

The World of Languages and Literatures

The World of Languages and Literatures:

A Contemporary Outlook

Edited by

Nataša Bakić-Mirić, Mladen Jakovljević
and Mirjana Lončar-Vujnović

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To know each other we must reach beyond the sphere of our sense perceptions.

—Nikola Tesla (1856-1943)
Serbian-American Inventor

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The Editors.

INTRODUCTION

The purpose of this book is to bring forward current topics in language and literature. The book synthesizes current practical topics written by active researchers and practitioners in their respective areas. It is comprehensive in dealing with issues that are changing perceptions of relevant topics in language and literature. Using contemporary research methods such as mixed methods research, case study research, discourse analysis, grounded theory and the repertory grid the authors offer insights into the ways in which higher education continuously changes, evolves and rises to face constant challenges resulting from new instructional practices and current research investigations. Taking this into consideration, this book will serve as a bedrock to help educators, researchers and students alike to keep up with these changes and stay current in all areas relating to post-secondary education and beyond.

This book comprises a collection of 17 peer-reviewed papers written by scholars from around the globe who came together in their shared interest to offer new and innovative approaches to current topics in language and literature. The book offers new perspectives on topics such as different registers for instruction, media language, the effectiveness of a multi-literacies program for introducing EFL, promoting religious tolerance through literature and music, teaching drama, intercultural communication, gender studies and literature studies. Offering a diverse range of topics, the book will be a valuable contribution to all educators, researchers and students who want to view current topics from a completely different perspective.

The emphasis in this book is on promoting an understanding of and appreciation for the rich and varied current theoretical assumptions surrounding language and literature. Thus, the papers in this volume offer a fresh outlook, and rigor and relevance in discussion of numerous aspects in scientific discourse and lexis.

These illuminating essays highlight that contemporary scholars look upon these issues through a dynamic global prism and beyond any strict set of rules, which would otherwise lead them to ignore the ever-shifting changes in language and literature and the accompanying cultural spaces and realities.

Lastly, the complexity and novelty of these 17 essays offer fresh views to the topic postulated in the title of this book. Therefore, the editors

believe that they will stimulate intellectual curiosity of the diverse readership across the scientific fields and further develop ideas for future research.

The Editors.

PART I

THE REAL WORLD OF LANGUAGE

CHAPTER ONE

TWO REGISTERS OF INSTRUCTION

DAVID LANDIS

Outline

This study investigates how knowledgeable experts instructed novices in a school classroom and a marketplace located in a large city in contemporary Kazakhstan. A review of literature shows that experts design their instruction using questions and feedback in social contexts of unequal knowledge, roles, rights and responsibilities as they interact with novices. Analysis of social interactions reported in this paper and interpreted through transcripts and descriptions of the relevant social contexts, shows the classroom teacher and herbal products salesperson as experts orienting instruction to novices through testing questions, interpreting and analyzing novices' understandings, and deciding how to direct the flow and use of information during instruction among other teaching tasks. Results suggest that the experts' instructional practices in both settings relied upon the selection of appropriate content knowledge for use with novice learners.

1. Overview

Talk serves as an important asset for teaching and learning (Mercer 1995, Mercer & Middleton 2013). Teachers and knowledgeable experts use talk to share ideas that define, construct and validate what counts as relevant knowledge. This exploratory study builds a comparative, analogical perspective about a spelling lesson and a shopping encounter in order to understand how a primary grade teacher and an herbal products seller used talk to design instruction during their interactions with the students and the shopper. The data were originally generated for use in separate projects. However, this paper brings together these data from seemingly disparate contexts in order to build its comparative argument about how the seller's presentation of ideas seems similar to the teacher's instruction during the spelling lesson.

