

Module 2 (Applied linguistics): Question SD10/04

Record an English class (one of your own or someone else's) and transcribe part of your data).

Make an analysis of the transcribed data using Sinclair and Coulthard's model, at the level of exchange, move and act (Sinclair, J. and Coulthard, M., 1975. *Towards an analysis of discourse: the English used by teachers and pupils*. Oxford: OUP<sup>2</sup>).

Comment on how easy/difficult it was to fit your data into the categories and the usefulness of this kind of analysis for understanding classroom communication.

(Advice: Work like this can be very time-consuming. Attempt only as much data as you can transcribe in about 2 hours. To allow for the work involved in analyzing your transcript, the total word count for the commentary need not exceed 2,500. Your transcription must be included as an appendix.)

<sup>2</sup> You are not expected to obtain a copy of this original work to do the assignment; there are many good secondary sources describing and discussing Coulthard and Sinclair's work, including some of your set books.

Analyzing discourse in a small-group language classroom  
using Sinclair and Coulthard's Birmingham model

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# Table of Contents

1. Introduction

2. Background

3. Analysis Methodology

3.1 Class and students

3.2 Procedure

3.3 Notes on transcription

4. Results and discussion

4.1 Ease of fit

4.2 Difficulty of fit

4.3 Usefulness of model

5. Conclusion

References

Appendix 1: Summary of speech act types

Appendix 2: Transcript of discourse

## **1. Introduction**

Over the years there has been a lot of interest in the language used in the classroom. Analyzing spoken discourse occurring in the classroom can provide valuable insights into discourse structure and dynamics, and provide pedagogical applications.

One model that has been developed for the analysis of spoken discourse is Sinclair and Coulthard's (1975) Birmingham (BM) model. This was originally developed using discourse from native language secondary school classrooms and should therefore be a useful tool in analyzing language classes.

The objective of this paper is to analyze a small-group class of Japanese EFL students using the BM model. Any problems applying this model to the class in question will then be looked at, and the usefulness of this type of analysis for understanding classroom communication will then be discussed.

This analysis will show that, although the BM model could be mostly applied to the class in question, there were a small number of areas of the discourse that were difficult to categorize with the model units. It will also be shown that such analysis can be useful on a number of levels in understanding classroom communication.

## **2. Background**

Sinclair and Coulthard (1975) proposed their BM model for analyzing spoken discourse based on traditional native-speaker classroom interactions. The model was primarily based on classroom discourse because such interactions were considered to follow a rigid pattern and were therefore thought to be a useful starting point for their studies (McCarthy, 1991: 12). The structure of this model is based on Halliday's (1961) rank scale where individual units are described in a hierarchical manner. In other words, the different ranks of the model are related on a "consists of" basis. However, unlike Halliday's (1961) scale, which described units of grammar, the ranks of this model were used to describe units of discourse.

The BM model has been modified on a few occasions and has become widely known in the field of discourse analysis. McCarthy (1991: 12) states that, while the BM model is not the only approach to analyzing discourse, it is "relatively simple and powerful" model. However, some of the model's critics claim it is too concerned with the finished product of discourse rather than the process (Mountford, 1975). Additionally, Coulthard (1985: 143) himself acknowledges that the model has some drawbacks, for example in addressing discontinuity in discourse.

The BM model is based on five ranks, namely: lesson, transaction, exchange, move, and act. As mentioned above, the ranks are based on a hierarchical relationship with

*lesson* being the largest unit and *act* being the smallest. Specifically, lessons consist of transactions, and transactions consist of a combination of 2 main types of exchanges, which consist of 5 types of move, which in turn consist of 22 types of act (Figure 1).

See Appendix 1 for a detailed description of individual acts.

