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UNIVERSITY OF HELSINKI

Keeping it together: Emic resources for cross-situational coherence

Fritjof Sahlström

Question

- How has learning and change been addressed within CA, and what are some of the constraints and possibilities of this work?

- Would it be a) of interest, and b) possible to argue learning/ change as an activity it as a "CA doing", and what are some of the challenges and possibilities in doing so?

Learning and change

- Jean Lave: (1993:5-6) there is no such thing as "learning" sui generis, but only changing participation in the culturally designed settings of everyday life. Or, to put it the other way around, participation in everyday life may be thought of as a process of changing understanding in practice, that is, as learning.
- Enfield & Levinson: (2006, p. 1):At the heart of the uniquely human way of life is our peculiarly intense, mentally mediated and highly structured way of interacting with one another. [...] This mode of cooperative, mentally mediated interaction enables the accumulation of cultural capital and historical mergence of cultures.
- Sfard: (1998, p. 6) To put it differently, learning a subject is now conceived of as a process of becoming a member of a certain community. This entails, above all, the ability to communicate in the language of this community and act according to its particular norms.

Conversation Analysis: Social interaction in focus

■ Several strands of contemporary theorizing (most notably those associated with the names of Bourdieu and Habermas) have sought to put language, communication, and "practice" in a position of comparable theoretical "gravity"; still, none has yet provided a clear depiction and exemplar of how the prima facie, observable embodiment of sociality – action, activity, and conduct in interaction – as effectuated through the deployment of language and the body can be put at the center of theorizing about the social and can be grounded and elaborated in detailed, empirical analysis of that conduct. Schegloff (1996: 162)

Learning and the education of attention

The process of learning by guided rediscovery is most aptly conveyed by the notion of showing. To show something to someone is to cause it to be made present for that person, so that he or she can apprehend it directly, whether by looking, listening, or feeling. Here, the role of the tutor is to set up situations in which the novice is afforded the possibility of such unmediated experience. Placed within a situation of this kind, the novice is instructed to attend particularly to this or that aspect of what can be seen, touched, or heard, so as to get the 'feel' of it for him- or herself. Learning, in this sense, is tantamount to an 'education of attention'. (Ingold, 2001: 141-142)

Relying on ostensive-referential demonstrations of the relevant aspects of the opaque skills, communicative knowledge transfer could alleviate the learnability problem by having the knowledgeable conspecific actively guide the novice through selectively manifesting 'for' the learner the relevant information to be acquired and generalized. Thus, we propose that the mechanism of natural pedagogy is ostensive communication, which incorporates evolved interpretive biases that allow and foster the transmission of generic and culturally shared knowledge to others (Csibra & Gergely, 2006, 2009).

Describing prior work on CA and learning

- Understanding interaction as basis for understanding learning but not focused on learning as such (eg Mehan 1979; Kääntä 2010)

- Studying longitudinal change in a certain CA feature - often repair - in one participant's interaction over time (eg. Hellermann, 2008), or longitudinal change in a certain CA feature within a certain content domain in one participant's interaction over time (eg. Martin, 2004)

- Studying learning as content-integrated doing, constituted by certain oriented-to aspects (longitudinality, epistemic stance, epistemic asymmetries) (eg. Sahlström, 2011)

1. Understanding interaction as basis for arguing in relation to learning

- Traditional CA in educational settings
- Learning (or other possible aspect of interest) usually discussed in section on theory and in discussion, but not in the actual analysis
- Includes both older and recent work (Mehan 1979; Sahlström; 1999; Kääntä 2010)

2. Longitudinal change

■ Studying longitudinal change in a certain CA feature - often repair - in one participant's interaction, commonly in one setting (eg. Hellermann, 2008; Wootton, 1997)

■ Studying longitudinal change in a certain CA feature within a certain content domain in one participant's interaction over time, in one setting (eg. Martin, 2004; Martin & Sahlström, accepted; Slotte-Lüttge, Pörn & Sahlström, accepted)

■ In many cases relying on repair for establishing change

An example: participation changes as learning, in terms of repair changes

(Martin, 2004; Martin & Sahlström, 2010)

