
A Junior College in Aomori, Japan: An Analysis of a Five-Minute Sample of Classroom Discourse

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In the past thirty years, language teaching and language learning theories have increasingly moved towards a communicative approach. The objective of this approach is the attainment of natural language performance that comes close to the native speaker in a real world context. Nunan states:

...genuine communication is characterized by the uneven distribution of information, the negotiation of meaning (through for example, clarification requests and confirmation checks), topic nomination, ...and the right of interlocuters to decide whether to contribute to an interaction or not...in genuine communication, decisions about who says what to whom and when are up for grabs.

(Nunan, 1987:137)

Language that has been used to communicate something and is felt to be coherent is a potential object for study. This language for communication is called discourse and the search for what gives discourse coherence may be termed discourse analysis (Cook, 1989).

The Sinclair and Coulthard linguistic model of discourse analysis presented in this paper regards language as ordered, interactive and socially produced. The intention of this paper is to use this linguistic model to analyse the communicative interaction occurring in a sample of classroom discourse. It is believed that such an analysis will indicate whether true "genuine" communication is occurring or not.

This paper will examine the major components of the Sinclair-Coulthard method and outline some important reasons why such a linguistic model might be an appropriate tool for analysing classroom discourse. An analysis of a five-minute sample of classroom discourse will then take place with the intention of finding evidence of discourse structure. The structure will then be examined to see if true communicative interaction is taking place or not. Finally, the results of the analysis will be examined for its possible pedagogic value for both teachers and teacher trainers.

1. A Linguistic Model for Analysing Classroom Discourse

Most language teaching in the past has been concerned with the sentence but any analysis of discourse quickly demonstrates that normal interaction between people involves more than uttering grammatically correct sentences. One theory of discourse is that "... the kinds of rules which operate within sentences operate between them as well." (Cook, 1989: 7). The Sinclair-Coulthard linguistic model adheres to this theory of grammar-like rules for discourse.

After analysing a great deal of classroom discourse, Sinclair and Coulthard outlined what they described as the IRF exchange pattern. They observed that teachers initiate (I) most exchanges, students respond (R) to these initiations and finally teachers usually provide some follow-up (F) on what had just taken place. Originally, Sinclair and Coulthard combined the IRF structures with the following moves:

Initiation----->Opening
Response----->Answering
Follow-up----->Follow-up

(Francis and Hunston, 1992:124)

The IRF pattern was seen as the normal type of exchange in the classroom rather than the two move adjacency pair for two main reasons. Firstly, a teacher may need to repeat student responses so that all students can hear it. Secondly, and perhaps more importantly, many of the questions asked are ones for which the instructor already knows the answer but the student is unsure and thus requires some feedback concerning his/her response (Coulthard, 1985).

The latter type of exchange came to be known as the teacher-elicited exchange. Although this tends to be a typical feature of classroom discourse, asking questions when you already know the answer does exist outside the classroom, as can be seen in the following example between a parent and child:

A: What time is it?

B: Five past six.

A: No it isn't, and you know it isn't; it's half past and you're late again

(McCarthy, 1991:18)

The exchanges are only one part of the rank scale that Sinclair and Coulthard proposed as a possible model for analysing discourse. They used a rank scale because of its flexibility. For example, if new patterning is discovered, a new rank can be created to handle it. In this scale, "Each rank above the lowest has a structure which can be expressed in terms

of units next below..." (Sinclair and Coulthard, 1992:2). Of course, the highest unit of classroom discourse, the lesson, is not part of any higher structure. The different parts of the rank scale can be seen in the model below:

Transaction

Lessons are made up of transactions and transactions in turn are made up of one or more exchanges. The boundaries of transactions are typically marked by a *frame and focus*.

Exchange

Exchanges generally consist of the IRF exchange pattern, although they can consist of I R to I (R/I) R (F) (F) exchanges. Exchanges are realised by eliciting, informing and directing moves.

Move

Moves, realised by acts, combine to form exchanges.

Act

Acts are the smallest units of analysis and can take on many different functions within the move.

