



## Translingual Practices as Spatial Repertoires Employed by Interlocutors in Classroom Interaction

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### Abstract

*The study investigates the translingual practices as spatial repertoires in classroom interaction. The method applied is a descriptive qualitative approach. It uses the classroom observation, interview and stimulated recall interview as the techniques of the data collection. The study employs the theories of sociocognitive affordances, translingual, classroom language use, and pragmatics. The outcomes reveal that the natural functions as the goals are achieved. The participants can shift the roles as the interlocutors who can apply the appropriate speech acts and the politeness strategies. The roles are changed and the study reveals the interaction is natural in which there is symmetrical relationship among the interlocutors in classroom interaction. It is as the results of the use of sociocognitive affordances from the very beginning of the classroom interaction by the teachers and learners and continues to the end of the class. In the process, the roles of the teachers and learners gradually change into the interlocutors who have already the pragmatic competences to interact with other parties.*

## Introduction

Interaction studies have extended from conversational adjustment to cognition. It was started by Hatch and Long in the late 1970s and early 1980s who conducted the interaction between learners of language with their Native Speakers and Non-native speakers as their interlocutors. By interacting with native speakers, learners know how to communicate (Long 1981). Learners do conversational adjustment to avoid communication breakdowns and repair the discourse. The constructs introduced are such as requesting clarification, repeating, checking comprehension, confirmation checks (Long 1983). It provides time to focus how meaning is encoded and help them in noticing the mismatches that happen between the input and their interlanguage (Gass 1997; Pica 1994; Pica et al. 1996). The input is not sufficient, and it needs the output to see how learners perform the language. The output hypothesis is proposed by (Swain 1985). The further studies are to give evidence how interaction facilitates learning (Ellis 1999; Lightbown and Spada 2013; Mackey 1999). The current studies enlighten the effects on interaction on different types of knowledge, implicit versus explicit, controlled versus automatic. The interaction research is extended further to factors of affection in learning affect learning and interaction (Mackey and Oliver 2002; Sheen 2008). Other researchers have investigated the effects of cognition to the effectiveness in interaction on L2 learning and development (Mackey 2011; Robinson 1995).

There have been abundant studies of classroom interaction and have achieved amazing progress over the past twenty years (Mackey and Gass 2015). It is started with a conversational adjustment that can facilitate language acquisition and it has extended into a framework that examines factors and processes in Second Language development. It involves the process of

interaction that occurs in the classroom. The array of famous constructs related to classroom interaction are comprehensible input, corrective feedback, uptake, negotiated meaning, teacher language use, output and many more that give evidence about the progress of the studies in this field. It goes further to shed light on cognition such as noticing, attention, declarative knowledge, experimental knowledge. Those who are in this vein claim that interaction can facilitate learning since it provides learning opportunities for learners to interact with others in the classroom. The input and output pertain to brain mechanisms driven during learning. Interaction involves feedback and modification of utterances to make the conversation communicative. It raises problems for learners due to their inadequate grammar proficiency. It accounts for the aptitude and affection when learning and during the interaction. Therefore, it is recommended that learners should be aware and give attention to the language use. Negotiated meaning and corrective feedback are believed to assist them to cope with the problem during interaction. Learners are assisted regarding their language problem by teachers.

Regarding the approaches to study classroom interaction, the principal approaches used to investigate classroom interaction are interaction analysis, discourse analysis and conversational analysis (Walsh 2011). In the era of 1060s and 1970s, the most popular and widely used approach was Interaction Analysis (IA). It uses observational systems which consist of a set of categories for coding classroom behaviors (Walsh, 2012; Ellis, 2012). The approach uses instruments which are more complex and include more and more categories to capture the complexities of classroom interaction from year to year starting from the approach used to investigate classroom interaction. To capture what happens in the classroom, the observations are conducted, and the researcher records the observation, either audio or video, and transcribe the recordings, either fully or partially. One of the instruments used is COLT which is the most sophisticated device to date in L2 classrooms consisting of a considerable range of both qualitative and quantitative modes of analysis. It was revised in 1995 by Spada and Frohlich.

The use of the classroom interactional approach is used to examine the interaction patterns of classroom discourse. It uses some types of code systems to investigate the communication pattern occurring in the classroom. Mackay in (Ellis 2012) notes that this coding system can be used to: 1) determine what kind of classroom interaction promotes learning; (2) evaluate teachers to determine whether they use patterns of communication that are effective or not regarding the meaningful communication occurring in the classroom; (3) train prospective teachers to use a variety of patterns of communication.

Classroom interaction can be examined by discourse analysis. The limitation of using this approach to investigate classroom interaction is it is not an easy job to transcribe the interaction in the classroom. The problem is it needs time to transcribe the recordings of the observations and code the talk. Another approach is Discourse Analysis (DA) which focuses on words and utterances above the level of sentence. The main objection is to look at the ways in which words and phrases function in the context. (Ellis 2012) summarizes that DA approaches are descriptive and prescriptive. It is to categorize naturally the patterns of interaction and account for the reference of hierarchy. Accordingly, the DA approach fails to account for the range of context in a classroom lesson and for the link between pedagogic purpose and language use.