Medal No	Repair organisation	Date & tape number
First phase		
Medal 1	OI + OR	011023 - 1
Second phase		
Medal 2	OI + OR	011024 - 2
Medal 3	OI + SR	011204 - 8
Medal 4	OI + SR	↓
Medal 5	OI + OR	011204 - 8
Medal 6	OI + OR	↓
Medal 7	OI + SR	020117 - 12
Medal 8	OI + OR	↓
Medal 9	OI + SR	↓
Medal 10	OI + OR	↓
Medal 11	OI + OR/SR	020122 - 13
Medal 12	OI + OR/SR	↓
Medal 13	OI + OR/SR	↓
Third phase		
Medal 14	OI + SR	020122 - 13
Medal 15	OI + SR	↓
Medal 16	OI + SR	↓
Medal 17	OI + SR	020206 - 14
Medal 18	OI + SR	↓
Medal 19	OI + SR	↓
Fourth phase		
Medal 20	SI + SR	020212 – 14
Medal 21	SI + SR	↓
Medal 22	OI + OR/SR	↓
Medal 23	SI + SR	020319 - 16
Medal 24	SI + SR	↓
Medal 25	OI + SR	020204 - 17
Medal 26	SI + SR	↓
Medal 27	SI + SR	↓
Medal 28	OI + SR	↓
Medal 29	SI + SR	↓
Medal 30	OI + SR	↓
Medal 31	SI + SR	↓
Medal 32	SI + SR	020507 – 20
Medal 33	SI + SR	↓
Medal 34	OI + SR	↓
Medal 35	OI + SR	↓
Medal 36	SI + SR	↓
Medal 37	SI + SR	↓
Medal 38	OI + SR	020530 – 21
Medal 39	OI + SR	↓
Medal 40	SI + SR	↓
Medal 41	OI + SR	020820 - 22

Language acquisition research

■ Following on and building on changed understandings of second language use

■ Work focusing longitudinal changes in uses of interactional practices

■ Successful and rapidly growing (Hellermann, Cekaite, Piirainen-Marsh & Tainio, Slotte-Lüttge - and many others)

3. Learning as social action

■Argument for approach based in regular, basic CA notions of emic perspective and focus on action

■An argument from other research on human sociality: Humans have evolved complex and specialized cognitive resources - that we call "pedagogy" - that form a dedicated communicative system in which the participants are inclined to teach and learn new and relevant cultural information to (and from) conspecifics" (Gergely & Csibra, 2006).

Emic learning trajectories
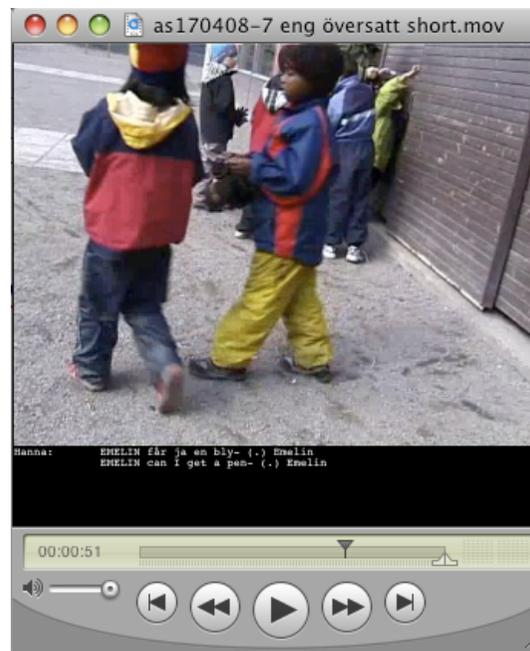
	CA studying classroom interaction	CA studying longitudinal change	CA studying learning as action in itself
Examples	Mehan (1979); Kääntä (2010)	Wootton (1997), Martin (2004)	Lee (2010); Melander, (2009); Melander & Sahlström (2010)
Individual-social	Social	Individual (social)	Social (individual)
Form-content	Form	Merged (SLA), selection criterion ("the medal, "tähti")	Integration
Product-process	Process (possible relationship generally not topicalized)	Product (analytically), process (participants	Process (product, for participants)
Change	Not addressed, not always clear	In focus, addressed, topicalized	As doing, understanding in development
Applicability beyond CA	Wide	Wide	Limited
Etic-emic	Emic	Etic (emic)	Emic
Contribution to CA	Cumulative addition	Longitudinality	Suggesting expansion
Empirical anchor	Setting	Participant/Content	Participant

Setting-centered work

- Situated interaction within site (classroom, family) in focus

- Individual actors not foregrounded

- Longitudinal change not foregrounded

- Radically social "lamination" view of learning possible (but not generally taken up)