Sinclair and Coulthard originally proposed twenty-two acts which has been revised to seventeen acts (Coulthard, 1985). Sixteen of the acts are organized into three categories: meta-active, interactive and turn taking (Table 1). The seventeenth act, the aside, was suggested for instances where teachers say things like " It's really hot in here" or "Where did I put my pencil?"

Table 1

Meta-interactive	Interactive		Turn-taking
marker	informative	directive	cue
meta-statement	elicitation	acknowledge	bid
loop	starter	react	nomination
	accept	reply	
	comment	evaluate	

In the meta-interactive category, meta-statements are akin to focusing moves and loops are realised with terms such as "pardon", "One more time" and "What did you say?" The interactive category includes the acts which are used in the Initiation, Response and Follow-up elements of structure as can be seen in Table 2 (Ibid: 127).

Table 2

Initiation	Response	Follow-up
informative directing elicitation	acknowledge react (acknowledge) reply	accept evaluate comment

Although the rank scale model worked fairly well, some problems arose with the IRF pattern of exchange as can be seen in the following example:

T: Can anyone tell me what this means?
P: Does it mean 'danger at work'?
T: Yes.

(Coulthard, M; Brazil, D. 1992:71)

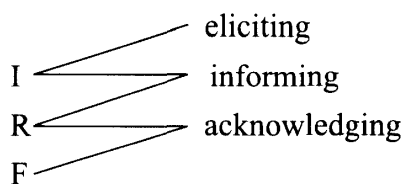
The student's response seemed to function not only as a response to the teacher's initiation but also as an initiating structure itself. One could say that the student's response initiates or demands some kind of feedback from the teacher. To illustrate the dual function of this category, it came to be known as R/I and thus the possibilities for an exchange now ranged from an I and R exchange to an I (R/I) R (F) (F) exchange.¹⁾

There were also problems with the three major classes of move: Opening, Answering and Follow-up. It seemed odd that each move was appropriate to one and only one position in the exchange. When looking at grammar for comparison, it is seen that

"...group classes are labelled according to their most important constituent unit, noun, verb, adjective, and not according to their position in the structure of the unit above, as was done for exchange structure."

(Ibid: 72)

Consequently, the labels *opening*, *answering* and *follow-up* were abandoned for *eliciting*, *informing* and *acknowledging*.



(Coulthard and Montgomery, 1981)

1) Also see Francis and Hunston (1992) as they also refer to the limits of the exchange: how long it may be and what it may contain. They stress the importance of intonation in deciding whether to place an utterance in the same exchange as a preceding utterance or whether to interpret it as initiating a new exchange.

1.1 Form and Function: Situation and Tactics

A genuine attempt to approach the process of utterance analysis occurs with the interpretive and classificatory rules proposed for *situation* and *tactics* in the Sinclair-Coulthard model. They proposed that both the situation and an item's position in the discourse must be taken into consideration when analysing the function of an utterance. McCarthy argues:

Function is arrived at with reference to the participants' roles and settings in any discourse and that linguistic forms are interpreted in light of these.

(McCarthy, 1991:18)

This can be seen in the following example:

A: What time is it?

B: Five past six.

A:

The follow-up might be different depending on the situation. For example, the follow-up could consist of:

1: Thanks

2: Good! Clever girl!

3: No it isn't, and you know it isn't; it's half past and you're late again.

The first follow-up might suggest a genuine question requesting information (a teacher-check question in the classroom context) while the second appears to be a typical teacher-elicited exchange. The final response, perhaps between a parent and child, is in fact informing the latter that they are indeed late and it has been noticed (Ibid: 18).²⁾

Obviously, the situation has a great deal to do with an item's function. Outside of the classroom, situation has a great influence on an utterance's function such as in the following example from the end of a job interview:

Interviewer: Would you like to tell us, Mr. Khan, why you have applied to Middleton College in particular?

(Levinson, 1983: 279)

2) Sinclair *et al* using the answers to four questions formulate three rules to predict when a teacher's interrogative is realizing a command. These rules provide more information on how one can use situational information to reclassify declarative, interrogative and imperative items as statements, questions and commands (Coulthard, 1985:130-132)

Of course, the eliciting move would most likely be seen as an attempt to obtain compliments about the institution rather than a true inquiry that might expect a reply such as "My application was rejected by my first and second choices". Once again, it is the situation (interview conventions) which determines the function of an utterance.

