A DISCOURSE ANALYSIS OF LECTURER IDENTITIES IN CLASSROOM INTERACTIONS

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Abstract

This study examines the construction of lecturer identities and how power is manifested through an analysis of interactional classroom strategies adopted by lecturers in creating effective teaching and learning environments. A series of ethnographic case studies of award-winning lecturers were conducted at a Russell group university in the UK. The ethnographic approach entailed participant observation of classroom discourse, interviews with lecturers and their students, the production of detailed field notes, and a series of written textual data including student evaluations of teaching, student evaluations of modules and Teaching Philosophy statements from lecturers themselves. Through an overarching sociolinguistic approach, an integrated analytical framework consisting of Critical Discourse Analysis and Positive Discourse Analysis, influenced by Interactional Sociolinguistics, Politeness Theory and Community of Practice, has been adopted, where data analysis at macro and micro levels has taken place, following Geertz's (1973) highly influential principles of 'thick description' for conducting effective ethnography. The findings demonstrate the range of interactional classroom strategies used by the award-winning lecturers, analyzed in the openings and closings in their classroom discourse, along with a detailed analysis of the type, range and multifunctionality of humour. The ethnographic approach demonstrates the emergence and constructions of their professional identities and power, materialized through politeness and relational devices in creating good rapport, maintaining positive relationships with their students and above all, creating, maintaining and facilitating effective teaching and learning opportunities.

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To my father, who was an inspiring award-winning teacher himself,

my mother, whose strength and dreams make me reach out for the stars,

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Key to Transcription

L = Lecturer

S = Student(s)

I = Interviewer

(0.5)	The number in brackets indicates a time gap in tenths of a second.
(.)	Short pause
(())	Non-verbal activity or background noise. E.g. ((banging sound))
(xxxxxxxx)	Unclear fragment or word.
[guess]	Transcriber's best guess at an unclear fragment/word.
.	Stopping fall in tone.
//… //	Overlapping talk.
…	Section of transcript omitted
?	Rising or question intonation
-	Incomplete or cut-off utterance

All names used in examples are pseudonyms.

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CHAPTER ONE

Introduction

1.1 Introduction

The overall purpose of this PhD study is to present a different perspective on teaching practice in higher education in the UK, exploring lecturer identities by examining the interactional strategies they use and how they are evaluated and judged. This sociolinguistic research study will also take a critical approach to the fields of education and interactional sociolinguistics by focusing on the interplay between constructions of identity, power and language in the contexts of social practice and performance within an institutional context. The thesis is situated within Interactional Sociolinguistics, integrated with a new trajectory of Critical Discourse Analysis (henceforth CDA), titled Positive Discourse Analysis (henceforth PDA) (Martin & Rose 2003; Martin 2004, 2008; Macgilchrist 2007; Yang & Sun 2010; Tenorio 2011; Bartlett 2012, 2018; Rogers & Wetzel 2013; Stibbe 2017). Positive Discourse Analysis is an alternative approach and model of power that embraces multifaceted views and carries the potential of being a collaborative effort towards achieving harmonious goals (Bartlett 2012). It draws analysts away from the hegemonic struggle that has been the focal point in CDA ever since its inception, mainly analysing how "hegemonies within particular organizations and institutions and at a societal level are produced, reproduced, contested and transformed in discourse" (Fairclough 1992:10). Thus, it was decided that by focusing this thesis on 'award-winning' lecturers, they can act as exemplars of good teaching practice. By award-winning lecturers, I am referring to University lecturers at a UK-based institution who have won prestigious internal teaching awards that they have to be nominated for by students and staff. The

annual awards are determined by staff and student evidence within their institution for creating significant impact on enhancing the student learning environment.

This linguistic fieldwork involves three case studies of award-winning lecturers teaching at one of The Russell Group institutions in the UK. The Russell Group universities represent 24 of most prestigious UK Higher Institutions which are research-intensive and with reputations of teaching excellence. This research explores the role of lecturer identities in this university by analysing the classroom discourse of the award-winning lecturers in terms of creating and maintaining effective teaching and learning environments through an ethnographic case study approach.

A core focus will be upon how they use linguistic strategies and politeness to maintain and enhance relationships in classroom discourse, whether hegemonic constructions are prominent or not, in terms of revealing power differences, and how professional and personal identities are constructed through politeness and power. This study hopes to shed light on identifying the importance of using appropriate linguistic strategies in classroom contexts as effective pedagogical tools, through a combined interactional sociolinguistics and PDA approach.

1.2 Rationale of study

This study was originally motivated by my experience as a lecturer. I was intrigued at how certain lecturers were more successful in their teaching practice compared to the others, which led to my inquisitiveness on the role of lecturers and how they use language in classrooms. Understanding how language is used effectively through interactions between the lecturers and their students in classrooms is regarded as crucial in the context of higher education (Cazden 2001; Socha 2015). The success of a classroom is expected to be first initiated and then materialised by the lecturer since

this pattern of power has deeply informed the societal expectations of the social roles played by the lecturer and the students in higher education context (Fairclough 2001). Lecturers, with their understanding of self and others, as well as other socio-cultural features that construct their identities, may not only have the authority in their classroom but also the power and opportunity to make a difference. However, the profession, though still being highly regarded as holding a respectable position in the society, has met its own challenges in facing a gradual decline in terms of 'power', which "has been eroded in the tidal surge of demands that this knowledge should be economically and commercially beneficial to the consumers and funders of services" (Woods 2006:156). This PhD study therefore focuses upon the identity performances including manifestations of power of successful lecturers through their interactional styles to examine how they create the desired positive atmosphere successfully. This signals that a good model for this purpose is needed, which is one that can be an interactional benchmark of good teaching practice.

The complexity of classroom teaching and the challenges of communicating and imparting information and knowledge effectively to learners can be an overwhelming effort and therefore, has triggered a whole sub-field of interactional classroom research such as which has sought to provide "a powerful tool to analyse teacher styles and support judgements of teacher effectiveness" (Sinclair & Coulthard 1975:113). Thus, adopting positive discourse in the classroom is proposed in this study to offer solutions to where the shared sense of solidarity and effective impart of knowledge are hoped to be accomplished.

The role of positive lexis and reassuring tone, for instance, have been suggested to be able to transform and shape the mentality of the learners into the right direction (Marzano et al. 2001; Denton 2008). Teacher or lecturer identities and their significance here might also be underestimated and hence, this complexity of teacher-student identities and their relations to positive pedagogy is what this study will try to explore, with the primary focus falling on the lecturers' identity constructions rather than those of the learners. Lecturers, who are considered as the authoritative figure in this context, are expected to enact power and use it to their advantage as well as the learners' in minimising the 'hegemonic struggle' (Fairclough 1992). Hence, a close examination of their use of positive linguistic strategies can demonstrate how power surfaces in their spoken discourse, which will reveal its connection to lecturer identities and effective classrooms. This study is therefore hoped to fill the gap whereby language and its impact will not be a neglected issue when it comes to effective pedagogical practice in higher education contexts.

This study is also hoped to resonate with positive approaches including studies by Felder and Brent (1999) with their proposed cooperative learning as the instructional model in the classroom, with Levin (2008) and his effort in suggesting positive and lasting improvement on revamping the education system in Canada, and Socha (2015) with his 'positive communication pedagogy' in classrooms. Another positive approach study is by Kinard and Parker (2007:8) with the concept of Accelerated Learning, which "incorporates hands on experiences with positive reinforcement of the natural learning abilities of every individual". These approaches signal the efforts to achieve positive learning environments which is commendable.

However, the concern when it comes to these approaches is in terms of the focus on language use that should also be positively inclined. It is a significant concern as in the aforementioned approaches, linguistic aspects are deemed important but are not getting deserving attention. These approaches acknowledge the significance of effective interactions in achieving their positive goals but are unable to address this issue explicitly. With that note, empirical sociolinguistic studies linking effective pedagogical approaches and language as well as the emergent construction of lecturer identities must be examined, and this is the role which this study aims to address.

1.3 Research questions

This PhD thesis aims to answer the following research questions:

1. How are lecturers' identities constructed, enacted and negotiated in creating effective teaching and learning environments?
2. How are particular interactional sociolinguistic strategies used in the process of creating effective teaching and learning environments?
3. How is power enacted through the interactional sociolinguistic strategies adopted?
4. What are the lecturers' own perceptions of their identities in creating effective teaching and learning environments?

These research questions have been chosen since construction of lecturer identities and power in classroom interactions especially in higher education is under-researched and exploring this through ethnographic and sociolinguistic lenses will provide new insights to the body of knowledge.

1.4 Outline of thesis

Following on from this introductory chapter, Chapter Two provides a review of relevant literature and positions the thesis in all of its relevant research contexts. Chapter Three then explains the Methodology of the study, focusing upon justifying the qualitative ethnographic route that it has taken in acquiring the data. Chapter Four outlines the analytical frameworks and approaches adopted in the thesis. The analytical case studies of three award-winning lecturers will be presented in Chapters Five, Six and Seven. Chapter Eight offers a comprehensive discussion of the elements that contribute to original findings of the study, along with an evaluation of the theories and approaches taken in the thesis. Finally, Chapter Nine concludes the findings of the study and provides some recommendations for future research.

CHAPTER TWO

Literature Review

2.1 Introduction

The purpose of this chapter is to review the relevant literature and explore key areas pertaining to this study. It will first situate the study within the domains of sociolinguistic and discourse studies, and then provide an overview of understanding the concepts of identity in this study. Within the context of institutional discourse in higher education, the literature reviewed will also include issues on effective teaching and classroom discourse and consider prominent and workable theoretical frameworks relevant to the current research.

2.2 Situating the study: Sociolinguistics and discourse analysis

The field of sociolinguistics has rapidly expanded in the last forty years in terms of its core interests to create more developments that have drawn on the principles of explanation and exploration as well as towards the development of a more critical theories (Llamas, Mullany & Stockwell 2007; Holmes 1992; Coupland & Jaworsky 2009). These developments allow for deeper investigations into pertinent issues including power, ideology and politics (van Dijk 1997; Fairclough 1995). It helps to define the concepts of identity more clearly by addressing, among other aspects, language varieties and language change. Therefore, in this study, language is seen as the necessary tool in which humans can express and articulate themselves in achieving a specific intent or purpose as well as enabling them to categorise themselves in relation to the others. The developments of sociolinguistics as a discipline can also include the integration of the areas of discourse analysis, pragmatics and ethnography (Mullany 2007a; Copland & Creese 2015). According to

Llamas, Mullany and Stockwell (2007), considering the social and cultural factors of language choices, has led to more principled and explainable investigations on the characteristics of linguistic behaviour such as linguistic politeness and the role that gender, personality, age and social class have to play in specific social contexts. Therefore, they argue that questions of the dynamics and dialogic discourse of interactions can lead to examinations of the importance of both cultural and individual strategies in determining their choices of linguistic repertoire. Furthermore, Sociolinguistics, as a central discipline in applied linguistics, also allows the issues involving negotiation and manipulation of power and powerlessness, status and conflict to be addressed and redressed specifically through critical discourse analysis (Fairclough 1995; van Leeuwen 2008; Wodak & Meyer 2009).

As the concept of discourse is central to the current research, it is integral that the term 'discourse' is clearly defined. In this thesis, discourse is defined as being made up of strings of words and phrases and not just based on a single sentence, which can be either spoken or written. Discourse is regarded as the most crucial aspect in our lives in terms of determining meaning, and it is through discourse that our social identities emerge - as Clarke (2008:18) summarises: "It is through discourse that the social production of meaning takes place, through discourse that social relations are created and maintained and through discourse that social identities are produced". Discourse analysis enables researchers to see the emergence of meaning in contexts, as well as being closely linked to certain social relationships and groupings. On an interpersonal level, Clarke (2008:19) makes the following point:

> As people adhere to multiple systems of knowledge and belief in different aspects of their lives, so they are members of multiple discourse communities that may overlap or be quite discreet, cohere or conflict and on intrapersonal relations, discourse is constitutive of who we are and how we are perceived by others.

Therefore, since this study focuses on identity and how it is constructed through discourse, it aligns with Clarke's (2009) observations on discourse and identity. This study also seeks to understand these two important elements within the perspective of applied linguistics.

Studies on discourse within applied linguistics generally deal with different types and modes of discourse analysis depending on the researchers' level of consideration and interest. A typical discourse analysis refers to a study that includes texts (either written or spoken), or gestures (multimodality) that represent specific meanings or semiotics. It is defined by Trappes-Lomax (2004) as follows:

> the study of language viewed communicatively and/or of communication viewed linguistically...it typically involves reference to concepts of language in use, language above or beyond the sentence, language as meaning in interaction, and language in situational and cultural context.
>
> (Trappes-Lomax 2004:134)

In this PhD research, discourse studies involve examinations on the interactional process that transpires between speakers involved (and hearers), through contextual

and discursive analysis of socio-cultural factors and that discourse analysis posits its focus on texts, written or spoken, which include non-verbal communication. Through discourse analysis, interpreting meanings conveyed in texts can offer an insight into discovering what entails in the meaning-making process. Discourse analysis, according to Hatch (1992:1), "is the study of language of communication – spoken or written...the system that emerges out of the data shows that communication is an interlocking social, cognitive, and linguistic enterprise". She further explains that discourse analysis investigates how language is adopted to create socially appropriate choices and convey linguistically accurate information. This definition fits the objective of this study which aims to use discourse analysis as a tool in enfolding linguistic issues that relate to what strategies are used in classroom discourse.

However, Jorgenson and Philips (2002) interestingly argue that, definitions of discourse analysis have been misrepresented by many linguists as definitions of discourse are mostly given according to their liking. They assert that the consensus in how discourse is defined or how it should be analysed is not clear. They, therefore, proposed a "preliminary definition to discourse as a particular way of talking about and understanding the world (or an aspect of the world)" (Jorgensen & Philips 2002:12).

Another explanation of discourse analysis is supplemented by Johnstone (2008) who brings up intention of the speaker and interpretation of the target audience in specific contexts. She claims that different conventions of speakers' utterances will be interpreted by the hearers as the meaning intended; be it "a promise, an apology or and order" (Johnstone 2008:258). She provides three specific ways that are typically

used in expressing one's intentions: through the functions of utterances, the ability in completing talk, and logical connections.

On a more practical note, discourse analysis, according to McCarthy (1991:5), is "the study of the relationship between language and the contexts in which it is used". He explains the relationship between discourse analysis and speech act theory as concerning how language is used by a speaker, what the language is doing and how the audience should react to it. This also suggests that there is a close relationship between the study of discourse analysis and pragmatics, and in this case, applied linguistics.

2.3 Discourse analysis and ethnography

Discourse analysts who adopt ethnography in their works on identity agree on the complexity that ethnography can bring into the analytical process (Hymes 1999; Mullany 2007; Rampton 2003; Copland & Creese 2015). Ethnography involves comprehending and giving a detailed account of social meaning of the specific case of study. It entails both 'thick participation' and 'thick description' to coexist side by side in the production, consumption and analysis of data (Geertz 1973; Sarangi 2007; Hammersley 2008; Macgilchrist & Van Hout 2011) and concerns the issue of epistemology. Blommaert (2006:6) asserts that "ethnography attributes (and has to attribute) great importance to the history of what is commonly seen as 'data': the whole process of gathering and molding knowledge is part of that knowledge." It demands certain levels of reported details of information and the outcomes of the complexity produced by an ethnographic approach are to be deemed as disclosing something that is close to actual meanings of data because of the nature of how it is

collected. Therefore, it has been observed that ethnography is an effective tool in dealing with examinations of discursive production of situated discourse (Macgilchrist & Van Hout 2011) and research involving discourse analysis which use is also found to be fruitful in this study. Similar understandings and factors above have informed and governed the decision of this study in adopting an ethnographic approach.

Drawing from Foucalt (e.g. 1972; 1976; 1982) on the notion of power, studies carrying discourse analysis as its epistemological position have observed issues of power distance in socio-cultural settings and knowledge constructions at constitutional or institutional levels involving educational studies (Norton 2000; Wrana 2006; Langer 2008), socio-political issues (Lopez 1999; Scheffer 2007) and discursive practices (Langer 2008). Therefore, adopting ethnographic approaches in addressing the aforementioned issues can lead to linguistically fine-grained and rigorous results in presenting the data, which is hopefully apparent and achieved in this study.

For some researchers, 'discursive practices' become the foci of analysis and not 'discourse' itself in the effort to examine the complexity and multidimensionality of discourse that is discursive in nature and the extension of the meaning of language use (Langer 2006; Macgilchrist &Van Hout 2009). Some regard discourse as object of analysis where discourse analysis has less epistemological position but is involved more in the inquiry process where language is seen to be bigger than discourse itself (Macgilchrist & Van Hout 2009). However, in this study, both discursive practice and discourse are treated as having equal importance in focus.

From the perspective of the socially oriented studies and linguistic anthropologists concerning communicative practices in educational contexts, ethnography is useful in highlighting language used by social actors and their emic view, contending that people themselves have an indistinct awareness of their usage of language and the impact of it on themselves and other people in their immediate surroundings (Bourdieu 1977; Cook-Gumperz 1986; Duranti 1997; Wortham & Rymes 2003; Erickson 2004; Hammersley 2006). Embracing a similar view, I am also in agreement with Wortham (2008:39) who asserts that "educational researchers need to understand how educational language use presupposes and transforms social relations and how educational actions are influenced by ideologies about language and social personhood", which highly resonates with the essence of what this PhD study is trying to examine which is by combining Discourse Analysis and Ethnography together as a fair means to explore the insights of language and its social implications in an educational setting.

2.3.1 Ethnography, discourse analysis and education

Using ethnography as an epistemological base in educational studies is not new especially in those that involve examination of discourse (Bourdieu 1986; van Lier 1988; Blommaert 2006). According to Wortham (2008:39), as the root of ethnography, "linguistic anthropology has made significant contributions to our understanding of educational processes because almost all education is mediated by language use". Classroom research therefore adopt ethnography since it regards classrooms as subcultures with complexities discovered and which insights are gained through rigorous qualitative approach and the emic perspectives (van Lier 1988).

Some educational studies that seek to understand the social phenomenon in classrooms adopt ethnography and Grounded Theory (Cranton and Carusetta 2004a; 2004b; Dunne 2011; Watling & Lingard 2012; Clark 2019) in their methodological and analytical approach. Grounded Theory is originally introduced by Glaser and Strauss (1967) which comes without presuppositions and with its main advantages of carrying a flexible yet systematic approach to theoretical and analytical grounding. It is especially useful in contexts whereby ethnographic researchers struggle with the complexity and messiness of data (Clark 2019). However, one must be forewarned about the danger that lies beneath the adoption of ethnography and grounded theory since they are notorious in leading towards the openness of theoretical standing, time-consuming data collection and unmethodical analysis. I believe that finding the balance between the theoretical, methodological and analytical understandings is key towards an effective execution of ethnography and Grounded Theory. This ethnographic study is therefore informed by these basic concepts governing them and propose Grounded Theory as an optional approach in complementing the interactional model introduced in this study (see Chapter Four).

We will now proceed to discuss important elements in this PhD thesis under the umbrella term of discourse analysis starting with Critical Discourse Analysis.

2.4 Critical Discourse Analysis

Critical Discourse Analysis (CDA) is one of the most prominent approaches under a broad discourse analysis umbrella term which has gained its legitimate place in focusing on a deeper level of analysis of discourse, focusing on community, power and ideology which can be used alongside and integrated with theories of

(im)politeness. In this study, CDA plays a core and crucial role, especially in carrying the 'critical' view on discourse and its discursivity in practice and production, while taking a closer look at how power and hegemony that are manifested through discourse and identity performance can be used for positive means and impacts in the community. According to Benwell and Stokoe (2009:44), "CDA begins from the determinist premise that language is not a neutral or transparent medium that unproblematically reflects an objective reality. Rather, it is a form of ideological practice that mediates, influences and even constructs our experiences, identities and ways of viewing the world.". Therefore, CDA has the "explicitly political agenda of raising awareness about the ideological frameworks informing language choice, and the way that subjects may be constructed, represented and positioned by discourse, particularly in institutional contexts" (Benwell & Stokoe 2009:44), which is very subtle but particularly salient in this study. According to them, there are two assumptions that underpin CDA practices and principles. The first assumption requires the analyst to be closely engaged with producing a detailed linguistic analysis of the language of the texts. The second assumption is that the language should be contextually analysed by focusing on its social and cultural contexts. This PhD study is also influenced by these two important assumptions.

CDA has been widely used and utilised in research concerning discourse by its main advocates who champion the needs of the 'critical' analysis (Fairclough 1989; 1995; 1992; van Dijk 1989; 1998; Wodak 1989). van Dijk (1998) defines CDA as a field that studies and analyses written and spoken texts to explore the discursive nature of power, dominance, bias and inequality. Fairclough (1995), on the other hand, defines CDA as analysing discourses with the objective of seeking a deeper understanding of relationships of causality and determination between the discursive point of view of

the texts and social events, and the relationship concerning social and cultural influences of power (one's higher force or authority on the other), struggles (endeavours on challenges and difficulties usually faced by being suppressed by others) and hegemony (dominance of one social group over others) that exist in discourses of the society.

Claiming that discourse should be approached with a critical method, Fairclough (1992:9) asserts that "relationships between discursive, social and cultural change are typically not transparent for the people involved". According to him, 'critical' implies not only the connections and factors that are hidden, but also intervention, for instance, in the way of providing resources for those who might be struggling from changes. Fairclough (1992:12) argues that critical and non-critical approaches are different "in not just describing discursive practices, but also showing how discourse is shaped by relations of power and ideologies, and the constructive effects discourse has upon social identities, social relations and systems of knowledge and belief". On the same note, Sheyholislami (2001:1) asserts that CDA's goal is to reveal the link "between discourse practices, and social structures, connections that might be opaque to the layperson".

Fairclough and Wodak (1997), in summarising the important elements of CDA, emphasise these crucial tenets: CDA seeks to address social problems, looks at power relations as a discursive process, regards discourse as involving society and culture, ideological work, historical perspectives, and aspires to highlight a mediated link between text and society. According to them, analysis of discourse should be interpretative and explanatory as it is seen as a form of social action in any social event.

Therefore, having put all these factors into consideration, I share Fairclough's insights on CDA that by attempting to examine both micro and macro contexts, CDA seeks a complete analysis and detailed engagement with the discourse of texts, and to discursively analyse the wider discourses of situated texts, exploring issues from the context of socio-cultural practice, such as 'production', 'transmission' and 'consumption' of texts (Fairclough 1995). Since CDA is regarded as an approach that addresses important political and ideological issues including power and social structure, it is not surprising that identity is looked at as being represented through the lense of ideological and sociocultural expressions.

Rogers et. al. (2005) contend that CDA has been criticised by a group of researchers for the lack of attention to ethnographic contexts. However, they reiterate that "CDA conducted in educational contexts may offer a way out of this theoretical and methodological quagmire" (Roger et. al. 2005:378). Even though most education researchers adopting CDA mainly focus on school contexts (Gebhard 2002; Rogers, Tyson & Marshall 2000; Young 2000), studies with higher education as the setting have started to gain its momentum (Fairclough 1993; Bartu 2001; Corson 2000; Heberle 2000; Fox & Fox 2002). This study is therefore conducted to add to the education studies focusing on higher learning through CDA and ethnography.

I will now introduce Positive Discourse Analysis as part of CDA under the umbrella term of Discourse Analysis and as carrying an aspect of the same approach.

2.5 Positive Discourse Analysis

We will now move on to discuss Positive Discourse Analysis (PDA), which is regarded here as part of the broad term of Critical Discourse Analysis. PDA has been

introduced by Martin and Rose (2003) in an effort to emphasise and highlight the positive sides of Critical Discourse Analysis in order to create a better world. PDA "is expected to bridge the misunderstanding among people and to expedite their communication, which may eventually construct a more harmonious society where all people are able to coexist in peace" (Yang & Sun 2010:133). It has been heavily criticised by many discourse analysts as being a redundant approach, as it is argued that CDA, in principle, is already concerned with examining both negative and positive discourse (Su 2016; Stibbe 2017). Martin (2004) argues that CDA is thus trying to present problems as the chief reality, perhaps trying to establish an urgent realization that certain actions need to be performed so that the world of discrimination of one group against the other will one day be demolished. In establishing the need for PDA in a wider context of current movements of social research, he articulates his aims as follows:

> What concerns me most in arguing for constructive research is to undo an apparently pathological disjunction in 20th-century social science and humanities research which systematically elides the study of social processes which make the world a better place in favour of critique of processes which disempower and oppress. So instead of heartening accounts of progress we get discouraging analyses of oppression. To my mind, this means that when we come to design better futures we simply don't have enough information to move forward.
>
> (Martin 2004:184)

Therefore, PDA is identified in this study as a valid approach as opposed to the main focus of CDA, mostly looking at how power struggles between those of power and

the powerless come to exist as well as the interplay that takes place in between them. PDA tries to go one step further to highlight the positive sides of discourse such as by focusing on the community and their common goals aspiring to balance power rather than focusing on the struggle of power itself. This view of a shared similar premise is supported and emphasised by Macgilchrist (2007:74), but she also argues that "PDA is also fuelled by the potential for analysis to have an effect – however small – on the social world. The difference being that it analyses the discourse we like rather than the discourse we wish to criticise". She continues by stating that "PDA sees a positive development that could yield fruitful insights for those wishing to counter what they see as questionable dominant messages" (ibid), which notions are shared by this study.

According to Tenorio (2011:187), "from its inception, CDA was a discipline designed to question the status quo, by detecting, analysing, and also resisting and counteracting enactments of power abuse as transmitted in private and public discourses". Therefore, its principle has encouraged numerous research to pave their ways to new approaches, seek for new answers and in the process, its method and theories are deeply strengthened. He continues by asserting that "despite CDA practitioners' activist orientation, their recent achievements only range from adjustments in the perception of a particular unjust state of affairs to cosmetic changes in advertising, news reports or political speeches." (Tenorio 2011:206).

In support of the recent move towards drawing away from hegemonic discourse as the central focus of CDA, Bartlett (2010) regards PDA as representing an alternative and minority practices that is a useful tool in examining discourse from sociocultural contexts. He further suggests ethnography as to offer insightful findings in exploring

PDA as an approach, which is particularly relevant to this study, which also adopts ethnographic approach to the case studies. Looking at discourses of solidarity, Agustin (2012) asserts that PDA allows him to emphasise on the positive impacts of the civil society towards creating social change. Stibbe (2017), on the other hand, adopts PDA in his research on ecolinguistics, emphasizing how it can help in highlighting awareness on protecting the ecosystem and the earth and thus, creating a better world. He asserts that it is not just about the role of discourse in inspiring people, but the linguistic mechanisms that are used to accomplish positive effects that need to be examined. Similarly, Bednarek and Caple (2010) have adopted both CDA and PDA in their ecolinguistic discourse analysis exploring environmental stories in the news.

Therefore, I would like to argue that CDA, by drawing attention to hegemony, is trying to draw out answers as to why and how it comes into being, and by doing so hoping that it might lead to solutions. PDA researchers would instead try to underpin the shared sense of togetherness and goodness of the community by the examination of discourse involved in bringing about a positive change to the world. Martin's account on fairly treating texts on Australian aboriginals is an effort towards drawing researchers' attention to what counts as a form of acceptance rather than resistance and therefore manages to highlight a more positive outlook of a critical discourse analysis.

Martin (2004) again establishes the need for PDA in this instance by arguing that:

> The lack of positive discourse analysis (PDA) cripples our understanding of how change happens, for the better, across a range of sites —how feminists re-make gender relations in our world, how Indigenous people overcome their

> colonial heritage, how migrants renovate their new environs and so on. And this hampers design, and perhaps even discourages it since analysts would rather tell us how struggle was undone than how freedoms were won.
>
> (Martin 2004:184)

I believe that PDA takes this turn into exploring the missing link which takes the stance of not just looking at a problem but also beyond it, in identifying the positive elements that exist and may exist in leading towards some viable solutions. Martin (2004:183) argues that primary focus should be on the community, considering the endeavours of people to co-exist harmoniously without struggling against power. Therefore, I share his view that PDA should be looked at as complementary to CDA and not necessarily something that is challenging it. It is because there are still many gaps that are left to be explored that researchers should not ignore: evaluation and narrative are two unexplored possibilities (Martin 2004:193). This thus gives room for other discourse analysts to also examine this trend a little bit further and not just in terms of evaluation and narrative, but also in other ways that they see fit. The current research will try to explore a subtle ideologically driven force that ascertains positive results to be achieved, particularly in the context of higher education, by questioning and examining social practices in terms of linguistic choices and strategies in classroom interactional discourse.

On a similar note, Rogers and Wetzel (2013:90) regards PDA as a "framework that enables researchers to shift their analytic focus to instances of hope, liberation, justice, and agency." Suggesting a layered positive discourse analysis as useful in examining agency in teacher education, they urge discourse analysts to shift their paradigm towards PDA, which allows under-theorised areas to be identified and

explored. Their PDA approach to educational studies, looking at teacher agency, is particularly relevant to this study.

However, as has always been the case for a new trajectory of a certain respectable ground, PDA needs to establish itself further to claim its rightful place in CDA. However, staying true to a bigger purpose should be the focus here as lamented by Martin (2004):

> Getting positive of course depends on taking a stand, and positively valuing some aspects of social change —putting our values on the line in a way that is not demanded by critique. This sets us up to seem naïve, or even less than honest about the reading position we are valuing from. But critique is usually undertaken from comparable high moral ground; it cannot escape the values of its readings, however implicitly it encodes them.
>
> (Martin 2004:184)

Emphasising the spirit of PDA, Martin (2008:807) calls for an important reflection on "whether or not critique truly has a constructive role to play in promoting understanding and developing knowledge". With this note, following this effort, the current research will adopt and adapt the PDA concept further in an educational context, specifically higher education, dealing with more subtle signs of power and hegemony. Exploring the authoritative role of the lecturer, I will analyse how identities are represented through lecturers' linguistic strategies in materialising desired teaching and learning outcomes. Adopting PDA here does not mean that I am being naive in terms of critical responses, as I am trying to strike a balance between

CDA and PDA, with PDA being regarded as part of a broad term of CDA, but by particularly highlighting the positive sides of the discourse examined.

2.6 Interactional Sociolinguistics

Interactional Sociolinguistics (IS) was founded by Gumperz (1974, 1982) and adopted by sociolinguists, including a cluster of researchers investigating workplace discourse (Roberts, Davies & Jupp 1992; 2003; Holmes 1995, 2000; Holmes and Stubbe 2003; Mullany 2007). From an IS perspective, interpretations of spoken discourse have to be understood from implicit or indirect cues relayed in talk and which require cooperation from involved parties. It involves the idea of situated talk whereby the meaning can only be comprehended through the necessity of existing background knowledge of basic contextualization cues and conventions that involve a series of stages in the interactional process. Thus, in order to create the sense of situated meaning, one must understand the layers of the possible and impossible meanings related to the specific circumstances first. However, the nature of talk leads to it having incomplete messages drawing misunderstandings between the two parties. In avoiding this problem, the speakers need to complete the talk which should be supplemented by extracommunicative knowledge to be able to infer most meanings conveyed (Jaspers 2011). Therefore, Gumperz puts an emphasis on the importance of 'communicative competence' which in interactional terms, can be defined "as 'the knowledge of linguistic and related communicative conventions that speakers must have to create and sustain conversational cooperation,' and thus involves both grammar and contextualization." (Gumperz 1982:209).

Following Goffman's (1967) idea of 'face' in interpersonal communication, IS pays its tribute to this concept by highlighting the idea of self and others, bringing in cultural factors and contextual analysis to the picture in creating (mis)understandings in interpreting meaning (Shiffrin 1996). Highlighting Gumperz's work in India, which looked at differences in regional and social language, she claims that it focuses "not just on linguistic structure but on how those structures become part of the verbal repertoires of interacting social groups." (1996:312). The focus is put on contextualization cues, and as reiterated by Gumperz (1982) that:

> A basic assumption is that this channeling of interpretation is effected by conversational implicatures based on conventionalized co-occurrence expectations between content and surface style. That is, constellations of surface features of message form are the means by which speakers signal and listeners interpret what the activity is, how semantic content is to be understood and *how* each sentence relates to what precedes or follows.
>
> (Gumperz 1982:131)

Gumperz (1982:206) also argues that the problem with analyzing interactional language is not just figuring out the meaning of a chunk of discourse, but it "must first be created through interaction, before interpretation can begin, and to that end speakers must enlist others' cooperation and actively seek to create conversational involvement." This thus leads to how effective the speakers are in communicating meaning intended. He reiterates that this situation points to the strategies adopted by the speakers to create involvement and co-construct development of meaning which "depends on their control over a range of communicative options and on their

knowledge of the signaling potential that these options have in alluding to shared history, values and mutual obligations" (Gumperz 1982:206).

Also adopted in studies on workplace communication and gendered discourse, Interactional Sociolinguistics carries a salient feature as part of an integrated framework in analyzing meaning in interactional data among colleagues or in the contexts of meetings in workplace settings (Holmes 1995, 1998; Holmes & Stubbe 2003; Mullany 2007). It is described as to be focusing on studies that require "an examination of patterns of interaction within discourse" by Mullany (2007:17) on her study on gendered discourse and interactional styles in the workplace.

According to Jaspers (2011), IS has been successful in discovering communicative styles and revealing what they represent and why, and this enables researchers to identify and explain even utterances that are normally perceived as inarticulate and incoherent, as having an enormous social relevance. Jaspers (2011) also claims that IS is able to offer a powerful tool on acquiring insights on how theories of language evolve and are socially shaped, and therefore, IS will be adopted by this study as part of the overarching and hybrid approach to analytical frameworks which will be discussed further in Chapter 4.

2.7 Politeness Theory

Politeness Theory first emerged with the work of Brown and Levinson (1978, 1987), which have been greatly influenced by the work of Goffman (1967), who expanded on the concept of 'face' to develop 'facework' theories, derived from the Chinese concept of 'face' (Watts 1992). From the historical development, "Politeness, in

eighteenth-century Britain was thus part of an ideological discourse through which the British social system came into being" (Watts 2003:35), and the politeness concept "was appropriated as the basis of a hegemonic discourse in which the ability to control a specific language variety was interpreted as providing access to high social status from which power could be exercised" (Watts 2003:40).

Brown and Levinson's (1978, 1987) Politeness Theory focuses on the notion of safeguarding one's face. They split face into two different concepts: positive face and negative face, where the concept of 'face-saving' is crucial. Face is basically defined as one's public self that interactants always try to both attend to and safeguard at the same time. Claiming politeness as a universal feature of how language is used, Brown and Levinson focus on how people use different politeness strategies in addressing other people in order to protect their face needs. Positive face involves the wish and desire to be approved by others, to be liked and admired and what is desired in terms of the self-image that people want to show to others. Negative face, on the other hand, involves a desire not to be imposed upon, a public self-image that they try to protect and to avoid not being liked. It also concerns situations where acts termed face-threatening acts (FTA) arise, which result in politeness strategies to be used in order to protect or enhance face.

Brown and Levinson (1978, 1987) defines politeness as rational behaviour used in achieving strategic softening (or mitigating strategy) in addressing FTAs.
There are instances whereby FTAs can be found to be unavoidable and this realisation leads to interactants being put under pressure in trying to perform well socially and communicatively. Politeness strategies can assist in mitigating and negotiating

situations into favourable results in terms of maintaining effective social relationships with other speakers.

Politeness theory, since its first inception, has influenced many research and productions of books and articles on linguistic politeness and social interaction. It has grown rapidly and is now recognised as a field on its own right (Coupland, Grainger & Coupland 1988; Watts, Ide & Ehlich 1992; Fraser 2005). However, Brown and Levinson's approach to politeness has been under heavy criticism by many linguists (Lakoff 1973, 1977; Leech 1983; Werkhofer 1992; Spencer-Oatey 2000; Watts 2003) marked as bringing out the universality problems. These include challenges in not being able to address highly contextualised events or types of different utterances as well as long stretches of discourses that are pertinent in understanding and analysing discourse. Other limitations involve its rigid treatments of power and face. These issues will now be discussed.

Watts (1992) argues that there is a great necessity in questioning what the term politeness really means, and examines the claim that politeness is a universal characteristic in social interaction. Watts then provides some alternative approaches of linguistic politeness that can be adopted such as Lakoff (1973, 1977) in reducing and preventing frictions and Leech (1983) in avoiding conflicts, following a Grice's Cooperative Principle, which regards conversationalists' engagement in appropriate behaviour through purposeful talk as to set the politeness rules called Conversational Maxims. Fraser and Nolan (1981) present another option, of a 'Conversational Contract' that seeks every individual to be governed by certain rights and obligations of the talk they are engaged in.

Watts (2003:17) refers to linguistic politeness as politic behaviour, which is "mutual cooperation in verbal interaction" in taking other participants into consideration. Watts (2003) also claims that the terms 'polite' and 'politeness' offer ambiguous understandings of what they are and that researchers have tried to provide other terms, for instance, 'emotive communication' (Arndt & Janney 1985), 'tact' (Leech 1983) and 'politic behaviour' (Watts 1989, 1982) but 'politeness' just keeps coming back.

Another critique is offered by Turner (1996) who also raises the problem with the non-universality of 'face' when it involves politeness strategies. Building upon claims by Meier (1995), Turner argues whether a speech act can be seen as an FTA or politeness strategies, and that bald on-record (uttering something in a direct manner without minimising the threat to the hearer's face needs) can be regarded as a politeness strategy under Brown and Levinson's model since it does not constitute what politeness is comprised of at the first place. He claims that there are many politeness strategies that are used to account for many face wants at the same time.

As an alternative model, Spencer-Oatey (2000) proposed Rapport Management as a theory to account for the limitations in Politeness Theory, especially with regards to intercultural aspects of interactions. Spencer-Oatey (2000) constantly avoids using the term 'politeness' and regards it as being too confusing. She reiterates that it is often interpreted as for the use of highly formal utterances such as formal address or some highly polite utterances and therefore brings politeness into facing a 'question of appropriateness'. Spencer-Oatey (2000:3) then lists further limitations of politeness theory as only focusing on "the harmonious aspect of social relations" and not on the "attack rather than support their interlocutors" side, which she claims to be important

as well. Turner (1996) and Culpeper (1996) also argue that politeness theory needs to incorporate both components of 'support' and 'attack' and thus Culpeper (1996, 2011) develops theories of impoliteness to account for this lack of attention.

Fraser and Nolan (1981:96) bring up the issue of politeness as a contextual judgment and claim that "no sentence is inherently polite or impolite". They suggest that certain expressions can be regarded as impolite based on the conditions they are used and not how they are used. Kasper (1990), on the other hand, introduces motivated vs unmotivated rudeness, which might be triggered mostly by ignorance and therefore the actual factors behind utterances should be identified before jumping into the wrong conclusions.

Watts (2003) argues that politeness theory is also divided into two kinds of definitions: first order politeness, which refers to the lay conceptualisation of the term as members of socio-cultural groups, and second order politeness, which refers to a more technical, academic term used in defining it as a theoretical construct. Scholars who try to undertake both first and second order politeness research (Arundale 2010; Spencer-Oatey 2013; Terkourafi 2005; Grainger 2011) look at different interpretations of face as participants' effort in relating with solidarity with each other through interactions, brought about by optimistic views on improving politeness (Fraser 2005).

2.7.1 Politeness theory in institutional settings

Holmes (1995) and Mullany (2007a) have successfully adopted Politeness Theory in their workplace studies by focusing on a range of different linguistic variables

including speech acts and the importance of understanding why and how speech acts are used, using different elements of politeness frameworks and as a result, they are able to demonstrate how mitigating strategies in workplace contexts are done. In explaining how politeness has impacted their stance, Holmes and Stubbe (2003:5), taking a Brown and Levinson (1978, 1987) influenced approach, reiterate as follows: "While power may license the use of relatively overt 'coercive' discourse strategies, our analyses indicate that most workplace interactions provide evidence of mutual respect and concern for the feelings or face needs of others, that is, of politeness".

Since in its broadest sense this study is regarded as a study of professional communication, this thus highlights the link that it also wishes to bring about between politeness and workplace communication (Holmes 1995, 1998; Mullany 2004, 2007a; Schnurr 2009), which has proved to be a fruitful approach. Face needs are even more crucial to be addressed in classroom contexts since the norms usually dictate that it involves interactions between one lecturer (speaker) and many hearers (students as audience). Therefore, politeness theory will be adopted in supporting my analysis further in looking at how the lecturers use politeness strategies to address their students' face needs and in creating an effective teaching and learning scenario. How politeness theory will exactly be used in this thesis will be discussed further in Chapter Four.

2.8 Community frameworks and identity models

Mullany (2007b:84) highlights the differences and similarities that the frameworks addressing 'community' research have in common and the important role that these community models have in shaping knowledge regarding language and community in

social contexts. According to her, speech communities cannot be claimed to exist just because a few people speak similar language or dialect. On the other hand, the social networks model "focuses on the social ties that specific speakers have with one another, and examines how these ties affect speakers' linguistic usage" (Mullany 2007b:87).

Lave & Wenger (1991) founded the Community of Practice (CofP) model which refers to a group of people who share something in common or similar interests who come together collectively and interact with one another. According to them, in order to fully being accepted as one of the members of the community of practice, one must perform their professional self and show mastery and skills according to the norms of the community. It concerns with the process of the newcomers embracing a professional identity and becoming part of the community of practice. Mullany (2007b:88), in defining communities of practice model, asserts that:

> In contrast with speech communities and social networks, in the communities of practice model there is a distinct focus on examining language as a form of practice. Communities of practice can develop out of formal or informal enterprises, and members can be either 'core' or 'peripheral', depending on their levels of integration. Communities of practice can survive changes in membership, can be small or large, and they can come into existence and go out of existence.

Therefore, because of the central focus on language, she continues that - the communities of practice approach is deemed to be an excellent route for producing small-scale, ethnographic studies. Mullany (2007b:89) however laments the following:

> Researchers have been accused of paying too much attention to the complexities of specific situations at the expense of being able to make broader observations concerning more than just a handful of subjects... these arguments can be seen as reflecting age-old debates concerning the pros and cons of quantitative versus qualitative research.

Mullany urges researchers to change their dichotomous thinking so that more integrated community frameworks will be considered since it can significantly contribute towards the development of the discipline. From a CDA perspective, Van Dijk (1997:354) refers to the same notion as community of practice by calling it "members–groups: language users-engage in discourse as members of (several) social groups, organizations, or institutions; and conversely, groups thus may act 'by' their members."

Lave & Wenger (1997) later promote a Social Theory of Learning and Situated Learning Theory in their effort of addressing what seems to be lacking in the Community of Practice model, especially in educational contexts. This is particularly relevant to the current research as this better explains the standings and identities of social actors in the contexts of teaching and learning and what the impact can be.

2.9 Theorising identity

In its most basic sense, theories of identity focus upon portrays of the self and how we perceive the selves of others around us. In this thesis, identity is defined as the notions of who we are and our sense of belonging in this world which have much to do with how other people see us and how we see ourselves fitting in with our many roles in the reality of our socio-cultural contexts. The way we interact with one another

demonstrates a significant amount of information about how we enact our identities in this world which brings the importance of language into central focus. According to Benwell and Stokoe (2009:3-4), identity, as shared by many contemporary theorists of identity, is “an 'essential', cognitive, socialised, phenomenological or psychic phenomenon that governs human action...an alternative understanding of identity is as a public phenomenon, as performance or construction that is interpreted by other people”.

Identity is regarded in its broadest sense as in who we are to each other, but which should be analysed as a discursive performance, which relates to wider systems of cultural meaning-making. Looking from the discourse-based approaches, they describe identity as a “fluid, dynamic and shifting process, capable of both reproducing and destabilising the discursive order, but also one in which people's identity work is analysed in talk.” (Benwell & Stokoe 2009:34). They further conclude that empirical studies on identity that are examined through discourse can help explain how it is used and reproduced in everyday interactions. Their discussion on discourse and identity also involves debates on macro-micro elements as well as on performativity versus constructionism, which are also explored in this study. They also regard institutional identities as what make talk and text institutional, stemmed from the presupposed idea of 'fixed' institutional identities. This is particularly relevant to this PhD study which examines professional, institutionally-based identities in higher education institutions.

Identity is indeed constructed through language (De Fina, et. al. 2006; Benwell & Stokoe 2009). The link between language and identity is a sign of our existence as

human beings in this world. Joseph (2004) makes the connection between identity and language by asserting that choices of languages and how people choose to speak not only portray who they are and make them who they are, it is the differences in the way they use language that serve a purpose of suggesting social belonging. This brings us to the idea of self and the other and the co-construction of identity and we will now move on to detail these complex notions further.

Llamas and Watt (2010) reiterate that both our identities and our language are not static and are constantly evolving and negotiated to fulfil our needs in our daily interaction. On determining what polite behaviour should be, having the "tendency to opine on and thereby evaluate the behaviour of others, and sometimes – although much more rarely than might generally be expected – we classify that behaviour (or aspects of it) as 'polite' or 'impolite'" (Watts 2003:2).

Therefore, it is apparent that "the study of discourse as action may focus on the interactive details of talk (or text) itself, but also take a broader perspective, and show the social, political or cultural functions of discourse within institutions, groups, or society and culture at large" (van Dijk 1997:5). This clearly means that the complexity of language and identity should not be underestimated and calls for more research to be conducted for researchers to come to comprehend: firstly, how and why we choose to contextually interact in a certain way and to accomplish specific results and secondly, whether the purposes of using the intended verbal and non-verbal communication to interact with others are being appropriately interpreted and why. These two particular goals will then hopefully lead to a better understanding of whether a change of views on dealing with certain features in our social interactions

and its link to identities might create a fruitful approach in tackling some pertinent issues in sociocultural linguistic research. As Edwards (1985:1) proposes, “Questions of language and identity are extremely complex”. He, however, acknowledges the importance in investigating the relationship between the two by emphasising that “the link between language and identity is a reasonable one to study” (Edwards 1985:3).

Identity construction and projection are discussed as to be articulated in a reciprocal fashion of interactants' positions, by highlighting shared knowledge of selves and the others, in a categorizing exercise involving wider social groups and by ideological criteria labelled by social action (De Fina, Schiffrin & Bamberg 2006). Taking the stand that identity is constructed through the use of language in social interactions, the emphasis is placed on the importance of the analysis of the language used in actual contexts where emergence of identity can be noticed. They also discuss salient and recent issues pertaining to discourse and identity involving interactional contexts, speech communities and analytical resources.

van de Mieroop (2008:492) investigates identity constructions in professional and institutional settings “in which the speaker presents himself as the seller of a product and the audience members as potential buyers of this product”. It is through the institutional identity construction that it was made evident that “the audience's identity projection went beyond a simple categorization of the audience in a certain role, but also that this role received a place within the institutional identity and that it thus received a more nuanced identity” (van de Mieroop 2008:506). This shows the co-constructions of identity in action and which this study is interested in examining, as

well as whether the institutional identity and its effects are apparent in classroom contexts.

2.9.1 Sociolinguistic approaches to language and identity

In attempting to define identity from a sociocultural perspective and how it is manifested and emergent through language, we need to first establish an understanding of what they are and how they complement one another. Identity is often seen as "complex, contradictory, and multifaceted" (Norton 2006:3). It is therefore important for us to regard identity as complicated and never simplistic, singular or one-dimensional. Identities here will be looked at mainly from a sociocultural point of view but one which goes beyond a Vygotskian framework with the conception of language as both a cultural and a psychological tool, and instead more directly aligned with Bourdieu's (1991) work on language and symbolic power relations where linguistic properties and conventions, through negotiated and manipulated discourse, can actually aim to achieve a higher *profit* (e.g. in acquiring a higher power of social standing and its perks). Therefore, how language contributes towards the construction of identities will be a core part of the focus in this thesis.

One of the most influential and well-respected current theories of identity, which will be adopted in this study is Bucholtz and Hall's model. Bucholtz and Hall (2010:18-19) claim their definition of identity as "deliberately broad and open-ended: *identity is the social positioning of self and other*…in line with abundant socio-cultural linguistic research, that identity is a discursive construct that emerges in interaction" and this is the view that I also wish to adopt in the current study. The effort by Bucholtz and Hall in introducing a coherent and highly developed model of socio-cultural linguistic research on identity is commendable and will be followed in this study. The five

principles introduced by Bucholtz and Hall (2005) cover the sociocultural approach that my research also aspires for where identity is looked at as follows: (1) a social and cultural phenomenon, (2) involving macro-level demographic categories including interactional ways, participants' roles and cultural positions, (3) linguistically indexed, (4) relationally constructed, (5) partly intentional, partly habitual and subconsciously performed. Bucholtz and Hall (2005:607) call the five principles – "Emergence, Positionality, Indexicality, Relationality, and Partialness – represent the varied ways in which different kinds of scholars currently approach the question of identity".

Principle one, emergence, refers to performance of identity through discourse, and principle two, positionality, regards identities as representations of "macro-level demographic information, ethnographically specific cultural positions and temporary and interactionally specific stances and participant rules" (Bucholtz & Hall 2005:592). Principle three, indexicality, is the very mechanism by which identity is constructed, labelled and grouped. Principle four, relationality, refers to the social meaning that identities gain in connection to other identities that one holds and other participants in that context. Principle five, partialness, is concerned with inherently relational trait that identity has, partial in characteristic, and which occurs in situated contexts, leading to informed ideological configurations of self and other. It also means that construction of identity can be purposeful, intentional and in part habitual, and shows partial unawareness caused by partly an outcome of others' views and representations and partly the impacts of larger ideological process. Bucholtz and Hall (2010:27) also believe that "identity in all its complexity can never be contained within a single analysis" and that sociocultural linguistics should be looked at broadly and inclusively. This is evident in the many similar studies that have chosen to use

diverse theoretical and methodological strengths in their analysis (Holmes 2006; Holmes & Stubbe 2003; Mullany 2007a; Schnurr 2009).

In trying to understand identity and its connection to language, Deckert and Vickers (2011) discuss very relevant topics to this research, including identity, language, power and the methods in approaching those issues. They give an account of a sociolinguistic point of view in its broadest sense as to how it relates to society, especially on the issue of identity. It further relates to the ways in which people use language to interact with one another in social contexts, either at interpersonal levels or in larger groups. It also involves '*variation*', or complex languages that humans, as complex social creatures, tend to use in their daily interactions, which is a form of representation of identity.

Examining language through linguistic variations, Clark (2013) questions the relations between language and identities, with regards to social aspects including social class and race, and discusses pressing issues pertaining to relationships of English, language and identity. In defining identity, Clark (2013:19) asserts that it is not only "something constructed or emanating from within ourselves, or as fixed social categories, identity is also a sociocultural phenomenon that comes from and within local, interactional discourse contexts that are social and cultural in nature." Adopting Bucholtz and Hall's (2005) identity model, she regards identity as a 'product' and not the source of linguistic practices, which is in line with the approach taken in this study.

Sociolinguistics also allows us to “look at how the power relations between people shape concepts of language value, and on a more intimate level, how language affects interpersonal relationships” (Deckert & Vickers 2011:3). Through sociolinguistics, we can also look at how we construct our identities according to specific contexts. The idea of 'co-construction' is particularly important here. This suggests that interactions between someone who is more 'powerful' than we are can co-construct a different identity in ourselves. However, it is still perhaps undeniable that the elements of 'competence' and 'performance' in using a language have a significant role in establishing power in any given context. These notions might be able to get us to the issue of whether identity is enacted and negotiated or not in contextual demands through our competence in manipulating language.

According to van Leeuwen (2008), it is important to realize that representations, no matter how abstract, are based on social practice and this highlights the importance of roles and contexts. However, according to Edwards (2009:19), “The essence of identity is similarity: things that are identical are the same, after all, and the word stems from the Latin *idem*.” which shows the importance of acknowledging similarities as to determine identity, which again points to the question of relations, either to ourselves or the others.

Edwards (2009:19-20) continues by describing personal identity, or personality, as “essentially the summary statement of all our individual traits, characteristics and dispositions; it defines the uniqueness of each human being.” He states that personal attributes “derive from our socialisation within the group (or rather, groups) to which we belong; one's particular social context defines that part of the larger human pool of

potential from which a personal identity can be constructed" (ibid). Edwards highlights the importance of 'speech mobility', whereby speakers choose from their existing repertoire in responding to situational demands. In stressing the strong connection between language and identity, which he says, cannot exist without the other, he reiterates that:

> Language can certainly be considered as a 'marker' at the individual level. The detail and nuance of psycholinguistic acquisition patterns, for instance, lead to the formation of the *idiolect* - that particular combination of accent and dialect, that particular assemblage of formal and informal registers, that particular pattern of stress and intonation which, if we were to look closely and cleverly enough, we would find unique to the individual.
>
> (Edwards 2009:21-22)

Even though identity has been widely researched in psychology, since it falls outside the scope of this study, I have decided to just focus on identity as a socio-cultural construct through a sociolinguistic approach by adopting Bucholtz and Hall's (2005) identity model. However, I will discuss identity from psychological point of view very briefly here. From social psychological perspective, social identity theory was introduced by Tajfel and Turner (1979; 1986) which is mainly based on intergroup behaviour and status. Due to a limited scope of social identity theory that does not account for the 'self' and group processes, self-categorization theory (Turner & Oakes 1986) was then introduced. However, a combination of both theories represents what is now known as social identity approach.

2.9.2 Is our identity being challenged over time?

Caldas-Coulthard and Iedema (2008) focus on fear and uncertainties in terms of one's identity faced in our socio-cultural contexts. Whether our identity is actually enacted to serve superficial intentions or not in reacting in difficult situations of our social events, and whether our social acts are driven by fear or the avoidance of pain, are among the interesting subjects discussed. They raise many critical issues concerning identity from the lenses of scholars of discourse analysis, social semiotics, conversational analysis and many others. Acknowledging the challenges and resistance faced by many and of daily struggles, it draws critical attention towards the complexities resulting from the complex issues of being a human being. The discursive and linguistic approach adopted here leads the analysis and the effects to reach a deeper level of understanding in terms of complicated use of language in interactions.

However, trying to understand all these complicated issues are undeniably crucial but acknowledging and confirming that all of these problems exist should also be accompanied with some solutions which are lacking. Martin and Rose (2003) lament this exact problem and thus introduce Positive Discourse Analysis in their genuine attempt to offer a solution to address this issue. Martin (2004) pleads towards realising a reverse thinking of focusing on the positive sides of what works rather than scrutinising the problems at no ends. Nevertheless, the efforts and initial steps taken in trying to combat the harsh realities however far it is regarded from stating workable solutions are highly applauded.

2.9.3 Professional identities in higher education

Fairclough (2013:101) argues that "institutions of higher education come increasingly to operate (under government pressure) as if they were ordinary businesses competing to sell their products to consumers". As a result, institutions are making overhauling process in its internal day to day operations with organisational changes occurring to be in line with both the internal and external demands including staff training and institutional planning. Expressing his concerns on the changes taking place in higher education, Fairclough asserts that academics are under pressure to regard students as 'customers' and to change their teaching approach to be more 'learner-centred', requiring the academics to equip themselves with new skills, leading to changes in their professional identities.

Fairclough also suggests that "the discursive practices (order of discourse) of higher education are in the process of being transformed through the increasing salience within higher education of promotion as a communicative function" (ibid). He then raises two very important questions:

> (a) What is happening to the authority of academic institutions and academics and to authority relations between academics and students, academic institutions and the public etc.?
>
> (b) What is happening to the professional identities of academics and to the collective identities of institutions?
>
> (Fairclough 2013:101-102)

With these changes in professional and institutional identities, it is therefore crucial for these effects in the teaching and learning process to be examined further. Bhopal and Patrick (2013:50) discuss the issue of identities by providing insightful comparisons on what is taking place in the higher learning industry across UK, USA and Australia, highlighting dissatisfactions with many issues including inclusion, social justice and diversity. Mainly focusing on the teaching profession and the question of their identity in higher learning, issues raised include the importance of addressing diversity in classrooms and the lack of teachers being reflexive of their teaching practice. Therefore, it is deemed important for teachers to reflect and relate their teaching to their own beliefs and principles (Galvez-Martin 2003).

2.9.4 Teacher identities and effective teaching practices

Establishing good rapport between the teacher and students, laying down clear expectations, giving feedback, reflecting on the teaching practice, showing genuine interests on each student and experimenting with many approaches in assisting learning are among the many key elements that will lead to effective teaching and learning. In establishing rapport, it is even claimed that establishing rapport with the students is as important as the pedagogy itself and that unique relationships are highly valued by trying to connect authentically and reaching out to individuals personally, which shows that the humanistic approach is key to ascertain favourable classroom behaviour (Senior 2006). Furthermore, teachers or lecturers, no matter how they place themselves in their institution professionally, need to have a positive mindset in their teaching, to learn to be themselves, and to be curious, creative and authentic in their approach. The teacher's role is important in creating the kind of classroom climate

that is regarded to best assist learning: “purposeful, task-oriented, relaxed, warm, supportive and has a sense of order” (Kyriacou 1991:65).

Kahane (2011) brings about the importance of 'mindfulness' whereby teaching is described as something to be explored in terms of how one thinks and feels, as well as to be authentic and as real as possible by offering an authentic and a non-judgmental curiosity in the teaching process. These are some characteristics that they have to embrace as their professional identities in order to create a fulfilling career. Love the students and the students will love you back: this is encouraged but it is not as simple as that. According to Hattie (2012:23-24), “it requires more than content knowledge, acts of skilled teaching or engaged students to make the difference”.

Looking at the contexts of language classrooms, instances whereby the students respond readily and engage enthusiastically can be more likely achieved by the more experienced teachers as they know how to be spontaneous in creating vitalised and dynamic classrooms which can be by injecting humour and fun as well as engaging students intellectually and emotionally. Senior (2006:197) points out that the “moments when teachers and students laugh in unison serve to vitalise the social atmospheres of language classes and affirm that classroom language learning is a collective experience...energy levels in language classes are reciprocal: teachers energise their classes through the judicial use of humour, and students do likewise”. This is in line with Candlin’s (2000) concept of ‘critical moments’ where significant moments like instances of humour as discussed by Senior (2006) can assist in the teaching and learning process. Candlin’s concept of critical moments is also a very

important aspect in this PhD study, which looks at significant and important moments that mostly lead to positive and effective teaching and learning environment.

He further reiterates that what teachers value the most in their teaching practice is the overall atmosphere of the classroom, that class cohesion is an important factor and their understanding of group dynamics principles tells them to engage with the class both pedagogically and socially. Similarly, Dornyei and Murphy (2003) also acknowledge that past research has shown the importance of group cohesion in determining performance. However, on top of these studies, whether the use of language in teaching practice is crucial in materialising all these positive results in classroom contexts is still something to be explored further, specifically from a sociolinguistic perspective, and this will hopefully be achieved by the current study.

What is almost certainly true is that all of these will not be effective without good and clear communicative ability from the teacher's side. Bialystok (1984) calls it a person's strategic or communicative competence as to solve problems in communication, which he suggests, can assist in pedagogical contexts. According to Holmes (1992:9), the way people utilize language in social contexts should be examined, which can help us to understand how language works and "variety is a sociolinguistic term referring to language in context" representing "linguistic forms used under specific social circumstances." Linguistic styles can be considered as one of the varieties used in a specific context of a community that produces a nuanced linguistic repertoire, which this study intends to examine in classroom contexts.

According to Stubbs (1984), in determining which linguistic concepts should be presented to teachers, only professional linguists with the necessary knowledge and expertise can dictate the necessary linguistic aspects and conventions in preparing teachers to teach. He argues that "educationalists could not be expected to do this for the simple reason that there is so much in contemporary linguistics which is of no direct relevance to education" (Stubbs 1984:206). He further argues that linguists have the responsibility to share the knowledge on language, its practical values and social implications to people outside the linguistic circle. This calls for the need to be in touch with the realities and practicalities of classroom teaching in a way understandable to people outside the linguistic circle.

However, with evolving interdisciplinary research that looks into certain aspects of linguistics such as pragmatics and discourse analysis, we might be close to finding the solutions for this crucial issue. As much as Stubbs (1984) acknowledges that a teacher training programme is useful, he also laments the fact that teachers are always put under pressure to perform their best, and not only from the field of linguistics. It is not just the use of the language itself as it is beyond that. This is where the study of lecturer identity in trying to understand what lies beneath it from the lecturer's side and its link to language might be proven fruitful. However, one needs to be careful as not to take the view of language as purely interactionally functional but of relevance to the teaching practice as well. According to Bourdieu et al. (1994), 'rationalizing' how language is used in teaching is a bold move towards 'democratizing' academic discourse. On satisfying students' linguistic demands, they argue that "what matters is to make the presuppositions underlying the academic manipulation of language as explicit as possible, so as to make the explicit transmission of these demands

possible" (Bourdieu et al. 1994:22). Their concerns on the current teaching scenario in terms of its delivery linguistically is based on that the idea remains utopian and it takes the whole system in education to change as it is the underlying factor of the stereotyped academic discourse in institutions which determines the gaps in the power relations in academic contexts.

Emphasizing the importance of language use in curriculum and in contributing towards realising political ideologies and national identities, Clark (2005) contends that the education system carries a key responsibility in disseminating prominent ideologies that the society holds. She further asserts that one way this is achieved is "through the reproduction and maintenance of a standard variety of a language through which, in turn, notions of national and cultural identity are transmitted" (Clark 2005:32). Through her evaluations of Bernstein's theory on pedagogic discourse, she argues that changes in ideological circumstances have shaped the pedagogic grammar with the emphasis on standard English into being recontextualised in order to suit both political and sociocultural demands. Clark (2015:44) maintains that "systems of education also contain within them the seeds of their own transformation. Just as reproduction is historically configured at any given moment in time, so today's acquirers become, in turn, tomorrow's reproducers and producers of knowledge." This thus leads to the issue of identity constructions of the acquirers, reproducers and producers of knowledge through language, who in this study will be referred to as the lecturers. Pennycook (2001), however, warns those who want to do critical work in classrooms that empowerment and emancipation will not be easily achieved.

2.10 CDA and identity

From social constructionist perspective, Benwell and Stokoe (2009:4) assert that "identity has been *relocated*: from the 'private' realms of cognition and experience, to the 'public' realms of discourse and other semiotic systems of meaning-making. Many commentators therefore argue that rather than being *reflected* in discourse, identity is actively, ongoingly, dynamically *constituted* in discourse." They further emphasise it through constructionist approach, which looks at identity and how the notion of selves is rhetorically utilised in social contexts. It investigates "how people perform, ascribe and resist identity, and how what it means to 'have an identity' is produced in talk and text of all kinds." (Benwell & Stokoe 2009:10). This regard on identities is closely linked to CDA in a way that deeper understanding and interpretation of texts of all kinds, both written and spoken, and the many layers of influences that may and may not exist in those texts, is hoped to be achieved in a more discursive but amiable manner.

The dualism in approaching identity is also highlighted. They argue that 'agency and structure', and 'essentialism and constructionism', should be further explored. On commenting the 'inside' vs the 'outside' self, they reiterate that "who we are to each other, then, is accomplished, disputed, ascribed, resisted, managed and negotiated in discourse" (Benwell & Stokoe 2009:4). Adopting a strong practical orientation to the study of discourse and identity, they offer the sense of understanding on different but practical approaches and analysis to address the issue which I also believe binds CDA and identity strongly together.

Thus, the purposeful use of language in many different professional contexts allows us to explore into more complicated territories where power relations and the role of identity can be particularly salient. However, what does CDA have to offer to studies on identity? According to Rahimi and Riasati (2011:107), CDA has come to influence the field of humanities in general, especially applied linguistics since language is regarded by CDA "as a powerful means through which specific ideologies, identities, and culture become dominant in a society". Here identity is included as the means to study language because of the strong connection to each other.

Studies on identities recognise that people would continuously build both their sense of individuality as well as collective identities in discourse. What entails from this would be in the interactive focus besides realising that identities are not stable entities as they are usually in constant flux as the essence of identity is negotiated through discourse (Thomas 2005). This approach thus explains the strong connection between CDA and identity and it is interesting to see whether identities are actually stable or not.

However, it is undeniable that some representations of identities can lead to negative impact as it can be complicated and misunderstood. Hodge (2012), in discussing CDA and identity, raises interesting observations on identity that might also be controversial by relating to a sample text from a mass media source as being discriminative. Identities here can be seen as very fragile and open to be questioned at times which might lead to negative implications. Therefore, he implies that by understanding the factors behind the sensitivities due to hegemony and discrimination, CDA tries to alleviate certain situations by creating an awareness on the existence of such treatment and this will hopefully lead to more positive

outcomes. He criticises such negative actions and interpretations as being unjust towards the suppressed party and pleads for a more well-informed and positive reactions.

2.11 Teacher identities

Teaching is a complex and personal social practice that requires full commitment of a teacher. Not only that teacher identity is an ideal approach to treat teachers as whole persons in social contexts who will be actively reconstructing their views of themselves in relation to others, workplace characteristics, professional purposes, and teaching cultures, it is also a *pedagogical tool* for teacher educators and professional development specialists to use in exploring the various holistic, situated environment of teacher development in practice (Olsen 2008).