2. Theoretical/Conceptual Framework

According to Macbeth (2011:440), knowing how to take a turn-in-talk in “on-going conversation is itself an analytic task and achievement of understanding” (italics in original). “Teachers and students use talk to *account* for the opinions they hold and the information they provide” (Mercer 1995: 67). Through turns-in-talk, teachers and students bring facts, information and awareness into existence. Through turns-at-talk, instruction is locally defined by teachers and students influenced by their particular purposes, roles, rights and responsibilities for deciding “what counts as knowledge” and how beliefs will be justified and enforced (Heap 1985: 248). The terms ‘roles’, ‘rights’ and ‘responsibilities’ can be defined as follows: a) roles (who has opportunities to participate and what status is accorded to speakers, addressees, by-standers), b) rights (who can develop topics and who has access to particular perspectives about topics) and c) responsibilities (who is obligated to use or gain access to particular knowledge). Students, for example, tend to view teachers as experts by virtue of their role as ‘teacher’; and teachers, on the other hand, tend to view students as novices deficient in the domain(s) of knowledge that are the focus of instruction. Teachers’ obligations, responsibilities, and rights made visible through talk include “setting the agenda, introducing subtopics, posing problems to solve, and exposing the student’s knowledge deficits” (Graesser 1993: 8-9). The asking of questions for example, “[establishes] the expert-novice frame and [indexes] the roles of the participants as either expert or novice” (Munger 1996:3-4).

2.1 Questions, Feedback and Tasks for Guiding Instruction

One particular aspect of instructional talk, which teachers/experts rely upon to establish the expert-novice frame in educational settings, is that of *testing questions*. Such questions: a) elicit responses that will reveal in what ways the student’s or novice’s knowledge needs support; b) bring the student’s knowledge and lack of knowledge to the surface of the interaction; and c) make the teacher-student distinction relevant to the interaction (Drew 1991). Such questions represent teacher initiations of a familiar three-part pedagogical cycle known as the Initiation-Response-Feedback (IRF) pedagogic cycle (Mehan 1979). Teacher IRF feedback turns represent an important instructional opportunity for analyzing and interpreting their students’ understandings and needs, determining student knowledge and identities, evaluating student work, responding to student

difficulties and guiding the interaction toward particular goals and outcomes (Lee 2007).

Through talk, teachers take up a series of instructional tasks in order to interact with their students. Among these tasks are: a) anticipating novice challenges, misconceptions, strengths, interests, capabilities, background knowledge; b) developing questions, tasks, activities, and problems to elicit student thinking; c) evaluating student ideas in student work, talk, actions; d) creating and adapting resources for instruction, such as examples, models, explanations, processes; e) evaluating and selecting resources for instruction; f) explaining concepts, procedures, representations, examples, models, definitions; and g) helping students to do the work required to accomplish the planned curriculum (Gitomer and Zisk 2015). The instructional tasks listed above are focused upon achieving a particular goal—teaching students what they don't know through demonstrations of how to practically apply lessons and curricular ideas (Macbeth 2011).

Teachers in school settings initiate interactions marked by particular classroom register(s)—identifiable situation-specific language uses and structural features such as the three-part pedagogical cycle (e.g., Halliday & Matthiessen 2004; Zwicky & Zwicky 1982) with students. Aided by the use of an instructional register, teachers take up particular tasks as primary knowers (persons who indicate that they know what is relevant and they authoritatively define what knowledge is significant). They ask follow-up questions and qualify contributions from students as secondary knowers (persons who indicate that they could receive the knowledge) (Nassaji & Wells 2000; Berry 1981). Teachers engage in negotiating with students the rights and access to knowledge (Muntigl 2009). Teachers act during feedback/follow-up turns as part of IRF sequences to rework and reclassify student responses/vernacular knowledge into disciplinary content knowledge by reinterpreting and analyzing student responses (Sinclair and Coulthard 1975; Lee 2007).

Meanwhile, in market-place settings, sellers make use of a consultative register or a set of particular uses and structural features (e.g, Zwicky & Zwicky 1982). As consultants for addressing customer needs and interests, sellers take the role of primary knowers about the products and services for sale with shoppers often situated as secondary knowers. Salespeople raise questions for their customers in order to find out customer interests, needs and knowledge in relation to particular products and services for sale. Sales representatives raise questions about what their customers know in order to respond with information that could be useful to the customer such as what other customers are doing and what trends are developing in products and pricing (Dixon & Adamson 2011). Such

questions help customers know that the sales representative wants to understand customer needs and interests in relation to services and products.