The other concept of *tactics* deals with the way in which items precede, follow and are related to each other. Items are given labels according to their position in the structure. Thus, a statement might realize a *reply* or comment unless it is in an initiating position where it would be labelled an *informative*.

2. Using the Sinclair-Coulthard Method to Analyse Classroom Discourse

Teachers and teacher trainers can gain a lot of valuable insight about what kind of communication is taking place in a classroom by doing a Sinclair-Coulthard type of discourse analysis. The Sinclair-Coulthard method has been used in this analysis of discourse for a number of reasons. First, this method attempts to look at the "whole" of discourse. Discourse generally has a beginning, middle, and an end. The discourse in the following example is difficult to analyse because we are not getting the "whole" of the discourse.

1. A: Okay! How about this one?
2. B: Well, it's longer than the blue one.
3. A: Oh yes it works well with those shoes.
4. B: And does it have those little thingies on the back as well?
5. A: Yes it does.
6. B: It is made of the same material, isn't it?

It would seem reasonable to ask why A uses "Okay" in line one. Is A responding to an elicitation with "okay"? Is it being used to emphasize a store clerk's exasperation with a very bothersome customer? Further, what do "this one" and "the blue one" refer to in lines one and two? Of course the discourse appears to have some coherence but we are not analysing the whole. McCarthy (1991:11) states:

It is in this respect, the interest in whole discourse structures, that discourse analysis adds something extra to the traditional concern with functions/speech acts.

Sinclair and Coulthard who used speech act theory as a starting point, attempted to create a model that could be used to look at the 'whole of discourse'. This 'looking at the whole' may be very important in an analysis of classroom discourse because it may tell us a great deal about how lessons or activities begin and end, how often students have a chance to communicate and how turn-taking is accomplished. Further, we may be able to see what kinds of exchanges are taking place throughout the lesson and therefore be able to evaluate

the meaningfulness of the communicative interaction. This ability to evaluate the 'whole' is unique to this method as opposed to ethnomethodology where there is no model for analysing every utterance in a conversation or class lesson.

Another important reason for the use of the Sinclair-Coulthard method is that this method contains symbols that are clearly related to the data. Teachers and teacher trainers could confidently use this system to analyse their own classes because the model's terms and their meanings are quite clear as has been shown in Tables 1 and 2 of this paper.³⁾

3. A Junior College in Aomori, Japan: A Five minute Sample of Classroom Discourse

3.1 Evidence of Structure

Sinclair and Coulthard's linguistic model for discourse analysis showed that the discourse in this class (Appendix A) demonstrated more order and form than might at first, have been apparent. The class seems to follow a fairly rigid IRF pattern of discourse (particularly on pages one, three and four of the transcript) with both the initiation and follow-up parts of the exchange resting almost exclusively with the teacher. Such exchanges can be seen in lines: 4 and 6, 7 and 9, 19 and 22, 23 and 25, 37 and 40, 63 and 65, 76 and 78, 79 and 81, 83 and 86, 87 and 89, 94 and 98, 101 and 104, 108 and 110, 112 and 116, and finally 118 and 120. This pattern illustrates the fairly rigid and highly controlled framework within which this class operated. Further, it clearly illustrates who has the power in the situation because it is the person with social power who tends to open and close transactions as well as initiate and close exchanges. Not surprisingly the power rests with the teacher and this is very evident in this transcription.

One section of the transcription where the IRF pattern seems to break down is found beginning with line 45 and ending with line 56. In this section, more initiations without responses and responses without follow-ups occur. This difference in the coding pattern is an indication of a change in the style of interaction. The IRF pattern is usually an indicator that the lesson is tightly controlled and that the students are answering questions in an orderly and obedient manner. The pattern discussed earlier, on the other hand, usually indicates a more "free for all" style of interaction (Hunston and Charteris-Black, 1994). The discourse seemed to take on the structure of *natural conversation*.