Identity negotiation cannot be easily measured or treated in isolation especially in the context of classroom interactions. Morgan (2004) has conducted a study on teacher identity as pedagogy which examines its transformative potential and teacher identity negotiation in bilingual and ESL programmes and argues that it is important to have 'identity benchmarks' or task descriptors in teaching practice as interactions between the teacher and students can have an instant effect on identity. Morgan (2004:176) also expresses his concerns over the fact that "if we are to make teachers aware of identity as having pedagogical implications, we should attempt to convey that information in ways closely related to teacher's own pedagogical experiences and ways of knowing." This is also supported by Cummins (2001) who identifies teacher identity as something that plays a major role in bilingual and second language education and that teacher-student identity negotiation is almost unavoidable in pedagogy.

On the other hand, the smooth process of teacher identities to be transformed to professional identities is questioned. Irwin and Hramiak (2010:17) have conducted a study on teacher trainees and their transition in constructing their professional identities. Using discourse analysis, they conclude that "trainee teachers seem to identify with teaching but not being teachers". The trainees were found to discuss teaching practice based on what they learn theoretically as oppose to the lexis of real teaching experiences in which they are lacking, thus implying that teachers should be trained not only on how to teach, but on developing their professional identities as well.

On a slightly different note, Ignatieva (2010:10) analyses teacher talk to identify cultural or discourse models that shape teacher identities by using CDA. She has found that exploring "discourses that drive teachers' conduct in different cultures in the context of current educational changes might make cultural values and beliefs underlying teachers' assumptions about their professional selves and power in education more salient". This observation implies what would be achieved by acknowledging the possibilities that studies of identities have to offer in educational settings.

According to Day, et al. (2006), commitment and resilience are two important factors which depend on teachers' cognitive and emotional capacities in handling their personal, work and professional issues, which have positive or negative effects on their professional lives and identities. The study addresses the issue of teacher identities by examining the nature of social relationships and the elements of 'self'. It highlights identity as the key factor in influencing the teachers' motivation, commitment, job satisfaction and effectiveness in educational environment.

2.11.1 Teacher identities and power

van Dijk (1981) contends that the conditions of dominance and power have changed, and more recently, the switch from classrooms dominated by the teacher to learner-centred environments has been quite apparent. With this change, deeper analysis of discourses in didactic contexts is deemed important and the authoritative role of a teacher needs to be critically re-examined to suit the global demands and other challenges that the world of education is facing right now.

Power, in this research, is defined as having the dominance over the other in a way that can create desired outcomes. It goes hand in hand with the definition given by Holmes and Stubbe (2003:3): "From a sociological and psychological perspective, power is treated as a relative concept which includes both the ability to control others and the ability to accomplish one's goals". They also stress that language is overtly a very salient tool in enacting power as well as in contributing towards constructing our social reality. However, they also assert that status is unnecessarily the sole source of power and that "relative power needs to be assessed not only in the particular social context in which an interaction takes place, but more particularly in the specific discourse context of any contribution" (Holmes & Stubbe 2003:4). Therefore, they argue that manifestation of power from linguistic point of view need not be so blatant. They emphasise that politeness, or specifically catering to other people's feelings and face needs, has a crucial role to play in the use of power at workplace interactions as what their analyses suggest. Mullany (2007a:37), specifically focusing on gendered discourse in the professional workplace scenario, conceptualizes power as "enacted and contested in every interaction". In classroom contexts, however, power interplay and "struggles to restructure hegemony within the order of discourse of higher

education" (Fairclough 2013:108) and the role of academics as carrying professional identities are crucial issues to study and explore.

From a CDA point of view, Fairclough (1989:43) provides two definitions of power: power in discourse, and power behind discourse. "Power in discourse is concerned with discourse as a place where relations of power are actually exercised and enacted" whereby power behind discourse "shifts the focus to how orders of discourse, as dimensions of the social orders of social institutions or societies, are themselves shaped and constituted by relations of power". The current study seeks to regard both definitions of power as relevant to the problems being examined and might also involve power that is subtle and less obvious and which Fairclough (1989:49) refers to as "hidden power" in face-to-face discourse.

Therefore, power should be used effectively and moderately by the teachers. Many teachers actually see power as a tool to make a difference in education. However, abuse of power should be avoided at all cost when it comes to creating positive classrooms as summed up by Ignatieva (2010):

> Power abuse was associated with (a) the loss of control, (b) use of fear, (c) teachers' poor compliance with the rules, (d) teachers' use of rules to their benefit only, (e) teachers' inappropriate use of teacher authority, (f) teachers' inappropriate use of resources, and (g) teachers' poor judgment. I, as a teacher, as opposed to some teachers, am cast in a positive light. I am in control of the classroom, I do not use fear, or if I do use fear, it is with the purpose of getting things done, not just for getting pleasure from making students scared.
>
> (Ignatieva 2010:206)

Morgan (2004) has also concluded teacher identity as having pedagogical role and authoritative power and regards 'teacher identity as pedagogy' as potentially 'dangerous'. Therefore, teachers need to present themselves in unthreatening and respectful ways.

2.11.2 Authenticity, Authority and Relationality

Authenticity is an important aspect of identity that will be highlighted in this study. Studies on authenticity especially in education contexts (Brookfield 2006; Frego 2006; Hunt 2006; Carolin 2007; Kreber et. al. 2007; Kreber & Klampfleitner 2012; Kreber 2013; van Lier 2014; Creese, Blackledge & Takhi 2014; Badger & Macdonald 2010; Bialystok 2017) and specifically in higher education contexts (Cranton & Carusetta 2004a; 2004b; Kreber, McCune & Klampfleitner 2010; Kreber & Klampfleitner 2013) have recently gained popularity. Authenticity is defined by Cranton (2001) as the enactment of the genuine self that involves a process by which higher education lecturers discover who they are as a teacher and their preferences within the social sphere of their workplace. As a multi-faceted concept of identity in teaching, authenticity is said to include "at least four parts: being genuine, showing consistency between values and actions, relating to others in such a way as to encourage their authenticity, and living a critical life" (Cranton & Carusetta 2004a:7).

Some common indicators of teacher authenticity involve those who are "trustworthy, open and honest" which involves 'congruence' between words and action, 'full disclosure' where the teacher regularly updates the agenda, assumptions and expectations that govern her teaching practice, 'responsiveness' which relates to the teachers being as helpful as they can and 'personhood' where the students understand that the teachers are human too and with identity outside the classroom (Brookfield

2006:6). Cranton and Carusetta (2004b), on the other hand, introduces a developmental model of authenticity to see how it emerges by adopting grounded theory, which is felt to be suitable in the context where little theory has been developed. This study which looks at higher education lecturers will be particularly relevant to this PhD study especially in its analytical process.

The idea of 'relationality' (van Leeuwen 1996; Bucholtz & Hall 2005; Wetherell & Mohanty 2010) is highly regarded in this study as one of the key identity aspects to be highlighted. It is crucial in building and ensuring connections between the interacting social actors in the context based on shared or understanding of knowledge, values, perceptions and acceptance, which is how people create a bond with each other. Relationality is asserted by van Leeuwen (1996) from CDA perspective as helping people to establish acceptance of similarities, create bonding between one another and develop a common ground. In this study, I will be adopting the concept of relationality by Bucholtz and Hall (2005). Emphasising how relationality is fundamental to identity, Wetherell and Mohanty (2010) regards it to be the core principle that contributes to identity formation. Relationality is regarded to be particularly important in this study in establishing good rapport and relationship between social interactors and in this case, between lecturers and their students towards materialising effective teaching and learning environment.

Authority is usually discussed in connection to power, and therefore, the elements of power as previously discussed in section 2.10.1 is also relevant here in terms of how power is used in the classroom to enact authority in identity. Authority is another concept under teacher identity that is perceived as to indicate the one with the power over the other to decide or make something happen. Palmer (2010) regards authority

as one important aspect of teacher identity which can be traced back to their 'inwardness' and mostly depends on self-knowledge. In this study, authority of teachers or lecturers is an important aspect of identity in which will determine how the classroom can be effectively controlled and carried out. Respect but not fear is another key that can be connected to authority and therefore, teacher authority can be an important aspect to balance and used appropriately.

2.12 Classroom discourse

The role of academic and institutional discourse in affirming control and power in the classroom contexts is apparent by the underpinning effort in ensuring that the creation of knowledge takes place (Benwell & Stokoe 2009) as it should be in reciprocally symphonized effort by both parties involved, namely teachers as the primary and authoritative figures and students as the secondary and on the active receiving end. According to Young (1997:13), "the purpose of formal institutions of education is to prepare students for participation in wider spheres of social development and inquiry". Klerk (1997:214) suggests studies viewing classroom discourse in higher education as "a kind of social struggle which could result to change" should focus on patterns of interactions and how they work, and this is what this study aims to achieve.

Kumaravadivelu (1999) contends that classroom discourse analysis should be examined from various perspectives to maintain its relevance. He also illustrates how "classroom discourse analysis can facilitate an understanding of the degree to which classroom participants are able or unable to create and utilize learning opportunities in class" (Kumaravadivelu 1999:458). Therefore, classroom discourse analysis can

provide a useful interpretation towards effective classroom practice. Another popular and useful method in interpreting classroom discourse data is by doing conversation analysis (Goodwin and Heritage 1990).

In the context of higher education, lecturing, being a common and formal method of delivery in conveying the subject matter in higher education classrooms, is also where discursive 'performance discourse' happens (Barthes 1977). According to Jule (2006:106), "lecturing as a teaching method works by conveying information through summary and elaboration – and all at the discretion of the lecturer" while Goffman (1981) regards lecturing without heavily relying on prepared notes as 'fresh talk'. Lecture, as a classroom discourse, is recognised as a multi-layered discourse performance (Barthes 1977; Goffman 1981) and the discursive nature of it is what this study is interested to explore.

According to Cazden (2001:2), any study involving classroom discourse involves studying a communication system and that "any social institution can be considered a communication system". However, unlike other social institutions, educational institutions serve their basic purpose through communication. She also lists down important features of educational institutions that highlight communication as the key aspect: first, spoken language is used as the tool to carry out teaching; second, classrooms are regarded as one of the most crowded places for adults to be in with the teacher as the controller; and third, the spoken language used represent the identities of both the teacher and the learners. "Differences in how something is said, and even when, can be matters of only temporary adjustment, or they can seriously impair effective teaching and accurate evaluation" (Cazden 2001:3). In short, she calls the

linguistic functions of a classroom as propositional (referential or ideational), social (to establish relationships) and expressive (to represent speaker's identity and attitudes). She highlights speaking rights (getting a turn) and listening responsibilities as crucial in classrooms, which are particularly relevant to this study.

2.12.1 Analysing classroom talk

Interactional studies of classroom discourse have long been deemed as crucial and Hymes (1972:6) claims that "studying language in the classroom is not really applied linguistics; it is really basic research. Progress in understanding language in the classroom is progress in linguistic theory", which signals the importance of classroom research. With an interest in social nature of learning, Kumpulainen and Wray (2002) regard classroom interactions as providing a wealth of information on the teaching and learning experiences.

In choosing a classroom as the setting to study language and its function in discourse, Sinclair and Coulthard (1975:6) reiterate as follows: "We wanted a situation where all participants were genuinely trying to communicate, and where potentially ambiguous utterances were likely to have one accepted meaning we found the kind of situation we wanted in the classroom". Looking at different variables like age, ability, class size, teacher/pupil familiarity and topic of lesson, they initially decided on a classroom where the teacher has the tendency to exert utmost control above the structure of the discourse, before observing different classrooms and in different schools.

Not focusing on pupil-pupil interaction, Sinclair and Coulthard (1975, 1992) devised a system of analysis based on Halliday's (1961, 1985) Systemic Functional Linguistics (SFL) model of metafunctions: 'ideational' (expressing content), 'interpersonal' (maintaining social relations) and 'textual', and Sinclair and Coulthard's (1975, 1992) Initiation-Response-Follow-up (IRF) model, especially, has since been considered as an important contribution in classroom discourse research (e.g. Butterfield & Bhatta 2015; Li 2018). Sinclair and Coulthard (1975:8) examine "both the structure of one form of spoken discourse that is the way in which units above the rank of clauses are related and patterned – and the way in which such language functions as statement, question, and command are realized through grammatical structure and position in the discourse". This study is particularly relevant to the present study in looking at language and its functions in HE classroom interactions.

Mercer (2004:138) has proposed a methodology for classroom analysis called sociocultural discourse analysis, that emphasises the use of language as a social mode of thinking to basically "understand how spoken language is used as a tool for thinking collectively". It is termed sociocultural discourse analysis, he explains, to differentiate it from other similar approaches and "because it is based on a sociocultural perspective on the nature and functions of language, thinking and social interaction" (ibid). He describes its use "to assess the impact of a planned intervention...for improving the quality of classroom dialogue as an educational tool" (Mercer 2004:166) and that his study has proven its relevance especially in examining the linguistic process in achieving its positive functions in classroom settings.

Mercer (2010:3) also discusses the strengths and weaknesses of methods used in analysing classroom interactions using both qualitative and quantitative approaches, agreeing that "classroom education cannot be understood without due attention to the nature and functions of talk" which means that it cannot rule out the qualitative element to the analysis. He argues that joint creation of knowledge is mediated through talk allowing students to reciprocate in solidarity through continued constructions of meaning. He also acknowledges that there is an urgent demand for linguists to produce more empirical research on interactional aspects in educational contexts.

Applying the models of Mercer (2004), Arcidiacono and Gaastaldi (2011), argue that socio-cultural discourse analysis is a valid methodology to be used in analysing classroom talk of different levels. Focusing on the need to analyze and understand the way spoken language is used as a social mode of thinking in the classroom, they look at the use of three different forms of variety of talk often used in classroom settings: disputational talk (shows a kind of disagreement), cumulative talk (a positive but non-critical summary and/or elaboration of what mentioned by the others), and exploratory talk (statements and suggestions for a joint consideration), stressing on how the discursive analysis of classroom interactions can benefit from them. They underline "the value of the socio-cultural discourse analysis to examine and assess the linguistic process whereby people use language to introduce new information, orientate to each other's perspectives and understandings and pursue joint activities" (Arcidiacono and Gaastaldi 2011:13). They also propose further research towards more planned educational interventions that can be used by teachers for a positive learning impact.

2.12.2 'Inspiring' vs 'effective' teaching

On a relevant but different note, inspiring teaching has long been the benchmark for many practitioners in educational sectors. However, "the word effective is frequently mentioned in writings about inspiring teaching; in addition, there is a far more comprehensive evidence base for teacher effectiveness and effective practice than currently exists for inspiring teaching." (Sammons et. al. 2014:6). They have conducted a very relevant study looking at 17 'inspirational' teachers and their teaching practice in nine schools in the UK. Making teachers as their primary focus of analysis, interviews and surveys were conducted. Their classroom observations include "rich descriptive field notes to describe the lesson, which included detail on the structure, organisation and flow of the lesson, the nature of lesson activities, interactions between students and teachers, classroom climate and comments on the teachers' persona" (Sammons et al. 2014:12). However, similar studies are yet to be conducted in the context of higher education from a sociolinguistic perspective which will consider focusing on the linguistic behaviour and identities of inspirational teachers.

According to Jensen et al. (2014:37), "Inspirational teaching as a theoretical or analytical term is little used in the literature on higher education; it is mostly associated with personal awards in the field of teaching and learning". Trying to contribute to the scholarly discourse in the field, they also want to trigger some debate and discussion on inspirational teaching. They regard inspirational teaching as an outcome, transformational and able to promote sustained impact on student learning. King and Widdowson (2012), in their studies concerning inspirational teachers of Higher Education (HE) in Further Education (FE), highlight having strong and clear

sense of teacher and professional identity as well as having collaborative and scholarly relationships between the teacher and the students among others as to be found to create a positive experience and enhance the learning for the students.

Su and Wood (2012:142), in their study of 'What makes a good university lecturer?', aspire for educationists and researchers "to recognise the importance of engaging students as co-producers of knowledge about pedagogy and practice in higher education in order to provide deeper and richer layers of understanding". They also argue that in order for excellence in teaching to take place, there should be certain institutional conditions to be present. They pose very important questions pertaining to identities: "The question of who. Who are my students? Who are they struggling to become? Who am I? Who am I struggling to become? How can we connect and collaborate in such a way as to co-create a learning environment that will help us all" (Su and Wood 2012:146), and these are also what the current study seeks to explore.

2.13 Conclusion

In this chapter, I have reviewed the literature of different theories and approaches on discourse studies, identity, power and classroom discourse. I will be adopting Critical Discourse Analysis (Fairclough 1992; 1995) and Positive Discourse Analysis (Martin and Rose 2003 Martin 2004), Interactional Sociolinguistics (Holmes 1995, 1998; Mullany 2007a), influenced by Politeness Theory (Brown and Levinson 1978; 1987; Holmes 1995; 1998; Mullany 2007a) and Communities of Practice (Lave and Wenger 1991; Mullany 2007a) and informed by Grounded Theory (Glaser and Strauss 1967; 1999) as an optional approach in complementing the model as my integrated analytical framework. The concept of power and hegemony in this study will be taken

from Fairclough (1992) and Holmes and Stubbe (2003) while the concept of identity will be adopted from Bucholtz and Hall (2005) and Benwell and Stokoe (2006).

The issues of language and identity will not be complete without various pertinent issues related to struggle, power, hegemony and many others, which are crucial elements of CDA that will be examined in this study. It is also hoped that the findings of this research will be able to contribute mainly to the studies of discourse analysis, sociolinguistics, applied linguistics and higher education.

CHAPTER THREE

Methodology

3.1 Introduction

This chapter will describe and explain the methodology adopted in carrying out this study. I decided to take a qualitative approach and the reasons and rationale for this will be discussed thoroughly here.

In line with the understanding and approach that this study adopts, a qualitative research, in a general sense, is defined as follows:

> The qualitative approach to research provides a unique grounding position from which to conduct research that fosters particular ways of asking questions and provides a point of view onto the social world whose goal is to obtain understanding of a social issue or problem that privileges subjective and multiple understandings.
>
> (Hasse-Biber 2017:4)

A broad overview of qualitative research and the attention to details it offers as well as offering a more comprehensive account of examining social behaviour, especially in applied linguistics, is important in reminding us that "qualitative inquiry is inherently valuable in its own right, and not just a weak "alternative" to weightier, more powerful quantitative research" (Lazaraton 2003:4). The subjectivity and layers of understanding that a qualitative approach offers in gathering social meanings of classroom talk align with why I wanted to conduct this study. However, this decision of adopting a qualitative route does not make me an opponent of quantitative

approaches. It is also decided that quantitative approaches, though offering measurable and statistically driven data analysis, it will not yield the kind of analysis that is rich and 'thick' that are necessary in addressing the research questions.

As Hammersley (2008:39) puts it, "Qualitative researchers have often argued for the superiority of their approach on the grounds that it respects the complexity of the social world". It is due to this unique ability of a qualitative approach to lead to a more comprehensively informed depth especially on the matter of language use and teacher identities that it is chosen for this study. "Qualitative research is uniquely capable of documenting and analysing the situated, contextual influences on language acquisition and use, as well as the subtle variations in learner and teacher identities" (Dornyei 2007:154). This means that qualitative approaches also put the importance of the situatedness and contextuality of social phenomena first, making it not only appealing to be used in carrying out this study but also an appropriate choice to deploy.

This methodological choice has also been reached by a number of factors which are theoretically and practically driven. It aligns with the common methodological preference made by researchers of studies of similar nature in professional and institutional discourse-based studies (Holmes 1995; Holmes, Stubbe & Vine 1999; Mullany 2007a; Copland 2008; 2009) as well as to cater for the practical matters of carrying out the study in a limited time frame as a sole researcher, which include accessibility issues and manageable data. This aligns directly with Mullany's (2007a:51) argument that, rather than committing yourself to employ a certain "methodological paradigm out of pre-established traditions within a discipline,

researchers should be driven by practical factors" in making firm decisions on an appropriate methodological route. In a similar vein, Llamas, Mullany and Stockwell (2007) reiterates that in order to acquire 'good' empirical data, it is crucial for methodological choices to be made out of the practicalities and manageability of the study.

In making this complex decision of choosing which methodology is appropriate to adopt, I took time to reflect on my research objectives and how it will be best to address them within my own constraints and limitations. Other than looking at complex decision factors, my decisions were also based on the success of the pilot study and the nature of the study itself, that qualitative research was determined to be the most suitable approach to be taken in conducting and analysing this research.

3.2 An ethnographic approach

To conduct detailed qualitative research, I decided to adopt the approach of an ethnographic case study. In a general sense, "an ethnography is the written description of the social organization, social activities, symbolic and material resources, and interpretive practices characteristic of a particular group of people" (Duranti 1997:85). I agree with Duranti's emphasis for ethnographic studies on prolonged and direct participation in understanding the group of people in question as well as the two contradictory qualities: 'objectivity' or culturally unbiased reactions and the 'emic' or empathetic view of them.

However, in line with the essence of the ethnography of communication, I will be defining ethnography as follows: "Ethnography is a field of study which is concerned

primarily with the description and analysis of culture, and linguistics is a field concerned, among other things, with the description and analysis of language codes" (Saville-Troike 2003:1). It will examine the socio-cultural factors that may influence the participants' representations of identities in their speech or performance of communicative competence which is especially useful in a qualitative study such as this one. The personal backgrounds of all participants and their teaching aspirations, as ascertained from conducting semi-structured interviews (see section 3.5.7) have been documented, transcribed and discursively analysed in order to add an additional complementary dataset to the analysis of the classroom observations, which were also audio-recorded and transcribed (see section 3.5.6).

The decision to use an ethnographic approach is partially based on the key advantages of using ethnography, as expressed succinctly here by Lazaraton (2003):

> Ethnography is concerned with both descriptions and interpretations of cultural behaviour and its roots in anthropology. It entails a set of techniques for data collection, data analysis, and report writing for giving a comprehensive description of the people who make up a cultural unit and the social practices in which they engage.
>
> (Lazaraton 2003:3).

Ethnography, according to Hymes (1977:170), involves the "inquiry that is open to questions and answers not foreseen, for which possible observations need not be precoded, and for which the test of validity need not fit within a prestructured model". It has also been reiterated that "ethnography's focus on representation has generated

analyses of a variety of genres, examining how they stylistically shape their form and content" (Adler & Adler 2008:2). Furthermore, as Saville-Troike (2003:6) states, "while the goals of ethnography are at least in the first instance descriptive, and information about diverse "ways of speaking" is a legitimate contribution to knowledge in its own right, the potential significance of the ethnography of communication goes far beyond a mere cataloguing of facts about communicative behaviour". It is with the same principles that the key purpose of this PhD research project is to go deep and beyond a purely descriptive analysis and instead pursue critical views that are apparent in the whole process of understanding the data through a fine-grained, detailed ethnographic analysis. In the effort of trying to be more well-informed in terms of what actually entails in the complexity of meaning-making in the social events of classroom interactions between lecturers and their students, it is deemed important that the natural contexts of this can be accessed, which also led to my decision to use ethnography as the most effective approach in order to answer the research questions effectively.

Since the overall focus of this study is to observe the performance of lecturers' identities in classroom settings, in order to conduct an ethnographic study rigorously, the approach involves 'immersing' myself as an ethnographer into the natural setting of classrooms where such ethnographic data can be acquired. As Esterberg (2002:58) states, an ethnographic research, or field study "entails immersing yourself in the social life of a group, observing, and writing about what you see". As the natural setting in the case of this research is the classroom, it thus goes hand-in-hand with this understanding and definition:

> Classroom ethnography refers to the application of ethnographic and socio-linguistic or discourse analytic research methods to the study of behaviour, activities, interaction, and discourse in formal and semi-formal educational settings.…In contrast to quantitative approaches to classroom research, classroom ethnography emphasises the socio-cultural nature of teaching and learning processes, incorporates participants' perspectives on their own behaviour, and offers a holistic analysis sensitive to levels of context in which interactions and classrooms are situated.
>
> (Watson-Gegeo 1997:135)

This resonates strongly with this sociolinguistic and ethnographic study of classroom discourse in a higher learning institution in looking at the socio-cultural factors and teacher reflexivity that influence the process of teaching and learning, as well as the significance of the discursive analytical standpoint in underpinning the situated meaning in the highly contextual social practice.

Hence, since the data that I have acquired focuses upon the interactions between lecturers and students as well as the overall communicative performance of lecturer, and given the overall linguistic focus of this thesis, methods from Linguistic Ethnography have been employed. 'Linguistic ethnography' is defined in this study as follows: "Linguistic ethnography is an interpretive approach which studies the local and immediate actions of actors from their point of view and considers how these interactions are embedded in wider social contexts and structures." (Copland & Creese 2015:13). It is therefore clear in this definition that the emic standpoint,

besides looking at the researcher's interpretative and analytical views, is an important one to emphasise in this study.

As it involves dealing with people or community, ethnographic studies do not only come with personal challenges but also a professionally rewarding one nonetheless. According to Esterberg (2002:62), in order to conduct ethnographic research successfully, "your own personal qualities – how well you get along with other people, whether you're outgoing or more reserved, whether you have a sense of humour, and so forth – will dramatically shape how people react to you in the field and, thus, what kind of evidence you collect". Therefore, establishing and maintaining good working relationship with the participants is the key in ensuring the success of any fieldwork.

Indeed, I firmly agree with Esterberg (2002:62) that "ethnographic research is very personal research", as your identity and how you carry yourself as a researcher makes a significant difference to the success of gathering data. Interpersonal qualities are key towards developing legitimate persona as a credible researcher, and much of this skills and confidence are acquired through practice. As Copland (2015:95-96) explains, her positioning as a new ethnographic researcher, "developing my research persona took time", and she worries about not being able to perform her best. This is apparent as she makes excuses for not having enough experience and downplays her interviewing skills. She, however, asserts that "in later interviews, I am much more sure of myself and what I want to know and the interview proceeds more smoothly" (Copland 2015:96). This perspective neatly demonstrates that developing expertise as an ethnographer comes with time, practice and experience.

It is also with the intention of making the 'familiar strange' as opposed to the idea of traditional anthropology which was 'to make the strange familiar' that Linguistic Ethnography has been chosen for this study. Because interactants do not consciously think much about their common and automatic use of a particular sociolinguistic interactional style or repertoire of a language in a social practice that they fail to see the significance or impact that it has in conveying meaning and structure in institutional discourse. Because of this, our natural way of speaking should not be mistaken as having no relevance to the evolution of the language in a specific field, and right now more than ever, "we need the interpretive approaches of linguistic ethnographers because the institutions we know best, the routines we practice most, and the interactions we repeatedly engage in are so familiar that we no longer pay attention to them" (Copland & Creese 2015:13). Thus, it is with the similar shared notion of wanting to explore the impact of the way we use language on social practices and its non-arbitrariness that this research is based.

3.2.1 Thick description

Thick description has been employed in this study since it is deemed to be inseparable from ethnographic and qualitative studies. "The term 'thick description' is often used as a way to characterise the distinctiveness of qualitative research, in terms of both process and product" (Hammersley 2008:52). He continues to assert his understanding from the notion of Geertz's thick description, that "thickness' seems to involve both describing the perspectives of the participants and providing information about the context that is defined as relevant by the researcher's theoretical interpretation of what is going on" (Hammersley 2008:61). It is also regarded to be

very crucial in trying to thoroughly analyse the complexities in verbal interactions and everything else that is observed. In explaining thick description and its role in ethnography, Stake (2000) asserts that even describing in detail what physically is seen during the observation is pertinent in creating a visual experience for the reader. On the same note, Hesse-Biber (2017:226) explains the importance of thick description as providing "in-depth descriptions of all aspects of the case necessary to convey the particularity of the case to the reader". Holliday (2004:733) asserts that thick description "is a more creative device of piecing things together and understanding how things are interconnected – finding, describing, and understanding the interconnectedness of the diverse social elements of the setting as small culture that makes up the case study." Thus, with this understanding of the importance of thick description that it is used in describing the like of what is contained in the previous statement in detail so that no stones will be left unturned and that a vivid picture can be painted for the reader.

However, using thick description can be challenging and "the problems seem intractable, as we are pulled in opposite directions by the requirements of confidentiality and the desirability of what anthropologists call "thick description" (Davis 1991:13). Davis also outlined two important reasons why the goal of thick description should not be forgotten: firstly, the methodology is expounded by the normative ethics, leading from the "universalizable principles to a concern with how individual stories are embedded within particular communities" and secondly, without thick description, "we only get out of a case what we put into it" (Davis 1991:13-14).

He also reiterates that "we need thick description to allow cases to remain open to different interpretations over time, and also to enable cases to ground an ethics of care" (Davis 1991:15).

Greenblatt (1997), in his essay on Geertz and beyond, has laid down the complexities and important elements of 'thick description'. Touching upon the notion of 'raw' data, coined by Geertz, he emphasizes the need for the reader to understand that what you want to present is itself a story, but which needs to be collapsed "into something called textuality". He continues by making a valid point of what the 'collapse' has allowed us to do. It permits a focused attention and creates critical queries by literary critics. It also however draws their attention to the "genre and rhetorical mode, to the text's implicit or explicit reality claims, to the implied link (or distance) between the word and whatever it is – the real, the material, the realm of practice, pain, bodily pleasure, silence, or death – to which the text gestures as that which lies beyond the written word, outside its textual mode of being" (Greenblatt 1997:16).

Therefore, this study's attempt to explore the real accounts of speech events and what is going on by natural occurrences involves thick description as the most suitable form of method in being able to represent the link between the words and the 'real' world. On that account, this study is concerned on the appropriacy of linguistic strategies and communicative competence employed primarily by the core participants in their natural habitat of the institution namely classrooms, which focuses on the followings:

> Communicative competence extends to both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, to whom one may speak, how one may talk to persons of different statuses and roles, what nonverbal behaviours are appropriate in various contexts, what the routines for turn-taking are in conversation, how to ask for and give information, how to request, how to offer or decline assistance or cooperation, how to give commands, how to enforce discipline, and the like – in short, everything involving the use of language and other communicative modalities in particular social settings.
>
> (Saville-Troike 2003:18)

3.3 Multi-method discourse analysis

A considerable length of literature discussing overarching Sociolinguistics and discourse analysis as carrying core contributions in this study has been provided in Chapter Two. I will now discuss how discourse analysis has been regarded as key and the 'umbrella' term (Nikander 1995) here without singling out any specific methodological approach that is typically connected to this broad definition of discourse analysis. Being heavily linked to ethnographic approaches adopted in this study, the epistemological positioning and influence acquired especially from both discourse analysis and ethnography (Holmes 1995; Mullany 2007; Macgilchrist & Van Hout 2011) help inform and shape the knowledge to be gained even prior to the data collection and which are crucial to effectively address the research questions. It is asserted that "as a theoretical and methodological perspective on situated practices, ethnography is particularly useful for examining discourse production" (Macgilchrist & Van Hout 2011:3). Therefore, ethnography is adopted together with a broad

category of discourse analysis in this study as a suitable and promising methodological approach to explore constructions of lecturer identities in classroom discourse as a situated and discursive social action and performance in a social context.

Furthermore, this present PhD study's approach to adopting various linguistic theories and frameworks as a 'toolkit' acting as the means to address the research questions and shape understanding and knowledge on the arising issues was based on the dataset acquired. This 'toolkit' was selected from the most appropriate tool that can best target and deal with particular tasks at hand. Although the general research questions had been treated to help predetermine certain analytical choices of the study, it is mainly still very much data-driven and it therefore did not have definite presuppositions on the findings of the data or on how they should be manifested and represented. Therefore, it was decided that the specific linguistic strategies and features to be focused on and analysed were to be especially considered only based on the data gained that has been closely examined and coded leading to a few recurring themes. Following the notion of 'critical moments' (Candlin 2000) in marking crucial interactional events in classrooms, the particular linguistic strategies identified to carry those 'critical moments' that will be analysed are openings, closings and humour, while the linguistic features that are drawn from the data are as follows: discourse markers, speech acts, pronouns, questioning techniques and politeness strategies including hedges and boosters (elaborated in Chapter 4).

Bearing in mind the risks involved in embracing 'methodological eclecticism' (Sarangi & Roberts 1999:26) through an integration of various linguistic approaches

and analytical tools that are deemed here as carrying promising results, this hybrid approach was to cater towards different analytical elements that this study was interested in looking at further. The question of identity, power, context, and face are some issues that have arised and intertwined with linguistic features in the data as the result of analytical complexities involved which have been dealt with by using the hybrid approach, which consists the followings:

- Critical Discourse Analysis and Positive Discourse Analysis (as the core analytical tools)
- Interactional Sociolinguistics
- Politeness Theory
- Communities of Practice
- Grounded Theory (optional)

The integrated approach and theoretical framework have been carefully selected in dealing with the issues related to constructions of identity and power in classroom interactional strategies adopted by the lecturers and will be further discussed in Chapter Four.

3.4 Data access

In order to gain access to the data, initial plans were made of where and from whom the data can be acquired, through which institution, what is the possible and the best way for me to collect the data, and other challenges that might be unforeseen by me. According to Harding (2013:18), negotiating access needs to be dealt with first before delving into the data collection process and that the negotiation involves "two levels: gaining access to the institution and gaining access to individuals". He also advises

researchers that due to the fact that negotiating access can be time-consuming, it is good that they were to start as early as possible prior to the data collection plan, which is what I managed to do. It is also advisable that an 'insider' within a community to be identified, as what was done for this study. A trusted and credible 'insider' can help ease this difficult initial process since the researchers will get the benefit of having a respected individual in the community to introduce you and your research to potential participants (Fetterman 1989).

He or she can also act as a mediator between you and your potential participants in convincing them to be willing to take part in the study. It is also very crucial for you to be proactive in taking the first steps towards realising this goal. Once the mediator has been identified, I then arranged for an initial meeting with the said individual through emails. I recognise that establishing a good and professional relationship between me and the mediator, explaining and laying down the foundation of my research as well as highlighting the significance of my study are important in creating a good impression of myself as a researcher. Once these have been dealt with properly, I found that the next steps of finding suitable participants and henceforth maintaining the relationship with them were much easier.

3.5 Ethics

Gaining ethical approval is a crucial process in any linguistic research dealing with human subjects and due to understanding of the requirements and how to deal with them, I managed to gain the necessary approval in quite a short period of time. In the process of gaining the ethical approval, an informed consent form had to be formulated and prepared and it was sent together with the completed ethical approval

form as part of the requirement. The informed consent form also acts as the information sheet in introducing me as a researcher with my contact details as well as explaining the nature and purpose of the research (see Appendix C).

My experience in dealing with the ethical process is quite similar to what has been pointed out by Copland and Creese (2015), especially in making participants understand the rationale and value of the research and my expectations: "ethical issues needed constant attention throughout the life of the project…Our interests in identity, language practices and heritage appeared rather opaque to our research participants who anticipated a research interest in pedagogy and evidence of 'good' and 'bad' practice from a team of academics…" (Copland & Creese 2015:65).

According to Ryen (2016:32), there are three most frequently raised questions concerning ethical issues: codes and consent (informed consent), confidentiality and trust. Having an informed consent means that "research subjects have the right to know that they are being researched, the right to be informed about the nature of the research and the right to withdraw at any time", confidentiality means that the data gained will be treated anonymously and trust is to have a good and well-informed relationship with the participants. These three elements are the salient features in materialising the data collection plan. Our moral responsibility will also have to be highlighted to participants as well as to be reaffirmed to ourselves so that no moral obligation is crossed.

I had to seek consents from the main participants (the lecturers) as well as their students. However, I made myself very clear about the nature of my research and how

it will be conducted, with them giving their full commitment and understanding. As reiterated by Copland (2015) in Copland and Creese (2015:93), it is very pertinent that the subjects "were as informed as possible about the nature of the research and their part in it" and that the researcher should be sensitive to messages sent by the participants and act out on it ethically.

This brings us to the important matter of making sensible but difficult decisions at times as to maximise the potential of gaining 'good' data as well as maintaining professional relationships with your participants. For instance, there was one incident whereby I was asked not to come and observe a classroom as it involved a guest speaker who was uncomfortable of being observed. Other situations I faced mostly involve the nature of how the classroom teaching will be carried out which was not suitable for my observation. For example, I was told by the lecturer that he would just act as a facilitator in a computer lab while the students work individually and quietly on the assigned tasks, and therefore, according to him, that particular setting will not yield much teaching or interaction. Therefore, when told by a lecturer not to come and observe for a specific reason, you must simply adhere to his or her requests. It is very important for you to know which button to press and not to press and when as this will also ensure good working relationships with the participants. One thing I learned from this is for you to not be too stringent on these matters, and to learn to go with the flow in the best way possible in such very important moments of your research.

3.6 Data collection techniques

3.6.1 Research tools

Since this research is qualitative and ethnographic in nature, the data collection process has been determined and conducted using the tools as follows:

- Classroom observations
- Interviews
- Student Evaluation of Teaching (SETs) and Student Evaluation of Module (SEMs)
- Teaching Philosophy statements

These varied methods of data collection provide a practical triangulation and allow me to acquire a rich dataset for a thick and rich interpretation of the data. I will now introduce and provide justifications for each of these different components in turn.

3.6.2 Classroom observations

Classroom observations and field notes on the classroom interactions were primarily focused on the lecturers, and secondarily on students. Therefore, it was crucial that the observation process be determined and planned carefully prior to the actual observations. Much of the success of classroom observations lies in these initial steps: contacting the lecturer after an informed consent was given to further explain the nature of the research and their role in it; explaining what I am looking for in the observations and how I plan for the observations to be carried out; determining which of their classes that I can observe and formulating a simple observation schedule to help me get organised; executing the process of getting the cooperation of their

students to give their informed consent as well; and then observing and audio-recording the classroom teaching with field notes taken.

The classroom contexts in this study refer to lectures, seminars and laboratory sessions. The lectures were mostly carried out in huge lecture theatres which range between having the capacity to accommodate sixty students to four hundred students, depending on the number of students for each class. Seminars were mostly conducted in small classrooms that can fit up to forty students. The lecture theatres are beautiful with the state of the art visual aids facilities and equipment. All classrooms come with visual aids facilities and whiteboards.

"Classroom ethnography involves the intensive, detailed observation of a classroom over the period of its duration (e.g., semester or year), recording a large sample of classroom activities on audio- or videotape." (Watson-Gegeo 1997:136). For this study, the observations were set for a semester, but depending on the nature of the classrooms or the suitable ones to observe, even though aiming for ten to twenty hours each initially, the average number of hours of observations gained for each lecturer is eight to ten hours. The details on the classroom observations are provided in Chapters 5, 6 and 7.

Participant observation

Participant observation was employed as it is "especially appropriate for exploratory studies, descriptive studies, and studies aimed at generating theoretical interpretations" (Jorgensen 1989:13), allowing rich and detailed description (Kawulich 2005). According to Jorgensen (1989:14), "ultimately, the methodology of

participant observation aims to generate practical and theoretical truths about human life grounded in the realities of daily existence". Furthermore, since conducting a field work as a participant observer will be able to offer an insider's viewpoint, it thus "provides direct experiential and observational access" to the researcher.

"Participant observation generally is practiced as a form of case study that concentrates on in-depth description and analysis of some phenomenon or set of phenomena." (Jorgensen 1989:23) It also provided flexibilities in the observational and inquiry process in which I was able to fine-tune according to any important issues that arises pertaining to the research.

According to Duranti (1997), participant-observation involves two different modes: passive participation, which requires the ethnographer to be almost invisible to the other participants, to complete participation, whereby the researcher is to be involved in interacting with the participants as well as performing in the activity that is being studied. Being in the position as a passive participant, I found it quite challenging in playing my passive role as I felt like an intruder. However, this was only true for the first observations as it got easier when familiarity was created as I slipped into being a member of the Community of Practice.

As a participant observer with a passive role, I found myself aiming to be the "'professional over-hearer', sitting in an unobtrusive position, with the intention that participants should carry on as they normally would if I were not present." (Mullany 2007a:61). Nevertheless, it really required a lot of effort, diligence and discipline in oneself to just sit quietly at a corner without attracting no or little attention to you but

still trying to embrace and capture every single detail especially the critical moments in the classroom.

Observer's paradox

This study, as it involved me being the participant observer, cannot escape the question of the observer's paradox. This unavoidable and challenging situation is a matter that will have to usually be confronted with by an ethnographer. In addressing the challenging issues of observer's paradox, it is asserted by Duranti (1997:118) as follows:

> Is there a solution to this paradox? Life itself is an attempt to resolve the participant-observer paradox. So-called neutral observation where the observer is completely separated from the observed is an illusion, a cultural construction. This does not mean that we should ignore the paradox, but that we should deal with it with the awareness of its unavoidability.

The decision of using an audio-recorder rather than a video-recording device was made to minimise the observer's paradox among the participants. Even though most of the time, the observed social acts appeared to be quite natural in the opinion of the researcher, there were of course instances that pointed towards this being an issue. For example, there were instances whereby my name was mentioned in the middle of teaching. This lecturer, upon facing a small problem with the power point slides, jokingly said, "I blame Mazlin for this". This humorous remark was then followed by simultaneous laughter from the audience, including myself. This not only shows that

the main participant was fully aware of the fact that I was there observing him or her, and by making that remark, had also drawn the students' attention to me.

An observation that was made from this incident is that the remark was made in a light-hearted manner which pushed me as the centre of attention even though that was far from what I tried to achieve as a passive participant observer. However, arguably, it might also be a way for the lecturer to include me as part of the community of practice, even as a member with a completely different role. In this kind of situation, a researcher should just carry along with it and continue to be as unobtrusive as possible. This is called the act of 'getting habituated' by Esterberg (2002). Esterberg also explains that due to the researcher who has no real importance or poses no threat to the participants, they do not mind the researcher's presence, which undermines the assumption of a great observer's paradox issue.

Field notes

A key part of conducting an ethnographic study is the production of field notes. The crucial role played by field notes is well-documented. For example, Copland and Creese (2015:38) point out that "field notes have a special place within ethnography because of their role in documenting complexity in participant observation and recording the ethnographers' partialities.". In a similar direction, Duranti (1997:115) mentions that "ethnographic notes can add dimensions of description that cannot be captured on tape, not even on video-tape". It provides another layer of the data gained, the notion of being physically there, noticing what should be noticed, which can only be done by providing the evidence of a 'human touch'. It is also a result of

our curiosity and intuitiveness that have driven us to capture in writing what is and what might be relevant to our research in the future.

The usefulness and importance of taking field notes is also supported by Sarangi and Roberts (1999) by reiterating that it will assist researchers in keeping a written record of the events observed and participated in, which helps them to keep their data organised. Mullany (2007a:66), though admitting that "field notes are inevitably not as reliable as audio-recorded data", uses field notes in assisting her in compiling information on the participants, their attitudes and evaluations of each other, the background of the company as well as the overall culture of the workplace. She also regards field notes as being able to offer her "an additional source of recording information" (Mullany 2007a:67) during her observations of meetings "to aid the transcription and data interpretation process". Thus, in this study, field notes act not only as an additional document or record of audio-recorded data but they can also be proven to be useful in assisting the process of transcribing and analysing data.

The process of producing field notes can be challenging at times especially when trying to achieve accuracy as there can be many distracting factors within the contexts of the observations that may hinder the effort. Taking field notes, according to Esterberg (2002), can help a researcher develop and sharpen their observational skills, and one in which can be improved by practice.

Audio recording

Audio recording was perhaps one of the most important tools in gaining the dataset needed for the study. As I mentioned previously in section 3.5.2, audio recording was

chosen over video-recording as a tool to capture all the spoken activities and interactions in the classrooms to minimize the effects of the observer's paradox. It was also used in recording all the interviews conducted. Esterberg (2002:106) mentions that people can become self-conscious as a result of seeing the recording device but they however, or at the very least, will become less consciously aware of this, as I have seen for myself in conducting this study. She also regards using a recording device as enabling us to "listen more fully" and to "go back and listen again and again" to what was said as well as letting you "pay attention to small details or to particular ways of phrasing things that you might otherwise miss". She continues by asserting its importance as keeping a record of how things are said rather than what is said and I agree with this since linguistic research needs the rigour of audio recording as the recordings helped me to put what is said in its rightful contexts which brings to a more complete understanding of the data.

There are three recording devices that were used in this study which are ZOOM H4next handy recorder, SONY audio recorder and Samsung Note2 mobile phone, which acted as back-ups for each other. However, it was not in every occasion that all the three devices were used at the same time. Most of the time, I made sure that I had at least two devices to be used and fortunately, there were only a few instances whereby I had to only survive with only one recorder left to do the recording work due to some unforeseen and unavoidable circumstances. This has only proven to me that handling technology can be tricky and unpredictable. Therefore, being fully prepared and making sure that good and reliable devices are available to you for recording purposes as well as having back-ups are very important in this kind of ethnographic study.

Audio recording was also chosen for this study as it was felt that audio-recording devices were much easier to handle and managed by the researcher. It does not need much setting up to do if compared to video-recording devices and the positioning of the device is not as tricky to decide. In the beginning, for the first main participant, I started by placing the recording devices quite close to the lecturer. However, I changed the positioning of the devices for the other lecturers I observed to be closer to me instead but still making sure that they captured the spoken activities quite well. This was due to two important reasons. Firstly, I think it lessened the observer's paradox in a way that their awareness of the recording taking place was also decreased even though it was a known fact that I was recording them and that the devices could still be seen directly positioned in front of me, but without the devices staring at them in close proximity. Secondly, I felt more comfortable having the devices close to me so that I could take full control of them while making sure they were functioning properly.

Another interesting challenge would be in terms of managing, transferring, naming and storing the recording data. Once the data was properly and safely stored in multiple digital locations, the tasks of transcribing and analysing had to take place. The process of transcribing and analysing the data was conducted through listening to the recordings a few times while creating the transcriptions bit by bit. This process was very time-consuming and had to be factored into overall workload planning for thesis completion. However, this process, no matter how daunting it can be, is also one of the most rewarding as you find yourself getting more familiar with the data and it invites the feeling of satisfactions at the end. It is also only after this stage is done that the data analysing process can properly take place, even though you might

already have considered some preliminary findings while being absorbed in the listening and transcribing process.

3.6.3 Interviews

Conducting semi-structured interviews with lecturers and students presented its own methodological challenges. The overall purpose of including interviews in my ethnographic study was partly based upon the fact that the *emic* point of views of the respondents can be gained, and that asking them to offer their opinions on the identified issues and questions, or to provide "an account of their experiences…these perspectives can generate new analytical angles and findings" (Copland & Creese (2015:29). Interviews also have the potential of being very useful in supplying new information that can be deemed important for the research findings, and this is what I tried to encapsulate.

In conducting interviews of this kind, it is preferable if they are carried out in an informal manner as to show the humane side of the interviewer in genuinely trying to understand the interviewees' emic or points of view of the aspects of social acts that we are exploring (Dornyei 2007:140). I would like to describe the way I carried out my interviews as having important conversations with people you like or admire. Naturally, when you are putting yourself in that position, you are also showing the respondents that you genuinely care about what they have to say and that their words can contribute in reaching out to others who might find it useful.

My interviewees, specifically the lecturers, have known me throughout the initial process of getting them to participate in the study and they were also used to having

me during their classroom observations. The students also had a distant awareness of me due to that observation process, and these have helped ease the interview process a lot. Recruiting the students for interview has proven to also be a challenge involving one of the lecturers and therefore I had to ask assistance from that lecturer to get some students to participate. I always aimed to conduct the interviews with the lecturers and students shortly after the classroom observations were over. However, due to some issues related to time constraint especially with their hectic and clashing schedules, I had to conduct some interviews a bit later than the others while making sure that the interview sessions were not too far apart so that they have not lost touch on the classes they have taught (lecturers) or attended (students).

The possibility of getting interviewees to tell stories in interviews is another challenge that requires careful management by the interviewer. Stories can be elicited "by asking open-ended questions about people's experiences" (Esterberg 2002:183). Therefore, I decided that the interviews will be set as being semi-structured interviews. My interviews have open-ended questions which I found to bring the respondents to come to the decision that in some cases, stories can help explain the answers better. Thus, I always tried to create a friendly and non-intimidating interview atmosphere for the opportunities to elicit interesting stories from the participants to appear. However, I had to bear in mind that I needed to stay as objective as possible as "obviously, some delicate balancing act is needed here between non-judgmental neutrality and empathetic understanding and approval" (Dornyei 2007:141), an idea which I completely agree with and tried to always follow.

Lecturer interviews

These questions were designed to cover all the aspects of identities as well as the lecturers' teaching practice. Upon finalising the list of questions, I put together fifteen questions divided into five sub-categories as follows: a) General information/Life histories (for demographic and background information), b) Identities (for the lecturers' perceptions on their identities), c) Teaching aspirations/Approaches and principles/Preparations (for identifying their perceptions on teaching approaches, goals and planning), d) Classroom interactions (for reflections on linguistic elements and teaching and learning processes in classrooms) and e) Reflection on teaching practice (for perceptions and evaluations on good teaching) (See Appendix A).

I conducted the interviews with the lecturers in their offices, where I thought they would be most comfortable. Seeing them in their professional setting, which is also their personal working space, together with some of their personal belongings (for instance, books and children's paintings), gives me a glimpse of their professional and personal identities.

I always started off by asking if they have any questions for me and if they understand what the interview is about, and then I briefly explained how the interview would be carried out and what is expected of them. Being researchers themselves, they understood my position and empathised with my role and therefore straight away switched to their professional self. In this regard, I was fortunate to be working with sympathetic professionals who understand what is required for a PhD and I tried my best to match their professionalism and expectations in return.

Because I had forged a good working relationship with them, the interview process with the lecturers usually eased into something fruitful. There were many instances whereby I was able to closely relate to the answers and reflect on my own teaching practice. As an ethnographer, I positioned myself to be as objective as possible, while maintaining the good relationship forged.

Student interviews

The student interview questions were simultaneously prepared as they involved a similar focus in thoughts and careful considerations. I decided to include 9 key questions from the original list of 15 lecturer questions. These include the students' opinion on the lecturer's approach to teaching and his or her best qualities, the atmosphere of the classroom in general, and whether they feel included and supported in the classroom. They were also asked about whether they remember any favourite words or phrases that the lecturer likes to use and if they can relate to most things said or done by the lecturer in the classroom (See Appendix B).

I decided to carry out the interviews with the students in two available options: individually or in pairs, which mostly took place in available classrooms. The pair option was introduced mainly to encourage the shy or less interested ones to participate. Pair interviews can also be more stimulating for the students and very interesting to witness as they can offer similar views in different ways, providing different examples from one another. They might also disagree in certain things and then explain why they state their opinions as such. Having differing views in addressing the same questions offer a rich data for the research and one I am most happy to oblige and acknowledge. Most importantly, these interviews were also

conducted in an informal and friendly manner to gain their trust so that they would be more likely to share their opinions thoroughly. Before carrying out the interviews, I ensured the students understood what the interviews are about and what was expected of them.

In the interview process, I noticed that with some students, you need to prompt them to explain or elaborate their answers, and sometimes not just once, and therefore, patience is key in this process. In this instance, my strategy was to keep rephrasing questions and not rush them by giving them time to think and answer. It is important to make them feel comfortable at these moments and not to intimidate them in any way, especially with students who appear quite shy. However, there are of course some students who could just provide the answers and elaborate them as they see fit without much prompts from me.

3.6.4 Student Evaluation of Teaching (SETs) and Student Evaluation of Module (SEMs)

Student evaluations records of lecturers are very useful in addition to the ethnographic dataset because it acts to complete the triangulation features in the research design. Since the data gained must be rich, it is decided that analysing the written documents in the forms of SETs and SEMs can assist me in achieving just that and more importantly, it helps me in confirming and completing the kind of fine-grained analysis that is highly sought after. This is also because "researchers are advised to consider the epistemological underpinnings of each approach" so that they will understand the reasons behind every action in the data collection and analysis process (Copland & Creese, 2015:57). The student evaluation documents allowed me to see the data from yet another interesting angle, adding to the credibility of the research as

it is not administered by me, but was done professionally by the university in question. This also presents another *emic* perspective that contributed to the rich data of the study.

3.6.5 Teaching philosophies

On top of analysing the written documents of SETs and SEMs, I also asked each lecturer to provide me with their teaching philosophies. Their teaching aspirations and principles act as the support to the information gained especially in helping to explain the reasons behind some of their actions in the classroom observations as well as what was mentioned in the interview. It will help me look at their teaching practice and understand it from a broader perspective. This has provided another useful feature that the respondents' point of view or *emic* can be explained from in this study.

3.7 Identifying 'successful' lecturers

3.7.1 Pilot study

A pilot study was conducted on a recording from a Masters level summer school (these data were obtained from a tracking archive at the university in question, which was also cleared ethically for use for research projects). I first contacted an 'insider' in the university to ask for a possibility for me to get some recordings of teaching that they have in the school archive. The person then suggested the summer school recordings and directed me to another colleague who has access. I arranged to travel to the university in question and met that person who provided me with a pen-drive with the recordings that I requested. The pilot study was conducted to systematically test the research design and to identify the flaws/shortcomings and ascertain better solutions for any problems encountered. A detailed analysis was conducted which

enabled the strengths and weaknesses of the approach to be identified. It was also decided that such study will be the most appropriate given the nature of my study in terms of what I wanted to look at: the use of language in the classroom and its link to identity.

3.7.2 Participants' recruitment

A series of models from a number of research studies on inspirational teachers were looked at which then led me to effective teaching models (King & Widdowson 2012; Su & Wood 2012; Sammons 2014; Jensen et al. 2014). It has been decided to combine the two as one cannot talk about inspirational teachers without being linked to effective teaching. However, an effective teaching model has been regarded here as key to employ in this study and the more abstract inspirational teaching is co-operated, rephrased and put under this effective model to gain its merit. From this notion of making the inspirational combined with the effective models together as a more acceptable model and in producing more empirically researched and rich data, the research design was then constructed according to the research questions formulated.

In trying to identify and recruit my participants, I decided to contact the person who is in charge of teaching and learning training activities for the lecturers at the university under study. During an initial meeting with this mediating person, I explained my research to her in detail emphasising the need to gain access to award-winning lecturers as the benchmark that I had selected for good teaching practice.

By award-winning, as briefly outlined in Chapter 1, I am defining this as any lecturer who has been a winner of either an internal or external teaching excellence award. He or she should be selected as at least the award-winners at the university level by considerable votes by colleagues, students or external organisations for his or her effective and good teaching practice. This will also indicate that the award-winners are admired for their passion in making their teaching effective. This is particularly important since I do not want to appear to be merely cherry-picking simply any participant available. The university teaching and learning officer came up with a shortlist of suitable candidates who fit the criteria and then emailed them on my behalf. Through two emails sent out by her to twenty potential participants (the first one was sent to ten potential participants and the second email to another ten potential participants was sent out a month later), I received responses from three potential participants who expressed their interest in participating in the study, from which two were selected for this study. One lecturer had already been selected and identified from the pilot study of the summer school recordings and who I had contacted via email and from there, and upon being asked coupled with an explanation of the research, he had then given a positive response to both the pilot study and the actual study. Another lecturer was then identified by a friend-of-a-friend method (Milroy 1987) from one of the potential participants. Because he fulfilled the criteria that I was looking for, which is an award-winning male lecturer from the science-based field, he was then contacted via email and asked whether he is interested to participate. He then replied to my email by expressing his willingness to participate in the research. I then reached to the conclusion of having only three primary participants to be included for my study.

Three lecturers were chosen as the main participants in this research, as follows:

a) Lecturer 1: native speaker of English, male, aged 43, from the Arts and Humanities, has work experiences outside of academia, winner of internal university award.
b) Lecturer 2: native speaker of English, female, aged 57, from Science-based field, has work experiences outside of academia, winner of internal university award and national level award.
c) Lecturer 3: native speaker of English, male, aged 40, from Science-based field, has no experience outside of academia, winner of internal university award.

3.8 Data collection challenges

Getting access to potential participants, gaining consent, as well as the other data in the form of written documents has been challenging. However, I found myself to be fortunate to be working with co-operative participants and throughout the course of the ethnography, I was able to forge good working relationships with them. As has already been highlighted above, a key part of the success of any ethnography is the ability to forge a close relationship that has to be nurtured and built between the researcher and the participants involved. However, it was important for me to continue to bear in mind that, as Watson-Gregeo (1997:139) points out, "The goal of critical classroom ethnography is empowerment for students and teachers, and many such studies involve collaborative relationships among teachers and researchers". In addition to this, I also found that it could also enhance my ethnographic experience and abilities and this has been a form of empowerment to me as I become more confident as a researcher.

3.9 Summary

Overall, it was decided that ethnography is the best approach to be employed in this study, since this route will lead me to be immersed in the natural settings where the type of discourse I intended to examine can be acquired. It offered me a 'multi-method' approach in the data collection process that is deemed very useful in producing 'thick' data required, addressing the triangulation aspects that this study aimed to achieve. It also exposed me to numerous crucial skills required to be an ethnographer, which are most pertinent in the success of gaining 'good' data.

CHAPTER FOUR

Analytical Frameworks

4.1 Introduction

There are a number of overarching interactional sociolinguistic approaches that are integrated in this study. Building upon the information that has already been presented in Chapter 2, I focus on the key analytical elements taken from the combined approaches of Critical Discourse Analysis and Positive Discourse Analysis, Interactional Sociolinguistics, Politeness Theory and Community of Practice.

This chapter will provide the definitions and the key analytical principles of these frameworks and approaches that are especially selected for the main purpose of analysing the 'thick' data acquired in addressing the overall aims and objectives of this study, including a discussion of these concepts and how they fit into the study.

4.2 An integrated analytical framework

From the theories and approaches that have been outlined in the literature review in Chapter 2, it is clear that this study is adopting a hybrid approach, combining key elements of frameworks and approaches that have been carefully selected as they are deemed to be pertinent in classroom data analysis. Therefore, an integrated linguistic framework, has been especially chosen because an integrated approach to analysing data involving interactions in institutional contexts will be valuable in producing 'thick description' (Sarangi & Roberts, 1999). The decision to use an integrated approach is deemed as a key approach by Holmes et al. (1999). On a similar note, Mullany (2007a) introduced an overarching interactional sociolinguistic framework in her workplace research, integrating politeness theory and CDA in addressing issues of

power and identity in workplace settings, which is similar to the success of the hybrid framework carried out by Holmes (2000) and Holmes and Stubbe (2003). Therefore, the integrated framework developed in this study follows previous researchers' decision-making and has equally been designed to be effective in analysing interactional discourse. It will now be outlined and discussed in turn.

4.3 Communities of Practice

As an analytical framework, Communities of Practice (as discussed in Chapter 2) is a concept that is very useful in this study. The concept of togetherness and collective responsibility in a CofP allows the group members to shape their goals collectively to achieve the best outcomes for any given contexts of interactions that occur within the community. In this study, each of the classrooms that I observed is regarded as a CofP, with shared common goals, even though with different roles to play between the lecturer and the students. The lecturer has a distinct position as the authority figure and therefore, carries a more important responsibility compared to the role of the students. However, the common goals of knowledge should be achieved by having co-constructed and reciprocal actions and behaviour from the part of the students. Mutual expectations, respect and understanding of each other in the context of interaction in a CofP can determine a success or a failure of a classroom in which I believe the lecturer will play the bigger role in this regard, which has led me to place a primary focus of analysis of the lecturers' interactional strategies in this study. The role of a lecturer in carrying out one of his/her job functions in a workplace and institutional context, which is teaching in a classroom will be examined from a linguistic perspective. Therefore, this is how I perceive and use the concept of CofPs

to help me give attention to the actual context in my analysis, which is a classroom as a workplace setting.

4.4 Interactional Sociolinguistics (IS)

As discussed in Chapter 2, Interactional Sociolinguistics involves examining meaning of speakers' utterances of language in specific social contexts through a process called interaction. This study uses IS to look at how the elements selected in the analysis are produced in a highly contextualized discourse in their social practice. For instance, understanding why certain utterances are made especially when they are not a normal practice in teaching and learning processes seeks a high commitment from me as a participant observer. Being part of the sociocultural practice of highly institutionalized discourse while the interaction is happening in its natural setting is one of the most fruitful things in understanding the contextually driven interpretation and analysis from an ethnographic perspective. This has provided the extracommunicative knowledge needed (which leads to the actual context in which it is uttered) in helping me to decide upon how one particular sample should be analyzed and written, which is one of the crucial elements that comes under IS. IS offers a complementing position when it comes to unexplained examples of utterances or speech acts, stretches of interaction in limited knowledge of circumstances of what the data may represent in the actual context. It is especially crucial to bring insights at the level of sociocultural practices and to address the key questions of how power and identity emerge in the data.

4.5 Politeness Theory

This study adopts politeness theory as an umbrella term following Holmes (1995), which is rooted from Brown and Levinson's (1987) politeness model, as well as Mullany's (2007a) approach to politeness theory in analysing linguistic features by looking at the speech acts used by the participants of my case studies. Much analytical attention has been given to the lecturer's style and repertoire in using politeness strategies such as hedges and boosters as well as humour in building good rapport and maintaining relationships with students. Therefore, politeness theory is very helpful in this study at the micro level of analysis. The analysis also involves examining closely the treatment of 'face' in the social interactions especially from the lecturer to the subordinates which are the students. The concept of 'face-saving', positive face, negative face and face-threatening acts (FTA) have been used in analysing this notion of face for both the lecturers and students in safe-guarding their self-image and good reputation and in how they are used in a good teaching practice as a social interactional model.

Holmes (1995:4) defined politeness as "an expression of concern for the feelings of others." The term 'politeness' is usually known to describe formal and distancing behaviour where conflicts are avoided. She maintains that "politeness may take the form of an expression of good-will or camaraderie, as well as the more familiar non-intrusive behaviour which is labelled 'polite' in every usage" (Holmes, 1995:5). Politeness strategies that are identified as to be applied by the case study participants are looked at from the basic idea of Brown and Levinson's (1978) politeness theory, mainly focusing on the notion of 'face' saving, which are positive politeness and negative politeness.

It has been found that the politeness strategies used are also very much contextually driven and help shape appropriate interactions at the moment of speaking as well as to be looked at from the view of power that the lecturer, as the authority in that context, has upon students. The power, in a hegemonic and asymmetrical relationship such as in this context, is downplayed when a politeness strategy is being used, for example as a hedge, resulting in a favourable acceptance from the part of the students. This is therefore, leading towards creating the kind of relationship that is amiable and with good rapport between the lecturer and the students. Since politeness theory has been criticized from many aspects, discussed in Chapter 2, I have therefore integrated CDA, PDA, IS and CofP to provide a comprehensive framework as a model in addressing the problems faced by politeness theory.

4.6 Core analytical tools: CDA and PDA

CDA, as discussed in Chapter 2, is adopted here together with the other frameworks and approaches to investigate the enactment of power and interactional strategies in establishing rapport and maintaining relationships in the classrooms. The decision to adopt CDA as one of the core analytical tools has been based on its basic principles that view discourse as specifically and contextually purposeful. Its notion in seeking out what actually entails in the meaning-making process in a social event is seen as commendably an in-depth approach in trying to identify answers that are revealing in terms of how social beings come to interact, make sense of and see the world, especially in their endeavours related to the question of power and identity.

As highlighted in Chapter 2, this study has adopted a new trajectory from the field of Critical Discourse Analysis, Positive Discourse Analysis (PDA) (Martin & Rose 2003), as another core analytical tool and to bring about a reverse thinking into the

idea of CDA. It breathes new light into CDA studies by flipping the attention to investigate positive discourse referring to a kind of discourse that works in bringing about peace, harmony and solidarity of a community. This study therefore adopts the idea brought forward by Martin (2004) to celebrate discourses that work and which have positively affected the immediate community that the discourse intends to elevate. As a result, this has created an amiable ground for any party of asymmetrical relationships and with power distance to move forward.

In a classroom context, PDA paves a new avenue for examining how teachers or lecturers create an effective approach linguistically in order to attempt to achieve an optimum teaching and learning atmosphere. Through the careful enactment of power, lecturers can hold authority and create effective classroom control and instructional manoeuvres. However, there is a balance to be achieved as too much or too little power enacted by lecturers will not produce a workable and fruitful teaching and learning scenario.

Classroom discourse, which is heavily laden with enacted power, in part, in the form of interactional strategies throughout the classroom discourse, is analysed from the point of the hegemonic struggle that exists in terms of how the lecturers try to balance power. Therefore, I will focus on analysing the enactment of lecturer power and how it is effectively performed to maintain authority and manage classroom control while trying to effectively impart and convey knowledge to students.

A great deal can be assessed about a lecturer's performance of their own identities and how they conduct the identities of their students by examining power in the teaching and learning process. CDA and PDA play an integral part in producing an analysis of lecturer identities: whether they are constructed, enacted or negotiated.

