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APPEALS TO EMOTIONS AND PREVIOUS KNOWLEDGE AS TEACHER STRATEGIES IN THE ABSENCE OF A RESPONSE IN THE ENGLISH CLASSROOM

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR/A DE INGLÉS

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Abstract

This study draws on conversation analysis (CA) to explore selected video fragments from online and face-to-face English pedagogy classes recorded at the *Universidad Metropolitana de las Ciencias de la Educación (UMCE)* between 2021 and 2022. The analysis focuses on moments in which teachers pursue a student response after an initial question does not receive uptake. By examining these sequences in detail, the study identifies strategies of emotional and knowledge-based appeals strategies teachers use and considers how these practices shape opportunities for student participation.

Keywords: conversation analysis, EFL classroom, appealing to emotions, previous knowledge, turn allocation, student participation, face, pursuing a response.

Resumen

Este estudio se basa en el análisis conversacional (CA) para explorar fragmentos de vídeo seleccionados de clases de pedagogía del inglés, tanto en línea como presenciales, grabadas en la Universidad Metropolitana de las Ciencias de la Educación (UMCE) entre 2021 y 2022. El análisis se centra en los momentos en que los profesores buscan una respuesta de los alumnos tras una pregunta inicial sin respuesta. Al examinar estas secuencias en detalle, el estudio identifica las estrategias de apelación emocional y basadas en el conocimiento que utilizan los profesores y analiza cómo estas prácticas dan forma a las oportunidades de participación de los alumnos.

Palabras clave: análisis conversacional, aula de inglés como lengua extranjera, apelación a emociones, conocimiento previo, asignación de turnos, participación de los alumnos, expresión facial, búsqueda de una respuesta.

Table of contents

Introduction

In the 1960s, conversation analysis (CA) emerged as a theoretical and methodological approach to methodological investigation of talk-in-interaction. Grounded in ethnomethodology, CA seeks to examine the organized practices through which participants produce and interpret social action in real time (Heritage, 1984a; Sacks, 1992). Rather than seeing conversation as a disordered exchange of utterances, CA demonstrates that interaction is organized through orderly mechanisms that participants orient to and reproduce moment by moment (Sacks et al., 1974).

The work of Sacks et al. (1974) describes turn-taking as an organized system in which speakers project possible completion points and allocate turns either by selecting the next speaker or by allowing self-selection. Intonation contours, syntactic completion gaze/body direction, and embodied conduct are examples of subtle interactional cues that this system is sensitive to (Goodwin, 2000; Mondada, 2018). Silence, therefore, is not understood as an absence of speech but as an interactionally meaningful phenomenon that participants interpret relative to expectations generated by the unfolding sequence (Schegloff, 2007). Through Jeffersonian transcription (Jefferson, 2004), CA makes visible the detailed organization of these phenomena.

Over time, CA has extended beyond the analysis of everyday common conversation to

the examination of institutional interaction, including, for example, courtroom discourse, medical encounters, news interviews, and specific to this study, classroom interactions (Drew & Heritage, 1992; Heritage & Clayman, 2010). Institutional contexts differ from ordinary conversation in that interlocutors orient to task-specific goals, constrained turn-taking rights, and asymmetrical distributions of epistemic authority (Heritage, 1997). In these contexts, talk is shaped not only by conversational organization but also by institutional roles and expectations. The classroom constitutes one of the most extensively studied institutional environments within CA, as it provides a structured base in which participation, knowledge display, and evaluation are systematically organized.

When the context is educational, interaction is usually directed by the teacher and is goal-oriented, so one widely recognized pattern of classroom interactions is the Initiation-Response-Feedback (IRF) sequence (Sinclair & Coulthard, 1975), in which the teacher initiates a question, the students responds and then the teacher provides feedback, although the sequence has been criticized for oversimplifying classroom interaction, it is a valuable strategy for understanding how pedagogical sequences are organized. Within this format, teachers frequently select specific students to respond or open the floor for voluntary participation, thereby invoking expectations of uptake. The absence of a response in such contexts becomes interactionally noticeable and accountable.

From the standpoint of CA, not responding is not neutral. An answer's conditional relevance is created when a teacher poses a question (Schegloff, 2007). If there is no response, the silence is regarded as significant and requires a solution. Previous research has shown that teachers deploy various practices to address this absence, including reformulating the question, offering candidate answers (Pomerantz, 1988), providing hints, lowering epistemic stance, or explicitly selecting a student (Bolden et al., 2012; Pomerantz, 1984). These practices constitute what has been described as "response-pursuit", a set of interactional strategies designed to secure an answer and restore sequence progressivity.

The phenomenon of response pursuit is particularly salient in the English as a Foreign Language (EFL) classroom. According to Brown and Levinson (1987), Watson (1999), and Wu (2009), participation in such settings may be limited not only by epistemic uncertainty but also

by linguistic insecurity, fear of negative evaluation, or concerns about face. Silence may index a range of orientations, such as lack of knowledge, processing time, reluctance to speak publicly, or resistance. In turn, teachers have to manage these options while preserving pedagogical flow. Teachers must thus manage authority, affiliation, and affect in order to pursue responses in a way that is interactionally delicate.

Although response-pursuit has been documented by CA in several institutional contexts (Pomerantz, 1984; Bolden et al., 2012), fewer studies have explicitly examined how teachers in EFL contexts appeal to students' emotions and prior knowledge during periods of non-uptake. Invoking shared classroom history, making reference to earlier lessons, or presenting the students as epistemically competent are examples of appeals to prior knowledge (Heritage, 1984). By framing the solution as already available to the students, teachers can recalibrate epistemic asymmetries. On the other hand, emotional appeals can take the form of humor, vulnerability, or affective alignment. These strategies potentially mitigate the face-threat inherent in public questioning and invite participation through relational engagement (Arundale, 2010).

The term *face*, which was first used by Goffman (1967) and then developed by Brown and Levinson (1987), describes the public self-image that people attempt to uphold during social interactions. In classroom settings, students' faces may be at risk when responding to teacher questions, particularly if incorrect answers are subject to evaluation. Teachers' practices in pursuing responses, therefore, entail facework, i.e., actions designed to maintain or negotiate participants' social identities (Arundale, 2010). For example, offering candidate answers (Pomerantz, 1988) may reduce the epistemic charge on students, while self-attributed vulnerability may redistribute accountability for silence. These moves can be understood as interactional resources that recalibrate participation frameworks.

In addition to face considerations, epistemics play a major role in classroom interaction. Heritage (1984a) conceptualizes epistemic stance and epistemic status as fundamental to how participants manage knowledge claims. In this regard, teachers are known as primary knowers, referring to curricular content; meanwhile, students are expected to display knowledge through responses. However, teachers may temporarily downgrade their epistemic stance, for instance,

by presenting themselves as uncertain, to encourage students' contributions. Appeals to previous knowledge likewise orient to epistemic territories by using shared learning experiences. These practices may reframe silence not as a lack of competence but as retrievable knowledge awaiting activation.

The particular interactional and linguistic aspects of emotional and knowledge-based appeals in response pursuit remain understudied in EFL pedagogy, despite substantial CA research on turn-taking, sequence organization, and institutional talk (Drew & Heritage, 1992; Schegloff, 2007; Sidnell & Stivers, 2013). Previous research has looked at providing candidates with answers (Pomerantz, 1988), fixing indexical references to increase uptake (Bolden et al., 2012), and then accountability structures of silence (Robinson, 2016). However, less attention has been devoted to how teachers explicitly mobilize affective alignment or shared epistemic history as strategic resources in moments of stalled interaction.

Addressing this gap, the present study investigates the following research question:

What are the interactional and linguistic features of appeals to emotions and to previous knowledge in the context of response-pursuit in the English classroom?

In order to answer this question, the study adopts a CA approach to analyze video fragments from a corpus of English pedagogy classes conducted at the *Universidad Metropolitana de las Ciencias de la Educación (UMCE)* between 2020 and 2022. The corpus consists of 12 in-person lessons from 2022 and 39 online lessons from 2020-2021. These recordings capture naturally occurring classroom interactions in both remote and in-person modalities, allowing for examination of response pursuit-practices across different participation frameworks.

Fragments were selected during collaborative data sessions and transcribed using Jeffersonian transcriptions (Jefferson, 2004). The analysis focuses on sequences in which an initial teacher question receives no immediate uptake. Seven examples of emotional appeals and seven of appeals to prior knowledge were found and coded within these sequences. Sequential positioning, turn design, embodied conduct, and participant orientation are highlighted in the

analysis, which adheres to the CA principles (Schegloff, 1987; ten Have, 2007). Instead of imposing predetermined categories, the study looks at how the unfolding interaction helps participants recognize these appeals.

The study intends to advance EFL pedagogy and CA scholarship by examining these practices. By differentiating between epistemic and affective appeal strategies and describing their interactional composition, this clarifies the theoretical understanding of response-pursuit. It provides an empirically supported explanation of how teachers handle participation and silence in language classrooms from a pedagogical standpoint. Examining the interactional work teachers do in these situations offers insight into how participation opportunities are shaped and negotiated, since silence in EFL settings is frequently seen as a sign of disengagement or deficiency.

The purpose of this study is to make the case that appeals to emotions and prior knowledge are systematic interactional practices integrated into the structure of classroom discourse rather than just impromptu improvisations. Teachers use these techniques to recalibrate epistemic relations, manage concerns, navigate institutional authority, and restore sequence progressivity. Our understanding of how learning opportunities are co-constructed in real time is enhanced by an understanding of these dynamics.

The next chapter places the current study within the larger body of research on CA and classroom interaction, building on the research problem and objectives mentioned previously. The theoretical underpinnings of this investigation must be reviewed in order to investigate appeals to emotions and prior knowledge as response-pursuit strategies. Thus, the literature review starts by summarizing the fundamental ideas of CA, such as: institutional talk, turn-taking organization, and sequence structure. After that, it discusses earlier studies on classroom discourse, paying special attention to the IRF model, participation frameworks in educational settings, and epistemic positioning. Lastly, it examines research on face, affect, and response-pursuit practices, defining the conceptual frameworks that will be used to analyze the data. The chapter offers the theoretical foundation required to investigate how to combine these lines of inquiry.

