

*Centre for English Language Studies*

Postgraduate programmes, Open Distance Learning

***ESSAY COVER SHEET***

|                     |  |
|---------------------|--|
| Student ID number   | 977278   |
| Module Number       | 4  |
| Title of Programme: | MA TEFL/TESL   |
| Title of Module:    | 'Classroom and Spoken Discourse' and 'Written Discourse' |
| Assessment Task No. | SD/08/03   |
| Submission          | First submission   |
| Date Submitted      | July 31 <sup>st</sup> 2009                               |
| Name of tutor       | Jan Visscher   |
| Word Count          | 3818   |

## **Table of contents:**

|       |  |        |
|-------|--|--------|
|       | Table of contents  | pg. 1  |
|       | Question SD/08/03  | pg. 2  |
| 1.0   | Part One:  |        |
|       | Introduction   | pg. 3  |
| 1.1   | Analysis background  | pg. 3  |
| 2.0   | Analysis   | pg. 5  |
| 2.1   | Data Source  | pg. 5  |
| 2.2   | Ranks  | pg. 6  |
| 2.2.1 | Acts   | pg. 6  |
| 2.2.2 | Moves  | pg. 8  |
| 2.2.3 | Exchanges  | pg. 9  |
| 2.2.4 | Transactions   | pg. 10 |
| 2.2.5 | Interactions   | pg. 11 |
| 3.0   | Part Two:  |        |
|       | Commentary   | pg. 12 |
| 3.1   | Difficulties encountered                                     | pg. 12 |
| 3.2   | The relationship between<br>parent-child and teacher-student | pg. 13 |
| 3.3   | Further investigations                                       | pg. 14 |
| 4.0   | Conclusion   | pg. 15 |
|       | References   | pg. 17 |
|       | Appendix 1   | pg. 19 |
|       | Appendix 2   | pg. 27 |
|       | Appendix 3   | pg. 37 |
|       | Appendix 4   | pg. 38 |
|       | Appendix 5   | pg. 38 |
|       |  | pg. 1  |

SD/08/03

Record part of a conversation in English that takes place in one of the following situations (or similar), as outlined by Francis and Hunston (Francis, G. and Hunston, S., 'Analysing everyday conversation' in Coulthard, 1992:123-161.):

casual conversations between friends and family members

child-adult talk

commercial transactions

professional interviews

radio phone-ins

Transcribe part of your recording, choosing a part in which there are fairly frequent alterations of speaker.

Make an analysis of the transcribed data, using the categories proposed by Francis and Hunston (ibid. p. 125 and ff.). Present your analysis as Part 1 of your assignment.

Comment on how easy it was to fit your data to the categories and the usefulness of this kind of analysis for understanding the kind of communication you have analysed. Present your commentary as Part 2 of your assignment.

(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 analysing your transcript, the total word count for the commentary need not exceed 2,500 words.

Your transcription must be included as an appendix.)

## **Part One:**

### **1.0 Introduction**

This paper applies the Francis and Hunston (in Coulthard, 1992:123-161) framework to analyse a casual conversation between a child and her grandparents. Appendix 1 is a transcription of that conversation and Part One of this assignment is an analysis of this conversation followed by Part Two which comments on the usefulness and accessibility of the framework provided by Francis and Hunston. From a pedagogical perspective, the aim is to apply the model to this everyday conversation in order for any relevant discoveries to be used later in a classroom setting.

### **1.1 Analysis background**

Discourse analysis is a relatively new discipline, even though as early as the 1920`s Palmer (Palmer and Blandford, 1924) maintained that the study of language should focus on oral interaction. This proved to be difficult because spoken language was considered too disorganised, ungrammatical and formless to be analysed systematically, however facilitated by advances in computer and audio technology which allow for extensive storage, analysis and recording of spoken language, this has become feasible.

From a discourse perspective, observations of speech and language can be drawn and these spoken discourse analyses are enabling us to see more clearly the distinctiveness of spoken grammar (Carter and McCarthy, 1997).

Derived from the 1961 Halliday hierarchical rank scale ‘categories of the theory of grammar’ (Brazil 1995:29), Sinclair *et al.* “...proposed a new level, discourse, with its own rank scale, to cope with the structure of classroom interaction...” (Coulthard 1985:122) Sinclair and Coulthard (1975) therefore designed a model for analysing classroom discourse specifying that “discourse needed to be recognized as a distinct category of analysis from grammar (syntax at sentence level) and phonology (sound and intonation systems)” (Burns in Burns and Coffin 2001:129) which provides the theoretical background for the Francis and Hunston model.

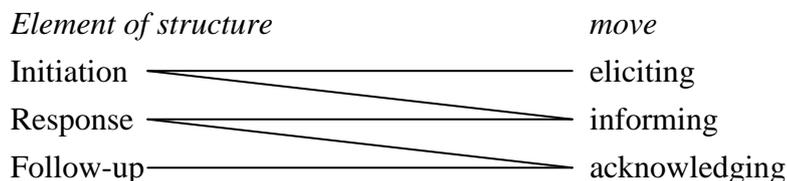
Patterns of discourse were identified from the smallest unit; act, to move, to exchange, to transaction, to the largest; lesson. These five units characterize traditional teacher-pupil interaction within the teacher-fronted classroom.

The Initiation-Response-Follow-up (**IRF**) structure is a common pattern of moves. These moves are simplified as:-

- framing* – an organizational exchange to mark boundaries in conversation. E.g. Appendix 2 Line 159 “Right ‘Tasha,”
- opening* – an organizational exchange to essentially initiate conversation or impose a structure to do so. E.g. Appendix 2 Line 1 “Nan?”
- answering* – an organizational exchange demonstrating the willingness to participate in conversation. E.g. Appendix 2 Line 2 “Hello!”
- eliciting* – a conversational exchange to elicit, clarify or repeat information depending upon the act. E.g. Appendix 2 Line 26 “What else are we having?”
- informing* – a conversational exchange to offer an answer or information related to the elicit. E.g. Appendix 2 Line 27 “We’re having jelly again”
- acknowledging* – is a conversational exchange that provides follow-up depending on which act realizes the head. E.g. Appendix 2 Line 28 “Finished!”
- directing* – a conversational exchange that requests immediate or future action. E.g. Appendix 2 Line 39 “Hide quick!”
- behaving* – a conversational exchange that supplies an action either in accordance or defiance of the proceeding directive. E.g. Appendix 2 Line 32 “(stands up and hops on one leg)”

Coulthard and Montgomery (1981) recognized that an Initiation (**I**) and Response can be realized by an informing move and Response (**R**) and Follow-up (**F**) can be recognized by both an informing and an acknowledging move.

The structure we will be following in this analysis uses the updated Coulthard and Montgomery (1981) version in cohesion with the Francis and Hunston model:



There are also changes to the initial Sinclair and Coulthard format of the original opening, answering and follow-up moves proposed and, as moves combine to form exchanges, an exchange can to be much longer than those original three (Francis and Hunston in Coulthard 1992:124). An additional element of structure – **R/I** (Response/Initiation)- was therefore added to account for the various possible

exchanges and “typical exchanges can range from, for example, the **IR** structure to **IR/I R F F**” (Francis and Hunston in Coulthard 1992:124) and are expressed as **I (R/I) R (Fn)** (Coulthard and Montgomery 1981:112). In this definition only **I** and **R** are necessary to complete the exchange. **R/I** are optional to allow for two moves in one exchange and **F** is also optional and can occur multiple times, therefore represented as **Fn**.

**IRF** is identified as comprising the elements of discourse structure in Sinclair and Coulthard (1975), where each of these ‘exchanges’ relates to a ‘move’, but “this one-to-one correspondence between move and element of exchange structure is abandoned” (Francis and Huston in Coulthard 1985:124) in the reformulated version of the model in Coulthard and Montgomery (1981) which Francis and Huston base their research upon.