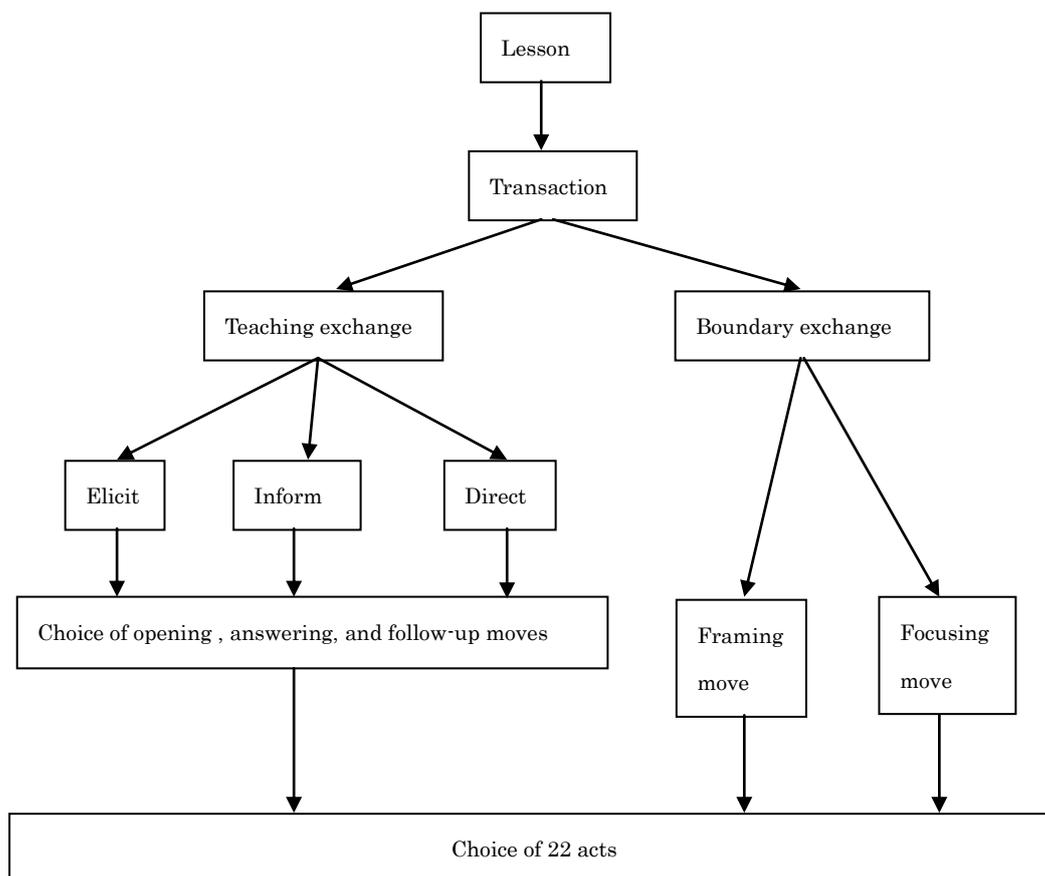


Figure 1: Summary of main BM model ranks

### 3. Analysis methodology

#### 3.1 Class and students

For this analysis an EFL class of Japanese students studying at a vocational school was selected. The class was a small group of three young adult female students. This was the last class in a fifteen week course and the teacher and students were already familiar with each other creating a relatively informal and relaxed lesson atmosphere. Additionally, this class had been recorded previously and the students appeared comfortable and natural being recorded.

### 3.2 Procedure

After getting permission from the students, the teacher recorded the lesson by putting the digital recorder in a place that was unobtrusive, but enabled the classroom discourse to be clearly recorded. To enable the context of the discourse to be most easily understood, the first 7mins of the lesson was chosen to be recorded. During the recording the teacher also made brief notes of any significant paralinguistic actions (such as gestures, eye contact etc.). Following this, the recorded material was transcribed and then broken down into units according to the BM model. Specifically, the discourse was analyzed using the BM model at the level of exchange, move and act.

### 3.2 Notes on transcription

It is possible to transcribe spoken language in many ways, depending on what aspect is to be studied (Carter and McCarthy, 1997: 20). As this analysis focuses on exchange-move-act levels, a method of transcription was created that would enable these aspects to be followed in an easy-to-understand way. In light of this, most phonetic and intonation markers have been omitted. Only those that are seen as being relevant to the task at hand have been included. See Table 1 for a summary of transcription symbols created for this analysis and Table 2 for a summary of transcription symbols points adopted for this analysis from McCarthy's "Notes on transcription" (1997: 20-21). See Appendix 2 for full lesson transcript.

Table 1

<u>Symbol</u>	<u>Meaning</u>
<S 01>	Paul, teacher, male (39)
<S 02>	Rika, student, female (19)
<S 03>	Aiko, student, female (19)
<S 04>	Ayaka, student, female (19)
()	Contain <i>act</i> units
<i>italics</i>	Japanese language occurring in discourse
{ }	Contain approximate English translation of any Japanese utterances
	Contain language occurring simultaneously to previous move
/	Significant rising intonation
\	Significant falling intonation
~	Move interrupted by the following move