Literature Review

Conversation Analysis Background

For decades, many linguists thought that the study of everyday language was irrelevant to the goals of linguistic theory. As a result of this, some others began to question this thinking, believing it to be an incomplete view of observing real human interaction. That is why, between the 60s and the 70s, Sacks et al. (1974) together decided to study that interaction using recordings of everyday situations involving different people, with linguistics, sociology, and cognitive psychology as the main fields. Sacks et al. (1974) proposed that the use of language does not only mean focusing on the semantics and grammar of sentences when communicating, but also understanding how language works. These linguists, drawing on the work of Goffman and Garfinkel, pioneered conversation analysis to explore the fundamental practices of social interaction. CA focuses on the fact that participants in an interaction, between two or more speakers, create sequences or utterances that we recognize as interactive for more effective communication. Sidnell (2010) defined CA as "an approach within the social sciences that aims to describe, analyze, and understand talk as a basic and constitutive feature of human social life" (p. 28).

For more than 60 years, CA has been a transformative approach to how both sociology and linguistics study natural speech. Conversation analysts have studied conversations in diverse settings, including institutions, doctor-patient interactions, courtrooms, classroom interactions, and everyday life. Sacks et al. (1984) discovered a system that needed to take into account the environment and other conditions that make up social interaction, transforming entirely how language needed to be studied to understand talk-in-interaction. Hutchby and Wooffitt (1998) support that view and affirm that "Talk is not seen simply as the product of two 'speaker-hearers' who attempt to exchange information or convey messages to each other. Rather, participants in conversation are seen as mutually orienting to, and collaborating to achieve, orderly and meaningful communication."

Thanks to the groundbreaking work on CA, it is understood that interactions are meaningful to those who produce them and that they maintain a natural organization. Psathas

(1995) stated that CA is about "finding the machinery, the rules, the structures that produce and constitute that orderliness."

Therefore, the main goal of CA is based on finding the correlation between the participants and their corresponding talking turns alongside the sequences produced among them. Taking that into account, it can be concluded that CA is an approach that understands the social and cultural frameworks of the discourse in everyday talk. Regarding this context, CA research has primarily examined two broad contexts in which interaction takes place: ordinary conversation and institutional talk. We will focus on the latter.

Institutional Talk

From a CA perspective, the relevance of talk-in-interaction has shifted over time. Studies have examined what Psathas (1995) describes as "talk and social structure" or "institutional talk", linking the settings in which interaction occurs with the interaction itself. Psathas believes the one problem the researchers encountered during those studies was that often, when trying to better understand the social structure, a preconception of sociological formulations intervenes in the function of the communication. Psathas (1995) questions why some analysts assume the effects of the social structure on a given situation, rather than examining how it is manifested in the practice of activity settings that "are constrained, organized, or shaped." When analyzing social interactions, it can be seen how the conventional sociological approaches are reflected, and hierarchy, power, and inequality are strengthened through them.

Building on this, in institutional talk, CA examines how people orient to and act within their context, and how its characteristics would be significant for the interaction, for instance, in how they relate to one another, engage with the current activity, and contribute to the organization and structure of the conversation.

In education, schools and universities are types of institutions. Classrooms are not simply a place for the transmission of knowledge, but also an active environment where students and teachers discuss meaning, manage participation, and shape the flow of interaction. Since there are usually more participants in a classroom setting than in everyday conversations, turn-taking must be managed differently, and students cannot decide for themselves when to speak during teacher-led lessons. (McHoul, 1978; Gardner, 2019).

Typically, teachers are the ones in charge of arranging teacher-student interaction, whether because the activity demands it, because they are asking something, or because they are requesting students to participate more in class. Nevertheless, there are two features we need to consider before understanding this interactional flow. To explore further in our investigation, turn-taking and sequence organization will be addressed below.

Turn-Taking and Sequence Organization in Classroom Interaction

In line with Kasper (2015), “Institutional settings can be distinguished according to the extent to which they prestructure the organization of the talk, a dimension that Atkinson (1982) refers to as formality” (p. 392). Thus, in terms of institutional contexts, turn-taking becomes particularly significant for understanding patterns of conversational organization and how they operate in classroom interaction.

Sacks et al. (1974) argue that turn-taking is "obviously a prominent type of social organization (...) the presence of 'turns' suggests an economy, with turns for something being valued” (p. 696).

Turn-taking organization regulates how participants manage speaker transition in interaction. Therefore, it is crucial to first define what constitutes a “turn”. In CA, a turn refers to the stretch of talk produced by one speaker before another speaker takes the floor (Sacks et al., 1974). The arrangement made during the interaction is not random; rather, it follows systematic patterns established by Sacks et al. (1974). This system aids the participants in regulating when to participate. The basic building block of this system is the Turn Constructional Unit (TCU). A TCU is any utterance, a word, phrase, or complete sentence that acts as a possibly complete unit of talk. The end of a TCU provides an opportunity for speaker change; that part of the interaction entails a Transition Relevance Place (TRP).

Although the shift system is applicable to all contexts, if we apply the patterns described above to the institutional sphere, they may vary slightly. In classroom interaction, the turn-taking system adopts features associated with institutional talk. In this context, turn allocation is typically more structured, since the teacher commonly assumes the role of primary turn allocator, which consequently limits students’ opportunities for self-selection.

Drew & Heritage (1992) argue that “Institutional interactions may be characterized by role-structured, institutionalized, and omnirelevant asymmetries between participants in terms of such matters as differential distribution of knowledge, rights to knowledge, access to

conversational resources, and to participation in the interaction" (p. 49). In classrooms, these asymmetries become visible in the teacher's authority to initiate sequences, allocate turns, and manage participation.

More specifically, ordinary conversation is understood as a non-specialized and relatively unconstrained form of interaction, whereas institutional talk is shaped by context-specific goals, participant roles, and restrictions on contributions.

Later, Heritage (1998) uses as an example of this type of interaction a traditional religious marriage ceremony to illustrate how interaction follows a predetermined order, in which participants rely on specifically structured question–response sequences. This example clearly demonstrates three fundamental elements of institutional talk. First, interaction is oriented toward institutionally defined goals and identities, such as doctor–patient, teacher–student, or bride and groom. Second, it involves constraints on what counts as possible and acceptable contributions within the ongoing activity. Finally, it highlights the relevance of inferential frameworks and procedures that are specific to different institutional contexts. Heritage (1998) argues that, within the CA approach, conversational interaction "represents an institutional order sui generis in which interactional rights and obligations are linked not only to personal face and identity, but also to macrosocial institutions."

So far, we have covered how and why turns are organized in classroom interaction, but CA also studies sequence organization, which focuses on how utterances are linked to one another in meaningful ways. Conversations are not just isolated turns; they are structured in sequences where one turn makes a particular type of response relevant.

In that sense, a central feature in this organization is the *Adjacency Pair* (Sacks et al., 1974), which consists of two consecutive turns by different speakers: a First Pair Part (FPP) and a Second Pair Part (SPP). The relationship between these parts is one of "conditional relevance" (Atkinson & Heritage, 1984), for example, a question makes an answer relevant. When a teacher asks a question and receives no response, the absence of the relevant second part is noticeable in the interaction and is accountable within the classroom interaction.

Sinclair and Coulthard (1975) discussed a strategy widely used by teachers during their classes, where classroom interaction is characterized by three-part sequences consisting of the teacher's initiation, the student's response, and the teacher's evaluation (IRE), a system that is essential to teaching. Due to its institutional nature (Drew & Heritage, 1992, p. 40), this structure is unique to classrooms, highlighting the presence of evaluation as a feature that differs from everyday interaction; while it is not customary for the participants to evaluate each other's responses, it is widely used in the classroom as a pedagogical tool.

Inside the classroom, when an expected response is not immediately produced, the teacher may draw on different interactional strategies to obtain it. The following section examines how the literature conceptualizes the practice of pursuing a response in the classroom.

Pursuing a Response in the Classroom

Pomerantz (1984) identifies three types of problems that may arise in conversation where the participants lack a coherent response, namely, a lack of understanding or unclearness, a lack of knowledge or missing information, and disagreement or lack of support. In these cases, although the recipient is considered accountable for their lack of response, it is the speaker who attempts to identify the source of the interactional trouble and tries to mend the exchange. There are three ways to deal with no response, as well: clarifying, checking on presumed common knowledge, and changing one's position. In this context, from a sequential perspective, the question then becomes how speakers manage these moments of trouble in real time. One such resource is the use of *increments*.

Increments are also relevant in pursuing a response, as they can expand on what has been said in order to better clarify information in a way that facilitates an appropriate response. According to Walker (2004), "An increment is a grammatically fitted continuation of a turn at talk following the reaching of a point of possible syntactic, pragmatic, and prosodic completion." This definition highlights how increments work at times when a response has not yet been obtained, allowing the speaker to provide additional information without initiating a completely new turn.

Another related practice involves repairing an indexical reference. Repairing an indexical reference is a way of covertly pursuing a response that addresses the lack of uptake, one that avoiding putting blame and redirecting accountability, defined as the speaker's responsibility for producing actions that are intelligible and recognizable to others in interaction (Robinson, 2016), from the recipient to the speaker.

Similarly to how increments expand previous turns to add information and then give room for a response, repairs on indexicals modify information in new turns that disambiguate what is being referred to and then give room for a response, as well. By replacing an indexical reference with a full-form reference, the speaker reinterprets the lack of a response as an error on the speaker's part, and "provide(s) a delicate method for managing other more interactionally charged issues, such as upcoming disagreement or other forms of misalignment between interlocutors" (Bolden et al., 2012).

In addition to these practices, the participants may also employ candidate answers. Candidate answers are questions that lead the recipient to provide a more relevant answer on the topic that the speaker intends the recipient to give by directly asking about a specific and valid possibility. This is a useful strategy that guides the recipient into directly knowing what appropriate information the speaker is seeking, rather than having to assume why the question is being asked and what kind or amount of information should be sufficient (Pomerantz, 1988).

In classroom response-pursuit sequences, face considerations may become relevant when teachers manage student silence in ways that avoid direct attribution of blame, thereby preserving participation while minimizing potential face-threat. In order to better understand how these interactional practices relate to the management of student silence, it is necessary to consider the notion of *face* and its relevance to classroom interaction.

Face in the Classroom

The notion of face was first introduced by Goffman (1967) as a socially constructed image. It was first defined as "the positive value a person effectively claims for himself by the

line others assume he has taken during a particular contact" (Goffman, 1967, p. 5); one that is actively perceived and maintained by participants in all social interactions, and one "that is diffusely located in the flow of events in the encounter" (p. 7). Since, within this notion, face has an emotional attachment, acts by others that worsen or enhance it can be emotionally threatening or gratifying, respectively, with the former referred to as face-threatening acts (FTAs) (Brown & Levinson, 1987). Participants thus have an incentive to cooperate in building each other's face to uphold their own and be mutually recognized, for which a variety of strategies can be employed that intend to avoid any threats or repair any damage done, the act of which is called facework (Goffman, 1967).