Content and/or practice-centered work

- Content and/or practice(s) foregrounded (Ekström, Lymer)

- Situated interaction in relation to focused content/practice within multiple sites in focus

- Longitudinal change in individual content and/or practice possible to foreground (but mostly not done)

Participant-centered work

- Individual participant(s) foregrounded

- Situated interaction of participant within multiple sites (classroom, family) in focus

- Longitudinal change in individual <u>and</u> content and/or practice foregrounded

- Emic orientation proposed as suggestion for finding learning

- The role of the anchoring individual not properly understood

Morning in the home

Circle time

Lunch break
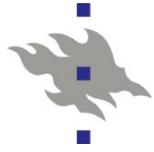
1. Trajectories of epistemic topicalization

2. Differences in epistemic topicalization
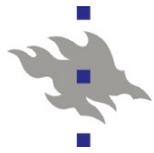
Epistemic topicalization: inside the classroom
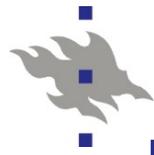
Epistemic topicalization in the home
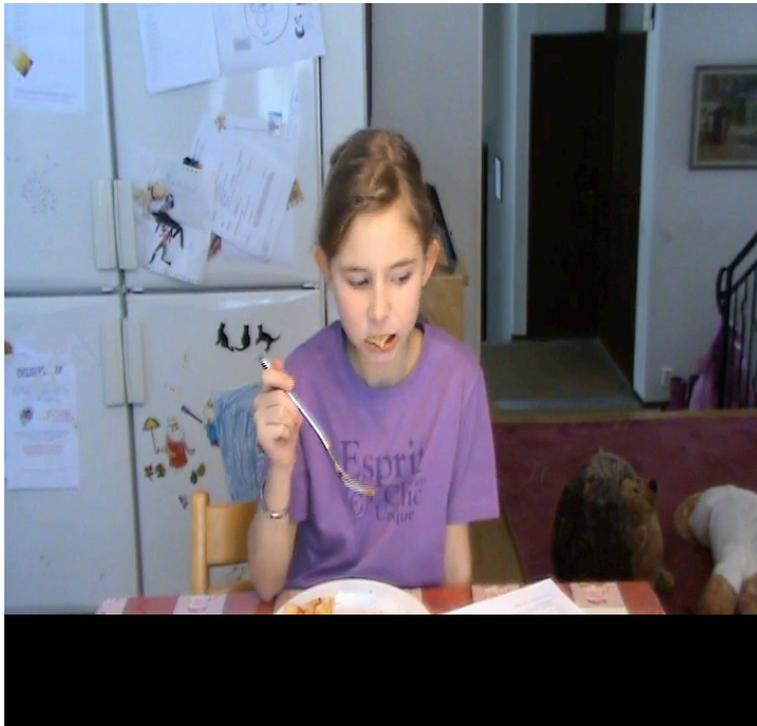

```
Emelie: tur-ke-y (1.5) hu säger man de
        tur-ke-y        how do you say that
Mamma:  turkey
Emelie: tu:rr-key
Mamma:  turkey
Emelie: tu:rrk-key
Mamma:  no ei. mut ajattel(ka) aika hassuu että se on
        PRT no. but think it is quite funny that it is
        suomeks Turkki. no toisaalta (.)
        in Finnish Turkey. but on the other hand (.)
        turkey (.) tarkoittaa myöski kalkkuna (1.0) aika
        turkey (.) also means         turkey         quite
        hullua
        strange
Pappa:  kalkon.
        turkey.
Emelie: hu ser en kalkon ut
        what does a turkey look like
Pappa:  ganska fula fåglar tycker ja
        quite ugly birds I think
Emelie: [mamma tycker att-]
        [mom thinks that- ]
Pappa:  [hu e amerikanska ]fåglar då
        [what are american] birds like then
Emelie: mamma tycker att dom e vackra
        mom thinks they are beautiful
Mamma:  nne on aika haus- ainakin vitsikkään näköisiä
        they are at least quite funny looking
Emelie: man får int säga att dom int e [s-      ]
        you can't    say they are not  [s-      ]
Pappa:                                 [nå nej ]
                                       [well no]
Mamma:  kaikki eläimet on sen näköisiä kun niitteen
        all    animals look the way
        tavallaan kuulukin olla
        should look
Emelie: e kalkonen en fåg(h)el
        is the turkey a bird
Pappa:  jo
        yes
Emelie: ai
        oh
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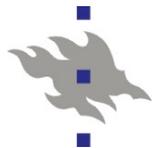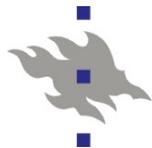
Problem formulation

Claims and elaboration