3) This is not to suggest that the model is perfect because there are limitations to this model, in particular, teacher comments which can become long informs. Obviously, as in this case, there are times when the model illustrates some limitations. Nonetheless, in addition to the two compelling reasons given for using such a model to analyse classroom discourse, Hunston and Charteris-Black discuss the four criteria that Sinclair and Coulthard suggest as constituting a true linguistic description of discourse (Hunston and Charteris-Black, 1994:43).

As expected, line 45 is an initiation by a student rather than the teacher. The students were surprised by the assertion made by the teacher in line 43 that he kisses his parent. This set off laughter and a number of student- initiating moves in lines 45, 49 and 53. The discourse clearly moved in a different direction and was not brought back to the original topic of discussion until the framing and focusing moves in lines 57 and 58.

3.2 Checks and Teacher-Elicit Exchanges

The two types of exchanges, 'teacher-elicited' and 'check' described earlier in this paper, clearly exist in this transcription. Line 46 is a clear example of a 'check' exchange where the instructor's eliciting move "Why not?" is put forth because the instructor is requesting information that he does not have. For the 'check' exchanges the coding is I R (F) where the follow-up is optional. In this transcription, indeed, no follow-up was made by the teacher after the student's response in line 47. On the other hand, the 'teacher-elicited' exchange where the teacher already knows the answer to the question and where the 'follow-up' is often a fairly obligatory part of the IRF pattern can be found in the following lines: 19 and 28, 79,80 and 81, and 101,103 and 104.

In this example of discourse, there appears to be a phenomenon, which is contradictory to the rules of 'teacher-elicited' and 'check' exchanges. At first glance, lines 35 and 36 seem to be a clear example of a teacher-elicited exchange but no follow-up occurs in line 37. Also, in lines 60,61 and 62, one might expect a follow-up in 63 along the lines of "yes" or "good job Mika" but rather, we see another different eliciting move made by the teacher that is clearly connected to the first move (use of the pronoun 'that' in lines 37 and 63). Perhaps the lack of a pause by the teacher and the new eliciting move, which clearly builds on the first move, suggests to everyone that the response was 'of course correct'. As a result, rather than I R F we have I R I R F.

3.3 Form and Function

In a number of examples, the grammatical form and the function of a move seem to differ. In line 52, the teacher responds with what appears to be an R/I response (52 T: Really?). However, S1 does not offer any response to this nor does she seem to show any indication that she feels she must respond to such a query. In line 52, the teacher is feigning shocked disbelief at the student's comment in line 51 and therefore it might seem reasonable to view line 52 almost as an informing move where the teacher is making a statement about S1's obsession with Brad Pitt. Therefore, it could be argued that line 52 is not actually functioning as a true eliciting move.

Another example of an apparent 'question' that is not really serving as a true eliciting move is found in line 55. The teacher asks "Why else do you think I like to hug and kiss

so much?" but does not seem to wait for nor expect a response of any kind. This could be seen as a rhetorical question where the teacher, in jest of course, is informing the students as to the reason why he likes to hug and kiss his mother so much. Other rhetorical questions which also should not be seen as *elicitations* can also be seen in lines: 66, 90 and 121.

3.4 The R/I Response: A Typical Classroom Feature

Discourse can often reveal a great deal to analysts, not only from the structures included in a sample but also the structures that appear to be missing from it. In this example of classroom discourse, except for line 52 which may be interpreted by some as a R/I response from the teacher, the typical R/I student response is noticeably absent. In this typical R/I response, a student utilizes high termination in his or her response in an effort to secure a high key evaluative "yes not no" response from the instructor.

Thus, the student's move is not only predicted like a response but also predicting like an initiation. This function can be seen in the following example:

T://p WHY would you want to be //

Strong

Muscles

P://p to MAKE //

To Make

T://p Muscles// r+ Yes//

(Coulthard, 1985: 136)

While it is true that the audio quality was not clear enough to warrant any analysis of intonation for this sample of discourse, the intent of the eliciting moves offer a clue as to why there is a lack of this common classroom feature. The teacher's eliciting moves in lines 3,7, 23, 63, 76, 79, 87, 105, 106, 108, 112 and 118 seem to be eliciting the students' opinions or thoughts as opposed to the one and only "correct answer". It could be argued that the teacher often responds with a "yes", "yeah", "uh huh" or "(that's) right" (lines 13, 28, 65, 81, 86, 89, 98, 104, 110 and 120) and therefore the teacher is seeking just one answer. However, I do not feel that the affirmative follow-up moves made by the teacher, except for line 104, indicate that there is only one answer and that the student answered it correctly. It seems entirely possible that if the student had worded their response differently or had focused on a different area the teacher may have concurred with that response as well.