Another approach implemented to analyze classroom interaction is by using Conversation Analysis (CA henceforth). This approach shows how classroom turn-taking mechanisms vary based on whether the context is form or accuracy or meaning and fluency (Seedhouse 2004). (Ellis 2012) adds that CA focuses naturally occurring conversation and it does not regularly occur in the classroom. The limitation of this approach when it is used to analyze classroom

interaction is it is just to categorize the talk occurring in the classroom in which the context is very narrow, and the result fails to link between the pedagogical purpose and language use.

Based on the studies conducted on classroom interaction and methods employed, it can be drawn that interaction is not sufficient. It is not to describe how learners make efforts to make meanings. The learners have only cognition as the sole resource to assist them to talk. It is believed by this field that interaction involves cognition. The learners' attention, noticing, and awareness of language learning regarding their cognition are not easy to measure that they contribute to learners' language development. (Atkinson 2007) claim that a common assumption in SLA mainstream is that cognition is invisible. It is not an easy task to study cognition as teacher cognition or as the only source for learners. Researchers on SLA cannot study cognition directly. Therefore, the examination artefacts in the process of interaction are used such as the scores, errors profiles, introspective reports, and post learning performance measures.

The previous studies in SLA/ Learning reveal that the mind is only the sole source of cognition for the participants to make meaning in classroom interaction. From the sociocognitive perspective, parts of the process in classroom interaction are not invisible. Learning is viewed as the ecological experiences and as repertoires that participants obtain adaptively. This approach views human cognition as being reconceptualized as adaptive intelligence—as having the major evolved purposes to promote the adaption of the eco social environment (Atkinson 2012).

It implies that learners need other resources to assist them to have meaningful interaction in the classroom. Learners employ not only their cognition but also their gestures, facial expressions, and eye contact to engage with their social material in their surroundings to assist them to learn and to interact with others in the classroom. The sociocognitive factors support them to learn using adeptness to adapt and align to their social material environment (Sugiharto 2016). Teachers assist them to learn; however, they will not do much if it is related to the non-negotiable aspects. For these aspects, teachers account for them in planning the lesson and interactive teaching. They can manipulate negotiable aspects to facilitate learning. They can take advantages of social factors to assist learners to reconstruct their mind, body, and social factors adaptively to be successful in learning (Toth and Davin 2016).

Most of the studies focus on teachers and reveal that teachers have a significant role in classroom interaction. They still control the interaction since they are the only proficient speakers in the classroom. Therefore, the interaction is still rigidly controlled by the teachers. Learners are controlled by the teachers in terms of meaning making practices. The part for the learners is in answering teachers' questions. If they make mistakes, the responses are in learners' repair which are mostly based on teachers' corrective feedback. Learners depend on teachers to respond as their contribution in classroom talk. Both participants depend on their use of language as the resource to make meaning practices in classroom interaction. It is implied that the participants need other resources to assist them to communicate. The assistants become their resources to afford them in conveying meaning, gaining the information and making meaning.

In his article, (Atkinson 2012) elaborates more on the use of the sociocognitive affordances as the means in meaning making practices in classroom interaction. It implies when the participants involved in interaction, they mutually adapt, adjust, and align their behavior during interaction and signs or tools of their alignment with the environment become visible. The sociocognitive tools involved in interaction are eye gaze, gestures, body positioning, physical objects and artefacts, theory of mind and common knowledge, interaction skills, natural

pedagogy, activity framework and language. All the tools are aligned to make meaning in classroom interaction.

Additionally, the language the participants use is not only a tool but also as a resource for the participants in their communication. Languages are always in contact with each other and influence each other. There is no separation of one language to another (Canagarajah 2013). He adds that those semiotic resources are embedded in a social and environment. It is aligned with contextual features engaged in interaction. The alignment plays important roles since the participants adapt to the environment dynamically (Atkinson, 2002; Vessey & Ward. 2013). This present study applies how participants engaged in interaction by using their language, employing their sociocognition affordances in classroom interaction.

This present study is different from the previous studies conducted. Teachers play important roles in interaction. They dominate the class talk since they are the most proficient speakers in the classroom. They design the classroom interaction. This present study places teachers and learners as the interlocutors in interaction. In this case, they have equal rights in participating. They exchange information and share meaning.

Teachers and learners are interlocutors who are social actors that adapt to their environments dynamically and those who create shared meaning in the mind-body-world. They employ their material and physical environment to assist them to interact and make use of semiotic resources and multimodality to make themselves understood. As (Wagner 2018) states that in interaction, participants draw on all the resources they have in common with the co-participants and languages are just one type of the resources. The participants employ the social affordances, semiotic resources, and modality to make meaning. They try to make the interaction communicative by avoiding communication breakdown. They also make use of their language to talk to each other as interlocutors in interaction.

Teachers and learners play the role as the interlocutors that they design their interaction to consider the other speakers they are talking to, what their relationship, what the recipient knows and what they as participants in the interaction know in common. Drew (2013) in (Wagner 2018) terms this as turn design. (Wagner 2018) uses the term recipient design to understand the term translingual in classroom interaction. Recipient design is observable in terms of the interlocutors designing their interaction for they understand which languages are proper to use in the specific context and they design their talk accordingly. (Levinson 2006) and (Tomasello 2008) state that the participants have already possessed the interaction capabilities in terms of theory of mind, mutual salience, Gricean intentions and multimodal practices. Levinson terms this as an interaction engine (Atkinson 2010). (Wagner 2018) highlights that recipient design is an important factor in interaction. However, it is missing in the discussion of the translanguaging as one of the resources employed in interaction. The reconceptualizing multilingual practices as translanguaging is a radical update of theoretical and methodological tradition in multilingual, codeswitching, etc.