Table 2

<u>Symbol</u>	<u>Meaning</u>
,	As speakers use punctuation differently to writers, a comma was used only when the speaker recasted speech.
...	Pauses longer than one second but less than two seconds.
[pause]	Pauses longer than two seconds. Number indicates length of pause in seconds. Eg. [pause 8] = a pause of eight seconds.
[ ]	Contain descriptions of non-verbal and paralinguistic-type actions eg. laughter or pointing. These were also used to indicate if discourse was inaudible.
Non-words and hesitation devices:	Words that were not full words or were hesitation devices etc. were transcribed as accurately as possible. Eg. "erm", "ahuh"
Orthography	Used a fully articulated approach and did not transcribe certain informal contracted forms eg. "want to" not "wanna"

#### 4. Results and discussion

##### 4.1 Ease of criteria fit

Generally speaking, about 70% of the recorded transcript was able to be assigned exchange-move-act units with a reasonable degree of confidence. Specifically, it was relatively simple to break the discourse down into separate exchanges. Having clear framing moves, boundary exchanges were relatively easy to identify. An example of this was "OK^" in exchange 30 (Table 3).

Table 3

	<u>Answering</u>	<u>Follow-up</u>	
	<S 03> That's all [laughter] (rep)	<S 01> That's it/ (acc)	
<u>Framing move</u> <S 01> [clears throat] OK^ (m) [hands out pictures of Florida to students]			30
<u>Opening move</u> <S 01> Oh...don't, don't look at the back OK/ Just look at the front first (d) [pause 5]	<u>Answering</u> <S 02><S 03><S 04>[students nod] (ack)		31

Although acts were more time-consuming to assign, most of them could be assigned relatively easily after consideration of their functions in the context of the discourse. Specifically, acts in eliciting exchanges with all three initiation-response-feedback moves were easily assigned. An example of this is bound exchange 33 where the teacher is having the students speculate on a picture (Table 4).

Table 4

<u>Opening move</u>	<u>Answering</u>	<u>Follow-up</u>	32
<S 01> Looking at the picture...of Florida (s)...what kind of things...can you do in Florida? (e) [pause 4] Maybe [pause 5] (cl)	<S 03> I'm going to go Disneyland...(rep)	<S 01> Disneyland. Yeah\ [pause 3] (e)	
	<u>Answering</u> <S 02> Crocodile (rep) [pause 3]	<u>Follow-up</u> <S 01> Yeah. Crocodile. Good [laughter] Yeah (e)	
<u>Opening move</u> <S 01>...anymore (cl) ...Ayaka? (n) [pause 7 sec]	<u>Answering</u> <S 04> [inaudible Japanese] (rep)		
	<u>Answering</u> <S 02> [inaudible Japanese]Paul?(b)		
	<u>Answering</u> <S 04> [points to picture] <i>kore (this)</i> (rep)		
	<u>Answering</u> <S 02> Orange (rep)	<u>Follow-up</u> <S 01> Orange...yes (acc)	

#### 4.2 Difficulty of criteria fit

The discourse included a small number of areas that were difficult to categorize. It would be difficult to cover all of these in this analysis, so some of the more prominent areas have been selected as examples.

**i) Students speaking out of turn**

It was difficult to classify instances of students speaking out of turn. An example of this is exchange 20 (Table 5). Here the student interrupts a focusing move with the utterance “Florida in America?”. As the teacher has already mentioned Florida in the focusing move, the students intention may be a *reply* and thereby making the teacher move an *evaluate* follow-up. However, a slight rising in the student’s intonation, however, suggests the student is seeking a *response* suggesting it is an *elicitation* in a new exchange.

Table 5

<p><u>Focusing move</u> &lt;S 01&gt; We'll start with some listening er, some listening practice talking about Florida~ (ms)</p>			19
<p><u>Opening move</u> &lt;S 02&gt; Florida in America/ (el)</p>	<p><u>Answering</u> &lt;S 01&gt; Yeah, Florida in America (acc)</p>		20
<p><u>Focusing move</u> &lt;S 01&gt;...and then the speaking presentation...about er Osaka...and then we'll finish with review game(ms)...OK? (ch)</p>	<p>&lt;S 03&gt; Game (ack) &lt;S 02&gt; Yay! (ack)</p>		21

Interestingly, the teacher then appears to return to the focusing move effectively embedding the student’s apparent eliciting exchange. While Coulthard (1985) argues that exchanges cannot permit embedding, there is evidence for this occurring in discourse outside the classroom (Levinson, 1983: 304-305). The following is an example of such embedding given by Merritt (1975: 333):

A: May I have a bottle of miltch (Q.1)

B: Are you 21 (Q.1)

A: No (A.1)

A: No (A.2)

**ii) Students speaking at the same time**

Other problems encountered were incidences where students made utterances while the teacher was talking. In other words, students producing utterances during rather than following the teacher’s turn. Carter and McCarthy (1997: 12) call this “back-channel” and described it as short verbal responses (sometimes not full words) reacting to speaker but not wishing to take over turn. They continue to also state that “sometimes it’s difficult to distinguish between back-channels and full speaking turns”.