Focusing on interactional data in this study has led me to discursively analyse the coercive power (Fairclough 1992), in conjunction with identity, performed effectively by the lecturers on the use of linguistic strategies in the process of communicating knowledge. I started with one of the three steps of analysis as outlined by Fairclough (1992): the macro analysis of discourse practices, examining intertextuality and interdiscursivity. This is followed by analysis of text from an interactional sociolinguistic perspective, with considerations of looking at the micro aspects of it, and finally analysis of the text in terms of its social practice. These are the three dimensions of discourse analysis as suggested by Fairclough (1992:231) in which he asserts the following: "These three dimensions of analysis will inevitably overlap in practice…But this progression is a useful one for ordering the outcome of one's engagement with a particular sample before presenting it in written or spoken form." I took the liberty in 'fronting' the analysis of the discourse in terms of how it is created and developed within the sociocultural practice when it carries significant value to the study.

As a result, I have highlighted the structural elements of the classrooms: openings and closings, in which thorough, micro textual, interactional sociolinguistic analyses have been produced in the data analysis chapters (Chapters 5-7). Research on classroom study shows that once a lecture ends, students can recall 70% of what has been presented in the initial ten minutes (McKeachy 1999). Therefore, it is felt that examining openings is a valid choice and looking at closings can also help tighten the findings in terms of the role of the structural elements of the classrooms in creating effective teaching and learning environments. It will also allow me to look at how identities, power and politeness can emerge from the interactional discourse of these two important parts of classroom structure. PDA is used as a clear guide that I am

focusing on the *positive* elements of discourse and their interpretations and not looking at faults or problems to criticize, but rather at things to celebrate, which are still borne out of the complexities of the sociocultural practices and processes of which they are part. The use of humour as a linguistic strategy was decided upon to also be analysed, partly in an attempt to celebrate positive efforts towards creating solidarity and harmonious goals, and partly as a device to challenge and criticise albeit indirectly. Therefore, by focusing on the three dimensions of positive discourse, complementing one another, CDA and PDA are very useful in analysing how power emerges in the interactional data and how lecturer identities are constructed, enacted and negotiated in achieving pedagogical goals.

4.7 Introducing a Positive Interactional Model

Having discussed all the overarching frameworks and theories and how I have adopted them in my analysis, I would like to introduce them here as one integrated model as follows:

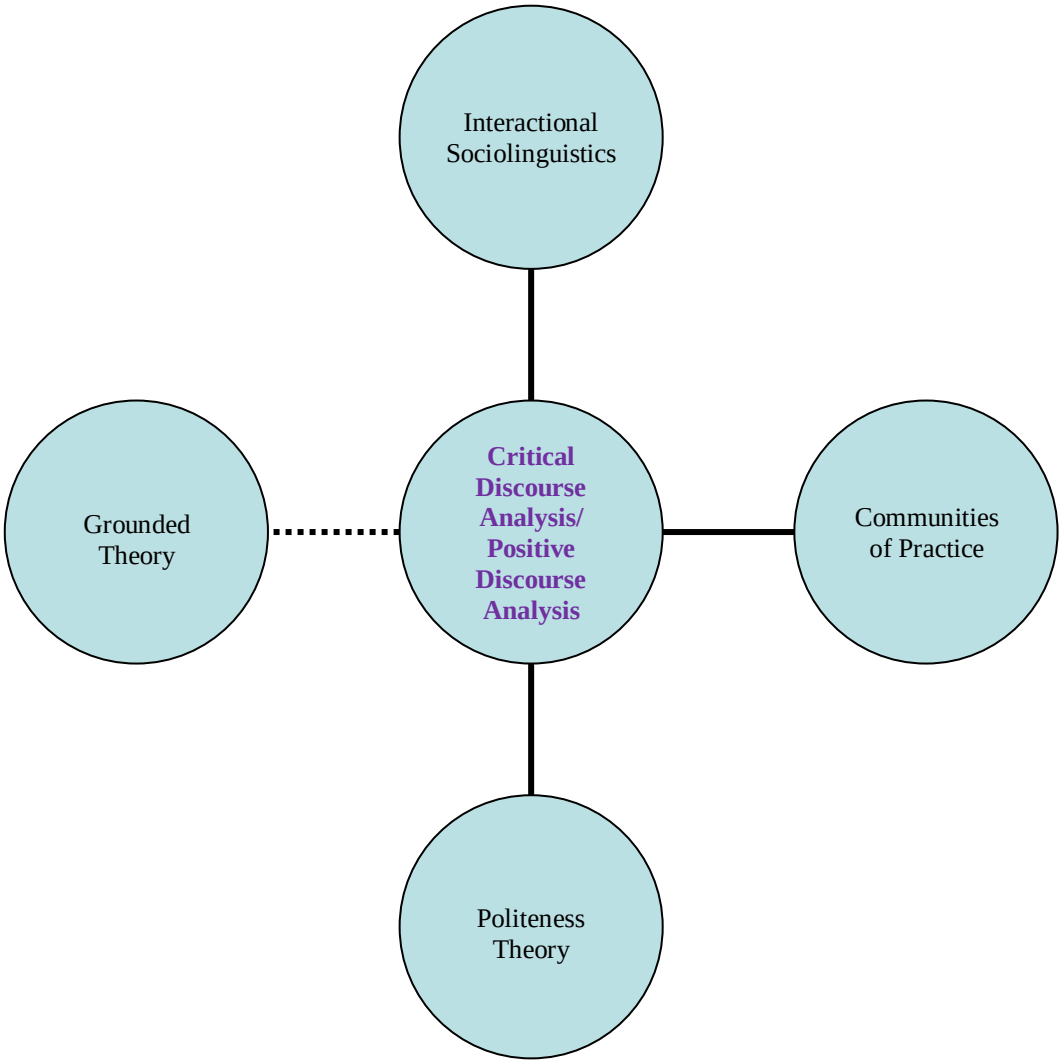


Figure 4. 1 A Positive Interactional Model

From Figure 4.1, the Positive Interactional Model has been introduced to represent the integrated sociolinguistic framework starting from CDA and PDA as the core tools for analysis of the thesis with PDA being regarded as part of the same aspect of approach to CDA, primarily representing power and identity and how the hegemonic struggle can be reduced in the classrooms. The CDA and PDA adopted are informed or influenced by Interactional Sociolinguistics, Politeness Theory and Communities of Practice. Interactional Sociolinguistics carries a very important influence in the

analysis especially in addressing the contextual and sociocultural aspects of verbal interactions especially in dealing with and understanding long stretches of utterances of the data gained in this study. Politeness Theory then encapsulates the idea of 'politeness strategies' adopted by the lecturers as a tool in addressing 'face' values and achieving harmonious interactional goals. Finally, Community of Practice then helps to situate the data analysis as the basis of classroom contexts or community to hold the cultural, conditional and institutional contexts for the interactional model, as the classroom is regarded as a CofP that sits at the contextual core of this study. Grounded Theory is included here as an alternative and optional approach that can be adopted to complement the model in the analytical process. Due to all the above descriptions and explanations of all the approaches and theories, the study has tried to adopt them as its analytical tools, represented in Figure 4.1. Therefore, I would suggest that future research of a similar nature and similar contexts be looked at from the applications of these theories as complementing each other and to be very promising in analytical processes.

We will now discuss some linguistic approaches in analysing the classroom discourse in this thesis.

4.8 Linguistic tools and techniques

Development of studies on linguistic styles and repertoire, or discourse strategies have been significant in interactional contexts (Gumperz 1982; Rampton 2011; Busch 2012), and educational contexts (Sinclair & Coulthard 1975; Cazden 2001; Hanrahan 2006). According to Sinclair (1982:18), "A teacher in action is primarily a highly skilled verbalizer. He must so control and direct his own utterances, and those of his

pupils, that the mysterious communication we call education takes place". Richards (2010) reiterates on how teacher confidence can be determined by their own level of language proficiency, particularly the non-native speakers of English whose teaching ability might be affected by their low self-esteem due to less than impressive linguistic performance. However, he did not rule out that this problem can also apply to native speakers of English who regard themselves as less articulate and this situation might contribute to inadequate means in achieving professional legitimacy (Seidlhofer 1999). Focusing mainly on language teachers, this observation might also be relevant to the like of the present study which involves lecturers of various subjects.

Halliday (2007:354) terms 'Educational Linguistics' as referring to something that people do. "If we take part in certain activities, guided by certain principles, we are doing educational linguistics". Effective teaching and lecturing depends on the intentions and the executions by the teacher according to their specific contexts. This includes applying the use of strategies of linguistic behaviour and politeness in classrooms (Brown & Atkins 1988).

Bell (2007:95) claims that "style is the dimension of language where individual speakers have a choice. We do not always speak in consistently the same way. In fact we are shifting the way we speak constantly as we move from one situation to another". Bell (2007:95) further explains: "these different ways of speaking carry different social meanings. They represent our ability to take up different social positions, and they affect how we are perceived by others". These might be particularly true when we deal with discourse within the popular contexts of language classrooms (Riggenbach 1999; Clark 2005; Senior 2006; Clarke 2008) which is not

the focus of the recent study. Rather, the recent study seeks to understand the use of discourse in higher education classrooms, notwithstanding any particular subject teaching.

Pasquet (2009) investigates positive language used for positive classrooms and asserts that the benefits of positive language have been acknowledged by both teachers and administrators as to contribute significantly on classroom behaviour as well as teacher morale. According to Denton (2008:28), teacher language, what and how we say it to students, "is one of our most powerful teaching tools. It permeates every aspect of teaching". Denton emphasises that positive language can elevate students to achieve their highest potential. This thus highlights the role of language as a teaching tool in achieving positive classrooms.

According to Zyngier (2013:15), teachers are role models to their students, even if they do not want to be. Zyngier emphasises teachers' pivotal role by asserting that "whether positive or not, inspiring or not, teachers have an influence on the students who are with them day after day". Such detrimental impact on students should not be taken lightly by teachers especially when positive classrooms can be achieved by just adjusting their pedagogical approach. As Socha (2008: 16) concluded in his paper on positive communication pedagogy, "There is much work to be done on the research and pedagogical fronts of positive communication" and this study will examine this closely.

I will now move on to discuss the linguistic features and strategies involved in the data analysis which have been selected due to their prominence in the dataset and they are as follows: openings and closings, humour, speech acts, discourse markers,

questioning techniques, pronouns, hedges and boosters. They will be discussed in turn.

4.8.1 Openings and Closings

Openings and closings in this study are regarded as sharing similarities with openings and closings in a meeting since classroom sessions are similar to meetings in many regards but with nuanced institutional goals. Sinclair and Coulthard (1975:59) regarded a classroom session as "the highest unit of classroom discourse, made up of a series of transactions" and to carry a stylistic type, which leads to explain that classroom interactional discourse is discursive and performative in nature as is regarded in this study. Research on meetings assert that both formal and informal meetings are found to have clear openings and closings (Boden 1994; Holmes 1995; Holmes and Stubbe 2003; Mirivel &Tracy 2005; Markman 2009), as also found in this study.

Openings in face-to-face meetings are usually marked by stating the purpose of the meeting and relating it to prior task or communication (Boden 1994), which are also the case for the openings and closings analysed in this PhD study. However, I found the markedness or indicators of the interactional moments in openings to not always be as clear-cut since every opening has its own contextually-driven way of making it towards stating the agenda of the session, which also depends on the individual linguistic style of the lecturers. Sinclair and Coulthard (1975) also warned about responding to 'unpredicted reactions' and 'misunderstandings' from the students in the openings, which may lead the teachers or lecturers to cater towards the students' needs first in order to create clarity to their agenda of the session. They also regarded

openings as to be different for different teachers and found no restrictions to how they start a session. I also agree on both accounts in terms of unpredictable situations and different or preferred styles and strategies utilized by the lecturers, with an addition that the interactional process in openings is discursive in nature and very much contextually driven. Therefore, I believe that it also seeks a discursive nature in its analysis in order to highlight the interactional complexities in classroom discourse.

They also highlighted discourse markers such as ‘right', ‘well’ and ‘O.K’ to function as boundary indicators in the lesson, which they labeled as ‘frame’, which “occurs invariably at the beginning of a lesson, marking off the settling-down time” (Sinclair & Coulthard 1975:22), as also found in this study. Similarly, due to the discursive nature of openings, this study also found no single way to standardize an opening. However, while bearing this in mind, adopting Boden’s (1994) approach to openings, but also influenced by Sinclair and Coulthard (1975), I regarded an opening in this study as having the following criteria:

- It has a stated agenda or purpose (however brief and vague).
- It refers to prior shared knowledge and related interactions (especially from previous sessions).
- It carries discourse marker(s) or alternative linguistic strategies in indicating the proper start of the session.

The cut-off point for each opening to be analysed is determined mainly by meeting any two of the three criteria above (especially when the opening extract is found to be too lengthy and full of preambles or meta-talk).

Closings of formal meetings usually carry the agenda along (especially the last item in the agenda) which indicates that the meeting is coming to a 'close', though at the same time closings can be "a more complicated affair" since the process can be delayed or interrupted by some unexpected turns of event (Markman 2009:161). As for a classroom session, the students need to especially be more attentive when the interactions are 'ripe' enough to draw towards the initiative of closings (Schegloff & Sacks 1974). Influenced by Markman (2009) and Schegloff & Sacks (1974), a closing is regarded in this study as having the following criteria:

- It offers a summary of the list of agenda, the last item of agenda, an advice, a reminder or a take-home message.
- It carries discourse marker(s) or alternative linguistic strategies in indicating that the session is drawing to a 'close'.
- It relays a 'thank you' or bids farewell by greetings indicating well wishes, a 'goodbye' or a greeting of similar nature.

The cut-off point to a closing extract is determined due to one of the above criteria being met to indicate a closing (or might include a preclose if the closing extract is found to be too abrupt or short).

4.8.2 Humour

Studies on humour has been on the rise in recent years with the attention given to its linguistic function as a mitigating strategy or a relational tool in rapport and solidarity building (Beal & Mullan 2017; Haugh 2016; Dynel 2009; 2016; Field 2013; Holmes 2000; Holmes & Marra 2002; Mullany 2004, 2007a; Schnurr 2009; Zadjman 1995; Ross 1998; Attardo 1994, 2014), as well as in assisting learning (Machlev & Karlin 2016; Wanzer et al. 2009; Wanzer 2002; Senior 2002). Within workplace contexts,

Holmes (2000:165) defines humour as a strategy that is “a very effective way of doing power less explicitly...humour can be used to achieve the speaker's instrumental goal whilst apparently de-emphasising the power differential”.

Holmes and Marra (2002:12) suggests humour as “an important strategy for highlighting aspects of identity to indicate our position in the ingroup and to create and recreate group boundaries”. Following this notion, humour is then defined by Mullany (2004:21) as:

> instances where participant(s) signal amusement to one another, based on the analyst's assessment of paralinguistic, prosodic and discoursal clues. These instances can be classified as either successful or unsuccessful according to addressees' reactions. Humour can be a result of either intentional or unintentional humorous behaviour from participants.

This definition is complemented upon by Schnurr (2009:7) as it firstly “acknowledges the range of possible response strategies, which may be in a variety of different forms...Secondly, this definition of humour also incorporates less typical occurrences, such as unintended humour as well as failed humour...it also covers the 'dark' side of humour”. Schnurr insists that humour could reinforce solidarity and create a sense of belonging for some people as well as minimise status differences by the use of self-denigrating humour. This is supported by Mullany (2004) who concludes that repressive humour is found to control the subordinates, establish the sense of solidarity and collegiality between the leader and the subordinates, to minimise authority and at times to issue criticism. According to Mullany (2007a:86-7), “defining exactly what constitutes humour is a complex undertaking...the role of humour at the workplace should not be under-estimated” as humour can be utilised

for many different functions in workplace contexts. However, she also expresses a concern on the lack of research on humour that are based on empirical linguistic evidence. Mullany (2007a:90) outlines her analytical categories of humour as follows: "humour to create/maintain solidarity and collegiality, repressive humour, subversive humour and rivalrous humour."

This study will utilize Mullany's approach to humour in accounting for the categories of humour as specified above that are found in classroom interactions especially the first two categories, which are going towards avoiding FTAs. However, as also asserted by Mullany (2007a), since humour is 'multifunctional' and also sometimes 'ambiguous', categorizing humour can be a challenging task. On the same note, Schnurr (2009:7) also suggests that "in addition to defining humour, identifying instances of humour, in particular less obvious examples, poses another challenge. This is particularly true since the norms of what is perceived as humorous are likely to vary across different groups" and what is acceptable to one party might be unacceptable to another and this might lead to unfavorable challenges.

The analysis of humour in this study is aligned with the overarching sociolinguistic concept in ascertaining definitions and functions of humour in Holmes and Marra (2002), Holmes and Stubbe (2003), Schnurr (2009) and Mullany (2007a) as previously stated. In addition to Mullany's (2007a) sociolinguistic approach to humour categories, this study also adopts Attardo's (2014) and Dynel's (2009) semantic and pragmatic categories of humour to substantiate the analysis in categorical issues.

Adopting Raskin's (1985) approach to humour, Attardo (2014) describes humour in terms of the division of humour theories: incongruity (usually describing cognitive

mechanisms that cause humour), hostility (aggressive humour or affiliative humour) and release (stress reliever). Dynel (2009) presents several categories of verbal humour which include: jokes (humorous utterances that involve a build-up and a punch line, with a surprise element and incongruity), lexemes (humorous utterances that involve neologism, which refers to the innovation of new words, that a speaker might develop as part of their idiolect e.g. a 'kitchennaut' – someone working in a kitchen) and phrasemes (similar humorous concept to lexemes, but uttered as a phrase, e.g. 'a behemoth of a paper' – a paper which scares with its quality), witticism (humorous utterances that are context-bound but clever, and spontaneously relayed, it is also known as a quip, usually leading to a conversational exchange), retorts (usually overlapped with witticism, it can refer to quick and witty utterances, which at times can be subversive), teasing (a type of jocular utterances, usually inclined towards untruth accounts that amuse both parties), banter (a sequence of exchanged lines between two parties that are mutually co-constructed out of untruth statements, sometimes involving fantasy-sequence, in creating solidarity), putdowns (pejorative in nature, it is abusive and disparaging, on the expense of the others), self-denigrating humour (or self-deprecating, the type of humour used to make fun of themselves), anecdotes (a humorous narrative conveyed as a personal account of experience, be it true or not, in amusing the other party).

Dynel (2009) asserts that humour can also be categorized by some features related to its forms or styles which include: metaphor (saying something as if it is something else) or hyperbole (exaggeration), puns (two interpretations in ambiguous strings of words) , allusions (distortions and quotations) and register clash (the use of words from the high register in informal contexts, or of low register in formal texts). Dynel (2009:1284) also explains that "the categories tend to, at least in a few cases, overlap

and merge, which is why particular instances of humour can be subsumed under more than one label, depending on what criteria are taken into account", and which is acknowledged by this study as well. On the other hand, Machlev and Karlin (2016) provide categories of appropriate humour used in the classrooms that can assist learning, which are as follows: humour related to teaching material, humour not related to teaching material, self-denigrating humour and spontaneous humour, which are very relevant to this study.

Through the lens of interactional sociolinguistics and communities of practice, Holmes and Stubbe (2003:109) regard humour as "a valuable multifunctional resource in workplace interaction" and that humour tends to occur at strategic points, with many instances (within the structure of meetings) "punctuated by bursts of humour" (Holmes & Stubbe 2003:109). They also reiterate that the opening and closing phases are where humour is obviously adopted and humour is "a useful strategy for softening face-threatening acts such as directives and criticisms" (Holmes & Stubbe 2003:110) and studies of humour provide insights into how doing power and solidarity can be done in different ways, which is what this study also intends to examine.

In classroom contexts, according to Wanzer (2002:116), "humour is one instructional tool that teachers can use in the classroom to increase their effectiveness". She further emphasises that "teacher use of humour may also serve as a powerful means of gaining liking and establishing rapport with students" (Wanzer 2002:117). However, she also warns that "one problem with humour-learning line of inquiry may be that other teacher attributes such as immediacy or socio-communicative style interact with humour to facilitate learning. That is, humour does not work alone to facilitate learning but instead works in tandem with other teacher communication traits"

(Wanzer 2002:118) which highly suggests that the linguistic ability and performance of the teacher in using humour has a role in assisting learning.

In commenting on his own observations of humour in language classrooms, Senior (2006:174) finds that "it is impossible to ignore the burst of laughter that regularly punctuated the language lessons that I observed" indicating that the role of humour in teaching and learning scenario should be further investigated. According to him, "Humour is a powerful force in any group situation, and most teachers have an intuitive understanding of its coercive power" (Senior 2006:174). When these teachers are further asked, "they make it clear that they do not view themselves as stand-up comics or tellers of funny stories but, rather, as teachers for whom humour is an integral part of their teaching approach...that is of a universal kind that transcends cultural barriers" (Senior 2006:175). Field (2013), in describing humour, explains that:

> Many of the teachers used humour at some point during the lesson. In most of the lessons, this was not so much a matter of actually telling jokes as being willing to laugh with students (for example, at the teacher's own mistakes, or as a mild way of redirecting silly behaviours), or to say unexpected things to surprise them. This helped to create a positive climate, support classroom management and promote student engagement and enthusiasm.
>
> (Field 2013:52)

He also regards humour as "a very personal thing: I am often struck by how unfunny I find some of the 'humorous' things that other statistics teachers use; conversely some colleagues find my textbook vulgar and not remotely funny" (Field 2013:113). He

also emphasises the importance of finding your voice in using humour, and that the voice you incorporate in your teaching has to represent the institutional culture and the students attending the university. In creating a positive learning environment, he also adds by stating that "humour can be a thin wire on which to balance. (Field 2013:113)

According to Medgyes (2002:1), humour is hard to define and therefore "grabbing the essence of humour is a daunting task". Looking at humour in language classroom contexts, he also claims that "humour and laughter are not synonyms" (Medgyes 2002:2), highlighting that the natural way people respond to humour is not identical. This is partly because "what causes people in one culture to roar with laughter may be met with utter incomprehension in another. So, while some jokes have a universal appeal, others are culture-bound". To make it more complex, "humour is person-bound" and "may be idiosyncratic" as well. While acknowledging the universality of humour and that human being is born with the capacity to appreciate humour, he concedes that "humour is possibly the best source of authentic cultural information about other people" and that it can help "build bridges between cultures and individuals: humour is an ideal form of promoting understanding and friendship" (Medgyes 2002:2). Humour is also regarded as being able to create "amusing communications that produce positive emotions and cognitions in the individual, group, or organization" (Romero & Cruthirds 2006:59). Therefore, this study regards humour as having the ability to make students feel at ease since it can connect humans together in 'critical moments', recognised by the teachers as crucial for teaching and learning, who then respond to them appropriately (Candlin 2000, 2002). This study will examine humour in classroom interactions through an overarching sociolinguistic

approach in determining its categories, functions and contributions in creating effective classrooms.

4.8.3 Speech acts

According to Holmes et al. (1999), speech acts carry valuable insights in examining power and authority in workplace contexts. They define speech acts as carrying the functions of setting the agenda, summarizing progress, closing an interaction, expressing approval, and issuing directives, criticisms, warnings and challenges. In this PhD study, following Mullany (2007a), who based her analysis on the approach of speech acts by Holmes et al. (1999), I will analyse how lecturers open and close their classroom sessions for both lectures and seminars. My analysis will look at the lecturers' linguistic ability in establishing and controlling their classroom structure, as well as the non-structural speech acts.

Mullany (2007a) also analysed individual speech acts categories of directives, expressing approval, criticism, warning, and challenges. Directives are defined as "speech acts that try to get another to do something" (Goodwin 1980:157). Ervin-Tripp (1977) shows the importance of social context in the interpretation of directives. She provided six types of directives: personal need or desire statements (usually directed downwards to subordinates), imperatives (to subordinates or familiar acquaintances), imbedded imperatives (to unfamiliar acquaintances or people with differing position), permission directives (may be addressed upward than downward in position), question directives (presenting a likely obstacle) and hints (relying on shared understandings). Leech (1977:19) claims that indirect utterances is a tact marker and that "the more tactful a directive is, the more indirect and circumlocutionary it is". He then suggests that relative power, social distance and

'cost' involved in the contexts of utterances can lead to deciding the suitable way of posing directives. Labov (1972) presents a specific rule for interpreting imperatives as to be a request for action while Sinclair and Coulthard (1975) are seen to ignore the connection between imperative and command as posing a challenge in their data. Holmes (1995) and Holmes and Stubbe (2003) outlined some lexical, grammatical and syntactic features that are useful in mitigating directives and suggested using hedging tactics such as tag questions and modal verbs, lexical items and pragmatic particles. Goodwin (1980) suggests the use of linguistic form in mitigating directives such as 'let's' to reduce the force of utterance and signals an invitation rather than a command, and the use of pronoun 'we', usually accompanied by modals 'can' and 'could' to signal possibility and not a demand.

According to Mullany (2007a:84), "expressing approval enhances the face of the intended recipients, paying direct attention to their face needs" especially when it is regarded and understood as positive by the members of CofP. In explaining expressing approval, Holmes et al. (1999:361) relate it to Brown and Levinson's description, which is a "positively polite speech act". In terms of criticism, warnings and challenges, they are regarded by Mullany (2007a) and Holmes (1995) as negative and also face-threatening, and because of this, mitigating strategies in dealing with these are crucial and possible. However, even when mitigation is practiced, it serves to just decrease the force without taking away the seriousness of the matter involved.

4.8.4 Discourse markers

Schiffrin (1987:31) defined "discourse markers as sequentially dependent elements that bracket units of talk" and proposed that "discourse markers could be considered as a set of linguistic expressions comprised of members of word classes as varied as

conjunctions (e.g. and, but, or), interjections (oh), adverbs (now, then), and lexicalized phrases (y'know, I mean)." She also proposed a model that consists as follows: "a participation framework, information state, ideational structure, action structure, exchange structure." Her analyses of markers showed that they could work at various levels of discourse and to join utterances together.

She also asserts that discourse markers carry with them both local and/or global functions, and that markers can also add meaning to the discourse or reflect a meaning which can be obviously semantically drawn. Her analysis also shows that markers can be used to fill the intermediate position between two extreme markers (e.g. 'because' and 'so') in trying to maintain their primary meaning but at the same time carry other suggested meanings. She provides the conditions in which will qualify a word to be considered as a discourse marker: "syntactically detachable, initial position, range of prosodic contours, operate at both local and global levels, operate on different planes of discourse" (Schiffrin 1987:328). She also suggests that discourse markers were akin to contextualization cues and that although they contain primary functions, the use of markers can be multifunctional. She maintains that "it is this multifunctionality on different planes of discourse that helps to integrate the many different simultaneous processes underlying the construction of discourse, and thus helps to create coherence." (Schiffrin 2015:58)

She then provides another definition: "Discourse markers – expressions like well, but, oh and y'know – are one set of linguistic items that function in cognitive, expressive, social, and textual domains" (Schiffrin 2015:54). She considers three different perspectives of discourse markers to have resonated well with current research of discourse markers: "Halliday and Hasan's (1976) semantic perspective on cohesion;

next is my own discourse perspective (Schiffrin 1987a); third is Fraser's (1990, 1998) pragmatic approach" (Schiffrin 2015:55).

In comparing the approaches of the three perspectives, she provided three important criteria: "the source of discourse markers", "the relationship between discourse markers and contexts" and "the integration of discourse marker analysis into the study of language" (Schiffrin 2015:60). She then concluded that "the production of coherent discourse is an interactive process that requires speakers to draw upon several different types of communicative knowledge" and they not only provide information on "the linguistic properties (e.g. semantic and pragmatic meanings, source, functions) of a set of frequently used expressions, and the organization of social interactions and situations in which they are used, but also about the cognitive, expressive, social, and textual competence of those who use them." (Schiffrin 2015:67)

She then affirmed that "because the functions of markers are so broad, any and all analyses of markers – even those focusing on only a relatively narrow aspect of their meaning or a small portion of their uses – can teach us something about their role in discourse." (Schiffrin 2015:67). This resonates well with what this study tries to explore.

4.8.5 Questioning techniques

Touching on Sociolinguistic competence, Holmes (1992) suggests the use of tag questions as a politeness device and to express uncertainties. However, they can also express affective meaning and function as facilitative devices, soften a directive or be confrontational and coercive devices (e.g booster). Often regarded as positive, this

will provide ‘openings’ and give an opportunity for the speaker to explain further or elaborate a point, she also claimed that tags are used mainly by those with power and in contexts of power distance. In discussing questions in classroom context, Holmes (1995:49) described questions in classrooms as being able to “serve a range of functions and they may be another linguistic device through which females and males express themselves differently.” She also provides a list of types of questions used: ‘wh’ questions, Yes/No questions (tags), response-restricting questions, organizing questions and facilitative questions.

She stresses canonical tags (are you, isn’t she, can’t they) which can be used at the end of utterances as crucial in expressing both affective and referential meaning. She identifies four important functions of tag questions: epistemic modal (speaker’s uncertainty), challenging (confrontational strategy), facilitative (positive politeness device) and softening (negative politeness device). Holmes (1995:85-86) maintains that “regardless of gender, ‘powerful’ participants used more of the facilitative tags, while ‘powerless’ participants used twice as many epistemic modal tags as ‘powerful’ contributors”. She then claims that “tag questions encourage people to talk, and that is the aim of a good interviewer or teacher or host.”

On the other hand, Morgan and Saxton (1994) make a classification of questions by general function, which are divided by three categories: Questions which elicit information (to draw out what the students already know), shape understanding (to help teachers and students fill in the blanks in terms of what they should figure out and elaborate) and press for reflection (to demand intellectual and emotional commitment). They claim that in order to help students think about their learning “in such a way that learning becomes a part of their view of themselves and of their

world, you will have to ask questions which help them to articulate meaning and cause them to think about the meaning that is being made."

They also provide further guidelines and examples of questions that fall in each category. Questions like 'Are we ready to go on?' and 'Has anyone anything to add?' fall under the first category and to function as to unify the class and to check that they can move along together. 'What do you mean by…?' and 'How do you perceive…?' are two examples of questions under category 2: shaping understanding, which is to emphasize for intellectual clarity. The third category, pressing for reflection, consists of questions like 'What was in your mind as you read this passage?', which emphasizes on personal feelings. Examined from educational perspectives, it only presents general functions in which more insights can be provided by having linguistically inclined analysis such as the present study.

Loughran (2010:4), in highlighting the crucial skills of expert teachers in classroom practice, poses questioning as "a most important teaching skill that comprises many different components such as: question frequency, question distribution, how responses to questions are dealt with (by teachers and students), individual/group directed questions, question types (for example, open/closed; factual/thinking; convergent/divergent; evaluative; higher-order) and questioning techniques (for example, Socratic)". He also adds that "the level of confidence, knowledge and ability of the questioner and answerer also need to be considered" (2010:4). However, while he is successful in highlighting the importance of responding correctly and according to the contexts in which the questions are asked, too much emphasis is given to the way responses to the questions should be rather than describing the art or the language of questioning itself.

In a similar light, Alexander (2004:25) asserts questions to be very crucial in teaching and that there are numerous ways of using them for different purposes: “questions may recall, elicit, check, probe, instruct, develop or manage...they may be open, closed or leading, narrow or discursive, clear or confused”. He also argues that as much as the questions should be used with care, it is similarly important to pay attention to the students' answers to the questions asked and “to what we do – or more commonly, alas, fail to do – with those answers”.

Kerry and Wilding (2004:105), on the other hand, believe that “as teaching skills, questioning and explaining complement one another: many explanations are punctuated by questions in order to elicit feedback (and thus check understanding), but equally questioning is a skill in its own right and with its own rationale” and these teaching skills, according to them, are two of the most important skills that effective classroom teachers are claimed to have. Cazden (2001:92), suggests that a feature of an effective classroom that should be emphasised is the use of 'teacher questions' that according to her, “can both assist and assess student learning”.

4.8.6 Pronouns

Holmes (1998:36-37) has examined “one aspect of current spoken usage—the distribution of Generic Pronouns in NZ English generic pronouns in the Wellington Corpus of Spoken New Zealand English”, which provides useful insights on how pronouns are preferred to be used. Her analysis suggests that “*they* is the default pronominalization, used in speech for 80% on non-specific referents such as *anyone*” and that “there is good evidence to suggest that pseudogeneric *he* has all but disappeared.” This has signaled the transfer of the traditional use of sexist pronoun to a non-sexist one, which indicates a more inclusive consideration in spoken discourse.

Holmes and Stubbe (2003) have found the pronoun ‘we’ as to strengthen directives used by workplace colleagues, but the force of utterance will be reduced if pronoun ‘we’ is used with attenuators or hedges through words like ‘hope’, ‘just’ and ‘could’. On a similar note, Goodwin (1998) proposes the use of pronoun ‘we’ to indicate a proposal rather than a command. This practice of replacing the personal pronoun ‘I’ with ‘we’ in mitigating directives can also be regarded as a politeness device. Mullany (2007a:151) suggests that the use of pronoun ‘we’ by the chairperson of a meeting she analyzed as “to stress the collective common goal that the team has been working towards”, which is an important element of a CofP.

4.8.7 Hedges and boosters

Holmes (1995:72-73) regards both hedges and boosters as politeness devices and according to her, hedges “weaken or reduce the force of an utterance”, such as ‘a bit’, ‘seemed’ and ‘perhaps’, which “generally soften the effect of the utterance”, or also known as ‘downtoners’ (Quirk et al. 1985) or ‘weakeners’ (Brown and Levinson 1987). “Boosters by contrast increase the force of utterances” (Holmes 1995:73) and which are also known as ‘intensifiers’ (Quirk et al. 1985), or ‘strengtheners’ (Brown and Levinson 1987). Holmes (1995) claims hedges and boosters as to include: lexical items or ‘pragmatic particles’ (e.g. ‘perhaps’, ‘you know’ and ‘I think’), ‘syntactic devices’ (e.g. tag questions), features of intonation, modal verbs (‘could’) and adverbs (‘quite’).

On using hedges, Holmes (1995:75) reiterates that “speakers may use a variety of forms in different contexts as hedging devices to mitigate face-threatening acts or to avoid imposing on their addressee.” In contrast, she maintains that “boosting devices include prosodic features such as strong stress and high volume” like modal verbs

‘must’, pragmatic articles like ‘of course’ or modal adverbs like ‘certainly’ and that “rhetorical devices such as repetition, and paralinguistic signals such as well-placed pauses can also be used as boosting devices to emphasise a point” (Holmes 1995:77). However, Holmes (1995:77) also warns that “boosters do not in themselves express positive politeness and solidarity. Rather they intensify the illocutionary force of any utterance in which they are used” and therefore, they can carry negative affect which may increase social distance if not used appropriately.

CHAPTER FIVE

Case Study One: Ed

5.1 Introduction

This chapter will present a thick description of the first of three ethnographic case studies of award-winning lecturers based at a UK Higher Education Institution. As detailed in the Methodology chapter, this chapter will include data analysis from all elements of the thick description, following the principles behind the work of (Geertz 1973; Davis 1991; Stake 2000; Hammersley 2008; Hesse-Biber 2017) including participant observation of the classroom and detailed linguistic analyses of classroom discourse. As highlighted in Chapter 4, the analysis of the classroom interactions will be conducted from an approach combining together frameworks from CDA, PDA, IS and CofP contained within an overarching theoretical view informed by linguistic politeness.

This chapter will highlight the interactional linguistic strategies adopted by one lecturer in his classrooms in creating good rapport and managing relationships with his students. In doing so, much of the analysis will also be focused on the elements of 'doing' power and politeness (Holmes 1995, 1998; Holmes & Stubbe 2003), how identities are enacted (Bucholtz & Hall 2005, Benwell & Stokoe 2006), constructed and negotiated in the teaching and learning process, predominantly through the lens of CDA and PDA, integrated with other approaches listed above, which will be inter-laden and omnipresent throughout the analyses in this chapter. As has already been argued in Chapter 2, this is an area in which insufficient research attention has been paid, especially involving an examination of classroom teaching (Bourdieu 1991; Bernstein 2000; Cummins 2009) from sociolinguistic perspectives in higher education

contexts concerning teaching of various subjects – this study aims to address this research gap.

This chapter will begin by introducing the lecturer, and then move on to providing in-depth analyses of classroom discourse as the primary source of this study, to answer the research questions of the thesis, outlined in Chapter 1. To explore rapport building in classrooms, the analysis that will be provided here will be in line with the dimensions of classic interactional sociolinguistic analysis as laid out by Holmes (1992:376) which are as follows: social distance or solidarity, status or power, formality, and function – affective and referential. The same analytical structure used in this chapter will also be applied in the other two case studies (Chapters 6-7).

I will include overall observations of key discourse strategies while also giving a particular focus on how the lecturer, as the main participant in my case study, uses particular politeness devices, speech acts and discourse strategies in establishing and maintaining rapport and create harmonious, productive relationships with his students. On top of that, the data discussed here will also provide examples of how power and (professional) identities can emerge, be enacted and negotiated in classroom interactions through the discourse strategies employed, especially in the process of helping the lecturer to establish and maintain rapport and relationships towards effective learning environments. This will also represent the dynamic process and the linguistic elements that are involved in ascertaining and realising pedagogical goals by using these linguistic strategies and tools in higher education as a workplace setting.

In particular, the analysis of classroom interaction will focus on two major interactional 'moments' of classroom discourse, the openings and closings, alongside an examination of how humour is used through the discourse event. There are a range of different interactional sociolinguistic categories that occur within openings and closings and the analysis will focus on questioning strategies, speech acts, pronouns and discourse markers, alongside a systematic analysis of the sociolinguistics of humour.

5.2 Introducing Ed

The first lecturer will be introduced by presenting a summary of his personal background in Table 5.1 below:

Personal background	**Information**
Age	43 years old
Gender	Male
Field	Arts and Humanities
Years of teaching at the university	9 years
Job experience outside academia	Yes 3 varied jobs before entering academia
Previous teaching roles/experience	Yes Instructor/Teacher Part-time Tutor
Education background	Degree PGCHE Masters PhD
Current roles in the university	Lecturer/Researcher/Administrative position in the university department

Table 5. 1 Ed's personal background

Ed is the only representative from the field of the arts and social sciences in this PhD study. This case study is notable as Ed was involved in the pilot study and he then agreed to also be one of the main participants for the actual main study. He was the first lecturer for which data access for this study was secured and then had his classrooms observed by the researcher. 8 hours of his classes involving an

undergraduate module consisting of both lectures and seminars were observed. He will be identified in this thesis through the pseudonym Ed.

5.3 Ethnographic information

Over two months of a series of classroom-based participant observations conducted, audio recordings amounting to 8 hours of his teaching were collected, transcribed and analysed. The breakdown of hours observed according to module and mode of teaching are as follows:

Classes observed	Number of classes	Number of hours
Undergraduate module lecture	2	2
Undergraduate module seminar/tutorial	3	6
Total of classes/hours observed	**5**	8

Table 5. 2 Total number of classes and hours of Ed's undergraduate classroom observations

The physical or spatial structure of a classroom, i.e. how furniture in classrooms is arranged and how students are positioned in order to suit a certain pedagogical goal of a lecturer, is also known as 'teaching physical environment'. Layouts can be crucially important in helping to create a favourable atmosphere for those involved in the classroom (Savage 1999; Weinstein 1992). During one of the observations of Ed's classroom, the layout and positions of both the lecturer and the students, according to the field notes, are as follows:

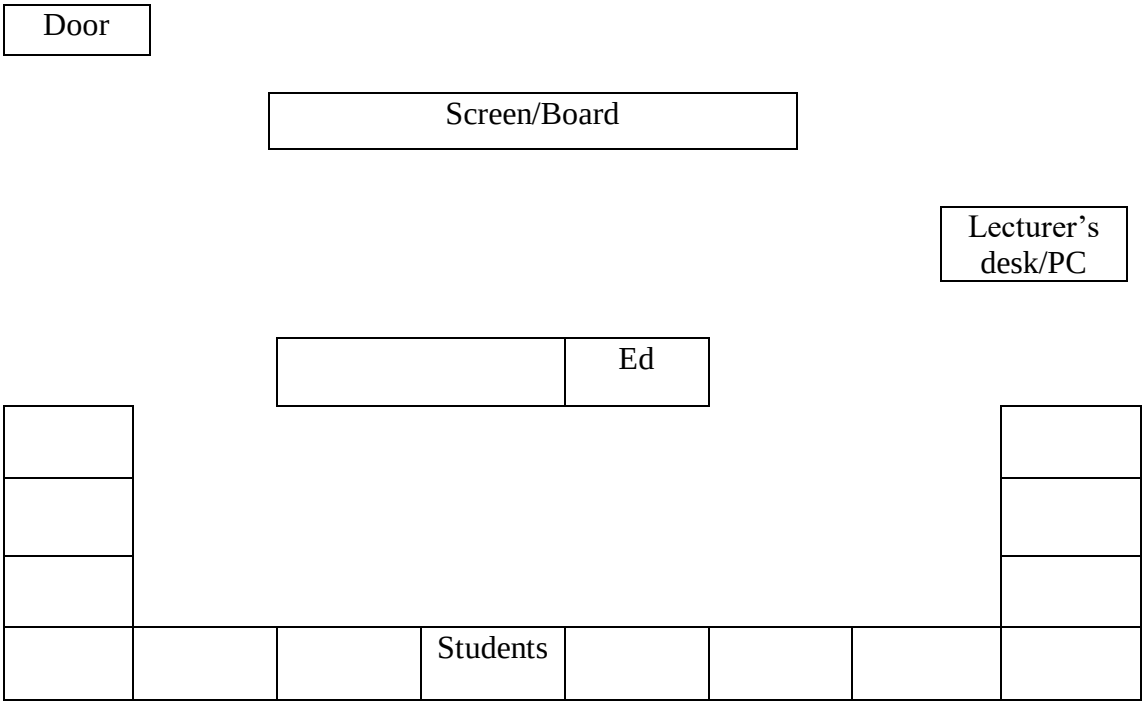


Figure 5. 1 Ed's U-shaped seminar layout

Even though Ed is sitting down behind the desk, as illustrated in Figure 5.1, he sometimes got up and stood next to the white board while going through his slides as well as going around from one group of students to the next during group activities. It is to be noted here that due to his movements and the nature of discussion when he approached small groups and talked to them, the recording quality could be affected. We contemplated about the possibility for him to carry the recording device around with him but came to an agreement that it might interfere with the natural process of teaching and learning, for him to remember to carry it around and place it in front of the students while he talked to them. This is also to minimise the possibility of both him and students finding it awkward and intimidating and thus, drawing them too much to the observer's paradox. Therefore, it was decided that the recording devices will stay where they were where Ed mostly stood or sat down while addressing the students as the whole class.

As shown in the drawing, the students were put in U-shaped positions by Ed, while he preferred to be seated right in front of them, arguably so that he still has an authoritative role, but with a good access to the students. He likes to work the room by going from one group of students to another, especially during group discussions and this type of seating allows him to move about with ease. This was a default seating position applicable to his other seminars as well. Note that these seating positions are only applicable to his seminars but not the lectures, as would be expected; his lectures took place in a much bigger classroom, which had approximately 70 students at a time. Therefore, in the lectures, the students were seated in rows, which are typical set ups for lectures. In his other seminars, he had either circle or semi-circle layouts whereby he will be sitting in front but being part of the circle. For instance, in one of his seminar venues, the layout had been fixed like a large meeting room with tables arranged around the room in a rectangular shape with a large empty space in the middle (boardroom style), and students seating around it while he was sitting in front at the head of the table like a chairperson in a meeting, which looks like this:

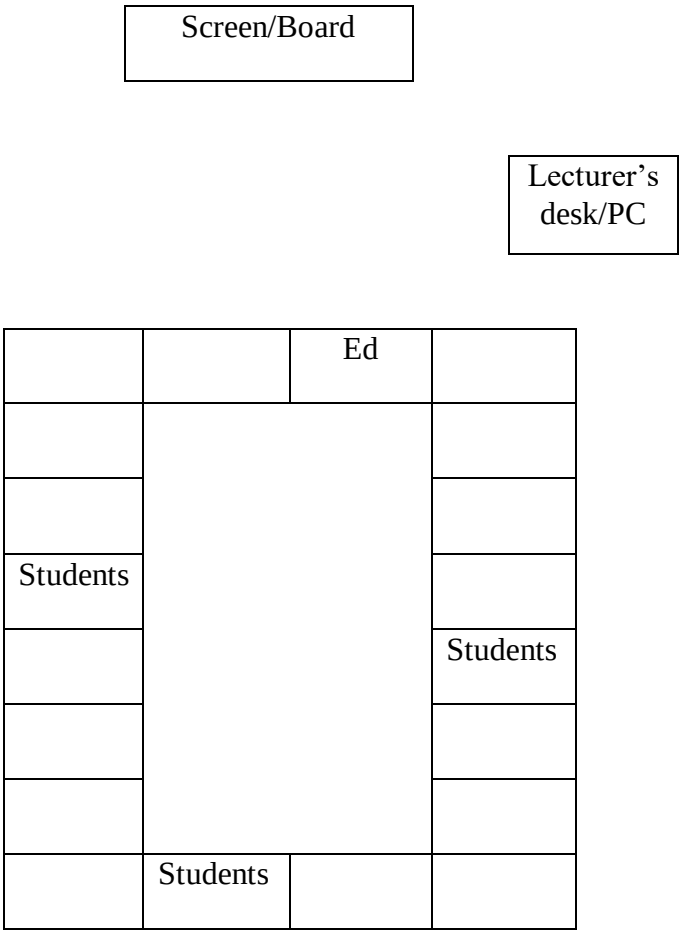


Figure 5. 2 Ed's rectangular seminar layout

Even though this arrangement had already been fixed as it was prior to him using the venue, it suited his preference of classroom layout and he therefore did not change the layout. When asked about it, he explained to me that even if it was not arranged like it was, he would take the first few minutes of every seminar to ask the students to help him to rearrange the desks and chairs to the U-shaped or semi-circle layout. Because he likes going around to his students during their group discussion, he would literally go over the table to get across to his students, which was interesting to observe in terms of his determination in approaching the students. His preferred seating positions are highlighted here, especially in the case of the seminars, because he explained this

preference as his effort to make himself more accessible to the students by reducing the sense of hierarchy and lowering his authoritativeness in the classroom, and therefore, making the classroom a less intimidating place for the students to participate and share their opinions. However, while it should be noted that the classroom set ups and layouts are different for different venues which led him to have slightly different arrangements for his seminars, it was his preference to have the seating positions in a certain way that arguably shows his effort in bridging the gap between him and the students. When asked about this further, he mentioned that he does not see why people would want to sit in ranks, as this will suggest gaps or differences in status between the students. He prefers the circle or semi-circle layout in his effort to create more accessibility and equality whereby the students including himself will be seating face-to-face to each other, making no student above the other. This is arguably an interesting way for him to create a sense of solidarity amongst the students as a CofP, with him still acting as an authoritative figure but not without accessibility.

5.3.1 Interactional structure of Ed's classrooms

An effective interactional classroom structure is highly pertinent in establishing rapport and managing relationships with students. Therefore, the overall success and importance of rapport building depend on how well-executed the openings, closings, humour and other categories in a classroom structure are in achieving institutional goals. Ed's undergraduate lectures and seminars are mostly structured into a clear three-phase structure consisting of the opening, the middle part (which develops most of the content) and the closing. This can be viewed as similar to how other similar institutional settings such as meetings are structured with the "opening or introductory

section, central development section and closing section" (Holmes & Stubbe 2003:65). However, Ed's classroom structure tends to be governed by the activities or tasks that Ed has pre-planned for the session even though the basic three-phase structure is usually followed as the rule of thumb. I found this to be particularly true when he was dealing with his seminars. For instance, for three of his seminars (which will be discussed later), he has a structure as follows:

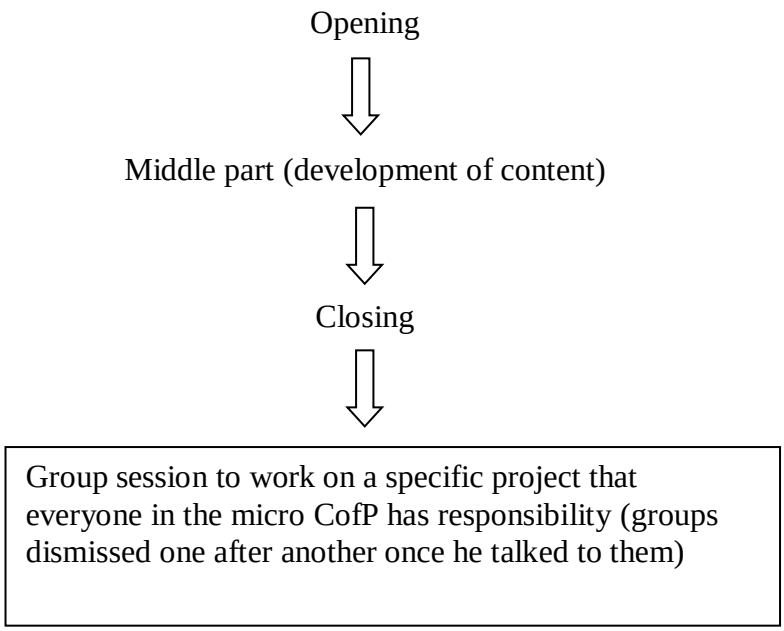


Figure 5. 3 An example of Ed's extended seminar structure

In this seminar structure, it can be seen that the final section of the seminar where Ed addresses all students collectively as a group is not the absolute closing, but instead smaller group discussion is the final closing, which represents smaller CofPs within the larger seminar group as a whole CofP. However, due to the inaudible nature of recording, these data are not included here. Arguably, even though the closing has already been delivered prior to the group discussions, Ed is making the students understand that this later part is still important and is part of the process of him trying to ensure that the progress of the students reflecting different layers of CofPs is going

in a positive direction. However, he also makes this part quite informal where the format has changed to a consultation mode. Arguably, Ed can be seen as changing his 'footing' (Goffman 1981) here from delivering a seminar to all students collectively as a seminar tutor to supervising and as someone the students seek specific advice from in much smaller groups. However, Ed makes it clear to his students that the session is still on-going and that once Ed has visited their group and talked to them, they will be dismissed one group after another. Arguably, this effort on Ed's part is to make himself more accessible to his students by creating personal and closer attention to each group of students as smaller CofPs, focusing on ensuring that their collective group presentation assignments are right on track.

5.4 Interactional classroom strategies

There were a number of interactional strategies adopted by Ed in his classrooms which can be observed through the selected discourse moments of openings, closings and also through the sociolinguistics of humour. As I highlighted above, three of the prominent overarching strategies used will be discussed here: two of these are structural, openings and closings and the final one runs throughout the whole classroom interaction as a whole: humour. The interactional strategies will be addressed here in turn and at the same time, thorough micro-textual analyses of those adopted strategies will be provided through representative evidence taken from transcriptions of participant observations of his classrooms.

5.4.1 Openings

Successful classroom sessions have clear institutional goals and are structured in accordance to meeting those goals. An opening is part of a three-phased structure,

which is crucial in introducing the topic at hand. However, there are many ways to introducing topics and exploring how they are linguistically executed in openings especially in creating rapport and managing relationships with students and this is therefore one of the core aims of the three case study chapters. All the openings that will be analysed here are concerned with how the lecturers use them in the beginning of their undergraduate lectures and seminars, especially in the first few minutes of their classrooms, with durations ranging from 2 to 5 minutes. The cut-off points for the openings, which vary in length and style, were decided when an opening has served its main goals and agenda, based on systematic strategy of analysis to obtain the sociolinguistic evidence of positive interactional moments (see Chapter 4). The openings' analysis will incorporate their use of the following linguistic features:

- speech acts
- discourse markers
- questioning techniques
- pronouns

Among these linguistic features, the discourse markers and pronouns have the most occurrences and are more significantly used compared to speech acts and questioning techniques across the three case studies. Due to the discursive nature of the discourse and analysis, they will, however, at times be discussed and analysed together with other features as they appear to be concurrently adopted throughout the opening and closing extracts. Aiming to provide a 'thick description' in the analysis, this is also done to address repetitions and show social meaning in the contextually driven analysis, indicating how different and complicated the interactions of openings and closings can actually be. Furthermore, the use of politeness devices like hedges and boosters, modal verbs and conditionals are other features that are also discussed in the

analysis when they are found to carry a significant function in the interactional moments of both openings and closings. Other elements that are discussed and analysed as they are constructed or manifested in the interactional strategies throughout the opening and closing extracts are concerning identity like power, authority, relationality and authenticity. Note that these decisions in style of analysis are also utilised and discussed in similar manner in the other two case study chapters, depending on the observational data in the extracts.

Extract 5.1

Context: The beginning of a one-hour lecture of an undergraduate module in an Arts and Humanities discipline, Ed (L) introduces Media Reporting on Health and Illness. The CofP has been in existence for 3 weeks, 65 students present.

((Students talking))

L : Okay we'll make er let's make a start. The other day I went shoplifting well-balanced on the shoulders with a crowd of vampires. Yeah, (xxxxxxx) on four pounds and I rearranged dracula's teeth to improve the harmony of the mouth as a sort of a feng shui. That is even worse, isn't it?

S : (Laughter)

L : My friend is writing a novel. Do you believe it? Without the letter E. I said, that was a waste of tim, isn't it?

S : (Light laughter)

L : That was the best of backpackish. Right, okey doke. So now we're coming to exciting exploring Health Communication lecture brought to you by (His full Name). Aged 43. Still going strong. Still having Alpen for breakfast. So this week we're going to be looking at the media purporting of health and illness which is a fascinating and topical theme. I hope you'll find it interesting. So it's relevant to (xxxxxxxx) to all of us here. Also a little quote that I adapted from a researcher called [Primac] not to be confused with Primark. Wouldn't it be refreshing if the news runs something along this line? Good evening, welcome to our six o'clock news. Tonight we're going to skip our usual sensationalist story to inform you of something that is truly important. Did you know that children are exposed around 45 hours each week of various forms electronic media, such as tv and radio? Did you know before they reach 16 children will watch 40,000 commercials promoting junk food and alcohol, most of which are specifically aimed at youth? Did you know that mass media exposure has been linked to problems such as obesity, poor academic

achievement, suicide and post-traumatic disorder? Shocking isn't it? Well, the media will never put its hands up and say that they are responsible for this kind of thing. It takes researchers to flash out and expose the kind of practices that the media produces on a daily basis and that's what we're gonna do in this lecture. We're gonna look at two areas really. We're gonna look at how the media represent mental health, we're also gonna look at the way the media represents the obesity crisis which apparently is affecting the western world at the moment.

Extract 5.1 illustrates the flow of this opening, which is interesting for the analysis purposes here. However, since humour will be discussed as a separate interactional strategy, much of the earlier part of the extract (lines 1-9) that contains humour will be addressed in the humour analysis and will only be generally analysed here to acknowledge humour as carrying an integral part of the opening section. (see section 5.3.3).

Discourse markers

In this opening of Extract 5.1, Ed marks the beginning of the lecture by using the discourse marker, '**Okay** we'll make er' and genre marker '**let's make a start**.' in line 1. He uses the pronoun 'we' to show a collective effort and 'let's' to indicate a sense of togetherness as a CofP in achieving that day's goals. He then proceeds by providing two accounts of humour functioning to get the students' attention. The humour conveyed here also serves as a method of establishing a sense of solidarity and informality with students and to prepare them to receive the lecture. After the humorous stretch of discourse, he then proceeds with a series of discourse markers, '**Right**, **okey doke**.' (line 10), which is colloquialism operating as more informal use of 'okay' and then in lines 10-11, '**So** now we're coming to exciting exploring Health

Communication lecture', he uses the discourse marker 'so' to signal that he is actually at the formal opening and proper start of the lecture.

It is interesting when he then humorously presents the lecture drawing upon the schema of a radio announcer, stating the lecture is 'brought to you by (His full Name). Aged 43. Still going strong. Still having Alpen for breakfast.' (11-13). This gives a hint of his very personal identity, disclosing personal information about himself, including his age, which he deliberately shares with his students. Arguably, this is his way of relating himself to the students and in doing so, gives the students the opportunity to know more about him personally, minimising his power here. The strategies of informality used strongly suggests that he is making the effort to minimise the power distance between him and his students.

He then continues by moving back on-topic with classroom discourse markers (13-14), '**So** this week **we're going to be looking at** the media purporting of health and illness' and followed by a meta-comment (14-15), which provides his authoritative opinion on the topic to be covered, 'which is a fascinating and topical theme.' However, by mentioning 'I hope you'll find it interesting.' in line 15, he is using personal pronoun 'I' and then 'you' in outlining what he hopes for the students to feel about the topic. He then tries to persuade the students to look at the topic as relevant to them together as a group by relating it by using the pronoun 'us' in 'So it's relevant to (xxxxxxxx) to all of us here.' (15-16).

Questioning techniques

He then poses a very interesting tag question in trying to grab more of the students' attention to the topic (17-18), 'Wouldn't it be refreshing if the news runs something along this line?'. This tag question is also rhetorical, and he uses this to build on the topic at hand. Arguably, this is his way of relating to the students and preparing them to think critically of the topic that he is about to present to them. He then proceeds in a mock broadcast announcer mode and discourse, 'Good evening, welcome to our six o'clock news. Tonight we're going to skip our usual sensationalist story to inform you of something that is truly important.' (18-21). This humorous way of opening a lecture demonstrates Ed mixing genres, thus diverging from the normative expectations of lecture-based talk, creating more interests on the part of the students.

Still in broadcast announcer mode, he poses a series of yes/no questions on the topic to the students in lines 25-28 in a parallel structure: '**Did you know** that children are exposed….? **Did you know** before they reach 16….? **Did you know** that mass media ….? and then finishes off with a tag question, 'Shocking **isn't it**?', which serves a rhetorical purpose.

The first three yes/no questions seek the students to approach the topic in a more critical manner, which reflects the seriousness of the subject matter at hand. Arguably, the repetitions of 'Did you know' three consecutive times are used by Ed to give a shock effect to the students to keep on building their interest on the topic.
However, by posing the questions in the form of radio announcement, Ed is using hedging, combined with humour, which operate as rapport building devices in

softening the force of the topic. The tag question, 'Shocking isn't it?' is used to create an attenuation of the force, which acts as a booster.

Pronouns

Ed then continues by stating his opinion on the matter (31-36), purporting his overall objectives of the lecture by using pronoun 'we' four times here, again in a parallel structure, to signal togetherness as a CofP in achieving the goals: '**We're gonna look at** two areas…' , '**We're gonna look at** how the media…', '**we're also gonna look at** the way the media…', which is a form of repetition regarded by Holmes and Stubbe (2003) as hesitation phenomena, which can be seen as being used intentionally as emphasising the importance of the topic.

From this instance, we can see that he repeats the phrase 'We're gonna look at' twice before attenuating the force further with 'also' for the third goal of the lecture. Arguably, this phrase is repeated in emphasising the importance of these goals for the lecture to the students for them to make a mental note.

Extract 5.2

Context : The beginning of a two-hour undergraduate seminar, following the lecture on Media Reporting (discussed in Extract 5.1). A technical problem occurs at the beginning.

((Students talking amongst themselves while Ed is fixing a technical problem))

1	L	:	Right, okay emm (Long pause). Right, everybody got a handout?
2			Everybody got a handout? Have you got a handout? Right, okay emm,
3			So, (1.2). Did I get this thing to work? Right, brilliant, brilliant! We're
4			back to business (xxxx xxxx). Okay, wow this is so so exciting. Right,
5			well, hello everybody. Sorry about the emm today's technical issues.
6			And it was one at the lecture emm as well. Well, pancake day today.
7	S	:	Uuuuuu!

8	L	:	So…Yeah, you know pancake day. That it's just crept up on the? It's
9			just crept up on me.
10	S	:	((Laughter))
11	L	:	Waist! Emm, okay, so, nice to see err see everybody. So obviously this
12			week we're looking at the media. And I'm following from the lecture,
13			two big things. Emm looking at how media represents em issues like
14			emm B6, which is a major and health concern. (xxxxxxxxxxxxx)
15			We'll be looking at em advertising of children's food as well, which is
16			an interesting topic. And then we'll finish off by looking at mental
17			health representation. Emmm, which again, is a very topical and timely
18			concern. Annnddd can you all please, I think hopefully it is the last
19			week for me to say this. Can you put your name on a piece of paper?
20			Emm at some point or so I can pick everyone out. And I must know all
21			the names after this week. So let's go and have things to be in place.
22			(xxxxxxxxxxx) And can we all emm make a start?

In extract 5.2, since Ed is confronted with a technical problem he has started the seminar with hesitation while trying to make sure that the problem is dealt with effectively.

Discourse markers

He starts with classroom discourse markers in line 1, 'Right, okay' followed by a hesitative expression 'emm' and quite a long pause before using a discourse marker 'Right,' again in starting over. He then poses a 'yes/no' question in line 1, 'everybody got a handout?' and repeats it by saying, 'Everybody got a handout?' in line 2. He then rephrases using interrogative 'Have you got a handout?', addressing some students. From the repetition and emphasis, Ed is trying to ensure that all of his students have got a handout using 'everybody' and he is trying to delay the start to allow himself a little bit more time to find the solution. He then proceeds with classroom discourse markers again, 'Right, okay,' followed by a brief hesitation by saying 'emm', recollecting his thoughts and still trying to ensure that the technical problem is addressed, he then uses another discourse marker in line 3, 'So,'.

Speech acts

He then continues with a discourse marker and an affirmative declaration, 'Right,' followed by 'brilliant, brilliant!' in line 3 in announcing that the problem is finally solved, which sounds like a cheer. It is then interesting when he adds, 'We're back to business.'. His use of the pronoun 'we' is used here in indicating that collectively, their seminar is back on course. This is emphasised again by him using classroom discourse marker 'Okay', towards expressing an acknowledgement that finally being able to solve the problem is exciting in line 4, with a positive exclamative and declarative 'wow, this is so, so exciting', which shows his positive outlook when dealing with a problem like this in the classroom. He then again addresses his students after classroom discourse markers 'Right, well' in line 5, by greeting them with 'hello, everybody.' He then goes straight into the speech act of apologising to the students about the technical issue in line 5, 'Sorry about the…' which implies that he really cares about the students and regrets having the problem as it has delayed the seminar, even though it is not actually his fault; arguably he does this to establish authority over his students whilst at the same time functioning as a rapport building strategy that attends to the negative face needs of his students.

Once this episode of the technical issue is resolved, he continues with a discourse marker 'Well,' followed by a stretch of meta-talk on pancake day (line 6), 'pancake day today', which is his way in relating to his students on an informal level, but picking a topic that it is outside of the seminar topic itself and that relates to collective cultural event. It is also interesting that, even though the session is slightly delayed, he does not rush straight into the day's topic, but instead decides to prioritise taking time

to have interpersonal interaction with the students by bringing up the topic of pancake day instead. The students reciprocate with 'Uuuuuu!' which shows that they appreciate the topical direction of the speech event.

He then proceeds further with this by turning it into humour, which functions as an ice-breaker. Arguably, having this 'moment' of establishing good rapport with the students in the CofP through humour and laughter here is important for Ed in starting his classroom interaction. However, he keeps the humour brief, since time is still a very important element in good classroom interactional management and he realises that the opening has to be cut a little short. Therefore, he then heads right on track to the transactional side of events by using classroom discourse markers 'ok, so' and addressing the students again by saying 'nice to see err see everybody' (line 11). He signals that he is going to finally start the seminar proper, which is then followed by a discourse marker 'So', and then the actual opening of the seminar in lines 11-12, 'obviously this week we're looking at…'.

Pronouns, hedges and boosters

Ed is now starting the seminar by telling the students what they are going to do in that weeks' seminar by the use of the pronoun 'we' to indicate a collective effort. He then continues by using the personal pronoun 'I' in line 12, 'And **I**'m following from the lecture...', which arguably, is to show his plan by referring to the lecture that he has delivered earlier that week. This also demonstrates his authoritative role and that his performance of power involves the planning of the topic and how it is going to be structured is his responsibility as the lecturer. He goes on by outlining the two big

topics and starts his sentences with 'Emm **looking at** how…' in lines 13-14 and then '**We'll be looking at**…' in lines 15-16. He then continues by saying 'And then **we'll** finish it off by **looking at**…'. In the three sentences, Ed uses the pronoun 'we' twice and the phrase 'looking at' three times, which follows a slightly similar pattern to how he starts his lecture (Extract 5.1), indicating the use of boosters, that has been previously discussed. Therefore, Ed is using 'we' to indicate solidarity with members of the classroom as a CofP, followed by a modal verb 'will' in the contraction 'we'll', which is a kind of pragmatic device to minimise the force of directives (Holmes & Stubbe 2003).

It is interesting to see how he explains or justifies the topics as he provides meta-comments in line 14, 'which is a major and health concern', referring to the first topic and 'which is an interesting topic' in lines 15-16, referring to the second topic. He also adds a meta-comment on the third topic that is going to be discussed, mental health representation, by adding 'Emmm, which again, is a very topical and timely concern'. This is a relational strategy which is used to give his students some basic information and justifications of the topics in trying to convince the students to regard the topics as being important and relevant to be discussed.