Based on the studies conducted on classroom interaction and methods employed, it can be drawn that interaction is not sufficient. It is not to describe how learners make efforts to make meanings. The learners have only cognition as the sole resource to assist them to talk. It is believed by this field that interaction involves cognition. The learners' attention, noticing, and awareness of language learning regarding their cognition are not easy to measure that they contribute to learners' language development. (Atkinson 2007) claim that a common assumption in SLA mainstream is that cognition is invisible. It is not an easy task to study cognition as teacher cognition or as the only source for learners. Researchers on SLA cannot study cognition directly. Therefore, the examination artefacts in the process of interaction are

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Additionally, the language the participants use is not only a tool but also as a resource for the participants in their communication. Languages are always in contact with each other and influence each other. There is no separation of one language to another (Canagarajah 2013). He adds that those semiotic resources are embedded in a social and environment. It is aligned with contextual features engaged in interaction. The alignment plays important roles since the participants adapt to the environment dynamically (Atkinson 2002; Fagerholm et al., 2015).

Canagarajah, (2013) introduces the construct of translingual by highlighting the two key aspects: (1) Communication transcends individual languages, (2) Communication transcends words and involves different array of semiotic resources and ecological affordances. He explains further the two key aspects in detail. The languages are always in contact with other languages and influence each other. It becomes a problem in communication if languages are viewed as individual. The users use the languages as repertoire for them to communicate, therefore, the competency of languages is not to see separately since they combine the knowledge of languages to give meaning. It assists the users since languages complement each other. Meaning is the result of negotiation practices in a local situation. Grammar is renegotiated and reconstructed based on communication context.

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Translingualism views a spatial orientation as resources that integrate as an assemblage in making meaning. (Canagarajah 2018) brings this concept to translingual practices to see the

integrated human cognition with the space which is agentive to shape meaning in communication. Space is self-regulating and self-generating in communication. The prefix *trans-* is viewed as a shift from structuralism to look at that communication practices involve verbal resources and consider how semiotic, and modalities also participate in communication. Structuralists view space, materiality, and environment as passive, inert, static and pliant. Space is a dead matter to be shaped by human cognition and language.

The extensive theories as summarized by (Canagarajah 2018) define space as: (1) Space is active that has self-regulating and self-generating role in shaping meaning; (2) It is reconstructed by humans which means people construct the material environment; (3) Spatiality considers how multiple resources mediate and construct activities as assemblage. In short, he discusses how translanguaging practice is comprehended based on a spatial orientation. Languages are active codes that are in space and time.

Besides discussing spatial repertoire, he further elaborates the use of multimodality as translanguaging practices. Based on his research, it reveals that semiotic resources facilitate effective teaching. Non-verbal resources mediate and shape meaning in interaction. Accordingly, non-verbal resources named as multimodality have traditionally viewed gestures, visuals, and other paralinguistic resources as compensatory. In this view, diverse semiotic resources assemblage. Language is believed inefficient and insufficient for achieving the goal of intended communicative activities. Language is not the sole resource the participants depend on to make meaning. They can make use of semiotic resources to scaffold their communicative activities. Languages participate with other semiotic resources assemblage to shape meaning.

(Canagarajah 2018) shares his ongoing research with International Science, Technology, Engineering, and Math (STEM) scholars in Western American University. It reveals that one of the reasons why the participants are confident in communication is the users transcend the different array of semiotic resources despite their limited proficiency in English Grammar. The participants use deictic to assist them to talk when they encounter difficult words, gestures and body languages, classroom physical material like blackboard to mediate the languages to give meaning. It is not only the learners use semiotic resources and multimodality, but the teacher transcends the semiotic resources and multimodality to assist him to transfer knowledge to the class and to construct meaning. The result of this research reveals that the teaching is successful and effective. The following shows the teaching in steps: 1) In teaching, the teacher draws a pipe, completed with arrows to show the liquid flowing through. He also draws the cross-section to show whether the water flows straight or not; 2) He also uses gestures by waving his hands and fingers to demonstrate the flowing water's direction whether it turns or goes straight. He highlights the words related to the topic such as curl, irrotational, conservative introduced earlier; 3) He asks learners attention and makes connections with the previous elaboration. That is a kind of review; 4) The teacher does not verbally elaborate since he uses visuals and gestures to elaborate the points. He uses deictic to point to relevant information; 5) Other semiotic resources facilitating the teaching is the teacher's body posture shift. He faces the class as a sign that he welcomes opinion and questions. His writing and his drawing help thinking using hands. It helps teachers to transfer his knowledge to learners.

The non-verbal resources are not supplementary in classroom interaction, but it mediates and shapes meaning. It is multimodality that helps teachers if language is not adequate for the purpose. Non-linguistic, multimodal semiotic resources are applied to make meaning that are available during interaction (Atkinson 2011; Canagarajah 2018; Wagner 2018). They are not peripheral, but they are active, agentive, and dynamic to integrate with language and cognition. All constitute an assemblage to construct meaning to result in communicative interaction. The

meaning of translanguaging defined by (Canagarajah 2018) is limited only to the turn design interaction. Translanguaging is a recipient design in interaction which is observable. It discusses the turn taking design when participants involve in interaction. Participants consider the other party to whom speakers talk to, the relationship, background knowledge of the recipient and the common knowledge the participants possess.

