

**EXAMINING A MALE TEACHER'S ATTENTION IN A
MIXED-SEX EFL JAPANESE HIGH SCHOOL
CLASSROOM
BASED ON THE SINCLAIR-COULTHARD MODEL**

by

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ABSTRACT

This study was an attempt to examine the role of teacher's attention in mixed-sex EFL classrooms of Japanese learners. As a small-scale case study, three 50-minute lessons taught by a male teacher to 11 boy and 10 girl high school first-grade students (aged 16) were explored. Methodologically, Sinclair and Coulthard's analytical categories were adapted to design a general framework. The framework was then employed to code transcribed classroom data of the three lessons into designated categories. Overall findings suggested that the teacher paid more attention to boys. Girls were seen as more academic, able and well-behaved learners on the basis of such information as the teacher's wait-time, intended language in his directed moves, and absence of negative affective feedback. In contrast, boys were seen as learners who needed attention partly because of their more immature and thus more disruptive nature and partly because of their comparatively lower language learning abilities. Implications as regards learning opportunities for the boys and girls in the classroom are discussed along with suggestions for EFL and ESL teachers on how to provide more equitable attention in the language classroom.

This dissertation is dedicated to
my father,
who could not complete his MA in Linguistics for health reasons.

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CHAPTER 1: INTRODUCTION

1.1 Significance of the problem

EFL teachers working in Japanese institutions should be fully aware of the fact that English is the only foreign language taught throughout junior and senior high schools in Japan (see Miura 1997, Johnson 1995, O'Sullivan, 1994, and Wadden 1993). It is also the only language which has been widely taught in many Japanese universities as a required subject, and even in some of the elementary schools as an optional subject (*FD Foramu* 1999, and Wordell and Gorsuch 1992).

As regards sex of the learners, it will not be unusual for the teachers to meet more girls than boys not only in classrooms of Japanese academic institutions, but also in those classes which are conducted by private language schools, companies, cram schools, conversation lounges, life-long educational centers, and various types of language teaching cultural centers. In addition, more girls can be found taking standardized examinations such as TOEFL (Test of English as a Foreign Language), and the most popular Japanese exam series known as *Eiken* (see STEP information 2000, and Jackson 2000: 17). It is also beyond doubt that more girls enter competitive universities of English speaking countries both through on-campus and distance learning programs. Furthermore, according to recent statistics issued by the Japanese government (*Somu-cho tokei-kyoku* 1999), the number of male and female learners entering universities and higher-level academic institutions differed from that in high schools: more girls were reported to enroll in humanities and literature, comprising mainly English and social science departments, and more boys in such areas as engineering, mathematics, and science. This implies that Japanese female learners are more willing to continue learning English even after high school, and hence are likely to be regarded as serious and more motivated learners of the language than males. One recent piece of evidence of this tendency was found by me while choosing a research site for the present study in that with all my efforts and available resources, it was impossible to find even a single university classroom with approximately equal numbers of boy and girl students.

However, based on the review of the extensive literature concerning teacher-pupil interactions by Kelly (1988), it has been claimed that in content or non-language classrooms, such as mathematics, science, and social sciences both male and female teachers interact more with boys than girls. The same is the case for non-foreign-language or mother-tongue (English) classrooms. From this finding the implications are that the phenomenon is likely to exist even in EFL and ESL classrooms. As regards non-language classrooms (Sunderland 1996: 59), the literature informs us that

Interaction research in mixed science classes shows that a teacher's time is seldom distributed equitably between the sexes (Whyte 1984). Male domination and attention-seeking is rife! This phenomenon also seems to be manifested in foreign language lessons. (Powell, 1986: 63)

Furthermore, for non-foreign-language classrooms, Sunderland (p.44) points out that “the assumption that much of what is gendered that occurs in a given non-foreign-language class may well occur in a foreign language class”.

If this is the case, then it is safe to state that the issue of teacher's attention in mixed-sex EFL and also ESL classrooms needs to be examined. For ESL learners, particularly those in EFL contexts who have considerably few opportunities to use the language communicatively both outside and within the classroom among peers (Farooq 1993: 88-89, also see Holliday 1994: 4, and Johnson 1995: 134 – 136), the only place to learn the language is a classroom. Furthermore, if the learners in EFL contexts are at a basic level and obviously cannot communicate independently in pairs and groups, the opportunities are even fewer, and are possible mainly through interaction with the teacher. In other words, the teacher is the only person the EFL basic-learners expect to communicate with, and as a result s/he is bound to affect the learners' expectations in terms of questioning and feedback.