He then proceeds in making a request by saying 'Annnddd can you please,' in line 18, which has a prolonged 'and', which operates as a hedging device, implying that he is quite reluctant to say it at first, followed by 'can you please', which combines modality with a direct politeness marker, minimising the force of his directive, which shows that he does not want to impose directly on his students. He then continues with more politeness minimiser, '**I** think hopefully it is the last time for me...', (18-

19), which sounds rather apologetic on his side by the use of pronoun 'I' and directly expresses his hope, through the use of the performative speech act to the request. He then states the request in line 19, 'Can you put your name on…?' and justifies it by commenting in line 20, 'Emm at some point or so I can pick everyone out.'

He reaffirms this (20-21), 'And **I** must know all the names after this week.', expressing a speech act of a promise to the students with the use of 'I' in expressing his responsibility as a lecturer, followed by 'must', a deontic modal verb, attenuating the force of directive to himself as well as to the students to remember the students' names by that week, giving himself a timeline. Ed is showing his effort here in remembering his students' names, which shows how he is attending to the positive face needs of his students.

Questioning techniques and modal verbs

This is in the beginning of the extract when he uses discourse marker 'so' before asking himself out loud with a 'yes/no' question, 'Did I get this thing to work?' (line 3) in trying to communicate with the students that he is still trying to fix the problem, which he is hoping is finally dealt with. It can also be interpreted as primarily a rhetorical question with a declarative note to the students that he is fixing the problem and acknowledging that he is fully aware that the students are watching and anticipating for the seminar to start soon.

Later in the extract, he then carries on by saying, 'So let's go and...' (line 21), followed by a yes/no question, 'And can we all make a start?' (line 22) which is

rhetorical, showing his authority in signalling the start of the session. He uses discourse markers ‘So’ to signal the next thing coming and ‘let’s’ to imply a collective effort as a CofP and the use of the pronoun ‘we’ with an attenuation ‘all’ also shows a sense of solidarity and togetherness as a group. The modal verb ‘can’ decreases the force of directive as well. Arguably, Ed is using the collective expressions and modal verbs here as a politeness strategy as well as a rapport building device.

Arguably, this consideration on Ed’s part of the possibility for the students to write a nickname as a preferred name to be called in the CofP shows the level of informality that he wants to establish as he wants his students to feel comfortable being part of the CofP. As an opening of a seminar, Ed has made a considerable amount of effort by expressing himself using all of rapport building devices discussed in this extract and by minimizing his power as the authority figure to establish solidarity, informality and approachability with students. These linguistic choices have helped to construct his professional identity in the classroom not only as being committed with his role as a lecturer, but also considerate and understanding towards his students.

Extract 5.3

Context: The beginning of another one-hour lecture of an undergraduate module on Health Promotion. The CofP has been in existence for 4 weeks.

((Students talking))

1	L	:	Morning. I hope you’re doing well? Hope you enjoy the module.
2			Do you like my jumper? My jumper is nice isn’t it? (xxxxxxxx)
3			software (xxxxxxxxxxx). In the weekend I went to Skegness.
4			Everybody knows Skegness? Yeah, lovely place. And I’ve brought
5			with me some sulfur and some hummus. Indian Ocean. (xxxxxxxxxx)
6			Fantastic news. You know my dog? So I’ve bought five sticks
7			for it and five miles to bring it back. (xxxxxxxxxxx).
8			((Laughter))

9			So do you know the university vicar has gone missing? Don't worry.
10			I've contacted the missing person. (xxxxxxxxxxxxx). That reminds me
11			I should stop now.
12	S	:	((Laughter))
13			I keep going I'm sorry. Now let's get back to the lecture.
14			(xxxxxxxxxxxxxxxxxxxxxx) but that's not what I'm here for.
15			Okay, we're looking at health promotion, uh, this week. A very
16			fascinating subject. It will appeal to those of you that are interested in
17			advertising because the techniques used by health promoters are not
18			dissimilar to those that are used in commercial advertising. (2.0) Now,
19			a little caveat (1.0), a little warning, this lecture contains some
20			disturbing images, okay? Health promotion campaigns are often
21			renowned for their use of fear and shock tactics. Um, so I will show
22			you some of these, sort of cutting-edge campaigns that are currently
23			added in circulation. So, a little caveat. Okay, so let's start off with
24			(xxxxxxxxx) slide. I will show you two clips from, uh two health
25			campaigns, and I want you to think about which you think, is the more
26			effective, and why.

In extract 5.3, Ed starts with a transactional talk, asking the students how they are doing in line 1, then gets into five instances of humour which include self-denigrating and fantasy-sequence humour and the students break into laughter. This is an ice-breaking and relational strategy, trying to stimulate the students' interest and prepare them for the lecture. It also shows his professional identity as an approachable lecturer, which downplays his power as the authority figure.

Discourse markers

He then starts the lecture proper with a classroom discourse marker 'Okay' and goes straight into the topic of the session, which we can see to indicate the beginning of the lecture and demand attention from his students, 'Okay, we're looking at…' (line 15). He then continues by complementing the subject matter by a meta-comment, describing it as 'A very fascinating subject.' (15-16). Arguably, sharing what he thinks about the subject matter reflects his passion on the topic which acts as a strong

basis for showing his professional identities as well. He proceeds further into situating the subject matter by suggesting with another meta-comment (line 16) using the direct performative speech act 'appeal', 'It will appeal to those of you...' He justifies it by comparing it to the approach of health promotion as opposed to commercial advertising.

Speech acts

Arguably, here he is trying to spark more interest and to provide a simple analogy to something more familiar to the students. This demonstrates his relational strategy in getting the students on board with him. He continues by saying that he has 'a little caveat' (line 19), which he then rephrases a speech act that serves as a little 'warning' (line 19). Arguably, by doing this, Ed is trying to build a sense of suspense for the students to look forward to what he is going to show them afterwards, 'a little caveat (1.0), a little warning, that this lecture contains…?' (19-20), again using the performative speech act 'warn'. Interestingly, this proposition is posed in the form of a yes/no question to keep the suspense building. This can also be regarded as a politeness strategy, resembling a hedge in addressing the students' negative face needs. He then explains health promotion campaigns' use of fear and shock tactics. Arguably, he is trying to imitate the fear and shock tactic, similar to something he wants the students to understand here as he claims as being used by the media, and therefore, presenting a two-fold strategy. This is also to keep the students' interest intact, giving them a trigger warning - and to give a sense to what will be coming next, thus prepare the students by forewarning them.

He then adds another metacomment about it being 'cutting-edge' (line 22), and then repeats the 'caveat' to emphasise it and to signal that it is getting close by using discourse marker, '**I** will show you…' and '**I** want you to think about…' (26-27) and with the use of 'I' with four occurrences in this extract that shows the subtle authority expressed here. His use of relational strategies here helps in rapport building and his interesting technique in presenting the topic shows his professional identity and passion for the subject matter.

Extract 5.4
Context: This is at the beginning of a seminar of week 4 and Ed is reminding his students about their written assignment and offering them some advice.

((Students talking))
L : Urrrrrrrrrrrrrrrrrrr. Emmm. Let's make a start. Good to see you all, everybody. Alright. Are you all emmm enjoying the module?
S : Yeah.
L : Yup? Good good good! Emmmm. Was trying to get feedback. So you can see me if you need anything for me to help with or you just need my feedback. So, isn't time flying? This is week 4, isn't it? (xxxxxxxx) And your assignment, written assignment is due in next week.
S : ((Laughter))
L : So, errr, some time away. But seriously, have a handout. ((to a student who just entered))
S : Thank you.
L : Seriously. Have a think about your written assignment. I know it is written yearly, but what I want very much to do is by this Easter hols I think if you've identified an area that you're interested in, that would be a good good thing because I can see youuuuuu ((in humour)) to look at any plans or to give you advice and discuss ideas with you because I might at the time of Easter is the time that I will probably spend on the assignment. Emmm, so do think about assignments. On moodle, there's a list of different essay ideas for you to think about. But you're not confined to those. So there might be some aspects of health communication that you want to pursue which isn't on that list. That's fine. But whatever you do, do come and see me. Even if you you don't have an idea. So we can discuss ideas and things. So I'm always around, ready to help. So you can email me, pop in and see me, whatever. Okay. Lovely.

Extract 5.4 illustrates how Ed maintains rapport and manage relationships with his students in a range of ways. He starts with a bizarre but funny noise 'Urrrrrrrrrrrrrrrr' (line 1) to set the right atmosphere and in signalling informally that the seminar is about to start.

Discourse markers

This is followed by '**Let's** make a start' (line 1), which is a discourse marker to cue a proper opening to the seminar session and his use of 'Let's' shows a collective action that needs to happen. He then advances to 'Good to see you all, everybody.' (1-2), which is a kind of meta-talk or transactional talk before delving into the serious topic of that day, which can be regarded as a relational strategy in building further rapport and maintaining the relationship that has already been built for four weeks at that point of time between the members of the CofP.

Questioning techniques

He then provides another discourse marker 'Alright' in line 2, and then lingers with another example of meta-talk by posing a 'yes/no' question, 'Are you all emmm enjoying the module?' (line 2) which shows his interest in finding out and evaluating how the module is being accepted so far by the students. After getting a positive 'Yeah' as an answer, he responds by asking again to confirm the answer in line 4, 'Yup?' and then comments by exclaiming with positive reinforcement and evaluation, 'Good good good!' in line 4, uttering the word 'good' 3 times, resembling a booster.

He hesitates a little with a long ‘Emmmm.’ before making a meta-comment to explain his intention, ‘Was trying to get feedback.’. This is another relational strategy of his in making sure that the students understand that he takes the module seriously and that getting students’ feedback is crucial for him.

He then ensues into offering the students his help with the module in lines 4-6, ‘**So** you can see me…’, beginning with a discourse marker ‘so’ before suggesting that they go see him, conveying his identities as being a caring and accessible lecturer who is ready to help. By sharing this in the beginning of the seminar, he is arguably trying to show his understanding and therefore providing a sense of relief especially for those who might find the module challenging. This is also an example of a hedge, not addressing anybody specifically and attenuating the force of directive here with a strong suggestion using modal verb ‘can’, to inform the students that they have a choice in this matter especially if they need help. He then utters a further example of meta-talk, beginning with discourse marker ‘so’ in line 6, ‘**So**, **isn’t** time flying?’, presented in the form of a facilitative tag question where it is meant as a politeness device in stating the fact, which helps in softening the reminder. He then reminds the students by posing a canonical tag question, ‘This is week 4, **isn’t it**?’ (line 6), which is rhetorical and acts as a hedging device, which is his effort in not directly stating the fact and helps in softening the force of the reminder.

Speech acts

He then invokes humour, adding, ‘And your assignment, written assignment is due in next week’ (line 7), which is received by a nervous laughter by the students, which

shows that they recognise the humour in the statement, since the assignment is not due next week as mentioned by him. Arguably, he is using a kind of speech act to remind the students that the deadline of their assignment is drawing near by using humour as a camouflage or a form of hedging to soften the reminder. He then proceeds thereafter by emphasising this subject matter in line 12, 'Seriously. Have a think about...' This is now a form of booster, and direct directive and he is using this in attenuating the force. Arguably, this is his way of showing his authoritative side and since he starts with humour, it is a kind of politeness device used here in this context.

Pronouns

We can also see that he pursues this topic further (12-14), '**I** know it is written yearly, but what **I** want…,' Note his use of personal pronoun 'I' here, in implying his authority in this matter, but he softens it by starting the sentence with 'I know…., but…', which shows a kind of hedging and a politeness device in expressing his understanding and empathy towards the students.

He then emphasises his authority again by stating, 'what **I** want very much to do…' (line 13) emphasising his authority with pronoun 'I', and presents a request by providing a timeline, 'by Easter holiday' for the students to provide a kind of deixis of time here so that the students can be persuaded to start thinking about their assignment and this is his way to try to convince the students to not leave the task until the last minute. In his effort to continue to persuade the students, he explains, 'that would be a good thing because…' (14-16), which advertises his availability and

accessibility for consultations and this shows his professional identity and authoritative role as an advisor, the knowledge-bearer and approver when it comes to deciding on the topic of students' assignments. The fact that he pronounces 'youuuuuu' humorously here just indicates that in the process of telling the students what to do, he is also trying to soften the forceful effect, which is another politeness device used here by Ed in creating good rapport and manage relationships with his students. It is also apparent in the use of the word 'assignment' that has five occurrences in this extract, which is his way of emphasising the importance of the matter to the students. In line 18, 'Emmm, so do think about assignments.', he is again emphasising the importance of the issue at hand by using a direct directive and booster here. He proceeds in suggesting some resources for 'ideas' (18-22), and he informs them that they can pursue different topics from the ones on the Moodle list, using hedging as a politeness device here in attending to their negative face needs.

He then proceeds by asserting with two instances of pronoun 'you' to refer to the students' responsibility, 'But whatever **you** do, ...Even if **you** don't...So **we** can...' (22-23). He then uses pronoun 'we' in suggesting togetherness. In a more persuasive attempt, using authoritative 'I', he then added, 'So **I**'m always around, ready to help. **So** you can email me, pop in and see me, whatever.' (23-25) and discourse marker 'So' in transition towards a solution. Arguably, this just shows that he is projecting his professional identities to his students as being an approachable and accessible lecturer, who is always 'ready to help.' Then, almost realising that he might have lingered on the topic for a bit too long, he quickly says, '**Okay**. Lovely' (line 25), with a discourse marker 'Okay', signalling a stop to this for now, and with a positive marker, 'Lovely', which might indicate his hope that he has conveyed the important

message to his students. Arguably, by not being too authoritative on the matter with the help of politeness devices discussed above, it also reflects his professional identity that he cares about the students and their progress in the module, specifically in completing the assignment as emphasised in this context. This, arguably, has helped him create and maintain the rapport and relationship with his students.

His use of personal pronoun 'I' has 7 occurrences, with objective personal pronoun 'me' being repeated five times throughout this extract, means that he tries to assert his power and authority on the matter at hand. Personal pronoun 'you', on the other hand, has been used quite extensively here with 17 occurrences, suggesting the emphasis of expectations on his side on the actions which are to be obliged by his students. This can also be considered as positioning himself as the authority here and the students as his subordinates in this CofP, suggesting the inevitable asymmetrical relationship between lecturer and students in the classroom context, hinting on the symbolic power relations (Bourdieu 1991).

The fact that he approaches this subject on the assignment in the opening of a seminar and in week 4 just suggests that reminders on the assignment are timely and expected to happen. However, it is interesting to note how he brings up the important and serious subject, initiated by a politeness device in a form of a humour, to not attenuate too much force on the matter and draw students away. There are also efforts of hedging being used to help to decrease the forceful nature of such reminder, but with boosters which still carry the seriousness of the matter from his use of pronouns 'I' and 'you' in this extract. Arguably, in doing this at the beginning of a seminar, he is showing his authoritativeness and trying to convince the students to be more committed to the module and for them to take the module more seriously.

Extract 5.5

Context: The beginning of a seminar. Some students are still arriving. This CofP has been in existence for five weeks. Ed (L) starts an undergraduate seminar, a follow-up to a lecture on Counselling given earlier that week. 25 students were present.

1 L : Handout there for you all, uuuuuu! ((funny noise))
2 Alright! Can you put the lights on for me please. Thank you very much. Thank
3 you. Okay let's make a start the handout's here. Has everyone got the handout?
4 Okay. Right. I bought some cheese the other day and well, this new cheese
5 is called Armageddon cheese and on the packet is written, 'Best before end'.
6 S : ((laughter))
7 L : And I went into this shop and I said I would like a giant packet of (xxxxx)
8 please. Yes if you are (xxxxx)
9 S : ((laughter))
10 L : Never mind. Alright, that's one of the jokes, which I thought is quite good.
11 This week we're looking at Counselling Discourses. Come in. Come in. There
12 are seats there. A chair here. I want to allow some time for a bit of group work
13 today because the other day we were interrupted by the fire alarm fire alarm.
14 L : Okay, so, in the lecture, I tried to give you a sense of how therapy discourse is
15 and how widespread it has become and what I want to do in this seminar is to
16 show you how therapy works which is in all kinds of domain and not just in
17 the domain of counselling itself. I think the interesting genre is the agony aunt
18 columns. The advice columns in popular lifestyle magazines. Anybody reads
19 advice column? I do. It is very interesting actually. It's quite fun. Also very
20 revealing on what's happening in the wider society. What's going on with
21 society and people. Anybody knows who is agony aunt? Which is culturally
22 specific. Anyone care to venture into an explanation on what agony aunt is?
23 S : It's usually a woman who gives advice?
24 L : The one who gives advice, an advice giver. Emm...Absolutely!

In Extract 5.5, Ed begins by distributing the handout to the students, 'Handout there for you all,' (line 1), followed by a humorous sound 'uuuuuu' which just creates an interesting start to the seminar and acts as an attention-grabbing device for the opening so that the students can now pay attention to the seminar.

Discourse markers

He then continues with a discourse marker '**Alright**!' (line 2) to indicate that the seminar is about to start. He then makes a request or a soft directive for a student to

switch the light on, a kind of speech act in a form of a question, and then thanks the student. He proceeds with '**Okay, let's** make a start' (line 3), which indicates the proper start of the session with discourse marker 'okay', and 'let's' in signalling solidarity. He then mentions the handout again, making sure that all students have got them and then signals a transition of the seminar by discourse markers, '**Okay. Right**' (line 4), before presenting a humour about an 'Armageddon cheese' to the students, delivers the punchline and invites laughter from the suddenly very attentive audience. Arguably, he is using humour here as an attention-getter and an ice-breaker in preparing the students for the seminar and the topic for that session. Then, after injecting another humour which invites another bout of laughter but lighter, he makes a meta-comment on the response of the joke, 'Never mind. **Alright**, that's one of the jokes, which **I** thought is quite good.' (line 10), which still carries a humorous note. He then swiftly turns it around with a serious tone by talking about the topic of the week. When he is interrupted by some of the late-comers, he takes a step back by welcoming them by saying, 'Come in. Come in.' (line 11), and to direct them to available seats, 'There are seats there...' (11-12), and while waiting for the students to settle down, he adds, '**I** want to allow some time for…because the other day we were interrupted by the fire alarm...' (12-13). Arguably, this has just presented another opportunity for him in briefing the students of his plan for that day's session, as well as justifying it. Then he proceeds with the discourse markers 'okay' and 'so' (line 14) to signal the proper start of the session.

Questioning technique and pronouns

He is trying to attract the students' attention and position this session for them by explicitly marking out how it relates to the lecture given earlier in the week, explicitly stating, via the prepositional phrase ‘in the lecture’ (line 1), to what will be discussed in the seminar by asking a series of questions. Overall, there are three instances of questions being used in this excerpt, which are analysed and explained here.

Firstly, it is interesting when he asks the students a yes/no question but answers it himself, 'Anybody reads advice column? **I** do' (5-6). This is a rhetorical question with ‘anybody’ as to address to non-specific student, and a politeness device in addressing their negative face, which is arguably mentally preparing the students for more challenging questions. Using pronoun ‘I’, he is exerting his authority here. This is followed by meta-comments, 'It is very interesting actually. It's quite fun....' (line 19). These discourse strategies provide students with basic information on the subject matter to further build their knowledge and background as to what the lecturer is intending to cover topic-wise in this session. This can be seen as a mechanism to prepare the students for what is to come, so that the learning process can be more relatable and effective and that student expectations about the topical content of the teaching session can be built. By posing an initial question related to the subject matter, he also tries arguably to develop the connection between the two different teaching sessions, the lecture and the seminar, so that the students are able to follow the information presented and to make direct connection between the two different speech events. Arguably, the use of the initial question, followed by the meta-comments afterwards, show successful and purposeful relational talk that leads to

good rapport building. The students responded well to this relational talk and they recognised the effort as well as the link between the lecture and the seminar.

He then proceeds with another question with a non-specific ‘Anybody’ in line 21, '**Anybody** knows who is agony aunt?', which is a probing question, intended to start the seminar discussion by inviting the students to be involved in the process and to get them to think more specifically about the subject matter. This is followed by a meta-comment in lines 21-22, 'Which is culturally specific' to give a clue to what it is. However, before letting any student answer, which he could, he then poses another open question using ‘anyone’ in addressing to students’ negative face needs, '**Anyone** care to venture into an explanation on what agony aunt is?'. Note that the turn-taking here is not requiring a response right after each question or what is labelled as question-answer couplet, little pairing, adjacency pair sequence, operating as a dialogic unit consisting of two-part exchanges (Goffman 1981). Here Ed is lengthening his part of purposeful interrogatory talk by a meta-comment which is followed by another question: the first question was asked, followed by a brief information segment and then the next question was asked, breaking this rule as previously laid down. Arguably, this strategy will provide the students more time to align their thinking and it will also slightly elevate the level of their position from subordinates to more discursive contributors to the discussion and this can create an inclusive discourse environment for them.

This type of questioning also presents a pedagogic questioning style as not being similar to questioning style in different institutional speech events which shows the prominent role of the lecturer as the person in a position of authority. Questions here

are used to assist in the teaching and learning process, and the irregularity in questioning couplet technique used here means that arguably, questions in these pedagogic contexts do not have a fixed style. It, however, does require the authoritative figure in the classroom to use questioning as he sees fit in accomplishing specific teaching goals as is the case in this context.

The second question, '**Anybody** knows who is agony aunt?' (line 21), again using 'anyone' as addressing students' negative face needs, was also then rephrased into the third question to '**Anyone** care to venture into an explanation on what agony aunt is?' (line 22). This gives a very important signal to the students in expressing an invitation to answer the question, which shows the use of a politeness strategy paying attention to positive face-saving (Brown & Levinson 1987; Holmes 1995), achieved by using 'Anybody' and 'Anyone', which are non-specific. This strategy demonstrates Ed's favoured ways in eliciting information from the students, which is arguably intended to make the students feel relaxed and respected but obliged to contribute and answer as it was indirectly put as a challenge to venture into something. It also allows more time for the students to think and to ready themselves to take a turn in the conversational floor by responding to Ed's question.

Speech acts

When a student answers the question, Ed then repeats the answer and rephrases it and thereafter with a positively exclamatory, operating as a clear expression of approval, 'Absolutely!'. The last part of this response, though slightly delayed as he rephrases the answer given first in line 11, 'The one who gives advice, an advice giver' as a kind

of evaluation and confirmation, arguably acts to encourage students and prepares them for the next thing to come. This relational question is regarded here as part of his agenda for the opening, which is to create familiarity and interest. It can also be interpreted as a positive reinforcement that leads to changed and established behaviour (Skinner 1948) in learning or a form of reward for contributing to the class discussion. This form of positive feedback, when offered during meetings, is described by Mullany (2007a) as expressing approval, which helps to emphasise the consideration of face needs, which can also be highly relevant in successful pedagogy. In classroom contexts, it has been emphasised by Loughran (2010) and Alexander (2004) that the feedbacks given to the answers or responses to the questions posed by any teacher are as important as the questions themselves. Therefore, in this instance, it also helps to present a glimpse of how the lesson is going to be and therefore, builds an early expectation of how the seminar will be run and how knowledge would be constructed and disseminated.

Questioning techniques

Expectations of the students as CofP members, and their expected role in the session are also clearly laid down. As Spencer-Oatey and Xing (2003) observe, communication involves a great deal of interpretive process with background knowledge in understanding personal goals and intents (Spencer-Oatey 2002). The prior and shared knowledge, combined with new knowledge being presented by the lecturer, will also assist the CofP members to understand each other better. This is due to the questioning process by the lecturer that requires information to be supplied by the students in reciprocal fashion. This then leads to co-constructed new knowledge,

based on prior knowledge shared and cumulatively presented to the members of the CofP. In this instance, further understanding of their role in ensuring the direction of the CofP can also be built based on the harmonious grounds and a sense of building solidarity. These discourse aims can be partially achieved through the use of questioning strategies, coupled with positive feedback, as an effective relational strategy, as demonstrated by Ed in this excerpt.

Questions are also used in classrooms for lecturers to express their authoritativeness by directing and steering students towards what they deem as important at that particular moment. This process helps mould the students' recognition especially of important concepts of the subject at hand. There are no standard guidelines or procedure of the do's and dont's when it comes to classroom discourse, as the lecturer takes students through this crucial learning process via their distinctive communicative strategies. Arguably, this is due to Ed's authentic ways in utilizing his ability in employing questions that he had accumulated and perfected over time through his nine years of teaching. His linguistic flair and purposeful use of questions also help to uncover his professional identities and discrete authoritativeness in the classroom.

As we have seen at various points already in this thesis, language is considered to be an overt tool in enacting power (Holmes & Stubbe 2003), and therefore, manipulating it to one's advantage, is doing 'power' in the classroom, and this is effectively materialised in the openings discussed.

5.4.2 Closings

We will now move on to analysing the closing segments of Ed's interactions, which usually contain concluding, summarising statements, along with any directives that are required from the lecturer to formally mark the end of a classroom session. Therefore, this will be examined in terms of how Ed uses closings to keep on building rapport and maintaining relationships with his students at the end of a regular CofP discourse event. As with the analysis of openings (following the same order to indicate the closings of the previous openings), the analysis of closings will be scrutinised here by focusing on his use of:

- speech acts
- discourse markers
- questioning techniques
- pronouns

Extract 5.6

Context: Before closing the lecture, Ed brings up important issues that will be followed-up in the coming seminar before dismissing the class.

L : And lastly, pretty much an important one which we'll be looking at in detail in the seminar is this, attention-getting devices. These adverts are always involved using some kind of attention-getting phenomena whether its fast-paced imagery, whether it's sound effects, musical whatever. But the important thing here is the sound effects. All these adverts tend to be noisy and extremely energetic. And the reason they are noisy is this. Because advertisers know that when children are playing at home with the tv on, they may not necessarily be actually watching the tv, but they'll hear it by (xxxxxxxx), won't they? And once they hear it, then they'll look at it. So sound effects become all important in advertising for children. And advertisers spend millions and millions of pounds if not more on contriving these types of adverts in making these for children. The question is, is this moral? This is what we're discussing in the seminar. I think what the big issue here is about money talks. Money wins the day. Okay, that's today's lecture. There's the references. See you in the seminars.

Discourse markers

In Extract 5.6, Ed uses the conjunction and discourse marker 'And lastly' (line 1) to signal that the lecture is approaching its end. He is now moving on to the last topic that will be discussed. Arguably, he is informing students of this to create a hook for them to look forward to what will be discussed in the coming seminar. He then explains further on the last content, 'attention-getting devices', that will be discussed in the seminar and then gives examples and reasons for the point raised from lines 2-13. Note that he uses 'is this' twice (2-7) before presenting the points intended. This creates a dramatic suspense and serves as an attention-getting device that directs the students to pay more attention to the important point that he is presenting.

Questioning technique

In stating a reason for advertisements to be 'noisy and extremely energetic' (line 6), he also poses a tag question, 'Because advertisers know that when children are …, won't they?' (7-9). The tag question is a rhetorical question and here, it functions as a relational strategy that he uses to seek common knowledge and understanding from his students on the subject matter discussed. Thereafter, having presented his case on sound effects in advertising and creates common grounds, he then leads the students to a critical statement regarding the subject matter, 'And advertisers spend millions...' (11-13) before posing a yes/no question, 'The question is, is this moral?' (line 13). Arguably, this question leads the students to think more critically about the topic and prepares them for what is coming in their seminar.

Pronouns

He uses the pronoun 'we' in '**we**'ll be looking at in detail' (1-2) to signal solidarity and togetherness as a CofP in dealing with the discussion in the seminar. Later on, Ed specifically adds with the declarative, 'This is what **we**'re discussing…' (line 14). Note the use of pronoun 'we' for creating the sense of solidarity as a CofP. However, he then brings in personal pronoun 'I', '**I** think what the big issue...' (14-15). This is him providing his perspective of the issue and the same goes when he adds shortly, 'Money wins the day.' (line 15). This arguably provides his position on the subject matter as the knowledge-bearer, implying a subtle construction of his professional identity. He then finishes it off with a discourse marker 'Okay' and declares the end of the lecture by saying, 'that's today's lecture' (15-16), but still provides a map for the students in line 16 by referring to the last slide, 'There's the references'.

Speech act

Finally, he bids farewell to the students by highlighting future meetings, 'See you in the seminars.' (line 16), which presents his expectation and something to look forward to, a form of positive politeness.

Extract 5.7

Context: This happens at the end of the seminar on Media Reporting on Health and Illness. Ed is commenting on what has been covered in that session before putting the students into groups.

1	L	:	Okay, well, I'm aware of the time. And it went past 6 and it was lovely
2			for the last ten minutes or so peeping through your group. I think
3			we've covered a lot in that session. I'm very impressed by the way you
4			interpret those texts. Emm, does anyone feel that they've got and
5			learned something out of that?

6 S : Yeah.
7 L : Do you see some of the items in the articles that flash out, some of
8 the consistencies?
9 S : Sure.
10 L : Good! Right, so, can you get to your groups that you can remember?
11 (xxxxxxxxxxxxxxxxxx)
((Students get into groups to discuss about their assignment))

Discourse markers and pronouns

In Extract 5.7, Ed signals the closing of the seminar by discourse markers 'Okay' and 'well' before stating '**I**'m aware of the time.' (line 1), which clearly shows his acknowledgment of the time that has passed and that they are running late for the next activity. He then adds a meta-comment to the acknowledgment, 'And it went past 6 and it was lovely...' (1-2). He also signals a concluding remark in his meta-comment, '**I** think **we**'ve covered...' (2-3) before paying a direct compliment and expression of approval to the students, '**I**'m very impressed by the way you…' (3-4). Here, paying a compliment is an established form of positive politeness through a positive speech act, an example of what Holmes (1995) describes as noticing and attending to what can be positively valued as good by both the speaker and hearer, in this case, the lecturer and the students. By using the personal pronoun 'I' in complimenting them he shows that, as the authority here, he is approving of their progress so far and providing a positive feedback on how the seminar goes.

Questioning technique

He then proceeds into asking the students a yes/no question, 'Emm, does anyone feel that…?' (4-5), which is his way of checking for feedback of the students' understanding so far on the subject matter discussed. By using a non-specific address

of ‘anyone’, he is hedging and using a negative face-saving strategy in finding out the answer. This suggests that he values the students’ opinion on how things are progressing with their understanding of the module. When he gets a positive response from a student, ‘Yeah’ (line 6), he then continues to probe for more feedback with another yes/no question, ‘Do **you** see some of the …?’ (7-8), highlighting what he is hoping the students to notice, using pronoun ‘you’. After getting another affirmative answer, he then responds with a positive comment ‘Good!’ (line 10), expressing his speech act of approval, showing his professional identity as carrying the authoritative voice in this context.

He then uses discourse markers ‘Right’ and ‘so’ to signal the next activity, which he puts as a yes/no question but with a rhetorical expectation to it, ‘can you get to your group…?’ (line 10), which poses as a directive for the students to now get into their assignment groups, put in a form of a politeness device of hedging with modal verb ‘can’ which makes it sound like a polite request even though it is understood to be an order. Arguably, this also shows his sense of respect and empathy towards his students.

Extract 5.8

Context: This happens at the end of a lecture on Health Promotion, where Ed is offering his concluding words for the session, sharing some important tips.

1	L	:	Okay, so, just to finish off then, students in the past have been quite
2			overtaken with health promotion campaigns and texts because they are
3			so (xxxxxxxx) and for your, uh, written assignment, during your
4			spoken assignment (xxxxxxxx), there’s no reason why you can’t look
5			at health promotion campaigns, because of course they are media
6			element and they are so extensively available. You’ve got lots of
7			campaigns on YouTube. They tend to go straight onto YouTube, but
8			by health promotions I also mean things like road safety, so it doesn’t
9			have to be disease-related. It can be any aspects of lifestyle behaviour.

Pinterest websites have lots of wonderful resources, photographs, any media, the leaflets, posters and flyers are also fair game and worth looking at. TV, radio adverts are very useful. But at the start, I mentioned about Phillip Morris. I think there should be more research that looked at tobacco companies, because they have a vested interest in selling tobacco, at the same time, they also need to promote responsible consumption. It's very interesting to see how they balance that. Okay, emm, and there are the, uh, slides, the references, I should say. If you're going to follow the ideas up. Sorry I didn't get to show that clip earlier on, but I'll show that in the seminar. Okay, thank you very much.

Discourse markers

In Extract 5.8, he uses discourse markers 'Ok', 'so' and 'just to finish off' (line 1) to indicate the closing of the lecture. He then continues by changing his footing now in advising and sharing his past experiences of students' choices of topics for their written assignments and then expresses his expectations of the coming choices of assignment topics, with reasons given quite extensively in lines 1-6. He uses hedging as a politeness strategy in the process of his explanations, '**there's no reason why** you…, **because of course** they...' (4-6), which is to soften the force of his expectations of the opposite.

Pronouns

He further explains for clearer picture of other topics they can do by providing an example, 'by health promotions I…' (8-9). He then provides more examples in lines 9-12. He proceeds by turning the students' attention to his earlier point mentioned in the lecture (12-13), 'But at the start, **I**...' He then makes a professional observation and poses an argument, '**I** think there should be more research...' (13-16). By using personal pronoun 'I', he is using his capacity as a professional academic who is with

the authority here to express an opinion, which he explains, ‘It’s very interesting to see...’ (16-17). Arguably, he is also representing his identity as a model citizen here, advocating positive values and critically assessing what he feels is the right thing to do. He then ends the lecture by a discourse marker ‘Okay’ and refers to the references on the slide, emphasising, ‘If you’re going to...’ (line 18) that the students are given the choice and means to find out more about the content discussed in the lecture, minimising the force by using conditional ‘If’.

Speech acts

He proceeds with an apology, ‘Sorry I didn’t get to...’ (18-19). A speech act of apology here which is directed to the students is suggesting that he is being respectful to them and he also provides a solution to that, which means that he cares about sharing his materials that he thinks can help with his students’ understanding. He bids the final goodbye by a discourse marker ‘Okay,’ followed by ‘thank you very much.’ (19-20), thanking the students for being present and for their attention throughout the lecture.

Extract 5.9

Context: This happens at the end of a seminar with the topic concerning media representations, where Ed is offering important final notes on the subject matter. The CofP has been in existence for 4 weeks.

Okay, good! Ermm, so, folks, for the rest of the session, emm, we were going (xxxxxxxxx) but a bit late but what I am doing is to walk around and see if you’re on track, you got ideas emm what I would very much like you to do in groups, say by next week, is to identify data. Okay? I hope you may have done it already. Because it’s week 4, so you have another three and a half weeks, so four weeks or so, time is ticking away and it is important for you to work as effectively and quickly as

8 you can. And of course, please, are you able to work as a group
9 outside as well? You're meeting outside the seminars. Okay? So,
10 please get together.
((He goes from one group to another, dismissing each group as soon as he is done discussing with them))

Discourse markers and pronouns

In Extract 5.9, Ed ends the seminar by simply using a discourse marker 'Okay,', signalling that it is nearing the end of the seminar, and a positive approval 'good!' (line 1) and then informing them what he plans to do for the rest of the session, referring to the group activity that will commence shortly. He then checks for their understanding of the plan by asking them to confirm with, 'Okay?' (line 4), and at the same time addressing their negative face needs, while expressing his hope afterwards regarding their assignment, 'I hope you may have done it already' (line 5), using modal verb 'may' as a politeness device, or a hedge. He uses personal pronoun 'I' 3 times and 'you' also 9 times, expressing his plans and expectations for the students to fulfil, which may resemble a booster to attenuate the force, but still addressing the students' negative face needs.

In lines 4-6, it is interesting to note that he is using deixis of time, which arguably, is his effort in implying how important this assignment is and that time is of the essence here. He also uses a booster here in attenuating the force by emphasising his expectations of the students to fulfil their responsibilities, 'it is important for **you** to work…as **you** can,' (7-8), which highlights his authoritative side and his way of doing 'power', using 'you' twice here resembling a booster in implying responsibility and expectations.

Extract 5.10

Context: This happens at the end of a seminar on Counselling. Ed is giving his last words before putting the students into groups to discuss their coming presentations.

L : So that's another common device in these texts. If self-help texts really work, as I said in the lecture, people would stop buying them, because if they buy one, that works, they don't have a need to buy them again. So they're selling, selling and selling. Err so it's in their interest to get people to buy and buy and it's making them more insecure actually. Ok, right, so that's, erm, let's stop there. I'm aware of the time, we didn't have time to do much of the work last week, so far along, so can you get into your groups and I'll move around and see how you are getting on. Two weeks away from your presentations!

Discourse markers

In Extract 5.10, he uses discourse marker 'So' to transition to a point he wants to make. He then tries to relate the point in the seminar to what previously shared in the lecture to tie things up together, which is a relational strategy here to a previous knowledge. He is using conditionals and repetitions of 'selling' and 'buy' to create a forceful impact for the students. He then uses discourse markers 'Ok' and 'right' and 'let's stop there' in indicating the end of the session. He is demonstrating his authority here by reminding the students of the importance of time and expresses an urgency to progress faster by repeating the word 'time' twice (5-6) and by bringing in deixis of time as a form of reminder or warning, 'Two weeks away from your presentation!' (line 9), which resembles booster, attenuating the force of the matter.

I will now move on to discuss another linguistic strategy in classroom interactions: humour.

5.4.3 Humour

Another linguistic strategy that is going to be examined is the use of humour in establishing rapport and relationship with the students. As we have already seen in Chapter 4, humour, as a rapport building and maintaining strategy (Holmes 2007, 2009; Stubbe 2010, 2012), is considered as an effective way of reaching out to others and if done appropriately, it can evoke positive responses in students. Humour is regarded as a tool that can promote positive atmosphere in classrooms (Senior 2006; Field 2013), assist students' learning (Machlev & Karlin 2016), and Morreal (1991) regards this kind of humour as 'positive humour'.

I will now present and discuss the distribution and frequency of humour in Ed's classrooms.

Type of classrooms	**Length of interaction in minutes**	**Number of instances of humour**	**Occurrence per number of minutes overall (of total of interaction)**
Lecture 1	55	7	**7.86**
Lecture 2	52	7	**7.43**
Seminar 1	118	6	**19.67**
Seminar 2	116	8	**14.5**
Seminar 3	112	5	**22.4**
TOTAL	**453**	**33**	**13.73**

Table 5. 3 Frequency of humour used in Ed's classrooms

It can be seen from Table 5.3 that overall, from the length of interaction in minutes of his classrooms observed, amounting to 453 minutes, a large amount of humour was used by Ed, occurring 33 times, which translates to 1 occurrence of humour in every 13.73 minutes of the classroom interactions. It also shows that Ed has the tendency to use more humour in his one-hour lectures compared to his two-hour seminars, arguably, since it involves a mostly one-sided interactional lecture, he tries to create more involvement opportunities or student engagements through humour as his relational strategy in this context.

Therefore, Table 5.3 shows that instances of humour in Ed's classrooms are quite significant. He also uses humour in different ways, with some being pre-planned and mostly through association, which also shows that his personal and professional identities go hand in hand with his use of humour. His use of humour is divided according to the following main categories: *self-denigrating humour, fantasy-narrative* and *surreal humour.*

Ed's frequent use of humour is demonstrated firstly by his use of self-denigrating humour, also known as self-deprecating humour, which is defined as humour that is directed towards oneself, but to the effect of projecting positive self-image (Schnurr, 2009). His approach in using humour is authentic in style and his relational strategy in building rapport and solidarity with his students. His use of humour can be regarded as a temporary relief or brief escape from the seriousness of the subject matter. Using this kind of humour also means that he is very comfortable having people laughing at his expense and laughing at himself. This is illustrated by the following extract:

Extract 5.11

Context: This happens at the beginning of a seminar whereby Ed is confronted by a technical issue, which he manages to resolve.

1	L	:	So, (1.2). Did I get this thing to work? Right, brilliant, brilliant! We're
2			back to business. (xxxxx xxxx). Ok, wow, this is so, so exciting. Right,
3			well, hello everybody. Sorry about the emm today's technical issues.
4			And it was one at the lecture emm as well. Well, pancake day today.
5	S	:	Uuuuuu!
6	L	:	So…Yeah, you know pancake day. That it's just crept up on the? It's
7			just crept up on me.
8	S	:	((Laughter))
9	L	:	Waist! Emm, ok, so, nice to see err see everybody.

In the earlier part of Extract 5.11, it shows that Ed is commenting on the technical issues he is facing and once he manages to deal with those issues, he immediately addresses the students by using discourse markers 'Right, well,' and greets the students by saying, 'hello everybody' (2-3). He then apologises to his students for the technical issues in line 3, which can be regarded as a politeness strategy and a positive face-saving for both himself and the students. Then, almost suddenly, as if to cheer himself and the students up, he moves to reminding the students that that day is pancake day and proceeds to offer a self-denigrating humour, 'Yeah, you know pancake day…It's just crept up on me.' (6-7), which is followed by a burst of laughter from the students. He then continues by adding, 'Waist!' (line 9) to emphasise his humour earlier and then proceeds to address the students again with 'Emm, ok, so, nice to...' (line 9). By sharing this self-denigrating humour, he is admitting that he likes pancakes and is aware of what the sweet treat can do to his waist. Arguably, by sharing this self-denigrating humour, it reflects his relational strategy in creating solidarity with the students who are the members of the CofP, which downplays his power and authority.

Extract 5.12

Context: This happens towards the end of a lecture on Health and Media.

1	L	:	The last really really important slide. It's likely the finest slide
2			produced by me. I love researching this.
3	S	:	((Light laughter))

Extract 5.12 illustrates another self-denigrating humour used by Ed. Realising that he is drawing towards the end of the lecture, and that the students might already be mentally preparing to rush to their next commitment, he tries to capture their attention again by almost pleading to the students albeit through humour. He starts by saying, 'The last really really important slide.' (line 1) to alert the students with a repetition of intensifier 'really' to emphasize that it is the last slide and he will be ending the session soon which shows that he understands their position. He continues, 'It's likely the finest…', (1-2) in expressing a light sarcasm masked as a self-denigrating humour but whilst seeking for empathy in making the students to pay attention to what he is going to share with them. He then adds, 'I love researching this.' in extending the earlier statement, still pursuing the same line of asking for empathy in implying and emphasizing the idea that, since he works so hard for the slide, the students should at least pay attention to it. It is interesting here since this is all done by humour, which serves as a politeness strategy in the form of hedging, which helps in minimising the force of utterance and his power as the authority, as if putting himself at the mercy of the students. However, as a result of this, his power seems to also intensify with this humour, discreetly signalling that he is still the one holding the floor and has the authority to demand for their attention. It also shows his professional identity and commitment as trying to still share some important knowledge with the students. This example of humour implies his coercive power by not doing power overtly.

Extract 5.13

Context: Ed is giving instructions to the students on a small group discussion activity regarding the material given earlier.

1 L : And off you go. And also, can I just say, (xxxxx) just look widely at
2 the whole text? Look at the images here, the layout, because that's all
3 revealing as well. Em, is that clear ladies and gentlemen? I am a subject of an
4 agony aunt. I was in the hairdresser's and my dad's sister came in spinning
5 around in a circle. My dad's sister came in spinning in a circle and I said
6 to myself, oh my God! My agony aunt!
7 S : ((Chuckles))
8 L : It's agony aunt and how cute that joke you see. I can't resist. I know it's
9 ridiculous. I'm sorry, I'll shut up now and see you next year.

There is an interesting use of humour in extract 5.13, especially on how the humour was interjected in between the seriousness of the discussion. Initially, he is directing the students towards group discussion mode, which leads him to provide clues on what the students should look at (1-3). He suddenly addresses the students as ‘ladies and gentlemen’ (line 3), asking the students to ensure clarity of his instructions. This overly formal use of address is his idea of posing ironic humour. He then continues in lines 3-6 by putting forward a joke by association or puns. The latter part of the extract (3-9) shows a change of footing (Goffman 1981), which leads to the constructions of different identities in the subtle power interplay: from the professional/knowledge bearer to his brotherly/friendly self, being humorous. It was quite a sudden shift from saying 'Em, is that clear ladies and gentlemen?' (line 3), which is usually a discourse marker in classroom contexts to check for a confirmation or response, though it is jokingly presented by the overly formal use of address, to 'I am a subject of an agony aunt'. It is something to do with the topic being discussed but not exactly a continuation of his instructions or clarifications previously. This is the humour he comes up with spontaneously by association of the topic, ‘agony aunt’. The transition between the formal address in checking for clarity to the joke on agony

aunt is quite abrupt here but it can still be followed and understood by the students anyway as he is using a self-denigrating humour and hyperbole (exaggerated family anecdote) here, 'I was in the hairdresser's…My dad's sister came in…I said to myself, oh my God! My agony aunt!' (4-6), that helps to lighten the tone or mood of the classroom. This is an example of fantasy-narrative humour (Holmes 2005), which is highly hyperbolic, referring to his family (and can be regarded as highly exaggerated) and he was pretending to be in distress over having an 'agony' aunt. This shows that he is able to quickly transform the serious mood to a less serious mood and indicates that he is arguably using fantasy-narrative humour to mix seriousness and non-serious elements together in his classroom, which is one way for him to express his identity and create rapport, solidarity and a non-hierarchical tendency with his students.

What is also interesting is the spontaneity of this taking place and that he afterwards acknowledged and self-denigrated himself as being ridiculous, 'I know it's ridiculous' (8-9), which really reveals his personal and idiosyncratic identities. However, hypothetically, Ed might have already had the joke in store somewhere in his lesson plan but his effort in making this particular construction of humour to appear spontaneous in-between the seminar content delivery is allegedly effective.

Confirming this further, he then gave an explicit meta-comment to justify the self-denigrating joke shared, 'It's agony aunt and how cute that joke you see. I can't resist.' (8-9). At one point, he was being apologetic (line 9), 'I'm sorry,' but injected another self-denigrating humour by saying, 'I'll shut up now and see you next year', as if admitting, though jokingly, that he is embarrassing himself, and which also serves as an uncommon cue or discourse marker for the students to start their group

discussion. It could be argued that this approach is shown to be another authentic way of his in showing familiarity to establish rapport and a non-hierarchical relationship with the students. Ed appears to be comfortable with this version of his authentic self and that is how he establishes rapport and solidarity in his classroom. This accords with Schnurr's (2009) and Dynel's (2009) observations, that self-denigrating humour enables individuals to represent a positive self-image of themselves and in the case of Ed, a positive, approachable identity as a lecturer. It is also highly commendable in terms of Ed's effort in integrating two kinds of humour: fantasy-narrative and self-denigrating humour, here in this instance to accomplish a good rapport and maintain relationships with his students.

Extract 5.14

Context: This happens at the beginning of a one-hour undergraduate lecture on Media Reporting. The CofP has been in existence for 3 weeks. 65 students were present.

1	L	:	My friend is writing a novel. Do you believe it? Without the letter E.
2			I said, that was a waste of tim, isn't it?
3	S	:	((Light laughter))

Extract 5.14 offers another example of a fantasy-narrative humour, which Ed is creating in order to act as one of the warm-up jokes to set the lecture on a favourable start. Ed is talking about his so-called friend, who happens to be writing a novel, but without using the letter E, which is absurd (line 1). He then created a congruency to it by supplementing it with a punning effect, 'I said, that was a waste of tim, isn't it?' (line 2). This line injects the pun intended by Ed and manages to make the students to laugh and slightly open up to the lecture. Arguably, this is what Ed is trying to accomplish here by sharing this fantasy-narrative humour, which is to connect with

the students to get them on board before introducing the topic to be discussed that day.

Another type of humour that is used by Ed is surreal humour, which I would like to define as quite nonsensical and illogical but which can be intended to be a form of relief (Attardo 1994). In interview, Ed regards his use of surreal humour to be meant for the students to experience it as a temporary 'escape' from the seriousness of the subject matter discussed in the classroom. He also regards this type of humour as 'idiosyncratic'. This type of humour suits him as an individual and that it is in an idiosyncratic way, very authentic indeed. It is very uniquely his style in using humour as in the following excerpt:

Extract 5.15

Context: At the beginning of a seminar on Counselling. Some students are still arriving.

1 L : Handout there for you all, uuuuuu! ((funny noise))
2 Alright! Can you put the lights on for me please. Thank you very much. Thank
3 you. Okay let's make a start the handout's here. Has everyone got the handout?
4 Okay. Right. I bought some cheese the other day and well, this new cheese
5 is called Armageddon cheese and on the packet is written, 'Best before end'.
6 S : ((Laughter))
7 L : And I went into this shop and I said I would like a giant packet of (xxxxx)
8 please. Yes if you are (xxxxx)
9 S : ((Laughter))
10 L : Never mind. Alright, that's one of the jokes, which I thought is quite good.

In Extract 5.15, Ed's playful and funny noise at the beginning automatically sets the tone and mood that he wants the classroom to be, subtly directing and making the students to just play along with it. This is a kind of surreal humour as the sound that he made is not common in a formal classroom at a prestigious institution, which arguably may give the effect of having an absurdly good feeling to the students. He

then makes sure that everyone has got the handout before using a personal anecdotal fantasy sequence to invoke humour, 'I bought some cheese the other day… 'Best before end'.' (4-5), which acts as an ice-breaking tool. This kind of humour can be regarded as having an element of fantasy narrative (Holmes 2005) as it involves a hyperbole or a story with an incongruity. This humour involves a punning technique, in which by the semantic association of the word, referring to 'Armageddon' and 'end' as carrying two different words but with related sense of meaning. But as laughter erupts throughout the classroom, before going seriously into the subject matter, another instance of humour is injected that invites simultaneous laughter from the students, which arguably is delivered in order to make them more comfortable with him. He provides a meta-comment of 'Alright, that's one of the jokes…' (line 10) in trying to justify his choice in starting the seminar. What he means is that the students seem to laugh louder for one of the jokes, which is the first one, and whereby laughter can still be heard for the second joke, it was not as successful as the first one. Even though the humour used here had little to do with the relevance of the subject matter, this enacted identity acts as a reminder to them as human beings as it is solely for entertainment and relational purposes. It also portrays his idiosyncratic self, which helps in creating the relationship between him and the students and therefore, arguably, is his authentic relational strategy to establish good rapport in the classroom. Morreall (1991) refers to this type of humour as 'positive humour', which is aimed to create a good rapport between both parties by inducing an 'open-minded atmosphere' (Schnurr 2009).

Therefore, by sharing self-denigrating humour, he was arguably subtly putting students at their ease by presenting common ground and solidarity is formed because

humour is used to connect humans together, creating a bond that could only be shared between them in that important moment of discourse: Critical moments (Candlin 2005; Myhill & Warren 2007). It is also because humour is regarded as being able to create positive emotions and effective communication between members of groups (Romero and Cruthirds 2006). He then uses 'Alright', a discourse marker to signal that they have had enough fun now and it is time to get into the serious matter of the day.

Extract 5.16

Context: This happens at the beginning of a one-hour undergraduate lecture on Media Reporting. The CofP has been in existence for 3 weeks. 65 students were present.

1	L	:	Ok, we'll make er. Let's make a start. The other day, I went shoplifting
2			well-balanced on the shoulders with a crowd of vampires. Yeah,
3			(xxxxxxx) on four pounds and I rearranged dracula's teeth to improve
4			the harmony of the mouth as a sort of a feng shui. That is even worse,
5			isn't it?
6	S	:	((Laughter))

Extract 5.16 shows that Ed is just starting the lecture by using classroom discourse markers of 'Ok' and 'Let's make a start.' (line 1). However, instead of stating the topic that is to be covered in the lecture, he immediately introduces two choices of humour, which fall under surreal humour due to the matters being both highly nonsensical and far-fetched. He begins by narrating a story of him going shoplifting with some vampires, 'The other day, I went shoplifting…with a crowd of vampires.' (1-2). Since it is something that is very highly unlikely to happen, he manages to get the students' attention right away. He then supplements this with another surreal humour, 'I rearranged dracula's teeth…as a sort of a feng shui.' (3-4), which the students can recognize as being too far-fetched and that none of these can be true. However, by starting like this, Ed is trying to prepare the students for the subject

matter, that may not be as exciting as the surreal humour he just conveys. Ed thereafter includes a meta-comment to the humour shared, 'That is even worse, isn't it?' (4-5), which self-denigratingly acknowledges the incongruities and nonsensical elements of the humour by admitting that the second humour might be even worse than the first one injected. This invites the students to laugh and arguably, warms them up to the more serious business of the lecture, which the students know are coming their way. Arguably, Ed's effort here in injecting humour at the very beginning of a lecture is to provide the students with a temporary relief (Attardo 1994) and by offering a humane approach before going into the serious subject matter of the day, Ed has shown his professional identity that is filled with care and understanding, and this, arguably, though nonsensical, draws appreciation on the part of the students.

Extract 5.17

Context: This happens right after a ten-minute break, in the middle of the seminar on Media Reporting.

1	L	:	I had a dream last night that I was out driving round and round and
2			round in the car flipping pancakes. Yeah! Tossing and turning all
3			night.
4	S	:	((Laughter))

Extract 5.16 shows another fantasy narrative humour used here by Ed which has the hyperbolic, and punning technique that are apparent in the previous extracts of humour discussed. He begins by saying, '**I** had a dream last night…' (line 1), using personal pronoun 'I' twice, in his effort to make the narrative sound like an account of his own personal experience, even though it is not. Repeating the adjective 'round' three times, he uses it as a booster for emphasis or exaggerated effect and to relate it to a latter subject. However, until about then, it does seem like it might be true until

he relates it to him ’flipping pancakes’ (line 2) (because of the pancake day previously mentioned in the session), where the incongruency is obvious. He then finishes it off by the punchline, ‘Tossing and turning all night’ (2-3) in presenting the punning effect, which is responded by laughter by the students. By now, we can see that puns can be regarded as part of Ed’s ‘identity’ when it comes to his use of humour. This instance of humour does not seem so surreal since it is set up as a dream, but the element of fantasy is still quite apparent. Arguably, using the humour here helps in preparing the students once again in the transition towards going back to the subject matter, creating interest and getting them back on their toes. What this says about Ed’s identity is that he is empathetic towards his students by using humour as a politeness strategy or hedging, rather than giving out a direct directive to continue with their session. It also presents himself as trying to bridge the power distance and signal solidarity by using humour here as a relational strategy.

CHAPTER SIX

Case Study Two: Sandra

6.1 Introduction

In keeping with the pattern set in the first case study chapter, Chapter 6 will present a thick description of the second case study of award-winning lecturers, this time focusing on Sandra. As before, this chapter will include analysis from elements of the thick description, including participant observation of the classroom and linguistic analysis of classroom discourse.

Similar to the previous chapter, a detailed discursive analysis of each of these selected linguistic features that emerge in the complex and dynamic process of a classroom interaction will also be thoroughly discussed in this chapter and the same approaches taken, with contextualisation and situated meaning in interactions paid close attention to through the integrated analytical frameworks of CDA and PDA, IS, CofP and informed by politeness approach.

6.2 Introducing Sandra

With 14 years of university teaching experience, Sandra is the most experienced among the three award-winning lecturers. Aged 57, she is also the oldest lecturer compared to the other three case study participants. A summary of her personal background can be found in Table 6.1 below:

Personal background	**Information**
Age	57 years old
Gender	Female
Field	Medical Sciences
Years of teaching at the university	14 years
Job experience outside academia	Yes 4 varied jobs before entering academia
Previous teaching roles/experience	No
Education background	Degree PGCHE Masters PhD
Current roles in the university	Lecturer/Researcher/Administrative position in the university department

Table 6. 1 Sandra's personal background

Sandra is the second lecturer that became a core participant for this study. As illustrated in Table 6.1, she is from the field of medical sciences. The first classroom observed was a lecture delivered in a large lecture theatre to 180 students.

6.3 Ethnographic information

Overall, participant observations conducted for Sandra's classrooms are given in Table 6.2. The breakdowns of hours of classroom observations for Sandra are as follows:

Classes observed	Number of classes	Number of hours
Undergraduate module lecture	1	2.5
Undergraduate module seminar	1	3
Undergraduate module lab session	3	3
Total of classes/hours observed	**5**	**8.5**

Table 6. 2 Total number of classes and hours of Sandra's undergraduate classroom observations

The physical structure of Sandra's classrooms is mostly determined by the available layouts in the venues, i.e the lecture theatre especially, where the seating arrangement is fixed. However, during the observation of Sandra's seminar and laboratory sessions, this is how the layout and positions of both the lecturer and the students look like in the field notes, which are as follows:

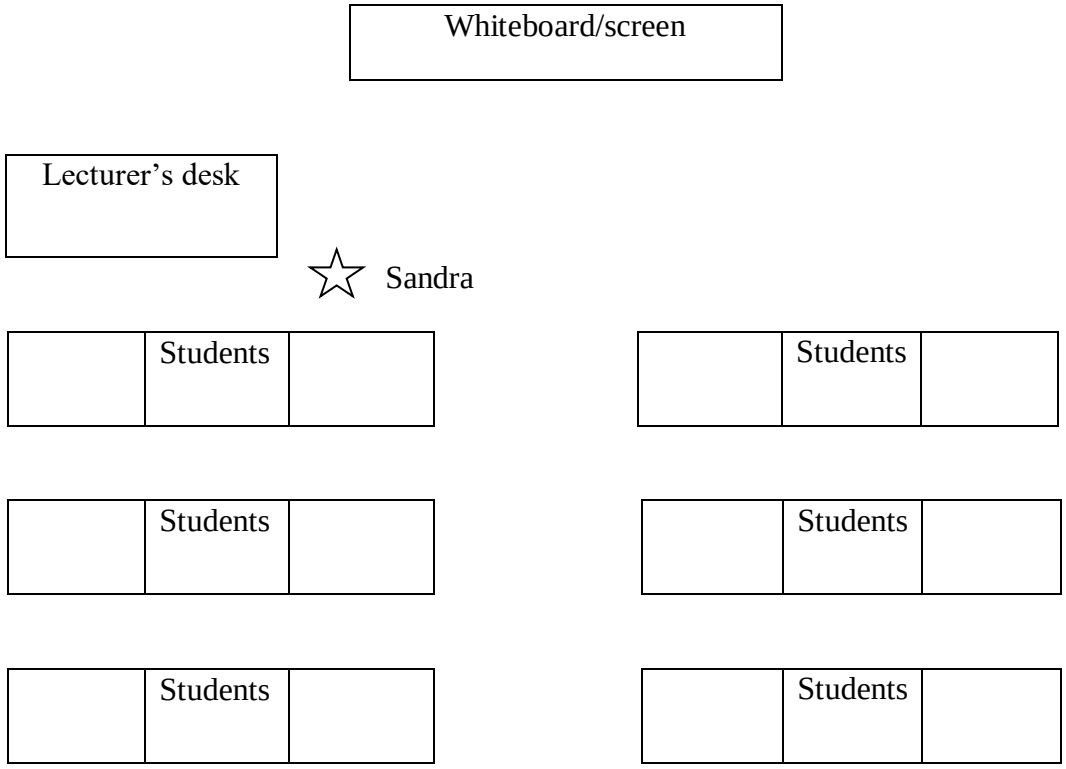


Figure 6. 1 Sandra's seminar with a row layout

This seminar layout allows Sandra to use the front of the classroom as her stage area as well as for her to walk up and down to the students in the middle alley to make it easier for her to approach the students.

However, for the laboratory sessions, layouts are different where furniture is pushed aside further to each side to create enough room for a runway in the middle of the venue while the students congregate and scatter along the edge of the runway, which are as follows:

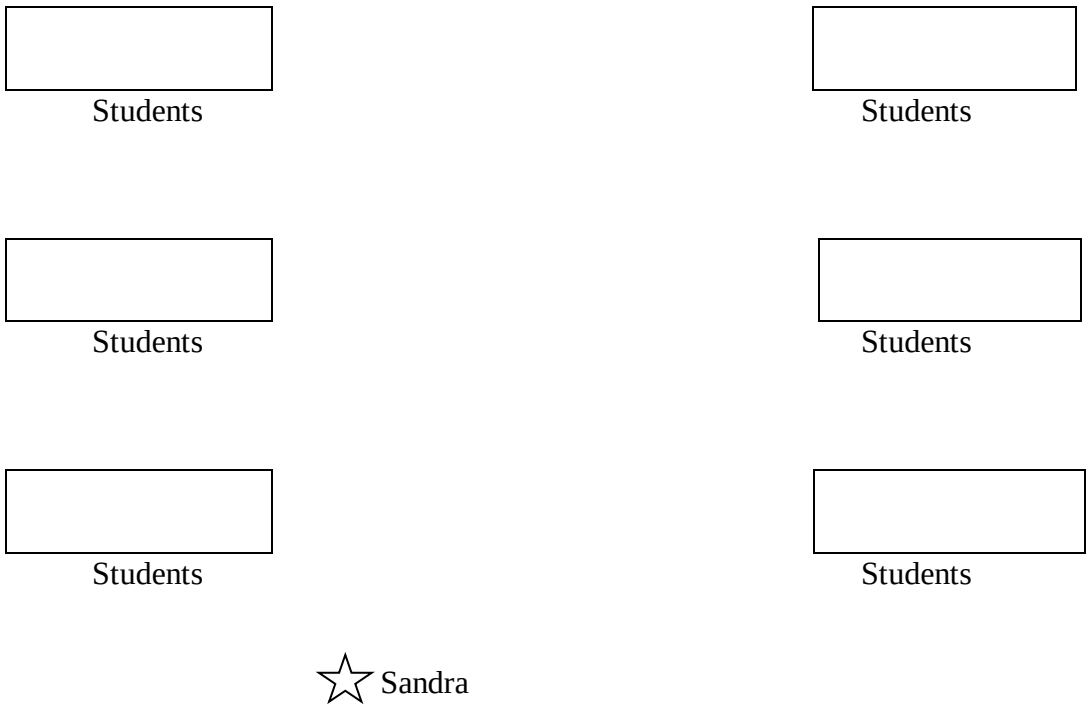


Figure 6. 2 Sandra's laboratory layout

This unusual layout is created specifically for the day's laboratory sessions, which involves having a runway in the middle of the venue for the students to be asked to be the model to walk up and down to see the movements involved during the walking activities.

6.3.1 Interactional structure of Sandra's classrooms

Now we move to the interactional classroom structure in Sandra's undergraduate lectures, seminars and laboratory, which are mostly structured into a clear three-phase structure consisting of the opening, the middle part (which develops most of the content) and the closing. Similar to Ed's classrooms, besides having a clear three-phase structure for her lecture and laboratory sessions, Sandra's structure tends to also be governed by the activities or tasks that she has pre-planned for the session, which

is the case for her seminar. For instance, she has a structure as follows for her seminar:

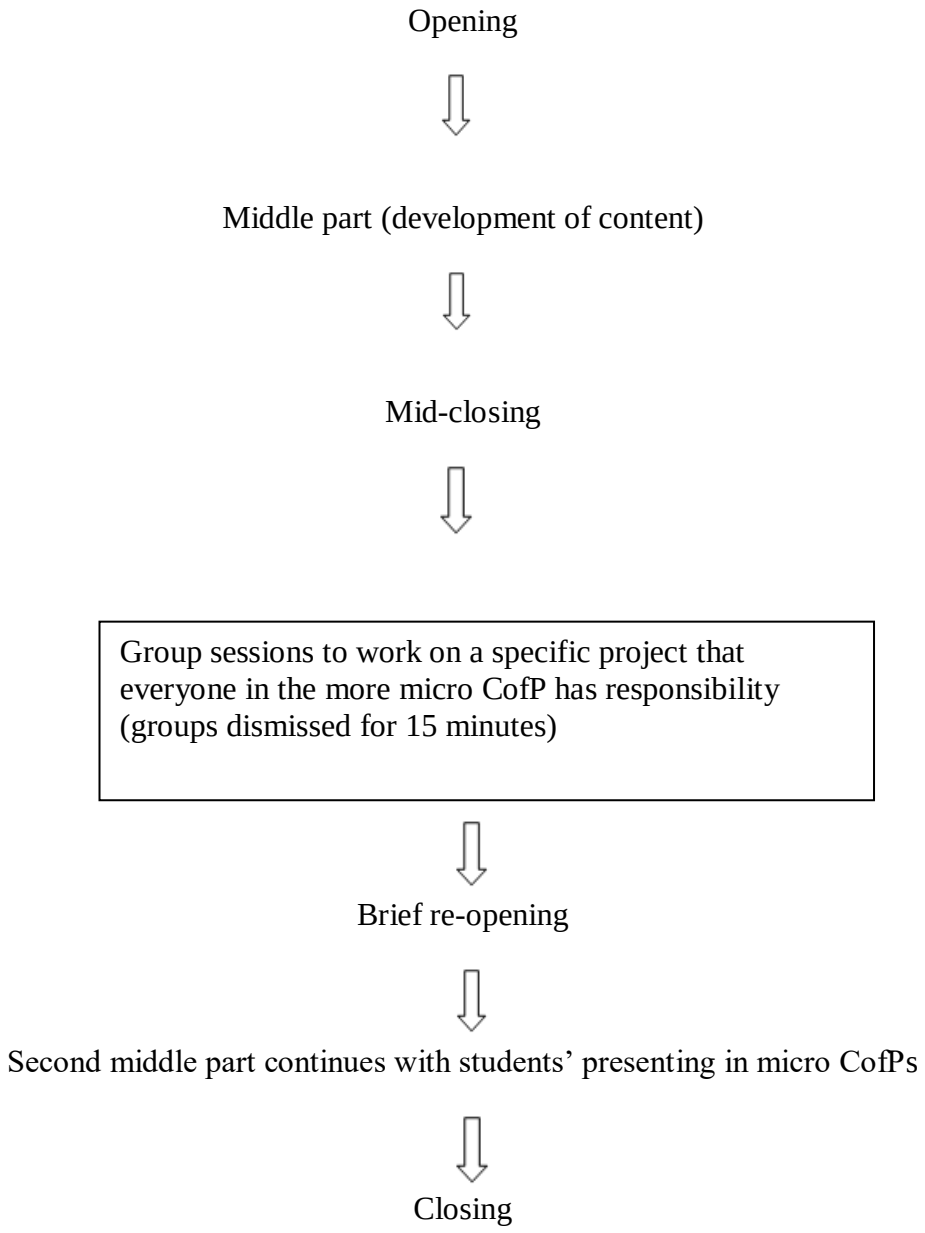


Figure 6. 3 An example of Sandra's extended seminar structure

6.4 Interactional classroom strategies

Sandra utilizes a number of different interactional strategies in her classrooms in creating rapport and managing relationships with her students. As with Ed in the

previous case study chapter, here I will focus on the same three core interactional sociolinguistic strategies adopted by Sandra in her classrooms: openings, closings and humour.