2.2 Instructional Design during Expert-Novice Interactions

Through questions, the teacher or expert searches for effective ways to communicate concepts and related actions so that misconceptions and barriers to the student's/novice's understanding about, or compliance with, instruction can be overcome. Experts orient their statements towards novices dynamically by adjusting, adopting and adapting their organization and presentation of ideas in order to connect with novices' developing understandings (Wintermantel 1990). In order to overcome barriers to understanding, experts create complex speech acts involving reasoning from disciplinary, tutorial and personal linguistic knowledge.

Teachers/experts and students/novices draw from three domains of knowledge during their interactions. First, tutorial knowledge refers to participant structures' that indicate the set of norms, rights, and responsibilities that shape social relations, influence perceptions of events, and influence the creation and take up of formal skills) (Philips 1972). Second, personal linguistic knowledge refers to communicative repertoires that are considered appropriate for the particular local context) (e.g., Rymes 2010). Personal repertoires include "linguistic features (language varieties), cultural features (genres, styles) and social features (norms for the production and understanding of language)" (Blommaert & Backus 2011: 3). Third, academic content or disciplinary knowledge, indicating "the organization, selection and display of knowledge consistent with the practices of a disciplinary community" (Bloome et al. 2005:53) and which is conceived as existing outside of any particular lesson or activity as a set of accepted curricular truths. However, what ultimately counts as academic knowledge for the students is what information, facts, propositions, and beliefs are produced or established through interactions with teachers (Heap 1985) and why particular propositions are significant and relevant (Shulman 1986).

Recent discussions have defined academic content or disciplinary knowledge as a set of linguistic features that are considered as 'academic' and viewed as endemic to subject area curriculum including: a) understanding how to (de)compose morphologically complex words such as nominalizations, b) understanding complex syntax such as embedded clauses, identifying logical connecting words and discourse markers, c) identifying conceptual anaphoric determiners that summarize

meanings in prior discourse, d) becoming familiar with the organization of analytic, expository discourse structures including thesis and arguments, and e) identifying academic register. Taken together, these linguistic features define “core academic-language skills...that are prevalent in academic discourse across school content areas and infrequent in colloquial conversations” (Uccelli, Galloway, Barr, Meneses, & Dobbs 2015: 338).

2.3 Methodological Framework

This study adopts a comparative, analogical perspective towards data generation and analysis. An analogy is a comparison between phenomena or sets of phenomena that draws attention to their possible similarities. An analogical argument is supported when the phenomena being compared are connected to a common cause or generally accepted natural principle. However, no formal universal logical argument governs all comparisons between phenomena. Each attempt to draw comparisons must consider particular local phenomena and warrants for comparison. Phenomena that share some traits or relations may not necessarily share further traits or relations. Four criteria for evaluating analogical comparisons have been proposed: a) the number of similarities affects the strength of the analogical perspective, b) ‘similarity’ is defined as like or matching relations or properties, c) comparisons between phenomena are strengthened by connection to a common causal source and d) familiarity with a common cause is not necessary to propose an believable analogical comparison (Bartha 2013).

In this study, an underlying assumption or common cause for expert-novice interactions is that teachers/experts as primary knowers share information with students/novices as secondary knowers in ways that help the novices to learn. More specifically, the teacher and the seller appear to engage in an interpretive, analytical review of the secondary knowers’ understandings in order to decide how to proceed further with interactions. Two particular interpretive, analytical tasks that appear similar are: a) the teacher as primary knower interacts with students as secondary knowers while the seller as primary knower interacts with the shopper as secondary knower, and b) the teacher estimates what the students know and don’t know, while the seller figures out what information the customer knows and wants to know about the product(s) or service(s) for sale. Based on these similar propositions, an investigation to ascertain other possible similarities about how knowledge is used by the teacher and the seller seems intriguing and significant.