Studies relating to English teaching have also pointed out the need for teachers' questioning. “In second language classrooms, where learners often do not have a great number of tools, your questions provide necessary stepping stones to communication” (Brown 1994: 165, also see Richards and Lockhart 1996: 185 – 187, Nunan 1991: 192, and Chaudron 1993: 126). Similar remarks have been made in favor of providing

feedback, emphatically to EFL learners. For example, “Such responsibility means that virtually everything you say and do will be noticed” (Brown 1994: 28, and Nunan 1991: 195). In this regard, McDonough and Shaw (1995: 271 – 273) provide more detailed advice as follows:

Evidence also tends to suggest that the questions a teacher asks in the classrooms can be extremely important in helping learners to develop their competence in the language. It is useful to observe if teachers put questions to learners systematically or randomly, how long they wait for a response, and the type of question asked, from that requiring a simple one-word reply to higher order referential questions where learners can provide information which the teacher does not know. Similarly, in the case of feedback and correcting learners, we can observe how and when the teacher does this and if all learners receive treatment systematically.

1.2 General objectives

In the light of the preceding arguments, this paper, therefore, is an attempt to examine the role of a teacher’s attention in mixed-sex classrooms of EFL Japanese learners in the forms of his questions, wait-time for the learners’ responses and his feedback on the responses.

The report will first provide information on the background of the problem through a literature review; second, describe how the data was collected and transcribed; third, analyze the data; fourth, report the findings; fifth, discuss and interpret the findings; and last, evaluate the outcomes of the study.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Teacher's attention in classroom interactions

2.1.1 Non-EFL/ESL classrooms

Gender-based research relating to teacher-student and student-teacher (in whole-class work), and student-student (in pair/group work) interactions in mixed-sex non-EFL/ESL classrooms has an extensive literature. However, comparatively more attention was given (and is still being) to explore gender differences in teacher-student and student-teacher interactions, that is, to examine whether male and female teachers in their classrooms treat boy and girl students differently. In other words, the focus has been on how teachers' attention in classroom interactions differ by gender, whether teachers pay more attention to boys or to girls. Sunderland (1996: 43 - 64) reports a detailed review of these studies in different types of classrooms categorized as mother-tongue or non-foreign-language classrooms (with focus on English), non-language classrooms such as mathematics and science, foreign and second language classrooms.

Kelly (1988) carried out a meta-analysis of 81 studies on gender differences in teacher-pupil interactions. Major findings of the analysis (ibid: 4) aiming to motivate the current research objectives (section 1.2) can be summarized as follows. Teachers were found to interact more with boys than girls both in teacher- and pupil-initiated interactions. They also asked boys more questions, and provided them more response opportunities. Girls were found to be better than boys in only one category and that was by volunteering, or putting their hand up. This was interpreted as showing that girls were willing to take an equal part in lessons, but were not permitted to do so. On the other hand, categories in which boys and girls were found to be treated approximately equally were praise for academic work and for giving correct responses, criticism for giving incorrect response, and receiving no feedback on their responses. The most significant finding, however, was ‘criticism for behaviour’, a higher proportion of which was directed to boys.

Kelly raised two important questions which could not be explored through the meta-analysis and to which a definite conclusion could not be given. The first one was ‘Are patterns of gender differences due to the presence in a class of a few especially disruptive boys or a few particularly quiet girls?’ In response to the question, she found different answers in different studies. She quoted (ibid:17) two examples, one of which was from Dweck et al. who found that

conduct criticism or intellectually irrelevant criticism was not limited to a few, particularly disobedient boys, nor was non-intellectual praise limited to several particularly compliant girls. Rather the pattern of feedback for each sex was quite general across children within classroom.

The other by French [and French] (1984) reported

that it is not the boys generally who monopolise the interactional space of the lesson . . . The distributional balance between boys and girls is manifestly due to a particular, small subset of boys taking a disproportionately high number of turns.

Therefore, because of this discrepancy in findings and because of the lack of supporting research data, the analysis did not make any definite conclusion.

The other question was ‘Do male and female teachers interact differently with male and female pupils?’ Kelly (p. 17) quoting Brophy (1985) pointed out that most authors concluded, that, “sex differences in students ‘ classroom experiences are not due to the sex of their teachers”; however, according to meta-analysis, the findings were

that male teachers direct substantially less of their classroom interaction to girls than do female teachers. This was particularly true for feedback—praise and criticism—where male teachers virtually ignore their female pupils.

Overall findings of the analysis can be summarized as follows which indicate the possibility that the phenomenon, that is, teacher’s paying more attention to boys than girls is likely to exist in a wide range of classroom contexts including EFL and ESL.

It is now beyond dispute that girls receive less of the teacher’s attention in class, and that this is true across a wide range of different conditions. It applies in all age groups (although more in some than others), in several different countries, in various socio-economic and ethnic groupings, across all subjects in the curriculum, and with both male and female teachers (although more with males) (ibid: 20).

