate a sequence:** S1: Did we have homework?	
Lesson opening	**Administrative context** (L1) **Self-selection to initiate a sequence:** S3: Where’s Exercise 13? T: You know you can only have one per term. (Teacher approaching and addressing a girl in the group). What happened? S3: Wait, wait when was this? T: This one (pointing at the exercise) S2: I didn’t know we were supposed to do that too… S3: I think I might have been at the hm orthodontist. S1: No that was during the music event. (The teacher has walked away from the group and can be heard talking to other students in the background) (ongoing background chatter) S4: I didn’t put it in my diary (unclear chatter)	**Administrative context** (L3) **Self-selection to initiate a sequence:** T: Do something like this tomorrow I think will be very fine. →S: Do we get to keep it? T: Yes, you can keep it. →S: Like can we have it in chapel? T: Are you wanting to … girls? →S: But will it be on our normal seats? T: I think so. Yeah. I’m not sure girls, why don’t you put it in your bible? Do you want to put it in your bible? SS: Yeah.

	… S: See… I did it.	T: Would you feel more comfortable? Look, if you really want to do that I don't think it's a problem only that you know… Why not? Okay. So you just have to remember tomorrow to put it in your bible. Yes. So that's going to be fun. Okay girls. I want to talk to you about the play. Do you remember the play? Do you know when we are going?
Homework check / revision	**Procedural context** (L1) **Self-selection to initiate a sequence:** S3: I'm dropping French. S2: I am too. S3: I am gonna next time I'm doing I'm gonna be doing Fin Lit and art. S2: I want to do Food Tech. S3: No, Food Tech is in Grade nine normally that's why I'm doing Art and Fin Lit. Fin Lit is like learning how to save money and stuff. *Genuine excitement from a student* (L2) **Self-selection to volunteer an input:** S: I know how to count to twenty yehee! *Genuine excitement from a student* (L3) **Self-selection to volunteer an input:** S: Yes!!! I love my numbers!	
Roll marking	**Administrative context:** none	**Administrative context:** none
Intro of new learning tasks		**Procedural context** (L1) **Self-selection to initiate a sequence:** →S: Can't you just write it up? T: I'm sorry? →S: How about you just write it up instead?

		T: I could, but I had it all nicely done for you! This is strange. Is it better? SS: No! **Procedural context** (L1) **Self-selection to initiate a sequence:** →S: Should we copy it down? T: Yeah, but leave a few lines because we want to write the rule on top. **Form-and-accuracy context** (L1) **Self-selection to initiate a sequence:** →S: What's the (unclear) T: 'M' Mudgee S: (unclear) T: Does anyone know Mudgee? S: Yeah.
	Procedural context (L1) **Self-selection to initiate a sequence:** S: What are we writing down?	**Form-and-accuracy context** (L1) **Exploitation of an assigned turn to begin a sequence:** T: … Remember the word when you want to say when you live somewhere? Remember that one? Bella? →B: I have a question about the exercise that we did for homework. T: Ok, yes? B: Amm the for amm for hmm B amm? T: Yes. B: Ammm I don't get how…mmmm why does it go from from j'habite to ammm je n'habite? T: Je this one?

	Self-selection to initiate a sequence (L1)**:** S: Did she just call you Lily? (hardly audible chatter continues through the next teacher turn)	B: Yeah ((some text omitted)) T: Ok. See Lily? The je here is in front of the 'n' now, because we are saying 'not'. And what's 'n'? Is it a vowel? B: No (very silent) T: So you see, you go back to your 'je', do you see what I mean? S: Did she just call you Lily? (hardly audible chatter continues through the next teacher turn) T: Because it's not, it's not that 'a', because remember we ignore the 'h', so we think it's a vowel. Ok, it's in front of the 'n', so we go back to the je. Does that make sense to you? Are you sure, everybody? S: Yeah. T: I'm sure you might not be the only one that had that question, it's a good question. Is that ok everybody? That's why, in case you're wondering. Ok, can we go back now to what we were doing? **Form-and-accuracy context** (L1) **Exploitation of an assigned turn to begin a sequence:** T: For Gordon? Oui. G. Gordon. Anything else? Any other questions? Non? Oui? →S: You know how we shorten 'je habite' to 'j'habite' ? T: Oui. S: Why don't we do that for 'tu'? T: Aaaah, the 'tu'. That's a good question! Do you know what? I know. The 'je' is the only one that we shorten.