There is an example of this in exchanges 9 and 10 (Table 6). These are both focusing exchanges and, by Sinclair and Coulthard’s definition (1992: 8), cannot include answering or follow-up moves. Accordingly, a move status was not assigned. However, the act *acknowledge* was assigned as the utterance seemed to meet Sinclair and Coulthard’s definition (1992: 20) of the initiation “being understood”. Here, Coulthard (1985: 143) acknowledges problems with the BM model in addressing such “discontinuity” in discourse. This problem also raises the question of to what extent all language occurring in the classroom is considered part of the discourse.

Table 6

<p><u>Focusing move</u></p> <p>&lt;S 01&gt; Today erm is the last lesson...and we’re going to...do some review(ms)...ok? (ch)</p>	<p>&lt;S 02&gt;  Review  (ack)</p>		9
<p><u>Focusing move</u></p> <p>&lt;S 01&gt; We’re going to start with er a short speaking test (ms)</p>	<p>&lt;S 02&gt;  review</p> <p>[inaudible]  (ack)</p> <p>&lt;S 03&gt; Whoa (ack)</p> <p>&lt;S 02&gt; Yay! (ack)</p>		10

**iii) Tag word “OK” in direct exchanges**

The word “OK?” exchange 35 (Table 7) was difficult to classify. This appears to be a directing exchanging making the act *direct* the head of the opening move. As opposed to “OK?” forming a new check exchange, looking at the previous utterance it seems to be continuing as part of the post head as a *clue* in the directing exchange. The following student acts of *react* and *acknowledge* appear to reinforce this. Moreover, Coulthard (1992: 19) defines a *check* as “a ‘real’ question...(to which) the teacher doesn’t know the answer...(and to) ascertain whether there are any problems preventing the successful

progress of the lesson”, and this does not appear to be the case in this context.

Table 7

<p><u>Opening move</u></p> <p>&lt;S 01&gt; I want you to listen to the recording...don't, don't look, cover [indicates covering of back sheet] and...I want you to try and remember...what kind of things you can see or do...in Florida(d). They talk about seven or eight different things, OK? (c)...you can make notes if you want [pause 3] OK? (c)</p>	<p><u>Answering</u></p> <p>&lt;S 02&gt; &lt;S 03&gt; &lt;S 04&gt; [nodding understanding] (rea)</p> <p>&lt;S 02&gt; OK! (ack)</p>		<p>35</p>
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**iv) Student *replies* and *informs***

The two similar student utterances of “Finish” (exchange 28) and “That’s all” (exchange 29) proved difficult to categorize (Table 8). “Finish” appears to be giving the teacher information after a direct exchange. Specifically, it appears to meet the criteria of *informative* (Coulthard, 1992: 19). Additionally, it is followed by a teacher follow-up move which matches the “IF” criteria for a “pupil inform” exchange (ibid, 1992: 28). Although the student utterance “That’s all” appears to be functionally very similar, looking at the previous utterances, it seems to be indicating that the student wishes to finish the answering moves in the bound eliciting exchange. This would seem to make it part of the same bound eliciting exchange as a *reply* act. Specifically, it seems to meet the criteria of a “linguistic response” that is “appropriate to the elicitation” (ibid, 1992: 20).

Table 8

<u>Opening move</u> <S 01> Three minutes together...brainstorming (d)	<u>Answering</u> <S 02><S 03><S 04> [students nod understanding] (ack) [brainstorming as a separate group with teacher silently observing] (rea)		
<u>Opening move</u> <S 02> Finish (i)		<u>Follow-up</u> <S 01> OK [pause 3] (acc)	
<u>Opening move</u> <S 01> What did you get? (e) Any ideas? (c)	<u>Answering</u> <S 02>   Florida   ...Florida...has [inaudible] (rep)	<u>Follow-up</u> <S 01> Maybe (acc)	29
	<u>Answering</u> <S 02> Maybe (rep)	<u>Follow-up</u> <S 01> OK (acc) [pause 3]	
<u>Opening move</u> <S 01> Anything else/ (c) [pause 6]	<u>Answering</u> <S 03> In America (rep) [pause 3]	<u>Follow-up</u> <S 01> Good. In America. (e)	
	<u>Answering</u> <S 03> That's all [laughter] (rep)	<u>Follow-up</u> <S 01> That's it? (acc)	

### 4.3 Usefulness of model for understanding classroom communication

Reflecting on the analysis of this discourse, it is clear that the BM model provides some useful insights to understanding classroom communication. These are outlined below.