On the other hand, Brophy (1985, cited in Kelly) provides an up-to-date results of a qualitative analysis of the findings on the same topic. Both reviews by Kelly and Brophy concluded that teachers interacted more with boys than with girls, and that this was particularly true for criticism. Criticism can be regarded as the result of boys’ disruptive behaviour. Boys disruptive behaviour was also observed by other researchers. For instance, Busweel (1981, cited in Kelly 1988: 20) reports that

at least four lessons were observed where the ‘disruptive behaviour’ of boys took all the teacher’s attention for the whole lesson, and girls received no interaction at all . . . In many more classes girls received only minimal attention compared with boys.

Similar findings were observed by several other researchers in classroom interaction (Merrett and Wheldall 1992, Croll 1985, Serbin et al 1973, and Meyer and Thompson 1956). On the other hand, Altani (1995), through a questionnaire, surveyed 54 male

and 72 female teachers in seventeen primary schools in Greece, and asked them to respond by expressing their agreement or disagreement with the statement ‘boys are more disruptive in the classroom than girls’. Most teachers (66.7%) agreed with the statement.

In an attempt to examine the behavior of male and female teachers toward male and female students, Good et al. (1973) observed junior high school (seventh and eighth-grade) classrooms of mathematics and social studies taught by 8 male and 8 female teachers. The data of 10 instructional hours was compared employing the Brophy-Good Dyadic Coding System. They found that boys received more response opportunities than girls and that teachers directed more and different types of questions to boys. These comprise *Direct questions* (i.e. calling names without waiting for a show of hands), *Open questions* (calling name when hands are up), *Self-reference questions* (asking to provide opinion or personal experience), *Process questions* (requiring an explanation of a complex procedure), *Product questions* (requiring a single word/short answer), and *Procedure questions* (requiring the student to deal with classroom routines). Likewise, as regards feedback, boys as a group received both more positive and negative affect from teachers, and for girls the affect was more likely to be positive.

One of the variables which has not been discussed so far is teacher’s wait-time, that is, the length of time between a teacher question and the response from a student. This specific area seems to have given comparatively little attention. Gore and Roumagoux (1983: 273) state “that most teachers expect boys to outperform girls in mathematics. This difference in expectation for girls and boys might result in differing wait-time for boys vs. girls.” The researchers examined fourth-grade classes comprising 79 boys and 76 girls, and taught by five female teachers of mathematics. Each class was 50 minutes long. They observed each class twice for approximately 20 minutes each, but actual recording of the data was done during the last 15 minutes of the observations. From the transcribed data and the recordings, wait-time was measured. Overall finding suggested that the teachers gave significantly more wait-time (approximately 3 seconds) to boys than to girls. From this finding, the researchers concluded that “This

difference could possibly have a negative effect on girls' achievement in mathematics" (ibid: 273).

2.1.2 ESL classrooms

In contrast to studies of non-EFL/ESL classrooms, little is known about the role of second language teachers' attention in teacher-student and student-teacher interactions. On the other hand, a considerable amount of research has examined gender differences in student-student interactions (Gass and Varonis 1986, Lush 1997, Bradford-Alptogan 1997, and Holmes 1994) in spite of general difficulty associated with data collection which is likely because of the simultaneous occurrence of talk in pair and group work.

Initial attempts as regards teacher's attention in ESL classrooms were made by Yepez (1990, cited in Sunderland 1994-c: 150). She observed seven teachers (three males and four females) of adult ESL learners and found that with the exception of one male teacher all showed equitable behavior to male and female students. Further research was also supported by Yepez (1994). She and a research assistant observed four classes of 66 students taught by two male and two female teachers. Of these, 83% were Asians, about three-fourth of the Asians were Japanese nationals. To test the structure of the study, they first conducted a six-week pilot study with three teachers, and then focused on a formal study with all four teachers. Once again the results were the same as before in that all but one male teacher showed remarkably equitable behavior in their distribution of interaction according to gender. It is surprising, however, that although both studies by the same researcher related to exactly the same topic and arrived at exactly the same conclusion, Yepez (1994) did not mention or make any reference to the findings of her previous work (1990).

As for methodology, Yepez employed a real time coding instrument 'INTERSECT (Interactions for Sex Equity in Classroom Teaching)', originally developed by Sadkers and Sadkers (1982), and analyzed gender differences in teacher's classroom interactions. In practice, each teacher-initiated interaction with a male, a female, or with the class as a whole was counted. In order to establish inter-rater reliability with the instrument, the researcher and the assistant coded practice observations of ESL classes until both observers generated consistently identical coding results which

occurred after three observations. However, it is not fully clear how the researcher and the assistant, in real time coding (when the time is extremely limited), differentiated between teacher-student (boy or girl) and teacher-class (boy and girl) interactions.