However, while Goffman laid the groundwork of face, Brown and Levinson's (1987) connection of face with politeness theory is often the primary talking point regarding face. When treating face as a basic want, two types of face can be defined: negative face and positive face. In terms of politeness, having the freedom to act unimposed is favorable to negative face, and having admirable desires is favorable to positive face. Positive and negative politeness have intrinsic face-threatening acts, from which an exhaustive list of strategies was made in an attempt to encompass a universal framework (Brown & Levinson, 1987).

Although Brown and Levinson's (1987) politeness theory has been criticized for focusing only on goal-oriented interaction, it can be used to describe non-goal-oriented interaction as well, as interactants can foster both positive and negative face by slowly taking their roles as speaker and hearer, progressively engaging in conversation together, and showing agreement with the subject matter discussed (Kitamura, 2000).

One problem that underlies both Goffman's (1967) and Brown and Levinson's (1987) notions of face for conversation analysts is the fact that their models assume an intention-based, objective approach rather than a constructivist approach, as is the case in conversation analysis. In order to address this, Face-Constituting Theory frames face and facework as a social relationship where participants conjointly shape and achieve face in the sequences they shape

together, rather than a personal characteristic such as a self-image, an identity, or a want (Arundale, 2010).

In a case study of Asian students in an Australian classroom observed by Watson (1999), loss of face was observed in the way students asked questions in class, approached their assignments, and in their use of the English language. Students would lose face when their assignments were not awarded the marks they expected in relation to what they had been able to achieve previously. The fear of loss of face due to taking incorrect actions would restrict them from participating and giving their opinion within the classroom; instead, they would opt to answer positively when asked by the teacher if they had understood, only to ask questions to their classmates about those same issues later.

Some strategies to alleviate these fears were listed. For participation when asking questions in class, Watson (1999) suggests correcting individual mistakes with the use of plural language as a way of addressing the class as a whole; for approaching assignments, she suggests guiding students into asking clearly worded questions that require their opinions, then later directing them into a direct approach in answering questions; and lastly, for the use of the English language, she suggests that teachers not criticise incorrect pronunciation but instead to repeat the word correctly to the student.

In 2009, Wu recognized the importance of face in Chinese culture and the general proclivity of Chinese students to become reticent, being slow to participate and often negating sharing their opinions, ascribing this behavior to low-risk face, a phenomenon that may arise under the avoidance of uncertainty and high risks to face. The lack of time was also a factor to take into consideration, as in an attempt to translate and find the correct words before speaking, the time taken to complete the process would be cut short as someone else would respond first in their place, as according to Jefferson (2004) and as paraphrased by Wu (2009), “average length of gaps which participants tend to tolerate in naturally occurring conversations in English is about one second, which is not long enough for non-native speakers, particularly those whose English is not fluent, to respond.” There was also a concern for others’ opinions, since making

mistakes would undermine their public image in the eyes of others by not being able to achieve as much as they are supposed to be able to. These Chinese students adopted a no-talk strategy that avoids making a fool of themselves in front of people who would point out these mistakes and correct them. Additionally, there was a sentiment of disrespecting the teacher if questions were brought up during class or if they would be answered unsatisfactorily, which would involve running the risk of criticising or embarrassing the teacher and having them lose face.

Methodology

Research Design

This study adopts a qualitative, micro-analytic research design grounded in CA. This approach offers a methodological framework for examining how social actions emerge through the sequential organization of talk and the participants' moment-by-moment orientations (Sacks et al., 1974). Unlike approaches that seek to classify interactional phenomena using predefined categories, CA is fundamentally inductive: analytic insights are derived from the data themselves, based on how participants demonstrably interpret each other's actions within the unfolding sequence of interaction. This makes CA particularly well-suited for a study that aims to describe how teachers pursue responses, use emotional and epistemic resources, and reformulate questions in classroom interactions.

CA's foundational assumptions align directly with the aims of this thesis. First, CA takes an *emic* perspective: it seeks to uncover how actions are constructed and recognised by participants themselves, rather than by external interpretive frameworks (Heritage, 1984b). Second, CA treats actions as sequentially organized*,* meaning that each turn both responds to previous turns and projects possible subsequent actions. This is especially relevant for studying response-pursuit, as the phenomenon is inherently sequential – teachers pursue a response only when an initial elicitation fails to elicit the expected following action. Third, CA posits that talk is *context-shaped* and *context-renewing*: interaction both reflects and reshapes its institutional setting. This position is essential for analysing classroom discourse, where asymmetrical

participation roles, pedagogical aims, and turn-taking norms are deeply embedded in the organization of talk (Heritage & Clayman, 2010).

The micro-analytic design employed here allows detailed attention to the nuances of emotional appeals (e.g., "come on"), epistemic positioning (e.g., narrowing questions to increase answerability), and reformulation practices. These phenomena often emerge through prosody, timing, hesitation markers, and embodiment – elements that require the high-resolution orientation characteristics of CA. The design also supports the study's commitment to preserving the naturalistic quality of the data. Rather than eliciting contrived responses, the recordings capture spontaneous interaction in actual pedagogical settings, enabling the analysis to remain faithful to participants' displayed orientations and practices.

Data Collection

Data collection focused on gathering naturally occurring classroom interactions during English pedagogy courses at UMCE. The main objective was to assemble a corpus containing clear, analyzable instances of teacher-initiated response-pursuit, particularly those involving emotional appeals, epistemic practices, and question reformulations. Because classroom interaction constitutes a form of institutional talk –characterized by asymmetrical participation roles, pedagogical tasks and structured turn-taking norms– CA is especially appropriate for describing how teachers manage moments of non-response (Drew & Heritage, 1992; Heritage, 1997).

Recordings were conducted across both online and face-to-face instructional contexts. Online lessons were recorded directly from video-conferencing platforms such as: Zoom and Google Meet preserving audio, video, chat interactions, and screen-shared materials when relevant. Face-to-face lessons were recorded using stationary cameras placed at the back or side of the classroom to minimise interference. The recording setup was used to capture the teacher's positioning clearly while still retaining sufficient visibility of student behaviour, gestures, and gaze.

To accurately capture the interactional phenomena, the recorded sessions were subjected to a rigorous transcription protocol, as illustrated in **Figure 1**

Figure 1

Coding chart to illustrate the coding process.

Video	Time Stamp	Name	Target line	Silence	Reformulation	Type of question	Comments	Does the question get a	If so, after how	Is there reformulation after a response?
T1_4	00.47 - 1.22	Character	T. Do you recognize that character?	3 sec	1. You don't know that character? 2. Does	Yes/no	She obtained the preferred response	Yes, a student commented in	1 attempt	Yes, 3 more reformulations
T5_01_3	18.10 - 18.00	Victor Jara	T. Comments, Does that story remind you of	2 sec / 19	1. So you have no idea of other instances of	Yes/no (mixed)	T addressed a student (who already	Yes, the student who was	1 attempt	No, there isn't
T3_03_2	21.30-24.35	Logos	T. How would you persuade your parents to	11 sec	1. How would you do it if you were there	Wh- question		Yes, some students answered	1 attempt	Yes, 4 more reformulations
T5_01_1	20.23-33.30	pathos logos ethos use of animals by cops	T. I think or I have the feeling? But that is		1 I'm asking you to be reasonable, to think to	Wh- question	all the reformulations occur before	Yes, students showed their	3 attempts	No
T3_01_2	3.30-10.30	pathos logos ethos 2 struggling with ethos again	T. So how would you persuade a teacher not to		1 you already know you had to do this, probably	Wh- question	There's one answer after question 3	yes	7 attempts	yes
T5_01_2	15.45-20.00	pathos logos ethos 2 struggling with ethos, second case	T. alright so how would you persuade your		S1: I think we should a, we should a use pathos? T:	Wh- question	No one manages to provide an	Yes	1 attempt	Yes
T4_3	7.30-3.29	To fill a reading task- ted vocabulary	T. Do you remember the vocabulary on crime		1. Do you remember? that we talked about then?	Yes/no (mixed)		yes	2 attempts	No
T4_8	9.30-11.55	Ideas opinions	T: Any ideas, any opinions about this book		1. any ideas? 2. I just would like to know, to know	Yes/no (mixed)	one answer after attempt 3	yes	3 attempts	yes
T4_9	21.53-22.30	Checking for understanding	T. You see what I mean?		1. Yes or maybe? 2. yes? [illegible]	Yes/no		Yes	3 attempts	No
T4_10	0.07-0.30	Types of commas	T. So we have inverted commas what else?		1. We have three other types 2. Does anyone	Wh- question	No answers	No		
T4_10	8:32-9:32	Solitude	T: I think we did up to number 6 am I right?		1. I think we did that one 2. But I don't think we	Yes/no		Yes	4 attempts	No
T4_10	14.10-14.20	Kind of comma	T. What kind of comma is that one?		1. After as a result? 2. do you remember?	Wh- question		No		
T4_10	27.00-28.20	Confrontation	T. Alright, obviously we need some punctuation		1. Am... I'm curious , why do I only have this people	Yes/no into Wh-		Yes	1 attempt	Yes
T4_10	1.01.13-1.01.20	Inner conflict	S1: can somebody else like participate please?		1 Cuz I can do it like all on my own like, in two	Yes/no	The teacher said yes, but S1 was	No		
T2_03_1	1.03 - 1.17	Reading	Do you like ... do you enjoy reading?		1. Do you like reading at all? ( ) guys?	Yes/no	The teacher is a little impatient and just	Yes, on the third section	2 attempts	No, the teacher proceeds with another
T3_01_1	4.30 - 5.30	Flip the page	So let's see how do I flip this thing		1. Anyone wanna try and do one? 2. I assume	Yes/no (mixed)		Yes, it does after the 3rd	3 attempts	no
T3_01_1	22.33 - 23.00	Writing a script	How many of you have actually done this		1. Writing a script, writing what it is theory kinds	Wh- question		Yes, after the second	2 attempts	Not about the same question, but the
T4_1	7.22 - 7.34	Do you consider yourself to be a good egg?	Do you consider yourself to be a good egg?		1. [illegible]	Yes/no	The teacher looks at the camera in the	No	1 attempt	No
T2_01_5	41.38 - 41.50	Roleplay volunteers	T: Ok, okay... someone else? Another pair of		T. Who can be brave to do it? -laughs-	Yes/no	The teacher reformulates the question	Yes	2 attempts	No
T2_01_0	0.26 - 0.55	Do you enjoy reading?	T. So, and yeah so that's the topic and the part		T. Do you enjoy reading? S1:	Yes/no	The teacher repeats of the previous	Yes	2 attempts	No
T2_01_0	57.34 - 30.10	Voiced sound	T. Remember what a voiced sound is?		T: Does anyone remember? S: What? T: Does any I mean, do you remember what a voiced sound is? Voiced.	Yes/no (mixed)	Student 1 asks for a reformulation, after the teacher's third reformulation student 2 answers the question	Yes	3 attempts	Yes
T4_2	1.27 - 2.43	How much you remember	I'd like to know how much you remember, if		1. Any ideas? So, does this mean we have to go	Wh- question		Yes	1 attempt	No
T4_2	3.38 - 3.38	The four different elements	Do you remember what am I showing right		1. No? Sort of? Maybe?	Yes/no		Yes	2 attempt	No
T4_2	13.00 - 14.00	Basic components	That is as far as we got last time, right? Do you		1. No? (laughs) okay, well I vaguely remember that	Yes/no		No	-	-
T4_2	32.20 - 34.20	Group decision	Now, my question is: Do you want to work on		1.- Because I can create breakout rooms for you 2	Yes/no		Yes	4 attempts	Yes
T6_1	37.20 - 30.10	Technology	What do you think we should do in the future,		1.- How can we address this problem? 2. Just	Wh- question	I tried to understand Dani's question.	Yes	2 attempts	No
T6_2	24.30 - 28.30	Help me	Do you think there was a question missing?		1. Do you think there was something I should have	Yes/no (mixed)		No	-	-