Additionally, semiotic resources are aligned with a social and physical environment such as participants, symbols, the human body, setting for meaning, objects in the environment. In short, languages and semiotic resources embedded with the social and physical environment are the resources for users to assist them to communicate. They are self-regulating as Atkinson states in his article (Atkinson 2011). Communication involves different semiotic resources that work together for meaning. The users integrate languages and semiotic resources to make meaning. The implication for language learning is the learners bring their translingual practices that they engage in outside the classroom. According to him, translingual practices have contributed as resources for the learners to assist them in communicative practices.

This present study places teachers and learners as the interlocutors in interaction. In this case, they have equal rights in participating. They exchange the information and share meaning. Teachers and learners are interlocutors who are social actors that adapt to their environments dynamically and those who create shared meaning in the mind-body-world. They employ their material and physical environment to assist them to interact and make use of semiotic resources and multimodality to make themselves understood. As Wagner (2018) states that in interaction, participants draw on all the resources they have in common with the co-participants and languages are just one type of the resources. The participants employ the social affordances, semiotic resources, and modality to make meaning. They try to make the interaction communicative by avoiding communication breakdown. They also make use of their language use to talk to each other as interlocutors in interaction.

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In vein with that, (Levinson 2006) and (Tomasello 2008) state that the participants have already possessed the interaction capabilities in terms of theory of mind, mutual salience, Gricean intentions and multimodal practices. Levinson terms this as an interaction engine (Atkinson 2010). The non-verbal resources are not supplementary in classroom interaction, but it mediates and shapes meaning. It is multimodality that helps teachers if language is not adequate for the purpose. Non-linguistic, multimodal semiotic resources are applied to make meaning that are available during interaction (Atkinson 2011; Canagarajah 2018; Wagner 2018; Musembi et al., 2025). They are not peripheral, but they are active, agentive, and dynamic to integrate with language and cognition. All constitute an assemblage to construct meaning to result in communicative interaction.

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The study done by (Kääntä 2015) discusses teacher-led- instructional interaction based on multimodal organization of classroom activity sequences using IRE (Initiation, Response, and Evaluation). Classroom interaction is viewed as how embodied actions are employed by teachers and students to shape meanings. It elaborates how teachers and students demonstrably orient to each other's use of language and other semiotic resources (such as gaze, gestures, and other types of bodily actions) in their meaning-making practices and draw on these to organize classroom interaction. Additionally, this study describes the use of pedagogical materials and teaching equipment and how they figure in the interaction as another set of semiotic meaning-making resources. It provides examples of how teachers and students interact in the classroom when the interaction is approached from a multimodal perspective. By adopting such a perspective, it illuminates the participants' multimodal practices of doing teaching and learning that have emerged as a focus of study in classroom research due to advances in both technology and research methodology. The result of this study is participants can construct the IRE sequences in many ways and the participants can employ the semiotic resources to make meaning.

(Jakonen 2018) studies how teacher movement among learners' desks during tasks in the classroom offers resources re-engaging in desk interaction and guidance to learners. The finding reveals those pedagogical actions of checking by moving around from desk to desk and assessing learners' tasks can give a sign for learners that teachers are available. The findings suggest that the learners can use it to make sense of the teacher's ongoing and projected engagement.

A study conducted by (Peng and Gao 2019) shed lights on how EFL learners' Willingness to Communicate (WTC) are responsive to multimodal affordances. Multimodal affordances are related to semiotic resources such as language, image, music, and gestures. Multimodality is defined as sensory channels of communication such as auditory, tactile, visual, and kinesthetic. The language classroom which involved semiotic resources is believed to enhance modality which is sensory channels. Multimodality is the term for semiotic resources and modality. The teacher coordinated the spaces, gaze, and gestures to involve learners to engage in classroom activities. The learners responded by using gaze, gestures, and postures to give signals to the others that they are ready to speak and bid for turn takings in classroom interaction. This study intended to examine whether WTC is responsive to visual images in terms of Power point slides given by the teacher. Those slides were integrated by the analysis of interactive meaning constructed in the slides presented using visual grammar and learners' reflective accounts. The factors influencing learners' WTC are individual factors which was the inadequate proficiency such as oral English ability, feeling fear of making incorrect pronunciation, insufficient vocabulary, and anxiety. The classroom functioned as contextual factor. Regarding to sensory channels, kinesthetic modality induced the interaction provided assistance or affordances for learners. Additionally, audio, and visual material could provide valuable inputs for learners. It triggers the learners' sensory stimulation and sustain their interests and attention to learn. The contextual factors, the topics of material, provided important inputs to enhance for WTC. Additionally, auditory, and visual modality could promote learners' WTC. The findings revealed that WTC was the subject to the influence of individual's linguistic and affective factors and classroom contextual factor.