## **2.0 Analysis**

### **2.1 Data Source**

The data source used for analysis was a casual conversation between a four year old child and her grandparents, set in the grandparents’ home. The conversation was recorded on a Philips Voice Tracer Dictaphone using a 60 minute dictation tape.

The adults were aware the session was being recorded and the purpose of the recording and were consulted again later, along with the parents of the child to obtain their consent to use the data in this manner.

The transcript (Appendix 1) contains 1156 words with 583 words being spoken by the child Natasha, referred to as Nt in the analysis, 393 spoken by the grandmother Nana, Na in the analysis and 170 words spoken by the grandfather Papa, referred to as Pa in the analysis. In addition the transcript contains 141 words of behavioural nature for example Appendix 2 Line 13 “(lifting the tea pot and pretending to pour tea into cups)” which are a critical element of the discourse, are not superfluous and help support/explain the spoken word (Ochs in Jaworski and Coupland 2006:172).

## 2.2 Ranks

### 2.2.1 Acts

“Acts are the units at the lowest rank of the discourse level of language patterning, and are realized at the level of grammar and lexis” (Francis and Huston in Coulthard 1985:128). There are 32 act types of which my analysis uses 23. See Appendix 3 for the summary of data analysis which lays out these act terms and clearly displays how many occurred in the child-adult conversation analysed. The number of acts totaled 177 and was dominated by speaker Nt who contributed 88 of those, i.e. more than double the total by the other two speakers (see *Figure 1* overleaf).

The most frequent act was *informative* with 50 occurrences (Nt: 32, Na: 10, Pa: 7, and 1 joint Nt and Na). With 64% of the *informative* utterances being made by Nt it would suggest that Nt was the more passive of the contributors. In terms of meta-discourse, the grandparents are still ‘holding the reins’ in the sense that they encourage Natasha to take the conversation where she will and support, participate and play along with her for example Appendix 2 Line 17 “We need milk to cool it down” which continues Nt’s imaginative play and encourages her to take the next step within that play. There may be a parallel to teaching here, especially in situations where the teacher is pushing and encouraging the learner’s output, and playing the role of facilitator, investigator and linguistic supporter. Nt’s grandparents are clearly facilitating and even instigating or encouraging Nt’s imaginative play, which for children, naturally involves a lot of creative language use, experimentation, rehearsal, repetition etc.

Over 90% of the *inquiries* were made by the grandparents (Na and Pa), suggesting it was they who dominated the conversation. However, 7 of the 13 *directives* for example Appendix 2 Line 7 “You sit there. Papa, you sit there.” and 3 of the 5 *summons* Appendix 2 Line 4 “Come here” were made by Nt making her the more aggressive contributor.

Figure 1

Source of ACTS within the conversation:-

| <u>Act</u>        | <u>Source</u> |           |           |           |          |
|-------------------|---------------|-----------|-----------|-----------|----------|
|                   | Total         | Nt        | Na        | Pa        | Nt/Na    |
| framer            | 1             |           | 1         |           |          |
| meta- statement   | 6             | 3         | 2         | 1         |          |
| conclusion        | 4             | 3         | 1         |           |          |
| summons           | 5             | 3         | 2         |           |          |
| reply-summons     | 3             | 1         | 1         | 1         |          |
| inquire           | 23            | 2         | 16        | 5         |          |
| neutral proposal  | 6             | 4         | 2         |           |          |
| marked proposal   | 18            | 5         | 6         | 7         |          |
| return            | 3             |           | 3         |           |          |
| observation       | 3             | 1         | 2         |           |          |
| informative       | 50            | 32        | 10        | 7         | 1        |
| concur            | 1             |           | 1         |           |          |
| confirm           | 2             | 2         |           |           |          |
| qualify           | 1             |           | 1         |           |          |
| reject            | 5             | 4         |           | 1         |          |
| terminate         | 2             | 2         |           |           |          |
| receive           | 1             |           |           | 1         |          |
| react             | 4             | 4         |           |           |          |
| endorse           | 1             |           | 1         |           |          |
| directive         | 13            | 7         | 4         | 2         |          |
| behave            | 18            | 11        | 5         | 2         |          |
| comment           | 4             | 3         |           |           | 1        |
| <b>Total</b>      | <b>177</b>    | <b>88</b> | <b>60</b> | <b>27</b> | <b>2</b> |
| <b>Percentage</b> |               | 50%       | 34%       | 15%       | 1%       |

## 2.2.2 Moves

Acts combine to form moves. In the Francis and Hunston model there are eight moves. In my analysis the moves number 173, of which *informing* are the most frequent (see *Figure 2*). Nt contributes 37, (62%) whilst Na contributes 15, and Pa 7 with 1 being uttered jointly (see Appendix 4, Summary of moves). This is very similar to 2.2.1 and would suggest Nt is the more passive participant in the conversation. This is re enforced in view of the fact that the *eliciting* moves of which there are 50, are predominately led by Na with 30 (60%) who is obviously really encouraging Nt to play and pushing Nt to take more control, much like an effective teacher does, by providing intellectual support which enables Nt (the learner) to make achievements that she would never accomplish alone, by using dialogue to guide and support the development of understanding. Nt provides only 8 of the 50 *eliciting* moves however, she provides 10 of the 14 *openings*, 8 of the 14 *directing*, and 11 of the 18 *behaving*. In all, Nt provided 29 of the 46 assertive moves (63%), making her very active in moving the conversation along.

*Figure 2*

### Source of MOVES within the conversation:-

| <u>Act</u>        | <u>Source</u> |           |           |           |          |
|-------------------|---------------|-----------|-----------|-----------|----------|
|                   | Total         | Nt        | Na        | Pa        | Nt/Na    |
| Framing           | 1             |           | 1         |           |          |
| Opening           | 14            | 10        | 3         | 1         |          |
| Answering         | 6             | 2         | 2         | 2         |          |
| Eliciting         | 50            | 8         | 30        | 12        |          |
| Informing         | 60            | 37        | 15        | 7         | 1        |
| Acknowledging     | 10            | 6         | 3         | 1         |          |
| Directing         | 14            | 8         | 4         | 2         |          |
| Behaving          | 18            | 11        | 5         | 2         |          |
| <b>Total</b>      | <b>173</b>    | <b>82</b> | <b>63</b> | <b>27</b> | <b>1</b> |
| <b>Percentage</b> |               | 47%       | 36%       | 16%       | 1%       |

### 2.2.3 Exchanges

Transactional structures are expressed in terms of exchanges, while exchanges are expressed in terms of moves which combine to form the exchanges. These structures tend to begin and usually end with a boundary exchange followed by informing ('stating'), directing ('commanding') or eliciting ('questioning') exchanges.

In the Francis and Huston's summary of the system of analysis (in Coulthard 1985:136-139), exchanges are divided into two parts –

#### (i) Organisational

- a) Boundary, containing the framing moves and
- b) Structuring, Greet and Summon which contain the **IR** elements of structure

#### (ii) Conversational

These exchanges have two obligatory elements of structure, **I** and **R** and use the **I (R/I) R (Fn)** structure with additional moves: *directing* in Initiation and *behaving* in the Response category. These consist of Elicit, Inform, Direct units and three Bound-Elicit exchanges Clarify, Repeat and Re-initiation. The Direct unit does not have the optional **R/I** element. See Francis and Huston (in Coulthard 1985:136-139) for examples of these exchanges.