Identifying Relevant Moments

After all the recordings were gathered, the research team engaged in an initial familiarisation phase, reviewing the lessons to identify analytically relevant stretches of interaction. Instances were selected when they showed:

1. An initial teacher elicitation.
2. A lack of immediate uptake.
3. Subsequent teacher practices –related to emotional appeals and/or previous knowledge– to pursue a response.

Selections were guided by Schegloff's (1996) principle of analytic relevance: fragments were chosen not because they represented a statistically typical pattern but because they displayed clear interactional practices central to the study's research aims. This approach is consistent with CA guidelines, which ground representativeness in demonstrable relevance rather than frequency.

Contextual Affordances

The presence of both online and face-to-face data provided an opportunity to observe how different modalities shape response-pursuit practices. Online interaction, for instance, often includes technological delays, audio interferences, muted microphones, and limited visibility of embodied cues. In contrast, face-to-face interaction affords access to gaze and body gestures. These modality-specific resources played a role in how teachers pursued responses –for example, using body gestures or pointing gestures in face-to-face settings, versus using verbal summonses or explicit verbal checking in online environments. Capturing both settings, therefore, enriched the study's analytical scope.

Data and Research Context

The dataset consists of naturalistic classroom recordings gathered at UMCE during the years most affected by the COVID-19 pandemic and its aftermath. The corpus, therefore, reflects two distinct instructional ecologies.

During the pandemic, all instruction was conducted online. These lessons were synchronous, video-mediated classes delivered through platforms such as Zoom or Google Meet. Online data show the interactional consequences of technological mediation: time delays, overlapping talk caused by audio lag, broken turn-taking expectations, and the absence of stable gaze reciprocity. These conditions often made response-pursuit more explicit, requiring teachers to display additional summonses (“Are you there?”), checks (“Can you hear me?”) or affectively rich prompts to overcome silence, such as indefinite pronouns (“Anybody?”) (“Nobody?”).

With the gradual return to in-person teaching, the second dataset reflects a different interactional ecology. Teachers and students regained access to multimodal resources such as gaze, postural shifts, and physical proximity. These affordances can influence response-pursuit practices. For example, a teacher might direct a gaze at a specific student to invite a response, lean forward to indicate expectation, or gesture toward a projected slide. Such multimodal cues often work in conjunction with verbal practices and can help clarify emotional or epistemic stances during response-pursuit.

Participants and Dataset

The corpus includes:

- 39 online lessons
- 12 face-to-face lessons
- Students from the first to fourth year of the English pedagogy program and the teachers responsible for their courses.

In total, the dataset includes approximately 42 hours of classroom interaction. The combination of different modalities and multiple course levels ensured diversity in participation structures and activity types.

Advantages and Limitations

The dataset offers several methodological advantages:

- Size and diversity: The corpus is sufficiently extensive to allow the identification of recurring practices.
- Naturalistic quality: The recordings capture unprompted, real-time participation.
- Multimodal depth: The face-to-face data complements online audio-visual cues with embodied information.

A limitation concerns the uneven distribution between online and face-to-face data collection, which may influence the visibility of modality-specific resources. However, the combined dataset offers a strong basis for examining how teachers use emotional, epistemic, and knowledge-based practices when pursuing responses.

Following data collection, analysis proceeded through multiple iterative stages consistent with CA methodology.

Fragment Selection and Segmentation

Candidate moments of response-pursuit were revisited carefully, and the research team agreed on the boundaries of each analytic fragment. Boundaries were set according to two criteria:

1. Sequential completeness: Including the initial elicitation, the lapse or lack of response, and the subsequent pursuit practices.
2. Participant orientation: Showing how interlocutors themselves display recognition of response-pursuit through their turns.

Fragments were then segmented and prepared for transcription.

Transcription Procedures

Transcriptions were produced according to Jeffersonian conventions (Jefferson, 2004), capturing pauses, overlaps, intonation contours, prolongations, cut-offs, and other specific features. In face-to-face interactions, transcriptions also included descriptions of relevant embodied conduct, such as gestures, gaze, or pointing (Goodwin, 2000; Mondada, 2018). This level of detail was necessary because response-pursuit practices often rely on subtle prosodic or embodied cues.

Coding

To support systematic analysis, each fragment was coded in a spreadsheet according to the specific practices teachers employed during response-pursuit. Three main categories were developed:

Structural Reformulation of the Elicitation

Cases in which teachers altered the grammatical format or epistemic positioning of the question (e.g., shifting from an open *wh-question* to a more constrained *yes-no* question) to narrow the range of possible answers and increase the likelihood of uptake.

Lexical or Semantic Rewording

Instances in which teachers maintained the overall question structure but substituted lexical items, introduced synonyms, or added elaborations. These practices often focused on students' prior knowledge or attempted to scaffold understanding.

Appeals to Emotions

Moments where teachers used emotional or affiliative resources – such as imperatives (e.g., "Come on"), negative constructions (e.g., "Don't leave me alone here"), or indefinite

pronouns (e.g., “someone, anyone”) to invite alignment, empathy, or a sense of shared responsibility for classroom participation.

Appeals to Previous Knowledge

Moments where teachers invoke prior lessons (e.g., “We saw this last class, remember?”), shared classroom experiences (e.g., “What example did we use?”), prompt recalls (e.g., “Try to remember…”) or familiar content to elicit student responses during non-uptake moments, which reduces epistemic demands and positions students as competent knowers (e.g., “You know this one”), making it possible for them to participate in the progression of classroom interaction.

Each fragment could include more than one coding category and was analyzed in detail with attention to its sequential organization, the turn-by-turn construction of response-pursuit, and the linguistic and interactional resources used by the teacher. The analysis examined how emotional and knowledge-based appeals were deployed, how these practices shaped the opportunities for student participation, and how students oriented to these teacher practices in their subsequent turns. This process followed an inductive approach consistent with CA. Rather than imposing predetermined categories, the research team constructed initial codes based on recurring practices observed during reviews of the video segments.

After individual fragments were analyzed, cross-fragment comparisons were made to identify repeatable practices, differences between online and face-to-face contexts and patterns in the use of emotional and previous knowledge appeals. This process was underpinned by a collaborative analytic approach, which is core to CA and involves shared interpretation and iterative engagement with data (ten Have, 2007; Sidnell & Stivers, 2013). Early meetings involved building a shared methodological foundation based on Jeffersonian transcription and core CA concepts, then moved to literature review to embed the analysis theoretically, joint data sessions to examine excerpts, discuss interpretations, refine analytical decisions and then to write and integrate findings into an analytical account.

Ethical Considerations

This study adhered to the ethical requirements established by UMCE for research involving human participants. All teachers and students were informed about the aims and procedures of the study and were invited to participate voluntarily. Consent was obtained through digitally signed consent forms, which specified that the recordings would be used exclusively for research purposes.

To ensure confidentiality, all personal identifiers were removed during data processing. The names of students and teachers were anonymized, for example, in the analysis section, every student's names are anonymized with the word "student". In the case of video recordings, the faces of all participants were blurred to protect their identities, and in the case of face-to-face recordings, videos were filtered in black and white. Audio is kept unaltered because the prosodic features in the response-pursuit interactions could be affected. Only the research team had access to the unaltered recordings, which were stored securely and used solely for the analytic purpose described in this study. All recordings were securely stored in password-protected institutional platforms accessible only to the research team and retained only for the duration of this research.

Jeffersonian Transcription

The Jeffersonian transcription (Jefferson, 2004), which is frequently used in CA to capture the minute details of talk-in-interaction, is used in this study. In contrast to orthographic transcription, it captures not only the content of the speech but also its timing, intonation and sequential arrangement (Sacks et al., 1974). Its conventions enable the accurate analysis of interactional practices, such as hesitation and repair, by marking features like pauses, overlap, sound stretching, and intonation. It may also include descriptions of embodied actions, like gaze or gestures, in face-to-face contexts (Goodwin, 2000; Mondada, 2018). All things considered, this system allows for a detailed representation of how social actions are constructed turn by turn.

Summary

The methodological design of this study is grounded in CA's inductive, data-driven approach and supported by a robust, diverse corpus of naturally occurring classroom interactions. The combination of online and face-to-face data, detailed Jeffersonian transcription, collaborative analysis, and ethically driven data collection procedures all contribute to the validity and analytic depth of the study. This design allows for a systematic investigation of how teachers pursue students' responses, use emotional and knowledge-based resources, and adapt their practices across modalities.

Analysis

The analysis presented here is based on the collected data. As established, we have focused on the teacher-initiated response-pursuit. Or, when the initial question is dismissed by silence, we have found different strategies teachers use to address this absence.

Based on the recurring patterns identified in the data, the findings have been organized into two main dimensions: **Appeals to Emotion** and **Appeals to Previous Knowledge**.

Appeals to Emotions

This section examines instances where the teacher pursues a response by orienting to the **affective or emotional** dimensions of the interaction. To resolve this clear absence in the display of accountability, teachers employ strategies designed to reduce the students' affective bar or face and reduce the anxiety associated with public participation.