The purpose of this investigation is to examine expert-novice interactions in two settings in order to understand to what extent the seller's dialogue with the shopper can be considered as instructional. The main research question is, "How does the seller's interaction with the shopper during the shopping transaction seem similar to, or different from, the teacher's interactions with the students during the spelling lesson?" Responding to this question provides direction for the choice of methods for data generation and analysis reported in the following sections of this paper. In the following sections, a discussion on the contexts and methods of data generation and an analysis of the data is presented. A concluding section discusses the significance and limitations of this study.

3. Background

This section provides information about the two locations (a bazaar and a school classroom) discussed in this paper. The first location is a regional bazaar known for selling a wide range of goods including: vegetables, fruit, meats, grains and nuts as well as household items such as cookware, dishes and construction items including tools and materials. In general, a bazaar can be defined as a "permanent merchandising area or a marketplace where goods and services are sold. The word derives from the Persian word 'bâzâr' meaning 'the place of prices.'" (Mitra, Kaminski and Kholmatov 2009:6). The marketplace described here serves local residents and also functions as a wholesale resupply for traders working in small shops and sidewalk kiosks. Bazaars are key economic institutions in Kazakhstan (and Central Asia) because they support domestic and international trade, generate hundreds of thousands of vital jobs for women and men related to production and distribution of local and regional goods and services such as "foods, feeds, construction materials, agricultural products, chemicals, miscellaneous manufactures, and clothing" (Mitra, Kaminski and Kholmatov 2009:5), help thousands of families to live above the poverty level and develop important business management skills such as "logistic and marketing skills easily transferable to activities in modern networks of production and distribution" (5). Bazaars also serve as key societal and political institutions because they bring together small business owners in sufficient numbers to stabilize relations with state authorities and reduce opportunities for state exploitation. In addition, bazaars function as key points of contact between migratory workers from rural areas or other Central Asian states and urban residents. Bazaars in Kazakhstan, in particular, represent important destinations for seasonal migratory workers from Kyrgyzstan and Uzbekistan. Also, bazaars are

important cultural institutions because they support the production of traditional arts and crafts and various household products such as furniture. In sum, the bazaar represents a key organizational resource in Central Asian societies that provides important intellectual, social/cultural and material assets for hundreds of thousands of people.

The second location is an urban area Kazakh-medium primary school consisting of grades 1-4. The school is located in a long-established residential area in Almaty (estimated population in 2015 of 1.6 million people)—the principal commercial/ educational/cultural center of the Republic of Kazakhstan. The lesson occurred in a grade four classroom. According to Sadvakasova & Rakisheva (2011), more residents in Kazakhstan speak, write and read Russian compared with Kazakh. Their data indicate a continuing preference among the general population across Kazakhstan for Russian language use. Even ethnic Kazakhs are as likely to speak, read and write using Russian as they are to use Kazakh. From this perspective, parents face a complicated situation regarding instruction in Kazakh and/or Russian language for their children. Some Kazakh parents want their children to attend schools where only Kazakh is used in order to confront years of Soviet domination and Russification of ethnic Kazakhs during the 20th century. By contrast, other parents, especially in urban areas, want Russian-medium instruction for their children because job opportunities in cities require Russian language proficiency. This group of parents may also believe that the quality of Russian-medium education is higher and that the variety of subjects is more extensive compared with Kazakh-medium education (Fierman 2006).

4. Data Representation and Analysis

Transcript One (see Table 2) and Transcript Two (see Table 4) describe interactions during a business transaction and during a spelling lesson in a school classroom respectively. The purpose of displaying the transcripts is to examine expert- novice interactions in two settings in order to understand in what ways the seller's interactions might be similar to the instructional actions of the teacher in the classroom. Transcript One focuses attention upon the interactions between the seller and a graduate student shopper. Transcript Two focuses attention upon the interactions between a fourth grade teacher and her students. Composing these transcripts contributes towards understanding how people in these settings are signaling and acknowledging what knowledge is being authorized, validated, and (re)interpreted across the situations. A key challenge in understanding actions and reactions of people to one another is to consider

what cues interlocutors use to understand what is going on, what meanings are being developed and how to signal to one another developing social relationships (Bloome et al. 2005). A significant aspect of the information used by people in their interactions with one another is the use of contextualization cues or communicative signals including verbal utterances, gestures and handling of objects as well as prosodic patterns of stress and intonation that carry implicit meanings among people. Contextualization cues “are part of the acts that people make toward one another [and] those actions and reactions provide a material basis for generating a description of what is going on and what it means in situ and to the people involved” (Bloome et al. 2005:9).