6.4.1 Openings

Sandra adopts a consistent opening structure throughout her classroom interactions as part of the three-part classroom structure, which involves containing an opening, a middle part and a closing, and a linguistic strategy to maximize her interactions with her students, as well as to attempt to establish good rapport and positive relationships with them. A thorough analysis of all of the openings used by Sandra will be provided. All of the extracts here are specifically taken from her lecture, seminar and laboratory sessions in which she had the more traditional approach to teaching, offering the most suitable kind of data of classroom interactions that I intended to analyse.

Similar to Ed's openings' analysis, the analysis of openings adopted by Sandra will be presented by focusing on the institutional and linguistic goals in the context of classroom discourse and interactional strategies, which can be observed through the enactment of the following linguistic strategies:

- speech acts
- discourse markers
- questioning techniques
- pronouns

Extract 6.1

Context: This CofP has been in existence for 7 weeks. The following exchange takes place at the beginning of a seminar on Growth. Twenty students are present so far. More students are expected to arrive.

L : It seems to be a lot of people not with us. I know about two people who are not with us. I mean when you look around the room you think there are some people who are waiting to come in. You mean some people are a bit late, on the bus or something…?
S : O yeah. They are in traffic, like xxx, xxx and xxx. (mumbling sounds)
L : Alright, well, let's have ahead of what's for today while giving them a few minutes to arrive. You know that paediatric module is divided into three sections. The first bit is like about normal, what's normal bla bla bla and then you move on to (xxxxxxxx). And today is kind of the day where we switch over so we're gonna do normal in relation to (xxxxxxx) we're going to look at emm we're gonna start getting you to go and do some quick you know? How we did in RMOP (xxxxxx) quick (xxxxxx) stuff about particular topics and then you come back and present to each other and that will produce you a current as in 2016 workbook of key things that are going in paediatrics. Now it's entirely up to you how you produce that but I do suggest to you here that while you're away for your forty minutes work to do this in a small group, don't do it on your own. You could put this together in one side a word document for starters and if you email that back to me I can put it on Moodle a one document all in one so if you got an interview that takes place in paediatrics and if next year you want to rotate to paediatric or whatever you have 2016 current paediatric information to get you up and running so that's last time and now there's a couple of groups that have some hiccups were there? You're going to look at your week before this and you've done that and that was all good?
S : ((Inaudible))
L : So you would have to do it during lunch time and you will have to use whatever (xxxxxxx). So those are the two groups that have emm or is it just one group that has a blip?
S : ((Inaudible))
L : And it has been reset and redone so you can do it again you know, which I thought you can set up it's been running for emm but never mind but you'll have to do that over lunch (xxxxx) in order to be ready for your group session this afternoon.

In Extract 6.1, we can observe Sandra engaging in transactional talk (1-4) with the students by asking about the other students who seemed to be missing. However, the exchange is not simply transactional as it also has relational elements to it.

Questioning techniques

Arguably, she is building solidarity with those in the classroom who are on time and are present, as well as trying to elicit information about where the missing students could be. By posing the question, 'You mean some people are a bit late…?' (3-4), she is also being respectful towards the students who are not present without jumping into any negative assumptions, which can be considered as face-saving for both the students who were present and those who were not there at the moment of speaking as she comes up with a projected scenario which tries to justify why some students are late without putting off those who are already in the classroom. This is the first instance of her using a relational talk in the form of a questioning strategy in building trust and rapport with her students, as well as to give them room to give them transactional information regarding the start time of the seminar, signalling that she will wait for others to arrive.

Discourse markers

Thereafter, she continues by using two consecutive discourse markers, 'Alright, well,' followed by a classroom marker of 'let's have ahead of what's for today' (line 6), bringing in 'let's' with a collective nature signalling togetherness, and to indicate that she is about to start the class and get on with the topic of the day. By mentioning 'while giving them a few minutes to arrive' (6-7), she is hedging by implying that she is still considering the others who are still yet to arrive. This also means that she is negotiating her authority by not being too strict about the timing issue but made it clear to the students that are present that punctuality is important to her. Rather than

choosing not to mention it, she tries to make sure that this concern of hers is repeated to show herself not just as an authoritative figure, but also as a serious professional. This extract also shows understanding on her part as well as her expectations that the whole class should have acknowledged by then as an important notion in a CofP that has been built for quite some time. Furthermore, her interactional strategies demonstrate that this CofP has already been in existence before and that she already knows the students well to have used the relational strategies discussed above.

Pronouns

Sandra uses the personal pronoun 'I' 5 times throughout the extract and there are also 5 instances of personal pronoun 'we' being used (9-12). Notably, the pronoun 'you' occurs 25 times throughout the whole extract. The five instances of pronoun 'we' used by Sandra can be regarded as a relational strategy to give the sense of togetherness and solidarity of their shared knowledge of the module and how it's going to be a collective learning experience. This can create a sense of solidarity amongst the group and can be seen to bring about a sense of harmonious collaboration if students do not resist, which shapes a positive direction of the CofP. However, analysis of the use of 'you' 25 times shows the need for the students to understand certain requirements and act on what is presented by Sandra. The students are arguably asked to be actively involved, as well as to comply and act in reciprocity in achieving the common teaching and learning goal as explained by Sandra as the authority figure in this context. This can be viewed as a key interpersonal relational strategy to make the students understand their role and how to play their part effectively as members of the CofP.

Questioning techniques and hedges

Sandra's interactional strategies demonstrate that she is concerned about groups who are facing some difficulties with a project, which forms part of their assessment (which is a way of expressing a concern that these members of the CofP are not going in the same direction as the other members). Firstly, she tries to identify the groups and then makes sure that they still have problems that need to be rectified by posing a tag question: 'now there's a couple of groups…were there?' (23-24). Then, after getting a response from only one group, she asks another question, 'So those are the two…?' (28-29). She does this to identify the groups so that she can then move on to providing some solutions for them. Therefore, besides probing, the questions used in this extract are for the identification purposes as well as to elicit information from the groups.

The questions are also used to remind the students of her authoritative role in this context. It is interesting to note her linguistic choice of describing the 'problem', which is through words with euphemisms: 'hiccups' and 'blip' (23-29), which can be regarded as a hedge in minimising the level of difficulty being faced by the students. Though these words might not be regarded as traditional academic discourse as they are informal and contain elements of colloquialism, here, she adopts them arguably to make them less face-threatening, so they are attending to both positive and negative face needs (Brown & Levinson 1987). Indeed, she addresses the students' face needs so that they will not feel too embarrassed (positive face) or imposed upon by the problem (negative face), and therefore can also be considered as a form of repressive and not oppressive power delivery (Pateman 1980). Sandra is demonstrating one form

of negative politeness in this instance, which is interesting as this is portraying the symbolic power and relationships in terms of the hegemonic struggle between a lecturer and students in classroom interactions. Arguably, this use of negative and positive politeness devices here are quite necessary in this context to ensure the smooth-running of the module taken by the students. She can be observed as using her authoritative voice in the form of negative politeness, satisfying negative face needs (Holmes and Stubbe 2003) to emphasise the crucial part in the learning process. Keeping the students on their toes is completely relevant, especially when it comes to the expectations of the members of the CofP. This is also utilised to instil the important values and discipline in her students in the process of effective teaching and learning. These strategies can be considered as a hedging device used by Sandra to "reduce the strength or force of an utterance" (Holmes 1995:76) thus working as a negative politeness strategy.

Boosters

However, the hedging device here (23-29) can also resemble a 'booster' as it has an element of attenuation of the force of the utterance (Holmes 1995), which therefore requires the students to take the matter more seriously and act accordingly. At the same time the hedging device implies Sandra as being very adamant about students' progress in the module but still reasonable in addressing the matter, as explained earlier of the negative and positive politeness used. Therefore, this can be interpreted as another core part of Sandra's relational strategies, which are used, arguably to convey to the students that they are not alone in facing challenges here as she is there

for them. It also reminds the students that as a member of the CofP, they need to ensure that they play their part responsibly as well.

All of these arguments are apparent in the way she emphasises strongly that they should rectify this over 'lunch time' (she mentioned this twice), 'you would have to do it during **lunch** time…' (27-28) and 'you'll have to do that over **lunch**…' (32-33) since the software has been reset for them. As well as being a direct directive, this also fulfils the speech act of operating as a reminder, and as a warning that they should try to handle the 'hiccups' properly and swiftly in order to be able to catch up with the other members of the CofP. The series of commands that she issues: 'you would **have to** do it' (line 27), 'you will **have to**' (line 27) and 'you'll **have to** do that' (22-23) resemble boosters in their function. These boosters are then strengthened by repetitions of 'have to', emphasising objective obligation, but softened somewhat by the modal verbs 'would', implying a necessity of the students' action in the nearest future, and this makes it sound as a less forceful command and softens the blow. By using these negative politeness strategies in addressing the students' negative face needs, this also shows that, arguably, when it comes to the subject matter (knowledge as the common goal), Sandra is enacting her identity as a mother-figure, 'doing' power overtly and therefore, the students should take it seriously and perform sensible action required. Arguably, this is another interactional style of hers in expressing coercive power (Fairclough 1995) to achieve a desired outcome. From this example, we can also see how Sandra has managed to use her authoritative voice in ensuring that the students understand the degree of importance of the tasks assigned to them, and not to take them for granted.

Extract 6.2

Context: At the beginning of a lecture when Sandra is asking the students about their prior knowledge on the topic of Gait. 180 students are seated in a huge lecture theatre.

1 L : By mechanical analysis of walking, on previous courses, can I just have a
2 show of hands any of you who have done something on walking or gait, since
3 what we're gonna do today is gait, so hands up some of you who have brought
4 with you some knowledge? ((Two students put up their hands)) So hold your
5 hands in the air. Everybody else, look at these two people ((while pointing at
6 the two students)). //Laughter//
7 S : //Laughter//
8 L : If I'm not around and you have some questions, find these two and they would
9 be able to help you. //Laughter//
10 S : //Laughter//
((Sandra explains to her students about my PhD project, which is non-related to her teaching))

Questioning techniques

In Extract 6.2, Sandra starts the lecture by asking the students to put up their hands in responding to her question in finding out their prior knowledge of the topic intended to be discussed on that day. She puts it quite clearly by saying, '… can I just have a show of hands any of you…who have brought with you some knowledge?' (1-3). In a lecture, asking students to respond by putting up their hands is an effective way to interact with them and Sandra does this to reach out to the whole class. Arguably, injecting humour here is a strategy which is helping her get them on the same page. Sandra is 'doing' power very explicitly here by enacting her professional identity as the one with the power of holding the knowledge and therefore covertly implies that referring to the two students who have prior knowledge may be helpful but still not good enough for the students. This is implied as she humorously suggests to the students using conditional, 'If I'm not around and you have some questions, find these two...' (8-9). It is interesting since this power display is discretely practiced as it is camouflaged by repressive humour, making it an effective politeness device to

address negative face needs as majority of the students admits to not having the prior knowledge meant by Sandra.

Pronouns

There are two instances of the use of personal pronoun 'I', which suggests that Sandra uses this in the beginning of the lecture in 'can **I** just have a show of hands…' (line 1) and in 'If **I**'m not around…' (line 8) to establish herself as the authority here. There is only one instance of pronoun 'we' throughout this extract in 'what **we**'re gonna do today' (line 3), which subtly suggests solidarity and their journey that day as a CofP. Sandra's element of performativity especially when exerting her power and authority is more nuanced in her lecture compared to her seminar, arguably to exert control over a large number of students. There are five occurrences of personal pronoun 'you' throughout the extract, which arguably implies that the students hold the responsibility to learn and equip themselves with the knowledge that they need regarding the topic to achieve what they need for that module. The subtle reminder is presented through humorous remarks, which means that Sandra is using humour here as a hedge, a politeness device, to establish rapport and manage her relationship with the students by addressing the students' face needs.

Extract 6.3

Context: At the beginning of a laboratory session following the topic of Gait in a lecture previously delivered, students watch each other walk up and down the aisle and discuss what they see. 20 students are present. This is a micro CofP with different practices carried out between the small groups.

((Students talking))

1	L	:	Ok, now we'll set up for a nice clear runway right out in the middle
2			because this afternoon, we're going to be observing each other
3			walking up and down the room. So, if you just make sure, there aren't
4			things, (xxxxxxxxx), emm just make sure that you're not going out
5			into the gang way you don't want to be tripped up or something like
6			that. So, on Tuesday, are you sure you haven't done the session already
7			today? ((to a student))
8	S	:	No no, I'm sure I haven't.
9	L	:	((Laughter)) Emm the signing sheet is going around? Right, then
10			everything out of the middle of the room, don't trip out each other.
11			Tuesday, was it? Was it Tuesday?
12	S	:	Yeah!
13	L	:	Tuesday, you've had a lot of knowledge and an information and
14			hopefully you're beginning to understand about walking and gait cycle.
15			And lots of terminology and emm we talked about how therapists and
16			rehabilitators actually communicate to each other about walking, and
17			use the terminology for the gait cycle, yes? So this afternoon, we're
18			very simply going to watch lots of people walk up and down emm and
19			try to see if we can see a little bit of the gait cycle.

In Extract 6.3, Sandra starts by asking for the students' co-operation in setting up the learning environment and explaining that it is to ensure the suitability of the venue and success for the session. This laboratory group can be considered as a micro CofP out of a bigger group of CofP for lectures.

Discourse markers, pronouns and speech acts

She starts with the discourse marker 'Okay', indicating the start of the session, followed by discourse marker 'now' showing immediate action required and then collective pronoun '**we**'ll set up for a nice clear runway' (line 1). She demonstrates togetherness and collective action again when she uses another collective pronoun, '**we**'re going to …' (line 2). She then switches to personal pronoun 'you', which is used three times (3-5) in her directive speech act, where she asks the students to make

sure of their safety by putting their things out of the 'runway'. She justifies the request by a meta-comment that this will avoid from anybody tripping up or fall.

Later on, she then moves on to making sure that the students have signed the class register. In line 10, Sandra reminds the students again using discourse markers, '**Right, then** everything out of the middle of the room, **don't** trip out each other.' Here, Sandra also uses negation 'don't' in the commanding speech act here in advising the students, which can be a form of a booster and a strong direct directive to the students. There is no evidence of any mitigation here, arguably because the ranking of the imposition in terms of face-threat is low.

Questioning techniques

She asked using a yes/no question with a humorous tone, mid-sentence, to a student, 'are you sure you haven't done…?', (6-7) which was also reciprocated humorously by the student, 'No no, I'm sure I haven't' and triggers Sandra to laugh, probably at herself for bringing up her confusion. However, the fact that she takes notice of the possibility of the same face showing up to her class twice and then asks that person outright shows how she invokes humour to deal with a potentially face-threatening situation, in case the student in question does attend the same class twice.

She later on moves on to asking the students using a tag question, followed by two yes/no questions, 'Tuesday, was it? Was it Tuesday?' (line 11), which refer to her previous lecture on the topic discussed. Arguably, she is asking this question to get the students to be involved in the process and to check if they remember. After getting

an affirmative respond from a student, she goes on with her opening, now properly touching on the subject matter to be dealt with in that session. She starts by bringing in the lecture on Tuesday to remind the students of what they have learned so far, using personal pronoun 'you' twice (13-14) and then collective pronoun 'we' (line 15) in signalling what they did as a CofP on that day. She then uses a discourse marker '**So** this afternoon, **we**'re very simply…' (17-18), using metacommunication to outline the plan for the session.

Pronouns

It is then followed by collective pronoun 'we', signalling solidarity as a group, which has been used 5 times across this excerpt. The personal pronoun 'you' is also used 5 times throughout the excerpt (excluding the 2 'you's used to address a specific student in line 6), which all signal the points of expectations and responsibilities to be carried by the students. Arguably, the use of 'you' here also implies authority on the part of the lecturer in giving the students directives required to engage in the teaching and learning experience.

Extract 6.4

Context: At the beginning of another laboratory session on Gait, where students watch each other walk up and down the aisle and discuss what they see. 17 students are present altogether for the second laboratory session after being joined by a few students from a different group.

((Students talking to each other))

1	L	:	Ladies and gentlemen, ladies and gentlemen, I, I got a group outside of
2			students who have to wait two hours to do the session at 4 to 5 and
3			that's all they've got, they're wondering if they can join us. It
4			impoverishes your learning experience and it's entirely up to you.
5			Though I'm quite happy to take responsibility for the decision but it's

6			entirely up to you. Do you feel watching people walking and we're
7			putting you into place in gait cycle, so do you feel you want to
8			maintain the integrity of your learning?
9	S	:	((Laughter))
10	L	:	Or you are willing to share? And emm we can take a silent vote. If
11			you, I'll give you a few moment to think about it. ((A pause, students
12			talking and laughing with each other)) Okay? That's the rule ((Knock
13			at the door)) Hold on. ((Opens the door, talking to a student outside)).
14			You're in this group? ((addressed to student at the door who nods)).
15			Okay, so, it's entirely up to you. Er there'll be about, 2, 4, 6, 8, this is
16			your group in its entirety?
17	S	:	No. ((Students talking)).
18	L	:	So you look like you're in tact. So you're gonna be joined by a group
19			that's about the same number to you. So, if the answer is, you have to
20			look at me for this. If the answer is, that put your hands up now. You
21			don't want them? ((to a student)).
22	S	:	I don't mind.
23	L	:	Okay, that looks like one abstainer, anybody who is put your hands up
24			now, that only one abstains, it looks like we're sharing, shall I let them
25			in?
26	S	:	((Laughter))

((Door opens, noises of students entering)).

In Extract 6.4, Sandra demonstrates a fluidity of power in bringing more members into a close-knit CofP.

Speech acts

Sandra starts off with a kind of speech act which is an overly formal salutation for a classroom context, addressing the students as 'ladies and gentlemen' twice (line 1), which strikes as a humour. This arguably is used as an attention-getting device as well as to provide a sign of respect and to make them feel important, especially for what she is about to ask from them. She then explains the situation of the students outside the classroom who ask if they can join the session since their session is at 4 pm, which is later that day. Instead of allowing the students to enter right away, she resorts to extending another kind of speech act in the form of a request to the students as

members of the CofP to make a decision. This is also an interactional strategy of hers of offering the autonomy to the students in her request or decision making of letting the other students to join the session. It is also interesting when she highlights the consequence in a humorous manner, 'It impoverishes your learning experience and it's entirely up to you.' (3-4) and leaves the matter in their hands. Trying to negotiate and coax the students further, she adds, 'Though I'm quite happy to take responsibility for the decision but it's entirely up to you.' (5-6), emphasizing that though the decision is to be made by the students, the responsibility still lies on her shoulder as the authority here.

Questioning techniques

She then tries to justify it further and lightheartedly adds thereafter, '…so do you feel you want to maintain the integrity of your learning?' (7-8), which is received by a bout of laughter from the students, followed by 'or you want to share?' These yes/no questions, leading towards together posing an either/or situation and appealing to their emotion, represent a form of speech act which is subtly requesting them to make the right and kind decision. The fact that the students laugh at it shows that they understand what she is asking of them. However, by continuing in giving them further opportunity to make a silent vote on the matter and even giving them time to think about it, she is implying that she takes their opinion very seriously. After quite a deliberation on the matter, considering the number of students and asking them personally, one student seems to disagree, which might be done just to amuse her. However, she justifies, since there is only one student who abstains to the idea, the other students will be allowed to join the session anyway. The students all laugh,

which indicates that the decision is now mutually accepted and the negotiation has come to an end. Arguably, this demonstrates that, ultimately, the one holding the decision is still the lecturer, who is the one with the authoritative role here. Even though Sandra is seen as trying to negotiate her position and identity by offering the autonomy to the students, which is her interactional strategy in building the rapport further and maintain relationship with her students, at the end, she is still the power-bearer in this context. This negotiation process also demonstrates how Sandra does coercive 'power' in her classroom, which is by expressing herself in her ability to be both amiable but also very firm in carrying out her wide-verbal repertoire as her interactional strategy in persuading the students.

Extract 6.5

Context: At the beginning of a laboratory session, the students watch each other walk up and down in the middle of the room and discuss what they see. 11 students are present.

((Students talking))

1	L	:	There should be 18 to (xxxxxxxx).
2	S	:	I think there's now 16.
3	L	:	So 4, 6, 8, 10 ((head counting)). So there're 6 people missing.
4	S	:	(xxxxxxxxx) is ill.
5	L	:	(xxxxxxxxx) is ill. Okay now, that's two.
6	S	:	Oh, (xxxxxxx)'s ill.
7	L	:	Okay, is that to do with er illness or to do with (xxxxxxxxxx)?
8	S	:	I don't know. But both much the same.
9	L	:	((Laughing)). Okay, can we, er what we're gonna do for this session is
10			we're gonna follow on those learning objectives and you remember we
11			did not so acknowledge emm the information we're understanding on.
12			Is it is it Tuesday? Is it on Monday or Tuesday? I can't remember. So
13			what we're gonna do today is we're gonna watch each other walk up
14			and down and we're gonna try to talk about that information and see
15			what we can see. So, the gate cycle.
16	S	:	Sorry! ((a student comes in and apologizes for being late))
17	L	:	What can you remember about the specific phases of the gait cycle?
18			What are they called? You should fill in your handins. Handins? You
19			should fill in your handout. Got it the other way around. Thank you

20			very much! Em already, yes, please feel free to hold on to that I'd
21			rather you use them. What are the things the phase of the gait called?
25	S	:	Emmmm…
26	L	:	Initial contact?
27	S	:	((Mumbling sounds))
28	L	:	So let's look at the left leg.

In Extract 6.5, Sandra begins the laboratory session by engaging in a transactional exchange between herself and her students in identifying the number of students present by doing the head counting after getting a confirmation from a student of the number of students for that particular group.

Pronouns

Right after lightly laughing it off, she quickly turns the opening around to the important matter of the session. She starts with a discourse marker 'Okay,' to a genre marker 'what we're gonna do for this session' (line 9), using a collaborative pronoun 'we' in signaling solidarity in terms of laying out their goal as a CofP for being there. It is interesting to note that there are 9 occurrences of the pronoun 'we' being used in the earlier part (9-15) of the extract, which is where she is introducing the topic or the goal of the session, indicating togetherness in accomplishing it as a CofP.

Questioning techniques

After getting a verbal report from the students on some of their friends who are ill, Sandra makes a meta-comment on one student who are reportedly ill by asking, 'Ok, is that to do with…?' (line 7), in which reciprocated by a humorous answer from a student who is previously reporting, 'I don't know. But both much the same.' (line 8),

which makes Sandra laugh. This shows that she is trying to address the students' face needs in creating a much amiable way of handling the situation of students' absence, which actually worries her and this is well-communicated to her students by the head-counting process. This also shows her authoritativeness when it comes to students' attendance.

After being interrupted by a latecomer, she presses on by posing a 'Wh' question probing for recall of information, '**What** can you remember…?' (line 17), which is followed by another 'Wh' question targeting for a specific answer, '**What** are they called?' (line 18). Before pressing on for an answer, she then comments on the handouts, which turns into humour, when she accidentally calls it 'handins' instead of 'handouts', in which she manages to correct just in time, admitting to her self-denigrating but accidental humour. Arguably, this has given her the chance to give the students a momentary relief and some time to try to recall the information based on what they have been previously exposed to, which can be considered as a hedging device, softening the attenuation of the force by the boosters in the repetition of the 'Wh' questions posed. She then swiftly moves on to re-phrasing her two questions earlier with another 'Wh' question, acting as another booster, and this time being more specific, which provides the students with more clues of the answer she is aiming for, '**What** are the things…?' (line 21). Once she gets an answer from a student, she repeats the answer, which is a form of approval, but continues with another clue for the students to come up with another answer, 'Little smaller elements, so **what**'s that called?' (23-24), followed by another 'Wh' question, repeated for booster effect again. However, when the students are unable to answer, she provides another phase of gait cycle as another clue.

Discourse markers

When the students are still unable to provide an answer, she then switches to saying, using a discourse marker, '**So**' and followed by a genre marker, '**let's look at** the left leg.' (line 28), which is arguably a face-saving device in providing another strategy to figure out the answer together, signaled by collective 'let's'.

6.4.2 Closings

The first extract of the closing involves positive commentaries and advice from Sandra (note that these are the closings for the same classrooms discussed for the opening extracts, put in the same order).

Extract 6.6

Context: This CofP has been in existence for 7 weeks. This is at the end of a seminar on Growth where Sandra is offering some advice.

1	L	:	That was it? Yeah? That was it. Fantastic! Brilliant! Where some of
2			you are really going down to CAT route. Introduction, a bit of
3			literature bla bla bla and okay that is such fantastic view. That's what's
4			expected of you. You might want to go a little bit more a CAT attached
5			to GP where justify (xxxxxx) to something, you're on your way. For
6			yourself, somebody mentions nobody (xxxxxxxxx) limited to it. Don't
7			just take the abstract and accept it. Do always ask yourself, I've got
8			these two papers. You know? Both are written in emm and (xxxxxxxx)
9			published them. What did they do well and what do they do not so
10			well, because that one might carry more weight than that one when
11			you look at the transliteration of a paper. Em great! Now you've talked
12			about that little topic this morning. And that's a little bit of a formative
13			work for your assessment. So, while you're having your lunch just
14			think about what was it about when you're doing presentation that
15			makes you pick up the attention? What was it that made you feel really
16			bored and switch off? And some of you might switch off because
17			you're thinking, now I've got to speak (xxxxxxxxx) and it happens to
18			all of us, and this is the stepping stone. Get the material and deliver it

19 and you taught that to this peer group and you'll have a session like
20 that at the end. Alright, go! Break for lunch.

Sandra indicates that she is drawing towards the end of the seminar when she comments after observing and commenting on all the students' presentations, 'That was it? Yeah? That was it.' (line 1). This is her way in approaching the closing which is confirming with the students by rhetorical means.

Speech acts

Thereafter, she further comments on their presentations using the speech act of expressing approval, uttering the adjectives, as being 'Fantastic! Brilliant!' (line 1), to emphasise her positive assessment and thus enhance the positive face of her students. She then summarises the good elements about their presentations and comments on them as 'fantastic view' and 'That's what's expected of you' (3-4), which again, act as positive reinforcements. She then provides suggestions and advice in the form of a series of directives, and the first one starts with a negation, acting as a booster, similar to affirmative 'do' that also acts as a booster, attenuating the force of utterance: '**Don't** just take the abstract and accept it. **D**o always ask yourself…' (6-7) and when asking the rest of the class, 'What did they **do** well and what do they **do not** so well,' (9-10).

Questioning techniques

She continues with the advice-giving mode beginning with a directive speech act of 'Think about' and followed by two 'Wh' questions, 'think about **what** was it about

…? **What** was it that…?' (14-16). These repetitions act as boosters in attenuating the force of the utterance, and in this case, she is arguably doing this so that the students take her advice seriously. She continues by providing a meta-comment and provides an answer to the question posed earlier: 'And some of you might…' (16-18). Arguably, this is a relational strategy of hers in acknowledging that 'it happens to all of us', sharing another side of her which is humane and empathetic towards her students, expressing solidarity with them and attending to their positive face needs so they do not think that they are deficient learners in any way.

Boosters

She also adds, 'this is the stepping stone' (line 18), which arguably acts to console the students and motivates them at the same time. She then motivates the students further by using the directives, '**Get** the material and **deliver** it' (line 18), which is a booster, arguably to increase students' confidence levels. Notably, the direct directives are part of Sandra's discourse strategies to shape the students into becoming a better version of themselves. Arguably, this could be interpreted as illustrating a gendered discourse style here and the mother-figure role, with her wide-verbal repertoire, that is her authentic interactional linguistic strategy in strengthening the rapport and relationships with her students.

Extract 6.7

Context: At the end of a lecture on Gait, Sandra reminds the students of what they will be doing in the practical session.

1 Now I've checked these only over last week on walking and the ones
2 last year weren't working so I'm hoping that I've got something you
3 might like, something you might (xxxxxxxx), that's something you can

4 do with your achievement (xxxxxxxx) like video of walking in London
5 or walking in Tokyo if that was and if you want to have something that
6 tangible again. Before we wrap for today, do you want me to go
7 around the topic today or you've got any questions? Are you happy
8 that you got the introduction there? Quite forward, lots of information.
9 Anything there? And I'll see you at the lab on Thursday. Thank you
10 very much for your utmost attention and I really appreciate that. Thank
11 you.

Discourse markers and pronouns

In Extract 6.7, Sandra signals that she is drawing towards the end of this lecture by firstly reminding the students what they will be doing in their practical sessions, cuing it by discourse marker 'Now', and then pronoun 'I' (line 1) in showing that she has the authority to suggest and provide learning materials for the students. She then states that she hopes that she has 'something you (they) might like' (2-3), which interestingly shows her professional identity as an experienced lecturer of the subject matter and with her help, she is trying to expose the students to materials that will help them learn effectively. There are five occurrences of 'I' used in informing the students what she is preparing for the module, as the authority enacting her power through her discourse strategies. She is also the one who is carrying out that responsibilities of making suitable preparation for her students. She uses personal pronoun 'you' 11 times here emphasizing students' responsibilities and her expectations of the students. This is when she starts to focus on the students' needs, providing advice for further practice as well as checking if the students have any questions or if they are happy with the introduction (6-8).

She then ends it by saying goodbye: 'I'll see you at the lab…' (line 9), anticipating the next meeting as well as reminding them, then thanking them and expressing her appreciation towards the students, 'Thank you very much for your utmost attention...' (9-10) and then thanking them once again, which signals the end of the lecture. Note that right before the end of the lecture, she checks the students' understanding, then provides a meta-comment on the information conveyed, and again, checking if the students need anything using questions, 'Anything there?' (line 9) and then finally proceeds to thank them for their attention and expresses her appreciation.

Extract 6.8

Context: At the end of a laboratory session, Sandra is thanking the students who have volunteered to be the models, followed by some tips and suggestions.

((Students discussing in pairs))

1	L	:	((Claps for attention)) Can I just, can I just quickly close the session?
2			Thank you very much. Please do feel free to practice this with
3			somebody you know very well at any point that you like. You can do it
4			down at a disco. ((Laugh)) Can I have your attention please? ((Claps
5			for attention)) Thank you. Thank you very much. Hope you like the
6			amount of knowledge and the engagement in the session. Thank you
7			very much to all the models because you allow us to start to see some
8			things and begin to build up your skills altogether. Now when you go
9			away for Easter, I want you to start watching people walking, get
10			people that you know very well like mum and dad, or brothers and
11			sisters, take their, put their shorts on and shoes off and you watch them
12			because you cannot get enough experience of things like this and
13			we've talked about (xxxxxxxxxxx) you need to fill those tables for
14			yourself and you will need to come back to this. It's quite possible that
15			you might get gait analysis or your observation of gait for your
16			assessment or your impact on gait and you will definitely be using this
17			information on Youtube (xxxxxxxxx) for gait. Thank you so much.

Questioning techniques, speech acts and hedges

Sandra ends this laboratory session by clapping her hands for attention and asks the students if she can quickly close the session (line 1), hedging by using modal 'can' and minimiser 'just'. She then thanks them and supplements this with a suggestion for further practice, by invoking humour to add, 'You can do it down at a disco' (3-4), which shows her use of humour to continue her establishment of rapport and appears as a hedge, a politeness device to soften her demands.

She again claps her hands and uses a questioning strategy as opposed to a command: 'Can I have your attention please?' (line 4) to break the noisy discussion that is still going on among the students. This is another hedge, and a very effective strategy for her in capturing their attention very quickly, without going bald on-record. This rhetorical question may seem like she is asking them to listen to her but it is a direct directive in asking them to stop talking and listen. Therefore, it acts like a hedge to soften her directive. When they start giving her their full attention, she thanks them twice, followed by expressing her hope in 'Hope you like the amount of knowledge and the engagement in the session.' (5-6), reminding them of what they have learned.

Pronouns

She then thanks the models for their participation in allowing the other students to see the movements in walking and learn the skills further, showing her empathy for them, and again, addressing their positive and negative face needs, followed by giving 'advice' on watching people walking during the Easter break, '…for Easter, **I** want

you to start watching people walking.' (line 9). Here she uses personal pronoun 'I' followed by 'want you' to express her authority in giving a directive. She continues by reminding the students to complete the table in the handout she gave them early in the session and relaying important information on their assessment related to the topic discussed. She finally ends the session by thanking the students with 'Thank you so much.'

Extract 6.9

Context: At the end of a laboratory session, Sandra is posing the last question to her students leading towards concluding the session.

1	L	:	So, if there's a lot of weight going left and right, what's one of the
2			gluteus that's most likely to be helping out?
3	S	:	Medius.
4	L	:	Medius because of the abduction. And there's a lot more details to say
5			but that core fundamental principles are probably all you need, why
6			they're working in velocity and for taking weight. Thank you so much.
7			Thank you models, particularly, because it's not easy for one to walk
8			up and down to have your legs for show and thank you for engaging in
9			that session. It was really good. I mean, collective knowledge, I'm
10			amazed. You have done perfectly. Collective knowledge is really good.
11			Well done! Have a lovely Easter!
12	S	:	And to you!

Discourse markers and questioning techniques

In Extract 6.9, Sandra is trying to quickly end the session by revising on important details on the topic by interacting with the students, posing specific questions. Beginning with a discourse marker 'So', followed by conditional 'if' in posing a hypothetical question, she then continues by asking using 'wh' question, '…what's one of…' (1-2) and received the correct response from one of the students. However, since it is already late, she quickly sums up that there are more details to discuss but it

is enough for now, ‘And there’s a lot more details…’ (4-6). She then proceeds to thank the students and then the models by adding ‘because it’s not easy to walk up and down…’ (7-8), which shows her appreciation towards the models, addressing both their positive and negative face needs.

Speech acts and pronouns

She then continues by positively commenting on the session, ‘It was really good. **I** mean collective knowledge, **I**’m amazed.’ (9-10). Not only that she is expressing her authority with personal pronoun ‘I’ in giving the good comments, which is again a form of speech acts for expressing approval, she is also complimenting the students collectively which arguably is to encourage the students further to perform their roles effectively in the CofP and achieve their mutual goals.

Extract 6.10

Context: This happens at the end of a laboratory session, and Sandra is concluding the session by asking for one more volunteer to walk up and down.

1	L	:	It’s (xxxxxxxxxxxx) illiotibial band and what’s one of the gluteus that
2			holds it?
3	S	:	Medius?
4	L	:	Medius. Yes, that’s your art, doctor. Fantastic! Well done! Let’s just
5			have our last model walk up and down so we can put all that together.
6			Oh dear! Just quickly, walk up and down for us. One last look and I
7			have on good authority that this is a very fluid pair of hips.
8	S	:	((Laughter))
9	L	:	And if you look at the t-shirt, align of the t-shirt, it is moving slightly
10			up and down. You’re going fast. And you just keep, you wanna get out
11			of the classroom? //Laughter//
12	S	:	//Laughter//
13	L	:	Ok. Thank you very much! Thank you. Nice work! It takes a lot to
14			gather all these things so well done! See you soon!

15 S : Thank you!
16 L : You're welcome!

Speech acts, discourse markers and boosters

Extract 6.8 shows Sandra still being in the middle of summing up what is learned in that session by asking the students for some specific details on the subject matter (1-2). She then provides speech acts expressing approval for the answer received by affirmatively paying a huge compliment, 'Yes, that's your art, doctor.', followed by 'Fantastic! Well done!' (line 12), addressing their positive face needs with approvals. She then asks for one last model to walk up and down the aisle, which sounds more like a collective request by using discourse marker 'Let's', signalling togetherness, but which comes with more force, conveyed firmly in a form of a booster when she notices a reluctance from the students, especially since it is drawing towards the end of the session, 'Oh dear! Just quickly, walk up and down for us.' (line 6). She is signalling a disapproval here as well as a direct directive, which triggers an immediate action from one of the students who comes out and starts walking. She then starts to comment on the walking by humorously stating, 'One last look and I have on good authority that this is a very fluid pair of hips.' (14-15). She uses 'One last look', acknowledging to the students that she understands that it is already almost the time to let them go and she knows that the students are getting anxious for the session to end.

Pronouns and questioning techniques

She also refers to herself with pronoun 'I' here as the 'good authority' (6-7) reflecting her identity as the one with the knowledge and authority to tell what is going on with

the movement, which she describes as ‘a very fluid pair of hips’, which refers to a smooth style of walking, but comes out humorously, and responded by a bout of laughter. She then continues to comment and describe the movements of the walking, referring to the student with pronoun ‘you’, ‘**You**’re going fast. And **you** just keep, **you** wanna get out of the classroom?’ (18-19), which later becomes a humorous comment, when she notices why the student is walking so fast, which is because it is time to leave.

Speech acts

This comment is punctuated by laughter from the whole class, including Sandra herself, who finally gives in by abruptly ending the session with ‘Ok. Thank you very much! Thank you.’, thanking them for bearing with her and for their attention. She then compliments the students with ‘Nice work!’ and ‘It takes a lot to gather all these things so well done!’ (21-22), which are speech acts expressing approval. She then ends it with ‘See you soon!’ (line 22), a more informal marker signalling the end of the class and then one of the students expresses his thanks by saying ‘Thank you’, which is reciprocated with ‘You’re welcome’ by Sandra. This then marks the end of the laboratory session.

6.4.3 Humour

We will now move on to examine Sandra’s use of humour. Overall, Sandra’s use of humour in her classrooms can be summarised as follows:

Type of classrooms	Length of interaction in minutes	Number of instances of humour	Occurrence per number of minutes overall (of total of interaction)
Lecture	100	7	**14.29**
Seminar	104	10	**10.4**
Lab session 1	58	7	**8.29**
Lab session 2	62	4	**15.5**
Lab session 3	61	4	**15.25**
TOTAL	**385**	**32**	**12.03**

Table 6. 3 Frequency of humour used in Sandra's classrooms

It can be seen from Table 6.4 that overall, from the length of interaction in minutes of her classrooms observed, amounting to 385 minutes, humour is used by Sandra very significantly, occurring 32 times, which translates to 1 occurrence of humour in every 12.03 minutes of the classroom interactions. This also shows Sandra as the most significant user of humour in the classrooms compared to the other two lecturers.

Sandra's instances of humour are spontaneous, and sometimes co-constructed with her students, signalling a familial aspect at play, showing deep understanding and familiarity with each other as members of CofP, arguably, due to the nature of the classrooms, and which will be discussed later in this humour section. The types of humour that have been found in Sandra's classroom interactions are as follows: repressive humour (humour that suppresses the other party, may be with an ironic

twist, but can be positive in a close relationship), self-denigrating humour (making fun of oneself but for a positive self-image), unintentional humour (humour uttered without intent) and affiliative humour (humour at somebody's expense, usually negative, but due to close relationships it can be positive).

From a linguistic politeness viewpoint, Holmes (2000) regards repressive humour to act as a strategy to be doing power effectively, but more covertly. It is also defined as the type of humour that can work well in an asymmetrical "power relationships between superiors and subordinates" (Mullany 2007a:89), which can be very useful in a classroom context. Furthermore, when it is adopted in the context where familiarity and closeness in relationships with students have been built, as in a CofP of a classroom, it becomes acceptably amusing but with a prominent hint of power behind it. This shared sense of understanding and acceptance can be seen in the following excerpt that makes this type of humour effective.

Extract 6.11

Context: This happens in a seminar where Growth is discussed. Sandra is ending the discussion by giving her final evaluation on the topic before presenting the students with a quiz.

L : Put in the washing machine you know your clothes don't you know? Do not leave it out. And young children in some houses immune system is not tested very much. So we need to test the immunity. So societal changes and it's a huge drive in our generation to bring the world, society situation for children up to what we know of in the west. And umm we can see it in the growth chart how we were very keen to make changes. Now, let's have growth quiz. (xxxxxxxxxxxx) (2.3) (xxxxxxxxxxxx). Just to see how much we already know. Please don't think that you have to do this in silence. You can chat with a friend next to you. (1.3) (xxxxxxxxxx)
S : ((laughter))

In lines 8-9, Sandra delivers her instruction of the quiz by using a very subtle repressive humour, 'Please don't think that you have to do this in silence. You can

chat with a friend next to you.' which invited a burst of laughter from the students. It can be regarded as a form of irony, as the common practice would be in the opposing manner, indicating that this is just an informal quiz, which is given to check their understanding of the subject matter so far, and not to assess them, which she clearly explains, 'Just to see how much we already know.' (7-8). In this instance, she can be regarded as hedging, which demonstrates herself as being understanding and flexible and that the quiz does not have to be necessarily regarded as 'sacred' and to be done alone.

In this context, we can see that the repressive humour used here is clearly understood by the students as a successful instance of humour, since they laugh at it, recognizing it as a light-hearted joke, though the ambiguity of humour means that it could still be interpreted as an indirect warning, conveyed through sarcasm. This also points towards the salience of situatedness or contextualisation (Gumperz 1982) that brings the CofP to have that shared understanding. This shows the strong bond and harmonious relationship that has been developed over time in this CofP, creating successful understanding between each other and mutual respect, which is an excellent example of a CofP that can exist in a classroom. Thus, using repressive humour can be seen as another successful way of establishing rapport and relationship in the classroom. With this kind of acceptance and relationship in the CofP, power, or the expressed authority in this instance, is explicit and understood and not open for more negotiation, as a high consideration has already been made on the part of the lecturer, suggesting a negotiation done.

Extract 6.12

Context: At the beginning of a lecture, Sandra is asking the students about their prior knowledge on Gait. 180 students are sitting down in a huge lecture theatre.

1 L : Can I just have a show of hands any of you who have done something on
2 walking or gait, since what we're gonna do today is gait, so hands up some of
3 you who have brought with you some knowledge. ((Two students put up their
4 hands)) So hold your hands in the air. Everybody else, look at these two
5 people. ((while pointing at the two students)) //Laughter//
6 S : //Laughter//
7 L : If I'm not around and you have some questions, find these two and they would
8 be able to help you. //Laughter//
9 S : //Laughter//

Extract 6.12 illustrates another example of repressive humour used by Sandra in creating good rapport and relationships with her students. It is also an effective linguistic strategy used by Sandra in opening the lecture and getting the students to feel the sense of solidarity among themselves as a CofP as what described by Holmes and Marra (2002) as building the 'in-group' feeling by using humour.

Arguably, by adopting repressive humour as a linguistic politeness strategy, not only does Sandra gets to know how much the students know of the topic at hand, she is also able to create solidarity with the CofP, suggesting that, 'if you know the topic, share with others, but if not, find out or seek help'. However, she is giving a subtle message that, in the meanwhile, what they will be able to do now is to pay attention to the lecture and absorb as much knowledge as they can. Arguably, by adopting this type of humour, she manages to attract the attention of the students to listen to the lecture more attentively and also to create more interest in the topic as well as herself as the knowledge-bearer. As this repressive humour is directed towards others (the two students who put up their hands), it can be regarded as carrying the affiliative aspect of humour (Attardo 2014) but with a less face-threatening effect, fulfilling the negative face needs of the students in an acceptable but amusing way, which was

apparent by the laughter from the students, thus, demonstrating that humour has taken place and that it was successful. However, arguably this is only achievable in this context of a CofP where roles and boundaries of power are understood by the members within an asymmetrical relationship as in this classroom.

Extract 6.13

Context: Towards the end of a lecture on Gait, Sandra is providing her students the information about what they are going to do in their coming practical session on Thursday following the lecture.

1 L : Okay. (1.6) Everybody happy with that so far? What we're going to do on
2 Thursday afternoon is we're going to we must come with a pair of shorts.
3 Don't anybody come without allowing their legs to be seen. Yeah? Because if
4 you get to watch somebody else's legs when they're walking, you're expected
5 to also show your legs while you walk. Yeah? So let's not be shy about
6 bringing your stripy shorts or whatever, but not like a speedo. //Laughter//
7 S : //Laughter//
8 L : So nothing that makes people distracted ((chuckle))
9 S : ((Laughter))
10 L : Shorts that will allow your legs to be seen, ok?
11 S : ((Continued laughter))

Another instance of repressive humour can be seen from Extract 6.13. From previous encounters, we can see that Sandra has established herself as an authoritative professional who uses a range of mitigation strategies to do this, including repressive humour. Therefore, the way she exerts her power and constructs her professional identity here is arguably not surprising. However, I would like to highlight this example of repressive humour through the lens of gendered discourse. She continues in her lecture as shown in this extract by checking the students' understanding and 'connectedness' to the flow of the lecture, 'Ok. Everybody happy…?' (line 1). Thereafter, she continues by informing the students that they must come to Thursday seminar with a pair of shorts. However, this unusual request is softened by the use of personal pronoun 'we' instead of 'you', reflecting a politeness strategy in the form of

hedging device being used here, ‘we must come with a pair of shorts’ (line 2), but with a modal verb ‘must’, which is a booster to emphasise the seriousness of her request. She then continues with a fair warning using negation in line 3, ‘Don’t anybody come without allowing their legs to be seen’, but softened only by subtle humour here, which is repressive.

Arguably, if this was spoken by a male lecturer, the impact will likely be more negative, but carried out by Sandra, she manages to make it quite firm and understandable especially when she justifies her request afterwards as a meta-comment, ‘Because if you get to watch somebody else’s legs when they’re walk…’ (3-5), which was emphasised by her use of negations saying, ‘So let’s **not** be shy…but **not** like a speedo.’ (5-6), which was then followed by laughter from the students, considering that it is very unlikely to happen for an obvious reason understood by all members of the CofP of what is required of formal classroom participants. However, as the request of wearing shorts to class is already quite unusual, Sandra goes a bit further just to give an extreme example which acts as a successful joke and highlights what Sandra and the students as a CofP both consider funny. The incongruity behind this humour is understood and therefore, the students find it amusing and this invites them to break into laughter.

Sandra has managed to accomplish two important things here. First, she makes the students understand the requirement of that day and that she is serious about her request by enacting herself in power position. Second, she manages to make the students feel at ease again by turning the serious matter into a humour, and thus, softens the force intended with it, which can be a kind of hedging but with a boosting

element to it. I would like to also argue here that her gendered discourse in playing the authoritative role of a mother (Wodak 2003) helps in ascertaining her intentions here as to not be misunderstood by the students to be threatening their face value. Therefore, her blunt request might have surprised the students but is not seen as imposing but totally necessary for their learning process. It can also be considered as having the characteristics of wide-verbal repertoire (Mullany 2007a), which shows Sandra as having the ability in mastering both masculine and feminine types of speech in achieving her interactional goals. This is an effective politeness strategy, and arguably, can be considered as a strategy in maintaining good rapport and relationship built with the students, which is very crucial in keeping the sense of solidarity shared by the members of the CofP.

Extract 6.14

Context: This happens in the middle of the lecture. Sandra is discussing an issue in Gait and provides herself as an example.

1 L : When you get a teenager walking like this, it must all be because they use it all
2 to keep upright to keep walking. Energy cost is enormous.
3 I must be very efficient. Because I can load off, I am so efficient that I can
4 tuck away loads of subjugation act. ((laughing)) Sorry, but that thought
5 just occurred to me //laughing//
6 S : //laughing//

This extract shows another type of humour used by Sandra, which is self-denigrating humour, also known as self-deprecating, which is a kind of humour that is directed towards oneself but with a positive self-image (Schnurr 2009). As shown in this extract, Sandra seems quite comfortable laughing at herself and therefore, self-denigrating humour is another relational strategy of hers in attaining her students' trust and attention towards her and her teaching. In the extract, Sandra light-heartedly offers herself as an example to the subject matter discussed at that point, 'I must be

very efficient…I am so efficient that I can tuck away loads of subjugation act' (3-4), which she then laughs at herself. She is trying to relate her own condition and ability in movement as a point of reference in comparison to the problematic condition in walking faced by some teenagers discussed prior to this. She then apologizes and explains her example, 'Sorry, but that thought just occurred to me.' (4-5), which was followed by a shared laughter with the students. By apologising, she is negotiating her power standing with regards to the students. Arguably, when you reveal something personal about yourself, it is suppressing your authority a little but for a positive effect as the students get a glimpse of you as a person. Sandra is not only willing to laugh at herself but also comfortable at having other people laughing at her, and they get to see the real personality of the lecturer, an authentic identity which can clearly be seen in this extract as performed by Sandra. Even though Sandra claims that her self-denigrating humour is used to 'mask her shortcomings' in interview, this extract, arguably, illustrates that this type of humour used by Sandra reveals her authentic personality even more to the students and towards her own advantage.

Extract 6.15

Context: Sandra is commenting on the movement of one of the male student 'models' for the seminar/laboratory session.

1 L : We can see some nice muscle activity here. It's not that the muscle is nice, but
2 it's nice that we can see it.
3 S : ((Laughter))

This extract represents unintentional humour, which is accidentally funny. Sandra is commenting in her usual professional manner on the movement that can be seen by closely observing how the student who has volunteered to become a model walks up and down the 'runway' in the middle of the laboratory when she finds herself commenting on the muscle activity. This occurs in line 1, 'We can see some nice

muscle activity here.' She then realises the double meaning behind her utterance, which is utterly inappropriate in a formal classroom context, and therefore, quickly resorts to repair her words by explaining, 'It's not that the muscle is nice, but it's nice that we can see it.' (1-2), which turns out to be more amusing than she intends it to be. This automatically invites a burst of laughter from the students. It is interesting to note that she uses a negation 'It's not that…' as if denying what she has just spoken earlier, to the point that it becomes almost like a defense mechanism in order to escape from this unlikely situation that she finds herself in. However, as she remains very calm and composed throughout the small commotion, as well as being able to just play along with it, she manages to make the atmosphere favourable and not a humiliating one. This arguably means that by using a repair strategy, she is successful in addressing the positive face needs for both herself and the student involved by using humour as a politeness device, even if it is unintentionally constructed. However, it may turn out to be a disaster if that humour is constructed differently, or if it is not handled effectively. By still playing a professional role, but by carrying it in a light-hearted manner, she manages to handle this issue successfully. Arguably, humour here, though unintentional, can actually be a mask, or an effective politeness device in covering one's shortcomings.

Extract 6.16

Context: In choosing another student model to walk up and down the isle in the laboratory session, Sandra bumped into a student who is volunteering.

1 L : Oops sorry. ((as they stumble upon each other))
2 So keen to be a model.
3 S : ((Laughter))

Extract 6.17

Context: Sandra is commenting on the way one of the student models walk.

1 L : Do you remember I said there are some laid back walkers? Yeah?
2 S : ((Laughter))
3 L : Are you quite chilled out?
4 S1 : I'm quite chilled out, yes.
5 Ss : ((Laughter))
6 L : You know, I can tell that by the way that you walk.
7 Ss : ((Laughter))
8 L : Can you see it now that we mentioned it it's almost that the trunk is quite
9 slightly behind. And because the trunk is slightly behind, he has to bring his
10 shoulder forward so that the trunk can be kept behind. Yeah?
11 S : ((Laughter))

Extract 6.18

Context: Sandra is making another comment on the way one of the student models walk.

1 L : Off you go. (1.8) Is that your emm Saturday night fever move there?
2 S : ((Laughter)) Well, I just walk to the back and down.
3 S : ((Laughter))
4 L : You don't walk like that normally with the bounce like that I'm sure.
5 S : ((Laughter))

I will address extracts 6.16, 6.17 and 6.18 together here as I regard them to all belong to the same category of humour: affiliative. According to Attardo (2014), affiliative humour is used to foster and enhance relationships with others. It usually involves subjects or something around them that people might find funny. However, I would like to extend this definition of humour a little bit to directing it towards other people not in an aggressive way but in a light-hearted manner and without any intention to cross or ignore the face needs elements especially those made fun of, and which is especially shared within a CofP such as a classroom. Therefore, extracts 6.16, 6.17 and 6.18 can represent this type of humour quite accurately.

Extract 6.16 involves a physical contact in which Sandra accidentally collides with a student who seems quite eager to move forward to be a 'model' for that day's

exercise. Sandra simply apologises as she does not anticipate the movement and jokingly addresses the situation by commenting, ‘So keen to be a model.’ (line 2), which leads the students to break into laughter. She somehow explains the collision by putting the eagerness of the student as the reason. This is arguably a spontaneous politeness strategy that constructs a humour, in which lightens the atmosphere in the classroom, and maintains the solidarity between the members of CofP. It can also be regarded as another relational strategy of hers and which carries the notion of power that only the one with the authority can exert.

Extracts 6.17 and 6.18 are quite similar in terms of the comments made by Sandra pertaining the way of walking of two student models, one as ‘laid-back walker’ (extract 6.17, line 1), and another as having a ‘Saturday night fever move’ (extract 6.18, line 1). This may also be considered as banter but not negative or aggressive in nature. Arguably, Sandra is making such humorous comments as to lighten the seriousness of the nature of that day’s exercise, taking away its gloom and replacing it with a more fun kind of learning. It is also interesting as we can see in the two extracts that the student models are also reciprocatively playing along with Sandra’s comments, making it even more humorous, and quickly sets the playful mood for everyone in the room. This arguably can be seen as ‘jointly constructed’ humour (Holmes and Stubbe 2003:112) but must always be initiated by the one holding the authority, which is always the case in an asymmetrical power relation (Holmes 1995) scenario. It can also be considered as a ‘joint enterprise’, which is one of the elements highlighted by Lave and Wenger (1991) that may exist in a CofP. In these instances, we can see that the professional identity of the lecturer as the authority is still well-exerted to be in control but also negotiated here to create a room for the students to

play their role in joining the construction of humour. Arguably, affiliative humour, if adopted effectively as demonstrated here by Sandra, is another interactional and relational strategy that can create an amiable kind of relationship, which can be materialised and understood by a shared sense and knowledge of the 'in-group' consisting of the lecturer and the students as a CofP.

CHAPTER SEVEN

Case Study Three: John

7.1 Introduction

As a continuation from the previous two chapters, this chapter will also present a thick description of the third ethnographic case study of award-winning lecturers, now focusing on John. This chapter will also include data analysis from all elements of the thick description, including participant observation of the classroom and linguistic analysis of classroom discourse.

7.2 Introducing John

John is 40 years old and the third lecturer enrolled as a core participant in this study. He has 9 years of teaching experience at the university, which is the only institution he has ever taught. A concise summary of his personal background can be found in the table below:

Personal background	**Information**
Age	40 years old
Gender	Male
Field	Science-based
Years of teaching at the university	9 years
Previous jobs	None
Current job	Academic member/lecturer
Education background	Degree PGCHE Masters PhD Post-doctorate
Current roles in the university	Lecturer/Researcher/Administrative work in the university department

Table 7. 1 John's personal background

John became one of the core participants by a recommendation of a potential participant. Through her recommendation, I emailed him, introduced myself and briefly explained about my research and asked him if he would be willing to participate in my study. I received a reply from John a few days later expressing his willingness to participate. As illustrated in Table 7.1, he is from the science-based field.

7.3 Ethnographic information

Over the period of one month, a series of classroom observations were conducted, resulting in audio recordings of 13 hours of his teaching. Overall, I managed to observe four of John's lectures and one seminar. The breakdown of hours observed according to the module and mode of teaching are as follows:

Classes observed	Number of classes	Number of hours
Undergraduate module lecture	4	10
Undergraduate module seminar	1	3
Total of classes/hours observed	**5**	**13**

Table 7. 2 Total number of classes and hours of John's undergraduate classroom observations

John's classrooms and the physical layout of the rooms, like Sandra's, are also mostly determined by the available layouts that are already fixed in the venues, i.e. the traditional tiered lecture theatre with fixed seating. However, in one of John's seminar sessions, which takes place in a flat seminar room, the layout and positions of both the lecturer and the students are as follows:

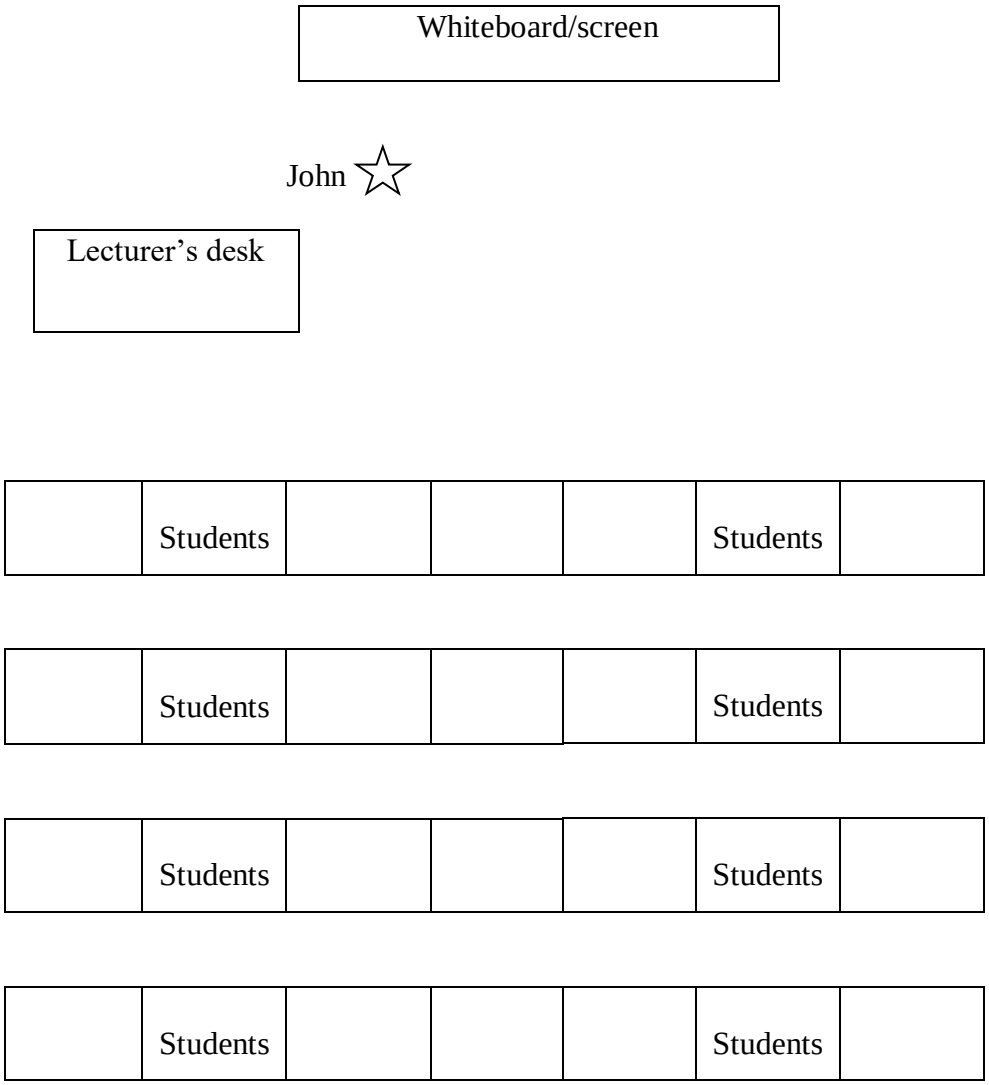


Figure 7. 1 John's seminar with a row layout

As shown in Figure 7.1, the layout for the seminar is already fixed with tables and chairs arranged in long rows. This seminar room is quite big, as it can actually accommodate up to 80 people at one time, which means it carries a bigger capacity compared with the seminar rooms I observed for Ed and Sandra, which have capacity for a maximum of 40 students. John likes to move about back and forth in front of the class and will use up most of the front or the entire 'stage' space at the front between the whiteboard and the first row of students' desks.

For another of his seminars, the layout is different since it takes place in a laboratory, which is as follows:

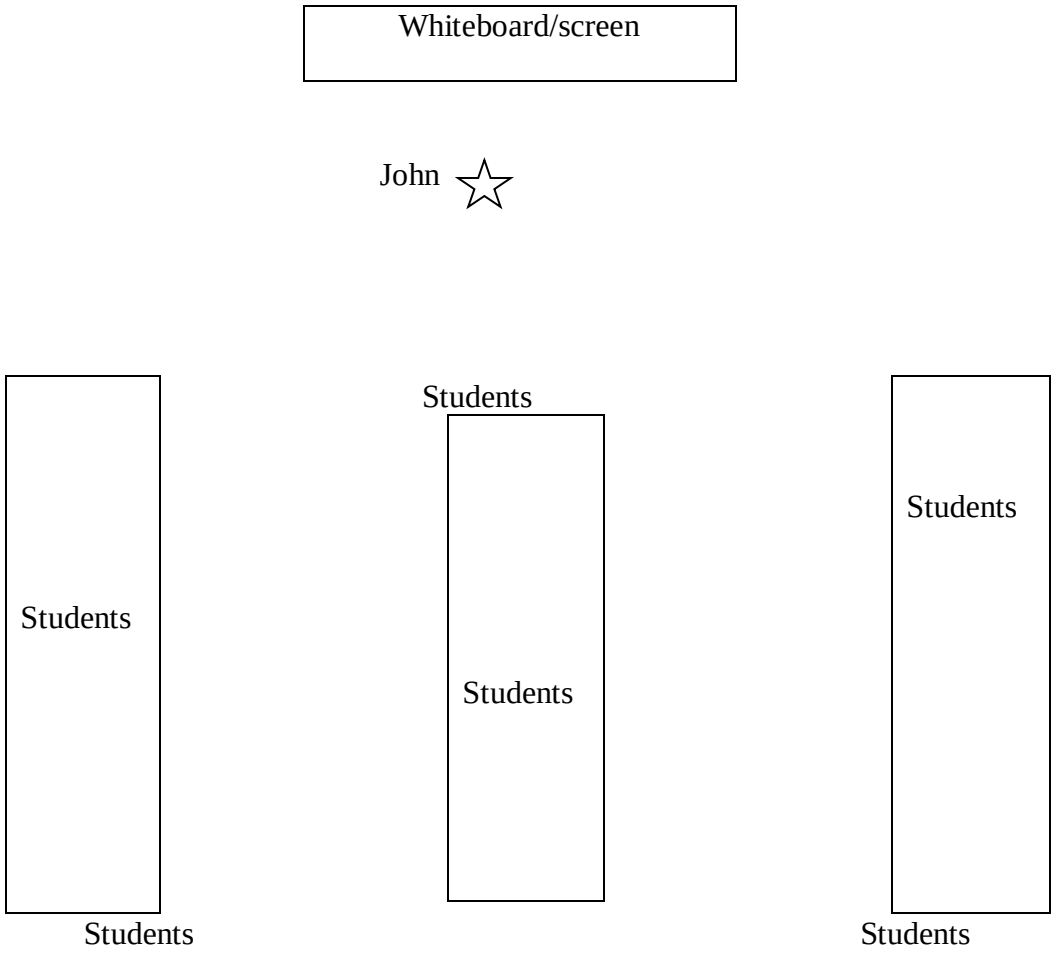


Figure 7. 2 John's seminar with a laboratory layout

This is a fixed layout, which can be commonly found in most laboratories, and this one comes with long tables, spread in parallel positions, in the middle of a large laboratory. Students spread around the tables and are seated on laboratory swivelling round high stools, unlike in normal seminar classrooms which come with chairs with typical backrests.

