**Analytic Method**

CODA offers a framework through which to link the micro-analysis of linguistic features (i.e., placement of clauses) to macro-analyses of culture or hegemonic global ideologies (i.e. neoliberalism). Fairclough (2003) suggests that CODA’s close examination of language in conjunction with other forms of evidence (e.g., the rich, multi-layered data valued by researchers in the social sciences. My application of Fairclough’s framework to the discourse of these three teachers during an interview with me (a Ph.D. student, white, female, thirties, 15 years of ESL teaching experience) progressed as follows: 1. Two rounds of coding on transcripts (open and thematic) to reveal tensions (see Borg, 2015) in teacher talk. 2. Locating “intertextuality” (see Fairclough, 2003) within tension-revealing talk as a unit of analysis for testing vs. beliefs-specific (that is, about play) tensions; 3. Analyzing intestinal tension-talk (additive and elaborative markers for co-argumentation, nouns/pronouns, and modal verbs).

**Research Questions**

1. **Playful teaching and learning**
   - Playfulness can be a form of appropriation in which individuals “take over a situation to perceive it differently” (Sircat, 2014, p. 27).
   - Some have argued that playfulness is missing from teaching and learning in US secondary schools though play may, in fact, work as a foil for the prevailing testing culture, for, in approaching a task or project playfully, it may be vital for development of twenty-first century skills (Fine, 2014). More playful approaches may arise as teachers encounter issues in their context, with their content, or even within a particular class that result in practice diverging from knowledge or beliefs (Freeman, 1993). Contextual factors such as testing, curriculum, supervision, or students’ expectations mediate the extent to which teachers practice their principles (Golombek, 2009).

2. **Teacher Cognition**
   - The study of teacher cognition, or what teachers ‘think, know, believe, and do’ (Borg, 2005, p. 83) informs researchers about how teachers make decisions. Scholars agree as what teachers believe, know, and do are not interrelated linearly (Borg, 2015). That is, “tensions” or disagreements arise as teachers encounter issues in their context, with their content, or even within a particular class that result in practice diverging from knowledge or beliefs (Freeman, 1993). Contextual factors such as testing, curriculum, supervision, or students’ expectations mediate the extent to which teachers practice their principles (Golombek, 2009).

3. **Implications for Playful Teaching**
   - The intertextuality of these three excerpts suggest that teachers make meaning from texts connected to education, whether local or national, and that the message they receive from those documents is may create tension in their cognition. These teachers seem to construct their beliefs, experience, and practice in dialogue with any number of actual or figured texts. Thus, any decisions about implementing more playful approaches to second language teaching and learning may arise as teachers encounter issues in their context, with their content, or even within a particular class that result in practice diverging from knowledge or beliefs (Freeman, 1993). Contextual factors such as testing, curriculum, supervision, or students’ expectations mediate the extent to which teachers practice their principles (Golombek, 2009).