Another reason why the typical, high termination student R/I response may be absent here could be due to the fact that there are no overt refusals of any of the students' responses evident in this sample. Therefore, the pupils may feel that the teacher is not searching for the 'one and only' correct answer and thus it is quite possible that they do not see the necessity in using high termination in their responses.

3.5 Limitations of the Sinclair-Coulthard Method

Trying to describe the "whole" of a discourse (all the exchanges as well transactions, moves and acts) can be problematic at times. One much talked about problem occurs in the follow-up part of an exchange where a teacher initially produces a comment which seems to flow into an 'inform' starting a new exchange (Coulthard, 1985:134). In this transcription, is line 43 a comment or the informing move of a new exchange? It could be argued that line 43 is in fact the beginning of a new exchange and thus we would have to view S1's utterance "Iya da! Iya da! (Disgusting! Disgusting!) I can't kiss my father", in line 45, as a response to an informing move rather than an initiation. Line 12 can also be seen to be somewhat problematic. Is S1's utterance "But friend is not family" an initiation of a new exchange?

An initiation, according to Coulthard is

...an item which begins anew and sets up an expectation of a response; a response is predicted but itself sets up no expectations;...

(Coulthard, 1985: 135)

From this, it would seem that line 12 must be classified as a response rather than an initiation because this line is clearly a response to line 11. It seems reasonable to view line 11 as a comment but S1 appears to interpret it as an informing initiation from the teacher that is functioning as a rebuttal or qualification of her response in line 8.

Perhaps, as Pearce (1973) recommends, we should view these extended contributions (comments or informs) as a special type of discourse and therefore not appropriate for this type of analysis. Nonetheless, except for these rare instances, evidence of structure in this lesson seems to be quite clear. Due to the scope of this paper, further analysis can not be done but rather, at this point, it might be helpful to examine how this identification of discursal structure can be valuable for both teachers and teacher trainers.

4. Insights for Teaching

An analysis of the discourse in this classroom provides some very valuable insights about what is happening as opposed to what should be happening in a communicative learning

environment. Firstly, there seems to be a disproportionate amount of teacher talk as opposed to student interaction. Secondly, in general, the types of questions asked in the classroom do not seem to be promoting true and genuine interaction. Finally, the types of exchanges and the rigid control of the discourse do not appear to be reflective of an approach with the goal of genuine communication.

4.1 The Proportion of Teacher talk

It is very clear, as was pointed out in the section dealing with the analysis of *Appendix A*, that the teacher is talking for more than two thirds of the time in this sample. This, of course, is problematic if we want to ensure that our students have plenty of opportunity for speaking in the classroom. Such an insight might lead teachers and teacher trainers to discover ways to decrease teacher talk and increase student production. Perhaps, the teacher did not need to make such lengthy comments in his follow-up and would have been better off eliciting more information from other students. Further, rather than the instructor always following up a student response, students might be encouraged to comment on other students' responses. In any case, there seems to be more at issue than the amount of teacher talk and thus, it would seem reasonable to examine not only the quantity of teacher talk but also the quality.

4.2 The Quality of Interaction

In a Japanese college classroom, where this sample of discourse was recorded, the teacher is still often seen as the transmitter of knowledge and a great reduction in teacher talk may be not only unrealistic but also culturally inappropriate. Thus, the quality of interaction must also be considered and, in particular, the types of exchanges occurring in this lesson need to be examined.

In the transcription, it is clear that the instructor usually begins an exchange with a "Wh" question that appears to be of the teacher-check variety and thus is consistent with genuine interaction. However, usually in an effort to help the student, this question is often rephrased a number of times and the final eliciting move is often nothing more than a very predictable "yes/no" teacher elicit exchange. This might be very helpful to instructors as they can see how even genuine attempts, on the part of the instructor to foster communication and help learners, can actually be detrimental to true genuine communication. It seems quite clear that an analysis of discourse, as has been used here, should greatly help teachers and teacher trainers evaluate their own questioning techniques to see whether they are truly initiating genuine and meaningful communication in the classroom.