7.3.1 Interactional structure of John's classrooms

The interactional structure in John's classrooms is mostly a clear three-phase structure consisting of the opening, the middle part (which develops most of the content) and the closing. Similar to Sandra's classrooms, John also has a clear three-phase structure for his lecture and laboratory sessions, but with a break in between, given the fact that his lectures are three-hour sessions. John's structure tends to also be governed by the activities or tasks that he has pre-planned for the session, which is the case for all his lectures and seminars that I observed. For instance, for one of his seminars, he has a structure as follows:

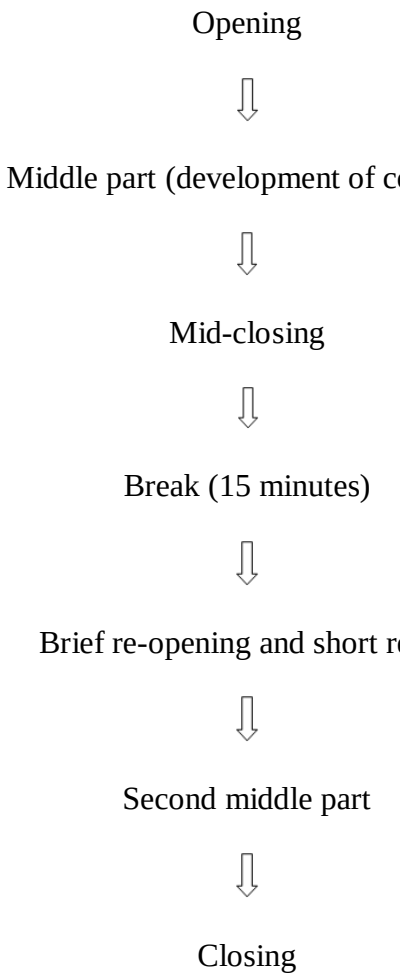


Figure 7. 3 An example of John's extended seminar structure

7.4 Interactional classroom strategies

Let's move on to John's interactional classroom strategies, where John has also been found to utilize varieties of interactional strategies in his teaching approach. As with Ed and Sandra in the previous case study chapters, here the focus will be on the same three core interactional sociolinguistic strategies that have been adopted by John in his classrooms: openings, closings and humour.

7.4.1 Openings

As we have seen with Ed and Sandra, John adopts openings in his classroom interactions as part of the three-part classroom structure, involving an opening, a middle part and a closing. It is also regarded here as one of the linguistic strategies to be closely examined and a thorough analysis of all of John's openings will be provided. Opening extracts here are specifically taken from his lecture and seminar sessions with the more traditional approach to teaching, similar to what Ed and Sandra have to offer in their classrooms.

The analysis of John's openings will be presented by focusing on the institutional and linguistic goals in the context of classroom discourse and interactional strategies, and can be observed through the enactment of the following four linguistic strategies:

- speech acts
- discourse markers
- questioning techniques
- pronouns

Extract 7.1

Context: This CofP has been in existence for one week, but this is the first formal lecture interaction of the module. The following exchange takes place at the beginning of a lecture on Experimental Design and Research Methods. 65 students from different disciplinary backgrounds are present.

1 L : (xxxxxxxxxxxxxxxxxxxxxxxxxxxx). What I think is you may be
2 thinking that you can get away with just about anything that will rather
3 gel and it shows what you think you've found but you need to think
4 more deeply about what the data you're collecting are, sometimes it is
5 not even obvious when you're collecting data. Err this is hopefully an
6 extent of this going to be two-way, ermm so you should be interrupting
7 me and asking me question whenever you can, although it has
8 (xxxxxxxxxxxxx) I'll be glad to know that (xxxxxxxxx) if possible.
9 But if you do have comments about what could go into this course in
10 future I'm always often try to expand it or change it depending on the
11 source or needs you have. So if you're sitting there thinking it does
12 work very well for an ontologist, which is what I am, but it doesn't
13 address the needs of a biochemist, so talk to me about whatever
14 problems that you think you have or going to have, and whether or not
15 we can accommodate that in this course in the future. So in terms of
16 the structure it is rather straight-forward. We've got lectures, that is
17 eight lecture sessions, that will fit the time for two hours but it will be
18 less than two hours, it will be likely an hour or an hour and a bit. Okay,
19 for the introductory session today which is mostly going to be about
20 the philosophy of hypothesis testing. Then next week I'm gonna talk
21 to you about experimental design. Some of particular problems that
22 people always encounter when doing real experiments is instead of
23 doing nice ones that you can find out of stats textbooks, they
24 (xxxxxxxxxxxxxxx) and then it's time to hit your statistics books.
25 Then again, the idea is to give you the tools and the concepts to help
26 you understand all the experiments that you might have to do rather
27 than forcing you into situation where I've had a lot of people who
28 aren't confident with experimental design and analysis and that if they
29 cannot get something that they see out of the book, then they just
30 paralyse and they don't know what to do and that's what gonna happen
31 next week.

Speech acts

In extract 7.1, John starts the lecture by giving advice in terms of data collection, in lines 1-5, using pronoun 'I' (line 1) to refer to himself as the authority here, which spells out the seriousness of the subject matter and also acts as a fair warning to the

students so that they know what they are facing and thus, should not take the subject lightly. He then uses metacommunication to tell the students that he likes the classroom interaction to be two-way, saying that '*you* should be interrupting me…' (7-8). Here, John is actually informing them of the parameters of how he wants the interactions to be, which also acts as a speech act of a direct directive. This is inherently face-threatening to him as he is giving explicit permission to the students to interrupt, so he is directly articulating the discourse norms for what he wants for his classroom interaction. Arguably, by doing this, John is directly setting the discourse norms of the CofP and at the same time, empowering the students with the autonomy offered but still within a controlled manner. In speech act terms, John is giving advice and warning students at the same time.

Pronouns

The use of 'I think' (line 1) serves as a politeness device and modality as a hedge to the warning. After stating his preference in how the class should go, he also welcomes students' comments and suggestions on the course in lines 9-11, so that he can improve it in the future. He continues to elaborate this further by providing an example and then again, using metatalk, he encourages the students to go and talk to him about their problems and concerns on the course. Right from the beginning to this point (line 11), John uses the personal pronoun 'I' (7 times) and object pronoun 'me' once in referring to himself and 'you' (14 times) in referring to the students, signaling his expectations of the students. This shows his authority in determining and conveying what he wishes the classroom's discourse norm to be – as part of this, he is passing a degree of autonomy to the students and gives them room to comment. He

makes sure that the students understand their position in the process, how they appropriately play their role and how they can enact their responsibilities to their utmost potential. Since he is now establishing a new CofP, arguably, he wants to make sure that the students know their role in it, and therefore, clear positioning in this context is important. By using 'you should' here, he uses metatalk to pose a clear and strong directive to the students to carry out the active participation suggested whenever necessary. This is a very important aspect in this thesis in the effort of highlighting the role of discourse that exists in classroom interactions and the salience of such metatalk and clear speech acts as effective teaching tool in the early stages of the development of a CofP.

John shows that he is aware of the varied audience in the classroom by using a discourse marker and a conditional before saying, 'So if **you**'re sitting there thinking it does work very well for an ontologist, which is what **I** am, …,' (11-13). Here, he also refers to himself as an ontologist, which shows that he is constructing his professional identity and at the same time uses these collective labels as identity markers for the varied audience. He also tries to justify and explain the general nature of the module which is intended to convince the varied audience that the module will also work for them. Therefore, he encourages the students to 'talk to **me**' (line 13), which is a direct command or directive, but this is not explicitly face-threatening as he is giving them autonomy to tailor the sessions to their subject area, which is a positive teaching method. He however asserts later, 'whether or not **we** can accommodate that in this course in the future' (14-15), in addressing the issue by using the collective pronoun 'we' here to explain that decisions regarding the course is a collective effort of the team co-teaching the course and it is not up to him alone and therefore not

committing himself to definitely changing the curriculum. This serves to inform the students that their opinions, needs and inputs are valid and valued since there is still a possibility of it being catered to their needs. However, he starts using the pronoun 'we' (line 15), referring to himself and other academics involved in making decisions on the course, and he mentions another 'we' (line 16), but here it means solidarity of how the classroom structure should be.

He uses pronoun 'I' again (line 20), which means that he is still the one relaying the lecture and knowledge, and, '**I'll** explain' (line 35), which is strongly authoritative and is emphasized by the use of a booster in modal form 'will', and similarly used in line 27, '**I've had**', with the use of booster in participles ''ve had', which shows his professional identity as an experienced lecturer, emphasizing what he has dealt with before in terms of the course and the subject matter.

Discourse markers

He uses sign-postings in time adverbials, all containing 'then', which acts as discourse markers in relaying something that will occur in sequence, '**Then** next week' (line 20), 'and **then** it's time' (line 24) and '**Then** we got a couple of weeks on' (line 31), providing guidance for the students to follow his train of thoughts throughout the opening, while conveying his indirect warnings to the students so that the students know what to expect of the course and to do what is necessary in order to pass or score. However, his use of 'then' in line 25 is different in function and '**Then** again', though it is still a discourse marker, emphasizes his point and acts as a booster in attenuating the force of the utterance. In his use of pronoun, it is interesting to note

that he uses ‘they’ (23, 28-29) four times and also ‘a lot of people’ (line 27) in providing examples of problems encountered by students in the past, which is a hedge in addressing the students’ negative face needs in his effort to address nonspecifically anyone in the classroom. Arguably, his use of pronouns as discussed here is effectively executed and his way of ‘doing’ power in building good rapport and maintaining relationships with his students especially at the early stages of establishing a new CofP and his use of time adverbials with discourse marker ‘then’ helps provide guidance in terms of the order of how the course will be conducted.

Extract 7.2

Context: This lecture happens in a large lecture theatre with 100 students attending. The CofP has been in existence for three weeks.

1	L	:	Okay folks! So a few announcements initially. First of all, the podcast
2			for last week I accidentally sent it to the wrong module. So that’s why
3			I need to now upload it separately. I think I’ve uploaded the
4			(xxxxxxxxx) along with the slides initially to a different link but
5			they’re not in the (xxxxxx) so but then I figured out how to move them
6			into the module link so I would be able to transfer most of them into
7			the (xxxxxx) link, and I know there are many people who are confused
8			by it. (xxxxxxxxxxxxxxxxxxxxxx) Okay the other thing that is going
9			to happen today is emm quite a different route this week, I’m gonna do
10			quite a heavy lecture session initially, and then we’ve got a coffee
11			break and we’ve also got upcoming interactive exercise to do and we’ll
12			do it in the lecture theatre and then I’ll finish off with another bit of a
13			lecture at the end. So err hopefully that will break up the content a bit.
14			I’ll see how it’ll go from time to time, and what we might do is we’ll
15			have the coffee session a little bit before the end of the first lecture
16			session, finish with that lecture session and then have the interactive
17			exercise at the end. I’m not exactly sure yet we’ll see how as far as
18			timing goes. So, what we’re doing this week is to be talking about
19			population dynamics.

Discourse markers

In extract 7.2, John starts with a discourse marker 'okay' which is used as part of an informal salutation of 'Okay folks' (line 1) before announcing a problem encountered with the podcast that he had accidentally sent to the wrong module (1-2). The informal use of '**Okay** folks', though serves to address the audience collectively, implies John's power in choosing the term of address but on another hand, leads to minimization of power. Arguably, John uses this informal, inclusive salutation 'folks' to bridge the gap between him and his students, constructing his professional identity as an approachable lecturer. He proceeds by saying, '**So** a few announcements initially.' (line 1), using discourse marker 'so' in the beginning of utterance to signal the start, and also to provide metacommunication and structure before heading to the proper opening of the session. He then explains how the problem happened and elaborates on how the problem will be rectified to put the students at ease and to avoid more confusion regarding the matter (3-8). By doing this, he is successfully building rapport and his interpersonal relationship with his students, in his effort to keep the CofP in harmony, while protecting his face at the same time.

Pronouns

The metacommunication that he uses shows that he knows he has made a mistake and that he plans to rectify the mistake. While doing so, he is using personal pronoun 'I' here, which shows that he acknowledges his mistake as his fault and reassures the students that he will fix the problem. He then continues by using a discourse marker 'Ok', followed by a genre marker, 'the other thing that is going to happen today' (8-9)

before again outlining how that session will be structured, which according to him, is a different route, perhaps compared to previous sessions. He then warns the students about how the session is going to be consisting of a heavy lecture initially (line 10), which is arguably, a fair strategy in maintaining rapport and preparing the students to bear with a challenging situation for that day. It also operates as an indirect reminder to the students that they are dealing with a serious subject matter, and that their commitment to it is required. He then continues by using metatalk in providing information on how the session will be conducted, mentioning a coffee break and an interactive exercise as part of the lecture structure, arguably to offer the students something to look forward to since they will have to go through the heavy lecture initially. It is interesting to note the flexibility presented when he says, '**I**'ll see how it'll go from time to time' (line 14), which reflects him as a good negotiator or anticipator of how the classroom flows. A similar expression is used shortly after that, '**I**'m not exactly sure yet we'll see how as far as the timing goes' (17-18). He uses collective 'we' here in signifying solidarity and that the decision to be made later appears as if this is a collective decision-making process even though it is not. This shows his power and authority and that this can be regarded as a relational strategy on his part, showing his understanding on the students' position, building more good rapport and harmonious relationships with the students, and strengthening the CofP. This is a good characteristic that John has as a lecturer and arguably demonstrates that he is paying attention to the face needs of his students.

Extract 7.3

Context: This is at the beginning of a lecture where John is outlining the plan of the session. The CofP has been in existence for four weeks.

1 L : Okay, so, hello! Welcome to bleary eyes, Tuesday? Possibly? The last
2 time I checked. Emm so we're gonna do a lecture this morning and
3 then we'll start the workshop elements to the class which of the
4 module which gonna involve you doing some thinking rather than
5 listening to me dragging on. And we'll also keep you up with an
6 example of one of the tasks that I want you to do, an example then you
7 all get away and in small groups, get a cup of coffee, dare to digest the
8 other problems that are on the worksheet, which you can collect later
9 on. And what I'll probably do is that I'll put you in two groups doing
10 physics after the theory. So I think what I'll probably do is sit here and
11 mark in here in the room so people can come and chat to me as when
12 they get stuck. So, I don't know. We'll see how the lecture takes and
13 then, I don't know. I'll figure out the plan when we get there.

Discourse markers

In Extract 7.3, John starts the session by using discourse marker 'okay' before saying hello, delivered as an exclamatory speech act to the students. He continues with a transactional element accompanied by a sarcasm, noting how the students are not in their best shape that morning (line 1) by making the comment about their 'bleary eyes'. This can be regarded as face-threatening and a direct warning to the students to wake up and pay attention, but he does this in a humorous way via sarcasm that still mitigates the face threats. However, without further delay, he starts that session's agenda, first by outlining how the session will be carried out, saying that they will start the workshop element after he finishes delivering his lecture (2-3). He explains the workshop as giving the students the opportunity to think more than to just listen to him giving the lecture (4-5), a metatalk which is his way of preparing the students of what to come later in that session and maintaining the rapport, and which also shows his power as an authority here. Using metacommunication, he explains clearly how the workshop element is going to take place that day, briefing students on the expectations for what they will be doing and what they can accomplish in that session.

Pronouns

He also mentions that he will be providing them with an example later on of the task that he wants them to do, 'the tasks that **I want** you to do' (line 6), using personal pronoun 'I' followed by strong verb 'want', signaling direct directive, challenging the students to 'dare to digest the other problems that are on the worksheet' (7-8), which shows his way of enacting his power and authority here. Arguably, this is his effort in trying to ensure that the students are aware of what lies ahead of them and by putting this in the form of a performative speech act of a 'dare', he is challenging them to step up their game and also giving them time to be prepared for the later task at hand. This is after using pronouns 'we' three times indicating solidarity and togetherness as a CofP.

However, he makes sure to mention the coffee break, relating it as a temporary relief before the students step into the challenge. He also mentions that he will be putting them in smaller groups, which indicates that micro CofPs will happen while attending to the later task. In trying to reassure them further, he adds that he will be around in the room just in case the students need him, 'so people can come and chat with me as when they get stuck' (11-12), using the informal verb form 'chat' as a relational strategy in his effort to bridge the gap. This also shows that he is hinting on the difficulty level of the task, used here as a hedge in addressing the students negative face needs. He continues with 'So, I don't know. We'll see how the lecture takes…I'll figure out the plan when we get there.' (12-13). He uses a discourse marker 'so' here but relays his flexibility on how the structure of the session will flow, mentioning 'I don't know' twice here, which is his way of negotiating power. Arguably, this is not

him not feeling sure of how things will be, but it is his way of reassuring the students that he is willing to slow down a little if necessary when the level gets too intense for the students and try to cater to their needs. This is also his way of hedging, a politeness strategy in addressing his students' negative face needs. He uses object pronoun 'me' twice and subject pronoun 'I' seven times here in which four instances are followed by modal verb 'will', acting as a booster in attenuating the force of the utterance in stating his authoritative role to do what's necessary for the students, and also three instances of collective 'we' accompanied by modal and a booster 'will', in his effort to establish the sense of solidarity as a CofP that they are in this together. He also uses pronoun 'you' with 6 occurrences in this extract, emphasizing his expectations of the students.

Extract 7.4

Context: This lecture takes place in the fourth week of term when the CofP has been established. The noise level is quite high.

1	L	:	Hello everybody! We can (xxxxxxxxx) and spin on the ground for me.
2			There's a big party last night. Maybe. Maybe just a lot of you need a
3			break. So this is the last lecture session for a week or so because we're
4			gonna have a computer session next week to allow you to draw at and
5			to think and reflect back on some things that I taught in previous weeks
6			before and before (xxxxxxx) takes over the following week after. So
7			what we're gonna talk about today is resource and patient and what
8			we're doing is really coming back to the topic (xxxxxxxxxx) at the
9			beginning of the course in the first week. We've had two weeks now
10			previous to this looking at population dynamics. Now coming back to
11			resource and patient we see why we're coming back to resource and
12			patient now because we're gonna start thinking about the fitness
13			association with different resource strategies. Well we measure fitness
14			using the population parameter that we established in earlier lectures.

Hedges

In extract 7.4, John begins the lecture with a cheerful greeting of 'Hello everybody!' (line 1) trying to match the lively noise coming from the students, in which he further comments, 'There's a big party last night. Maybe.' (line 2), signaling in sarcastic and slightly dark humour, his acknowledgment of the noise level of that morning and what it might mean. He, however, adds thereafter 'Maybe just a lot of you need a break.' (2-3), which can be interpreted as his relational strategy in acknowledging what the students are going through and showing that he understands and wishes to maintain rapport and the relationships already built. He is also using this as a hedge and politeness strategy to soften the utterance of the dark humour earlier, which shows his empathy towards the students and how he enacts and negotiates his power. However, instead of lingering on interpersonal talk with the students and using face-saving strategies, he steps right into the session, bringing the students back to the serious business of learning.

Discourse markers

Using a discourse marker 'So', he then accelerates on with his agenda of the day by reminding the students that it is the last lecture session for now before they go for the computer session and in doing so, provides the students with the sense of time and letting them know as far as the course goes at that particular time.

Pronouns

By using pronoun 'we' (line 3), he is showing solidarity in accomplishing it as a CofP. He then uses pronoun 'I' in 'some things that **I** taught in previous weeks' (line 5) to claim his authority as the knowledge-bearer, and then tries to tie it up with what goes on previously, asking the students to bring or recall their shared knowledge of what they have covered so far. He then reminds them that their time together as a CofP is going to approach its end soon when another academic member takes over the course from him. He then proceeds with discourse marker 'So' and genre marker, 'what we're gonna talk about today' (7-8) to show a transition of what will be covered that day, using pronoun 'we' to signal solidarity as a CofP. It is notable that he uses the authoritative 'I' only once but there are eight occurrences of pronoun 'we' used throughout the extract, which signifies a more established CofP and expresses their solidarity and a collective effort in going through this journey of the course together. It is also interesting to note that he refers to and relates to previous sessions, here signaled by the noun phrase as time adverbials, 'previous weeks' (line 5), 'at the beginning of the course in the first week' (8-9) and 'in earlier lectures' (line 14). Arguably, he is trying to remind the students of how far they have come and to urge them to recall what has been covered so far and to bring it to the table that day. This is used to demonstrate that the earlier knowledge shared is important for that day's session.

Extract 7.5

Context: This takes place at the beginning of a seminar, a discussion session taking place in a laboratory, involving John's feedback on an assignment. As part of this opening of the session, a visiting member of academic staff walks in.

1	L :	(xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxx) one
2		of which increases fitness and one of which doesn't or possibly
3		decreases it. And you're saying well, the bit that the the the
4		(xxxxxxxxxx) trait that increases the fitness. ((Door opens, someone
5		walks in)) Well, hello! This is Dan!
6	S :	((Laughter))
7	Dan :	Hello, everyone!
8	S :	((Laughter continues)).
9	L :	((Explains to Dan)) It's it's Mazlin has just come in and she's
10		observing the class for a different reason.
11	S :	((Laughter))
12	Dan:	Oh!?
13	L :	Dan is erm, have you met Dan?
14		Yeah, yeah. (xxxxxxxxxxxxxxx)
15	L :	Oh yes, yes, of course!
16	S :	((Laughter)) ((Parallel voices)) You're rather hot this week.
17	L :	I am hot this week, Andy!
18	S :	((Laughter))
19	L :	Emm Dan, can you just sit in and you can maybe chip in? We're
20		talking about adaptation. So you've got erm you've got affiliative trait
21		that you're arguing as an adaptation, but how do you measure the
23		adaptiveness if it's if this applies (xxxxxxx) affect somewhere else
24		(xxxxxxxxxxx)? ((Addressing the students))

In Extract 7.5, we can see that John starts the session with interacting with his students by discussing the question posed earlier on. The very beginning of the session is carried out by a female colleague of John's, Kay, and John takes over by going straight into the question and answer session. When a visiting academic member, Dan, walks in, the discourse quickly turns into humour.

Hedges

After saying hello to Dan and introducing him to the students, Dan greets the students and is perplexed by the students' reactions of laughter. John then explains to Dan that there is another person, which refers to me, who comes in before him and who will be observing the classroom that day but for a different reason, 'It's it's Mazlin has just come in...' (9-10), which draws the unnecessary attention to me. This is also a

politeness strategy, which acts as a hedge in addressing the face-threatening moment for Dan. However, John seems to casually mention my name and treats me as part of the CofP, which decreases the observer's paradox, which also serves as a hedge to address my negative face as a participant observer and to avoid further awkwardness. After John's explanation, again, laughter erupts and Dan seems to acknowledge the explanation given but still seems confused by the laughter. Humour here serves as a politeness strategy which also hedges the unlikely situation.

Speech acts and questioning techniques

John then immediately asks if the students know Dan, which the students give an affirmative answer to, implying that they have met him on a different occasion earlier that week, which leads John to exclaim, 'Oh yes, yes, of course!' (line 15) when he remembers the occasion where he himself was involved in. To end the commotion, John then asks Dan to take a seat and invites him to contribute to the discussion whenever he wants. It comes in a form of a speech act in requesting Dan by the modal 'can', 'Dan, can you just sit in and you can maybe chip in?' (line 19), which suggests a hedge in the request and the informal use of 'chip in' is used as a relational strategy in bridging the gap between them (John and Dan) and the students. Here he is also signaling Dan's role in the session and this explains why he is joining the classroom.

He then proceeds with the discussion by signaling that they will now move on, 'We're talking about adaptation.' (19-20), using pronoun 'we' in representing a collective effort and solidarity. He then uses discourse marker 'so' signaling that they will now continue further with the discussion and he picks up where he has left off earlier, 'So

you've got erm you've got affiliative trait that you're arguing as an adaptation, but how do you measure the…' (20-21). John then provides a statement, followed by him posing a question. Notice the use of pronoun 'you' that occurs four times in this instance which may indicate the responsibility of the students in playing their role in order to answer the question. The question then again signals a proper continuation of the opening picked up from earlier.

7.4.2 Closings

Closings used by John will now be discussed, and they are analysed here in the same order of openings discussed (note that these closings are arranged according to the order of their openings).

Extract 7.6

Context: Towards the end of a lecture, John is informing the students about the topic to be discussed in the next session.

1	L	:	So next week (xxxxxxxx) we're going to look at experimental design.
2			We're not gonna look at any P values or any analysis or any of the
3			computers we're just gonna think about the logic of doing experiments
4			and the way that allows us to test the hypothesis. Emm, so if you
5			wanna be successful in this course and be good in all that, what you
6			need to do as a group is you can discuss and stuff but you don't need to
7			(xxxxxxxxxxxxxx) that we discuss in the lectures which sometimes I
8			think is quite complex and I find it's hard to explain some of these
9			concepts. So, yes, that will be it. Alright, ermm, so I already let you
10			know when the next session is, and then we've got another lecture, and
11			then the workshop. Annndd alright, see you!

Discourse markers

Extract 7.6 shows how John uses his closing at the end of his lecture. We can see that John provides sign-postings here mostly accompanied by the use of discourse marker 'so', starting with, '**So** next week (xxxxxxxx) we're going to look at' (line 1), followed by '**so** if you wanna be successful in this course' (line 4), '**So**, yes, that will be it' (line 9) and lastly, 'I already let you know when the next session is'. Towards the end, he uses discourse marker 'alright' twice after signaling the closing by 'that will be it' (line 9). He then reminds them of the next session and what will come after that before finishing it off with an informal 'see you!' at the end of the lecture.

Pronouns

The use of collective pronoun 'we' three times (1-3, 7 & 10) helps in expressing solidarity and gives an impression of a collective action and pronoun 'I' (7-9) helps him show his authority here. All of these provide the students with reminder and advice for the important things they need to consider. John uses the opposite 'but' and a negation in reassuring the students not to worry too much in lines 6-7, 'but you **don't** need to' and then relates to the complexities of the subject matter involved, which according to him can be quite difficult to explain (7-8).

Extract 7.7

Context: John is providing a summary of the session. He is lamenting on issues faced by the animal population.

1 L : Okay, so, it's a slightly gloomy message to take home. But anyway, let
2 me try to recap. There's a lot that went on in today's lecture. We

started off by talking about the statistics model of which predicts and (xxxxxxxxx) temperature. And it includes maintenance which is the critical process in regulating population styles and it's all about how the demographic process (xxxxxxxxx) immigration and degradation convert into a realistic population dynamic. And then although we see that real population dynamics don't often look all that nice of the (xxxxxxxxx) curve, it doesn't take very much to manipulate the statistics model to generate all of the patterns and dynamics that we see in the real world. Adding space to the equation radically changes the outcome of the population dynamics. It can make a difference between distinction and systems and so space really does matter because of this (xxxxxxxxx). And then last thing, habitat loss, fragmentation and degradation all of which of other processes humans and other (xxxxxxxx) are responsible for all these can take spatial population for long-term systems into extinction. Thank you.

Discourse markers

Extract 7.7 shows how John closes the lecture with a take home 'gloomy' message using discourse marker 'okay' and 'so', signaling the beginning of the closing before trying to provide a recap which he mentions, 'let me try to recap' (1-2), using 'But, anyway' in the beginning of the utterance in referring to the 'gloomy' message and how he will try to recap instead of that, by summarising, 'There's a lot that went on in today's lecture' (line 2), reminding the students the overall of what have been covered in the session. This is also a metacommunication used in referring to the important points of the session.

Pronouns

He uses pronoun ‘we’ (2, 7, 10) in showing solidarity that they have been in the journey from the beginning to the end of the lecture together, outlining the important topics that have been discussed. He uses conjunction ‘and’ at the beginning of a sentence in signaling the closing, “And then last thing,’ (line 14), which gives the impression of a continuation from what has been discussed and recapped so far before providing an important final reminder on the subject matter for the students to take home before finishing off with a simple ‘Thank you’ at the end.

Extract 7.8

Context: This questioning happens at the end of a lecture. John is throwing a series of questions to the students on important factors in ensuring successful experiments.

1	L	:	You can’t predict how one of the incubators are better than the next.
2			That’s a bit closer I think to where I was heading. (xxxxxxxxx) Ermm,
3			(xxxxxxxx)?
4	S	:	Is it because it is not part of what you are predicting?
5	L	:	It’s not always what you’re interested in, it’s not always what you are
6			predicting, yes, all of these are true, but we use the word random
7			because of this concept of withdrawing incubators (xxxxxxxxxxxxxx)
8			from a large pool of incubators. I say a large (xxxxxxxxxx) than
9			before but we ((laugh)) the difference these places are random because
10			we are kinda putting a (xxxxxxxxxx) and put it in a bag and in an
11			incubator, in a random (xxxxxxxx) but and then (xxxxxxxxxxxxx) the
12			treatments. The treatments are not drawn out at random of all other
13			possible treatments, because it is designed by us, fixed by us, because
14			the other things that we want to compare. And that’s why we’ve got to
15			fix it at random. It’s very, fix means, that’s what I want to look at. So,
16			class time is over. So we’re gonna have to go to physics to finish this
17			on. So it’s normally we’ll be doing in the same way and there you go.

Questioning techniques

In Extract 7.8, John can be seen as engaging in a questioning strategy right before the end of the session. The interaction taking place can also indicate that the topics discussed have led the session into an interesting dialogic exchange between him and the students in trying to understand the topic further.

He tries to bring the answers out of the students by posing a series of questions (2-4) and while doing so, checks their understanding on some of the concepts previously discussed. The questions here are used in leading towards the conclusion of the session and show his authority as the knowledge-bearer.

Discourse markers

When he finally provides the actual answer and the explanations, he abruptly ends the session by using discourse marker ‘so’ followed by a direct on-record announcement that the ‘class time is over’ (15-16), acknowledging that he is aware of the time. Since the discussion seems not to be quite done yet, he mentions that they will have to bring it to their next session to continue on. He then quickly finishes it off by adding ‘there you go’ at the end, which is barely an ending, but just dismissing the students since it is already the end of the session.

Extract 7.9

Context: This happens at the end of a lecture on Natural Selection. John is giving the take home messages related to the subject matter before passing the floor to a student representative for a brief announcement.

1	L :	Ok so, that's the end of the lecture material. The take home messages.
2		Class let's wrap back at the beginning of the session. And we have to
3		allocate these resources into different traits which is (xxxxxxxxx)
4		things like reproduction growth and survival. Unfortunately if you've
5		lost all our (xxxxxx), we can't do everything perfectly there must be a
6		trade-off. We invest resources in the survival. We can also invest in
7		growth and reproduction. Those trade-offs are quite hard to study.
8		Especially in motivational studies, you can (xxxxxxxxxx), we do
9		motivational study by looking at trade-offs and actually there's really
10		(xxxxxxxxx) that goes beneath the surface. We mustn't think about a
11		single life history being the optimal solution for an organism. Instead,
12		we expect life to just be very passive in response to multiple variations.
13		But we do expect things like to be optimized by natural selection,
14		because like history, we determine fitness. And by natural selection, it
15		acts on variation and bits. Ok, before you all go, we have an
16		announcement. (xxxxxxxxx), who is the representative operative
17		(xxxxxxxx) is here. You've probably seen adverts of that already.
18		(xxxxxxxxxxxxx) the fact that they offer a nice opportunity for you to
19		do something interesting this summer.

Discourse markers and speech acts

At the beginning of this closing extract, John provides discourse markers 'ok and so' before saying that's the end of the lecture material' (line 1) using a statement of fact to directly signal the end of the lecture. This is performatively speech act that works to close the lecture. He then proceeds to offering the take home messages and asking the students to wrap the session together by saying, 'Class let's wrap back at the beginning of the session'. The use of 'let's' signifies solidarity and togetherness as a CofP who are in this journey right until it is drawing towards the end of the lecture. Asking them to wrap this together arguably is John asking the students to reciprocate at this point in recapping what have been discussed so far that day.

Pronouns

The use of pronoun ‘we’, right after and all throughout the extract (10 occurrences in overall total) in summarizing the main points for that day’s lecture just emphasizes this sense of solidarity further. This closing, however, is a little different with an announcement right at the end of the lecture by one of the student representatives regarding an opportunity to join a summer activity, signaled by John using a discourse marker, ‘Ok, before you all go, we have an announcement.’ (15-16) and followed by just a brief explanation by John in support of the opportunity that will be presented.

Extract 7.10

Context: This is at the end of a seminar where a discussion session is conducted in a laboratory to discuss and give his feedback on the written work previously assigned to the students.

1	L :	Has anybody got any more questions or issues?
2	S :	((Asks question, inaudible))
3	L :	Ooh ah, yeah, I don’t know. I’m hoping that Kay has already given you
4		an instruction on that. I think it’s best to write a paragraph like a
5		reflection.
6	S :	((Asks question, inaudible))
7	L :	Yeah, but take a look at the comment. If you don’t understand the
8		comments come and talk to me but try to find several things in there,
9		like right, I think I can work on that or it can be even simple things like
10		maybe I can get the references right or (xxxxxxxxxxxxxxxxx) or it
11		keeps having question marks in you know, (xxxxxxxxxxxxxxxxx). If
12		any of you don’t understand or I haven’t made myself clear or
13		something, you might always if may be finding it’s hard to
14		understand the literature, that’s fine, it’s a problem, how can you
15		address it? You can read more, you can talk to your mate more, you
16		can come and talk to us a bit or you can spend more time. I don’t
17		know. Err, here’s the next week’s handout, er next topic’s handout,
18		which I’ll leave on the front there. Emm yeah, I would say really well
19		done though [noises of chairs being pulled]. I mean, it was a great
20		discussion session and they were great (xxxxxxxxxxx) and in a way
21		((inaudible due to parallel voices and the noise of students
22		preparing to leave)).

Questioning techniques

This extract demonstrates how the closing for this discussion session is signalled by a final question, 'Has anybody got any more questions or issues?' (line 1), indicating that it is now approaching the end and it is non-specifically addressed to a particular student but all students by the use of 'anybody'. This is intended to be giving an opportunity to any student who is still having some issues that need to be clarified at that time by John considering the question is also put in present perfect. This questioning technique is John's strategy to ensure that no one leaves with any dissatisfaction or issues haunting them, and an effort on his part in maintaining the good rapport and relationships built between him and the students. After a question is asked by a student, he seems to be taken aback by it in his realization of something that he does not address when he responds to it by saying, 'Ooh, ah', which sounds quite informal before admitting to the students with 'Yeah. I don't know.' (line 3).

Hedges

On trying to explain his perplexity with it, he clarifies, 'I'm hoping that Kay has already given you an instruction on that.' (3-4), in referring to his colleague who started the session earlier, who he expects to provide the information to the students. Arguably, he is addressing his own negative face needs here as well as his colleague's by saying 'I'm hoping' as a hedge in trying to not put the blame on anyone. However, he still tries to respond to that question by saying, 'I think it's best to write a paragraph like a reflection.' (4-5). Using 'I think' here is another hedge to address their face needs in providing an answer on Kay's behalf in stating his preference by

telling them what he thinks is best, and by so doing, he is making the decision on how the students should address the issue, which can also be regarded as an advice. Another question is then posed by another student in which he quickly responds by answering, 'Yeah, but take a look at the comment.' (line 7). He starts with 'yeah', which means that he is acknowledging the issue faced by the student, saving the student's negative face, followed by 'but' in providing another angle in tackling the problem.

Speech acts

He uses 'take a look' as an expression in representing a kind of speech act which involves giving a directive or an advice to the students. He proceeds with his advice further by adding, 'If you don't understand the comments, come and talk to me' (7-8), using the conditional 'if' followed by the action verb of what to be done, which can serve as a form of directive by him as the one with the authority here, while firmly suggesting that the students should see him when they need further clarification after trying to understand his comments first.

Pronouns

This is emphasized by pronoun 'you' here, subtly implying that the students should understand their responsibility in ensuring understanding of the issue. There are ten occurrences of pronoun 'I' used throughout the extract, which assert his authoritativeness as a lecturer, except for three instances of 'I' (9-10), which refer to the students. This strategy is used by John to give examples of the problems faced by

them, but by him giving a kind of framing of the situation by voicing it via the use of the personal pronoun, representing the students' voice. However, the meaning is understood by the students because of the context without any change in their positions or footings. Arguably, by doing this, John shows that he is being considerate and trying to be as understanding as he can by this strategy that can be considered as a hedge in addressing the negative face needs of the students. There are ten instances of pronoun 'you' being used throughout this extract. Since John is giving a lot of advice to the students here, they act in highlighting responsibilities that need to be carried out by the students for their own advantage in easing the learning process.

Boosters

Therefore, it can also be considered as an effort in giving a clear positioning of the students as part of the CofP. Another strategy which involves four repetitions of the modal phrase 'you can' used by John can be seen, '**You can** read more, **you can** talk to your mate more, **you can** come....' (15-16), which are used in offering more advice in a form of suggestions or solutions to challenges faced by the students. This can be considered as a form of a booster in emphasizing and increasing the force of the utterance which turns this into a strong advice or a take home message given by John approaching the end of the session. He then uses 'yeah' as a discourse marker signaling that he is about to end the session, 'yeah, I would say really well done though.' (18-19), and also commenting what he thinks of the session by praising the students. He again emphasizes his positive feedback shortly thereafter by adding another praise, 'I mean, it was a great discussion session.' (19-20), using 'I' in both accounts to represent himself as the authority to conclude or opine on how it goes

here. Arguably, his use of these favourable comments also acts as a booster in highlighting the students' progress so far with their learning, attenuating the force of the utterances and by doing so, feeds the positive face needs of the students.

7.4.3 Humour

We will now move on to providing the analysis on John's use of humour in his classrooms and it can be summarised as follows:

Type of classrooms	Length of interaction in minutes	Number of instances of humour	Occurrence per number of minutes overall (of total of interaction)
Lecture 1	71	5	**14.2**
Lecture 2	176	3	**58.67**
Lecture 3	115	2	**57.5**
Lecture 4	144	2	**72.0**
Seminar 1	162	16	**10.13**
TOTAL	**668**	**28**	**23.86**

Table 7. 3 Frequency of humour used in John's classrooms

It can be seen from Table 7.4 that overall, from the length of interaction in minutes of his classrooms observed, amounting to 668 minutes, a large amount of humour was used by John, occurring 28 times, which translates to 1 occurrence of humour in every 23.86 minutes of the classroom interactions. Humour is most notably found in his seminar, a smaller-sized classroom, and since the nature of the seminar, which is discussion-based and informally conducted, it contains more dialogic interactions and arguably leads to more humour being used by John.

As described in the previous case studies with Ed and Sandra, John's use of humour is multifunctional and is very contextually driven. I will then provide here some instances of humour that are used in John's classroom interactions, involving a variety of types of humour, which are as follows: repressive humour, self-denigrating humour, witticism, affiliative humour and situational humour.

The first type of humour used by John that will be analysed here is repressive humour, which will be demonstrated by the next two extracts (7.11 and 7.12):

Extract 7.11

Context: This occurs in the middle of a lecture when a picture of a man appears on one of John's slides. John then prompts the students to guess who he is.

1	L :	Who's this? Mer, you remember that. Oh, that's fun.
2	S :	((Light laughter))
3	L :	The American who (xxxxxxxxxxxxx). He's American.
4	S :	Err, Donald Roosevelt?
5	L :	It is Donald Roosevelt! Now you have trouble and (xxxxxxxx) most
6		people would go like, who's he? And why is he on my slide?
7	S :	((Laughter))
8	L :	It's all about known and the unknown. Ok? His famous saying.

Extract 7.11 represents a repressive humorous instance when John flips to a new slide and a face of a man appears on it. He interacts with the students asking if they know who the person is. He then asks one particular student who he seems to know very well by the use of a shortened name, 'Mer', prompting that she should know the answer by saying, 'Mer, you remember that.' (line 1). When she shakes her head, indicating that she does not know the answer, he humorously reacts to that with 'Oh, that's fun.' (line 1), which is followed by a light laughter from the students. This response, though carries his frustration in a sarcastic tone, is not meant to be face-

attacking, and this is clearly understood by his students since they respond to his sarcasm by laughing it off. This also shows that even though the CofP for that particular module is newly established, he is quite familiar with the students and vice versa, implying that there have been previously established relationships within CofPs between him and some of the students. In pursuing the matter further, he then provides a clue, 'The American who (xxxxxxxxxx). He's American.' (line 3), and this is his effort to facilitate the students to try to come up with an answer, which is arguably his polite way in saving the students' negative face, especially of the student he mentions earlier. The same student who he prompts before then attempts to provide an answer, 'Err, Donald Roosevelt?' (line 4), in which he cheerfully and affirmatively responds, 'It is Donald Roosevelt.' (line 5) to confirm the answer. He continues his feedback to the answer by adding, 'Now you have trouble…who's he? And why is he on my slide?' (5-6), which is followed by a burst of laughter. Arguably, this is his linguistic style in humorously addressing the students' curiosity in his choice of picture shared on his slide, using rhetorical 'wh' questions. This kind of humour can be referred to as witticism and he uses it here to turn something which might not seem funny into something lightheartedly humorous. Arguably, he is using humour here to provide a temporary relief for the students since they are dealing with a difficult subject matter. By doing so, he is shifting the challenging reality faced by if not most, some students by changing the mood into a lighthearted one, even if it is for a short while. Arguably, he is addressing his students' negative face needs by turning the atmosphere favorably as a result of his use of humour. He is also presenting an opportunity for the students to make the connection in terms of the relevance of his choice of picture in addressing the topic being discussed at that particular time. Thus, using humour here can be seen as his pedagogical approach in assisting learning,

which can be regarded as addressing the negative face needs of the students. His use of pronoun ‘you’ in line 5, even though it might be directed to the student involved, is also extended to the rest of the members of the CofP that the connection is something that they should have to make, and his use of ‘my slide’ shows his ownership on the material presented and reminds the students by emphasizing his professional identity as the authority figure in that context.

Extract 7.12

Context: This happens in the middle of a lecture focusing on modelling.

1	L :	Right, now, I’ve talked of stratified model, and your eyes make like
2		it’s at least half-open or (xxxxxxxxxx) and you may have become
3		terrified of the whole idea of the modelling and the suggested Maths,
4		but that’s what we’re doing when we device a hypothesis and all of
5		you have done it but you may not have really realized it, erm, it doesn’t
6		need to be rocket science and you don’t necessarily need to sit down
7		and write down the equations to do good analysis, but you do need to
8		have a model. You need to have a hypothesis.

In Extract 7.12, we can see that John uses discourse markers, ‘right’ and ‘now’ in line 1, indicating that he is now going to move on to a new sub-topic, saying what he has covered just previously in line 1, ‘I’ve talked of stratified model’. However, he adds to that by pointing out his observation of his students at the moment, ‘and your eyes make like it’s at least half-open or (xxxxxxxxxx)’(1-2), humorously acknowledges that they might be bored or scared since he also adds a bit later, ‘and you may have become terrified of the whole idea…’ (2-3). His acknowledgment that the subject matter discussed might be boring or challenging implies that he is appealing to the emotion of the students and shows his understanding towards them. This, arguably, is his relational strategy of creating more rapport and maintain the relationship built with

the students, which is by responding to the students' face needs at that point of time by using a subtle form of repressive humour here in trying to address this matter. He later continues by trying to make them feel better by stating that the students might already be familiar with it without knowing it, and that 'it **doesn't** need to be rocket science' (5-6). This is followed by him saying, 'you **don't** necessarily need to…' (6-7), consoling them further by using negations as boosters. He then tells them what is important for them to know, 'but you do need to have a model. You need to have a hypothesis.' (7-8), which articulates his position as an authority here who can be both understanding but also firm in his direct and explicit demands. Notice the use of negations followed by affirmatives later (6-8), which reflects a form of authoritative advice on his part for his students. This is arguably a very interesting example of addressing the students' awkwardness or fear by responding to their negative face needs by using a situational joke in a form of repressive humour, even though the humour used does not seem to be accepted well by the students. This is apparent since no laughter is heard in response to the humour and that the students are probably really feeling quite overwhelmed by all the input which they find challenging. John, on the other hand, manages to demonstrate his identity here as an empathetic professional and caring authority.

Another type of humour used by John is self-denigrating humour and it is used in his classrooms as follows:

Extract 7.13

Context: This occurs in the middle of a lecture when John encounters a problem where his slides suddenly disappear on the projection screen and it turns blank.

1 L : Fantastic! I can't start it now. I can't believe it. I don't know what
2 happened. It has a mental block. I blame Mazlin for this.
3 S : ((Light laughter))

This short Extract 7.13 starts by John providing a sarcastic remark, but which is also a humorous reaction to the problem faced, which refers to the screen that suddenly goes blank, where he utters the sarcastic exclamatory, 'Fantastic!' and then his acknowledgment of the problem by him reacting to the situation with, 'I can't start it now…I don't know what happened.' (1-2). It is followed by a defensive but humorous meta-comment of him trying to assess the situation, 'It has a mental block. I blame Mazlin for this.' (line 2). Apart from using self-denigrating humour which is the type of humorous instances that have been discussed above to mask the challenging circumstance, he also jokingly turns it around to me, which is also a form of affiliative humour, revealing and highlighting my presence in the classroom. This moment can be regarded as an instance whereby the observer's paradox is at play and especially felt by the lecturer being observed, who arguably feels under more pressure to perform well because he is being recorded and because he knows he has been selected for this study as an award-winning lecturer. However, because it is transmitted through the use of self-denigrating humour, it has become a form of hedging that decrease the force of the utterance and managed to mitigate its face-threatening effects on him as the lecturer being observed and mine as an observer who does not really want to be noticed. Nevertheless, this also highlights his enacted performative identity as well as decreasing his authority in that particular instance but arguably, without lessening his credibility as a professional since he is appealing to the sympathy of the students, blaming the technology, and this relational strategy arguably plays to his advantage.

Another type of humour used by John is repressive humour and it can be illustrated as follows:

Extract 7.14

Context: This humorous instance happens in the middle of a lecture when John is trying to explain an expression that some students might be unfamiliar with.

1	L :	You know it's an opposite extreme rather than a full monty. For those
2		of you who have no idea what full monty means, it's a natural
3		expression meaning everything, and in the case of stripping it may
4		mean taking all your clothes off.
5	S :	((Light laughter))
6	L :	In the case of modelling, what I mean is building a model as complex
7		as you can possibly imagine.

Extract 7.14 involves a humorous instance when John is explaining the meaning of 'full monty' (line 1) to his students. However, in his effort of providing an example, he gives an analogy that involves something quite revealing, which touches on a subject that is not normally mentioned in a formal classroom, 'and in the case of stripping it may mean taking all your clothes off' (3-4), with the taboo unintended. Therefore, the effect turns out to be favorable since the students, as members of the CofP, laughs in supportive manner, which means that they understand what he is trying to do, and that he does not mean for it to carry any negative or inappropriate sexual connotation. However, the nature of the expression might still be face-threatening to some individuals depending on their idea of values and how they take and interpret it. Thus, this makes it an example of a form of repressive humour which may be perceived negatively if not being handled professionally as it had been by John, who arguably is trying to use the humorous instance as a relational strategy towards maintaining rapport with the students. This is obvious when he does not linger and quickly resorts to a repair strategy by providing the actual meaning of it in the context of the subject matter being discussed, 'In the case of modelling, what I

mean is building a model as complex as you can possibly imagine.' (6-7), which might serve as a hedge, softening any negative effect that it might incur. This is also his way of retaining his professional identity by mitigating the face-threatening effect on him and addressing the negative face needs of the students to still maintain good relationships with them.

John also uses witticism in his use of humour, which is as follows:

Extract 7.15

Context: This humorous instance takes place while John is explaining an example of an experiment involving organism.

1	L :	But it's quite a familiar-looking organism to humans, compared to
2		(xxxxxxxxxxxxx). I mean, this is a sexual organism. Males and
3		females, it's got legs and eyes and everything it's basically a human.
4	S :	((Laughter))

In this short extract, John is using a metaphor, comparing the organism to human, arguably to make it more relatable to the students, and in the process of the comparison, sparks an instance of humour, which can be considered as witticism, since it involves metaphorical and hyperbolic statement, which are stylistic figures (Dynel 2009). The unlikely congruity that is involved in this instance makes it funny as it can be seen as a slight exaggeration on John's part. However, it is well-accepted and understood by the students when they respond with a laughter. Arguably, talking about an organism that you can use for experimental purposes is a serious discourse topic. However, John manages to make the organism sound fun by comparing it against human, 'Males and females, it's got legs and eyes and everything it's basically a human.' (2-3). This form of hyperbole can be regarded as a device used to minimize the seriousness of the subject matter of what has happened here. Arguably, this can also be his relational strategy in reaching out to the students especially since they have

been receiving a considerably overwhelming input to absorb and therefore, having a humorous instance like this one just breaks that seriousness, providing the temporary relief for the students before having to concentrate on the next input on the subject matter.

John uses affiliative humour as another type of humour used in his classrooms and which will be demonstrated by Extracts 7.16 and 7.17:

Extract 7.16

Context: This humorous account occurs when John is giving another example on population selection.

1	L :	If you've been to Australia, their main (xxxxxxxx) basically is just
2		sheeps. My wife's an Australian, so, my favourite animal is
3		(xxxxxxxxx). Australian (xxxxxx) are considerably less cheap and less
4		chewy. If you've got any of them here. Erm, they have a theory that
5		they are practically sheeps themselves.
6	S :	((Laughter))

Extract 7.16 demonstrates firstly an example of self-denigrating humour when John points out that his wife is an Australian and then indicates that his favourite animal is so and so due to the fact that he has an Australian wife, which provides detail of his personal identity and a different role he has outside of his professional role responsibility which is as a husband. Two affiliative humorous instances then also take place in the midst of John's explanation in referring to the example chosen to illustrate his point earlier, 'Australian (xxxxxx) are considerably less cheap and less chewy. If you've got any of them here.' (3-4). He is making a light-hearted fun of Australian product and then followed by him acknowledging if there are any Australians in the classroom, which is a negative face-saving strategy on his part in his effort not to humiliate anyone or to step on anybody's toes and basically requiring

the students to reciprocate. He then provides another instance of affiliative humour, still on the same subject by adding, 'they have a theory that they are practically sheeps themselves.' (4-5), punctuated by a burst of laughter. This may sound culturally insulting as stereotypical, but he has taken the positive measure that pre-determines the result and thus leads to his students as members of the CofP to play along with his joke, acknowledging that he does not mean anything negative by it. Arguably humour is used here by John to provide another temporary relief for the students in between them being bombarded with important facts and serious contents.

Extract 7.17

Context: John is trying to recall something by posing a question to the students.

1	L :	Is it the eggs that (xxxxxxxxx) or (xxxxxxxxx) that the eggs? I
2		forgot, you can read the paper.
3	S :	((Laughter))

This short extract illustrates another instance of affiliative humour, directed to the students, saying that they can read the paper themselves for the missing information that he unsuccessfully retrieves. Therefore this affiliative humour is stemmed from a self-denigrating one when John admits his shortcoming of not being able to remember the information needed here by saying, 'I forgot' (1-2). This then invites a burst of laughter from the students. Arguably, using humour here is his relational strategy in masking his shortcomings and effectively works for his defense as it grants a positive effect. It can also be considered as repressive since he is using his power as the lecturer to request something being done by the students, 'you can read the paper' (line 2), which is mitigated by humour. Subtle coercive power is at play here which highlights his identity as the authority figure in the context, positioning himself as the superior and the students as his sub-ordinates. This instance gives an insight into the

hegemonic struggle that exists in classrooms as representing a context with a series of ever-shifting asymmetrical relationships. Arguably, this is considered as an acceptable or even necessary practice in his effort to claim his authority into the matter in saving his negative face and this is cleverly camouflaged in a form of a repressive humour in allowing him to play his authoritative card effectively and to his advantage.

Another type of humour used by John is situational humour as can be illustrated by Extract 7.18:

Extract 7.18

Context: John is explaining something which happens at the beginning of a discussion session when someone walks in.

1	L :	((Door opens, someone walks in)) Well, hello! This is Dan!
2	S :	((Laughter))
3	Dan :	Hello, everyone!
4	S :	((Laughter continues))
5	L :	((Explains to Dan)) It's it's Mazlin has just come in and she's
6		observing the class for a different reason.
7	S :	((Laughter))
8	Dan:	Oh!?
9	L :	Dan is erm, have you met Dan?
10	S :	Yeah, yeah. (xxxxxxxxxxxxxxx)
11	L :	Oh yes, yes, of course!
12	S :	((Laughter)) ((Parallel voices)) You're rather hot this week.
13	L :	I am hot this week, Andy!
14	S :	((Laughter))

There are a considerable number of humorous instances that are illustrated by this extract and because they occur in such a short extract, it is very interesting to analyse. One can clearly see that this extract is full of laughter (five instances of laughter), which is an unusual phenomenon in a formal context such as a classroom that seeks from us to understand that the humorous instances here appear to be highly

contextually driven. This means that only members of the CofP with specific shared knowledge who can actually understand the reasons behind the bursts of laughter. When Dan enters the classroom and then greeted and introduced by John, Dan, who is not part of the CofP before, seems to be puzzled by the laughter that erupts since it is an unusual occurrence to be greeted with 'laughter' (line 2). Dan suddenly realises that he has walked into an unfamiliar territory with a specific shared knowledge of the happenings in between members of the CofP itself. It is apparent since John has to explain to Dan about what the laughter is all about, 'It's it's Mazlin has just come in and she's...' (5-6), followed by laughter. Dan, seems perplexed, then acknowledges it by simply saying, 'Oh!?' (line 8), and this indicates that Dan does not fully understand the extend of the humour that is happening, which may be only exclusively shared by the members of CofP who truly get and appreciate the humour. Even with the brief explanation, it does not explain fully what the small commotion is all about and my role as an observer and the fact that my presence with a distinct role is welcomed and regarded as being a part of the CofP with the same shared knowledge, decreases the effects of the observer's paradox. It is apparent in the casual way that my name is mentioned by John in the classroom. This thus highlights the role of ethnographical accounts and in understanding its endeavor in explaining such incidences, which is crucial for understanding rich interactional occurrences in sociolinguistic contexts such as this one. After the small commotion subsides, John asks the students if they know Dan and is responded by an affirmative answer with a detail of where they met Dan. John then responds with 'Oh yes, yes, of course!' (line 11), which represents a kind of self-denigrating humour for him to acknowledge the fact that he does not remember that little detail, which is responded by another bout of laughter. It then later brings out the mutual jovial emotion among the members of

CofP which spurs a male student to dare to construct and contribute a humour, which is affiliative by complimenting John by, 'You're rather hot this week.' (line 12) in which is reciprocated by John by him acknowledging that he is becoming quite popular that week, 'I am hot this week, Andy!' (line 13), and it is followed by a bout of laughter. This is an example of a very close-knit and established CofP who are comfortable with each other and can create humour in reciprocation which resembles familial aspects to it. In terms of identity, the authority of the lecturer is not affected here and by being approachable and witty, John has offered a small amount of autonomy for the students and this brings about an amiable kind of relationship shared between the members of the CofP. Therefore, John's use of humour in this respect can be regarded as a relational strategy in building rapport and maintaining relationships between the lecturer and the students.

CHAPTER EIGHT

Discussion

8.1 Introduction

This chapter will begin by discussing the most important findings in this study, in terms of the identity constructions of the three award-winning lecturers as examined in the three case studies (Chapters 5, 6 and 7). This will be accomplished by drawing upon interview data with the lecturers and their students, student evaluations of teaching and lecturers' teaching philosophies. Each case study will be analysed individually and comparatively to present a more comprehensive picture of lecturer identity constructions. The chapter will then move on to evaluate theoretical and methodological perspectives. Other prominent themes that have emerged as the original contributions to knowledge in this thesis will also be discussed here, relating to how the research questions have been addressed and their significance to the range of different linguistic sub-fields that are covered in the thesis. This chapter will conclude by discussing the original contributions that have been discovered.

8.2 Identity constructions and discourse styles

Here I will review each case study in turn by looking at lecturers' identity constructions and discourse styles in particular by providing additional data taken from secondary ethnographic data sources as specified above. I will also provide a comparison between the three award-winning lecturers by examining their similarities and differences that can be seen from the data analysis.

There is a number of important features that have emerged from the data analysis regarding the emergent identity constructions of the lecturers in this study. Here I will share the most significant insights from the data.

8.2.1 Reflections on spoken repertoire

In the interview data, the three lecturers evaluate their own speech styles and idiolect, presenting a variety of spoken repertoires across their classrooms and in order to attempt to enhance the teaching and learning opportunities of their students.

Ed acknowledges that his previous work experience in varied jobs prior to entering academia have shaped his personal, social and professional identities and led him into being the lecturer that he is right now. Being the only lecturer from the Arts and Humanities, he is arguably the most aware of the use of spoken repertoire in his classrooms. He commented on his style of speaking which is as follows:

Extract 8.1

I	:	So, you were saying that, when you were 16 or 18, you don't speak like this at all?
Ed	:	Uh, no, not at all.
I	:	Has it progressed over time, like…?
Ed	:	Yeah, I think, also, um, my accent has changed.

Here Ed is acknowledging that he had changed the way he speaks via his accent and that he did not speak like he does now when he was young. He admits that this is a change that has progressed over time and this has now led to a change of accent for him. Arguably, he changed the way he speaks to try to accommodate his idea of being at a more acceptably authoritative position that comes with a certain style of speaking. He continued to explain his rationale for this as follows:

Extract 8.2

Ed : I also, I mean, I remember when I was growing up that my mother would always say to me, 'Enunciate more clearly' and also to my brother, and it's a habit we had of speaking very quickly and mangling our words. Um, and I think I'm yes, definitely, from 18 to 19 onwards, I was very conscious of my pronunciation and how I use language, and try to hone it to some sort of, well, RP, which I thought was impressive. Now I realised, being a (xxxxxxx), that I was kind of deluded but, nonetheless that accent has stuck with me, in a sense, although I still slip into more vernacular forms.

He begun by explaining about his mother who always reminded him and his brother to enunciate clearly when it comes to speaking, mostly due to apparent tendency of speaking 'very quickly' and 'mangling' his words. Therefore, this is him trying to attribute his awareness of speaking clearly due to the influence from his mother. However, his response here also demonstrates his awareness of the stereotypes of accent and regional dialect and the influence that this has played, with him changing his identities, making a conscious decision to adopt a non-regional accent, which has changed over time, a realisation that initially came when he was 18 or 19 years old. Arguably, this decision of changing his spoken repertoire has an effect in giving his professional identity as a lecturer more credibility and this has made a good fit in the world of academia. His decision in changing the way he speaks or rather, staying in that new accent, trying to emulate RP, can be regarded as a form of speech accommodation in his effort to be able to exert himself in a more authoritative and more powerful identity position. However, it is also interesting when he made a note on his awareness about his occasional use of vernacular forms of language where he also embraces the idea of not being too authoritative. This tendency of using vernacular forms of language also arguably expresses machismo and preferred by men since they carry the elements of "masculinity and toughness" (Holmes,

1992:174), which arguably what Ed unintentionally tries to achieve as part of his identity. Even though he now admits that he was 'deluded' before by the influence of RP and social acceptance, he still uses the new accent which has become his identity.

Sandra also looks back to when she was younger and attributes her speech style to where she comes from geographically:

Extract 8.3

Sandra : I went to different schools. I went to grammar school until we moved to East Midlands. Love grammar school. Love learning music and other things. … My sister and I were bullied a lot when we were in school. I am from London so I speak differently and act differently.

She reiterates this when she reminisced about herself when she was younger, having to move from one place to another and attending different schools. The fact that she declares herself as being from London in the present tense and that she (still) sees herself and speaking and acting differently because of this, demonstrates that she still identifies herself as a Londoner and regards this as an important part of delivering her spoken repertoire, presumably via her accent and dialect. This also means that because of this, she acknowledges that she was moving away from London to places where people speak differently from her and this may have led to her struggle in obliging to the demands for her to adapt to the change even though she was trying to stay adamant to her roots. In the process, due to this and her background, she was bullied 'a lot'. However, this background, her awareness of spoken language diversity and the struggle that comes with it may be of an advantage in academic settings – she directly refers to a standard variety of spoken English that she is aware of using in her classroom settings.

To further understand and explain Sandra's discourse styles and approaches to teaching, which then reflect her constructed professional, academic identities, the following evidence from her Teaching Philosophy statement is notable:

Extract 8.4

> …in this transitioning from healthcare facilitator into higher education I begun to reflect on both these ecology aspects and upon the qualities of those individuals/mentors who had influenced my own maturing and developing skills; qualities which have left a lasting impression. They include the ability to encourage with (nonpartisan) positive reinforcement those endeavours, which would be fruitful, the valuing of comments, questions and dare I say opinions and the variety promoted in gaining and applying skills.

In Extract 8.4, Sandra reflects on her transition into academia and on other individuals/mentors that she looks up to, which affect her 'own maturing and developing skills'. She also wrote about encouraging 'positive reinforcements and valuing of comments and questions': these specific, linguistic reflections, are quite apparent in her spoken repertoire, as has been illustrated as in the analyses provided in Chapter 6. It is also apparent here that Sandra's linguistic style has been developed over time through her experience and people she admires.

On a somewhat different note, John attributed his increased awareness of the importance of language in his teaching career to the influence of his wife and family:

Extract 8.5

John : Besides my family, my wife taught me if I don't already know it, of the value of language. She's a linguist. A [xxxxxxxxxx] linguist, but she nonetheless has a scientific brain. She influenced me in getting more organised and structured in my approach.

Coming from a family of academics, John is aware from early on of the kind of institutional discourse that is commonly used in contexts related to universities. However, he mentioned that he is already quite aware of the value of language before the influence of his wife, who is a linguist, and this has strengthened that awareness further. Therefore, a speech accommodation in his regards will be in terms of using language which includes spoken repertoire in a more organised and structured manner in his teaching approach and this is how he exerts his identities professionally and claims his position authoritatively. He continued commenting on his use of language as follows:

Extract 8.6

John : I enjoy using English. I think I am quite fluid. A bit of showing off which is not really a good example.

John directly articulates an appreciation of using English language as he finds it enjoyable. He also acknowledged himself as being 'quite fluid' in using the language. The fact that he realises the potential and strength of using language makes him aware that it has a positive effect on his students.

This interpretation is supported by student data since according to them, John has quite an authentic and very distinctive style of teaching and interacting with his students. These are a representative sample of statements regarding John's teaching delivery provided by his students in his teaching evaluations:

Extract 8.7

> He was very engaging.
>
> Captivating interesting manner of speech
>
> Delivery was good and on a physical side, I could hear everything the lecturer was saying.
>
> Very good at communicating and giving examples and speaking around the subject!
>
> Great interactions and enthusiasm
>
> Extremely clear voice, which helped me pay attention

These examples are just some of his unique abilities in communicating effectively with his students, leading towards him having effective linguistic strategies in his speech style and linguistic repertoire, especially when engaging with students, enacting his professional identity as a good communicator very effectively, thus creating a good rapport and harmonious relationship between himself and his students.

8.2.2 Reflections on favourite words and phrases

When I asked the lecturers about their favourite words or phrases that they like to use in their classrooms, I received a series of interesting and quite similar responses from all three of them:

Extract 8.8

Ed : …The words I like to use is like 'folks' and 'gang' in kind of ironic way. Vocatives would play a large part. That's a very good question. Actually. …Depends on the lecture or seminar, which is at stake. I don't think I have recurring words really. From PGCE you are encouraged to put things you want to say in writing or in slides, but it can be inhibiting. There's a risk of being predictable. I don't think I have a particular signature words that I use to refer to particular

groups. Discourse markers? I think I use 'Okay', 'Okey dokey' a lot, something that has warm jingles to it.

Ed struggled slightly in the beginning in providing the answer to this question but he managed to still provide some words that he thinks he frequently likes to use: 'folks', 'gang', 'Okay' and 'Okey dokey', which he described as being used ironically and with warm jingles to it, indicating his inclination towards more informal use of words, which are not considered typical academic discourse. He, therefore, assesses himself as preferring to use this informal style as his frequent repertoire in constructing an approachable persona and being less authoritative as his professional identity and again, this evidence is borne out in the data analysis that we have seen in Chapter 5, Extract 5.1, when he used discourse markers, 'Right, okey doke.' (line 10).

Sandra also paused before remembering some words and then providing them to me:

Extract 8.9

Sandra : I don't know. … "Right!", "Absolutely right!", "It's really good.", "Paul has something to ask and it's a really good one.", "That is really good".

Sandra begun to address the question by admitting that she does not really know or notice the words and phrases that she likes to use in her classrooms. Only after thinking about it, could she come up with the examples above, which can be connected to her aspiration on using positive reinforcements as stated in her teaching philosophy as provided earlier. Looking at both Ed's and Sandra's responses here, their hesitations in the beginning convey that, not only is this question quite challenging to answer, but it also shows that as much as they like to think that they are aware of their use of language, they do not really realise the actual use of words or

phrases especially those they like to repeatedly use. However, after a few moments of trying to reflect on it, only then they can provide some answers. This observation also applies to the next case study, John.

As mentioned before, John's response is similar to Ed's and Sandra's. He also expresses how he does not know how to answer it, but as he thinks for a moment, he finally replied as follows:

Extract 8.10

John : I don't know. I'm sure I have some but I don't really know what exactly it is. … I might say 'essentially' quite a lot.

John started with 'I don't know', the same response given by Sandra, before he went on to say that he is sure he has some but he just does not know what they are. He then provides an example of something he likes to use a lot, 'essentially'.