In this model there are 73 exchanges (Appendix 5 displays the exchange data summary) and as they represent a higher rank in conversation than acts or moves, their analysis is more critical. Only one of the categories represented in the conversation analysed is *organisational*, the other 72 are *conversational*, of these 31 are either *elicit* or *clarify*, and 33 are *informing* (Figure 3 overleaf displays the sources of these exchanges). The distribution of the higher level enquiring categories of *elicit* and *clarify* becomes more relevant, 26 (84%) are provided by the Grandparents of which Na contributes 17, whereas Nt provides only 5 (16%).

This makes the grandparents, and in particular Na overwhelmingly the dominant individual in the conversation, and Nt with 16 of the 33 *informing* functions the more subservient.

Figure 3

**Source of EXCHANGES within conversation**

| <u>Exchange</u>   | <u>Source</u> |           |           |           |              |
|-------------------|---------------|-----------|-----------|-----------|--------------|
|                   | <b>Total</b>  | <b>Nt</b> | <b>Na</b> | <b>Pa</b> | <b>Nt/Na</b> |
| (summon)          | 1             | 1         |           |           |              |
| Elicit            | 30            | 5         | 16        | 9         |              |
| Inform            | 33            | 16        | 13        | 3         | 1            |
| Direct            | 8             | 4         | 4         |           |              |
| Clarify           | 1             |           | 1         |           |              |
| <b>Total</b>      | <b>73</b>     | <b>26</b> | <b>34</b> | <b>12</b> | <b>1</b>     |
| <b>Percentage</b> |               | 36%       | 47%       | 16%       | 1%           |

**2.2.4 Transactions**

Exchanges combine to form transactions and the first transaction begins with the opening move on line 1. The segment used was of approximately 12 minutes duration. There was no predetermined subject matter or agreed format for what took place.

A transaction is “basically a *topic-unit*” (Francis and Hunston 1992:140) and begins with Nt setting up a tea party. In the definitions according to Francis and Hunston (1992:140) the linguistic signal ‘framer’ or intonation contour is how a boundary transaction is defined. Using this as a guide, there is only one ‘framer’ signal within the conversation on line 159 where Na attempts to end ‘play-time’ in order to prepare for lunch time. This would lead to the conclusion that there were 2 transactions within this analysis, the first being ‘playtime’ and the second being ‘preparing for lunchtime’. However, there are several points of intonation and ‘topic-changer’ eliciting or informing exchanges (lines 30, 39, 59, 91, 99, 103 and 137).

The data is not a complete interaction, as although there is an opening move, there is no closing to define the interaction. It simply ends when the participants adjourned for lunch at which juncture the conversation ceased to be continuous.

Transactional analysis tends to lead us away from linguistics and looks more into the

social-interactions and psychology behind the spoken words. Francis and Hunston (1992:140) say they can comment little about the internal structure of a transaction and whether or not they can even be described in linguistic terms. For linguistic purposes it is thus better to look at units lower down the rank scale for analysis.

### **2.2.5 Interactions**

As the conversation analysed is part play, and the principal character within the conversation is a four-year-old child, the conversation does not follow the same pattern of conversation if all the participants were adults. In an all adult conversation, the discourse takes place within set boundaries or framework, such as an interview or in a commercial scenario where there is an agreed agenda (sometimes implied agenda). Teacher /Student conversations generally have a clearly defined dominant party (teacher) and a more passive party (student). The dominant party usually controls the direction of the conversation. Even a casual all adult conversation has a structured framework, the framework being set and reset by the participants as it progresses. However, in a casual child dominated conversation, particularly one taking place in the relaxed playtime setting of the grandparents' home it has no predetermined path or boundaries. The frameworks in which the conversation takes place are fantasy, such as creating a tea-party and in the ocean. These could however, relate to a classroom setting where we often create role-play situations in order to act out the conversations and produce some of the language that has been learnt. The difference here is that there has been no previous language taught and the situation is allowed to change and adapt as the participants like, as opposed to being given a specific target to reach or maneuver around.

The response to a question within the analysed conversation is frequently another, totally unrelated question, which unlike, for example, an evasive response of politicians, is not designed to lead the conversation away from one topic to another, but in the child's perspective is completely natural and casual. At other times the response, though positive and informative does not necessarily relate to the question or enquiry. Again it is not intended to be evasive or to indicate a lack of understanding of the matter being discussed but is offered as a genuine and sincere contribution, even though it is outside the framework of the conversation thus far. A whole new panorama of conversation is opened up and immediately followed by the other participants thus stepping out of one frame and into another equally comfortable and non-confrontational subject matter, just as the previous transaction(s) were.

## Part Two:

### **3.0 Commentary**

#### **3.1 Challenges encountered**

Compiling the transcription was extremely time-consuming. Edwards and Westgate (1994) suggest that an hour's worth of tape may require 15 hours for transcription. This 12 minute excerpt took three and a quarter hours to transcribe.

The transcription (Appendix 1) is my interpretation of the events as discussed with what actually took place with the grandparents. I have chosen a 'standard layout' (Swann, in Candlin and Mercer (eds) 2001:332) which suggests that each turn follows sequentially, yet in child speech, speaking turns do not always follow directly from the preceding one as their concentration span is very short and imagination is both broad and highly active. Sacks et al. (1974) distinguish different speech exchange systems based upon turn-taking. In my analysis there is little competition for a turn, and no overlapping turns suggesting that there were no disagreements, urgencies or annoyances and that the interactions were cooperatively negotiated. Francis and Huston's sample analysis of a telephone conversation consists primarily of short uninterrupted turns as does my data.

The framework provided by Francis and Hunston is a very powerful tool for analysing discourse however there were several difficulties that arose when allocating the data into the various categories. Initially I was so perplexed by the results the summaries revealed that I re-examined the process four times before I could actually accept the results. My expectations were that the child (as learner) would be the passive participant and the adults (as teachers) would be the more assertive participants throughout. However in this conversation, the child was very assertive and contributed a great deal. The adults tended to follow her and even asked questions as though to encourage her. Nt asserts her position by not replying to a *direct* eliciting question and responding with an alternative statement , instruction or question (see 2.2.5) as in her response to line 24 becoming an opening remark in Line 25, and also her reaction to an eliciting question in Line 37 by her replies in Lines 38 and 39 (see 2.2.4 Transactions).

Further analysis is required to fully comprehend the conversation, perhaps all of the categories do not fit our analysis due to the fact that our research is a different genre

to that of Francis and Hunston's, yet there were many instances where classification of the words were found to be extremely difficult. For instance, Line 5, Nt says "Have a chocolate" this was analysed strictly in accordance with the principles of Francis and Hunston as a *directing* move and an *informing* exchange. However if you consider it in the context of the rapport it could be considered to be a request or an invitation, which by definition would have been an *eliciting* move and exchange. Similarly, in lines 12 and 13, Nt seized the initiative by coupling a verbal response with a physical action which necessitated the coding of line 12 as an *opening* move but could also be considered an *answering* move if it were viewed as an element in conversational flow.

In these instances, and others throughout the analysis, a different interpretation of the events and responses would have resulted in a different status of Nt in the role play and seniority within the analysis. Nt would not appear to be as assertive and would appear more passive and her grandparents, Na and Pa, would conversely become more dominant and less subservient. This would then become the overall result I alluded to earlier.

### **3.2 Further research**

It is outside the scope of this assignment to consider, at any level of detail, the different ways of analysing spoken language, firstly, that of transcription as theory. Transcribed behavior can better equip researchers to evaluate particular interpretations of data, especially in speech that involves children. Phonetic transcriptions could be vitally important in early stages child-talk, become less critical with their speech development however, unintelligible speech could also benefit from being recorded phonetically. More attention to orthography and transcription form "can move the field in productive directions" (Ochs in Jaworski and Coupland 2006:178).

Computer-based analysis as Wegerif and Mercer (1997) suggest may be another advantage for researchers. Huge amounts of spoken language can be analysed and quantitative patterns of language use established through corpus-based analysis which may also provide a much demanded time-saving device.

