

[Finding your Footing: stance and voice in student-teacher asynchronous interaction]

Klára Lancová

Charles University,
Prague

[Abstract] *This paper attempts to contribute to the debate on the interpretation of meaning-making and identity construction as intertextual phenomena. Adopting the perspective of discourse analysis, relevant extracts from a questionnaire on attitudes to accents are examined by applying the theories of framing (Bateson, 1972; Goffman, 1974; Tannen and Wallat, 1987) and positioning (Davies and Harré, 1990), also exploring the concept of the stance triangle (Du Bois, 2007). The study argues that the dynamics of a hierarchical interaction are more reliably revealed when focusing on authentic discursive presentations of self rather than adhering to ritualised interactional patterns.*

[Keywords] *language attitudes; framing; positioning; stance; interactional patterns; asynchronous interaction*

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