When we compare the three case studies, this also shows that when it comes to providing the words they actually like to use in their classrooms, there is a lack of reflection and awareness in that respect, which is arguably not due to ignorance or lack of heedfulness, but to the fact that language use is such a natural process in such social events like classrooms that they do not pay that much attention to it. To them, they use language so naturally in conveying what they want without much thought or self-realisation to whether there are certain words that they often use, and if there are, what those words are specifically, which leads to why a study such as this one can be a revelation in addressing these questions. However, since language use is non-arbitrary, the words they unconsciously choose to use will have an effect towards their

students. Arguably, words that they do use will be out of their objectives in achieving goals and intents and in their case, the learning outcomes for that particular lesson or moment.

8.2.3 Reflections on academic discourse

The lecturers' reflective views on academic discourse are also quite revealing in terms of performing their identities. Ed was asked about his use of academic discourse and this is his answer:

Extract 8.11

I	:	Do you think you draw away from typical academic discourse?
Ed	:	Yes, like creating a non-existing word etc. I don't think you should use academic discourse for its own sake. What amuses me is talk of the everyday like biscuits, or breakfast cereals, which is amusing. It can become staple discourse. It seems a bit silly but I can't help myself. But I do use big words, it's the commonplace things that stand out even more.

We can see from his response that even though he still acknowledges the use of big words, which is according to him is more commonplace and will stand out even more, he also believes that one should not use academic discourse for its own sake. He is trying to use his own version of academic discourse, like creating words that do not exist and also presenting the use of everyday language like talk about 'biscuits' or 'breakfast cereals', which he finds amusing. This way, he is trying to draw away from the typical academic discourse and use more relatable words and topics as part of his linguistic repertoire, which is his way of constructing a professional identity that is unique and different, with the potential of coming across as more accessible and approachable to his students.

Sandra thinks that she is 'made' to be a lecturer, which shows how she feels very strongly and passionately about teaching:

Extract 8.12

Sandra : I think I am made to do this. Now more and more contactless. Less directed. How education is changing. It can be a blend but can never be without a human contact. We're human beings, we gravitate in academic discourse.

Though acknowledging that education is changing now with it being 'more contactless' and 'less directed', she still believes that an approach to education 'can never be without human contact'. To her, academic discourse helps her in reaching out to her students as 'We're human beings, we gravitate in academic discourse.' Building human connection through teaching is important to her, and therefore, the academic discourse used by her will be one that assists her in achieving that connection.

John, on the other hand, talked highly of academic discourse when he reiterates as follows:

Extract 8.13

John : Sophistication in using language is expected in academic language.

Here he claims that sophistication in using language is something that is expected by the academic community since it is the expected discourse institutionally. However, his interpretation of the sophistication of using language is not necessarily constrained to just 'big' words as he continued to talk about how he regards his use of academic discourse as follows:

Extract 8.14

John : I use normal words and swear but I don't dumb down my usage of language. I like to inculcate and foster the love of language, of reading and proper writing. Intellectual pursuit, I want to challenge themselves to be using language in proper ways. It's different for science field students as oppose to social sciences when it comes to appreciation of language. I once asked the students to describe the big words to see if they understand them since it is important for them in mastering their studies.

John asserted that he uses 'normal words' but without dumbing down his usage of language. This means that he does not use the academic discourse that is always polished and impressive. However, he also does not believe in belittling the academic discourse to the extent that it becomes less effective. He likes to inculcate and foster the love of language and of reading and proper writing to his students since he believes that language is the key towards intellectual pursuits, and this leads to the construction of his professional identity. Realising that his students, who are from the science field, may have a different appreciation of language compared to social sciences students, he aspires to make his students regard language as an important tool in their process of acquiring knowledge and becoming intellectual human beings.

8.2.4 Reflections on humour

All three lecturers use humour, as we have seen, but to very different degrees and in different ways. This clearly demonstrates that there is no one good way of doing humour – it depends upon the individual's linguistic repertoires, and whether they can be considered as a predominant user of humour, which means having strong inclinations towards using humour or not.

Ed, who is a predominant user of humour (33 occurrences across 5 classrooms), reflects on his use of humour in the following extract:

Extract 8.15

Ed: I can't really help myself from telling jokes or making silly quips all throughout a lecture. Um, two-fold, really partly, it amuses me slightly, but the main reason is because I think, I like to get people's attention, and I like to be a bit unpredictable. Um, I think that focuses people…But that is, I suppose, I am constructing an identity. I'm very much aware of that, because I think I want to present something differently from other lecturers, and it's something I feel comfortable with and I don't feel so comfortable with more, formal forms of delivery. And so, I'm, I want to make it fun where possible fun and interesting.

Ed expresses how he loves using humour, clearly demonstrated by his answer. However, he can also be seen as being quite aware of his use of humour and its effects towards the students. To him, it is his way in performing a different type of identity when compared to his colleagues, so that he stands out and is different from other lecturers, and this is what his use of humour helps him to do. He also acknowledged his use of humour as him 'constructing an identity' and that he is 'very much aware of that'. It is also something that he feels comfortable with as opposed to more formal forms of delivery. To him, using humour can help make his classes 'fun and interesting'.

When asked further on the impact of humour, he reiterated as follows:

Extract 8.16

I : Alright. What do you think of the impact that you might have made from being, you know, using humour and all that?

Ed : I, well, I like to think that it's positive as a whole. One thing I've learnt is, and I'm always thinking about this, is, not everyone, for example, if I deliver a pun. Puns are, of course, depend on a sort of cultural shared knowledge. And so non-native audience may not be so receptive,

whereas the native audience would pick up on it, they may laugh, they may not, some may groan. Um, so, it can sometimes fail. But, I think the point is that even if it fails, that in itself is a success, because it's making the effort, I think…It's a way of bringing them back…but I want to keep people on their toes, and I think by being surreal helps with that.

Even though Ed 'likes' using humour and hopes for positive effects, he also acknowledges that humour might not work for everyone due to cultural barriers and individual preferences. However, he is optimistic about the use of humour and its effects generally, arguing that 'even if it fails, that in itself a success' since according to him, it is the 'effort' that counts. To him, humour is also a way to retain his students' attention and keep them 'on their toes'. He is very aware of the kind of humour he uses when he mentions 'puns' and 'surreal' as forms of humour that he uses in his classrooms, seen in Chapter 5. Humour is thus a key tool in his classrooms for ensuring that his pedagogical goals are achieved. He also would like his students to remember him putting effort by using humour in reaching out to them and this is his way of constructing his professional identity in the classrooms.

When asked about a person who inspires him to be a good lecturer, he related his answer to this person that he looks up to, who incorporates humour in his talks:

Extract 8.17

Ed : I like jokes and humour. I incorporate movies and things I see. There's someone that I look up to, Ken Robinson, Ted talk speaker…He lectures what's very profound and serious, but in a humorous way. But not compromising the seriousness of what he is saying. If anything the use of his interludes foregrounds the importance of what he is trying to convey.

By doing this, he is emphasising how important he thinks humour is, not just for his teaching per se, but for the sake of effective communication, especially in conveying good ideas and important things in life. He also asserted doing humour as what helps to construct his identities as a lecturer, which puts him apart from other lecturers. He comments that Ken Robinson successfully incorporates humour in his talks without abandoning the seriousness of the subject matter discussed, and that is what he aspires to be and tries to project himself as in his classrooms.

Upon being asked about his obsessions with using puns, his response is as follows:

Extract 8.18

Ed : By association, I think. Something that I develop over time…Not everyone appreciates it but it still takes you out from their reality etc. But I try to not over-do or it becomes predictable. I like to do self-directed jokes, self-degrading, ridiculing myself. You show another side of you. Human being, that you are normal and not perfect or high up there.

This extract shows that he uses puns and jokes as offering a form of entertainment and diversion for students. He also expresses his belief that, by using self-denigrating humour, he shows a different side of his identity, arguably integrating an element of personal identity, which he describes as coming across as a 'human being, that you are normal and not perfect and high up there'. Here, he is expressing his reflective view on his power dynamics as a lecturer, which is his effort to be accessible and to not be perceived as highly authoritative. Arguably, this is also part of his relational strategies in reaching out to students and conveying the notion that one does not have to be carrying a 'powerful' persona or strongly authoritative characteristics in order to be respected and effective as a lecturer. Therefore, authenticity as a 'normal', and not

'perfect human being' can arguably create a more powerful persona by demonstrating empathy through humour.

He also directly references the use of humour in his reflective Teaching Philosophy statement:

Extract 8.19

> I aim to make learning fun, but without compromising academic content. Levity often features in my teaching delivery. I have a predilection for puns, witticism and visual quips, all of which are both strategically and spontaneously integrated into the content of lectures and seminars. Judiciously using humour in this way I find enhances student interest and participation, enabling me to consolidate the points I'm seeking to explain and ultimately promote learning.

He intentionally incorporates humour throughout his classrooms as he regards humour as helping him with the teaching and learning process. He acknowledges that he has 'a predilection for puns, witticism and visual quips…' in his teaching. Humour with punning effects is one that he constantly uses (as discussed in Chapter 5) in his classrooms, and which he integrates into his teaching content, both planned or unplanned. He is also completely aware of the types of humour he uses and to what effects that he aspires for by incorporating them as linguistic strategies in his teaching to 'promote learning'. Therefore, he sees lowering his authoritativeness by using humour as a key part of his discourse repertoire helps in bridging the gap between him and the students, and thus create a good rapport and relationship with them.

If we look at the student data, one of Ed's postgraduate students describes his use of humour as 'Ed's thing', thereby acknowledging what a fundamental part of his professional lecturing identity it is. Another student wrote in his Student Evaluation of Teaching that Ed's lectures were 'funny and enjoyable'. Here is an extract from an interview with one of his students, which supports the idea of the positive side of his use of humour and his effort in bridging the power gap and the institutional hierarchy between the students and him:

Extract 8.20

I : What do you think of your lecturer's approach to teaching generally?
S : Very different I'd say. He is sort of very unique, but in interesting ways. He's very laid-back, very humorous, very witty. He likes to keep sort of the tone a certain level, which is not too serious, not too formal but quite fun if you like and I think it's a very interesting way to engage the students. … Jokes and humour, and they were very relatable and you might have heard of them before or they are easy to understand. … Ed has always been positive in his humour. … Funny and light-hearted. If I was going to take anything away, if I was gonna teach, I think it would definitely be the personable approach that sort of come to a level and not so up there acting so superior to your students, engaging with them and getting them on your side.

From this extract, we can see that the student keeps mentioning Ed's use of humour, which proves that Ed incorporates humour significantly in his teaching and that humour he uses has a positive effect on this student. The student describes his classrooms as 'not too formal' and 'very laid-back' and acknowledges Ed's effort as effective in minimising his power through informality. Ed's humour was regarded as positive, fun and light-hearted and because of 'the personable approach', he is seen as 'very unique' and 'interesting', which is how Ed constructs and enacts his personal identity to his students. Because of his 'very relatable' and 'positive' humour, described by the student as 'personable approach' and 'not so up there acting so

superior to your students', he appears to be more accessible and humble, and this also illustrates his personal identity construction and how he successfully manages to blend this with his professional identity construction. The student describes his 'personable approach' as his way in 'engaging with them and getting them on your side', which is an effective strategy on his part and one that is aspired to be emulated.

Sandra also uses humour significantly (32 occurrences across 5 classrooms) and acknowledges her use by claiming the following:

Extract 8.21

Sandra : I use humour to mask my shortcomings, black humour, satirical humour. I will make or say something silly of myself to mask my shortcomings. I turn it on myself to relate to students, sharing my experience as well.

In her reflection on how she uses humour as part of her professional identity construction, Sandra reports using self-denigrating humour in her effort to be more relatable to her students. This is her way of closing the power gap between her and her students, exerting her professional identity in an approachable, non-hierarchical way that works to minimise power differences. She continues commenting on her use of humour as follows:

Extract 8.22

Sandra : Belittling myself to cover students' mistakes or weaknesses. I know not all students, maybe 30% like and understand my humour…"You know, it's only this year that I've got you." So, I know there are students who did not get me before. So, it's normal for me. I'm aware of that. Sometimes you go too far so it's something to balance.

Sandra states that she uses self-denigrating humour to cover her students' 'mistakes or weaknesses' sometimes. In politeness terms, this can be perceived as her politeness strategy in addressing their negative face needs. However, she also realises that because of her tendency of using dark and self-denigrating humour, her students might not get her right away and only after a few sessions, they will finally understand her. She also acknowledges the risks in using humour and therefore she tries to balance it cautiously in avoiding misunderstandings. To her, even though she likes doing humour and she believes she has her good reasons for doing so, it is really a balancing act.

John also incorporates humour in his classrooms, occurring 28 times across five classrooms. Upon being asked about his use of jokes or humour, this is what John has to say:

Extract 8.23

John : It is important to me as if not it will be too content driven. So it gives the chance for the students' brain to jump somewhere else. Giving them breathing space really. As students you lost it. It's an educational technique that is effective to me.

It can be seen here that similar to Ed, John regards humour as an important part of his teaching, offering the students the temporary relief in between having to process knowledge and information, especially when it involves modules that include difficult concepts. He even considers humour as 'an educational technique that is effective', which grounds the finding of this research with regards to using humour as a linguistic strategy in classroom interactions. It is also his way in constructing his professional identity. Touching further on the effectiveness of humour, he nonetheless

reiterated that there are a few considerations that he ensures in adopting humour in his classrooms:

Extract 8.24

John : I supposed students appreciate them. I bear in mind there are different kinds of students. The serious ones and not so serious ones. Feedback of students, … I hate this subject but the way it is taught is great so it's fine. That's something that makes you feel good about teaching…But now teaching feels more like a chore which should not be the case. Education process should be more respected. It's about the person, communication, interactions. If they are taught by enthusiastic person, that helps.

Though he thinks that students appreciate his humour, he also acknowledges that it is no guarantee that it will be liked by every student, especially students he calls the 'serious ones'. He also regards student feedback as important to him as it gives him the information that he needs to know as a lecturer and which makes him feel good especially when they mention positive things about his teaching. However, he also laments the fact that teaching is becoming 'more like a chore which should not be the case'. To him, the process of education should be respected since he realizes that he is dealing with human beings, and humour can help in this regard, and according to him, since 'it's about the person, communication, interactions.', being enthusiastic (including doing humour) is his way in constructing his identity in the classroom and promoting learning.

His student teaching evaluations also support this claim of his use of humour and its impact on students:

Extract 8.25

> Gave comic inputs which lighted the mood and made the important aspects easier to remember
>
> I liked the lecturer's jovial delivery.
>
> Clearly understood, entertaining as in he has humour which is rare in the sample of lecturers I have been presented with
>
> Funny and has hilarious tangents

These examples from student comments have shown that his use of humour in the classrooms helps him connect with his students and stimulates their interest in learning. The students acknowledge his effort in incorporating humour in his teaching as having a positive impact on their learning. They also regard his inclination towards using humour as refreshing, unique and effective, and therefore suggests positive effects of humour used in his classrooms. This means that they recognise humour as a unique part of his identity.

8.2.5 Reflections on teaching as performing

In discussing constructions of professional identity, the interviews with the three award-winning lecturers also include teaching as performing. Ed regards his professional identity construction partly by using humour which is as follows:

Extract 8.26

Ed: I'm prone to the degree of being flippancy, comedian routine, it's a show, it's performing.

His comment on teaching as a show and performing demonstrates that while teaching, he is acutely aware that he is engaging in the performativity of his identity (Benwell

and Stokoe 2009), actively performing a version of himself, which he evaluates as one that will engage students the best. And upon being asked how he presents himself as a credible lecturer, his answer shows his resistance to more traditional methods that he directly terms 'professional identity' more of his identities and his views on a credible lecturer:

Extract 8.27

I	:	How do you present yourself as a credible lecturer?
Ed	:	Well, I don't think I do. It's the opposite. The notion of professional identity to me if it works all the time that it does not give (xxxxxx) and quirkiness, it is rather pompous to me. I like to be enthusiastic, engaged, and want to share things. Passion and excitement to share with other people punctuated by the way I believe.

Ed firmly stressed here that he does not present himself as 'a credible lecturer' and he believes that a lecturer does not have to act too professional all the time to claim respect from students. Instead, being 'enthusiastic' and genuine will help reflect his professional identity, who is committed with his role as an academic to impart knowledge. Engaging with the students effectively and genuinely without having to be too 'professional' is his way in constructing his identity as a lecturer.

Sandra, upon being asked if she is herself when she teaches, responded to the question as follows:

Extract 8.28

I	:	Do you think you are being yourself when you teach?
Sandra	:	Yes, I do. Jack of all traits master of none. I'm an optimist. I'm a glass half full and not half empty. I am a bit mad sometimes. Spontaneous. With men, I'm quite shy in social situations. I am a performer. I enact

myself in a certain way. What a situation calls me to be. My experience in life taught me that.

Sandra feels that she is being herself when she teaches, regarding herself as an 'optimist' and as a 'Jack of all traits master of none'. 'I am a performer', she claims, which is similar to Ed's response of teaching, describing it as 'performing'. She also claimed that she enacts herself a certain way according to the situational needs, and she will then presumably perform the role. Her positive outlook and ability to be flexible has been translated into her teaching approach, which construct her professional identity. She has a dynamic personal identity that can change according to circumstances and arguably, being flexible is her true characteristic which allows her to embrace her empathetic self, enacting roles as she sees fit. This is apparent in her way of showing empathy while at the same time being firm as a lecturer (as discussed in data analysis in Chapter 6, in Extract 6.1, when she addresses her students' negative face needs after she identifies a group with a problem).

John, when asked about performing in teaching, has relatively similar idea to Sandra about it when he replied as follows:

Extract 8.29

John : Yes, it is exactly what it is. Not all will agree. You need to perform while being yourself. I'm not trying to be anything different but trying to perform by communicating your best.

John unreservedly claimed that teaching is performing by saying that 'it is exactly what it is' and realises that not everyone will agree with his statement. He continued by saying that 'you need to perform while being yourself', which is quite similar to

what Sandra asserted in her response. John here is trying to emphasise the role enacted by him as a lecturer as performing while teaching and at the same time to remember to be 'himself'. He asserts that when he is performing his role as a lecturer, he is still being himself who tries to communicate and teach effectively.

The three lecturers agree that teaching, to a certain extent, is performing but also by embracing their authentic self as a lecturer. Their responses also suggest that they try to construct and enact a certain identity in making sure that they achieve their pedagogical goals.

8.2.6 Reflections on age and gender

In reflecting upon the identity categories of age and gender, Ed reiterates that he feels that he is still young, suggesting that numerical age should not determine how he should be while teaching:

Extract 8.30

Ed : I feel I am still young…Movies, songs etc. That's why jokes and puns are a delight. I may be a bit juvenile, I don't know. But I sometimes jump around.

He regards using humour as helping him reach out to the students and bridging the age gap between them. He also claimed to be a bit 'juvenile', and that sometimes he 'jumps around', portraying his childlike identity. This shows his idiosyncrasies as well as his authentic self, which arguably is his relational strategy in narrowing the gap between him and his students. This thus helps in shaping different kinds of expectation of students towards him, and arguably debunks the idea that a

prototypical ‘university lecturer’ is supposed to act in a certain way when they are at a certain age. He portrays to the students that he is comfortable being himself without compromising his ‘authoritative’ role as the lecturer.

When asked about the impact of gender identity on his teaching practice, Ed’s response is as follows:

Extract 8.31

Ed : Gender is an interesting one. I think I am extremely sensitive with the materials that I present might be somewhat topical. I am conscious about talking about men and women and their health. Maybe quite a taboo subject. It makes me think that I’m a man talking to mostly young female students. I try to not make myself invisible. But to downplay my authority or my masculinity or dictatorial kind of man. It’s part of your identity but to downplay it might be the way to deal with it. But it’s who you are. You can’t hide from it. These are subjects which are sensitive to everyone. That speaks about humanity. Talking without confronting people. You have to be careful of what or how to say things that might offend others. I feel like a super hero trying to do what’s right. ((laughter))

Ed’s response acknowledges that gender is an interesting and sensitive issue, saying that it can be quite a ‘taboo’ subject and therefore, he tries to be more mindful when it comes to this. As a male lecturer, he also understands the effects of gender towards the students and thus, he tries to downplay his authority or masculinity as a way in dealing with this issue. However, he realises that gender will always be omnipresent as a part of his identity and so, he has to be careful with his choice of words so as to not offend anyone and in doing so, makes him feel good doing the right thing, ascribing to himself the identity category of ‘superhero’.

From earlier analyses of openings and closings as well as humour used by Sandra in her classroom interactions, her observable paternal identity is also quite apparent and is shown to be used effectively in making the students to follow her orders, which can be justified as working towards the students' advantage. Arguably, this shows gendered and paternal ways, giving her an advantage in handling the students. This can also be regarded as a prime example of her doing 'power' (Holmes and Stubbe 2003) effectively in a classroom context. In terms of gender, Sandra can be seen to be enacting the 'mother role' (Wodak 2003), when she (as a professional) puts herself in a position that makes her feminine social role a strong and prominent one by showing her success in controlling her 'child' (adopting the role of one with authority to a subordinate). This is also illustrated by the professional participants in Holmes and Stubbe (2003) when they adopt the mother role by being both 'bossy' and 'nurturing' at the same time in their leadership roles at work. This says volumes about the positive role that gendered discourse can play in forming successful classroom control. The paternalism associated with the mother role is also directly acknowledged by Sandra herself during interview in the extract below:

Extract 8.32

Sandra : But I can also be completely draconian and very paternal and very you know, I can clap my hands together to get complete attention and then say something like emm (.) we meant to be paying attention to this and I can tell you that your now professional body people will be struck of struck of because of exactly this.

Sandra here is seen to identify this paternal identity that she projects to her class at times by reflecting on what she says in her classroom. Therefore, as a female academic, the mother role can be considered as both positive and negative politeness devices for her in enacting power and constructing her gendered identities in ensuring

effective class control and positive directions of the CofP that she is in charge of in terms of effective teaching and learning. By sharing this awareness of her paternalistic instinct in her classroom practice, arguably she is acknowledging the gendered power that comes with it and which she at times plays to her advantage in the process of demand and control. She demonstrated the hand-clapping twice for immediate attention in the closing extract of one of her laboratory sessions (see Chapter 6, Extract 6.10), showing her paternal identity that she brings to the classroom to her advantage.

She drew attention to gender as an important aspect in her awareness of her identity while she was growing up:

Extract 8.33

Sandra : Four older sisters. I'm the youngest of four. I grow up around forceful women. I find men quite scary. Not having a father figure or male figure in my life…Forceful male in the room I've had to really learn how to handle. I'm scared and intimidated by it. But now not anymore. Maybe because of my experience with my kids. You learn to manoeuvre.

It is interesting to note how she believes that experience growing up 'around forceful women' and not having 'a father figure or male figure in her life' has shaped her identity as she comments that she was scared and intimidated by men, which she describes via the noun phrase of a 'forceful male' in the classroom. However, she is not scared of men anymore and that she has learned how to handle them over time and to 'manoeuvre' situations. These experiences in dealing with different genders have led her to adopt a more flexible and effective approach, depending on contextual demands, which contribute to her identity construction as a strong female.

She also attributed her views on gender to the traditional way that she was brought up:

Extract 8.34

Sandra : I don't know as I don't know how it feels to be a man. ((Laughter)) I struggle to balance all of those tasks that I want to be more than average in. Brought up to have very strong work ethics. I don't know what a male thinks about that. Maybe to read a literature on male. Of a burden of men as a sole bread winner…I was brought up very traditionally, to work hard. I can sew and cook etc. all the traditional roles that a female should have leads to paternal instincts.

Sandra draws attention to the fact that she was brought up with very strong work ethics, and very traditionally, which demanded her to work hard and to be able to do 'all the traditional roles that a female should have' and all these, according to her, have led her to have 'paternal instincts', which is very important to her as this is how she constructs her professional identity in the classroom.

When I asked her about whether she perceives age to affect her teaching practices, she responded as follows:

Extract 8.35

Sandra : I don't feel my age. I am 57. I just feel that I am. I am who I am. Age of course matters, you have more experience…Having lots of different interests, informs you and alert you on how to better approach teaching.

Sandra initially conveys the message that age should not be a hindrance for you to perform your best as you should just be comfortable being yourself. However, this does not mean that she does not regard age as important as she further explains, 'Age of course matters, you have more experience.', thus acknowledging that age and experience can be the contributors to good teaching practice.

John, when asked about whether gender affects his teaching, responded quite differently:

Extract 8.36

John : I am middle-aged, white, male, atheist. I worry about it subconsciously. It impacts on how I behave and teach. It might have a strong impact I guess. When I talk about the difference between male and female in terms of their (xxxxxxxxx) I emphasised the fact about it…Jokingly I self-denigrate myself as a male, and I got a very negative feedback because of that. Some students may be more affected by this. I was brought up in an open kind of background. Exposed to gay friends etc. So, I don't actually have problem accepting it but I find it quite hard when addressing someone of gender neutral, I don't know quite what and how to say. I apologise immediately in the session. But apologising about it means that it's a bit absurd.

John is clear in his own reflective identity categorisation of himself as a 'middle-aged, white, male, atheist', highlighting his awareness of the effects that social variables of age, ethnicity and religion can contribute to his teaching. He mentioned the negative feedback he received due to his male self-denigrating humour, and from there he knows that this is not an issue that can be simply brushed off. Because of this, he becomes consciously aware about how to approach this sensitive subject. Sharing his view on the topic of gender, he explained that he was brought up in an 'open kind of background'. Thus, this means that he has no problem with people with different gender or sexual orientation. However, he feels that it is not so easy to create an inclusive environment that will meet every student's needs. He also admitted that dealing with 'gender neutral' students especially can lead to him being awkward, since he is simply not sure how to address them. He expresses his worries here as he finds this situation quite challenging. John has raised two very interesting issues here on the challenge of creating an inclusive atmosphere that will cater to everyone's

needs, which is a very valid concern on his part. From John's comments we can see that he is aware that gender plays a role in his identity construction alongside how this is integrated with the other social identity categories he ascribes himself. He knows he has an important role in how he interprets student identities, which also affects his own identity constructions in the classroom.

When asked on the role that age plays in teaching practice, he responded as follows:

Extract 8.37

John : I'm still young relatively if compared to other colleagues, so I am very close to my students. As the gap is not so great. An air of formality with the students helps with age gap but I worry about it as it might make the gap bigger and it's hard to create that relationship that I hope to achieve. I'm conscious but I'm not so worried about it. Now and before, changes in level of experience, (xxxxxxxxxx) the change in the way I interact with my students.

John affirmed that aged 40, he is still relatively young compared to his colleagues, and that is why he perceives himself to be close to his students, since their age gap is not that big. However, even though age can be an issue for him in the future, he is not so worried about it. He also acknowledged that with age, levels of experience will also change and this helps in the way he interacts with his students, which is quite similar to what was claimed by Sandra. Therefore, according to John and Sandra, age goes hand in hand with experience and can help them perform an experienced, authoritarian and professional identities.

8.2.7 Reflections on power and authority

Ed's view on power and authority is he does not want to appear too authoritative to his students as he thinks that it will draw them further away from him. To him it is more important to bridge the gap rather than to exert authority and power:

Extract 8.38

Ed : I must admit I think if I put myself against other colleagues, I might be less authoritative on certain things. Like student eating in the class, some might say they're not supposed to. I might be quite reluctant to say that and try to understand why they need to eat there and then. Also because they pay a lot of money. But I like to make it relaxed atmosphere, and create an approachable persona. I'm deeply suspicious of hierarchies. It shows in the way I dress as well, quite informally. The influence of authority of home and [previous job] as well. I may be completely wrong but that's how I see it. I am relatively laid-back and not really authoritative. I'm student-centred. I try to understand students. Universities are using normal language in their communication or marketing etc. So who am I to be so authoritative?

From this extract, Ed has emphasised further his preference in not overtly enacting his power and authoritativeness upon the students too much. He favours exerting himself as someone with an approachable persona and who is student-friendly. Therefore, he tries to create a relaxed atmosphere in his classrooms and appear as a relatively laid-back lecturer. He also tries to identify himself as upholding the institutional discourse, which he claims as to be going on the normal language route and therefore questions, 'So who am I to be so authoritative?'. Therefore, this is arguably how he exerts his coercive power and constructs his professional identity in his classrooms. This also suggests that changes in terms of language use at institutional level can also make academics to reflect on or change his/her own use of language, thus implying that language use in institutional contexts will continue to evolve with time and demands.

Sandra does power and authority quite overtly and explicitly in controlling her classrooms. Her authoritativeness is also acknowledged by her students as one of her key personal characteristics and identities. However, it is also interesting that they rationalise her approach as being necessary and helpful in achieving better classroom control and in offering beneficial outcomes for their learning. The following extracts from her students' interviews are representative of the views expressed by the student interviewees and will demonstrate this point further:

Extract 8.39

I : What do you actually, the first impression that you get when you see her in the first session?

S : The first session, she came across quite a strong character maybe, ya. Emm (...) sort of she makes herself known and maybe did that to show that she was in charge, that kind of thing, but in a good way and that there's a boundary for respect straightaway.

From Extracts 8.39, we can also see Sandra as having strong and paternal characteristics in her enacted identity in her classrooms. We can see that Sandra's student regards her strong approach as good and that it establishes a boundary which should be respected by both parties. We can also understand from these extracts that she welcomes this especially in the first session since their roles and responsibilities in that CofP have been set quite early and very clearly. This is apparent towards the end when the student says, 'to show that she was in charge,…but in a good way…' Arguably, setting expectations and establishing boundaries early on in Sandra's case can help create a good understanding for the students of the kind of CofP that they are a part of. This also clearly illustrates Sandra's authoritativeness and the effective way of her doing power in the classroom.

The following interview extract is from another student of Sandra's:

Extract 8.41

I	:	How would you describe the atmosphere in her classroom, and why?
S	:	It's quite subdued compared to other classes. But I do think that's because people are a little bit scared. Because we've all seen her get angry one or two times, and she's really nice, but no one gets on her bad side //laugh//
I	:	//laugh//
S	:	But I think that's kind of good thing in a way.
I	:	Can you maybe elaborate on that that being a good thing?
S	:	Particularly my course, is really loud, and no one no one turns up. and when they do turn up, everyone (xxxxxxxx) or still drunk or they get hungover, whatever, and I think you know, with other lecturers they might just talk over them or not listen. But with her, it's silence. Unless she says you can talk.
I	:	Oh really?
S	:	So in a way, it's better for our learning because you can actually hear what's being said and you can actually finish the lesson content.

From Extract 8.41, this student can be seen to describe Sandra as having an authoritarian identity, that 'people are a little bit scared' of her, but she then describes it as a good approach: 'But I think that's kind of good thing in a way'. It can be seen here that her student acknowledges her authoritativeness as having a positive impact towards the students' learning as a whole, albeit with some hedging: "So in a way, it's better for our learning because you can actually hear what's being said and you can actually finish the lesson content." I would like to argue here that Sandra's paternal enacted identity here as having to do with her gender, when she enacts herself as a strict mother figure interacting with her child. This gendered discourse is quite apparent in this extract, when the student explains: 'with other lecturers they might just talk over them or not listen. But with her, it's silence. Unless she says you can talk.' This shows Sandra demonstrating an effective mother role when she is being strict with her students in controlling her classrooms. Therefore, it is also due to this,

that Sandra's case is unique and her teacher identities of a balanced combination of being firm and affable are authentically hers.

However, it should be understood that, even though this strong personal trait in having an authoritative voice helps Sandra in exerting her power in the classroom towards creating a positive effect, it might not be suitable for emulation purposes by others as it might not yield the same results from the students. Arguably, exerting power too strongly in a different context and by a different lecturer for a different audience can lead to the creation of a negative impact on the part of the students, which must be avoided. Sandra here has formulated a balance between being firm and amiable, striking a good balance between transactional and relational talk, depending on what the context may require. This ability to use varied or even contrasting gendered but influential ways to interact with others and convincingly make them aware of things they need to adhere to and then convey socially appropriate intentions, an advantage that Sandra has, which can also be regarded as part of a wide-verbal-repertoire (Case 1995; Holmes and Marra 1999). This therefore shows how her professional identities are negotiated, constructed and strengthened through her use of wide-verbal-repertoire, where "combining stereotypically feminine and masculine speech styles can be observed" (Mullany 2007a:74) in her effort to take control and ensure that learning is taking place on the students' part.

John, on the other hand, articulates that he does not believe in being too authoritative in the classrooms. Here, he discusses the importance of a good teacher-student relationship:

Extract 8.42

John : Ideal teacher-student relationship is having good collaborations, we are on a journey together heading towards something, working together in creating good things. Having bonded with the students is important. Having an informal relationship with the students to make them more susceptible to talk to you. Creating informalities is important as it makes me feel comfortable. It's going against the traditional values of academic teaching. Sometimes some formality helps make things clear of their positions and rules etc. But it's also easy to break especially when you become more flippant maybe. Now relationships with students are becoming less equal rather than partners in crime.

What he is trying to explain here especially as having a 'journey together' can be interpreted as creating a good CofP in a classroom, which is one very important aspect of the findings of this study. Creating good rapport and managing relationships with students is a very important element here and what John is trying to convey is that to achieve this, a lecturer should not be too formal and authoritative towards the students. John also feels that he is comfortable with being informal and that it will make the lecturer more approachable. However, he also acknowledges informality as being against the traditional academic teaching and that he is going against the norms here, which to him is his way in building good rapport and relationships with his students.

This bond and good relationships with the students is also outlined and emphasised by the three case studies, which makes this a very striking similarity that they share in their approach and in constructing their identity. However, I would like to argue that power cannot simply be diminished from a lecturer's identity as it will always be there, but it does have to be enacted and performed. Hence, the effects of power lie in how it is performed and enacted by the lecturer. I would like to argue that only when power and authority are down-played and controlled effectively, that it can yield

positive feedbacks from the students. Even though in Ed's and John's case, power and authoritativeness may be deliberately down-played to bridge the gap between them and their students, it will not achieve the positive effects desired if the students do not regard them in high respect. These lecturers have developed a skilful way in dealing and interacting with their students and it is from their 'authentic' identities presented to the students through adopting certain linguistic strategies that they are able to control them effectively and that the rapport and relationships between them can be built and maintained.

8.2.8 Reflections on a student-centred approach

Still discussing on the topic of power and authority, one very important trait that Ed and the other two lecturers have in maintaining them is by being student-centred. Ed's student-centred approach is described as follows:

Extract 8.43

Ed : I like the things that I can see the world from other people's eyes. Empathetic. When I prepare I always try to think of what they would appreciate. Makes me feel like Mother Theresa or something. What you see on people's faces not necessarily reflects what they think and feel. I try to help in any way I can. It's good to make people think and affect others positively. It's gratifying.

Ed's approach is to be articulated as him being able to 'see the world from other people's eyes' viewpoints and trying to be empathetic, mindful and understanding, makes him feel like a good person or 'Mother Theresa'. It is quite important to him to be able to help his students in any way that he possibly can and he likes it when he can see that he has positive effects on others, which is very much student-centred in his approach.

Sandra's student-centred approach is reflected in her Teaching Philosophy as follows:

Extract 8.44

> Over time my early experience in education I found learning was never a static concept and had much to do with the interaction between the ecology of any individual and the project itself; its content and context. By individual learners ecology, I refer to the individuals widest status at any given time i.e. stress levels, balance of priorities, level or absence of drivers to complete a project, all of which impacts on the appropriateness of the facilitation of learning role and activities…

In Extract 8.44, Sandra explains her view on learning and her understanding of learner characteristics described by her as 'individual learners ecology'. These characteristics are taken with careful considerations which then lead to her designing appropriate student-centred approaches towards her facilitation of the learning process, which shows her efforts in catering for her students' needs.

John is an advocate of a student-centred approach and this can clearly be seen in his Teaching Philosophy as follows:

Extract 8.45

> Student-centred teaching works. I am committed to a student-centred approach to teaching. When done well, it is pedagogically effective and enjoyable for students and it can make teaching seem less burdensome for staff because it gives a greater share of the responsibility to the learner. My student feedback suggests that the approach has been successful in a range of courses, most notably in the teaching of xxxxxxxxx, where conventional didactic techniques consistently struggle to engage students. Of course, student-centred activities are not always appropriate; the key for me is to maximise the diversity of methods of both delivery and assessment, always keeping both staff and student interests in mind.

John mentions the student-centred approach three times in Extract 8.45, taken from his Teaching Philosophy, which begins with a declarative sentence: 'Student-centred

teaching works', showing how effective he thinks student-centred approach is. He then exerts and justifies the importance of this approach, describing its impact with positive adjectives: 'effective', 'enjoyable' and 'successful'. This shows a similarity he shares with Ed and Sandra in terms of how he regards student-centred approach as effective for his classrooms.

However, he also admits about his struggle in developing his professional identity since he is a very laid-back person, and he cannot help but show this side of his in his classrooms:

Extract 8.46

John : I am genuinely enthusiastic about my subject matter. You need to develop the professional side that I struggle with a bit. I am a laid-back, jeans and t-shirt kind of person, and see students as colleagues. The thing that I worry or care about is do they like it do they like me? Try doing my best and fret about it when I think I did not … I'm quite stubborn about my relationship with my students. Like with everybody else. I will swear, joke and tell an anecdote etc. I'm not saying that it's always a good thing as it has its problems as well.

He said that he is the kind of lecturer who is 'genuinely enthusiastic' but very laid-back, dresses very casually, and sees his students as colleagues. He is comfortable in informal attires which leads him to be more approachable due to the informality he exudes in his classrooms. Therefore, constructing his professional identity as a figure of authority in the classroom is not so easy for him because of this unconventional approach. However, being student-centred, he also cares about being likable by his students or not and therefore, he tries hard to make this likeability a priority in his classrooms. He mentioned about him being very particular about his relationship with his students since he will act as similar as how he acts with other people around him

and will ‘swear, joke and tell an anecdote’ acknowledging that this is not always a good route to take and can be risky as well. However, this is how he reflectively constructs his professional identity in his classrooms, which is by being student-centred, giving respects to his students, treating them almost like equals, while showing his enthusiasm of the subject. Humour is one of the linguistic strategies he adopts that is evaluated positively by the students. Similar to Ed, he likes to be regarded by his students not as a serious and formal lecturer but as someone who minimises hierarchy, and in doing so, is more personable and relatable in his approach. He seems to favour having his seriousness on the subject matter be reflected through his enthusiasm and passion on the subject. This is translated into positive feedback he receives from his students in his teaching evaluations, which also show the outcomes of his student-centred approach:

Extract 8.47

> I like the way he's very passionate about the subject and as such is engaging in his delivery
>
> He makes an uninteresting subject interesting
>
> Clearly understood, entertaining as in he has humour which is rare in the sample of lecturers I have been presented with

In the next extract, he asserts that he does not construct his professional identity by ‘wearing a suit’ and this is an example of power minimisation involving ‘bodily hexis’ (Bourdieu 1984), showing this as part of ‘habitus’, which shows how John portrays an ingrained habit in enacting his personal identity in reacting to how he perceives the social world around him. He then emphasises his way of constructing his professional identity through the demonstration of research identity, sharing his

research interests, ability and achievement in his teaching. This then expands the way he constructs his professional identity in his classrooms:

Extract 8.48

John : I don't do it by wearing a suit. I will often be the person they see when they have problems etc. That's how I see it. They seem comfortable to do that. We don't define yourself as just teachers, so I bring my research self in my teaching as well. Demonstrating your ability as a researcher as well in teaching is what you do.

He also demonstrates that he values positive feedback from the students and the importance of creating rapport with his students and the challenges he faces in engaging with the students, which is reflected in his answer to my question on an ideal teaching and learning session, which is as follows:

Extract 8.49

John : What I value more than anything is the positive response from students. The bigger the class the harder it is to create rapport with students. It's getting bigger than before. But that aside they are engaged and having fun. A bit entertained, interested and intrigued. It's amazing you can't create that kind of engaging moments with 350 students without deliberate exaggerated actions to catch their attention. When you are able to convey something satisfactory, you invoke something in them etc. so that is real invaluable in teaching. Great sense of satisfaction.

Here, he is trying to explain the real struggles in 'creating rapport' with his students, especially the ones that involve large classes, and how he tries to deal with that by making the session 'fun', 'engaging' and 'entertaining' and presenting the subject matter in 'exaggerated actions'. This shows his tremendous effort in rapport building, which he identifies as important, trying to impart knowledge to the students and create an interest in them on the subject matter discussed and especially since he is aware

that he is dealing with a challenging situation. He also feels 'a sense of satisfaction' if he is successful in conveying knowledge to his students, and he also finds it 'invaluable' if he manages to 'invoke something in them', these, arguably, are his teaching aspirations. His students' evaluations (Extract 8.47) on his teaching seems to agree with him in this respect. The following extract also illustrates that the students seem to acknowledge and appreciate his effort and they find his teaching to be 'brilliant', 'engaging', 'friendly' and 'very inspiring', which indicates that his efforts have been successful:

Extract 8.50

> He made the lectures very upbeat and interesting. He uses good and helpful examples when explaining.
>
> So friendly and bounces around everywhere!
>
> Very interactive teaching style helped keep the module interesting.
>
> Brilliant and engaging lectures, very inspiring and has made me really think for my future.

8.2.9 Reflections on good teaching

At the end of the interview, I asked this important question to Ed and he responded as follows:

Extract 8.51

I	:	What is your advice for good teaching?
Ed	:	I supposed the people that I admired, enjoyed and valued are teachers who have been self-effacing, don't lead on the learning too heavily, respect contributions, keen, passionate about what they do. Especially not just jokes or something like that but stories, anecdotes that make

> people see them as human. Something so benile but captivating that I'm learning from this person. Those little stories that people tell about themselves is a wonderful thing and makes a good teacher. That's something that appeals to me and I appreciate.

He expressed his admiration towards 'teachers who have been self-effacing' and not leaning on 'the learning too heavily'. A good teacher for him is one who also 'respects contributions, keen, passionate about what they do' and these are the characteristics that he tries to emulate in his teaching. His answer leads to the importance of articulating positive upfronts by being 'self-effacing' and using affective approach through politeness in teaching. He also asserts that, 'Those little stories that people tell about themselves is a wonderful thing and makes a good teacher', 'make people see them as human', which is an effective relational strategy in a classroom.

The following is Sandra's response to what she regards as 'good teaching':

Extract 8.52

Sandra: I think if you're interested in people, you can hopefully find a platform in which you can trigger an engagement in that topic. In a sense that's facilitation, so facilitation is king. But it's a little bit more than facilitation…But in some way you have to flow through that that stream that tide that waters and very quickly get a sense of the personalities and characters of the people in the room, of why are they here, you know, what's bringing them, why they're engaging and how can you get a dialogue going between them and the topic. And I chose them very very carefully…But if I can help them to get into that subject because for some reason they're in that room, for some reason they need to achieve or travel in that subject, and therefore my job is to help them in that. And of course, being personable and affable, firm when needed, and humorous when not, it's all part of facilitation.

From this extract, we can see that Sandra's main approach to good teaching is creating 'facilitation'. According to her, in order to facilitate her students in

interacting with the topic, depending on the contextual demands and identifying the purpose of the students, she will try her best in helping them to gain positively in their learning, as demonstrated in Extract 8.52: "But if I can help them to get into that subject because for some reason they're in that room, for some reason they need to achieve or travel in that subject, and therefore my job is to help them in that". She emphasizes on her role to help her students, mentioning it twice in this statement, which supports her argument on the importance of facilitation in teaching. She also presents an analogy here, regarding her students as being in a learning 'journey' with her, signifying an important goal of a CofP, describing it as 'to achieve or travel', towards good understanding of the subject matter. Therefore, she emphasizes that it is important for her to be able to help them to get to where the students want to be in that learning 'journey'. She also adds at the end: 'being personable and affable, firm when needed, and humorous when not, it's all part of facilitation', which excellently summarises her own approach to good teaching practice, emphasising on striking a good balance of 'doing' power in the classroom.

The following extract from Sandra's Teaching Philosophy represents her view and passion on what is important for a good teaching practice:

Extract 8.53

> My passion that the education professional "should both deliver an agreed knowledge base for commencement of professional practise but more fundamentally should foster inquiry and curiosity driven individuals who are self-directed" was clear…In my development as a facilitator of learning, this point to ponder in how to stimulate, inspire and cultivate curiosity has remained with me.

Extract 8.53 demonstrates her views that good education professionals should be able to not only convey a good base of knowledge to the students for future professional practice, they should also 'foster inquiry and curiosity driven individuals', who will be independent in pursuing knowledge and excel in professional life. This extract has also established her passion in her endeavour 'to stimulate, inspire and cultivate curiosity' in her students, which she regards as a very important aspect in teaching and learning and are reflected in her teaching practice.

On the other hand, John makes his position as an advocate for a student-centred and example-driven approach in his teaching, immediately apparent in his Teaching Philosophy, which is an excellent basis of good teaching:

Extract 8.54

> Changing xxxxxxxxxx teaching in the School of xxxxxxxxx. Traditionally, xxxxxxxxx students (and many staff) find xxxxxxxxx difficult, boring or irrelevant, and yet a proper understanding of xxxxxxxxx xxxxxxxx is crucial in modern xxxxxxxxx research. With this challenge in mind, I have overhauled xxxxxxxx teaching in my School. The long-running first-year module that I now convene had historically received negative student feedback. I revised the module thoroughly, focusing on example-driven teaching of key concepts, and student-centred learning. I give students hands-on experience of analysis, and have introduced on-line data-handling exercises and practical help-sessions. Getting students to work in teams has helped to overcome the individual panic that many feel when they encounter xxxxxxxxxx. My changes have led to large improvements in SEM scores, and have impressed our external examiners.

Extract 8.54 demonstrates that when faced with a challenging teaching task, John has managed to transform and redesign the approach to the teaching of that particular subject into 'example-driven teaching of key concepts, and student-centred learning', and then identifying the main factors to focus on like putting students in groups, which has been successful in overcoming 'individual panic' when encountering

problems. He has also managed to improve the subject and students' perceptions on it, which is reflected in the SEM, and has 'impressed external examiners'. It shows here that John's positive attitude in dealing with this challenge has led him to introduce the solution to it, which is through the use of student-centred approach, and his unconventional approach to the subject has contributed to students' positive response to it. Therefore, this signals as a guideline for good teaching practice, which is to be positive, resilient, proactive and innovative, especially in dealing with difficult circumstances.

We will now move on to discussing other important findings, which can also be regarded as the original contributions of this PhD study.

8.3 Lecturer identities

I will now discuss and evaluate the aspects of identity that are found to be crucial in this study.

8.3.1 Authenticity

Authenticity is an important aspect in the constructions of identities of the lecturers in this study. From the analysis presented in Chapters 5, 6 and 7, as well as the early reflection sections in this chapter, authenticity can be seen as apparently imminent in how the three lecturers construct and enact their professional identities in the classrooms. The idiolect and individual interactional styles that each lecturer has developed, nurtured and established throughout their teaching years can be regarded as to contribute towards their authenticity in teaching. Ed can be seen as to express his unique idiosyncracy especially through his major adoption of humour and informal

style of discourse. Sandra, on the other hand, has her strengths on her gendered discourse of motherly figure or effective use of wide-verbal repertoire in her teaching practice, ensuring a good balance of class control. John carries his professional identity by showing his passion on the field or subject matter, but still empathetically trying to make it less heavy which is rare for predominantly highly scientific and complex subjects, which is much appreciated by his students. These lecturers' enactments of authentic self in their classrooms have gained trust and respect from their students.

8.3.2 Relationality

Relationality is seen to be one of the key elements in the lecturers' efforts to connect with their students, while building rapport and maintaining their relationships as CofPs continue to be established. Throughout the analysis in Chapters 5, 6 and 7, relational strategies have been highlighted repeatedly, pointing towards a high level of communicative competence and performance in terms of their linguistic ability in classroom practice. Overall, the three lecturers have their strengths in advocating empathy through their apparent use of student-centred approach, which was obviously due to their effective relational strategies through linguistic styles adopted in their classrooms. Relationality, in this study, can also be observed through expressions of empathy towards the students, showing how these lecturers try their best to be understanding towards their students' circumstances which establishes good relationships but by still maintaining their distinct positions. This is done so that the make-up of the basic social structure in the classrooms is not disturbed to ensure the smooth running of the classroom sessions and that the integrity of the subject matter

in question can still be upheld. Therefore, relationality should be practiced with balance in mind.

8.3.3 Authority, power and politeness in the classrooms

The question of power and politeness in the classrooms will be discussed here with the view that hegemonic struggles still exist since a classroom with a complete flat structure can never be achieved especially in a context with members of asymmetrical relationships. In the case studies examined, it can be seen that power plays a very crucial role in ascertaining control of the classrooms through effective interactions in building rapport and managing relationships with the students. It has been analysed in the case study chapters on how power, when effectively executed by the lecturers through the use of politeness devices as linguistic strategies, can lead to positive effects in terms of students' acceptance and which also bring order and structure to classrooms. In the case studies, power is also seen as necessary in the classrooms, but with considerations and understandings of the students' challenges and conditions that do not yield to the kind of power that leads to an oppressive model of power. When the lecturer practices power with empathy and care through the use of politeness strategies, it becomes repressive power, which reduces overt power when necessary. Indeed, from the analyses shared earlier on in the case studies, power can be seen as fluid and dynamic. It is not how much power the lecturer has that will determine control of the classrooms, it is how power is enacted when it necessitates such actions, executed successfully by using politeness devices, that makes these award-winning lecturers effective. It seeks the lecturer to understand the needful situations and to be able to respond accordingly that allow the fluidity of power to be practiced. How much power should they use overtly? Or should they use it covertly? The

contextualities behind their actions and verbal communication should determine this and utterances should be materialised in empathetic but authentic ways in dealing with students, and as the analysis demonstrates, this can be realised and observed linguistically through the use of politeness in their approaches to teaching and learning.

In trying to achieve effective classroom control and a conducive learning environment, I would argue that portraying and maintaining high teacher authority is a necessary quality in manoeuvring the directions of each pedagogical goal, as well as creating the power play as previously discussed. This is especially important for lecturers as the "ability to enact power and authority effectively is crucial" (Mullany, 2007a:74) in order to establish their professional identity. Therefore, this is an example of positive discourse that can be used by a lecturer in ascertaining favourable responses from students in classrooms.

Indeed, lecturer's 'authority' does not only mean they are able to control their students when needed but it also means that the knowledge that they have leads to them having power and authority over their subordinates, in this case, the students. When students respect you, it makes teaching job a bit easier to carry out. John comments on how, in his opinion, some of his colleagues are very good scientists but not necessarily good or effective teachers. He claims that even great scientists might have problems in communicating their knowledge to the students, which brings us to the natural ability in having communicative competence. The question is, can communicative competence in university lecturing and teaching more generally be taught? Can lecturers and teachers be trained to acquire acceptable levels of

competence when it comes to the verbal repertoire required to facilitate effective learning? Can exposing lecturers to politeness strategies be the answer in achieving effective communication in the classrooms? These are among the questions that this thesis has raised and it also opened up paths for further examinations regarding this topic.

8.3.4 Students' autonomy

I will argue here that creating too much autonomy for the students is not necessary when the lecturer knows how to use their power effectively. Being student-centred does not mean that students should be given whatever they want. Students still need an authoritative figure in the classroom context since it will preserve the harmony between them as members of CofP. When students realise their roles and responsibilities in a CofP, autonomy is not much of a concern anymore since they know that they are respected and autonomy will be given to them according to contextual needs and also when it is asked or given voluntarily by the lecturers. As we have seen in the data analysis of this thesis, it is usually understood to be just given temporarily. Students may contribute to classroom discussions in a reciprocal fashion only when that opportunity is created by the lecturer. I would like to reiterate that complete or equal autonomy in classrooms should never be given to the students. Laying down the nature of institutional discourse involving hierarchy and power asymmetry, Fairclough (1992:203) argues that 'as overt markers become less evident, covert markers of power asymmetry become more potent, with the result that power asymmetry becomes more subtle rather than disappearing'. This means that rather than achieving the 'democratization' of discourse, which refers to the notion of removing inequality or asymmetry, power is just minimised by the effort to use

‘covert markers’ and not ‘overt markers’ of power through politeness strategies, and therefore, creates an illusion of a more ‘democratized’ discourse. This suggests that the institutional discourse in this context is not as it was traditionally carried out, and that hegemonic struggle is still there but only subtly felt in the asymmetrical relationships forged between lecturers and students. Being likable or amiable through the use of a variety of politeness does not necessitate power to be given away. However, much of this lies in the ability of the lecturers themselves to use effective politeness strategies to control and manoeuvre the classrooms as they see fit. This also depends on the specific teaching contexts, since any utterance that makes up an interaction is contextually driven, contributing to the dynamics of the relationship of the CofP as members of the classroom, and on how the relationship between its members is shaped or created by the lecturer.

It is through the application of politeness theory that the linguistic strategies presented in previous chapters (5, 6 and 7) are identified to be the tool in creating rapport and maintaining relationships between the lecturer and students towards achieving effective communication in the classrooms.

We will now move on to evaluating the methods that are adopted in conducting this study, especially the effectiveness of carrying them out in ascertaining the research objectives of this thesis were achieved.

8.4 Evaluation of methods

8.4.1 Ethnography

As articulated throughout the thesis, the adoption of ethnography was motivated by the aspiration to collect a 'thick description' (Geertz 1973) of data involving naturally-occurring classroom discourse from higher education classrooms. Adopting ethnography has enabled me to get involved in the data collection directly from the source and the methods employed have played and led to the advantage in honing the necessary skills in conducting fieldwork research. This kind of research that focuses on empirical data and findings as well as the process of conducting fieldwork itself requires more than a basic theoretical understanding of the settings at hand but also in the preparedness physically and mentally and a considerable level of knowledge and understanding of the actual norms of the social activity and institutional needs involved. This decision was also reached by factoring in the salient features that the study was aiming to achieve: the richness of the data, the situatedness and contextuality of where it is acquired, and the practicality and manageability of the data. It was therefore chosen out of an awareness that ethnography will offer the avenue for me to delve deep into what the study has intended to examine. Ethnography also offered me the multi-method approaches that I selected in my data collection process. The integration of these multi-methods allows me to get a comprehensive, overall picture in addressing my research questions.

8.4.2 Ethnography in Sociolinguistics

As we have already seen in Chapter 2, there has been a rise in ethnographic studies in the field of Sociolinguistics in recent years especially studies focusing on the workplace or professional communication (Holmes 1995; Schnurr 2009; Mullany

2007a). However, in studies involving educational contexts especially, empirical studies in natural settings, focusing on the use of language or discourse studies are lacking (Coupland and Creese 2015) and most research conducted on this are from the perspectives of second language teaching and learning. Therefore, this study has been conducted to address this gap especially in focusing on teaching in the contexts of higher education. Thus, this study offers a different understanding and set of views on teaching and lecturing in a variety of university classroom spaces. In addition to being a study of education classroom discourse, its findings could also be applied to the broader field of workplace discourse and professional communication, with authoritative and leadership roles entailed in an educational setting, and involving teaching subjects of different disciplines. Therefore, it is through this context that this study seeks to understand forms of classroom discourse that are used in higher education contexts as a professional form of interaction which is based on the notion of social talk in a social setting but with an interest on effective performance of identity.

8.4.3 Evaluating ethnography

There are obviously the two sides of positive and negative that also exist in this study in the process of carrying out the data collection. Now, let's look at the positive sides of using ethnography, which has led me to use a 'multi-method' approach as mentioned earlier in conducting the data collection of this study. Firstly, it has provided an opportunity for me to get detailed exposure, interaction and observation with the lecturers as the main participants of the study, by being a (non-)participant observer, shadowing, observing and interviewing them. During this research process, I have managed to forge a good working relationship with them, a rich data to be

acquired through observations and interviews and through access to all other written data sources, which are very important and useful tools in conducting a thorough ethnographic study. This opportunity given has helped me in understanding the emic perspectives that are necessary in my effort to present a more accurate account of the data and what it represents in the case study chapters and the discussion chapter. Secondly, the need for me as an ethnographer to be a participant observer, immersing myself in the natural settings of where the data is naturally acquired has helped me in experiencing the data first hand, enabling me to observe, make voice recordings and take field notes for every occasion of where the data collection took place. This crucial process has also helped me in appreciating the data as I have experienced it myself and in the process of data analysis, where I was regarded as part of the CofP with shared knowledge and experiences of the specific contexts.

As for the negative sides of ethnography, firstly, one must take practicality of decisions made regarding methodology very seriously (Mullany 2007a). Access can be an issue if not approached carefully and effectively, and this was done through identifying a mediating person who can assist you with this process. Getting that mediating person to understand the nature of your research and requirements for the participants you would like to seek out is crucial but also a challenging task. It is also not easy to get or set fixed or standardised rules to fulfil all the criteria regarding the data collection that I was ideally looking for. I had to be very flexible in my approach and just adhere to what the lecturers could offer me based on the nature of their teaching activities and this decision process had to be carried out graciously and then agreed upon by both sides so that it will yield a situation which is favourable to both sides. Secondly, you need to be quite well-versed with your surroundings and

whereabouts in order to be able to be at a specific place and at a specific time, or there might also be situations where you will risk losing the data if you do not act quick enough in dealing with the unforeseen situations. For example, you might encounter a problem with your recorder like I did a few times, but fortunately, I always carried a second device with me as a back-up to the recorder. Getting the consent from the students, especially from a large classroom, is another issue that needs careful considerations in terms of how it can be effectively dealt with. Taking field notes can be a challenging process since you need to be alert with everything that is going on during the observations and getting the important details down quickly is not easy. Another challenging task is in the process of listening to and transcribing hours of recorded data which is time-consuming. Making decisions with regard to the theoretical and analytical issues can also be a challenge because of the complexity and overwhelming discursive nature of the data. Therefore, I had learned to be very resilient, alert and prepared for any unavoidable challenges when it comes to collecting data with this method.

8.4.4 Observer's paradox

The observer's paradox, as discussed in the Methodology Chapter, has been a well-known challenge faced by any researcher who has chosen ethnography as a route of study. In my case, my decision to be among the participants as I carried out my role as a participant observer turned out to be both fruitful and challenging and therefore, participant observation is a very useful research tool for an ethnographic study. However, the observer's paradox is one aspect of this approach that must be carefully dealt with. There are instances whereby the observer's paradox is very obviously felt by the whole CofP especially the lecturer when they mentioned my name during their

lectures or seminars. However, as discussed in the Methodology Chapter, because I came to be regarded as part of the CofP, and this is also felt by the students, the effects of the observer's paradox are not that great. Some of the students were not even aware of my existence as I slipped into the classrooms, particularly lecture theatres and sat among the students and acted as one of them. In one of the student's interviews, one student even informed me that she did not even notice me being there. However, this does not mean that observer's paradox can be taken lightly since it will still be there anyway, especially on the part of the main participants who will be aware that they are being recorded and for what purpose and therefore, even though everything can turn out to be so normal and natural, there is no guarantee that in this context, it will be free of observer's paradox. This goes hand in hand with Duranti's (1998) observation, when he warns that because observer's paradox exists and it is unavoidable, it simply means that we have to acknowledge that the paradox is still there and thus try to manage that realisation the best way that we can.

Furthermore, on a similar note, I would like to argue the necessity of its existence in this very context since it will show signs of the participants, no matter how good they are as a lecturer, of being social beings who are not exempted or immune to external sociocultural factors involved in any social events such as in a classroom. Therefore, I would like to also argue again, that because of all these demands of external factors, that a social being will strive in their endeavour to be a better version of themselves and enact in that position. It is just our natural tendency to be aware of something that might appear to be a hindrance in our undertakings but we also have the capacity to acknowledge it and reposition ourselves when facing such a threat and then deal with it since it is considered as a coping strategy on our part.

In short, the ethnographic methods of study have also allowed me to acquire data that is both rich and thick and can be useful in my effort to present my data and analysis by using a thick description. This 'thickness' of data is crucial in ascertaining that the research objectives of the study have been achieved and that it has provided the means to address the research questions, not just in one aspect of examination, but layers of in-depth answers with a broader sense of analytic views.

The employment of multi-methods through a broader ethnographic framework is a decision made in trying to fulfil triangulation aspects of data whereby the analysis will be covered from every angle and which enables me to provide a more comprehensive account of representations of data. This has helped me in answering the research questions specifically set for this study in a more informed and comprehensive manner. This has also helped in avoiding myself from presenting a single interpretative view.

Now I will move on to evaluating the effectiveness of the frameworks and approaches that are employed in the analytical process of this study.

8.5 Evaluation of frameworks and approaches

As we have seen, a number of overarching sociolinguistic approaches are integrated together in this study. I will now discuss the degree of usefulness of applying such an integrated approach.

CDA is the foundation of my approach and I am joining a number of other CDA advocates who look at it as an analytical tool in explaining discourse of power

involving hegemonic and asymmetrical relationships (Fairclough 1992,1995; Holmes 1995; Mullany 2007a) as discussed in Chapters 2 and 4. CDA has been a useful tool in assisting with the analysis of classroom interactional discourse between lecturers and the students, particularly in how they do power and manage relationships through discourse with coercive power as the backdrop. The main principles of CDA (as discussed in Chapter 2, section 2.5) are incorporated in this study and have helped in its fine-grained analysis.

Even though CDA is by itself a very powerful tool to work with, it is with a great awareness that I also integrated Positive Discourse Analysis as a newer trajectory in the field of CDA. As we can see in Chapter 2, Martin and Rose (2003) champion this approach to identify discourse that works well especially with regards to improving hegemonic relationships. The idea which was carried forward on the critical nature of CDA is emphasised by Laclau and Mouffe (1985) when they argue that despite the nature of hegemonic discourse of one being dominant against another, a complete dominance or 'closure' can never be realised. I, on the other hand, though still in agreement with this view, believe that not only it can never be realised, it 'should not' be realised especially in the contexts of complex asymmetrical relationships that need careful considerations and mutual agreements from both parties. Good values of the communities concerned as a collective voice should not be ignored and should be given due attention. The applications of the perspective of PDA works well with my own belief that lingering on the negative elements (but not without considering it) of discourse will only bring more challenges and unsatisfactory outcomes. I would argue that discussing and criticising the problematic use of discourse in our social spheres, be it written or spoken, scrutinising it at no ends, will only help spread and highlight

more awareness on negativities and validate challenges that exist in our world without considering much plan in how to address and solve the problems.

We need a model that champions positive discourse, of acceptance, understanding, high moral and inclusivity, as a way for human as social beings to live together harmoniously as a community towards achieving a workable solution and creating a better world. This is the kind of discourse that should be analysed, disseminated and then emulated in realising the purpose of harmonious existence. Therefore, PDA is an effective tool in highlighting positive discourse analysis as the way to go forward. In the three case studies discussed before in Chapters 5-7, I have highlighted the use of interactional strategies adopted by the three award-winning lecturers in establishing rapport and maintaining relationships with students through analysis of openings, closings and humour used in their classrooms. Hence, I would like to argue that from the data presented in those chapters, it has been found that the linguistic strategies (or positive discourse) adopted by these lecturers can be deemed as effective and successful and are representations of how lecturers can do or enact power effectively in the classrooms. Therefore, my decision in using CDA as the overarching framework and PDA is evident in its efficacy in analysing rich qualitative data.

As explained in Chapters 2 and 4, IS is a theoretical perspective of language use in face-to-face interactions (Gumperz 1982; Holmes 1995; Mullany 2007a) especially in the contexts of workplace communication. Since this study is regarded, in its broadest sense, as concerning workplace and professional communication, its theoretical ideas in this regard are in line with the integrated frameworks presented by Holmes (1995) and Mullany (2007a) who include IS as one of their main approaches. It is asserted

that language use and its meaning are to be seen as contextually driven, and IS, in this study, has been adopted to examine meaning from the shared level of knowledge and understanding of the past or immediate contexts, specifically ones revolving around the subject matter discussed as well as specific occurrences in the classrooms. It is from contextual reasons that the concept of shared knowledge has shaped an interesting way of understanding the subject matter. Because talk is considered as incomplete without shared and extracommunicative knowledge of contexts, there tends to be situations, for example, whereby a student who was absent in the previous class will be lacking in understanding due to the absence of shared knowledge. However, if the student manages to find out about or study the subject matter taught in the previous session, then he or she can still to a certain extent be able to catch up with the knowledge since the student has found a way to complete the 'talk' and its meaning. This means that extracommunicative knowledge is necessary in filling in the gap that exists in talk. However, even though it might be enough for the student to catch up with the rest of the class, these extracommunicative knowledge gained from a secondary source may not be presented in full accuracy of the situated discourse in the actual event (or still lacking in specific details), simply because of the student's non-presence in the actual setting where the interaction has taken place. Therefore, in the context of this study, it is crucial that a lecturer is aware of this and that different ways of linguistic strategies are used, for instance, in a form of a brief summary of previous lecture provided as part of the opening of lectures or to repeat specific information that might assist understanding for a specific knowledge formation. From my data, there were instances whereby the meaning of talk can only be understood by those who were there. For example, in the use of humour that was transpired by the dynamic flow of the classroom, even if repeated to others who were not there, it might

still be comprehended but not to the same degree of understanding, hilarity and effect created at the first place (For instance, refer to analysis of Extract 7.18). The same goes to analysis of all 'openings', 'closings' and 'humour' adopted by the lecturers in the observational data, which highlight extracommunicative knowledge in those contexts as crucial in helping students understand the situational needs and assisting learning. Therefore, I would like to relate such instances to the concept of 'critical moments' by Candlin (2000) and regard those as *positive interactional moments*.