```
Pojke 1:  tänkt ja så dä dom hade bättre geografiska sen då (.)
          I thought like they had better geographic then (.)
Pojke 1:  lokation |(.) eller vänt nu lokationer (.) |(ohb)lokationer
          location | (.) or wait now locations (.)    |(inau)locations
Daniela:           |((skratt))                        |((skratt))
                                                       |((laughter))

Daniela:  hö(h)d(h)u va e lokation
          listen what is location
Pojke1:   de ett ord (.) eller e de
          it is a word (.) or is it
Daniela:  ja men va betyder he (.)
          yes but what does it mean
Daniela:  lokation
          location
Pojke 1:  lokation plats
          location place
Pojke 1:  e de e de |e de ett ord
          is it is  |it a word
Daniela:            |lokation nå no kan no: hända men de låter
                    |location well it can be but it sounds
          konstit| i mitt huvve de
          strange|in my head it
Pojke 1:         |geografisk lokation
                 |geographic location
Daniela:  näää lo- lo-
          noo  lo- lo-
Pojke 2:  ja e övertygad om att de e de där senare (ohb)
          I am convinced it is the latter
Pojke 1:  han sa han sa att de funka
          he said he said that it works
Daniela:  lokation
```

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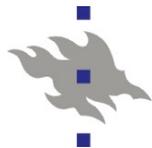
Epistemic conclusion

```
Pojke 1:   lokets tåg|ets
           the locomo|tive's the train's
Daniela:            |nä för att si: då man börjar lääsa (.)
                    |no because look when one begins to read
Daniela:   leta så kommer de så där öh lokation på svenska va e de på svenska
           search then there is uh location in Swedish what it is in Swedish
           så där (.) location men de no: de säger man ju att de lokaliserats
           like that (.) location but it is one can say it has been localised
           men int tydligen lokation
           but obviously not location
```

Epistemic topicalization trajectories in interaction on content problems

- Initiated by talk (so far in our analysis) on epistemic stance to content

- Followed up in different ways:
  - Not knowing –> knowing right answer (student-student interaction)
  - Not knowing –> knowing how to find answer (teacher-student interaction)
  - Not knowing –> being told in general terms how to find the answer (teacher-student)
  - Not knowing –> not knowing in specified way (teacher-student)
  - Not knowing –> student complaint, no intention of wanting to knowing (student-student, teacher-student)

# Extended trajectories of epistemic topicalization
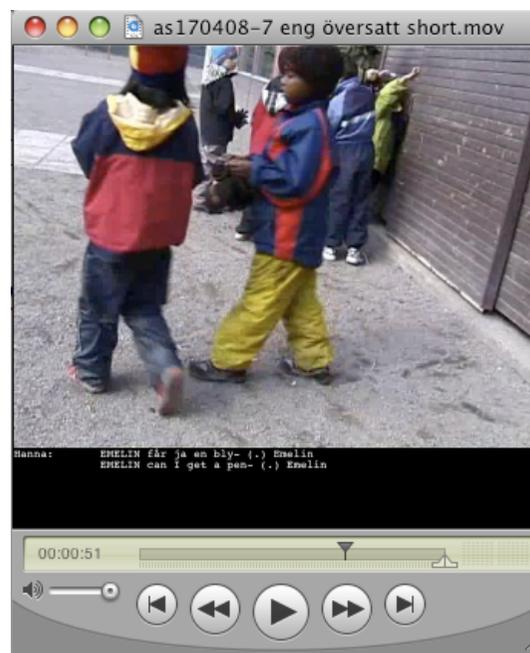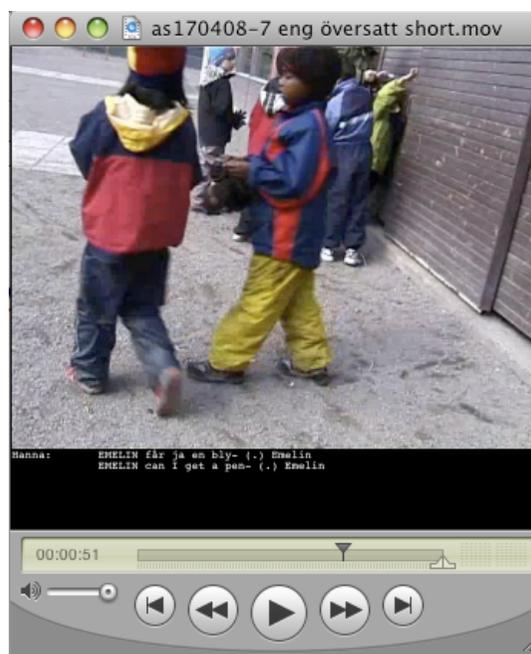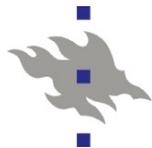
Transcript 1. *Re-introducing the English paper.*