'Real-time coding' (Willis in Coulthard 1992:182) is another suggestion of teacher development for an action research project whereby notes are recorded about exchanges as they happen and participants can therefore change the direction of the interaction as they see fit. Also looking into activities where there is no dominant

speaker within the group, basically more research needs to be conducted by teachers within the classroom to continually challenge the types of interactions that take place to make them the most effective possible.

There's also definitely a difference between the language used to talk about real events (going to the fair with daddy) and make believe events (having a tea-party and in the ocean) that both parties (Nt and Na/Pa) are aware of, and it is interesting to see how they move in and out of reality, much like teachers and students do using "Inner and Outer Language" (Willis in Coulthard 1992:162-182). Further investigation under this thematic could deepen the understanding of the conversation and that of learning which the Francis and Hunston model does not characterize.

### **3.3 The relationship between parent-child and teacher-student**

There is a huge impact on the conversation made by the fact it is between adult and child. The persistent influence of adult discourse patterns is illustrated in lines 35, 45, 47, 48 and 88 when Nt literally copies almost identically what Na says. This demonstrates a critical role of teacher (adult) – learner (child) talk in a way that these scaffold interactions can offer potential for new language development of the child. When **IRF** moves beyond recitation and display, a platform of shared knowledge can activate mental schemata to introduce new language/knowledge. However, most of the conversation analysed does not follow the teacher-based classroom interaction and uses a more open discourse structure which should have more research focused upon it to decide if these more conversational (symmetrical, contingent) forms of interaction are of central importance in the language learning enterprise.

Coding language suggests that there is little room for ambiguity, yet especially with child-adult and student-teacher talk I believe it is important to interpret what is being said, not only the style which is being used to say it. The participants move in and out of reality, and through different situations throughout the conversation analysed. For example, from the tea party (make believe) to the monster (make believe) to the mermaid (make believe)... to going to the fair with Daddy (real past event) and Nt knows what is real and what isn't. For example, she wouldn't have laughed if she thought the monster was real. Na and Pa work together to keep the make believe going for example, Pa as a monster or shark, and Na as one of the girls or one of the good guys. So although Nt seems to lead Na and Pa into different situations, it is only because Na and Pa allow Nt to do so. Philosopher Paul Grice proposed four conversational maxims that arise from the pragmatics of natural language. These

maxims are based on Grice's cooperative principle (Grice in Jaworski and Coupland 2006:68), so named because listeners and speakers must speak cooperatively and mutually accept one another to be understood in a particular way so in this conversation, if Na and Pa didn't go along with Nt's ideas, she wouldn't be able to lead. Moreover, Na and Pa don't just follow Nt's lead, but also encourage its continuation. There are genres in systematic functional analysis and Slade (1997:49) highlights four of these in casual conversation as being: narrative, anecdote, exemplum and recount. Most casual conversations show a high degree of 'story-telling' that reflects the importance of sharing experiences in everyday life of which almost half of this excerpt is.

Conducting this research has re-enforced how important it is to be a "facilitator" within the classroom, as Na is in the analysed conversation. There is some relation between Na and Pa and Nt's relationship and that of teachers and students. Teachers need to be there to provide support and to direct the child/student's attention in particular directions to maximize their learning, but to also take a step back and allow the child/learner to experiment and be allowed to be the center of his/her own learning world. Children do not learn "through" the teacher, they constantly think and learn for themselves getting energy from the fun they're having and of their own curiosity.

#### **4.0 Conclusion**

This exercise, although warned to be time consuming and was found to be tedious at times, was very beneficial both on a personal and professional level. The experience gained will enable me as an English teacher based in Japan to structure my classes better by making me aware of the type of language I use and to make sure it is appropriate to initiate the response or to gain an initiation that I require. Rather than focusing on specific language and grammar technicalities of children within the language classroom it would appear from this analysis that it is better to only facilitate and encourage the learner to take their own initiative to engage themselves to strive for better learning. We need to study alternatives about the ways in which students learn and teach in a way that is consistent with these conclusions. Benefits drawn from this analysis are that a teacher should know and respect the child/student they are teaching, treating them as an individual, knowing what they are interested in, in order to develop their need and want to learn more of the language. It is also a good idea to stay one step ahead of the child/student, to switch activities before the child/student becomes restless and loses interest, and to give the child/student confidence that we know where things are going.

I have also become more aware of the listening activities I use with my students – are they based on ‘idealised’ (Carter, 1997) spoken texts specifically designed for the language classroom, which can be very helpful for lower level students, and therefore is it what is required for the students? Or do I need to provide the students with authentic natural discourse filled with fillers, pauses and hesitations, thus preparing the students for the ‘real world’?

My view is that the Francis and Hunston format is a major step forward in analysing conversation, but it is just that, only a step. There are clear indications that not all situations and conversations could be suitably analysed in this manner and that a further stage or step is needed to cover all aspects of discourse. Learners may acquire grammar through discourse and perhaps with more detailed analysis of lessons containing rich interaction it would be worth characterizing these in new terms.

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## Appendix 1

### **Transcript:** Conversation with Natasha - Aged 4

**KEY:** Nt Natasha (Sometimes referred to as 'Tash)  
Na Nana (Grandmother)  
Pa Papa (Grandpa)  
( ) refer to physical actions

Nt Nan (shouting)

Na Hello

Nt Can you come too? Come Here

Nt Have a chocolate

Na Thank you

Nt You sit there. Papa, you sit there

Nt You can have the red cup and Papa can have the blue one

Na And what colours yours?

Nt Pink, and Honest (the dog) can have the yellow one

Pa Are we having tea?

Nt Yes, I'll do that (lifting the tea pot and pretending to pour tea into cups)

Nt That's yours Nana (pause) That's Papas, (pause) That's mine. And Oops!  
Nearly forgot Honest

Na What about milk and sugar? We need milk to cool it down, don't we?  
Let's sit at the table

Nt I'm just doing that

Pa Don't forget to stir them

Nt I'm just going to bake a cake, There.

Na Are we going to have a piece each?

Nt There - that's one each, one, two, three, four - cos mummy said we must share

Na What else are we having?

Nt We're having jelly again.

Nt Finished (giggles)

Na Have we finished tea partying? What are we going to do now?

Nt Hopping

Na Hopping? Or are we hopping into the sleeping bags?

Nt Hopping in the sleeping bags.

Na Look. They've arrived as if by magic - (as grandpa brings 2 sleeping bags into the room)

Na Right, and what about Papa?

Nt He can play with Honest

Nt Hide quick!

Na Hide ? Why ?

Nt The Monster's coming, quick.

Na I'm in my sleeping bag, are you in yours?

Nt I'm in mine

Na Are you right at the bottom of yours?

Nt I'm Right at the bottom of mine, are you at the bottom of yours?

Na Quick he's here. (They both scream and cover themselves inside the sleeping bags )

Pa (Returning into the room) Fee, Fi, Fo, Fum, Ta - I can smell Natashaa

Pa Is anyone hiding in here? - Say yes for yes and no for no.

Nt (From inside her sleeping bag) No  
(Everyone laughs)

Nt Oh Papa you're so funny.

Nt (climbing part way out of the sleeping Bag) - Look I'm like a snail

Na Oh yes, and I'm like a snail too  
(With that they both crawl around the floor dragging the bags behind them.  
and continue to laugh).

Nt Look I'm a mermaid (waiving her feet in the air, still inside the sleeping bag)

Nt I'll be Ariel, Nana you can be Ursula, cos your fat and Ursula is fat!

Na (laughing) Fine, thank you - I'm coming after you.