In generating a description of what is going on, a challenge is to identify ‘who’ or ‘what’ the people involved are attending to; consulting the contextualization cues used by the interlocutors and being alert to their sense of how the event is developing as they cope with understanding what has happened and what could happen next. As people interact, they figure out when to adjust to shifts or changes in meaning, topic, action, and purpose. These changes can be considered as interactional boundaries—socially created, established and sometimes opposed. Shifts are indicated in the transcripts as bounded message units and interactional units. *Message Units* signal what reactions listeners make during a situation. During their interactions, people link messages together in order to accomplish joint social activities that require other people to respond in some manner (Bloome et al. 2005). In these analyses, Transcripts One and Two show message units and an English gloss for local language use.

5. Selling at a Regional Bazaar

Two graduate students, enrolled in an applied linguistics course “Grammar in Social Contexts”, worked together to visit a local bazaar on a shopping/research exploration in order to complete a class research project. The students’ goal was to interact with several sellers and make recordings for grammatical analysis. Due to the public location and the incessant noise of hundreds of people in the shopping area, the students were able to clearly record only a few brief dialogues with merchants. A dialogue between a seller and a shopper at this bazaar was selected for analysis because it showed how the seller shared knowledge about medicinal herbs and their health benefits as a means of urging the shopper to make a purchase and to return for future purchases. This data extract was part of a larger study comparing shopping interactions in Kazakh and Russian languages at two bazaars. The excerpt represents approximately 5

minutes of dialogue between one of the students (a native Russian speaker) and a saleswoman who was selling green products--various herbs for medicinal use. During the dialogue, the seller introduces and explains benefits for some of the herbs at her table while the graduate student considers the information and requests price information. A list of the conventions used to inform the transcript is provided in Table 1.

Table 1. Transcript 1 Conventions Used

Time length:	Transcript conventions used:	
4 minutes, 55 seconds	Seller A	Seller at the bazaar
	Seller B	Seller at the bazaar
	Shopper	Graduate student
	[direction]	descriptions, stage directions
	(It's)	referent
	(6)	pause (seconds)
(,)	brief pause	
XXXX	unintelligible utterance	

5.1 Shopping Dialogue.

This section briefly analyzes the dialogue retold in Transcript 1 (see Table 2). The dialogue is presented in Table 2 in conventional Russian spelling along with an English gloss). The results and discussion are organized together focusing primarily upon the English gloss.

Table 2. Transcript 1: Selling at the Bazaar

Line	Speaker	Message Unit	English Gloss
01	Seller	Для пищеварения очень хорошо	Very good for digestion
02	Shopper	Сколько стоит	How much does it cost?
03	Seller	Килограмм 1300 вообще	1300 tenge for a general amount of one and a half kilos
04	Seller	вот это баночка идет на две	equal to two jars
05	Seller	полтора килограмма	A one kilo and a half size jar

