

Learning08: Methodologies and Practices for Approaching Learning as a Social Phenomenon Inside and Outside of School

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The multisemiotic design of teacher evaluative corrections in CLIL classroom interaction

This paper will address the issue of teacher evaluations and their role in guiding students' actions in content-and-language-integrated-lessons (CLIL). The aim is to show how the multisemiotic design and the enactment of teacher evaluations are dependent on the locally contingent features of the unfolding interaction, and how the evaluations both respond to prior interaction and move it forward concurrently (see e.g. Lee 2007, Goodwin 2000, 2003). Particular attention is paid to teachers' negatively constructed evaluations that correct either students' misinterpreted information management or procedural problems. Prior research indicates that negatively constructed teacher corrections are an infrequent phenomenon in L2 classroom interaction insofar as they occur in specific activity contexts (e.g. Seedhouse 2004, Jung 1999). The present analysis will demonstrate how teachers' negatively constructed corrections occur in two types of sequential places in task accomplishing contexts (cf. Seedhouse 2004 for L2 classroom contexts): in student-initiated instruction sequences and procedural sequences. The evaluations take the form of other-initiated other-completed correction (cf. Schegloff et al. 1977, Jung 1999, McHoul 1990) and are mostly unmitigated. The analysis will also illustrate the myriad of multisemiotic resources teachers draw on when constructing their evaluative turns. The multisemiotic resources employed include among others the use of gaze and gestures, body positioning and the use of teaching materials and equipment.

Methodologically the study draws on conversation analysis, which is complemented with a Goodwinian approach towards social interaction as situationally constituted and constructed through the use of divergent semiotic resources (Goodwin 2000, 2003). In addition, it builds on prior research on embodiment and workplace interaction (e.g. Hindmarsh & Heath 2000) as well as on current research on teaching and learning in and through a second language (e.g. Pekarek Doehler & Ziegler 2007, Seedhouse 2007). The data for the study comes from 12 naturally occurring, video recorded content lessons, where the subject matter is taught in English. English is thus both the medium and the object of instruction. The subjects taught are 7th grade physics and 9th grade biology. The paper is part of my ongoing doctoral study on teacher multisemiotic practices in guiding students' actions and participation in classroom interaction.

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