Teaching with Vulnerability

One of the strategies we observed is the teacher's use of **self-disclosure**. In traditional instructional settings, the teacher typically holds the institutionally given authority and maintains distance. However, we have seen that when faced with prolonged silence, teachers may choose to lower this status by revealing that they have their own insecurity or negative

feelings. The next example (Extract 1) illustrates this phenomenon, as the teacher creates a safe space with a common homework check.

Extract 1: "My Poems"

Extract 1: T2_V1_P1 Poems (00:26)

```
01 T: So, did you get a chance to read my poems?
02    (.)
03 T: <by Carol M. Duffy?>
04    (1.9)
05 T: Nobody read my poems?
06    (.)
07 S: yeah
08 T: Okay, thank you, thank you.
09 T: I was terrified↑ there for a moment.
10    (0.8)
11 T: A moment of extreme fear.
12 T: Okay, let me open.
13    (1.7)
14 T: So, while this thing
```

The teacher begins with a question about the assignment they had, but mitigates the situation by asking if they had the chance; offering an alternative to not answering. This question is accompanied by a silence on line 04 that creates a meaningful space. The teacher rephrases the question, but now with “Nobody.” Explicitly marking that there is no answer.

The silence now affects not only the students who are not responding, but also the teacher, who is now putting her face at risk, as the students are expected to have read the poems. One student responds with a simple confirmation, ‘yeah’ (L07). The teacher's reaction to the short answer is immediate, expressing relief with “thank you, thank you.”

Crucially, in lines 01 to 11, the teacher seeks to appeal to emotion by joking a little with the vocabulary, saying that it was a moment of extreme fear, which can be interpreted as genuine fear related to not knowing how to continue the lesson in case of the students not reading the poems, causing an alteration to the original lesson plan. By being sincere with the students

shows that she was also part of the awkwardness of the moment. The teacher created closeness by admitting that the silence had also affected her, replacing the hierarchical "teacher-student" footing with a more symmetrical "human-human" connection, which serves to build solidarity and prevent future silences.

Similarly in physical environments, whenever teachers do not seem to receive the necessary uptake, they tend to alter and lower the physical constraints of the initial inquiry.

Lowering the Physical Stake

Participation in the EFL classroom often involves not just linguistic production but also physical exposure (e.g., standing up, coming to the front). The data suggests that teachers identify this physical requirement as a high source of anxiety. Consequently, they may "pursue a response" by explicitly removing the physical constraint. The second extract shows examples of the physical affective filters being challenged directly surpassed by the teacher.

Extract 2: "Who's next?"

Extract 2: T1_V1_P3 Who's next (00:55)

```
01 T: alright guys.
02   (0.3)
03 T: Who's next?
04   (3.0)
06 T: even you can do it from your seats:=
07 T: =no pressure to stand up here
08   (0.8)
09 T: and we have
10   (0.3)
11   ((checks phone))
12 T: fo:ur more minutes of cla:ss
13   ((taps on the table))
14   (2.7)
15   ((student stands))
```

In this extract, the teacher starts a nomination sequence ("who's next?", L03). This is met with a substantial silence of 3.0 seconds (L04), which clearly stated the reluctance to get a volunteer. The teacher diagnoses the cause of this silence not as a lack of preparation, but as stage fright, specifically, the pressure of "standing up" in front of the class.

Therefore, the teacher intervenes in lines 06-07 with a mitigation strategy: "even you can do it from your seats... no pressure to stand up here". Theoretically, this connects to the concept of *negative face:* the desire to be unimpeded. By changing the physical parameters of

the task (allowing them to remain seated), the teacher lowers the "interactional cost" of participation.

By stating "no pressure," the teacher explicitly verbally addresses the affective filter of the students. Interestingly, this strategy works to mobilize action, though unexpectedly: after the mitigation, a student eventually does stand up (L15). This suggests that the mere offer of a safer alternative was enough to lower the collective anxiety of the group, allowing a student to take the floor even without using the concession provided.

As we continued we found that teachers employ various forms of adjustments not only physically but also epistemically.

Lowering the Epistemic Bar

When a content-based question remains unanswered, teachers frequently interpret the silence as a sign that the question is too broad or cognitively demanding. A recurrent pattern identified involves the teacher reducing the "imposition" of the question by offering candidate answers or clarifying that the expected answer is simple. The next extract shows a teacher asking about common mistakes and reassuring students that they are not being held accountable at that point in time.

Extract 3: "Difficulty about Writing"

Extract 3: T5_V2_P2 Difficulty about writing (30:34)

```
01  T:   right.
02       (1.4)
03  T: Come back so that we can clo:se today's session.
04       (1.5)
05  T: So we can close it. close it. close it.
06       (1.4)
07  T: Alright. (0.3) u::h (.) (leave it (.) just a minute)
08       (2.3)
09  T:   uh, the writing, let's sta:rt with the writing. (.)
10       any:::: eh common mistakes that you::: (.) found
11       in your classmates' writing?
12       (2.3)
13  T: Any common mistakes in the writing?
14       (0.5)
15  T: That's just (0.9) (first) question?
16       (0.3)
17  T:   no?
18       (0.4)
19  T:   good?
20       (0.2)
21  T:   good,
22       (0.4)
23  T:   it's- it's not- it- it's common that at this point
24       of your writing levels you are usually making (0.5)
25       are either (.) errors, but some very specific errors,
26       there's more mistakes that you just need to polish, (0.2)
27       so there's nothing that (0.3) like oh, you are
28       making a mistake in the third person, but it's (0.3)
29       more like (0.3) oh. here you have one mistake. it's not (0.4)
30       something that general. so that makes sense. now (0.9)
31       uh before we go. about the writing. what was the most
32       difficult part of it. why do you think some of you had
33       such a hard time,
34       (0.4)
35       with wri- with writing this entry.
36       (1.1)
37       guesses? comments, something that your classmates (0.2) told you,
38       (4.5)
39       yes, [(student).
40  J:        [ah inspiration?
```

```
41        (0.6)
42  T:    alright?
43        (0.3)
44  J:    like not knowing what to say: or: what: to: write:,
```

This extract shows a prolonged lack of uptake of the questions about classmates' common mistakes from L09 to L11. After a 0.5-second pause, a response is further pursued, asking about the first question, possibly so as to narrow the broad focus of the original question. The teacher attempts to pursue a response through elliptical checking questions ("no?", "good?", L17-19), which function as minimal pursuits of response, which changes the polarity. The persistence of silence implies that the students may feel they lack the expertise to critique their peers' writing broadly.

From line 23 onwards, the teacher lowers the guard. Instead of waiting for the students to generate the analysis, the teacher begins to construct the answer for them, clarifying that the mistakes are specific and not that general (L30). This move serves to "minimize the imposition" of the request (Brown & Levinson, 1987).

By contextualizing the difficulty and offering candidate answers, the teacher signals that the students are not expected to perform a complex linguistic diagnosis (a high-stakes performance), but merely to identify small details. This effectively reduces the risk of the student providing an "incorrect" answer. The strategy transforms a test of knowledge into a simpler confirmation task, creating a safer environment where the threat to the student's face is minimized. Our fourth extract shows how the teacher increments by explicitly lowering the answers' difficulty.

Extract 4: “Nothing Fancy”

Extract 4: T6_1 Technology 37:39-38:26

```
01 T:  Now I have another question for you here, if we think that uh
02    technology is pretty troublesome trying to edit programmes
03    trying to use wah wah wah What do you think we should do in
04    the future? Not incorporate technology or worry about your
05    technological
06    capabilities before… like doing some workshop, so what do you
07    think?
08    (2.1)
09 T: How can we address this little problem?
10    (7.1)
11 T: I'm just looking for opinions, no no nothing fancy, not big
12    results or anything.
13    (4.1)
14 S1: I think workshops- workshops are very difficult to work with.
15 T:  Ok.
16 S1: So, everyone has something to do, like on a daily basis, we
17     are all doing different things, so…
```

The sequence opens with a pre-sequence (L01) that projects the upcoming pedagogical action (Schegloff, 2007). The teacher formulates an alternative question (L04-06) which offers candidate responses to facilitate the students' participation. However, this initial question is formulated in a somewhat convoluted manner, potentially requiring an elaborate answer. This difficulty is reflected in the lack of uptake (2.1s silence).

In line 09, the teacher attempts to minimize the issue by referring to it as a "little problem," aiming to prompt participation. When a substantial silence of 7.1 seconds follows, the teacher orients this delay as an indicator of trouble, specifically, that the "face-threatening nature" of participating is too high. Consequently, in line 11, they produce a specific mitigation: ″I'm just looking for opinions, no no nothing fancy″. By stating clearly that the expected contribution is "just an opinion" rather than a factual or academic truth ("not big results"), he lowers the pressure. This strategy redefines the task from a high-stakes demonstration of knowledge to a low-stakes expression of personal thought, mitigating the risk of being "wrong."

The next extract also addresses the initial inquiry's lack of uptake by addressing the evident filter that the interaction was having.

Extract 5: "Solitude"

Extract 5: T4_10 (8:32-9:32) Solitude

```
01 T: .hhh okay, so uh::: I am not sure (.) how much we did here.
02    (9.4)
03 T: Oh, we included some.
04    (.)
05 T: so (.) I think we did up to number six.
06    (.)
07 T: Am I right?
08    (2.8)
09 T: In the last few years, comma, advertising agencies have started to
10    hire
11    young people to °hand out circulars on street, commas, and in
parking
12    lots°.
13    (1.6)
14 T: I think we did that one.
15    (5.0)
16 T: But I I don't think we did number seven.
17    (1.5)
18 T: I just, please, anyone.
19    (6.5)
20 T: no?
21 S: [wha-what, what?]
22 T: [in class last(h::)-
23 S:                [yeah we did until number six because it already has
24    the commas in it.
25 T:               [right↑
26    and then I don't remember doing number seven
27 S:          [no]
28 T: all right okay let's do it then so we have
```

The sequence begins with the teacher displaying uncertainty regarding the class progress (L01), followed by a substantial silence of 9.4 seconds. In line 02, the teacher produces "Oh," followed by a partial answer to her own implicit question. As noted in the data, this functions

as self-talk, where the teacher verbalizes her internal cognitive process in the absence of student uptake.

In line 04, she proposes a candidate answer ("we did up to number six"), but crucially, this assertion is epistemically downgraded through the use of *"I think."* By lowering her epistemic stance, she signals that her knowledge is not absolute, creating space for students to intervene.