Nt No Nana, your my friend. Let's swim over to that big rock over here -  
(climbing onto the settee)

Pa I can hear a mermaid singing

Nt (in an angelic singing voice) I'm under the sea, and I like to be, a beautiful mermaid like my mummy too. I swim high, I swim low, cos I'm beautiful and I can sing under the sea.

Nt Quick Nana the sharks coming, lets hide (and she dives inside her sleeping bag)

Pa Grunts and snarls - (attacks the smaller sleeping bag and gets shrieks of laughter from the inside)

Nt Help , Help Nana the sharks eating me

Na Go away naughty shark - else we'll cook you for our supper.

Nt Lets cut him up and fry him

Pa No, No - making crying noises

Nt It's all right papa its only pretends, don't cry, we won't really cut you up

Na Oh yes we will  
(They both chase papa around the room whilst still inside the sleeping bags.)

Na Hurrah, we won. The girls won

Nt The girls won, the girls won, the girls won.

Pa Is that another mermaid I can hear?

Nt (singing) I'm a lovely mermaid and I live under the sea in big beautiful castle in the big beautiful sea.

Nt Do you know what Papa? My daddy took me to the fair last week and we saw Tarzan.

Pa Was he big and strong, like me? with big muscles ?

Nt Do you know? He had long hair. Long hair just like me, except he's not a girl, but he had long hair like a girl., and he kept screaming and swinging in the trees with a monkey, and he had no clothes on, just a towel.

Pa Was it good? Did you all have fun?

Nt My daddy could fight Tarzan if he frightened me, cos my daddy is bigger than Tarzan. But my daddy doesn't have long hair, he has short hair,

Pa What are we doing for lunch? Shall I get it ready whilst you play with Nana, then this afternoon we can take Honest for a walk in the park and then we can go to MacDonalds for tea. Afterwards we can take you home to mummy and daddy. ?

Nt Yeah (and disappears inside her sleeping bag.)

Na Now what shall we do? Shall we watch some television?

Nt Can I have CeeBeeBee's ? Its 6 17.

Na There you are, Its Thomas the Tank, - OK?

Nt I've been to Thomas the Tank with my mummy and daddy, and we had a ride on Thomas. We went into a tunnel, it was really scary. You would be frightened Nana, it was really dark. But I didn't cry.

Na Well you're a big girl now, and big girls don't cry do they?

Nt It went really fast and it made a lot of smoke, lots of black smoke and it went round a big pond with birds and ducks on it. There were some little baby ducks and baby sheep. I gave some milk to a baby sheep out of a big bottle. It was very greedy and kept wanting more.

Na Can you remember when we went to a farm and you fed a lamb with a bottle of milk ? There were lots of other animals there too, can you remember it?

Nt It was very cold then, and the cows smelt. But this wasn't like that. It was sunny and the sheep were in fields and there were ducks and things. But there wasn't any cows and horses and things. Just trains.

(Pause)

Nt We saw the Fat Controller, he was very funny.

Na Oh! What did he do?

Nt He just waived his arms and made us laugh. He was very funny. You should have seen him Nana.

Nt Come on Nana get on the train.

Na Where do I go?

Nt I'll be Thomas, you be my passenger, so get on my train.

(Still with their feet inside the sleeping bags they shuffle round the room making train noises)

Nt/Na Choo Choo - Choo Choo

Na Are we stopping at the station so that Annabelle (a doll) can get on?

Nt You hold Annabelle, Nana, cos I'm driving the train

Na Have you got the tickets?

Nt There you are (pretending to take some money and give out a pretend ticket)

Na/Nt Choo Choo here comes the train

Nt Anabelle has to go to nursery now.

Na Oh ! So where is the Nursery?

Nt It's in the village of course, hold tight we're going to go fast now.

Na Phew, I'm tired now when can we stop for lunch - (shouting loud) -  
Papa where's lunch?

Pa (from outside the room) Coming, 2 more minutes

Na Let's pull into a station for a rest.

Nt OK Nana you sit down now and I'll put on a DVD

Na You choose a DVD, and Papa will put it on for us.

(Pause)

Na Papa can you come in here and help us?

Pa (appearing at the door) Right. What do want?

Nt Can you put this on me please, Don't put your fingers on it else you'll  
spoil it.

Pa It's the Little Mermaid one, you've watched this already today.

Nt It's my favourite

Pa And whose your favourite mermaid then?

Nt Ariel, 'cos she's got long hair like me, and she's the best singer too.

Pa There you are, now I'll go and finish lunch. Do you want milk,  
lemonade or juice 'Tash ?

Nt Juice please, can I have the purple one?

(Papa left the room once more)

Na Right 'Tasha, shall we tidy up before Papa brings the lunch in?

Nt I'm playing Nana, you tidy up, but leave these things out.

Na Come on let's fold the sleeping bags and put the tea set things away.

Nt But Nana I said I was busy.

Na Where's the box for all this teas set?

And where's the blue plate to go with the blue cup and saucer? lets  
put them all in here.(opening the box)

There, that didn't take long did it?

Let's get your table and chair ready. Where do you want it?

Nt Nana, you're in the way, I'll sit here so I can see Ariel.

(Papa arrives with a tray of food and drinks and lays them out)

Pa There you are, now eat it all up like a big girl and then we can all go to  
the park

Nt Thank you Papa.

## Appendix 2

**Topic:** Conversation with Natasha - Aged 4 Years

**Location:** Playtime Session with Grandparents at their house

**Key:**

|           |   |                |
|-----------|---|----------------|
| <b>Nt</b> | = | Natasha        |
| <b>Na</b> | = | Nana (Grandma) |
| <b>Pa</b> | = | Papa (Grandpa) |
| <b>#</b>  | = | Pause          |

| Line of Dialogue |  | act    | e.s    | move      | e.s | exchange | exch No. |
|------------------|--|--------|--------|-----------|-----|----------|----------|
| 1.               | <b>Nt</b> (Shouting) Nan   | sum    | h      | Opening   | I   | Summon   | 1        |
| 2.               | <b>Na</b> Hello!   | re-sum | h      | Answering | R   |          |          |
| 3.               | <b>Nt</b> Can you come too?  | m.pr   | h      | Eliciting | I   |          |          |
| 4.               | Come here #  | sum    | h      | Opening   | I   | Inform   | 2        |
| 5.               | <b>Nt</b> Have a Chocolate.  | d      | h      | Directing | I   |          |          |
| 6.               | <b>Na</b> Thank you.   | con    | h      | Opening   | I   | Inform   | 3        |
| 7.               | <b>Nt</b> You sit there. Papa, you sit there.                      | d      | h      | Directing | I   |          |          |
| 8.               | <b>Nt</b> You can have the red cup and Papa can have the blue one. | com    | post-h |           |     |          |          |
| 9.               | <b>Na</b> And What colours yours?                                  | inq    | h      | Eliciting | I   | Elicit   | 4        |
| 10.              | <b>Nt</b> Pink, and Honest (the dog) can have the yellow one.      | i      | h      | Informing | R   |          |          |
| 11.              | <b>Pa</b> Are we having tea?                                       | m.pr   | h      | Eliciting | I   | Elicit   | 5        |
| 12.              | <b>Nt</b> Yes, I'll do that.                                       | ms     | h      | Opening   | I   |          |          |
| 13.              | (lifting the tea pot and pretending to pour tea into the tea cups) | be     | h      | Behaving  |     |          |          |
| 14.              | <b>Nt</b> That's yours Nana # That's Papas # That's mine.          | i      | h      | Informing | R   |          |          |
| 15.              | Oops! Nearly forgot Honest.  | com    | post-h |           |     |          |          |
| 16.              | <b>Na</b> What about milk and sugar?                               | inq    | h      | Eliciting | I   | Elicit   | 6        |