#### i) Teacher control of classroom discourse

This analysis shows the teacher is exerting a high degree of control over the discourse in order to achieve lesson objectives. The teacher does this by taking an overwhelmingly large number of initiating moves. Specifically, out of the 36 exchanges in this analysis, 33 are initiated by the teacher.

In order to control the transition between different stages of the lesson, the teacher initiates using boundary exchanges. These are realized by the number of

*marker* and *metastatement* acts initiated by the teacher in the discourse. An example of this is in exchanges 33-34 (Table 9).

Table 9

<u>Opening move</u>	<u>Answering</u>	<u>Follow-up</u>	
<S 01>What do we call this [points to the space shuttle in the same picture] [pause 3] (cl)	<S 02> Space shuttle (rep)	<S 01> Yeah yeah yeah\ (e)	
<u>Framing move</u> <S 01>OK^ (m)			33
<u>Focusing move</u> <S 01> We're going to listen to...a short er...piece, recording about Florida (ms)			34

The teacher further controls the separate stages of the lesson by initiating teaching exchanges. These are realized by a large number of *directive*, *clue*, *informative*, and *elicitation* acts in the discourse. An example of this is in exchange 26 (Table 10).

Table 10

<u>Opening move</u>	<u>Answering</u>		
<S 01> [stops writing on blackboard] Do you know anything about Florida (el)	<S 02> I don't know (rep)		26

By exerting control over the discourse, the teacher is not only able to have students practice the language forms and check the state of their knowledge (McCarthy, 1991: 18), but also, and importantly, evaluate students according to their objectives.

## ii) Student contributions

In accordance with the control exerted by the teacher above, the student speaking rights in the lesson are quite limited. Out of the 60 student moves in this analysis, 57 of them were answering moves in response to a teacher initiation. The majority of these moves were realized by the acts *reply*, *react* or *acknowledge*. An example of this is in

exchange 26 (Table 10). Furthermore, although the number of moves taken by the teacher and students was about the same, the length of each student move was significantly less, indicating the teacher was speaking more than the three students combined.

### iii) Pedagogical aspects of classroom discourse

This analysis shows that a large part of this classroom discourse is pedagogical in nature and does not reflect “real-life” discourse outside the classroom. Specifically, a large number of the teacher *elicitation* acts were realized by questions the teacher already seemed to know the answer to. Also, all 14 of the follow-up moves in the analysis were performed by the teacher. Of these 14 follow-up moves, 6 were *evaluate* acts that appeared to be giving the student feedback on the “quality” of their response. An example of this is in exchange 32 where the teacher points to a picture of a space shuttle and asks what it is (Table 11). Here, the teacher obviously knows the word and appears to be evaluating the student’s knowledge. Such patterns appear to be purely pedagogical in nature, and are a characteristic of classroom discourse (McCarthy, 1991: 19).

Table 11

<u>Opening move</u>	<u>Answering</u>	<u>Follow-up</u>	
<S 01> What do we call this [points to the space shuttle in the same picture] [pause 3] (c)	<S 02> Space shuttle (rep)	<S 01> Yeah yeah yeah\ (e)	32

The example in Table 11 also shows a pattern of teacher-pupil-teacher (TPT) moves being used to achieve the pedagogical objective above. This pattern also occurred in a number of other areas of the discourse analyzed. Specifically, out of 20 teaching exchanges in the analysis, 7 of them included such TPT moves.

Being able to differentiate between the pedagogical and “real-life” aspects of classroom discourse is important for both teachers and students alike. This is because one of the main objectives of the language teaching classroom is to prepare students for “real-life” discourse. Accordingly, it is important to be able to differentiate between discourse types so that at least parts of the lesson can give student “real-life” discourse practice. McCarthy (1991: 18) supports this point:

“But in evaluating the spoken output of language classrooms we shall at least want to decide whether there is a proper equilibrium or an imbalance between ‘real’ communication and ‘teacher talk’”

Additionally, if the BM model can also be applied to discourse analysis outside classroom, it could be useful tool in communicative language teaching (ibid, 1991: 19). Specifically, it could be used as a classroom tool for students to analyze and understand the structure of interactions in more controlled “real-life” situations, for example, visiting a doctor, asking directions. It could be a very useful tool in teacher training. Specifically, as a tool to enable teachers to analyze their own output during lessons with a view to reducing teacher talk time, balancing student contributions or addressing classroom management problems.