Furthermore, “INTERSECT does not code for interaction length”(ibid: 125). This means that the instrument is unable to decide the boundaries of the interactions (i.e. beginning and end), and thus it is not clear what criterion was employed to make a decision on the above interactions with confidence. Even further, the instrument was not particularly designed to code language lessons as is evident in the comment “it [the instrument] had not previously been used for ESL-related research” (ibid: 124). If this is the case, then how was it possible to use the categories without any modification?

Yepez (1994) also interviewed each teacher and inquired about their perceptions of their interaction patterns with their male-female students, and how they felt about the results. Since all the teachers had some awareness of their own behavior in relation to gender, they were not surprised.

2.1.3 EFL classrooms

Sunderland (1994-c), in an attempt to explore reasons for differential treatment in the EFL classroom analyzed data from EFL students’ and teachers’ own perspectives. Seven students of different nationalities and 57 teachers (39 Greek and 18 Austrian) were asked to respond to a questionnaire as ex-learners of EFL or another language, and 18 Japanese teachers as EFL teachers. Findings of the questionnaire suggested that, “teachers in EFL classrooms seem to treat their male and female students differently, and to do so in a range of ways which vary from culture to culture” (ibid: 152).

Sunderland (1996) and one of her undergraduate students Webster (1993) also seemed to be the first to explore the role of teachers’ attention in foreign language classroom interactions. Webster (cited in Sunderland 1996: 60) examined two 45-minute lessons of a French class. The class in a British comprehensive school had 13 boy and 12 girl students (aged 11- 12 years). The two lessons were recorded and transcribed. Textual

analysis of the transcriptions suggested that the boys received more teacher solicits than the girls. According to Sunderland, “Webster notes the problem of ‘deciding what [the] categories for solicits would be and not straying from them’”(Webster 1993: 16, cited in Sunderland 1996: 60).

On the other hand, Sunderland, herself explored in great detail 12 German lessons of a class taught by a female native German teacher. The class had 14 boy and 13 girl students (aged 11 – 12 years) and was located in a large comprehensive school in the UK. In this detailed, laborious and time-consuming study, the researcher reported findings relating to gender differences and differential-teacher-treatment both in teacher-student and student-teacher interactions. The focus was on the teacher discourse and the student discourse both in terms of the quantity and the discourse types. The teacher discourse grossly comprised academic (i.e. related to the contents of the lesson) and non-academic (i.e. concerning the lesson’s procedure) solicits directed to boys and girls, the teacher’s feedback on the students responses to her solicits, the teacher’s comments, and the teacher’s responses to the students-initiated solicits. The concept of *solicit*, “as a move [was] broadly equivalent to Coulthard’s move of *initiation* “ (ibid: 96). Teacher’s *comments* represented

utterances which are not intended to get the students to say or do something (and which are not feedback either). These utterances include acts such as reassurance and observations about particular students. (ibid: 98)

Likewise, students’ discourse consisted of questions directed to the teacher, feedback on the teacher’s responses to their questions, their comments, their responses to the teacher-initiated solicits, and their language in dialogs. Additionally, she interviewed the teacher and the students, and examined the quantitative findings of the classroom interactions in the light of the qualitative ones obtained from the students’, the teacher’s, and her own perceptions of gender in the German class. Major findings as regards the teacher’s attention in teacher-student interactions are summarized in Appendix IA. As for the research process, she transcribed the recording of 12 lessons

and through textual analysis of the transcriptions developed her own categories (ibid: 159, 174).

2.2 Gaps in and recommendations from the literature review

We have seen in reviewing these findings that teachers in their classrooms were shown to treat gender differently and in doing so they paid more attention to boys than girls. However, the findings from ESL classrooms (Yepez 1990, 1994) and those from non-ESL classrooms (Sunderland 1996: 50 - 51) differed in that in the latter classrooms teachers were found to treat boys and girls equally. This means that the issue of teacher's attention need to be re-examined, particularly in the light of the comment: "We really do not know why some classrooms show differences and others do not" (Kelly 1988: 21).