06	Seller	Здесь вот идет на 500 тенге	only costs 500 tenge
07	Seller	Такая есть 800 тенге баночка	(Here is) an 800 tenge sized jar
08	Seller	Такая есть 1100 баночка	(Here is) an 1100 tenge sized jar
09	Seller	Вообщем как Вам понравится	In general, buy as much as you like
10	Seller	Насколько Вы на 300 тенге XXX	Even if you want to pay (as little as) 300 tenge
11	Seller	На какую сумму хотите?	What sum of money would you like to pay?
12	Shopper	А из чего он сделан?	What is it made of?
13	Seller	А?	What?
14	Shopper	А из чего он сделан?	What is it made of?
15	Seller	Это XXX это многолетняя лекарственная травка	It's XXX it's a perennial herb (a treatment herb)
16	Seller	Она идет для поддержки сердечной мышцы	It works for supporting the heart muscle
17	Seller	и для нервной системы	And the nervous system
18	Seller	Она как успокоительная	(It's) soothing
19	Shopper	А вот это?	And here is?
20	?	(.)	(.)
21	Seller	XXX	XXX
22	Seller	Это считается низкокалорийный мед	This is considered a low-calorie honey
23	Seller	Он даже для диабетиков очень рекомендуется	It is often recommended for diabetics
24	Seller	Он идет как желчегонный	It works like a cholagogue
25	Seller	И как для пищеварения XXX для желудка	And as for the stomach XXX for digestion
26	?	XXX	XXX

27	Seller	Потом есть горное разнотравье	Then there is a mix of herbs that grow in the mountains
28	Seller	Очень вкусный медик	Very pleasant tasting medicine (the honey)
29	Seller	Есть гречиха	This is buckwheat
30	Seller	Гречиха знаете да?	Buckwheat, you know?
31	Seller	Она для печени	It's (buckwheat) for the liver
32	Seller	для крови	(It's) for blood
33	Seller	гемоглобин у кого низкий	For those who have low hemoglobin
34	Seller	XXX вот это горное разнотравье	This is the mountain herb mix
35	Seller	Прям такой хороший XXX	It's so very good
36	Seller	Там шалфей	There is salvia
37	Seller	душица	(There is) marjoram
38	Seller	зверобой	(There is) tutsan
39	Seller	Все горные травки	All mountain herbs
40	Shopper	(,)	
41	Shopper	Можно да еще?	Can I have more?
42	Seller	Можно гречиху попробовать	You can try the buckwheat
43	Seller	Очень хорошо	Very good
44	Seller	Это иммунитет поднять	It's to improve your immune system
45	Seller	У кого слабость знаете	(For those) whom have physical weakness
46	Seller	это анемия: XXXX там железо много очень	It's for anemia XXXX because there is lots of iron
47	Shopper	Можно XXXX в маленькие баночки гречиху (,)	Can I have XXXX a little tin of buckwheat?
48	Seller	XXXX	XXXX

49	Seller	Если вы их часто берете	If you take them often
50	Seller	Я Вам могу визиточку оставить (.)	I can leave you my card
51	Seller	XXXX своя XXXX это мое рабочее место	XXXX this is mine XXXX my working place [indicating her contact information on the card]
52	Shopper	(.)	
53	Seller	И вот такое вот еще	And here is another one
54	?	XXXX [sound quality of the recording deteriorates caused by increasing background noise]	XXXX
55	Shopper	Спасибо	[pays for product] Thank you
56	Shopper	До свидания	Goodbye

5.1.1 Discussion

The dialogue as portrayed in the Transcript 1 shows the seller and the shopper adjusting to shifts in meaning (e.g., line 28), topic (e.g., lines 27-29), actions (e.g., lines 41, 47) and purpose (e.g., lines 49-51). In the following sections, the discussion considers the transcripts in relation to roles, rights and responsibilities assumed by the seller and the shopper, their uses of questions, feedback and tasks, and how the dialogue portrays elements of instructional design.

5.1.1.1 Roles, rights and responsibilities

An analysis of the transcripts created to represent the shopping encounter shows the seller taking up the role of a primary knower (with regard to medicinal herbs and their health benefits, related products such as the