As pointed out in the analysis of the transcript, the teacher, in this sample of discourse, tends to ask questions that in one aspect could be termed teacher-elicitor. The instructor

(although he seems to be willing to accept different opinions) is asking questions for which he already knows the answer. In comparison to the typical I R F chain, the structure of spoken discourse outside the classroom is generally more complex and flexible than this (Hoey, 1992). Further, this excessive use of teacher-elicited exchanges does not seem to be representative of genuine communication as outlined in the introduction of this paper. Rather than this excessive use of the teacher-elicited type of exchange, instructors might strive to focus on referential type questions because these serve a genuine communicative purpose (Cullen, 1998).

It may be important for all instructors to ensure that they are asking questions where a genuine transfer of knowledge is occurring. Of course, warm up activities where we ask each other about our "week-end" or our "holiday" can help but it would seem appropriate to strive for genuine communication in all our activities. For example, in this particular lesson (Appendix A), referential questions could have been intertwined with the questions about the video. The interaction might have been more genuine and meaningful if the instructor had asked "How would you have felt?" "What would you have done in the same situation?" or "Have you ever had a similar experience?". Genuine communication is not only defined by the types of questions asked but also by the structure of the interaction.

4.3 Topic Nomination and Turn Taking

Nunan suggests that genuine communication exists when topic nomination is up for grabs and when speakers are able to decide for themselves whether they would like to contribute to an interaction or not (Nunan, 1987). If the instructor rigidly controls the topic of discourse and the turn-taking process with an excessive use of nominations, there may be serious disadvantages for the students.

It could be suggested that:

In its turn-allocation techniques, the turn-taking system for conversation builds in an intrinsic motivation for listening to all utterances in a conversation independent of other possible motivations, such as interest and politeness ... it obliges any willing or potentially intending speaker to listen to, and analyse, each utterance across its delivery.

(Sacks et al., 1974:43 as cited in Van Lier, 1984:162)

Van Lier maintains that the chances of language learning and in fact the ability to participate in genuine interaction may, in fact, be hampered in classrooms where turn-taking follows highly predictable paths and routines (Van Lier, 1984). Teachers might be advised to pause before nominating a student for a response. Perhaps, and this might be particularly

beneficial in a Japanese classroom, elicitations could be put towards groups of students who might have time to consult and discuss with each other before responding. In this respect, students who might be having troubles and are often the recipients of teacher-elicited exchanges (where their 'understanding' is being checked), might have a chance to communicate meaningfully rather than being 'spoon fed' by the instructor.

It must be recognised that a classroom is different from a coffee shop and the rules for communication might be different in each place. There might be very good reasons for 'some' teacher-elicited exchanges. Teachers often present new material and in turn must check for student understanding. Teachers may have very good reasons for using follow-ups as they can be motivating and enlightening for students and in fact they are often expected by learners as they often signal whether an answer is correct or not. At times, it might be necessary for instructors to nominate a student for a response in order to keep pace in the class, ensure that the more introverted members have a chance to participate, and check on individual understanding. Also, it must be acknowledged that learners often feel quite happy with the traditional teacher exchange because they can know if they are understanding the material or not and it is this confidence which is often behind student initiations. Nonetheless, it would seem from this analysis that after taking these realities of the classroom environment into consideration, teachers and teacher trainers could still find very significant areas that could be improved upon in order to emphasize genuine communication in the classroom.

5. Conclusion

It can therefore be seen that a formal linguistic analysis of discourse using the Sinclair and Coulthard model can be used to reveal the structure within a sample of classroom discourse. Further, it seems that by using such a model, one might be able to: determine the amount of speaking time allotted to members of the class, analyse the types of questioning techniques used by the instructor and determine how the interaction is controlled by examining how the turn-taking process unfolds.

An examination of these areas may indicate what kind of communicative interaction may be occurring in our classrooms and whether genuine communication is taking place or not. Further, such an analysis should help teachers identify specific areas where they could attempt to engage learners in more meaningful communicative interaction.