This present study is different from the previous ones stated in terms of the learners are to employ the affordances to assist them to speak (Peng and Gao 2019). The multimodality is supposed to realize WTC. Another study focuses on teachers' movement as the learners' resource during the tasks. It is believed that the teacher's movement can assist learners in doing the task since the teacher is close to them. It is easy for the learners to interact with the teacher (Jakonen 2018). A study conducted by (Kääntä 2015) elaborates how teachers and students demonstrably orient to each other's use of language and other semiotic resources (such as gaze, gestures, and other types of bodily actions) in their meaning-making practices and draw on these to organize classroom interaction. The result is IRE (Initiation, Response and Engagement) is found as the typical pattern of classroom interaction. All the studies reveal that the learners are not yet to play the roles as interlocutors. The roles of teachers and learners are participants in classroom interaction. It is still asymmetrical that means the participants do not have the equal rights to engage in classroom interaction in order to achieve pedagogical goals. Based on the participation in classroom interaction, those previous studies are categorized into type 3 which is more topic orientation, more activity orientation. The translanguaging does not occur yet. This present study is to analyze the translanguaging practices that the participants already change into interlocutors since they have already employed translanguaging.

## Methods

This study employs a descriptive qualitative methodology in which it is considered appropriate to give insights to the understanding of classroom interaction. This study attempts to examine the two research questions which are what spatial repertoires that the interlocutors employed in classroom interaction and what practices are conducted by interlocutors in realizing translanguaging in classroom interaction. This study employs three techniques of data collection which are pre-observation interview, classroom observation and post stimulated recall interview. This present study examines classroom interaction that occurs between teachers and learners, learners to teachers and learners to learners. They are the participants of this study who are three experienced Indonesian EFL teachers working at three universities in Jakarta. They had more than 10 years teaching English. Some studies choose experienced teachers as participants because of some reasons.

Quoted by Richards, experienced teachers reshape and redirect the lesson by monitoring instructions and finding the cues whether or not students follow the lesson. They establish routines to find solutions to the problems emerging during teaching. However, it does not happen to novice teachers for they lack repertoire of routines and script. Mastering their use occupies a major portion of their teaching. The other participants are the learners as the who attend speaking class. They are the first and third semester university students. To answer the first research question, the video recording of classroom interaction is transcribed. To do the analysis, the video is watched, and the teachers' language use and learners' language use are transcribed. The two steps applied to analyze the data. The first step is the spatial repertoires employed by the interlocutors are categorized and find the evidence about it. The data are coded based on the participants say the utterances (T=Teacher, S=Student, Ss= Students). In addition, the utterances are marked down by the terms of teacher language use and learner language use, spatial repertoires, speech acts and politeness strategies which are employed by the interlocutors. The second is how translanguaging practiced by the interlocutors in classroom interaction is investigated.

## Results and Discussion

The classroom language use comprising teacher language use and learner language use is the tool to convey meaning. Teacher talk, teacher question, teacher use of L1 and metalanguage

and teacher corrective feedback were the tool for the teacher to talk in the classroom which were used based on their functions to convey meaning and assisted learners to develop their language. The applied strategies for corrective feedback were to lead the repair uptake and teacher question was used to check the learners' comprehension. It was related to teacher wait-time. The teachers were recommended to wait the learner's answers. Some of the teachers did not wait the answers, but they continued to the next part. Teacher language use should be employed based in types of activities proposed by van Lier (2015). This type of activities constructed the pattern of participation of the teachers and learners in classroom interaction.

### **Teacher Talk**

A major portion of class time in teaching is dominated by teachers' talk. They give directions, explain the material, clarify the procedures of what students do in their work and check the students' understanding (Richards 1994; Ellis 1984). The teacher elaborated the class what to do in a long talk combined with the questions to check whether the direction given was clearly understood by the learner. The interaction was dominated by the teacher and the class had no response in language but in action. They did the exercise. The following example (12) showed the evidence.

#### **Example 1**

1 T: Okay. Now you are going to your partner. This is your topic. You have your partner and you present each other for 2 to 3 minutes, very short. Choose one aspect of college life. can be about assignments, can be about class lectures you attended, or about class project, or about extracurricular activities outside the class in your campus life. you can choose one of these. And before that, please prepare very short notes. Can be a short card, or short note under these headings. What's your introduction, what's your main point 1, main point 2, and what are you going to say in your conclusion. You present it to your partner about 2 minutes and don't forget to use the phrases and expressions we have practiced before. Do you still remember? If you forget it, you can take a look at the overview on your book page a hundred... Sorry. A hundred nineteen, a hundred twenty-two. You can use those expressions. (a student asking). It can be anything related to this. That's a good question. A good example. As long as it is related to one of these. It can be time management, what you like on this lecturer. Anything. Ok, good question, thank you. Any other question? OK, another good question! Sorry. Another good question. Do you work it together for one topic?

Ss: Yes

T: No. so, individually you choose one of these, you prepare your own presentation. For example, Noni chooses assignments and Lia chooses class lecturer. Then, you present each other. While you presenting according to these, your partner will take notes about your presentation. Ok? So, you choose your own topic and you present each other for While your friend is presenting, you taking notes – what your friend is presenting to you. You sit face to face and next to each other. Is it something wrong? Sorry. your task is only to present each other here, not presenting to the class. While you are presenting, the other one is taking notes.

Ss: (Practicing)

### **Teacher Question**

Additionally, regarding teacher question, teacher asked students questions to check their comprehension, to give them opportunities to engage in classroom interaction and elicit the students' schemata about today's lesson. The following examples showed teacher language use of teacher talk and teacher question. In (12), teacher gave a direction about the class activity

learners were supposed to do. It was found that the teacher used a slower rate in talking to make it more understandable. He/she talked more slowly which was different from the normal rate. He/she used clear pronunciation and modified the vocabulary. There were repeated words to remind the learners what to do. Besides, the use of pronoun, we in we have practiced, we have discussed, showed that the teacher attempted to make the talk more communicative. He/she also modified grammar by using simple sentences and repeated sentences in his/her direction.