Literature concerning teacher's attention in EFL/ESL classrooms repeatedly points out lack of such data as can be seen in the comments by Sunderland:

Though the above studies are relevant to language education, none were undertaken in a foreign or second language classroom (Sunderland 1994-b: 138). . . As yet, there is little evidence for patterns of differential teacher treatment in EFL classroom. . . . In addition to Rebecca Oxford's work . . . , this [Yepez 1990] was the only work on teacher-male student/teacher-female student interaction in language classroom I was able to find. (Sunderland 1994-c: 150)

She also made recommendations for further study in her book :

I offer the following (selective) list of areas for future investigation: (1) The extent to which foreign language classrooms are similar to other subject classrooms in terms of teacher attention, for example, . . . types of questions asked; . . . wait-time allowed before an answer is expected. . . . amount and quality of attention paid to male and female students in terms of disciplinary vis a vis academic attention, . . . feedback. (Sunderland 1994-a: 11).

Moreover, in her Ph.D. work (1996: 378), she suggested that “the interesting findings of this study [German] cry out for replication - in particular in foreign language classrooms with students of the same age, and with older students”. She especially recommended to examine teacher’s wait-time:

Since studies have found teachers to provide more wait-time to boys than to girls after an academic solicit (e.g. Dolores Gore and Daniel Roumagoux, 1983), . . . it would be interesting in the light of the discourse of ‘academic femininity’ to see if this were the case here [in the foreign language classrooms in teacher-student interactions]. . . . If the ‘average girl’ were found to be given more wait-time than the ‘average boy’, this would to my knowledge be the first empirical evidence for this as a possible phenomenon. (Ibid: 375)

As far I as know, no attempt has been made to examine teacher’s attention in foreign language classroom interaction with a focus on English. Researchers in ESL classrooms have also suggested making such an attempt. For example, according to Yepez, it “would also be of interest to include a good-sized sample of EFL (English as a Foreign Language) classes taught outside of the United States” (1994: 131).

Furthermore, in relevant studies, considerable attention has been given to Japanese students in an ESL context (Yepez 1994, Gass and Varonis 1986, Lush 1997, and Bradford-Alptogan 1997). However, it is worth mentioning that studies relating to Japanese learners in EFL contexts deserve more focus than those in ESL contexts simply because they are in majority (see chapter 1).

As regards teacher’s sex, whether male and female teachers interact differently with male and female pupils, we have seen that the meta-analysis could not arrive at a definite conclusion. The same was the case with the findings in ESL classrooms reported by Yepez (1990, 1994), in that, only one male teacher in both the studies did not show equitable behavior to male and female students. This may imply that the role of male teachers in EFL classrooms requires further investigation.

Lastly, in terms of research process, we have seen that studies in foreign language classroom interaction employed two different approaches to dealing with the classroom data: Yepez (1994) adopted a real-time coding instrument, whereas Sunderland (1996) and Webster (1993) derived categories directly from textual analysis of transcribed classroom data. However, both approaches require a considerable amount of time, and are thus unlikely to be adopted by independent researchers who lack time as well as collaboration by other researchers. Another approach would be to employ an analytical framework to arrive at the required categories from the transcribed classroom data. In this regard Sinclair and Coulthard's model (1995), which is employed in the present research, seems to be an appropriate choice as pointed out by Malamah-Thomas (1996: Task 95, p 103) since it is specifically designed to analyze both teacher-student and student-teacher interactions, and since it has not focused on the prevailing gender-based classroom research. The model including its construct, related concepts, literature, reliability and applicability will be discussed in chapter 4.

2.3 Objectives of the study: Research questions

The preceding review and related arguments lead to the following general overarching question:

- [I] Will a male teacher's attention to 15-year old male and female learners in an EFL Japanese high school classroom differ ?

Kelly (1988: 1) points out that

If boys really do get more attention than girls in school this is clearly an important finding, the implications of which should be carefully considered by all concerned teachers.

This suggests an implications question as follows:

- [II] Will the teacher's attention to 15-year old male and female learners in an EFL Japanese high school classroom provide equal learning opportunities for the male and the female learners?

In the light of the findings reported by Sunderland (1996) concerning teacher-student interaction in German lessons (Appendix IA) along with gaps in the findings, this report aims to explore four overarching and related specific questions (see Appendix IB) to see whether the same patterns would also be observed in the present study. In order to respond to the above general and implications questions, the four individual overarching questions focus on (i) the teacher's academic and non-academic moves directed to boy and girl students, languages used in the moves, and display and referential questions, (ii) the teacher's wait-time allowed in the questions; (iii) the students' responses; and (iv) the teacher's affective and cognitive feedback. The concepts and definitions employed in the questions relate to Sinclair and Coulthard's analytical categories (see chapter 4).