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Appendix A Full Transcription

Lines	Text	Act	Move	Exchange	Transaction
1	T: Okay	marker	framing		
2	Let's talk about the video	metastatement	focusing		Boundary P
3	T: What do you think of the relationship, right now between Sheila and Jean-Claude?	starter			
4	Warm relationship? (pause)	elicitation	eliciting	I	
5	S1: (shakes head)	reply	informing	R	Teaching
6	T: No?	evaluate	follow-up	F	
7	T: Why not Ai?	elicitation	eliciting	I	
8	S1: She says friends and ...er...but maybe he want more...but maybe he want to be family.	reply	informing	R	Teaching M
9	T: Mmm.	evaluate	follow-up	F	
10	I think I agree with you				
11	She says friends and maybe...	elicitation	informing	I	
12	S1: But friend is not family.	reply	informing	R	
13	T: Yes	evaluate	follow-up	F	
14	I think so too.				
15	I think "Can we be friends?" is kind of distant...a cold phrase. Maybe his feeling is...you know...I don't have a family and that's my father.	commenting			
16	Okay.	marker	framing		Boundary P
17	Anything else she does there?	starter			
18	A gesture?	starter			
19	A gesture that shows her feelings?	elicitation	eliciting	I	
20	Ran?	nomination			
21	S2: She can't accept Jean-Claude.	reply	informing	R	Teaching
22	T: Mmm.	evaluate	acknowledge	F	
23	Why do you think that?	elicitation	eliciting	I	
24	S2: Her attitude.	reply	informing	R	Teaching M
25	T: Hmm	evaluate	acknowledge	F	
26	Her attitude	accept			
27	S2: (makes a gesture)	reply	informing	R	Teaching
28	T: Ah! Yes! Yes!	evaluate	acknowledge	F	
29	Putting her arms like this.	accept			
30	It's kind of...nani (what?)...cold not warm	commenting			
31	Okay	marker	framing		

	Text	Act	Move	Exchange	Transaction
32	T: Watch their actions (continue with the video)	metastatement	focusing		Boundary P
33	What are they doing?	starter			
34	Mikiko?	nomination			
	(long pause...video segment shown again)				
35	What are they doing?	elicitation	eliciting	I	
36	S3: Shaking hands.	reply	informing	R	Teaching
37	T: Is that warm?	elicitation	eliciting	I	
38	S3: Uhh...No, not too warm.	reply	informing	R	Teaching
39	She isn't friendly to Jean-Claude.	commenting			
40	T: Hmm.	evaluate	acknowledge	F	
41	Maybe not so warm for a family.	commenting			
42	Maybe for friends or at work.	commenting			
43	You know, when I go home to Canada I hug and kiss everyone except for my dad.	commenting			
	Students:(laughing)				
44	S7: (inaudible)				
45	S1: <i>Iya da! Iya da!</i> (Disgusting! Disgusting!). I can't kiss my father.	informative	informing	I	
46	T: Why not?	elicitation	eliciting	I	Teaching M
47	S1: <i>Iya Kimochi warui!</i> (No it is a creepy/unpleasant feeling)	reply	informing	R	
48	S9: (laughing...inaudible)...What do you think if he looks like Brad Pitt?	starter			
49	Do you change your thinking?	elicitation	eliciting	I	
50	S1: Well...Maybe!	reply	informing	R	Teaching
51	No! No!, only joke!	informative	informing	I	
52	T: Really?	elicitation	eliciting	R/I	
53	S2: (laughing)...I wonder does your mother look like Iijima Naoko?	elicitation	eliciting	I	
54	T: Of Course!	reply	informing	R	Teaching
55	(laughing) Why else do you think I like to hug and kiss so much?	commenting			
56	Iyaaa! (gross) This is getting too weird!	commenting			
57	Okay	marker	framing		
58	Also have a look at what Jean-Claude says.	metastatement	focusing		Boundary P
59	Listen to Jean-Claude.	starter			
60	(stop video) What did he say?	elicitation	eliciting	I	