|     |   |      |        |               |    |        |    |
|-----|---|------|--------|---------------|----|--------|----|
| 17. | We need milk to cool it down,   | i    | h      | Informing     | R  |        |    |
| 18. | don't we?   | inq  | h      | Eliciting     | Ib |        |    |
| 19. | Lets sit at the table.  | d    | h      | Directing     | I  | Inform | 7  |
| 20. | <b>Nt</b> I'm just doing that.  | i    | h      | Informing     | R  |        |    |
| 21. | <b>Pa</b> Don't forget to stir them.  | d    | h      | Directing     | I  | Inform | 8  |
| 22. | <b>Nt</b> I'm just going to bake a cake.  | i    | h      | Informing     | R  | Inform | 9  |
| 23. | There   | con  | h      | Opening       | I  |        |    |
| 24. | <b>Na</b> Are we going to have a piece each?  | m.pr | h      | Eliciting     | I  | Elicit | 10 |
| 25. | <b>Nt</b> There # That's one each, one, two, three, four. Cos mummy said we must share.             | con  | h      | Opening       | I  |        |    |
| 26. | <b>Na</b> What else are we having?  | inq  | h      | Eliciting     | I  | Elicit | 11 |
| 27. | <b>Nt</b> We're having jelly again (pretends to spoon jelly onto plates).                           | i    | h      | Informing     | R  |        |    |
| 28. | <b>Nt</b> Finished (giggles)  | ter  | post-h | Acknowledging | F  | Inform | 12 |
| 29. | <b>Na</b> Have we finished tea partying?  | ret  | pre-h  | Eliciting     | I  |        |    |
| 30. | What are we going to do now?  | inq  | pre-h  | Eliciting     | I  | Elicit | 13 |
| 31. | <b>Nt</b> Hopping   | i    | h      | Informing     | R  |        |    |
| 32. | (Stands up and hops on one leg).  | be   | h      | Behaving      |    |        |    |
| 33. | <b>Na</b> Hopping?  | ret  | h      | Eliciting     | Ib | Elicit | 14 |
| 34. | Or are we hopping into the sleeping bags?   | inq  | h      | Eliciting     | I  |        |    |
| 35. | <b>Nt</b> Hopping in the sleeping bags.   | i    | h      | Informing     | R  |        |    |
| 36. | <b>Na</b> Look. They've arrived, as if by magic. (as Grandpa brings 2 sleeping bags into the room). | obs  | h      | Informing     | I  | Inform | 15 |
| 37. | <b>Na</b> Right! And what about Papa?   | inq  | h      | Eliciting     | I  | Elicit | 16 |
| 38. | <b>Nt</b> He can play with Honest. #  | con  | h      | Opening       | I  |        |    |
| 39. | <b>Nt</b> Hide quick!   | d    | h      | Directing     | I  | Direct | 17 |
| 40. | <b>Na</b> Hide?   | ret  | h      | Eliciting     | Ib |        |    |

|     |  |      |        |           |   |         |    |
|-----|--|------|--------|-----------|---|---------|----|
| 41. | Why?   | inq  | h      | Eliciting | I | Clarify | 18 |
| 42. | <b>Nt</b> The monster's coming. Quick!   | i    | h      | Informing | I |         |    |
| 43. | <b>Na</b> I'm in my sleeping bag.  | i    | h      | Informing | I | Inform  | 19 |
| 44. | Are you in yours?  | n.pr | h      | Eliciting | I | Elicit  | 20 |
| 45. | <b>Nt</b> I'm in mine.   | i    | h      | Informing | R |         |    |
| 46. | <b>Na</b> Are you right at the bottom of yours?  | m.pr | h      | Eliciting | I |         |    |
| 47. | <b>Nt</b> I'm right at the bottom of mine.   | i    | h      | Informing | R | Inform  | 21 |
| 48. | Are you at the bottom of yours?  | m.pr | h      | Eliciting | I |         |    |
| 49. | <b>Na</b> Quick, he's here!  | i    | h      | Informing | I |         |    |
| 50. | (They both scream and cover themselves inside their sleeping bags).                                | be   | h      | Behaving  |   | Inform  | 22 |
| 51. | <b>Pa</b> (Returning into the room).   | be   | h      | Behaving  |   |         |    |
| 52. | Fee,Fi,Fo,Fum,Taaa, I can smell Natashaaa.   | ms   | h      | Opening   | I |         |    |
| 53. | <b>Pa</b> Is anyone hiding in here?  | m.pr | h      | Eliciting | I | Elicit  | 22 |
| 54. | Say yes for yes and no for no.   | m.pr | h      | Eliciting | I | Inform  | 23 |
| 55. | <b>Nt</b> (From inside her sleeping bag). No!  | obs  | h      | Informing | R |         |    |
| 56. | (Everyone laughs).   | be   | h      | Behaving  |   |         |    |
| 57. | <b>Nt</b> Oh Papa you're so funny.   | com  | post-h |           |   | Inform  | 23 |
| 58. | (Climbing part way out of her sleeping bag).   | be   | pre-h  | Behaving  |   |         |    |
| 59. | Look! I'm like a snail.  | i    | h      | Informing | R | Inform  | 24 |
| 60. | <b>Na</b> Oh yes!  | conf | h      | Informing | R | Inform  | 25 |
| 61. | And I'm like a snail too.  | i    | h      | Informing | I |         |    |
| 62. | (With that they both crawl around the floor dragging the bags behind them, and continue to laugh). | be   | h      | Behaving  |   |         |    |
| 63. | <b>Nt</b> Look, I'm a mermaid.   | ms   | h      | Opening   | I | Inform  | 25 |

|     |   |      |   |               |   |        |    |
|-----|---|------|---|---------------|---|--------|----|
| 64. | (Waiving her feet in the air whilst still inside the sleeping bag).   | be   | h | Behaving      |   |        |    |
| 65. | <b>Nt</b> I'll be Ariel, Nana you can be Ursula, cos you're fat and Ursula is fat.  | i    | h | Informing     | R | Inform | 26 |
| 66. | <b>Na</b> (Laughing).   | be   | h | Behaving      |   |        |    |
| 67. | Fine! Thank you!  | conc | h | Informing     |   |        |    |
| 68. | I'm coming after you  | i    | h | Informing     | I | Inform | 27 |
| 69. | <b>Nt</b> No Nana you're my friend.   | rej  | h | Informing     | R | Inform | 28 |
| 70. | Let's swim over to that big rock over there.  | rea  | h | Directing     | F | Direct | 29 |
| 71. | (Climbing onto the settee).   | be   | h | Behaving      |   |        |    |
| 72. | <b>Pa</b> I can hear a mermaid singing.   | m.pr | h | Eliciting     | I | Elicit | 30 |
| 73. | <b>Nt</b> (In an angelic singing voice).I'm under the sea, and I like to be a beautiful mermaid like my mummy. I swim high, I swim low, cos I'm beautiful and I can sing under the sea. | rea  | h | Acknowledging | F |        |    |
| 74. | Quick Nana the sharks coming.   | i    | h | Informing     | R | Inform | 31 |
| 75. | Lets hide.  | d    | h | Directing     | I |        |    |
| 76. | (She dives inside her sleeping bag)   | be   | h | Behaving      |   |        |    |
| 77. | <b>Pa</b> Grunts and Snarls   | rec  | h | Acknowledging | F |        |    |
| 78. | (Attacks the smaller sleeping bag and gets shrieks of laughter from inside).  | be   | h | Behaving      |   |        |    |
| 79. | <b>Nt</b> Help. Help. Nana, the sharks eating me.   | d    | h | Directing     | I | Direct | 32 |
| 80. | <b>Na</b> Go away naughty shark   | d    | h | Directing     | I |        |    |
| 81. | - 'else we'll cook you for our supper.  | i    | h | Informing     | R |        |    |