## **5. Conclusion**

In this paper the spoken discourse of a class containing a small-group of Japanese EFL students was recorded, transcribed and then analyzed using Sinclair and Coulthard’s (1975) BM model. Looking at the results and discussion of the analysis the following conclusions can be made. Although most classroom discourse could be successfully applied to the model, there were some areas of difficulty, in particular, where the students were speaking out of turn, at the same time, or interrupting with seemingly unrelated language. Also, this analysis shows the BM model is a useful tool for understanding classroom language. Specifically, it demonstrates how classroom discourse is highly teacher-controlled with teachers and students following predetermined roles. Finally, the BM model also helps teachers and students differentiate between pedagogical and “real-life” discourse.

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## Appendix 1: Summary of speech act types

Sinclair and Coulthard's (1992) Speech act categories:

No.	Label	Sym.	Formal features and functional definition.
1	marker	m	Realized by a closed class of items – ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’, ‘alright’. When a marker is acting as the head of a framing move, it has a falling intonation, [1] or [1+], as well as a silent stress. Its function is to mark boundaries in the discourse.
2	starter	s	Realized by a statement, question or command. Its function is to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely.
3	elicitation	el	Realized by a question. Its function is to request a linguistic response.
4	check	ch	Realized by a closed class of polar questions concerned with being ‘finished’ or ‘ready’, having ‘problems’ or ‘difficulties’, being able to ‘see’ or ‘hear’. They are ‘real’ questions, in that for once the teacher doesn’t know the answer. If he does know the answer to, for example, ‘have you finished’, it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
5	directive	d	Realized by a command. Its function is to request a non-linguistic response.
6	informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention or understanding.
7	prompt	p	Realized by a closed class of items – ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, ‘have a guess’. Its function therefore is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.

8	clue	cl	Realized by a statement, question, command or moodless item. It is subordinate to the head of the initiation and functions by providing additional information, which helps the pupil to answer the elicitation or comply with the directive.
9	cue	cu	Realised by a closed class of which we so far have only three exponents, 'hands up', 'don't call out', 'is John the only one'. Its sole function is to evoke an (appropriate) bid.
10	bid	b	Realized by a closed class of verbal and non-verbal items – 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.
11	nomination	n	Realized by a closed class consisting of the names of all the pupils, 'you' with contrastive stress, 'anybody', 'yes' and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
12	acknowledge	ack	Realized by 'yes', 'OK', 'cor', 'mm', 'wow', and certain nonverbal gestures and expressions. Its function is to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
13	reply	rep	Realized by a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response, which is appropriate to the elicitation.
14	react	rea	Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.
15	comment	com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page, it is difficult to

			distinguish from an informative because the outsider's ideas of relevance are not always the same. However teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.
16	accept	acc	Realized by a closed class of items – 'yes', 'no', 'good', 'fine', and repetition of pupil's reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
17	evaluate	e	Realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition of the pupil's reply with either high-fall(positive), or a rise of any kind(negative evaluation).
18	salient stress	^	Realized by a pause of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.
19	metastatement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
20	conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so' or 'then'. In a way it is the converse of a metastatement. Its function is again to help pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
21	loop	l	Realized by a closed class of items – 'pardon', 'you what', 'eh', 'again', with rising intonation and a few

			questions like 'did you say', 'do you mean'. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.
22	aside	z	Realized by statement, question, command, moodless, usually marked by lowering the tone of voice, and not really addressed to the class. As we noted above, this category covers items that we have difficulty dealing with. It is really instances of the teacher talking to himself: 'It's freezing in here', 'Where did I put my chalk?'