Finally, in line 06, she explicitly seeks confirmation with the tag question *"Am I right?"*, delivered with rising intonation. According to Stivers and Rossano (2010), this design features high conditional relevance, making a response from the students socially necessary. The combination of self-talk (showing vulnerability) and the epistemic downgrade serves to mobilize a response by positioning the students as the necessary validators of the teacher's memory

We have found out that some teachers know that students might perceive them as a threat to their face, so in the spirit of having a continuous communication playfulness and acknowledging the threat serve as a great resource.

Playfulness and Reframing the Threat

Humor and playful language serve as critical resources to transform high-anxiety tasks such as public performance into low-stakes interactions. This strategy recontextualizes the face-threatening act (FTA) of volunteering into a game or a challenge. Next, we can see a teacher asking for volunteers for a roleplay activity while making it lighthearted.

Extract 6: "Brave Volunteer"

Extract 6: T2_G1_5 Roleplay volunteers 41:36

```
01 T:  are waiting to the next medic(h)al consult,.hhh the next medical
02     appointment.
```

```
03    (1.9)
04 T:  Yeah OK.
05    (1.5)
06 T: Someone else?
07    (1.5)
08 T: Another pair of volunteers?
09    (2.7)
10 T: But who can be £brave?
11    (.)
12 T: to do it?£
11    (h)
12    (3.2)
13 T: Medical appointment, yeah.
14    (0.8)
15 S1: (Student) me mandó un mensaje y dijo que quería profesora.
16 T: And (student), who are you working with?
```

The extract begins with the teacher closing the previous interaction (L04) and initiating a transition to a new task. Given the dyadic nature of roleplay, this requires a fresh pair of students. In line 06, the teacher opens the participation framework using the singular indefinite pronoun "Someone else?". Facing a lack of immediate uptake (1.5s silence), he reformulates the request in line 08, explicitly asking for "Another pair of volunteers?". This shift from an individual to a collective request attempts to facilitate participation by sharing the burden of the task, implying that students do not have to perform alone.

However, when silence persists (2.7s), confirming the resistance to the activity, the teacher pursues the response appealing to emotion. In line 10, he asks: "But who can be brave?" By selecting the adjective "brave" and delivering it with a smiley voice (£), the teacher acknowledges the face-threatening nature of the task (validating that it is indeed scary) while simultaneously reframing it. The activity is no longer presented as a mandatory academic performance, but as a playful test of courage. This recontextualization lowers the anxiety of the moment. Following a final increment ("to do it?", L12), the strategy succeeds in breaking the deadlock, as a student (S1) eventually intervenes to nominate a classmate (L15), showing that the playful challenge successfully mobilized the group dynamics. Similarly the next extract

exemplifies the teacher also directly asking for volunteers for a task that was previously described as harder.

Extract 7: “Another one”

Extract 7 T1_V1_P1 Another one 8:10-8:48

```
01 T: .hh al:right another one
02     (0.8)
03 T:  that it’s (.) more difficult
04.T:  i have twenty optio[ns]
05 S1:                    [twe]nty? (laugh)
06 T:  twenty options
07 S2: *twent:y*
08    (1.5)
09 T: alright, this is one, that’s good
10    (.)
11 T: who else wants to co:me?
12    ((tapping sounds on the tablet))
13    (0.6)
14 T:  one more gu:ys, one more
15    ((Checks watch)) (1.2)
16 T:  we still have plenty of time
17    ((tapping sounds on tablet))
18 T: It’s good
19 S: ((laughs))
20              T:              It’s              really              good
21    (1.4)
22 T: alri:ght i’ll sa:y it myself th:en=
23 T: since you guys are too afraid
```

The extract begins with the teacher framing the upcoming task as "more difficult" (L03), which sets a high-stakes context. In line 11, the teacher starts recruiting ("who else wants to come?"), which is met with silence and non-verbal tapping sounds (L12). The teacher pursues a response by mitigating time pressure ("we still have plenty of time", L16) and evaluating the task positively ("It's really good", L20).

Despite these attempts, the only uptake is nervous laughter (L19). To resolve the interactional deadlock without reprimanding the students, the teacher self-selects to perform the

task in line 21 ("I'll say it myself"). Crucially, in line 22, he provides an emotional account for the students' non-participation: "since you guys are too afraid".

By explicitly attributing the silence to fear, the teacher performs a significant act of facework (Goffman, 1967). He validates the students' anxiety regarding the difficulty of the task. Instead of framing the silence as a behavioral issue (lack of cooperation), he frames it as an emotional reaction to the task's difficulty. This naming of the emotion serves to normalize the anxiety, maintaining the social bond between teacher and students despite the failed recruitment.

Appeals to Previous Knowledge

This section analyzes instances where the teacher starts a pursuit for an answer related to knowledge of content that was previously worked on during the lessons or the very same class. These extracts account for the strategies that educators employ when faced with silence after an initial query.

Continuous Insistence (by Calling Back and Instructions)

A strategy employed by teachers in their pursuit for an answer observed on the following extracts consists of being insistent by taking the following turns. In these situations, teachers proceed to provide context for when this previous knowledge was worked on by calling back on content surrounding the preferred answer, another approach that shares the aspect of being continuous is the use of direct instructions such as: “try to remember”, “come on”, etc.

Extract 08: “Voiced Sound”

Extract 8: T2_G1_6 Voiced Sound (57:54 - 58:10)

```
01 T: for example the first group dog the di d d (.) sound (.)
02    is a voiced sound (.) remember what a voiced sound is?
03.   (2.1)
04 T: does anyone remember?
05    (2.7)
06 S: what?
07    (0.6)
08 T: does any- I mean do you remember what a voiced sound is?
09    (1.3)
10 T: voice[d
11 I:      [when you feel a: vibration in your throat.
12    (.) (thumbs up)
13 T: ye::h excellent (student).
```

The sequence begins with the teacher checking for previous knowledge regarding a specific concept ("voiced sound"). In line 02, she produces a polar question ("Remember what a voiced sound is?"). This invites a simple "yes/no" answer, but epistemically it requires the retrieval of a complex definition. Crucially, as noted in the observation, the teacher employs embodied resources alongside the verbal query: she touches her throat, smiles, and looks up while saying "remember." This gesture serves as a multimodal hint, priming the physical sensation associated with the concept (vibration).

Following a silence (L03), the teacher opens the floor to the whole group using an indefinite pronoun in line 04 ("Does anyone remember?"). This is met with an open-class repair initiator in line 06, where a student signals trouble hearing or understanding ("what?").

In line 08, the teacher performs a complex interactional move. She begins to repeat the previous turn verbatim ("does any-"), but abandons this trajectory to perform a self-initiated self-repair marked by the repair marker "I mean." She reformulates the question from a general invitation ("anyone") to a direct address ("do you remember"). By redirecting the turn allocation specifically to the student who initiated the repair, she makes that student accountable for the answer. This strategy secures participation by narrowing the participation framework. Finally, the student provides the correct definition in line 11 ("vibration in your throat"), confirming that the initial gesture (touching the throat) was successfully retrieved and verbalized.

The continued insistence will be a repeating topic that will continue to be discussed throughout the following extracts and its variations on each context and teacher specific need with the initial query.

Extract 09: "Types of comma"

Extract 09: T4_10_Types_of_comma (00:07)

```
01  T: So we have inserted commas. What else?
02    (0.7)
03  T: We have three other types.
04    (8.0)
05  T: Does anyone remember?
06    (8.4)
07  T: No?
08    (4.5)
09  T: Come on
10    (1.3)
11  T: We dealt a great part of the class (0.4) with commas.
12    (0.9)
13  T: Try to remember.
14    (10.9)
15  T: Nothing?
16    (2.3)
17  T: So we have introducer commas, right?
```

This sequence starts with an open-ended question prompting students to add the other types of commas apart from the one mentioned by the teacher. Additionally, the question begins a pursuit for an answer that will continue for the rest of the extract. In line 03, the teacher states the number of commas, which reduces the cognitive load for the students as it provides them with the information that there are three possible correct answers. In line 10, the teacher highlights the fact that the topic of commas has been worked on extensively during the lesson, as she continues in line 12, asking them to remember. The pursuit comes to an end during line 14 as the question works as a last chance for any students to answer the question, which finally

leads to nothing, as seen in line 16 as the teacher provides the answer and moves on with the lesson, ultimately withdrawing from the pursuit.

In this extract, as a way to escape the lack of uptake, the teacher makes a continuous effort by using elements such as “come on” or instructions as “try to remember” to instigate the students to take up the space to provide the answer; however this effort is futile as the teacher, based on the lack of uptake decides to cease this pursuit, provide the answer and carry on with the examples. However the following extract will show a different way that the teacher will confront the lack of uptake of the students by engaging in another type of exchange where they have to take accountability.

Extract 10: “Confrontation”

Extract 10: T4_10 Confrontation (27:00)

```
01 T:  In general enjoy my English class the amount of homework our
02     teacher assigns is definitely not enjoyable however.
03     (.)
04 T:  All right.
05     (1.7)
06 T:  Obviously, we need some punctuation here, right?
07     (18.2)
08 T:  I'm curious.
09     (2.2)
10 T:  Why do I only have two people participating in the class?
11     (0.8)
12 T:  Are you guys busy doing something else?
13     (9.5)
14 S1: Well, for me, I'm just paying attention because I skipped a few
15     classes and I'm catching up.
16 T:  OK, I see.
17     (0.3)
18 T:  I understand.
19     (0.5)
20 T:  But how about the rest of you guys?
21     (7.3)
22 S2: I was about to say the same, because last class I wasn't on.
23     (0.6)
24 S2: I could stay just for a few minutes.
25     (0.9)
```

```
26 S2: So I lost a lot of information.
27     (1.0)
28 T:  Right.
29     (0.7)
30 T:  OK.
31     (0.3)
32 T:  Remember that all of the classes are being recorded.
33 T:  All right.
34     (0.6)
35 T:  So if you miss a class, you can always watch it.
36     (0.5)
37 T:  Right.
38     (0.2)
39 T:  And do the exercises.
40 T:  I always upload all the material together with- um with the video
41     so.
42     (.)
43 S3: Yes, I was about to do that, but I did not have time because I
44     had study for today's test and I had another test for another
45     class at the same day.
46 T:  Yeah, it's a busy week it seems right?
47    (1.1)
48 T:  It's been a really busy, busy week.
49    (0.8)
50 T:  Okay.
51 S3: You don't know half of it.
52     (3.2)
53 T:  £All right£. Um::
54     (1.1)
55 T:  Okay, I understand.
56     (1.1)
57 T:  Let's do (.) the final exercise (.) all right?
58    (0.3)
59 T:  I just ask for a little bit more participation on your part, okay
60     guys?
61     (0.6)
62 T:  As you catch up, just (0.6) Okay, in general, I would add a comma
63     there.
64     (0.4)
65 T:  Yes, of course, because it's an introducer comma.
```

In line 06, the teacher is expecting a student to take on the next turn and provide the corresponding punctuation mark that is missing on the example, she gets a 18.2 seconds silence,

this lack of uptake from the students leads to a new question. In line 12, she asks if the students are doing something else, given that just two of them are participating.