|     |  |      |   |               |    |        |    |
|-----|--|------|---|---------------|----|--------|----|
| 82. | <b>Nt</b> - Lets cut him up and fry him.   | n.pr | h | Eliciting     | I  | Elicit | 33 |
| 83. | <b>Pa</b> No! No!<br>( making crying noises)   | rej  | h | Answering     | R  |        |    |
| 84. | <b>Na</b> it's all right papa it's only pretends, don't cry, we won't really cut you up.   | end  | h | Acknowledging | F  | Inform | 34 |
| 85. | <b>Na</b> Oh yes we will   | prot | h | Acknowledging |    | Inform | 35 |
| 86. | (With that they both chase Papa around the room whilst still inside their sleeping bags).  | be   | h | Behaving      |    |        |    |
| 87. | <b>Na</b> Hurrah, we won. The girls won.   | obs  | h | Informing     | R  | Inform | 36 |
| 88. | <b>Nt</b> The girls won. The girls won. The girls won.   | rea  | h | Acknowledging | F  |        |    |
| 89. | <b>Pa</b> Is that another mermaid I can hear?  | m.pr | h | Eliciting     | I  | Elicit | 37 |
| 90. | <b>Nt</b> (Singing) I'm a lovely mermaid and I live under the sea in a big beautiful castle in the big beautiful sea.  | rea  | h | Acknowledging | F  |        |    |
| 91. | <b>Nt</b> Do you know what Papa ?  | inq  | h | Eliciting     | Ib | Elicit | 38 |
| 92. | My daddy took me to the fair last week and we saw Tarzan.  | i    | h | Informing     | I  |        |    |
| 93. | <b>Pa</b> Was he big and strong like me, with big muscles?   | inq  | h | Eliciting     | I  | Elicit | 39 |
| 94. | <b>Nt</b> Do you know?   | inq  | h | Eliciting     | I  | Elicit | 40 |
| 95. | He had long hair. Long hair just like me, except he's not a girl, but he had long hair like a girl. He kept screaming and swinging in the trees with a monkey, and he had no clothes on, just a towel. | i    | h | Informing     | R  |        |    |
| 96. | <b>Pa</b> Was it good?   | inq  | h | Eliciting     | I  | Elicit | 41 |

|      |  |      |   |           |     |        |    |
|------|--|------|---|-----------|-----|--------|----|
| 97.  | Did you all have fun?  | m.pr | h | Eliciting | I   |        |    |
| 98.  | <b>Nt</b> My daddy could fight Tarzan if he frightened me, cos my daddy is bigger than Tarzan. But my daddy doesn't have long hair, he only has short hair.                                | i    | h | Informing | R   | Inform | 42 |
| 99.  | <b>Pa</b> What are we doing for lunch?   | inq  | h | Eliciting | I   | Elicit | 43 |
| 100. | Shall I get it ready whilst you play with Nana?  | m.pr | h | Eliciting | I   |        |    |
| 101. | Then this afternoon we can take Honest for a walk in the park and then we can go to MacDonalds for tea. Afterwards we can take you home to mummy and daddy.                                | i    | h | Informing | R   |        |    |
| 102. | <b>Nt</b> Yea (and disappears inside her sleeping bag).  | conf | h | Informing | R   |        |    |
| 103. | <b>Na</b> Now what shall we do?  | inq  | h | Eliciting | I   | Elicit | 44 |
| 104. | Shall we watch some television?  | n.pr | h | Eliciting | I   |        |    |
| 105. | <b>Nt</b> Can I have CBeebies? It's 614  | m.pr | h | Eliciting | I   | Elicit | 45 |
| 106. | <b>Na</b> There you are.   | i    | h | Informing | R   | Inform | 46 |
| 107. | It's Thomas the Tank. - OK?  | m.pr | h | Eliciting | R/I | Elicit | 47 |
| 108. | <b>Nt</b> I've been to Thomas the Tank with my mummy and daddy, and we had a ride on Thomas. We went into a tunnel, it was really scary. You would be frightened Nana, it was really dark. | i    | h | Informing | R   | Inform | 48 |
| 109. | But I didn't cry.  | i    | h | Informing | R   |        |    |

|      |  |      |   |           |     |        |    |
|------|--|------|---|-----------|-----|--------|----|
| 110. | <b>Na</b> Well you're a big girl now, and big girls don't cry, do they?  | m.pr | h | Eliciting | R/I |        |    |
| 111. | It went really fast and it made a lot of smoke, lots of black smoke and it went round a big pond with birds and ducks on it. I gave some milk to a baby sheep out of a big bottle. It was very greedy and kept wanting more. | i    | h | Informing | R   | Inform | 49 |
| 112. | <b>Na</b> Can you remember when we went to a farm and you fed a lamb with a bottle of milk?  | n.pr | h | Eliciting | I   | Elicit | 50 |
| 113. | There were lots of other animals there too. Can you remember it?   | n.pr | h | Eliciting | R/I |        |    |
| 114. | <b>Nt</b> It was very cold then, and the cows smelt. It wasn't like that.  | rej  | h | Informing | R   |        |    |
| 115. | It was sunny and the sheep were in fields and there were ducks and things. But there wasn't any cows and horses and things.  | i    | h | Informing | R   |        |    |
| 116. | Just trains. #<br><b>Nt</b> We saw the Fat Controller, he was very funny.  | i    | h | Informing | R   | Inform | 51 |
| 117. | <b>Na</b> Oh! What did he do?  | inq  | h | Eliciting | I   |        |    |
| 118. | <b>Nt</b> He just waived his arms and made us laugh. He was very funny.  | i    | h | Informing | R   |        |    |
| 119. | You should have seen him Nana.   | ms   | h | Opening   | I   |        |    |
| 120. | <b>Nt</b> Come on Nana, get on the train.  | sum  | h | Opening   | I   | Direct | 52 |
| 121. | <b>Na</b> Where do I go?   | inq  | h | Eliciting | I   |        |    |

|      |  |        |        |           |   |        |    |
|------|--|--------|--------|-----------|---|--------|----|
| 122. | <b>Nt</b> I'll be Thomas, and you can be a passenger, so get on my train                         | i      | h      | Informing | R |        |    |
| 123. | (Still with their feet inside the sleeping bags they shuffle round the room making train noises) | be     | h      | Behaving  |   |        |    |
| 124. | <b>Nt/Na</b> ( In unison) Choo Choo - Choo Choo  | com    | post-h |           |   |        |    |
| 125. | <b>Na</b> Are we stopping at the station so that Annabelle (a doll) can get on?                  | n.pr   | h      | Eliciting | I | Elicit | 53 |
| 126. | <b>Nt</b> You hold Annabelle Nana cos I'm driving the train.                                     | d      | h      | Directing | I |        |    |
| 127. | <b>Na</b> Have you got the tickets?  | m.pr   | h      | Eliciting | I | Elicit | 54 |
| 128. | <b>Nt</b> There you are.   | ms     | h      | Opening   | I |        |    |
| 129. | (Pretending to take some money and give out a pretend ticket).                                   | be     | h      | Behaving  |   |        |    |
| 130. | <b>Nt/Na</b> Choo Choo here comes the train  | i      | h      | Informing | R | Inform | 55 |
| 131. | <b>Nt</b> Annabelle has to go to nursery now.  | i      | h      | Informing | R | Inform | 56 |
| 132. | <b>Na</b> Oh! Where is the nursery?  | inq    | h      | Eliciting | I |        |    |
| 133. | <b>Nt</b> It's in the village of course,   | i      | h      | Informing | R |        |    |
| 134. | hold tight we're going fast now.   | d      | h      | Directing | I |        |    |
| 135. | <b>Na</b> Phew, I'm tired now,   | i      | h      | Informing | R | Inform | 57 |
| 136. | when can we stop for lunch?  | inq    | h      | Eliciting | I |        |    |
| 137. | (Shouting) Papa, where's lunch?  | ms     | h      | Opening   | I | Elicit | 58 |
| 138. | <b>Pa</b> (from outside the room) Coming, just two more minutes.                                 | i      | h      | Informing | R |        |    |
| 139. | <b>Na</b> Let's pull into a station for a rest.  | sum    | h      | Answering | R | Direct | 59 |
| 140. | <b>Nt</b> OK Nana, you sit down now  | re-sum | h      | Answering | R |        |    |