## Appendix 2: Transcription of discourse

Table layout adopted from Atkins (2001: 18-24)

Classroom Analysis			
Initiation	Response	Feedback	Ex.
<u>Framing move</u> <S 01> OK^ (m)			1
<u>Focusing move</u> <S 01> Shall we start [pause 4] (ms)			2
<u>Opening move</u> <S 01> Good evening (el)	<u>Answering</u> <S 02> <S 03> <S 04> Good evening (rep)		3
<u>Opening move</u> <S 01> How are you, how are you today (el)	<u>Answering</u> <S 03> So so (rep) <S 02> Not bad [laughter] (rep) <S 01>Not bad (rep) <S 03> [inaudible] fine [inaudible] [laughter] (rep)		4
<u>Opening move</u> <S 01> Did you have~ (el)	<u>Answering</u> <S 02> Pretty good (rep) <S 03> Pretty good (rep) <S 01> Pretty good...(rep)		5
<u>Opening move</u> <S 01> Did you have a good, good week (el)	<u>Answering</u> <S 01>  Excellent  (rep) <S 03> Erm, so so (rep)	<u>Follow-up</u> <S 01> Yeah/(acc)	6
<u>Opening move</u> <S 01> What did you do this week (el)	<u>Answering</u> <S 03> [inaudible] I don't remember [laughter] (rep)		7
<u>Opening move</u> <S 01> How about you Rika? (el<n>)	<u>Answering</u> <S 02> Erm, [pause 3] not bad <i>de nanimo nai</i> {didn't do anything} (rep)	<u>Follow-up</u> <S 01> Nothing special/ (acc)	

<u>Framing move</u> <S 01>[pause 3] erm so^ (m)			8
<u>Focusing move</u> <S 01>Today erm is the last lesson...and we're going to...do some review ...ok? (ms)	<S 02> Review (ack)		9
<u>Focusing move</u> <S 01> We're going to start with er a short speaking test (ms)	<S 02>  review [inaudible]  (ack) <S 03> Whoa (ack) <S 02> Yay! (ack)		10
<u>Opening move</u> <S 01> Remember you prepared your speaking test...for homework...yeah? (ch)	<u>Answering</u> <S 02> [inaudible] homework/ (rep)		11
<u>Opening move</u> <S 01> Yeah...er...the test was about, about a trip...that you had (i)	<u>Answering</u> <S 02>I [pause 5] [inaudible] don't remember [pause 6] homework <i>attakke</i> {there was homework} (rep)		12
<u>Opening move</u> <S 01> Argh! I see I didn't give it to you [laughter] (i)	<u>Answering</u> <S 02> Yane (yeah, that's right) (ack)		13
<u>Opening move</u> <S 01> It's OK [laughter] (i)	<u>Answering</u> <S 02> <i>Bikkurishita</i> {you had me scared there} (ack)		14

<u>Framing move</u> <S 01> We'll erm^(m)			15
<u>Focusing move</u> <S 01> We'll start by taking about, we'll have some listening practice...talking about erm Florida...this is what we're going to do today [writes on blackboard] [pause 9] (ms)			16
<u>Opening move</u> <S 02> I have a pen[laughter] (i)		<u>Follow-up</u> <S 01> Good! [laughter][pause 5][continues to write on whiteboard] (e)	17
<u>Framing move</u> <S 01> OK^(m)			18
<u>Focusing move</u> <S 01> We'll start with some listening er, some listening practice talking about Florida~ (ms)			19
<u>Opening move</u> <S 02> Florida in America/ (el)	<u>Answering</u> <S 01> Yeah, Florida in America (acc)		20
<u>Focusing move</u> <S 01>...and then the speaking presentation...about er Osaka...and then we'll finish with review	<S 03> Game (ack) <S 02> Yay! (ack)		21

game...OK/ (ms)			
<u>Opening move</u> <S 01> Er and also I bought er...(i)	<u>Answering</u> <S 02> ~ <i>mushi shita</i> {you ignored me} (z)		22
<u>Opening move</u> <S 01> Some choco, chocolate...Herseys Kisses (i)	<u>Answering</u> <S 02><S 03><S 04>  Yay! (ack)		23
<u>Opening move</u> <S 01> [laughter] for er the game...OK [pause 5] (i)	<u>Answering</u> <S 02> [laughter] OK (ack) <S 03> OK (ack)		24
<u>Framing move</u> <S 01> Anyway^ (m) [starts writing on blackboard]	<S 03>[inaudible] Florida <i>omoshiroi</i> {interesting} (z) <S 02> [inaudible] I don't know (z)		25
<u>Opening move</u> <S 01> [stops writing on blackboard] Do you know anything about Florida (el)	<u>Answering</u> <S 02> I don't know (rep)		26
	<u>Answering</u> <S 04> No (rep)		
	<u>Answering</u> <S 03> There is a Disney Land [pause 3] (rep)	<u>Follow-up</u> <S 01> Maybe (acc)	
	<u>Answering</u> <S 03> <i>Usō</i> {no, it's there} [pause 4] <i>zettai atta</i> {it's definitely there} Florida		