Here there is an underlying face threat to the teacher by having two students answering in a substantially bigger class by potentially having an important number of the class being away doing something else, at the same time this question may also pose an FTA to the students as this question is directed to their lack of uptake under the presumption that they are doing something apart from the class. This situation leads to an answer in an uncomfortable setting as students from line 14 onward are put in a situation where they have to take accountability for their lack of uptake. There is an underlying matter as the students explain that due to constraints produced by their academic load they were off the loop on the topics of the class therefore having no previous knowledge to tackle the exercise in question and instead assuming a role of spectators.

The following extract shows how the continued insurance may differ from one class objective to another as the previous examples occur on a regular content class setting whilst this one takes place on a class with a different objective.

Extract 11: "Lyricism "

Extract 11: T2_V3_P1 Lyricism (05:02)

```
16 T: Do you remember what lyricism was?
17    (0.2)
18 T: Right? Lyrical poetry.
19    (0.7)
20 T: Lyricism?
21    (2.1)
22 T: ↑↑You don't remember?
23    (0.5)
24 T: ↑↑Nobody remembers.
25    (0.2)
26 S2:(°No, I remember.°)
27    (2.7)
28 T: The kind of poetry that the romantics made the exclusive (0.6)
29    form of poetry,
30    (0.3)
31    lyricism.
```

```
32    (1.9)
33 T: The poetry where a very specific self speaks,
34    (0.8)
35 T: a self that is separate from the world,
36    (1.0)
```

The pursuit starts at line 16, where the teacher tries to activate previous knowledge about lyricism, a topic worked on during the lessons given that they were asked if they *remember* what lyricism is. In line 18, she uses a synonym. In lines 22 through 24, the teacher employs a high pitch to utter the statement and reformulates the question into a polar question. In line 26, there is an answer that derives from the reformulation; however, the teacher does not react to this answer, given that the student's answer was voiced in a low volume, therefore being unnoticed. The pursuit finally ends in line 28 as the teacher proceeds to explain what lyricism is.

There is a small pursuit to make sure students are familiar with lyrical poetry as that knowledge will be fundamental to the assessment they have to do. Given that this is not a content class per se and rather a class to explain the assessment itself once the teacher assumes based on the lack of uptake in line 21 she proceeds to explain lyricism so students can all be on the same page to eventually submit the assignment following the guidelines provided by the educator.

Continuous Reformulation

Another strategy employed by teachers shown on the following extract is to engage the lack of uptake by engaging in a continued reformulation of the initial query. This differs from the previous strategy as this one relies on making continued adjustment to the question by changing the question form to, for example, an open ended to a polar one, changing the nomination (anybody, anyone or nobody) and switching the question tone from affirmative to negative (do you know? to X you don't know X?) The following example will show how that looks in a class.

Extract 12: "Character"

Extract 12: T1_4 Character (00:47)

```
01 T:  Can you see this?
02 S:  ((student nods))
03     (2.3)
04 T:  Do you recognize that character?
05     (2.8)
06 T:  You don't know that character?
07 S:  No.
08     (.)
09 T:  Does anybody know that character?
10     (4.3)
11 T:  Nobody?
12     (0.9)
13 T:  Not one of you ~knows that character~?
14     (0.9)
15     ((checks chat for answers))
16 T:  Of course you do, but you're older.
17     (0.7)
18 T:  Yes, my god, Turuga, of course she knows him because she's
19     older.
20     (0.7)
21 T:  Does anybody else, does- no-nobody knows- >nobody knows↑
22     the character?<
23     (.)
24 T:  ~a:::h~
25 T:  Well he is Julius Caesar.
26 T:  Yes↑ exactly (student). Julius Caesar. Emperor of Rome.
27     (0.6)
28 T:  >But of course it's not the< real Julius Caesar.
29     (0.7)
30 T:  It's the Julius Caesar from the cartoon called Asterix?
31     (0.8)
32 T:  Anyone?
33     (0.6)
34 T:  Asterix?
35     (0.3)
36 T:  You'll see Asterix soon enough.
37 T:  He's going to show up because this is a whole Asterix
38     themed class.
39     (0.8)
```

In line 04, the pursuit starts as the teacher asks a polar question concerning the previous knowledge of the students about Julius Caesar, which expects a “yes” for an answer. This is followed by silence in line 05 as she shifts the tone -still being a polar question- asking if they

do not know the character as depicted in line 06. A response is produced in line 07 in the form of “no,” which leads to the teacher using an indefinite pronoun in line 09, which gets a 4.3-second silence and no answer. In line 11, she shifts to the negative indefinite pronoun “nobody.” In line 13, she shifts the tone of the question, which again is followed by silence, which is interpreted as a “no” and therefore a lack of acknowledgement from the students.

In line 16, she gets an answer from the chat, but as seen in line 21, it is not enough for just one student to know about Julius Caesar, so she asks again with no answer whatsoever. Thus, from lines 25 to 30, she withdraws from the pursuit and proceeds to explain who the character is and states from what series he is from. Again, in lines 32 and 34, she asks about *Asterix*, specifically if they are familiar with the series, which is followed by a short silence, and finally states that they are going to be working around the topic extensively during the lesson, which explains why the answer from line 16 was not enough.

During this interaction the initial query was about whether students recognize the historical figure Julius Caesar in the picture that she was screensharing, as noticed by the lack of response during continuous efforts and reformulation of the question the educator takes note of only a few students know the character she was screensharing, which was not enough for a lesson that as stated by herself will be focused on Julius Caesar from Asterix so having the classroom aware of that character is fundamental for the purpose of the class.

Providing Options to Reduce the Cognitive Load

As noted in the following extracts, when teachers noticed that the students could not provide the preferred answer, or any at all, they provided candidate answers and sliced the general previous knowledge questions into more specific and particular ones. This helps to mitigate the cognitive load of the task for students as they are now provided with options related to the previous knowledge, and additionally, they are not blindly taking guesses, given that the options still circulate around the content and therefore lead to the preferred answer that started the pursuit in the first place.

Extract 13: “To Kill a Mockingbird ”

Extract 13: T4_8 To Kill a Mockingbird (07:50)

```
01 T: Do you remember the vocabulary on (.) crime and punishment
02    (.)
03    and all of that?
04    (5.7)
05 T: Do you remember?
06    (.)
07 T: that we talked about these (.)things,
08 T: about the la:w, (.) …uhh, the defendant, the conviction?
09    (0.9)
10 T: Who was the defendant in the trial?
11    (7.9)
12 S1: .hhh (.) The one being accused.
13 T: Yes, exactly.
14    The person being accused.
15    Right.
16    (2.3)
17    Okay.
```

In this extract the teacher starts the pursuit on line 01 with an open ended question, circulating around vocabulary on crime and punishment. In line 05 the question is reformulated by naming legal terms such as law, defendant and conviction to finally get reformulated one last time to ask specifically about the defendant.

The effect of said reformulation was to go from general vocabulary of the law to slice the topic in smaller and cognitively lighter terms, that way the scope of candidate answers is narrowed down in such a way that eventually the question that lead to an answer is about a specific party on a judicial setting such as the defendant. On the other hand, the educator on the next extract chooses a different approach that differs from this extract as rather than reducing the pool of possible answers she chooses to expand it.

Extract 14: “Breathing exercises ”

Extract 14: T6_V2 Breathing exercises (03:35)

```
01 T: Ok. So, before we start, how about we do one of our
02    breathing exercises. Now. I taught you quite a few. Do you
03    remember the first one I taught you?
04 T: *laugh*
05    (.)
06 T: Do you remember ANY (*laugh*) of the breathing exercises
07     that I've taught you.
08 T: [And it's different >what is which one<(?) do you remember.
09 S1:[The flower with candle?
10 T: Beht- Mi palo blanco. Felipe, which [one do you remember.
            My go to student.
11 S2:                                    [Tsh
12 S3:*table hit*
13 T: *laugh* No, mentira, si [Felipe-
              No, just kidding, yes

14 S4:                        [La vieja confiable.
                              [The old reliable.
15 S5: The wasting.
16 S6: The[:
17 S7: [Uh, the one that we were, uh walking around the room and
18     breathing while minding the em- having a picture in mind.
19 T:  >Having a picture in mind<. Ok, that was one. Thank you,
20     very much, another one.
```

The teacher starts the pursuit for an answer right from the get-go in line 03 when she asks in the form of a polar question if they remember the first breathing exercise she taught them. As she gets no answer in line 06, the question is reformulated now in the form of an open-ended question as she asks for any breathing exercise they have worked with, and the turn also has the teacher laughing after asking for any exercise.

The aforementioned elements in line 06 have some effects on the way the pursuit is carried out, as the teacher, by asking for any breathing exercise, expands the pool of candidate answers, and she lightens the mood by laughing. Moving forward, there is an answer in line 09, but it goes unnoticed given that it is produced alongside line 08. To get an answer, in line 10,

the educator directly nominates a participant to answer the question. This could have occurred due to the student raising his hand, independently, she selects a reliable student, as noticed by *mi palo blanco (my go to student)* in line 10 . Finally, the selected student provides an example in line 18. The teacher in line 20 continues the pursuit, now trying to get another example from another student after successfully getting the first one.

In this extract what occurred was that following an initial query that led to no answer as the educator asked for a specific piece of information, the first breathing exercise they worked on, the pool of candidate answers was expanded as the query was reformulated to *any* exercise which also changed the preferred answer as any example of previous worked exercises would be an acceptable answer to give on that situation. This finally leads to an answer with a specific example, and following that, the educator carries on with her class, continuing to get other examples.

Conclusions

Concluding Discussion

This study extensively examined the linguistic and interactional features of response-pursuit situations in the EFL classroom using CA as a framework. The data, which consisted of 42 hours of classes at UMCE during both online and face-to-face settings, were used to analyze scenarios where teachers initiate a query that receives no response. The focus is placed on the strategies deployed by educators to circumvent that silence and manage to elicit a response from their students. Two main strategies were identified: appeals to emotions and appeals to previous knowledge.