### Example 2

T: Right. So, we have practiced the phrases you can use to introduce your presentation, to introduce the main points of your presentation, to present the ideas and to summarize your presentation. And then, at the end you can thank and invite question to the audience. Right, now we have discussed how to give a good presentation, we have practiced some phrases and expression we use during the presentation. Now, I'd like you that you are going to present. Now, you are going to work in some groups with several options for the topic.

Ss: (They are doing the exercises).

In (18), teacher checked learners' comprehension about the today's topic by asking questions. Teacher used questions to make learners engage in interaction. The types of teacher's questions used were the divergent questions in which it was to recall the previous information the learners possessed. Those questions were to elicit the learners' background knowledge about the new lesson. Additionally, those type of questions were categorized into a display question type since it intended to provide information about the lesson, not the fact. In this case, the teacher knew already the answers given by the learners. It was different from referential question in which the question intended to provide information about the fact in that the teacher had no information about it.

Regarding learner's language, it revealed there was structure and semantic simplification. In syntactic simplification, the response given missed the bound morpheme -s to mark the simple present tense for the third person singular. It was found in (4) and (8) in example 18. For semantic simplification, the response was simplified by using a word only. Therefore, the teacher gave feedback by repeating the learner's utterance to make it clear for the other learners. In the example (14), the questions asked by the teacher were display divergent questions which intended to provide information about the fact. The learners provided their own information about the feelings, and it was the fact.

### Teacher Use of L1 and Metalanguage

Teachers needed to maximize their use of the target language, in particular foreign language context to make sure that learners have sufficient L2 input. However, there are reasons why teachers used Indonesian in this case when doing interactive teaching. In presenting the lesson, Indonesian was used to define the Straw-man arguments. In teaching, the use of Indonesian was used to refer to the local culture that was different from the context in the textbook. The use of *orang-orangan sawah* and *padi* was to show the equivalency of those words in Indonesian. It was not only the word or phrase but also the sentence, *Dia gak bergerak, kok diem aja. Nanti kalau bergerak kabur semua*. He/she added the context to assist learners comprehend the meaning (in 1), *Kalau di luar strawman nya spooky banget, digambarkan halloween*. In (7), the teacher's response to learner's answer was in Indonesian, *berlebih atau berlebihan*.

### Example 3

1 T : Yeah Jessica, do you bring one or ask from your friends? Okay have you ever heard about the straw-man? Maybe no. The straw-man literally is a straw-man. “*orang-orangan sawah*”. “*Kalau di luar straw-man nya spooky banget, digambar-gambaran halloween*” but in Indonesia do we have straw-man?

2 Ss : Yes.

3 T : In the “padi” field. What is the purpose of the straw-man in the “padi” field?

4 S : To scare all the people

5 T : Yeah good. To scare the birds. Not scare people but to scare the birds. But the bird sees something looks like person. Okay then they feel like oh there is a farmer in the field. “*Dia gak bergerak, kok diem aja. Nanti kalau bergerak kabur semua*”. Okay so straw-man arguments is actually it causes an assumption, assumption based on statement. It symbolizes as a straw-man because it looks like a real statement, but apparently, it is not. Usually when you have a knowledge of certain topics, but you haven’t any clue about the detail, you are using a straw-man argument. For example, in my opinion, generally most of the students in BBI are women. But how do you know? Because of my friends most of them are women. But you don’t have any proven fact. How many women students, how many are men, right. If you know the statistic say I know this because among a hundreds students of BBI, seventy of them are women. So it is not a statement of straw-man arguments. But if you say it if you are using an assumption. Most of the students generally, in general and so on, you are using what is said in straw-man arguments. So in this definition say that the straw man is highly exaggerated. What is exaggerated mean? Ya?

6 SD : *Berlebih*

7 T : *Berlebih atau berlebihan*. And then or over-simplified version. What is over-simplified?

8 SD : *Menyederhanakan*

Teachers using English to explain difficult words can give models of utterance for learners when they need to define the words in English later when teachers do review. He defines metalanguage as the language used to talk about language (Ellis, 2012). It revealed in the following examples. In example (16), in presenting the lesson, he/she used Indonesian to explain the phrase straw man. Then, it was combined with the definition of strawman arguments that looked as unfamiliar words for the learners as they were the compound words. All the participants used those to interact with the others. The embodied actions are the employment of physical orientation such as the use of gestures, facial expression, and eye gaze. The last category of the associated tools is the use of interaction and turn taking procedures in their conversation. The following part discusses the affordances of the associated tools started from literacy tools, embodied tools, and social tools.