‘low-calorie’ honey and pricing of the products). The seller’s role, or opportunity to participate in the interaction, is indexed through the use of questions (e.g., line 30), which reflect the seller’s status as a knowledgeable expert about the products for sale, reveal the shopper’s existing knowledge about medicinal herbs and expose the shopper’s interests and needs (e.g., line 11). The seller also invites the shopper to accept this knowledge as authoritative (e.g., lines 15-17). In contrast, the student shopper responds to the seller’s talk and takes up the role of a novice or secondary knower with regard to knowledge about medicinal herbs and related products during this interaction—asking particular questions (e.g., lines 12, 14, 19) that recognized the seller as more knowledgeable. The seller and shopper also took up particular rights and responsibilities as they discussed medicinal herbs, their pricing and their health benefits. The seller developed topics (e.g., the buckwheat product discussed in lines 42-46) and defined particular obligations for using the knowledge and opening access to it (e.g., uses of buckwheat and an acceptable source for future purchases in lines 47-51). The seller avoided use of the three-part pedagogic cycle—a form of interaction that would have been socially out of place at the bazaar. Instead, she established her social status as a knowledgeable expert through extended explanations of herbs, definitions of processes related to digestion and anemia, and classification systems for herbs such as those grown in the mountains (e.g., lines 34-39). The seller also imposed authoritative definitions for herbs and their medicinal benefits by responding to the shopper’s questions and concerns; however the shopper also acted to cope with asymmetrical understandings by asking ‘minor’ questions about products and their prices, which elicited detailed responses from the expert without challenging her authority. Both the shopper and the seller drew from their understanding of retail buying and selling behavior to participate in a discursive formation for intentionally sharing and building knowledge about medicinal herbs and their health properties (e.g., Freebody, Chan & Barton 2013).

5.1.1.2 Questions, feedback, tasks

The seller opens a dialogue with the shopper by offering a comment about one of the herbal products and its benefit for digestion (line 01). In line 11, the seller asks the first question, “What sum of money would you like to pay?” This question functions as a “testing question”—a means of a) attempting to bring the shopper’s interests to the surface of the interaction and b) gathering initial information about what the shopper cares about (e.g., price, quality, other concerns). The shopper avoids answering this question, by posing another question about the ingredients of a particular

product (lines 12, 14). A significant task for the seller is to figure out what the shopper knows about the various herbal products and their potential health benefits (e.g., lines 30-33). The seller also provides extended feedback to shopper questions about products. An example occurs in lines 19-25 where the seller replies to the question posed by the shopper about a product “And here is” (line 19). The seller identifies the product as low-calorie honey, recommended for diabetics, which works like a cholagogue, which encourages the discharging of bile from the human body (lines 22-24). Implicit in the seller’s feedback is the use of explanations and examples that add to the shopper’s developing understanding (e.g., lines 03-10 related to pricing of various quantities and lines 42-46 during which the seller tries to further develop the shopper’s understanding about a particular product—the buckwheat).

5.1.1.3 Presentation of Information

During the shopping dialogue, the seller continued to propose and organize specialized content knowledge and health benefits about various products for the shopper’s developing understanding; coaching the shopper through a process of understanding products, pricing and health benefits with a view to making a sale. The seller produced a sequence of utterances referring to specialized content knowledge about herbal products, while taking into account the perspective of the shopper. The disciplinary knowledge about the medicinal herbs was made visible during the interaction through complex syntactic constructions (e.g., lines 44-46), the use of specialized taxonomy or a classification system for herbs (e.g., line 27), a series of embedded clauses (e.g., lines 28, 32-33), specialized vocabulary (e.g., lines 23-25) and anaphoric expressions (e.g., line 35). The seller organized a kind of “first curriculum” (Macbeth, 2011) related to medicinal herbs in which she drew from vernacular common products such as honey and buckwheat and reshaped knowledge about those products using specialized disciplinary terms such as: ‘heart muscle’ (line 16), ‘nervous system’ (line 17), ‘low calorie’ (line 22), ‘hemoglobin’ (line 33), ‘immune system’ (line 44), ‘anemia’ (line 46). In order to support the presentation of ideas about medicinal herbs and their health benefits, the seller provided a series of propositions about medicinal herbs explaining why particular herbs were warranted or recommended (e.g., lines 15-18 about the treatment herb), why knowing about the herbs was significant (e.g., lines 29-33 about the benefits of honey) and how some herbs were related to one another as conceptual categories (e.g., lines 27, 34-39 listing all of the mountain herbs).