The findings show that appeals to emotions function by reducing the face-threatening nature of public participation in interactional settings such as a University classroom. A linguistic feature of these appeals is the use of self-disclosure and showing vulnerability, which helps bridge the gap between teacher-student interaction and switch it towards human-human interaction. This shifts the face-threatening nature of interaction from the students to the teachers as well, making them subject to losing face as well. Another feature is lowering the physical stake, as interactions in the classroom rely on going to the whiteboard, standing up, and generally speaking, committing to the interaction itself. However, teachers on the extracts allow for students to participate in answering the query from their seats working as a way to pursue a response by neutralizing the anxiety linked to taking up physical space. Another feature that appeals to emotion is when the query is concerning content, it may be too complex or broad for the students to tackle, so educators make it explicit that, despite the query, they may not be seeking a perfect answer, lowering the pressure of performing and providing a wrong answer. Finally, there is also the use of playfulness as a way to recontextualize the face-threatening situations as low-stakes performance without an underlying expected performance. Additionally, when educators notice that students are hesitant to participate in a query due to anxiety, validating the emotions helps to reduce the performance anxiety that may hold back students.

Appeals to previous knowledge rely on teachers positioning the preferred response as epistemically accessible, as it is grounded in content previously addressed in the classroom. As for linguistic features, these appeals tend to reduce the cognitive load of the task of providing an answer, both by expanding the pool of candidate answers instead of just a single preferred answer and by slicing up a major topic into smaller, specific pieces of information, which helps lead the task of answering away from guessing. Another feature is the continuous use of "remember?" and indications "try to remember" as they try to get students to take the next turn and hold students accountable for their lack of uptake, despite the shared history on the topic by making explicit that the topic has been worked on extensively. Finally, there is the continuous reformulation of the initial query that led to the pursuit of a response. The extracts show that teachers switch pronouns according to the situation of the pursuit, for instance, after long silences, they use the indefinite pronoun "nobody?" or "anybody?" highlighting a lack of uptake.

The objective of this study is to demonstrate that the aforementioned strategies, rather than being casual improvisations, are part of systematic interactional practices that help to mitigate silence in the EFL classroom.

A closer look at the data shows that teachers use both appeals to emotions and appeals to previous knowledge as separate but complementary strategies to deal with non-responsive moments. On the one hand, the epistemic aspect of interaction is the main focus of appeals to prior knowledge. By referencing common classroom experiences, previously taught material, or well-known subjects, teachers either overtly or covertly present students as informed participants in these sequences. This is frequently accomplished by rewording the initial question, using recall-boosting prompts, or making reference to past exercises. By doing this, educators successfully lower the task's epistemic requirements, changing the question from one that calls for fresh information to one that is based on understandable, prior knowledge. Because the answer is presented as retrievable rather than unknown, there is a greater chance that students will participate.

On the other hand, appealing to emotions addresses the social and interpersonal aspects that might prevent students from participating by operating within the affective domain of interaction. Teachers may use humor, show vulnerability, or openly admit that the situation is uncomfortable during extended silences. In the EFL classroom, where linguistic insecurity may be exacerbated, these techniques help to lessen the possible face-threat that comes with speaking in a public and evaluative setting. Teachers foster a more encouraging interactional environment by temporarily relaxing their institutional authority and emotionally connecting with students. In a way, the act of showing vulnerability to the students and exposing their own faces helps the students sympathize and makes them want to facilitate an answer by lowering pressure and encouraging a sense of shared participation. When combined, these results imply that response-pursuit encompasses both dynamic management of epistemic access and structural changes to questions.

When placed within the larger framework of conversation analysis, these results can be better understood. According to this viewpoint, procedures like turn-taking, sequence organization, and adjacency pair management systematically organize classroom interaction (Sacks et al., 1974; Schegloff, 2007). Teacher questions serve as initial pair components in this organization, making a response conditionally relevant. When such answers are not given, the silence that results is viewed as a significant interactional event that participants orient to and try to resolve rather than as a lack of action. In this way, response-pursuit appears as a collection of techniques that educators use to keep the conversation moving forward and sustain the ongoing activity.

Additionally, previous research on pursuing a response can be connected to the strategies found in this study, especially the idea that speakers may expand, reformulate, or otherwise change previous turns to ensure uptake (Pomerantz, 1984; Bolden et al., 2012). The current results, however, go beyond this line of inquiry by showing that response-pursuit in the classroom is accomplished not only by lexical or structural changes but also by controlling affective alignment and epistemic positioning. In this sense, appeals to prior knowledge and emotions can be viewed as interactionally organized tools that participants use to negotiate

involvement and maintain the interaction's continuity. This viewpoint supports the CA theory, which holds that social action is co-constructed moment by moment and that even silence actively shapes the course of interaction (Heritage, 1984b; Schegloff, 1996).

Pedagogical Implications, Limitations, and Future Directions

The findings of this study suggest that when the teacher encounters a silence in the classroom, it is not treated as an engagement failure but as an interactional tool to move on to another topic or to guide their questions with students' knowledge, thereby increasing the likelihood of a response by adjusting their epistemic stance. This reveals the pedagogical work done to reduce nervousness or interactive pressure, creating an environment conducive to participation, whether collective or individual.

When writing a thesis that explores the absolute shift from emergency remote teaching to the return of face-to-face classrooms, we must be transparent about how these constraints shaped our analysis.

Probably the most prominent obstacle was the imbalance in the data corpus, where we ultimately relied more on online sessions being used compared to the in-person classes, making our physical window into the classroom narrower than expected. In conversation analysis, the information is not just what is said; it is the tilt of a head, a lingering look, a lean over the desk. Because the bulk of our recording happened over Zoom and Google Meet, we would have been virtually blind if it were not for people who turned on their cameras. When students remain silent behind a black screen and their microphones muted, it is nearly impossible for us to distinguish between a deliberate choice not to respond and a technical lag. This void means our conclusions about accountability are, by necessity, more tentative than those drawn from physical classrooms.

The central point of this thesis is to address how students' responses are pursued by the teachers through the use of knowledge-based and emotional appeal strategies in classroom interactions. Focusing on response-pursuit sequences, the study engages with the research

question concerning interactional practices that the teachers use when initial elicitations fail to receive an uptake, how emotional and epistemic usage is employed for these purposes, and how students respond to these practices in subsequent turns. While this study does not aim to produce a definitive conclusion, it offers a detailed, interactionally grounded vision of these phenomena. Through the diverse tools used throughout this study: Jeffersonian transcription, detailed analysis of segmented video fragments, coding, and literature review–it evidences how emotional appeals and knowledge-based strategies work to re-establish conditional relevance for participation and shape opportunities for student response.

Although turn-taking in educational settings is often predetermined by the structure of classroom activities, analysis of the excerpts suggests that this interactive hierarchy is not fixed but can be flexibly negotiated through the tools and strategies employed by the teacher. This is evident in moments when students do not provide the expected response, leading the teacher to adapt their interactive practices to elicit a response. It can be observed that in some examples, the teacher selects a specific student, leveraging their relationship with the students to elicit a response. These findings highlight the teacher's role as an active agent in organizing classroom conversation, whose decisions can limit or expand students' opportunities to participate in the interaction.

Following the insights provided during this study, the work carried out can confirm that although for teachers, when faced with a lack of uptake situation during an initial query, the act of trying to mitigate that situation might be an improvisation on some occasions, these are not to be treated as isolated randomized events, as this work has proven that these resources employed by teachers are part of a larger framework analyzed with CA. Given that the examples worked on take place in a college setting, future research may take this framework into another educational context, such as high school, for instance, where other factors may play a major role, such as FTAs, which may make the task of pursuing an answer harder.

In summary, this study has demonstrated that controlling silence in an EFL classroom is an interactional accomplishment influenced by the teacher's capacity to adjust to changing

circumstances rather than just waiting for student participation. Teachers actively create opportunities for response by using appeals to emotions and prior knowledge, turning non-uptake moments into pedagogical work. These strategies demonstrate that classroom interaction involves constant negotiation of participation, comprehension, and social alignment in addition to knowledge transmission. This supports the idea that learning is essentially embedded in interaction, where meaning and action are co-constructed turn by turn, according to CA conventions. Finally, this study highlights the significance of interactional communication by revealing the subtle yet methodical ways in which educators handle silence.

Acknowledgment of the Use of Software and AI Tools

Software and AI-based tools were used in limited and clearly delimited stages of this study, primarily for data preprocessing and technical support. All analytical decisions, transcription conventions, and interpretations were carried out by the researchers.

Details of Use

- **Whisper**
  Used to generate initial rough transcriptions from audio recordings of video-mediated classroom sessions. These outputs were subsequently reviewed, corrected, and transcribed in detail following Jeffersonian conventions by the researcher. *(Section 4: Extracts)*
- **ChatGPT**
  Used for formatting and organizing initial transcription drafts, as well as supporting the proofreading of transcription conventions. No analytical interpretation was generated by the tool. *(Section 4: Extracts)*
- **Gemini**
  Used to assist in the preliminary organization and sorting of audio data files. All coding decisions and analytical categorizations were conducted independently by the researcher.
- **ffmpeg**
  Used for audio trimming and preprocessing of recorded sessions.
- **Praat**
  Used for detailed audio analysis such as moments of silence and specific lengths.

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Anexo 1: Autorización para uso de materiales en SIBUMCE

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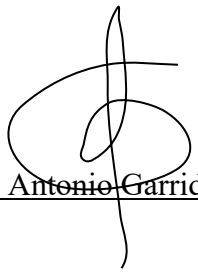

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Appendix B. Transcription Conventions

Jefferson's Transcription System (2004)

:	Stretched sound
.	Final falling intonation
-	Abrupt cut off of a sound or word
[ ]	Speech overlap
=	Continuation of a TCU
o o	Syllables or words that are quieter compared with speech by the same speaker
(.)	Brief pause of less than (0.2)
(1.7)	Timed pause between one utterance and another
.hhh	Audible inbreath

hhh	Audible outbreath
CAPITALS	Louder sound of words or utterances
underlined	Emphasis on the words or segments underlined
whhord	Aspiration in the middle of a word
w(h)ord	Breathiness while talking, for example, laughing in the middle of a turn
> <	Increased speaking rate
< >	Decreased speaking rate
!	Exclamation Points Animated speech tone
?	Rising vocal pitch
↑↓	Rising and falling shifts in intonation

$	Smiley or chuckling voice
#	Creaky voice
~	Shaky voice
(( ))	Comments or descriptions
( )	Uncertain word
xxx	Unintelligible
italics	non-English speech