```
1    Hanna:  ja ha:r den  hä    engelskalappen.
             I  have here this English note
2            (1.2)
3    Hanna:  ja kommer int ihÅ:g va va tie    å   åtta.
             I  don't remember   what was ten and eight
4    Sara:   tie å   åtta.
             ten and eight
5            (1.0) ((they unfold the paper))
6    Sara:   tie å åtta    e  eight och (.) de   e  ten.
             ten and eight is eight and (.) that is ten
7    Hanna:  va   e  de dä då. (.) nie.
             what is that then (.) nine.
8    Sara:   va hh¿
             what¿
```

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Transkript 5. *Counting in the woods.*
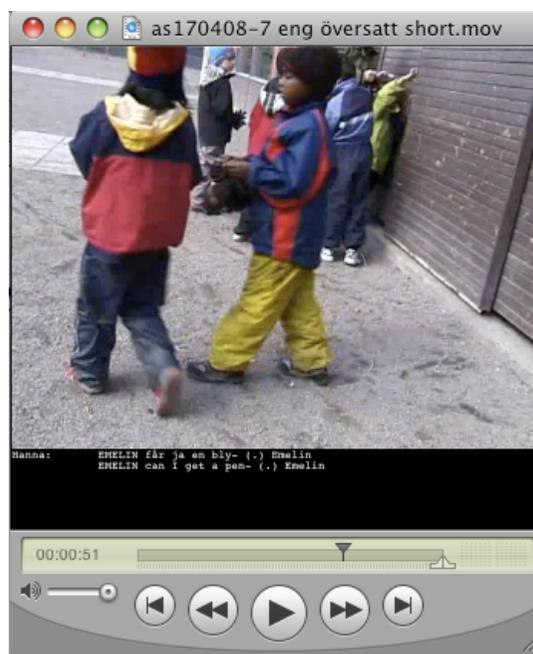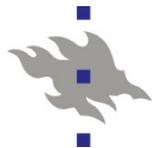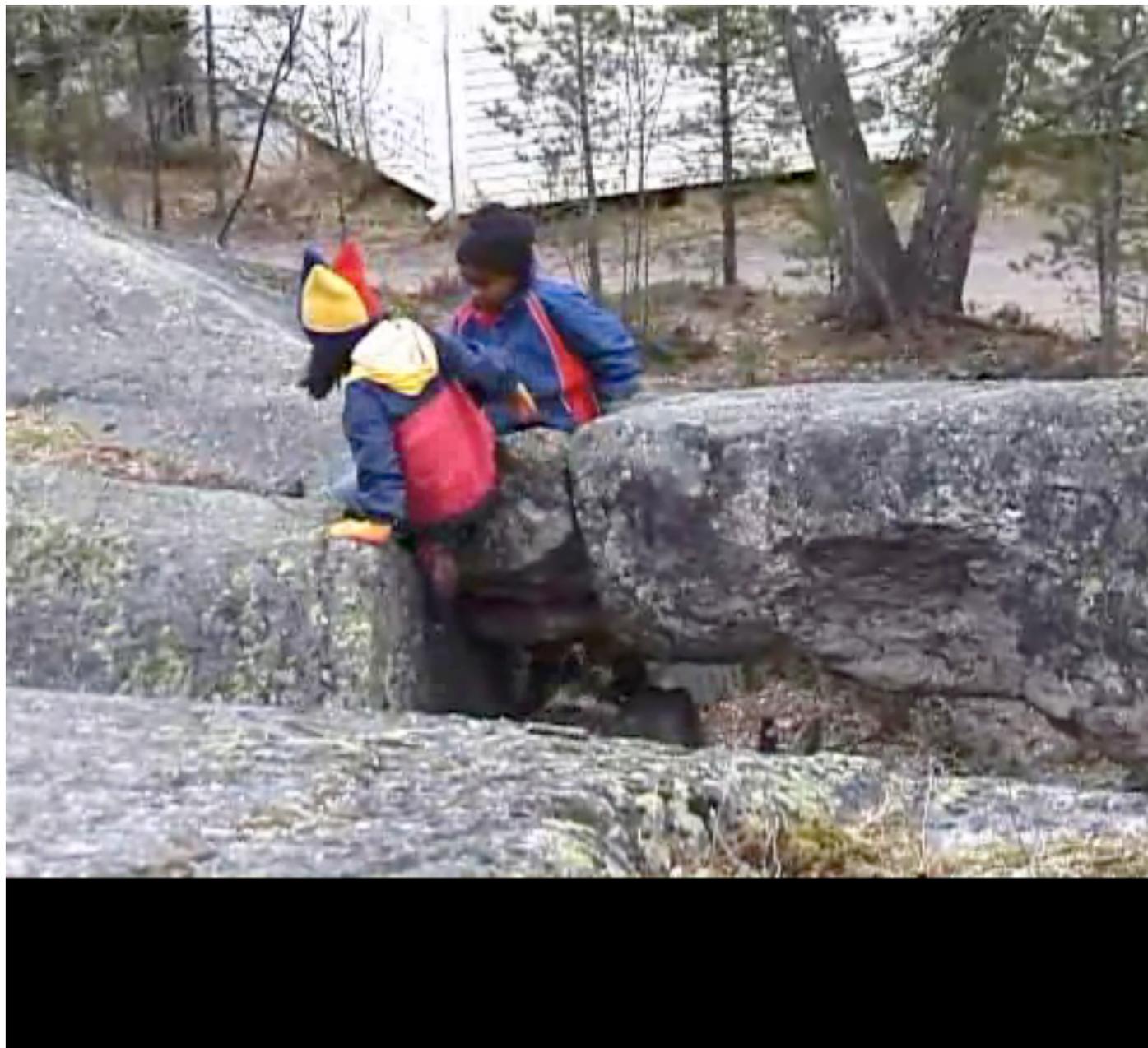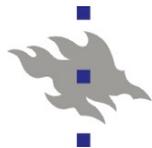
Negotiation about
oriented-to activity

Explicit longitudinal orientation

Epistemic topicalization

Explicit longitudinal orientation