### Artifacts

The artifacts used in the classroom were the notes that the teacher wrote on board, the power points containing important expressions for the topic discussed, the video shows, the grid for collecting learners’ answers, pictures, colorful markers used to mark down today’s topic, and cards containing directions. In example 5, teacher A wrote down the word, Fear, as the topic for today’s lesson. Followings were the types of the causes of why people felt afraid. The other keywords related to Fear to remind the class of the topic discussed were written on the board

as guidance. It was found that the different color of markers was used to make the learners aware of the topic. While elaborating, the teacher pointed out the words or phrases using her point finger to guide the class. Therefore, the learners could follow what she said since there were unfamiliar words the learners were expected to be aware. The use of teacher notes written on the board could attract the learners' attention and they eye gazed where the teacher's point finger moved. Both the teacher and learners made use of the teacher's notes written on the board with the colorful markers, the learners used eye gaze to follow what the point finger moved and the teacher used the point finger to arouse the learners' attention to the words or phrases elaborated. Those affordances were assemblage to make meaning of classroom interaction. The learners made use of the sociocognitive affordances to assist themselves in comprehending the lesson. The teacher's note was to give a gentle reminder for learners about the topic, the unfamiliar words, and the collocation of the word fear. For the teacher, the teacher's note was to arouse the learners' attention and review what the class had learned. The meaning-making practices occurred since the teacher asked the learners about the expressions, and the learners could answer the question well in turns 3 and 5. In the last episode of this dialog, teacher A gave the corrective feedback for the pronunciation and the repair uptake occurred. The learner's correction led to meaningful interaction.

### Example 5

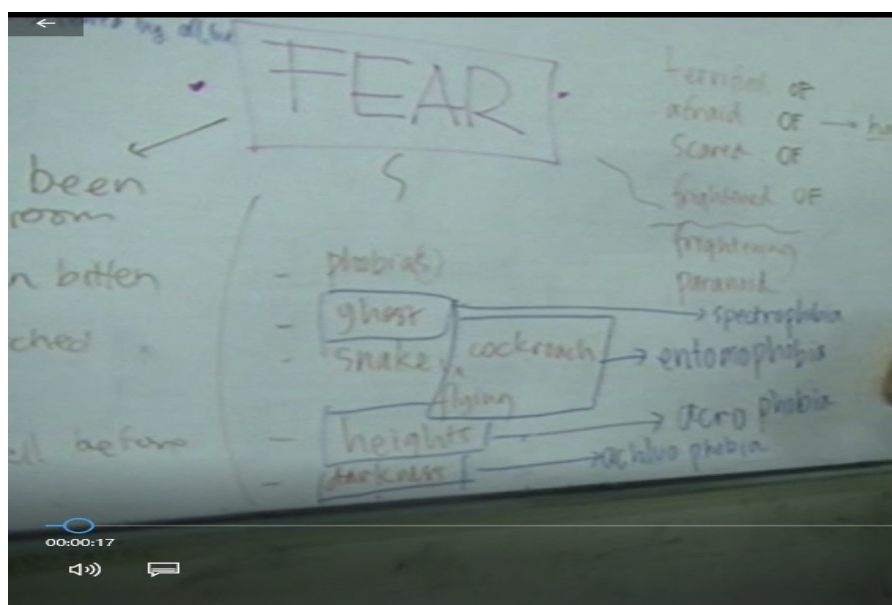


Figure 1. Teacher's notes

- 1 T : What did you say this one? (Teacher pointed the word written on board).
- 2 Ss : Fear.
- 3 T : About fear. So how do you say it. .... of..... (Teacher language use- Teacher question)
- 4 SA : Ghost.
- 5 T : Say it something? (Teacher language use- Teacher question)
- 6 Ss : Ghost. I'm afraid of ghosts. I'm scared and terrified of snakes.
- 7 T : Okay. I'm scared of a flying cockroach. It's not like any other cockroach. It's a special kind of.
- 8 Ss : I'm terrified of heights

- 9 T : Haits or heits (heights)?
- 10 SA : Haits.
- 11 SB : Heits.
- 12T : Guys. Haits. Okay, everybody.
- 13 Ss : Haits.

In example 6, teacher C asked questions about the two videos watched by the class. She had already written two segments comprising good and bad presentations on board; therefore, the class could focus on those two points only. She continued by asking questions using display questions about the good points and bad points of the two models of presenter on two video shows as stated in turns 1,3 and 6. She wrote down on the board the answers given by the learners. The result was the list of reasons why the learners claimed that the presentation was bad or good. After getting the reasons, the teacher compared the notes made before and made a checklist. The previous notes were written down before the class watched the videos. The sociocognitive affordances employed were the teacher's notes, teacher display questions, and the two video shows which were assemblage to make the interaction meaningful. The activities were to talk about bad and good presentations and the type of them was discussion. The learners could participate more in this discussion.