CHAPTER 3: DATA COLLECTION

An important element in reporting any type of research is to include information about the reliability and validity of the procedure used to collect the data, so that another researcher attempting to replicate the research is able to do so. For this reason it is especially important in reporting results from qualitative research to include descriptions of the process of conducting the research, the different procedures used to collect the data, the research site, the exact conditions prevailing during data collection, and the validation procedures applied. (Seliger and Shohamy 1995: 245)

3.1 Preliminary investigation

One of the most difficult and time consuming steps was to find a suitable research site, that is a classroom with equal number of boy and girl students. Several possible sites were explored such as a 4-year university or a high school classroom. Most of the university classes had unequal number of boy and girl students with girls as 70% and boys as 30%. In the case of high schools, although the number of boys and girls was almost the same, it was extremely difficult to get permission from the school administration to observe a class regularly each week. Another difficulty arose in finding a male teacher who was willing to have his class observed and who was also interested in this kind of research in order to obtain his co-operation. Still another difficulty was to manage my own schedule and spare time to physically go, and observe a class each week.

Apart from these difficulties, I was not much familiar with the process of classroom observation. Therefore, as a preliminary step, two university classes of 90-minute long to which I had access (Okugawa 1993: 235, NUFS) were observed to become familiar with the process of tape recording and subsequently transcribing certain parts of classroom events.

3.2 Choosing a research site: Toho high school

Through a friend, a female English teacher from Australia Lynn Shanahan, who had previously worked for a high school, a research site was found *Toho high school*, close to my junior college, and located in the center of Nagoya city. It had a number of English-related courses with a number of classes in each course, including *International Course*, *General Course*, and *International Exchange Course*. Classes with Japanese students in both International and General courses comprised boys and girls although the number of boys and girls in each class was not the same, with more girls and fewer boys. On Lynn's introduction, the school's principal allowed me to observe seven lessons of an English class provided the 'homeroom' teacher and the English teacher of the class agreed.

3.2.1 Subjects: The teacher

Lynn also introduced an English teacher named Ronald Singleterry in Toho high school. Ronald, a male North American, was a full-time teacher at the school, and therefore had regular access to the students. He began working at the school in April 1999 and was assigned to teach 24 classes per week including classes of the first grade (students aged 16 years old) through third grade (aged 18 years) in the International, General, and International Exchange courses. Ronald had two masters degrees in English literature from the US, expressed interest in the research regarding teacher's attention in a mixed-sex EFL classroom, and was willing to have his lessons observed. On Ronald's recommendation, I decided to observe one first-grade class of almost equal numbers of boy and girl students on seven occasions. In a personal meeting with the head of the English department and homeroom teacher, both Japanese teachers discussed the objectives of my classroom data, and I was officially given permission to observe and audio-record the lessons for the purpose of research.

3.2.2 Subjects: The students

The subjects for this study were 21 boy and girl students (11 boys and 10 girls) in a first-grade general conversational English course. The class meeting, of 50 minutes per week, was the second half of a one-year required course. All students were Japanese nationals, 16 years old, and had had at least 3 years of English learning experience at junior high school in Japan (see, Miura 1997: 3, and O'Sullivan 1994: 105) prior to the present school. No preliminary test was conducted to evaluate students' proficiency level. However, I observed that the students' English ability was lower basic, lower than survival level in that they could barely understand, ask or respond to any question without assistance from the teacher (ibid: 107 - 108). Moreover, the class was comprised of mixed proficiency and the majority was poor at spoken English.

3.3 Observing and audio-recording 3 lessons

The current study did not aim to adopt a real-time coding scheme such as INTERSECT as was used in the study by Yenez (1994). Although such schemes can be useful for collecting a large amount of data, they may lead to questionable reliability of data since real-time coding is unlikely to permit multiple codings. There are other problems, too, discussed in the literature review (see chapter 2). According to Nunan (1989: 81) "in many schemes, the actual language used in the interaction is lost." Additionally,

They [schemes] can also serve to blind us to aspects of interaction and discourse which are not captured by the scheme, and which may be important to our understanding of the classroom or classrooms we are investigating. (Nunan 1993: 98)

An alternative is to get such information from the textual analysis of the transcript obtained from a recorded classroom interaction (Nunan 1989: 88). This kind of ethnographic record, although it may be a time-consuming and laborious task, has several advantages. The recorded data can be utilized to validate and verify the findings, for reliability purposes, either by independent reviewer/s or by the researcher him/herself (Seliger and Shohamy 1995: 205). It can be tested against other observational schemes, and, for an unskilled researcher trying to come to grips with clarifying unfamiliar concepts in a systematic way, help guide the process of the research.

I initially planned to observe and audio-tape seven lessons, each of 50 minutes long. However, three recordings had to be discarded because of unexpected difficulties . On one occasion, I forgot to turn on the tape recorders, and on another the Toho school had to change the date and the time of the class for administrative reasons. On a third occasion, the class began and therefore finished earlier than regularly scheduled.