6. Teaching Spelling in a Fourth Grade Classroom

This particular lesson was part of a second language curriculum for teaching Russian reading and writing—spelling of *жи* (*zhi*) and *ши* (*shi*)—to Kazakh mother tongue students in the fourth grade. The 45-minute lesson occurred in the following phases: an opening (2 minutes), a copying activity (20 minutes) during which students copied text from the board into their notebooks while filling the gaps with correct letters, a dictation activity in which the teacher dictated the words to the class while one student wrote at the board (10 minutes), a reading activity (15 minutes) in which students silently read a dialog from the textbook while two students read the dialogue aloud, and finally a discussion of homework. The data were originally generated for a different project investigating language socialization practices of urban Kazakh-speaking children; however this lesson was selected for analysis because the interaction between the teacher, the student at the board and the students at their seats makes visible the teacher's attempts to build particular orthographic knowledge about spelling for her students. One boy in this class recorded his speaking for a period of two months at home and school. He was asked to use the recorder for prolonged periods of time. The length of recordings varied from half an hour to up to 5 uninterrupted hours. Fortunately, during the classroom lessons he sat in the front row nearest the chalkboard; thus the recordings contain the teacher's comments and the student and his classmates' responses. The interactional data was first transcribed broadly and then selected episodes were transcribed in greater detail. The exchange below took place during a spelling activity. The teacher was reading isolated words to students; they were supposed to write the word, and then write the plural form of the word. This plural form had the target 'жи/ши' combination and thus the overall goal of the exercise was to drill the spelling rule: 'жи/ши пиши с буквой и' (write zhee/shee with 'и'). One student was called to the board, while others worked at their desks.

6.1. Spelling Lesson Dialogue

This section briefly analyzes the dialogue retold in Transcript 2. The Russian recording of the dialogue is presented in the tables along with an English gloss. The results and discussion are organized together focusing primarily upon the English gloss (see Table 3 for the conventions used in Transcript 2). Table 4 represents the teacher student interaction (Transcript 2).

Table 3. Transcript 2 Conventions Used

Time length:	Transcript conventions used:	
2 minutes, ten seconds	Teacher Апай	Teacher Apai
	S	Student
	Арман	Arman
	Boldface	Kazakh
	САР	emphasis
	[direction]	descriptions, stage directions
	(It's)	referent
(.)	pause	
XXXX	unintelligible utterance	

6.1.1. Discussion.

An analysis of the spelling lesson Transcript 2 (see Table 4) shows the teacher drawing from Russian and Kazakh language varieties in order to guide her pupils through the Russian language spelling lesson. The focus on learning Russian spelling mirrors the general population preference for Russian schooling in society.

Table 4. Transcript 2: Teaching Spelling

Line	Speaker	Message Unit	English Gloss
01	Teacher Апай	Арман идет к доске	Arman goes to the board
02		А вы с новой строки пишете [to whole class]	And you write from the new line
03		Работаем на оценку	We work for a grade
04		так (.) пиши [to K]	So write
05		Нож (.)	Knife
06	Teacher Апай	[to whole class, faster] Нож деген не ребята?	What does 'knife' mean, kids?

07		Что такое нож?	What is a knife?
08	Students	[not clear] XXXX	XXXX
09	Teacher Апай	Которым режут, да?	which is used for cutting, right?
10	Students	Да	Yeah
11	Teacher Апай	Хорошо	Good
12	Teacher Апай	Пишем с новой строки	We write from the new line
13		Нож	Knife
14		Нет (.) с новой строки	No, the new line
15		[with emphasis] Нож	Knife
16		[annoyed] Ножь ножь [wrong pronunciation, with soft (zh) at the end]	Knife knife
17		Я вам не говорю	I don't say
18		Я говорю нож	I say knife
19		Тире поставь	Put dash
20	Teacher Апай	Арман че сегодня с тобой?	Arman, what's wrong with you today?
21		Тире поставь	Put dash
22	Student 1	Арману [loud whisper, urging] тире (.) тире	Armanu dash, dash
23	Students	[in unison] ТИРЕ!	DASH!
24		Сызыкша	Dash
25	Arman	Тире?	Dash?