Text	Act	Move	Exchange	Transaction
61 T: Mika?	nomination			
62 S4: Good-bye Madame.	reply	informing	R	Teaching
63 T: Do you think that's warm or...	elicitation	eliciting	I	
64 S4: Not warm.	reply	informing	R	Teaching M
65 T: yeah	evaluate	acknowledge	F	
66 not too warm is it?				
67 Madame is a little formal.	commenting			
68 I mean its okay for strangers but he could have called her Sheila or maybe even Madame <i>nan toka</i> (Mrs. so- and- so)	commenting			
69 Okay	marker	framing		
70 How about the mother?	metastatement	focusing		Boundary P
72 Is there a change in the mother?	starter			
73 Nobuko?	nomination			
74 Did you notice a change in the mother?	starter			
75 Did she act differently than before?	starter			
76 Do you think there was a warmer feeling?	elicitation	eliciting	I	
77 S5: A little	reply	informing	R	Teaching
78 T: A little.	accept	acknowledge	F	
79 Why do you think a little?	elicitation	eliciting	I	
80 S5: She kissed his face.	reply	informing	R	Teaching
81 T: Uh Huh!	evaluate	acknowledge	F	
82 This time she kissed him.				
83 Anything else?	elicitation	eliciting	I	
84 Anyone?	prompt			
85 S3: Also, she came to say good-bye to Jean-Claude and maybe she ma...maybe she invite the daughters to come too and so then all of them were sorry to Jean-Claude.	reply	informing	R	Teaching M
86 T: Hey! That's right!	evaluate	acknowledge	F	
87 Do you think the mother asked the daughters to apologize to him?	elicitation	eliciting	I	
88 S3: Uhh...I don't know so well but I think yes because the mother was with her daughters when Jean-Claude and Bob left their house	reply	informing	R	Teaching
89 T: yes	evaluate	acknowledge	F	
90 That's true isn't it?				
91 Good-job Mikiko!				

	Text	Act	Move	Exchange	Transaction
92	T: Okay	marker	framing		
93	Watch Bob and Jean-Claude in this next part. (start video tape)	metastatement	focusing		Boundary P
94	Did you notice anything different?	elicitation	eliciting	I	
95	Bob and Jean-Claude?	clue			
96	Chiaki?	nomination			
97	S6: Family...He called Bob "papa".	reply	informing	R	Teaching M
98	T: Papa <i>deshoo</i> ! (right)	evaluate	acknowledge	F	
99	That's the first time he called him "Papa"	commenting			
100	Okay	marker	framing		Boundary P
101	Where is Jean-Claude from?	elicitation	eliciting	I	
102	Miyuki!	nomination			
103	S7: France	reply	informing	R	Teaching
104	T: Right.	evaluate	acknowledge	F	
105	Now, what do you think he'll do? (long pause)	starter			
106	Do you think he'll move to America? Do you think he'll stay in France?	elicitation	eliciting	I	
107	S7: Hmm...stay in France.	reply	informing	R	Teaching
108	T: Why do you think that?	elicitation	eliciting	I	
109	S7: Well... maybe he has many friends in France and...umm...maybe it is difficult to go to American school.	reply	informing	R	Teaching M
110	T: Yeah	evaluate	acknowledge	F	
111	I think so too!				
112	Does anyone think he'll move to America?	elicitation	eliciting	I	
113	(long pause) Anyone?	prompt			
114	Tomomi?	nomination			
115	S8: I think it is impossible to move America soon but...he...but...if they have a good relationship maybe he will back to America someday.	reply	informing	R	Teaching
116	T: Okay!	evaluate	acknowledge	F	
117	But not soon.				
118	Why not?	elicitation	eliciting	I	
119	S8: Because they don't have a good relationship... <i>nanka</i> (what is it)...they don't have...well maybe still not comfortable for the mother and Jean- Claude	reply	informing	R	Teaching
120	T: Yeah.	evaluate	acknowledge	F	

	Text	Act	Move	Exchange	Transaction
121	T: At the end, that was just one kiss between the mother and Jean-Claude wasn't it?	commenting			
122	Maybe it's still difficult to live together.	commenting			
123	Okay	marker	framing		
124	Can you please write your names on those and I'll take them in.	directive	eliciting	I	Boundary P
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