The students were seated in a traditionally teacher-centered classroom setting: each student with a movable desk and chair facing the teacher and the blackboard. Most of the girl and boy students were seated together in groups: boys with boys and girls with girls, where the boys were seated front of the classroom and the girls either in the center or back of the classroom. A small portable Digital Pulse Control (DPL) tape recorder, specifically designed for recording voices, was placed near the teacher's desk in order to obtain natural data. However, during the lesson when teacher moved away from his desk to check students' notebooks and their written works, he carried the tape recorder with him. Another portable tape recorder was placed near my desk. On the teacher's advice I was seated in the back to have a wide view of the classroom and to take notes.

In order to gain the students' cooperation both my introduction and the clarification of the objectives of observational data were done by the teacher at the beginning of the first lesson and remarks of thanks at the last lesson. One general problem was encountered during the observations that might have affected the data. In all the observed lessons, some voices – particularly those of students farthest from the tape recorder – were not recorded audibly on the tape cassette.

3.4 Transcribing the data

After recording the first lesson, I soon transcribed the entire lesson to see whether the voices were clear and whether any modification in terms of recording was required. This resulted in making the teacher aware to have students speak louder or on the part of the teacher to bring the tape recorder as near the student as possible. The transcription was also divided into the utterances spoken by the Teacher, Boys, and

Girls. In order to confirm with the teacher that the utterances were correct, the transcription and the recording was handed to and reviewed by the teacher before the second lesson was recorded. The transcription was then reviewed by a third person – a Japanese female EFL teacher. The teacher, Mitsuko Ito (my spouse), who has a BA in English literature from a Japanese university along with a TOEFL score of 623, was chosen because of her experience in teaching at Japanese junior and senior high schools, and because she could help capturing utterances spoken in Japanese and English and Japanese.

With the agreement of three people and primarily by Ronald, the transcription of utterances spoken by the teacher, boys and girls was finalized. The same procedure was adopted for the rest of the lessons' transcriptions. In this study, time did not permit me to utilize more than three lessons' transcriptions recorded respectively on 10 October (Monday 13:20 - 14:10), 12 and 19 November (Friday 9:50 - 10:40). They were reviewed by three teachers, including myself, prior to their analysis, that is coding of the transcripts with regard to the research questions (Appendix IB), discussed in the next chapter.

CHAPTER 4: DATA ANALYSIS

4.1 Rationale for employing Sinclair-Coulthard's model

Transcribed data in terms of the utterances spoken by the teacher (T), boy (B) and girl (G) students from the previous section was obtained in the form below.

Example 1

T: Nice hair cut

B: Hun

T: You got the hair cut, un

B: *hai* [yes]

T: You got a hair cut un. You got hair cut *ne* [isn't it], *kakkuï* [you look smart].

The next step was to analyze the utterances, that is to decide the type of utterances that were directed to individual students, the responses of the students to them, and the feedback on the responses by the teacher in order to get the information required for the specific research questions (Appendix IB). Literature regarding ESL/EFL classroom research offers two ways to perform this step: to choose an existing scheme and fit the transcribed data in its analytical categories or develop categories independently without using an established analytical framework (Allwright and Bailey 1999: 35, Seliger and Shohamy 1995: 205). However, it is my understanding (based on working on a similar type of transcript analysis of EFL classroom interactions between a teacher and Japanese female learners without employing an analytical scheme—see Farooq, 1998) that if a guiding scheme is available, it will not only be much easier to arrive at categories with confidence, it will also be possible to develop a general framework that can be utilized by the writer or other researchers for future studies. For instance, in example 1, above, how can one respond to the following questions? (1) In which utterances is the teacher asking questions, making statements, providing feedback or responding to a question? (2) In which utterances are the students asking questions or responding to a question?

In order to answer these questions, and based on my previous research experience relating to natural conversation (Farooq 1998), and textbook dialogues (Farooq 1999-a), the decision was made to adopt (and if necessary modify) the Sinclair and Coulthard model to code the transcribed data and decide the categories required in the research questions. As regards classroom research and use of one's personal research experience, Allwright and Bailey (1999: 74) observe as follows:

As researchers, we need to be aware that our previous training, experience, and attitudes all contribute to the way we view the events we observe. This awareness is especially important to keep in mind in doing classroom research, because virtually all researchers have themselves been learners, and most have also been teachers.