|      |  |        |       |               |     |        |    |
|------|--|--------|-------|---------------|-----|--------|----|
| 141. | and I'll put on a DVD  | i      | h     | Informing     | I   | Inform | 60 |
| 142. | <b>Na</b> You choose a DVD and Papa will put it on for us.     | qu     | h     | Informing     | I   | Inform | 61 |
| 143. | <b>Na</b> Papa can you come in here and help us.               | sum    | h     | Opening       | I   | Direct | 62 |
| 144. | <b>Pa</b> (appearing at the door) Right. What do you want?     | re-sum | h     | Answering     | R   |        |    |
| 145. | <b>Nt</b> Can you put this on please?                          | m.pr   | h     | Eliciting     | I   | Elicit | 63 |
| 146. | Don't put your fingers on it 'else you'll spoil it.            | i      | h     | Informing     | R   |        |    |
| 147. | <b>Pa</b> It's the Little Mermaid one.                         | i      | h     | Informing     | R   | Inform | 64 |
| 148. | You've watched this already today.                             | i      | h     | Informing     | R/I |        |    |
| 149. | <b>Nt</b> It's my favourite                                    | i      | h     | Informing     | R   |        |    |
| 150. | <b>Pa</b> And whose your favourite mermaid then?               | inq    | h     | Eliciting     | I   | Elicit | 65 |
| 151. | <b>Nt</b> Ariel.   | i      | h     | Informing     | R   |        |    |
| 152. | Cos she's got long hair like me and she's the best singer too. | i      | h     | Informing     | R   |        |    |
| 153. | <b>Pa</b> There you are.                                       | i      | h     | Informing     | R   |        |    |
| 154. | Now I'll go and finish lunch.                                  | i      | h     | Informing     | R   |        |    |
| 155. | Do you want milk, lemonade or juice, 'Tash?                    | inq    | h     | Eliciting     | I   | Elicit | 66 |
| 156. | <b>Nt</b> Juice please,  | i      | h     | Informing     | R   |        |    |
| 157. | can I have the purple one?                                     | m.pr   | h     | Eliciting     | I   |        |    |
| 158. | (Papa left the room once more).                                | be     | h     | Behaving      |     |        |    |
| 159. | <b>Na</b> Right 'Tasha,  | fr     | pre-h | Framing       | Fr  | Elicit | 67 |
| 160. | Shall we tidy up before Papa brings the lunch in?              | m.pr   | h     | Eliciting     | I   |        |    |
| 161. | <b>Nt</b> I'm playing Nana.                                    | rej    | h     | Answering     | R   |        |    |
| 162. | You tidy up, but leave these things out.                       | prot   | h     | Acknowledging | R   |        |    |

|      |  |      |   |               |     |        |    |
|------|--|------|---|---------------|-----|--------|----|
| 163. | <b>Na</b> Come on lets fold these sleeping bags and put the tea set things away. | prot | h | Acknowledging | R   | Direct | 68 |
| 164. | <b>Nt</b> But Nana, I said I was busy.   | rej  | h | Informing     | R   |        |    |
| 165. | <b>Na</b> Where's the box for this tea set?                                      | inq  | h | Eliciting     | I   | Elicit | 69 |
| 166. | And where's the blue plate to go with the blue cup and saucer?                   | inq  | h | Eliciting     | I   |        |    |
| 167. | Lets put them all in here  | d    | h | Directing     | I   |        |    |
| 168. | (opening the box).   | be   | h | Behaving      |     |        |    |
| 169. | There, that didn't take long, did it?  | i    | h | Informing     | R/I | Inform | 70 |
| 170. | Let's get your table and chair ready.  | d    | h | Directing     | I   | Direct | 71 |
| 171. | Where do you want it?  | inq  | h | Eliciting     | I   |        |    |
| 172. | <b>Nt</b> Nana, you're in the way.   | i    | h | Informing     | R   | Inform | 72 |
| 173. | I'll sit here so I can see Ariel.  | i    | h | Informing     | R   |        |    |
| 174. | (Papa arrives with a tray of food and drinks and lays them out).                 | be   | h | Behaving      |     |        |    |
| 175. | <b>Pa</b> There you are.   | i    | h | Informing     | R   | Inform | 73 |
| 176. | Now eat it up like a big girl and then we can all go to the park                 | d    | h | Directing     | I   |        |    |
| 177. | <b>Nt</b> Thank you Papa.  | ter  | h | Acknowledging | R   |        |    |

### Appendix 3

Summary of Data from Analysis:

#### ACTS

| <b>Abbreviation</b> | <b>Act Name</b>  | <b>Occurrence</b> |
|---------------------|------------------|-------------------|
| fr                  | framer           | 1                 |
| m                   | marker           |                   |
| s                   | starter          |                   |
| ms                  | meta-statement   | 6                 |
| con                 | conclusion       | 4                 |
| acq                 | acquiesce        |                   |
| gr                  | greeting         |                   |
| re-gr               | reply-greeting   |                   |
| sum                 | summons          | 5                 |
| re-sum              | reply-summons    | 3                 |
| inq                 | inquire          | 23                |
| n.pr                | neutral proposal | 6                 |
| m.pr                | marked proposal  | 18                |
| ret                 | return           | 3                 |
| l                   | loop             |                   |
| p                   | prompt           |                   |
| obs                 | observation      | 3                 |
| I                   | informative      | 50                |
| conc                | concur           | 1                 |
| conf                | confirm          | 2                 |
| qu                  | qualify          | 1                 |
| rej                 | reject           | 5                 |
| ter                 | terminate        | 2                 |
| rec                 | receive          | 1                 |
| rea                 | react            | 4                 |
| ref                 | reformulate      |                   |
| end                 | endorse          | 1                 |
| prot                | protest          | 3                 |
| d                   | directive        | 13                |
| be                  | behave           | 18                |
| com                 | comment          | 4                 |
| eng                 | engage           |                   |

#### Appendix 4

Summary of Data from Analysis:

#### **MOVES**

| <b>Moves</b>         | <b>Occurrence</b> |
|----------------------|-------------------|
| <b>Framing</b>       | <b>1</b>          |
| <b>Opening</b>       | <b>14</b>         |
| <b>Answering</b>     | <b>6</b>          |
| <b>Eliciting</b>     | <b>50</b>         |
| <b>Informing</b>     | <b>60</b>         |
| <b>Acknowledging</b> | <b>10</b>         |
| <b>Directing</b>     | <b>14</b>         |
| <b>Behaving</b>      | <b>18</b>         |

#### Appendix 5

Summary of Data from Analysis:

#### **EXCHANGES**

| <b>Exchanges</b>      |  | <b>Occurrence</b> |
|-----------------------|--|-------------------|
| <b>Organisational</b> | <b>boundary structuring (greet) (summon)</b> | <b>1</b>          |
| <b>Conversational</b> | <b>Elicit</b>                                | <b>30</b>         |
|                       | <b>Inform</b>                                | <b>33</b>         |
|                       | <b>Direct</b>                                | <b>8</b>          |
|                       | <b>Clarify</b>                               | <b>1</b>          |
| <b>(bound elicit)</b> | <b>Repeat</b>                                |                   |
| <b>(bound elicit)</b> | <b>Re-Initiation</b>                         |                   |