```
1    Sara:    har du          bly:ertspenna me.
              did you bring a pencil.
2    Hanna:   (nä)
              (no)
3    Sara:    har  du      din  engelskapapper.
              have you got your English paper.
4    Hanna:   jå.
              yes.
5             (2.4)
6    Sara:    du  kan räkna nu.
              you can count now
7             (0.5)
8    Sara:    du  kan nu  räkn- försöka nu  räkna utan    de.
              you can now coun- try  to now count without it.
9             (0.2)
10   Sara:    du  kan läsa.
              you can read
11   Hanna:   nej du  får lä:sa. fö      ja säger efter okej
              no  you can read   because I  say   after okay
12            (.) sådär   som (0.7) som (.) Marina sa.   (0.2)
              (.) the way as  (0.7) as  (.) Marina said. (0.2)
13            (     [   )
14   Sara:         [alltså de där  ga- när  ga:tan      gick sönder.
                   [that one  where st- when the street broke
15   Hanna:   ((brings out the paper)) ja  så   kan du  nu  gör de
                                        yes then can you now do  this
16            här   att  vi räknar också samma sak.
              here that we count  also  the same
17   Sara:    °(okah)°
              ok
18            (2.8)
```

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For discussion

- The analysis of epistemic topicalization and other interactional resources deployed in the analyzed materials

    - Provides evidence for
        - cross-situational relevance at empirical level
        - coherence and change as emic accomplishments
        - instructional practices as co-constructed social phenomena

    - Questions
        - static conceptions of epistemic authority in instruction
        - conceptions of classroom as primary space for learning and instruction

    - Asks for
        - further work on how practices of learning and instruction are constructed and recognized as such by participants
        - further theorizing of longitudinal anchors within CA-based learning research
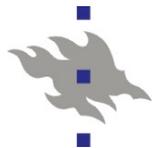
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