	[pause 3] (i)		
<u>Opening move</u> <S 01> Anything else/ (cl) [pause 4]			
<u>Framing move</u> < S 01>OK^ (m)			27
<u>Opening move</u> <S 01> In your er..., in your group (d) [pause 3]	<u>Answering</u> <S 04> Group [laughter as a number of students absent today] (ack)		28
<u>Opening move</u> <S 01> Group of three [laughter]...I want you to brainstorm...for anything...you know about Florida...make a, make a list... (d)	<u>Answering</u> <S 03> nothing nothing nothing [laughter] (rep)		
<u>Opening move</u> <S 01> Three minutes together...brainstorming (d)	<u>Answering</u> <S 02><S 03><S 04>[students nod understanding] (ack) [brainstorming as a separate group with teacher silently observing] (rea)		
<u>Opening move</u> <S 02> Finish (i)		<u>Follow-up</u> <S 01> OK [pause 3] (acc)	
<u>Opening move</u> <S 01> What did you get (el) Any ideas/ (cl)	<u>Answering</u> <S 02>   Florida   ...Florida...has [inaudible] (rep)	<u>Follow-up</u> <S 01> Maybe (acc)	29
	<u>Answering</u> <S 02> Maybe (rep)	<u>Follow-up</u> <S 01> OK (acc) [pause 3]	

<u>Opening move</u> <S 01> Anything else? (cl) [pause 6]	<u>Answering</u> <S 03> In America (rep) [pause 3]	<u>Follow-up</u> <S 01> Good\ In America. (e)	
	<u>Answering</u> <S 03> That's all [laughter] (rep)	<u>Follow-up</u> <S 01> That's it/ (acc)	
<u>Framing move</u> <S 01> [clears throat] OK^ (m) [hands out pictures of Florida to students]			30
<u>Opening move</u> <S 01> Oh...don't, don't look at the back OK? Just look at the front first (d) [pause 5]	<u>Answering</u> <S 02> <S 03> <S 04>[students nod] (ack)		31
<u>Opening move</u> <S 01>Looking at the picture...of Florida (s)...what kind of things...can you do in Florida (el) [pause 4] Maybe [pause 5] (cl)	<u>Answering</u> <S 03> I'm going to go Disneyland...(rep)	<u>Follow-up</u> <S 01> Disneyland. Yeah\ [pause 3] (e)	32
	<u>Answering</u> <S 02> Crocodile (rep) [pause 3]	<u>Follow-up</u> <S 01> Yeah\ Crocodile. Good [laughter] Yeah (e)	
<u>Opening move</u> <S 01>...anymore (cl) ...Ayaka/ (n) [pause 7 sec]	<u>Answering</u> <S 04> [inaudible Japanese] (rep)		
	<u>Answering</u> <S 02> [inaudible]		

	Japanese]Paul /(b)		
	<u>Answering</u> <S 04> [points to picture] <i>kore</i> {this} (rep)		
	<u>Answering</u> <S 02> Orange (rep)	<u>Follow-up</u> <S 01> Orange...yes (acc)	
<u>Opening move</u> <S 01> What about this one [points to part of picture] (cl)	<u>Answering</u> <S 03> Space~ (rep)		
	<u>Answering</u> <S 04> Ken, Ken~ (rep)		
	<u>Answering</u> <S 02> Kennedy, Kennedy Space Center (rep)	<u>Follow-up</u> <S 01> Yeah yeah\ (e)	
<u>Opening move</u> <S 01>What do we call this [points to the space shuttle in the same picture] [pause 3] (cl)	<u>Answering</u> <S 02> Space shuttle (rep)	<u>Follow-up</u> <S 01> Yeah yeah yeah\ (e)	
<u>Framing move</u> <S 01>OK^ (m)			33
<u>Focusing move</u> <S 01> We're going to listen to...a short er...piece, recording about Florida (ms)			34
<u>Opening move</u>	<u>Answering</u>		35

<p>&lt;S 01&gt;I want you to listen to the recording...don't, don't look, cover [indicates covering of back sheet] and...I want you to try and remember...what kind of things you can see or do...in Florida(d). They talk about seven or eight different things...OK/ (cl)...you can make notes if you want...OK/ (cl) [pause 3]</p>	<p>&lt;S 02&gt; &lt;S 03&gt; &lt;S 04&gt;  [nodding understanding]  (rea)  &lt;S 02&gt; OK(ack)</p>		
<p><u>Framing move</u>  &lt;S 01&gt; OK ^ (m)  [presses play on CD player]</p>			36