		S: And n'habite. T: And the 'n' apostrophe, yes. But the others we don't. S: Ok. T: But it's a good question, as well because we could well do it. Because there's a tu, a vowel, then an 'h' that we ignore, and then the vowel. So yes, you're right, but we don't. So remember the 'tu', you never shorten. It's only the 'je' that we shorten. Oui?
Practice	**Procedural context** (L1) **Self-selection to initiate a sequence:** T: Vite! Vite! Bon cahiers d'exercice s'il vous plait. Alors cahiers d'exercice s'il vous plait! S1: Wait what are we doing in this book? S 2: Ahhhhh (yawns) T: A la page Ok exercice 28 exercice 28 girls (unclear) Page 28, Exercise 15. Now, you need to fill in the top. We're going to fill in the top together. **Form-and-accuracy context introduced within task oriented context** (L1) **Self-selection to initiate a sequence:** S3: Nouvelle….is that feminine? S1: It's feminine. **Form-and-accuracy context introduced within task oriented context** (L1) **Self-selection to initiate a sequence:** S1: I think it's masculine. S2: Same.	**Form-and-accuracy context introduced within task oriented context** (L1) **Self-selection to initiate a sequence:** →S1: Is l'Angleterre masculine or feminine? T: Sorry? S1: L'Angleterre? T: Yes, it is a feminine. S2: What's Nou…Noum…? T: Pardon? S2: Noum…. T: Noumea is a town. **Form-and-accuracy context introduced within task oriented context** (L1) **Self-selection to initiate a sequence:** →S: Is masculine 'au'? T: Yes! S: I forgot to write it down. T: Yes, that's right.

	S3: Is the first one ‘aux’? S1: So it’s ‘au’? S2: Yep. **Task oriented context** (L1) **Self-selection to initiate a sequence / volunteer input:** S2: Canada…. S3: Stupid S2: Canada is masculine… S1: How do you know if it’s (unclear) S2: I’ve never heard of that country! S3: What’s l’Angleterre? S4: I think it’s feminine. Let me check though. **Task oriented context** (L1) **Self-selection to initiate a sequence:** T: What are you going to say, Elaine? … S: J’habite à Paris. S: J’habite à what is it? S: I think it’s Spain? S: I think it’s a suburb. S: J’habite au Japon. S: J’habite à Pymble Genuine excitement from a student (L1) **Self-selection to volunteer an input:** T: Now, we need to work really fast. What you need to do now – you’re going to choose out of all those names of places, you’re going to choose your favourite place or country and you will stand up and pretend that you live there. S1: I want to live in New York!	

	T: Ok, we need to put in front ‘à’, ‘au’, ‘en’ – whichever one is right. OK. You need to get that right. **Administrative context** (L1) **Self-selection to initiate a sequence:** S2: It’s been 53 minutes.	
Giving homework	none	none
Lesson closure	none	none

Re: Response to FoHS Ethics Review Sub-Committee – Ernist

Thesis revision/2009 x

ethics secretariat <ethics.secretariat@vc.mq.edu.au> 20/03/2009

to me, Meeri, Stephen

Dear Ms Ernist,

RE: The French language in NSW: its past, present and future (HE27MAR2009-D06377HS)

Thank you for your response.

I am happy to advise you that your application titled, "The French language in NSW: its past, present and future", has now been approved. You may commence your research and a copy of the letter of Final Approval will be sent to you in the mail shortly.

Please note that this approval is subject to the following condition:

1). Please forward approval from DET/SERAP when available.

In the meantime, please accept this email as notification that your project has been granted final approval.

Please do not hesitate to contact me if you have any concerns.

Kind regards

Kay Bowes-Tseng
****
Office of the Deputy Vice Chancellor (Research)

Ethics Secretariat
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