We will now move on to evaluate CofP as part of the integrated frameworks. As articulated earlier, one advantage of a CofP is that it refers to a group of people who share or pursue similar interests over a period of time and who come together collectively. In this study, each classroom that I observed has been regarded and interpreted as a CofP, who come together and interact with each other in mutual understanding in developing their interests and knowledge further and work collectively in harmony in achieving similar goals. The notion of CofP, though not new, has created a positive impact on this research especially in explaining group dynamics, teamwork and responsibilities.

It is also helpful in ascertaining and distinguishing roles or positions of members of CofP, especially with an asymmetrical relationship such as in classroom contexts. For instance, in my analysis of the third case study (for instance, see analysis of Extract 7.5), when an outsider joins the classroom, he becomes a temporary member of the CofP. Therefore, it is important for a student, as the 'core' member, to be able to identify the role of this new member in the CofP, usually by explanation by the 'superior' member of the CofP, as can be seen in this instance (where the lecturer

introduced the new member and informed the students of what his role is). My role, for instance, as also a temporary member of all CofPs I observed, is very distinct and peripheral to my own goals and objectives. Therefore, this leads us to understand that all of these different roles and positions can exist in a CofP, and that members can be of a superior position or not, or that they can be permanent or temporary, but can still move together towards achieving common goals. There are also instances of co-constructions of knowledge and reciprocities in carrying out individual and collective responsibilities that exist in the classroom data in the effort of heading towards generally the same goals.

I would argue that setting a clear understanding of one's position and responsibilities in a specific CofP (in this case, classroom rules etc.) early on, can help the members to identify with their roles in different contexts and encourage them to act accordingly in their own effort to pursue and achieve their goals (for instance, see explanation for Extract 8.39). As can be found in Chapters 5-7, I suggest the use of collective pronoun 'we' and imperative verb 'let's' as significant and effective in highlighting solidarity and the sense of togetherness as members of CofPs and in indicating collective effort in pursuing similar goals. The use of personal pronoun 'I' by the lecturers shows the distinct and authoritative position while personal pronoun 'you', on the other hand, is found to be able to help in establishing roles, responsibilities and expectations of the members of CofP.

This study has also demonstrated that adopting the basic principles of Politeness Theory especially positive and negative face and the notion of Face Threatening Acts (FTA) from Brown and Levinson's original framework is a very fruitful approach in

identifying them in the classroom discourse involved. Arguably this is also because the context of this study suits the criteria of being a goal-oriented interaction and therefore, quite similar to the kinds of interactions that Brown and Levinson had based their theory on. However, because PT does not address a bigger picture of discourse – focusing solely on (often decontextualized) utterances, one solution to this problem is to integrate IS in my integrated framework, alongside CDA/PDA and CofP. The adoption of IS in my framework has helped me in addressing the issue of utterances concerning highly contextualized interactional discourse and stretches of discourse. CDA and PDA, on the other hand, provide the tool in examining the overt/covert power positively performed and effectively enacted in interactions involving asymmetrical relationships and micro/macro analysis of discourse. CofP helps to situate the study of the positions and responsibilities of members in following rules and pursuing specific goals.

The role of PT in this study is mainly to help identify and explain the linguistic and politeness strategies adopted by the three core participants (the award-winning lecturers as the primary focus) in interactional classroom discourse. In Chapters 5-7, the analysis demonstrates numerous politeness devices, particularly the use of hedges (e.g. modal 'can' or minimiser 'just') and boosters (e.g. commanding speech act in negation 'Don't trip out!' or repetitions of 'wh' form of question 'what' used to emphasize). They are used particularly in minimising or attenuating the force of utterances or speech acts such as direct directives, in addressing face needs (positive or negative) of the members of the CofPs and have been adopted extensively by the lecturers. The use of these linguistic features is a core part of how lecturers create rapport and manage relationships with the students in their classrooms. Another

politeness device also used significantly is indefinite pronouns, especially ‘anyone’ or ‘anybody’, as addressing non-specific students, leaving it open for any of the students to respond to questions asked. In the analysis chapters, these indefinite pronouns have been seen to be effectively used by the lecturers to address the students’ negative face needs.

Another important and useful politeness strategy adopted by the lecturers is humour, which has been seen as extensively used, helps minimise the force of the utterances, creating good rapport and maintaining relationships with students. Humour is used 33 times by Ed, 32 times by Sandra and 28 times by John respectively across their five classrooms, which indicates that humour can be regarded as a relational strategy in providing temporary relief and a source of entertainment to students. Yet, another very important use of politeness devices is the use of informal form of language such as ‘okey doke’, ‘folks’, ‘hiccup’ or ‘blip’, which can also be regarded as relational strategies used in softening the effect of utterances, and thus, bridging the gap between those who are powerful and powerless.

8.6 Overall summary

To summarise, this chapter has shown that the integrated framework presented in this thesis is a workable model in analysing classroom discourse. In my analysis, lecturers have individually adopted speech acts, discourse markers, pronouns, questioning techniques, politeness devices as well as humour, in their openings and closings of their classrooms as part of their individual linguistic repertoire. These features can be seen as successfully utilised in their classrooms as part of the idiolect that they have

developed over time, on which have been shown as having positive effects on their students. Therefore, as a result, they have managed to effectively adopt the interactional strategies and linguistic features, which has contributed to good rapport building and relationship management with their students.

In this study, identity and power are seen as complex, dynamic and fluid and they are regarded as carrying a crucial impact and constructed in utterances within the contexts of social practice, in this case, the classroom. Politeness, on the other hand, is looked at as a suite of linguistic strategies used to attain one's goals of spoken discourse in interacting with the others, which helps construct identity and power. They can all intertwine in a social sphere and one component can be seen as to be more superiorly used at a certain time depending on the speaker's understanding of the social world on the matter of appropriacy and contextual demands.

In an institutional and professional context like in this study, there is no escape from the presence of identity, power and politeness, and their omnipresence will manifest themselves within utterances and linguistic strategies put forward in necessary interactions amongst members of the CofP, especially involving asymmetrical relationships such as the lecturer and their students. In this study, the construction of power, identities and politeness of the lecturers can be seen to be manifested according to the followings: The layout or physical arrangement of the classrooms, the structure of the classroom session, the duration of establishment of the CofP, the type of relationship between members and their roles within the CofP, and the understanding of each other. These findings go in line with the constructions of

identity, power and politeness in Holmes and Stubbe (2003): physical setting, interactional structure, the length of CofP being in operation and the kind of relationship and understanding the participants have developed.

CHAPTER NINE

Conclusion

This chapter will begin by summarizing the most important findings of the study, as well as the original contributions to knowledge. This chapter will also consider limitations of the current study and provide suggestions in terms of its implications and recommendations for future research.

9.1 Key findings

The data analysis in this study has revealed a number of interesting and important findings regarding the role of teacher identities, power and politeness in classrooms, how identities, power and politeness are constructed and materialized through the linguistic strategies adopted by the award-winning lecturers, and how successfully creating rapport and positive relationship-building have contributed to successful classroom discourse and positive learning opportunities. The overall picture based on what has emerged from the data has been achieved due to a successful integrated framework, namely the Positive Interactional Model, comprising Interactional Sociolinguistics and CDA/PDA as the core elements in the analysis, influenced by Politeness Theory, CofP and the optional Grounded Theory.

Essentially, classrooms can be conducted in many different forms: lectures, seminars, workshops, laboratory sessions and group discussions, and each of these forms can offer different layouts and structures according to specific goals set by the lecturers for a classroom session. However, the basic structure of a classroom session will

usually carry three main parts: openings, middle parts and closings. The key findings that will be summarized here are based on the identified classroom interactional strategies that are contextually driven by the critical moments in classroom interactions, or 'positive interactional moments'.

In terms of examining the development of classroom discourse, the analysis of how effective the classroom is structured has been found to be a very important factor in maneuvering a classroom into having a clear agenda and instructions. The findings of the study presented two linguistic strategies that will fall under this category of creating a workable classroom structure: openings and closings. Effective openings will help to communicate the message very clearly in terms of what the lecturer intends to present in the session. This has been demonstrated very comprehensively in the case study chapters. Depending on the goals of the day, both openings and closings have a crucial role in creating opportunities for the lecturers to create a lasting impression on what they want the students to learn and understand, and why. It is also a very good vehicle in presenting the lecturer identities to their students to build a clear understanding and expectations of each other towards, ideally helping to create the kind of CofP that the lecturer has in mind. It has also been found that openings and closings are where shared knowledge is initially brought forward and new information is revealed towards the constructions of new knowledge. Openings and closings are therefore very crucial in lecturers' effort in creating good rapport and maintaining relationships with their students.

The findings also show that the award-winning lecturers adopt classroom interactional strategies in their openings and closings through the execution of these linguistic features: speech acts, discourse markers, pronouns, questioning techniques and also politeness devices, particularly hedges and boosters. These linguistic features are found to be used by the three lecturers in their efforts to create a good classroom control and to effectively build rapport and manage relationships with their students. Through the use of speech acts examined, it has shown that the lecturers use them in expressing themselves effectively mainly in expressing approval and paying compliment in positive reinforcements (e.g. 'Fantastic!' and 'Brilliant!'), using imperative commands and direct or indirect directives albeit with some hedges, to ensure that the students' negative face needs are addressed.

Discourse markers are used in helping them to cue the agenda and effectively maneuver and control the classroom sessions and ensure the ease of transitions of development or structure. Pronouns carry a crucial role in ascertaining and distinguishing positions (or 'framing'), roles, responsibilities and expectations set by the lecturers for clear understanding in how the CofP should be, as well as to effectively 'do' power and enact identities as authoritative figures with the use of personal pronoun 'I', but there is evidence of extensive use of collective pronoun 'we' in signaling solidarity and togetherness, and which also acts as a politeness strategy in bridging the power gap between them and the students.

It has also been seen that questions have been used in openings and closings in checking for understanding, developing knowledge and drawing out summaries of the

subject matter discussed, usually with the use of indefinite pronouns ‘anyone’ or ‘anybody’ for addressing non-specific students, taking care of their negative face needs. Politeness devices, notably hedges and boosters, are also significantly used across all the linguistic features above for minimizing or attenuating the force of utterances, according to contextual demands, and to also address the students’ positive and negative face needs.

Another significant finding concerns humour, which has been found to play a positive role in creating a classroom with good rapport and relationships between the lecturers and their students. It is a relational strategy in reaching out to the students as well as to act as a politeness strategy in good rapport and relationship building and the data also suggests that the use of humour has created solidarity and a temporary relief for the students. Therefore, it can be considered as an effective linguistic strategy that can be incorporated in classroom practice to assist learning. However, humour is also a balancing act and hence, it needs to be performed carefully and reflectively, with lecturers needing to make continual assessments and judgements about appropriateness, power and their identity construction depending on the preferences and inclinations of the lecturers themselves as well as the effort to suit their students’ needs.

Individual speech styles and spoken repertoire are important aspects in linguistic strategies adopted in classrooms in which metalinguistic awareness or extracommunicative knowledge and competence plays a substantial role. It deals with the art of uttering appropriate words and responses which is naturally contextually driven. It shows how the lecturers can convey and impart their knowledge to their

students by knowing how to appropriately do that in their effort to reach out and encourage them to be on board in an academic journey.

Authenticity in discourse styles can suggest strong personal and professional identities that the lecturers are comfortable with and which is reflected in their classrooms, without an exaggerated or a complete demand in exerting their natural but coercive enactment of power in their teaching performance. In other words, they try to enact their effective identities in specific contextual demands in imparting knowledge to the students. Students can be seen as to gravitate towards lecturers with authentic characteristics, relational strategies and an idiolect that suits their interactional styles and identities and arguably, since it distinguishes these lecturers from the other lecturers, it makes them feel that they are a part of a rare and unique experience.

Relationality in teaching is another style factor that makes the students feel the sense of inclusivity in classrooms and that they are in a comfortable, save and secure environment. It covers the elements of rapport, relationship and trust that keep being built over time as the CofP establishes itself further. It is also reflected in the student-centred approach practiced by the three lecturers which helps them in communicating their approachability and empathy effectively to the students while imparting knowledge. Being sincere and genuine in their approach, being considerate and caring when necessary, are other matters that hook the students further and lead towards positive teaching and learning environment.

Authority is another key element that emerge and is enacted in the lecturers' discourse performance. Sandra, in particular, can be seen to enact very strong authority as compared to Ed and John, who enact their authority in different ways. Sandra enacts her identity as a mother figure, constantly using both gendered discourse styles in expressing her wide-verbal repertoire. Her students have taken notice of her authoritative style, mostly commented as positive as to effectively control the class and the development of the subject matter, which makes her authoritative style stands out more than the other two. Ed, on the other hand, being one who loves humour and is a dominant user of humour, exerts his authority very mildly, but with respect mainly gained through his strong knowledge in the subject matter, in ascertaining effective control of the classroom. His informal and laid-back discourse style also helps in making him very approachable. John's enactment of authority revolves around subject-specifica by establishing himself to be passionate about and more connected to the subject matter he is teaching and as himself as a successful researcher in his field. John is also very approachable, mostly reflected through his advocacy of student-centred approach, which is apparent in his interactional strategies.

Power and politeness are found to be the key to the importance of using a student-centred approach that are apparent in all the three case studies. The adoption of the student-centred approach has driven the lecturers to be personable and approachable towards their students, enacting power and politeness appropriately, and these characteristics are highly appreciated by the students. It can be seen from their relational and politeness strategies adopted in their classrooms through the use of hedges and boosters that have positive impacts on the students.

9.2 Strengths of the study

The focal strengths of the study lie in its methodology with an innovative multi-method approach to data collection and in its positive interactional model in bringing an innovative hybrid approach to the analytical frameworks and processes. The data collection process has allowed me to acquire rich ethnographical data that leads to a comprehensive overview and triangulated nature in presentation of the data. In terms of the hybrid analytical approaches (Holmes 1995; Mullany 2007a), this route, has enabled me to produce a rigorous analysis of the data gained in answering the research questions of the study.

Another strength of this sociolinguistic study is in its situated position of looking at interactional classroom discourse as a form of workplace and leadership discourse, in which it has produced new empirical sociolinguistic evidence on how identities and power are performed. Moreover, this study also focuses on positive discourse and listening to the voices of hope as a way to move forward, as lamented by Martin (2004), in materializing a place with minimized hegemonic struggles towards normalized treatments of equitability in a wider spectrum of discourse studies.

9.3 Limitations of the study

There are a number of limitations of the study and one of the potential weaknesses is that this study only looked at three case studies instead of exploring a bigger number of participants, which has been justified as to present a rich data and thick descriptions of each case study, which I believe that this study has managed to

achieve. Furthermore, the study has been based on just the openings and closings with the strong emphasis on these two important parts in a classroom structure but with very detailed and in-depth analyses as well as for humour, taken from the overall data as representing another linguistic strategy adopted in creating good rapport and relationships with students. Even though more case studies and more results on different aspects of the observational data can strengthen the study further, it must be emphasized that the decisions on the presentation of findings have been reached through careful and practical considerations especially related to the complex nature of the ethnographic case study approach.

9.4 Recommendations for future research

My recommendations for potential future research will firstly be related to the limitations as specified above. Secondly, my suggestion is for potential directions to be expanded to more higher institutions and any institutions or workplaces involving professional, leadership and interactional nature that are in need of sociolinguistic research such as this one. Another suggestion is in examining more in detail the linguistic features such as speech acts, discourse markers and politeness devices, focusing on their roles and functions in utterances through examination of identities (e.g. gendered discourse) and power in sociocultural contexts, especially those involving varied workplaces. Humour, as a relational strategy and representation of identity, is another resourceful linguistic aspect to look at further and which can provide insightful information in interactional studies.

9.5 Overall summary

In summary, this PhD study has achieved its research objectives. It has managed to reveal and explain how identities and power emerge in classroom interactional discourse. It has also been successful in examining how identities and power are constructed, enacted and negotiated effectively through the use of politeness and relational strategies by the award-winning lecturers towards building good rapport and managing relationships with their students. The crucial role of the openings and closings, together with the use of appropriate linguistic features, can help provide a workable structure, efficient class control and effective impart of knowledge in materializing a successful and favourable environment for teaching and learning. Humour, on the other hand, when appropriately used, can be regarded as an effective relational and politeness strategy that can be used in classrooms to prevent friction, alleviate tension and create interest in students. The lecturers' own perceptions of their identities in creating effective teaching and learning environments have revealed some authentic sociocultural elements that are instrumental in their teaching practice. Authenticity, Authority and Relationality are key aspects of lecturer identities that are found to be contributing towards establishing good rapport and relationships with the students, leading towards effective teaching and learning environment.

Overall, its key contribution towards knowledge is in the innovative methodological choices as well as in its success of introducing an integrated framework or hybrid approach to examine positive discourse in classroom interactions. Therefore, it may be concluded that this proposed model and the overarching sociolinguistic approach of this study can also be adopted in a wider purpose of leadership discourse and with

various contexts of interactional sociolinguistic studies. Furthermore, this study has raised a notable issue in discourse studies, calling for a reverse thinking, specifically to examine and celebrate effective discourse that works, rather than endlessly scrutinizing problematic discourse, in an optimistic effort to create a better world.

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APPENDICES

Appendix A

Interview Questions for Lecturers

a) General information/Life histories

1. How did you end up being in academia?
2. What are the qualities/characteristics of a good lecturer?

b) Identities

3. How would you define yourself as a lecturer?
4. Do you think that you are being yourself when you teach?
5. What are the institutional values that you hold dear? Why?
6. How do you attempt to present yourself as a credible professional to your students?

c) Teaching aspirations/Approaches and principles/Preparations

7. Who inspire/s you to be a good lecturer?
8. What are your teaching approaches and philosophies and why do you adopt them?
9. How do you prepare for your lectures/seminars?

d) Classroom interactions

10. What is an ideal teaching and learning session for you?
11. How do you respond and give feedback to your students?
12. What do you believe to be your favourite words or phrases that you like to use in your classroom?

e) Reflection on teaching practice

13. How do you reflect on what happened during your lessons?
14. How do you think your age and gender affect the way you teach?
15. Are there any other facets of your identity or culture that influence your teaching?

Appendix B

Interview Questions for Students

1. What do you think of your lecturer's approach to teaching generally?

2. What do you think are some of the best qualities that the lecturer has? Why?

3. How would you describe his/her teaching in one word? Why?

4. Do you notice/remember any of his/her favourite words/phrases/questions that are used in the classroom?

5. How would you describe the atmosphere in his/her classroom? Why?

6. Do you feel that you belong/are accepted and included in the classroom? Why?

7. Are you able to relate to most things he/she does/said in the classroom? Why?

8. Do you feel encouraged/supported in your learning? How?

9. If you were given the chance, would you like to have him/her as your lecturer again in the future?

Appendix C

Informed Consent Form for Participants

This form is to be signed by the person who has agreed to be recorded/photographed as the principal party to, or as part of, a lecture, a seminar (or similar event), an interview or a focus group. The purpose of this form is to seek consent for the audios and/or videos, still images and/or recordings and/or field notes to be taken during any of the events as stated above and subsequently to be used for research purposes.

This consent form also acts as an information sheet of the following details:

Project Title: Teacher identities in the classroom: a discourse analysis

A brief description of the study:

This study is aimed at examining how teacher identities affect the use of linguistic strategies in creating a positive atmosphere in the classroom. Some examples include the use of humour as well as questioning techniques in establishing rapport and solidarity between the teacher and the students. The classroom interactions, primarily focusing on the teacher talk and secondarily the students, will be observed and closely looked at by discursively examining these instances in the communicative events involving the participants through the use of Critical Discourse Analysis and Politeness Theory. To help understand the interactions further, interviews and focus groups will also be conducted with the participants. The analysis done is intended to discover the role of identities behind the use of the identified linguistic strategies and to what positive results are they contributing to the overall positive atmosphere in the classroom.

Contact details:

1. Postgraduate researcher: Mazlin Azizan (email: aexma8@nottingham.ac.uk)
2. Ethics officer: Dr. Gareth Carrol (email: Gareth.Carrol@nottingham.ac.uk)
3. Lead supervisor: Dr. Louise Mullany (email: Louise.Mullany@nottingham.ac.uk)
4. Second supervisor: Prof. Svenja Adolphs (email: Svenja.Adolphs@nottingham.ac.uk)

Part One*: *The nature of the consent of the study

Yes ☐	No ☐	I confirm that the purpose of the study has been explained and that I have understood it
Yes ☐	No ☐	I have had the opportunity to ask questions and they have been successfully answered
Yes ☐	No ☐	I understand that my participation in this study is voluntary and that I am free to withdraw from the study at any time, without giving a reason and without consequence
Yes ☐	No ☐	I understand that all data are anonymous and that there will not be any connection between the personal information provided, and also that the data will be securely stored
Yes ☐	No ☐	I understand that there are no known risks or hazards associated with participating in this study

Yes ☐	No ☐	I confirm that I have read and understood the above information and that I agree to participate in this study
Yes ☐	No ☐	I confirm that I am over 16 years of age

Part Two*: *Anonymity requirements and potential dissemination plans

Yes ☐	No ☐	I consent to my data being transcribed and wish to be referred to anonymously in written forms of dissemination
Yes ☐	No ☐	I consent to my data being transcribed and to be identified by name and job title in written forms of dissemination
Yes ☐	No ☐	I consent to an audio file of my participation to be used, but would like identifying factors (e.g. my name to be removed) from any presentation of my data including research dissemination [and knowledge exchange activities with non-academic partners]*
Yes ☐	No ☐	I consent to a video file of my participation to be used, but would like identifying factors (e.g. face covered and name removed) from any presentation of my data including research dissemination [and knowledge exchange activities with non-academic partners]*
Yes ☐	No ☐	I consent to an audio/video file of my participation to be used with any available identifying factors from any presentation of my data including research dissemination [and knowledge exchange activities with non-academic partners]*

*Knowledge exchange and impact activities are planned to be in the form of publications of books or journal articles, presentations or information put together for e.g. professional development and training purposes.

I, the undersigned, agree to be videoed or photographed, recorded, interviewed and/or be part of a focus group, or be asked to produce a written work (or give access to a written material related to the study) by the researcher. I consent to the researcher amending, adapting and changing the performance in any way for the above purposes, and agree that this will not be prejudicial to my reputation, and that the researcher will attribute my performance anonymously where reasonably practicable.

Declaration:

Name of Participant:

_____

Email/Contact mobile:

_____

Signature:

_____

Date:

_____

Name of Postgraduate researcher:

_____

Email/Contact mobile:

_____

Signature:

_____

Date:

_____

Appendix D

Extracts for openings and closings (with extended contextual lines in blue)

Note: Green for discourse markers, red for pronouns, orange for questioning techniques, and grey highlight for speech acts.

Ed's opening extracts:

Extract 5.1

Context: The beginning of a one-hour lecture of an undergraduate module in an Arts and Humanities discipline, Ed (L) introduces Media Reporting on Health and Illness. The CofP has been in existence for 3 weeks, 65 students present.

((Students talking))

1 L : Okay we'll make er let's make a start. The other day I went shoplifting
2 well-balanced on the shoulders with a crowd of vampires. Yeah,
3 (xxxxxxx) on four pounds and I rearranged dracula's teeth to improve
4 the harmony of the mouth as a sort of a feng shui. That is even worse,
5 isn't it?
6 S : (Laughter)
7 L : My friend is writing a novel. Do you believe it? Without the letter E. I
8 said, that was a waste of tim, isn't it?
9 S : (Light laughter)
10 L : That was the best of backpackish. Right, okey doke. So now we're
11 coming to exciting exploring Health Communication lecture brought to
12 you by (His full Name). Aged 43. Still going strong. Still
13 having Alpen for breakfast. So this week we're going to be looking at
14 the media purporting of health and illness which is a fascinating and
15 topical theme. I hope you'll find it interesting. So it's relevant to
16 (xxxxxxxx) to all of us here. Also a little quote that I adapted from a
17 researcher called [Primac] not to be confused with Primark. Wouldn't
18 it be refreshing if the news runs something along this line? Good
19 evening, welcome to our six o'clock news. Tonight we're going to skip
20 our usual sensationalist story to inform you of something that is truly
21 important. Did you know that children are exposed around 45 hours
22 each week of various forms electronic media, such as tv and radio? Did
23 you know before they reach 16 children will watch 40,000
24 commercials promoting junk food and alcohol, most of which are
25 specifically aimed at youth? Did you know that mass media exposure
26 has been linked to problems such as obesity, poor academic
27 achievement, suicide and post-traumatic disorder? Shocking isn't it?
28 Well, the media will never put its hands up and say that they are
29 responsible for this kind of thing. It takes researchers to flash out and
30 expose the kind of practices that the media produces on a daily basis

and that's what we're gonna do in this lecture. We're gonna look at two areas really. We're gonna look at how the media represent mental health, we're also gonna look at the way the media represents the obesity crisis which apparently is affecting the western world at the moment. We'll be looking at lifestyle television programmes briefly as well as a little bit of advertising as well. I'm interested in how the commercial outlets target advert which promotes junk food to children coz' I think advertisers have a lot to do and responsible in their small way in promoting this obesity environment. More of that later. Wanna start on mental health now.

Extract 5.2

Context : The beginning of a two-hour undergraduate seminar, following the lecture on Media Reporting (discussed in Extract 5.1). A technical problem occurs at the beginning.

((Students talking amongst themselves while Ed is fixing a technical problem))

L : Right, okay emm (Long pause). Right, everybody got a handout? Everybody got a handout? Have you got a handout? Right, okay emm, So, (1.2). Did I get this thing to work? Right, brilliant, brilliant! We're back to business (xxxx xxxx). Okay, wow this is so so exciting. Right, well, hello everybody. Sorry about the emm today's technical issues. And it was one at the lecture emm as well. Well, pancake day today.

S : Uuuuuu!

L : So…Yeah, you know pancake day. That it's just crept up on the? It's just crept up on me.

S : ((Laughter))

L : Waist! Emm, okay, so, nice to see err see everybody. So obviously this week we're looking at the media. And I'm following from the lecture, two big things. Emm looking at how media represents em issues like emm B6, which is a major and health concern. (xxxxxxxxxxxxx) We'll be looking at em advertising of children's food as well, which is an interesting topic. And then we'll finish off by looking at mental health representation. Emmm, which again, is a very topical and timely concern. Annnddd can you all please, I think hopefully it is the last week for me to say this. Can you put your name on a piece of paper? Emm at some point or so I can pick everyone out. And I must know all the names after this week. So let's go and have things to be in place. (xxxxxxxxxxx) And can we all emm make a start?

S : You mean, like like a name badge?

L : Well, yeah, like like a name badge, emmmm, your choice. I mean some may like (xxxxxx) Arial, Verdana.

S : And the name?

L : The name you would like to be called by me and everybody for em.

Extract 5.3

Context: The beginning of another one-hour lecture of an undergraduate module on Health Promotion. The CofP has been in existence for 4 weeks.

((Students talking))

L : Morning. I hope you're doing well? Hope you enjoy the module. Do you like my jumper? My jumper is nice isn't it? (xxxxxxxx) software (xxxxxxxxxxx). In the weekend I went to Skegness. Everybody knows Skegness? Yeah, lovely place. And I've brought with me some sulfur and some hummus. Indian Ocean. (xxxxxxxxxx) Fantastic news. You know my dog? So I've bought five sticks for it and five miles to bring it back. (xxxxxxxxxxx).

((Laughter))

So do you know the university vicar has gone missing? Don't worry. I've contacted the missing person. (xxxxxxxxxxxxx). That reminds me I should stop now.

S : ((Laughter))

I keep going I'm sorry. Now let's get back to the lecture. (xxxxxxxxxxxxxxxxxxxxxx) but that's not what I'm here for. Okay, we're looking at health promotion, uh, this week. A very fascinating subject. It will appeal to those of you that are interested in advertising because the techniques used by health promoters are not dissimilar to those that are used in commercial advertising. (2.0) Now, a little caveat (1.0), a little warning, this lecture contains some disturbing images, okay? Health promotion campaigns are often renowned for their use of fear and shock tactics. Um, so I will show you some of these, sort of cutting-edge campaigns that are currently added in circulation. So, a little caveat. Okay, so let's start off with (xxxxxxxxx) slide. I will show you two clips from, uh two health campaigns, and I want you to think about which you think, is the more effective, and why. The first was from a campaign called 'Don't be an asterisk'. Now an asterisk means, in sports, the symbol of fakery, someone who is a [schnide], that someone is a cheat. And the second one is an anti-smoking advert, okay? So let me show you the 'Don't be a cheat, don't be an asterisk' clip first.

Extract 5.4

(Context : This is at the beginning of a seminar of week 4 and Ed is reminding his students about their written assignment and offering them some advice on it.)

(Distant noises. Students talking)

L : Urrrrrrrrrrrrrrrrrrrr. Emmm. Let's make a start. Good to see you all, everybody. Alright. Are you all emmm enjoying the module?

S : Yeah.

L : Yup? Good good good! Emmmm. Was trying to get feedback. So you

can see me if you need anything for me to help with or you just need my feedback. So, isn't time flying? This is week 4, isn't it? (xxxxxxxx) And your assignment, written assignment is due in next week (joking).

S : (Laughter)

L : So, errr, some time away. But seriously, have a handout. (to a student who just came in)

S : Thank you.

L : Seriously. Have a think about your written assignment. I know it is written yearly, but what I want very much to do is by this Easter hols I think if you've identified an area that you're interested in, that would be a good good thing because I can see youuuuuu (in a funny way) to look at any plans or to give you advice and discuss ideas with you because I might at the time of Easter is the time that I will probably spend on the assignment. Emmm, so do think about assignments. On moodle, there's a list of different essay ideas for you to think about. But you're not confined to those. So there might be some aspects of health communication that you want to pursue which isn't on that list. That's fine. But whatever you do, do come and see me. Even if you you don't have an idea. So we can discuss ideas and things. So I'm always around, ready to help. So you can email me, pop in and see me, whatever. Ok. Lovely.

Emmm, anybody got any question on the emm assignment? While obviously we're looking at the (xxxxxxxxxxx) assignment on the second half. Come in, have a handout, have a handout (to students who just come in). Tell us, tell us, tell us. Which reminds me, isn't there a new film coming out? Emm, well I think, I don't know. Emm, you wanna tell us? (to a student)

Extract 5.5

Context: The beginning of a seminar. Some students are still arriving. This CofP has been in existence for five weeks. Ed (L) starts an undergraduate seminar, a follow-up to a lecture on Counselling given earlier that week. 25 students were present.

L : Handout there for you all, uuuuuu! ((funny noise))
Alright! Can you put the lights on for me please. Thank you very much. Thank you. Okay let's make a start the handout's here. Has everyone got the handout? Okay. Right. I bought some cheese the other day and well, this new cheese is called Armageddon cheese and on the packet is written, 'Best before end'.

S : ((laughter))

L : And I went into this shop and I said I would like a giant packet of (xxxxx) please. Yes if you are (xxxxx)

S : ((laughter))

L : Never mind. Alright, that's one of the jokes, which I thought is quite good. This week we're looking at Counselling Discourses. Come in. Come in. There are seats there. A chair here. I want to allow some time for a bit of group work today because the other day we were interrupted by the fire alarm fire alarm.

L : Okay, so, in the lecture, I tried to give you a sense of how therapy discourse is and how widespread it has become and what I want to do in this seminar is to show you how therapy works which is in all kinds of domain and not just in the domain of counselling itself. I think the interesting genre is the agony aunt columns. The advice columns in popular lifestyle magazines. Anybody reads advice column? I do. It is very interesting actually. It's quite fun. Also very revealing on what's happening in the wider society. What's going on with society and people. Anybody knows who is agony aunt? Which is culturally specific. Anyone care to venture into an explanation on what agony aunt is?
S : It's usually a woman who gives advice?
L : The one who gives advice, an advice giver. Emm...Absolutely! We have a series of advice givers agony aunt columns here for you. One is called Kevin Smedley who writes in Women Weekly and Mary Fenwick who writes in Psychologist magazine. Does anybody read these magazines? No? I do. I recommend them. Psychologist magazines. Make you feel clever. Don't worry on that one. Right, so what I want you to do is to read it closely and pull apart these columns taken from two popular magazines and think about what are the assumptions that these advices convey about health and emotional well-being.

Ed's closing extracts:

Extract 5.6

Context: Before closing the lecture, Ed brings up important issues that will be followed-up in the coming seminar before dismissing the class.

L : People respond to wellness, healthcare and healthcare-related behaviour, are profoundly, exceptionally influenced determined even by mass media representation. Most people, you included, will get your information, their information about health and other matters from the mass media (xxxxxxxxxxxxx).
And lastly, pretty much an important one which we'll be looking at in detail in the seminar is this, attention-getting devices. These adverts are always involved using some kind of attention-getting phenomena whether its fast-paced imagery, whether it's sound effects, musical whatever. But the important thing here is the sound effects. All these adverts tend to be noisy and extremely energetic. And the reason they are noisy is this. Because advertisers know that when children are playing at home with the tv on, they may not necessarily be actually watching the tv, but they'll hear it by (xxxxxxxx), won't they? And once they hear it, then they'll look at it. So sound effects become all important in advertising for children. And advertisers spend millions and millions of pounds if not more on contriving these types of adverts in making these for children. The question is, is this moral?

This is what we're discussing in the seminar. I think what the big issue here is about money talks. Money wins the day. Okay, that's today's lecture. There's the references. See you in the seminars.

Extract 5.7

Context: This happens at the end of the seminar on Media Reporting on Health and Illness. Ed is commenting on what has been covered in that session before putting the students into groups.

L : We can make sense of them I think in a similar way in the way that we draw upon concepts for err written language although of course it's not always gonna be an overlap, and it's not always gonna be completely convincing coz these are rough ideas but I still think they're quite useful.
Okay, well, I'm aware of the time. And it went past 6 and it was lovely for the last ten minutes or so peeping through your group. I think we've covered a lot in that session. I'm very impressed by the way you interpret those texts. Emm, does anyone feel that they've got and learned something out of that?
S : Yeah.
L : Do you see some of the items in the articles that flash out, some of the consistencies?
S : Sure.
L : Good! Right, so, can you get to your groups that you can remember?
(xxxxxxxxxxxxxxxxx)

((Students get into groups to discuss about their assignment))

Extract 5.8

Context: This happens at the end of a lecture on Health Promotion, where Ed is offering his concluding words for the session, sharing some important tips.

L : For those who are doing other business learning programme there is a module on health communication which I'll touch upon some of these erm work. If you're interested. I'll recommend some of these books.
Okay, so, just to finish off then, students in the past have been quite overtaken with health promotion campaigns and texts because they are so (xxxxxxxx) and for your, uh, written assignment, during your spoken assignment (xxxxxxxx), there's no reason why you can't look at health promotion campaigns, because of course they are media element and they are so extensively available. You've got lots of campaigns on YouTube. They tend to go straight onto YouTube, but by health promotions I also mean things like road safety, so it doesn't have to be disease-related. It can be any aspects of lifestyle behaviour.

Pinterest websites have lots of wonderful resources, photographs, any media, the leaflets, posters and flyers are also fair game and worth looking at. TV, radio adverts are very useful. But at the start, I mentioned about Phillip Morris. I think there should be more research that looked at tobacco companies, because they have a vested interest in selling tobacco, at the same time, they also need to promote responsible consumption. It's very interesting to see how they balance that. Okay, emm, and there are the, uh, slides, the references, I should say. If you're going to follow the ideas up. Sorry I didn't get to show that clip earlier on, but I'll show that in the seminar. Okay, thank you very much.

Extract 5.9

Context: This happens at the end of a seminar with the topic concerning media representations, where Ed is offering important final notes on the subject matter. The CofP has been in existence for 4 weeks.

L : Okay, I have so much to say of these things and I gave you far so many things to look at and I apologize for that but just to make interesting. There're so many of these adverts around and I think there's more research that needs to be done. I think research suggests that evidence (xxxxxxxxxx) of which of these are useful or harmful. Ermmm, World Health Organisation is still critical of these I think. But other campaigns argue that they are actually good because they do wean people off tobacco but not (xxxxxxxxxxx) like that here. Okay, good! Ermm, so, folks, for the rest of the session, emm, we were going (xxxxxxxxxxxxx) but a bit late but what I am doing is to walk around and see if you're on track, you got ideas emm what I would very much like you to do in groups, say by next week, is to identify data. Okay? I hope you may have done it already. Because it's week 4, so you have another three and a half weeks, so four weeks or so, time is ticking away and it is important for you to work as effectively and quickly as you can. And of course, please, are you able to work as a group outside as well? You're meeting outside the seminars. Okay? So, please get together.

((He goes from one group to another, dismissing each group as soon as he is done discussing with them))

Extract 5.10

Context: This happens at the end of a seminar on Counselling. Ed is giving his last words before putting the students into groups to discuss their coming presentations.

L : They might as well be just coincidence but I don't think it is. It's a very subtle form of visual representation and we're encouraged

to compare the two represented participants.
Kress and van Leeuwen uses this term represented participants through photo or any entity that's individual texts.
So that's another common device in these texts. If self-help texts really work, as I said in the lecture, people would stop buying them, because if they buy one, that works, they don't have a need to buy them again. So they're selling, selling and selling. Err so it's in their interest to get people to buy and buy and it's making them more insecure actually. Ok, right, so that's, erm, let's stop there. I'm aware of the time, we didn't have time to do much of the work last week, so far along, so can you get into your groups and I'll move around and see how you are getting on. Two weeks away from your presentations!

Sandra's opening extracts:

Extract 6.1

Context: This CofP has been in existence for 7 weeks prior to this recording taking place. The following exchange takes place at the very beginning of a seminar. There are twenty students who are present so far. The lecturer, Sandra, is expecting more students to arrive soon.

L : It seems to be a lot of people not with us. I know about two people who are not with us. I mean when you look around the room you think there are some people who are waiting to come in. You mean some people are a bit late, on the bus or something…?
S : O yeah. They are in traffic, like xxx, xxx and xxx. (mumbling sounds)
L : Alright, well, let's have ahead of what's for today while giving them a few minutes to arrive. You know that paediatric module is divided into three sections. The first bit is like about normal, what's normal bla bla bla and then you move on to (xxxxxxxx). And today is kind of the day where we switch over so we're gonna do normal in related to (xxxxxxxx) we're going to look at emm we're gonna start getting you to go and do some quick you know? How we did in RMOP (xxxxxx) quick (xxxxxx) stuff about particular topics and then you come back and present to each other and that will produce you a current as in 2016 workbook of key things that are going in paediatrics. Now it's entirely up to you how you produce that but I do suggest to you here that while you're away for your forty minutes work to do this in a small group, don't do it on your own. You could put this together in one side a word document for starters and if you email that back to me I can put it on Moodle a one document all in one so if you got an interview that takes place in paediatrics and if next year you want to rotate to paediatric or whatever you have 2016 current paediatric information to get you up and running so that's last time and now there's a couple of groups that have some hiccups were there? You're going to look at your week before this and you've done that and that was all good?
S : (distant noise)

L : So you would have to do it during lunch time and you will have to use whatever (xxxxxxx). So those are the two groups that have emm or is it just one group that has a blip?
S : (distant sound)
L : And it has been reset and redone so you can do it again you know, which I thought you can set up it's been running for emm but never mind but you'll have to do that over lunch (xxxxx) in order to be ready for your group session this afternoon.
Then we're going to do we're gonna get into the (xxxxxx) expose of parents. You know when you go over to some parent who is sitting around the bed or you knock on the door you're going into somebody's household and you say please please please can you let us in? We're going to try to give you a bit of insight of some parenting expose and that is one time what parents really think when they talk about in private conversations with me about being asked coming into their lives and that's quite special. And then at the end of the day we're going to look at the (xxxxxxx) and that's how today's going to look.

Extract 6.2

(Context: This happens at the beginning of a lecture when Sandra is asking the students about their prior knowledge on the topic of Gait. There are 180 students sitting down in a huge lecture theatre).

L : By mechanical analysis of walking, on previous courses, can I just have a show of hands any of you who have done something on walking or gait, since what we're gonna do today is gait, so hands up some of you who have brought with you some knowledge? (Two students put up their hands). So hold your hands in the air. Everybody else, look at these two people (while pointing at the two students). //Laughter//
S : //Laughter//
L : If I'm not around and you have some questions, find these two and they would be able to help you. //Laughter//
S : //Laughter//
L : I forgot to say something at the start of the lecture, and I apologise. Did you all get the email about a PhD student who is here with us? So Mazlin is here to observe the class. And she's here because her PhD project is about how people teach and the words that they use in interactions and she comes from (xxxxxxxxx) isn't it?

Extract 6.3

(Context: This happens at the beginning of a laboratory session, following the topic of Gait in a lecture previously delivered, and the students watch each other walk up and down in the middle of the room and discuss what they see. There are 11 students who are present for this first session for the day).

(Distant noises with students talking to Sandra and with each other)

L : There should be 18 to (xxxxxxxx).
S : I think there's now 16.
L : So 4, 6, 8, 10 (head counting). So there're 6 people missing.
S : (xxxxxxxxx) is ill.
L : (xxxxxxxxx) is ill. Ok now, that's two.
S : Oh, (xxxxxxx)'s ill.
L : Ok, is that to do with er illness or to do with (xxxxxxxxxx)?
S : I don't know. But both much the same.
L : (Laughing). Ok, can we, er what we're gonna do for this session is we're gonna follow on those learning objectives and you remember we did not so acknowledge emm the information we're understanding on. Is it is it Tuesday? Is it on Monday or Tuesday? I can't remember. So what we're gonna do today is we're gonna watch each other walk up and down and we're gonna try to talk about that information and see what we can see. So, the gait cycle.
S : Sorry! (a student comes in and apologizes for being late)
L : What can you remember about the specific phases of the gait cycle? What are they called? You should fill in your handins. Handins? You should fill in your handout. Got it the other way around. Thank you very much! Em already, yes, please feel free to hold on to that I'd rather you use them. What are the things the phase of the gait called?
S : The swing and the stance?
L : So there's the swing and the stance phase yeah? Little smaller elements, so what's that called?
S : Emmmm…
L : Initial contact?
S : (Mumbling sounds)
L : So let's look at the left leg. This is only a handout you should have filled in the gaps between the day. If you've got to fill in, you'd rather fill it in now.

Extract 6.4

(Context: This happens at the beginning of another laboratory session on Gait, where students watch each other walk up and down the aisle and discuss what they see. There are 17 students who are present for the second laboratory session after being joined by a number of students from a different group).

(Students talking to each other)

L : Ladies and gentlemen, ladies and gentlemen, I, I got a group outside of students who have to wait two hours to do the session at 4 to 5 and that's all they've got, they're wondering if they can join us. It

impoverishes your learning experience and it's entirely up to you. Though I'm quite happy to take responsibility for the decision but it's entirely up to you. Do you feel watching people walking and we're putting you into place in gait cycle, so do you feel you want to maintain the integrity of your learning?

S : (Laughter)

L : Or you are willing to share? And emm we can take a silent vote. If you, I'll give you a few moment to think about it. (long pause, students talking and laughing with each other). Ok? That's the rule. (A knock at the door) Hold on. (Opens the door, talking to a student outside). You're in this group? (addressed to the student at the door, who nods). Ok, so, it's entirely up to you. Er there'll be about, 2, 4, 6, 8, this is your group in its entirety?

S : No. (Some students talking).

L : So you look like you're in tact. So you're gonna be joined by a group that's about the same number to you. So, if the answer is, you have to look at me for this. If the answer is, that put your hands up now. You don't want them? (to a student).

S : I don't mind.

L : Ok, that looks like one abstainer, anybody who is put your hands up now, that only one abstains, it looks like we're sharing, shall I let them in?

S : (Laughter) (Door opens, noises of students entering and settling down).

L : Can we all make sure we're signing in this? You're cold? (to a student)

S : No, no I'm fine.

L : Right, we're going to use the centre of the room as the runway, so we need to make that space clear. And in a clinic, emm what usually happens is as I said before that you walk up and down, now in the main lecture, er we did knowledge and understanding. And today, em it's really about watching models mainly from group 3, I'll just repeat that so group 3 were listening. We're going to be watching models mainly from group 3 unless anybody else wants to volunteer emm walk up and down, ok? And really we're gonna have lots and lots of opportunity to try and see in real time what we would do in the clinic these aspects of walking.

Extract 6.5

(Context: This happens at the beginning of another laboratory session on Gait, where students watch each other walk up and down the aisle and discuss what they see. There are 20 students who are present for the third laboratory session. This is a micro CofP with different practices carried out between the small groups, which depends on the dynamics of the CofP).

(Noises of students talking to each other)

L : Ok, now we'll set up for a nice clear runway right out in the middle because this afternoon, we're going to be observing each other walking up and down the room. So, if you just make sure, there aren't things, (xxxxxxxxx), emm just make sure that you're not going out into the gang way you don't want to be tripped up or something like that. So, on Tuesday, are you sure you haven't done the session already today? (to a student).

S : No no, I'm sure I haven't.

L : (Laughter). Emm the signing sheet is going around? Right, then everything out of the middle of the room, don't trip out each other. Tuesday, was it? Was it Tuesday?

S : Yeah!

L : Tuesday, you've had a lot of knowledge and an information and hopefully you're beginning to understand about walking and gait cycle. And lots of terminology and emm we talked about how therapists and rehabilitators actually communicate to each other about walking, and use the terminology for the gait cycle, yes? So this afternoon, we're very simply going to watch lots of people walk up and down emm and try to see if we can see a little bit of the gait cycle. You've had a little bit of time to fill out your handout and put some details in the pages. If you haven't had time to do anything you should be able to complete most of it this afternoon or you just do it, it's not gonna be very long. I'm not going to focus on page one. We're going to look at all of these elements that you've got on page two. And we're going to look at them repetitively, and then at some point, we will look at the tables at the end of column B and so on and so forth.

Sandra's closing extracts:

Extract 6.6

Context: This CofP has been in existence for 7 weeks. This is at the end of a seminar on Growth where Sandra is offering some advice.

L : And the latest evidence that it is mainly for treatment for this population and a systematic review for this population puts it here in comparison to others.
That was it? Yeah? That was it. Fantastic! Brilliant! Where some of you are really going down to CAT route. Introduction, a bit of literature bla bla bla and okay that is such fantastic view. That's what's expected of you. You might want to go a little bit more a CAT attached to GP where justify (xxxxxx) to something, you're on your way. For yourself, somebody mentions nobody (xxxxxxxxx) limited to it. Don't

just take the abstract and accept it. Do always ask yourself, I've got these two papers. You know? Both are written in emm and (xxxxxxxx) published them. What did they do well and what do they do not so well, because that one might carry more weight than that one when you look at the transliteration of a paper. Em great! Now you've talked about that little topic this morning. And that's a little bit of a formative work for your assessment. So, while you're having your lunch just think about what was it about when you're doing presentation that makes you pick up the attention? What was it that made you feel really bored and switch off? And some of you might switch off because you're thinking, now I've got to speak (xxxxxxxxx) and it happens to all of us, and this is the stepping stone. Get the material and deliver it and you taught that to this peer group and you'll have a session like that at the end. Alright, go! Break for lunch.

Extract 6.7

Context: At the end of a lecture on Gait, Sandra reminds the students of what they will be doing in the practical session.

L : So in practicals, we're going to have the privilege of seeing each other walk and to take the responsibility like a professional. And for your dedication, I have gone on the internet and found some videos that recap what I talked about today and may bring on some myself. Now, I've checked these only over last week on walking and the ones last year weren't working so I'm hoping that I've got something you might like, something you might (xxxxxxxx), that's something you can do with your achievement (xxxxxxxx) like video of walking in London or walking in Tokyo if that was and if you want to have something that tangible again. Before we wrap for today, do you want me to go around the topic today or you've got any questions? Are you happy that you got the introduction there? Quite forward, lots of information. Anything there? And I'll see you at the lab on Thursday. Thank you very much for your utmost attention and I really appreciate that. Thank you.

Extract 6.8

Context: At the end of a laboratory session, Sandra is thanking the students who have volunteered to be the models, followed by some tips and suggestions.

L : But if you can as best as you are able, just do your normal walking, and if possible just try to be a bit slow and ignore everybody and you'll get the chance to look at these things in due course. Yeah?
((Students discussing in pairs))

((Claps for attention)) Can I just, can I just quickly close the session? Thank you very much. Please do feel free to practice this with somebody you know very well at any point that you like. You can do it down at a disco. ((Laugh)) Can I have your attention please? ((Claps for attention)) Thank you. Thank you very much. Hope you like the amount of knowledge and the engagement in the session. Thank you very much to all the models because you allow us to start to see some things and begin to build up your skills altogether. Now when you go away for Easter, I want you to start watching people walking, get people that you know very well like mum and dad, or brothers and sisters, take their, put their shorts on and shoes off and you watch them because you cannot get enough experience of things like this and we've talked about (xxxxxxxxxxx) you need to fill those tables for yourself and you will need to come back to this. It's quite possible that you might get gait analysis or your observation of gait for your assessment or your impact on gait and you will definitely be using this information on Youtube (xxxxxxxxx) for gait. Thank you so much.

Extract 6.9

Context: At the end of a laboratory session, Sandra is posing the last question to her students leading towards concluding the session.

L : Emm in mid start to turn off the hip which has moved from flexion into an extension. It's a lot about velocity. You've got to take your weight is over here. There's a lot of velocity going on and the force is generally going that way so what's holding you on? Er the band.

L : So, if there's a lot of weight going left and right, what's one of the gluteus that's most likely to be helping out?

S : Medius.

L : Medius because of the abduction. And there's a lot more details to say but that core fundamental principles are probably all you need, why they're working in velocity and for taking weight. Thank you so much. Thank you models, particularly, because it's not easy for one to walk up and down to have your legs for show and thank you for engaging in that session. It was really good. I mean, collective knowledge, I'm amazed. You have done perfectly. Collective knowledge is really good. Well done! Have a lovely Easter!

S : And to you!

Extract 6.10

Context: This happens at the end of a laboratory session, and Sandra is concluding the session by asking for one more volunteer to walk up and down.

L : What's gonna stop it from going forward?
S : Gluteus musculus.
L : Gluteus musculus, yes. Emm in mid start to turn off the hip which has moved from flexion into an extension. It's a lot about velocity. You've got to take your weight is over here. There's a lot of velocity going on and the force is generally going that way so what's holding you on?
S : Er the band.
L : It's (xxxxxxxxxxx) illiotibial band and what's one of the gluteus that holds it?
S : Medius?
L : Medius. Yes, that's your art, doctor. Fantastic! Well done! Let's just have our last model walk up and down so we can put all that together. Oh dear! Just quickly, walk up and down for us. One last look and I have on good authority that this is a very fluid pair of hips.
S : ((Laughter))
L : And if you look at the t-shirt, align of the t-shirt, it is moving slightly up and down. You're going fast. And you just keep, you wanna get out of the classroom? //Laughter//
S : //Laughter//
L : Ok. Thank you very much! Thank you. Nice work! It takes a lot to gather all these things so well done! See you soon!
S : Thank you!
L : You're welcome!

John's opening extracts:

Extract 7.1

Context: This CofP has only been in existence for one week prior to this recording taking place, but this is the first formal lecture interaction of the module. The following exchange takes place at the very beginning of a lecture. There are 65 students who are present on that day.

L : (xxxxxxxxxxxxxxxxxxxxxxxxxxx). What I think is you may be thinking that you can get away with just about anything that will rather gel and it shows what you think you've found but you need to think more deeply about what the data you're collecting are, sometimes it is not even obvious when you're collecting data. Err this is hopefully an extent of this going to be two-way, ermm so you should be interrupting me and asking me question whenever you can, although it has

(xxxxxxxxxxxxx) I'll be glad to know that (xxxxxxxxx) if possible. But if you do have comments about what could go into this course in future I'm always often try to expand it or change it depending on the source or needs you have. So if you're sitting there thinking it does work very well for an ontologist, which is what I am, but it doesn't address the needs of a biochemist, so talk to me about whatever problems that you think you have or going to have, and whether or not we can accommodate that in this course in the future. So in terms of the structure it is rather straight-forward. We've got lectures, that is eight lecture sessions, that will fit the time for two hours but it will be less than two hours, it will be likely an hour or an hour and a bit. Okay, for the introductory session today which is mostly going to be about the philosophy of hypothesis testing. Then next week I'm gonna talk to you about experimental design. Some of particular problems that people always encounter when doing real experiments is instead of doing nice ones that you can find out of stats textbooks, they (xxxxxxxxxxxxxxx) and then it's time to hit your statistics books. Then again, the idea is to give you the tools and the concepts to help you understand all the experiments that you might have to do rather than forcing you into situation where I've had a lot of people who aren't confident with experimental design and analysis and that if they cannot get something that they see out of the book, then they just paralyse and they don't know what to do and that's what gonna happen next week. Then we got a couple of weeks on what we call a generalized approach to analysis which is applicable in very broad range of situation which deal with a whole series of whatever you encounter so tend to follow the standard undergraduate textbook account to do the analysis and I'll explain that in due course. Then I'll pass it to (xxxxxxxxxxxs) to look at Probability in Biology and in particular base theory which sounds a bit scary and a bit kind of like undergraduate level Maths but actually er it's a very simple probability theory he's gonna be teaching you and again getting you to think about what your problems really mean in Biology and doing some practical exercises implementing some ideas simple ideas of probability.

Extract 7.2

Context: This lecture happens in a large lecture theatre with 100 students attending. The CofP has been in existence for three weeks prior to this recording taking place.

L : Okay folks! So a few announcements initially. First of all, the podcast for last week I accidentally sent it to the wrong module. So that's why I need to now upload it separately. I think I've uploaded the (xxxxxxxxx) along with the slides initially to a different link but

they're not in the (xxxxxx) so but then I figured out how to move them into the module link so I would be able to transfer most of them into the (xxxxxx) link, and I know there are many people who are confused by it. (xxxxxxxxxxxxxxxxxxxxxxxx) Ok the other thing that is going to happen today is emm quite a different route this week, I'm gonna do quite a heavy lecture session initially, and then we've got a coffee break and we've also got upcoming interactive exercise to do and we'll do it in the lecture theatre and then I'll finish off with another bit of a lecture at the end. So err hopefully that will break up the content a bit. I'll see how it'll go from time to time, and what we might do is we'll have the coffee session a little bit before the end of the first lecture session, finish with that lecture session and then have the interactive exercise at the end. I'm not exactly sure yet we'll see how as far as timing goes. So, what we're doing this week is to be talking about population dynamics. And that's what we're going to talk about for two weeks before we're off to computer workshop to be looking at these models and population dynamics and then I'll hand down to Alan who will talk about something else.

Extract 7.3

Context: This is at the beginning of a lecture that happens when the CofP has been in existence for four weeks prior to the time when the recording takes place.

L : Ok, so, hello! Welcome to bleary eyes, Tuesday? Possibly? The last time I checked. Emm so we're gonna do a lecture this morning and then we'll start the workshop elements to the class which of the module which gonna involve you doing some thinking rather than listening to me dragging on. And we'll also keep you up with an example of one of the tasks that I want you to do, an example then you all get away and in small groups, get a cup of coffee, dare to digest the other problems that are on the worksheet, which you can collect later on. And what I'll probably do is that I'll put you in two groups doing physics after the theory. So I think what I'll probably do is sit here and mark in here in the room so people can come and chat to me as when they get stuck. So, I don't know. We'll see how the lecture takes and then, I don't know. I'll figure out the plan when we get there. So, this is not the weirdest room in this building we're sitting in. I think they've got a wall in there. I think this is one of the rooms with the special air-conditioning, you know? Then they built this building.

Extract 7.4

Context: This lecture happens in the fourth week of when the CofP has been established. The noise level is quite high and John quickly jumps in to start the lecture.

L : Hello everybody! We can (xxxxxxxxx) and spin on the ground for me. There's a big party last night. Maybe. Maybe just a lot of you need a break. So this is the last lecture session for a week or so because we're gonna have a computer session next week to allow you to draw at and to think and reflect back on some things that I taught in previous weeks before and before (xxxxxxx) takes over the following week after. So what we're gonna talk about today is resource and patient and what we're doing is really coming back to the topic (xxxxxxxxxx) at the beginning of the course in the first week. We've had two weeks now previous to this looking at population dynamics. Now coming back to resource and patient we see why we're coming back to resource and patient now because we're gonna start thinking about the fitness association with different resource strategies. Well we measure fitness using the population parameter that we established in earlier lectures. So emm this slide illustrates the radical variation in our time can be in terms of how to allocate resources to different tasks. So this is my own pragmatic family that (xxxxxxxxxx) the sexy name that I get in the radio for.

Extract 7.5

(Context: This happens at the beginning of a seminar where a discussion session takes place in a laboratory, involving his feedback on an assignment. In the midst of the opening of the session, a visiting member of academic walks in and the students seem to be entertained by the little commotion).

L : (xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx) one of which increases fitness and one of which doesn't or possibly decreases it. And you're saying well, the bit that the the the (xxxxxxxxxx) trait that increases the fitness. [Door opens, someone walks in]. Well, hello! This is Dan!
S : (Laughter)
Dan : Hello, everyone!
S : (Laughter continues).
L : (Explains to Dan). It's it's Mazlin has just come in and she's observing the class for a different reason.
S : (Laughter).
Dan: Oh!?
L : Dan is erm, have you met Dan?
Yeah, yeah. (xxxxxxxxxxxxxxx)
L : Oh yes, yes, of course!

16 S : (Laughter). [Parallel voices]. You're rather hot this week.
17 L : I am hot this week, Alex.
18 S : (Laughter).
19 L : Emm Dan, can you just sit in and you can maybe chip in. We're
20 talking about adaptation. So you've got erm you've got affiliative trait
21 that you're arguing as an adaptation, but how do you measure the
23 adaptiveness if it's if this applies (xxxxxxx) affect somewhere else
24 (xxxxxxxxxxx)? [Addressing the students]
25 S : You could look at the average fitness and how bearing together can
26 affect the (xxxxxxx xxxxxxxxxx).
27 L : Right, so you're saying that positive effect on fitness plus the neutral
28 negative effect is it'll (xxxxxxxxxxx).
29 S : You look at blood and you get the idea that taking away the redness or
30 taking away the option that (xxxxxx) and I would infer that it has an
31 (xxxxxxxx) effect on that gene.

John's closing extracts:

Extract 7.6

Context: Towards the end of a lecture, John is informing the students about the topic to be discussed in the next session.

1 L : It comes with quite a discreet amount of material but it is not quantum
2 physics, and I think if some people are taken by surprise or the part of
3 the workshops are not simply you know, get this, click that, do this,
4 and that the answer is a yes or no, it involves more brain than that.
5 So next week (xxxxxxxx) we're going to look at experimental design.
6 We're not gonna look at any P values or any analysis or any of the
7 computers we're just gonna think about the logic of doing experiments
8 and the way that allows us to test the hypothesis. Emm, so if you
9 wanna be successful in this course and be good in all that, what you
10 need to do as a group is you can discuss and stuff but you don't need
11 to (xxxxxxxxxxxx) that we discuss in the lectures which sometimes I
12 think is quite complex and I find it's hard to explain some of these
13 concepts. So, yes, that will be it. Alright, ermm, so I already let you
14 know when the next session is, and then we've got another lecture, and
15 then the workshop. Annndd alright, see you!

Extract 7.7

Context: John is providing a summary of the session. He is lamenting on issues faced by the animal population.

L : Personally I don't have a problem with that but it's just it's not really influential because so much more of the beehive turn on other levels but and (xxxxxxxxx) probably (xxxxxxxxxxxxx). Okay, so, it's a slightly gloomy message to take home. But anyway, let me try to recap. There's a lot that went on in today's lecture. We started off by talking about the statistics model of which predicts and (xxxxxxxxx) temperature. And it includes maintenance which is the critical process in regulating population styles and it's all about how the demographic process (xxxxxxxxx) immigration and degradation convert into a realistic population dynamic. And then although we see that real population dynamics don't often look all that nice of the (xxxxxxxxx) curve, it doesn't take very much to manipulate the statistics model to generate all of the patterns and dynamics that we see in the real world. Adding space to the equation radically changes the outcome of the population dynamics. It can make a difference between distinction and systems and so space really does matter because of this (xxxxxxxxx). And then last thing, habitat loss, fragmentation and degradation all of which of other processes humans and other (xxxxxxxx) are responsible for all these can take spatial population for long-term systems into extinction. Thank you.

Extract 7.8

Context: This questioning happens at the end of a lecture. John is throwing a series of questions to the students on important factors in ensuring successful experiments.

L : Emm, you can't control, well logically you can't remove it entirely. Well, you can try your best to make sure that you have (xxxxxxxxxxx) to allow the vent to cool, yes?
S : Because of biological factors you can't predict it.
L : You can't predict how one of the incubators are better than the next. That's a bit closer I think to where I was heading. (xxxxxxxxx) Ermm, (xxxxxxxx)?
S : Is it because it is not part of what you are predicting?
L : It's not always what you're interested in, it's not always what you are predicting, yes, all of these are true, but we use the word random because of this concept of withdrawing incubators (xxxxxxxxxxxxxx) from a large pool of incubators. I say a large (xxxxxxxxxx) than before but we ((laugh)) the difference these places are random because we are kinda putting a (xxxxxxxxxx) and put it in a bag and in an incubator, in a random (xxxxxxxx) but and then (xxxxxxxxxxxxx) the treatments. The treatments are not drawn out at random of all other possible treatments, because it is designed by us, fixed by us, because the other things that we want to compare. And that's why we've got to fix it at random. It's very, fix means, that's what I want to look at. So,

class time is over. So we're gonna have to go to physics to finish this on. So it's normally we'll be doing in the same way and there you go.

Extract 7.9

Context: This happens at the end of a lecture on Natural Selection. John is giving the take home messages related to the subject matter before passing the floor to a student representative for a brief announcement.

L : Right, so the (xxxxxxxx) is like they can cheat. The honey bee will stop producing and it stops eating all the honey and the hive but the (xxxxxxxxxx) worker is (xxxxxxxxxx) cell, isn't it?
Ok so, that's the end of the lecture material. The take home messages. Class let's wrap back at the beginning of the session. And we have to allocate these resources into different traits which is (xxxxxxxxx) things like reproduction growth and survival. Unfortunately if you've lost all our (xxxxxx), we can't do everything perfectly there must be a trade-off. We invest resources in the survival. We can also invest in growth and reproduction. Those trade-offs are quite hard to study. Especially in motivational studies, you can (xxxxxxxxxx), we do motivational study by looking at trade-offs and actually there's really (xxxxxxxxx) that goes beneath the surface. We mustn't think about a single life history being the optimal solution for an organism. Instead, we expect life to just be very passive in response to multiple variations. But we do expect things like to be optimized by natural selection, because like history, we determine fitness. And by natural selection, it acts on variation and bits. Ok, before you all go, we have an announcement. (xxxxxxxxx), who is the representative operative (xxxxxxxx) is here. You've probably seen adverts of that already. (xxxxxxxxxxxx) the fact that they offer a nice opportunity for you to do something interesting this summer.

Extract 7.10

Context: This is at the end of a seminar where a discussion session is conducted in a laboratory to discuss and give his feedback on the written work previously assigned to the students.

L : Yeah, yeah, that's what group can be based on that selection on the green and of course there are just like the sperms (xxxxxxxxxx) the queen has to fly off and (xxxxxxxxxxx). And and find a male. There will be erm it is on way a male (xxxxxxxx) advertising or (xxxxxxxxxx) male and probably (xxxxxxxxxxxxxx).
Has anybody got any more questions or issues?
S : ((Asks question, inaudible))
L : Ooh ah, yeah, I don't know. I'm hoping that Kay has already given you

an instruction on that. I think it's best to write a paragraph like a reflection.

S : ((Asks question, inaudible))

L : Yeah, but take a look at the comment. If you don't understand the comments come and talk to me but try to find several things in there, like right, I think I can work on that or it can be even simple things like maybe I can get the references right or (xxxxxxxxxxxxxxxx) or it keeps having question marks in you know, (xxxxxxxxxxxxxxxx). If any of you don't understand or I haven't made myself clear or something, you might always if may be finding it's hard to understand the literature, that's fine, it's a problem, how can you address it? You can read more, you can talk to your mate more, you can come and talk to us a bit or you can spend more time. I don't know. Err, here's the next week's handout, er next topic's handout, which I'll leave on the front there. Emm yeah, I would say really well done though [noises of chairs being pulled]. I mean, it was a great discussion session and they were great (xxxxxxxxxx) and in a way ((inaudible due to parallel voices and the noise of students preparing to leave)).