### Example 6

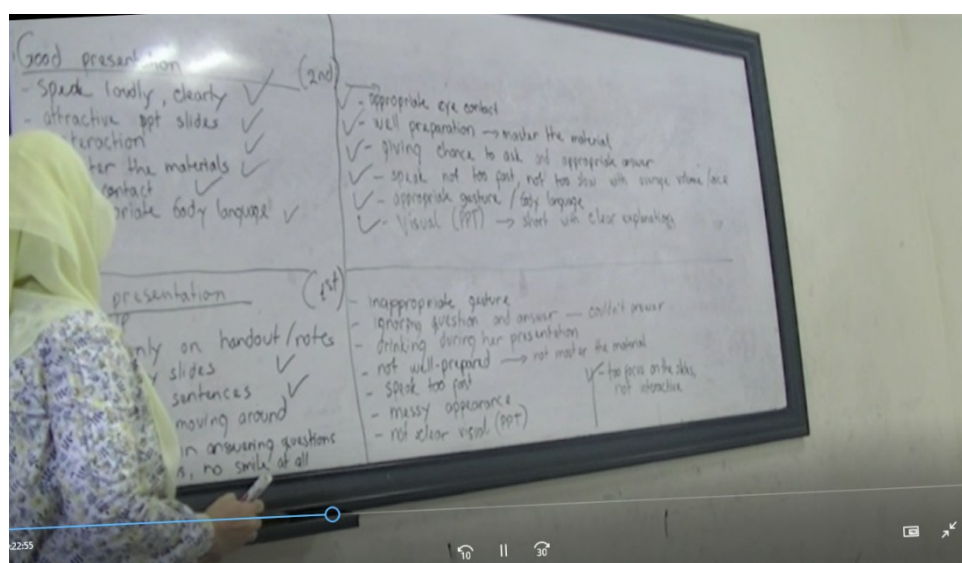


Figure 2. Teacher's Note

1T : So, we can use the whiteboard. Okay, so we have seen two presentations of the same person, same audience, same topic. What is the same direction, which one is good – the first or the second? (Teacher Language use-Teacher Display questions)

2 Ss : the second

3 T : Why do you say so?

Good presentation, the second. The first is the bad one. (Teacher wrote down the first and the second presenter on board next to the phrase good presentation and bad presentation). Why is it good? (Teacher Language use-Teacher Display questions)

4 S : Well preparation.

5 S : Master the material. Give a chance to ask.

6 T : How about the answer? (Teacher Language use-Teacher Display questions)

7 S : She gives good chance to ask and how about the answer for the question? She gives appropriate answer.

The meaning-making practices were revealed since both of the participants could understand the material. The learners were assisted by teacher language use. However, they could not participate when teachers elaborated the lesson using their long talk. It was difficult for learners to take the initiative. The learner initiative occurred when there was a shifting role. The participants became the interlocutors who had the equal rights to participate. However, it needs the process of learning based on the stages of teaching. The pre-teaching stage was the participants dealt with language forms, teacher talk dominated the classroom interaction and corrective feedback was provided to promote learning opportunities and develop their language. In pre-teaching activities and while-teaching activities, the pedagogical goals were to be achieved. In post-communicative activities, natural functions were needed to be achieved. In this stage, the shifting roles of the participants occur. They became the interlocutors who needed to possess pragmatic competence to make the interaction meaningful.

The participant employed all the associated tools as translingual practices in classroom interaction to make meaning. The teacher used the mobile phone to play the recording the train the learners in the pronunciation and intonation of the expression of fear. She stood in the middle of the classroom to make the voice of the mobile phone heard. Additionally, she could observe the learners and class activities. The associated tools used were the textbook, mobile phone, gestures, eye gazing, facial expressions, the exercises in the textbook, the teacher's notes, and a dialog. The other teacher applied the ppt slides and video shows to give the models of the recommended presentation. Teacher agenda, teacher notes, and class notes added the supporting affordances used by the participants in the classrooms. The literacy tools were combined by the gestures were used to make the meaning conveyed.

Teachers showed the meaning using their facial expressions to show the expression of fear and their hands to show the word polish and hairstyles. The learners as the participants in the classrooms used their hands to note down the order of food in the restaurant and bent their bodies down to show respect to the customers when they did a role play. That embodied tools were selected automatically based on their needs to make meaning. The textbook was the first affordance and was used for the whole semester by the participants. The textbook containing exercises and pictures was an assistance for the participants to follow the lesson in the classroom and outside the classroom. In the classroom, the teachers always remind the learners the pages to make the learners stay focused on the flow of the lesson.

The shifting roles occurred when the participants discussed the topic that they were familiar with. They talked about the personal problems that involved their experiences and history. When they talked about it, there was shared information among the participants who were shifted into the interlocutors in which the relationship was symmetrical. It was equal to participate in the interaction. In this case, the interlocutors had pragmatic competence; therefore, they were able to design the interaction. That means they could choose the appropriate speech acts and create the politeness strategies. They were aware if they neglected the elements of the pragmatics, there would be conflict. Applying appropriate speech acts and politeness strategies in classroom interaction could establish rapport and avoid the face-threatening acts. The application of the turn-taking speech acts and politeness strategies in interaction was one of the sociocognitive affordances that were aligned with the shifting roles.

The participants' experiences and history which were shared during the interaction were the affordances used that became the topic of conversation. When sharing the information, the participants had equal rights in participating. Therefore, the shifting roles occurred.

The classroom language use comprising teacher language use and learner language use is the tool to convey meaning. Teacher talk, teacher questions, teacher use of L1 and metalanguage, and teacher corrective feedback were the tools for the teacher to talk in the classroom which were used based on their functions to convey meaning and assist learners in developing their language. The applied strategies for corrective feedback were to lead the repair uptake and teacher questions was used to check the learners' comprehension. It was related to teacher wait-time. The teachers were recommended to wait the learner's answers. Some of the teachers did not wait the answers, but they continued to the next part. Teacher language use should be employed based in the types of activities. This type of activity constructed the pattern of participation. Teacher language use was to assemblage with the associated tools to make meaning. However, if teacher language use was not applied based on its function, the affordances used to support the language were not beneficial for the participants.

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## Conclusion

The sociocognitive approach views the mind as not the only source for the learners to proceed with the information gained. The mind assembles with the class ecology and the body to make meaning. To make the elements assemblage, the sociocognitive approaches as tools present. Those assist the participants to convey meaning and gain the information in the classroom. They use the assemblage elements to make meaning in classroom interaction. All the sociocognitive affordances assist the participants in meaning making practices in classroom interaction.

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