There are several other crucial reasons as well. Firstly, the categories of the Sinclair-Coulthard model closely match the information desired in the research questions of the current study, a necessary condition in selecting a guiding scheme (see Nunan 1993: 96-97). Secondly, the model and its adaptation has been widely and successfully used within and outside ESL/EFL classrooms establishing the reliability and applicability of the model (see discussion below). Thirdly, as can be seen in the relevant literature below, the model has not been motivated as regards teacher's interactions with male and female learners in an EFL/ESL classroom, particularly for EFL classrooms of Japanese learners. Finally, and perhaps more importantly, the literature also suggests that such an analysis may be useful, as indicated by Sunderland (1996: 96 - 97):

My actual 'moves' and 'acts' do not . . . correspond neatly to the moves and acts identified in the Coulthard classification; my terminology is different. This was in fact my original intention, and remained so. In any future work, analysing this data as exchanges and transactions however remains a possibility: this initial focus on what can be seen as moves and acts will provide a useful starting point.

4.2 Background and applicability of the model

Based on Halliday's rank scale description of grammar (Brazil 1995: 29), Sinclair et al. (1972) and Sinclair and Coulthard (1975) designed and later revised (Sinclair and Coulthard 1995) a model for analyzing classroom discourse. The rank scale in the model consists of *transaction*, *exchange*, *move* and *act* where these discourse units

relate to one another ‘in a hierarchical relationship’. In the model, a transaction is comprised of a series of exchanges classified as *Boundary* and *Teaching*. Exchanges consist of *moves*, which in turn are made of act (s). Moves are classified as *Framing* and *Focusing* in the Boundary exchange; and *Opening*, *Answering* and *Follow-up* in the Teaching exchange along with classes of act in each move (see Sinclair and Coulthard 1995: 7-8; and 18-21). The structure of a typical Teaching exchange in terms of its elements *Initiation* (I), *Response* (R), and *Feedback* (F) takes the form I R (F) with elements uniquely realized by the moves, where the element in parentheses is optional.

Subsequent versions (Coulthard and Brazil 1981, 1995, and Sinclair 1995), however, propose (i) new labeling for the moves as *eliciting*, *informing*, and *acknowledging*; and (ii) taking into consideration the intonational concept of *key* (see Brazil 1997: 46-66) for making a decision on the last part of an exchange (i.e. R and/or F) and on adding an element R/I, they extended the exchange structure to I (R/I) R (F), where the I and the R are each realized by two moves, and the F by a single move (Coulthard and Brazil 1995: 72-73). Both the original and the revised models have been successfully used as a descriptive system for spoken discourse in language teaching classrooms by J. Willis (1995); D. Willis (1995); Hewings (1995); Chaudron (1977); Tsui (1985); and more recently by Cheetham (1998). Additionally, “A generalized and fairly comprehensive descriptive framework was prepared by Amy Tsui “(1986, cited in Sinclair 1995: 80).

On the other hand, adapting the model, attempts have also been made to describe data in which discourse is not predictably controlled as by a teacher in a classroom. Stubbs (1981), employing a single 9-act interchange (consisting of 4 exchanges), focused on a telephone conversation. Burton (1978) provided a general exchange structure applicable to casual conversation. Ventola (1987), on the other hand, focused on ethnographic analysis of service encounters. Francis and Hunston (1995) refined the original model of Sinclair and Coulthard analyzing a complete naturally occurring telephone conversation between two speakers.

4.3 Developing an analytical framework for coding the categories

Based on Sinclair and Coulthard's original (1995) and refined (Coulthard and Brazil 1995) hierarchical 'lesson-transaction-exchange-move-act' system, Figures 4.3.1 - 4.3.5 below and Appendix IC, present a diagrammatic representation of a framework developed to code various categories of the transcribed data of the current study by merely dividing moves at slots I, R and F in terms of individual boy and girl students referring to a teacher's move by the letters B (Boy) and G (Girl) at the end (e.g. eliciting-B/G or acknowledging-B/G), and responding moves by the same letters at the beginning (e.g. B/Ginforming).

Additionally, in the adapted acts (Sinclair and Coulthard 1995: 19 - 21) summarized in Appendix IC for convenience and reference during the analysis, the 'reply' is considered as a part of 'informative' as was suggested in the refined version of the model by Coulthard and Brazil (1995: 72):

Part of the earlier difficulty in analysing classroom exchanges derived from the fact that pupil informs (opening moves with an informative as head) and pupil replies (answering moves with a reply as head) both tended to be followed by the same kind of item, a move with evaluation as head.

Furthermore, following the terminology in the Francis and Hunston (1995:127) model regarding 'directing (I) /behaving (R)' moves, a responding move realized by the act 'rea' was named as a 'reacting' move (Figure 4.3.4).

Figure 4.3.1: An adaptation of Sinclair and Coulthard's hierarchical 'lesson-transaction-exchange-move-act' system: Types of exchanges, and their general internal structure e.s2: I (R/I) R (F) in terms of moves between a Teacher (T) and a boy student (B), and a girl student (G)

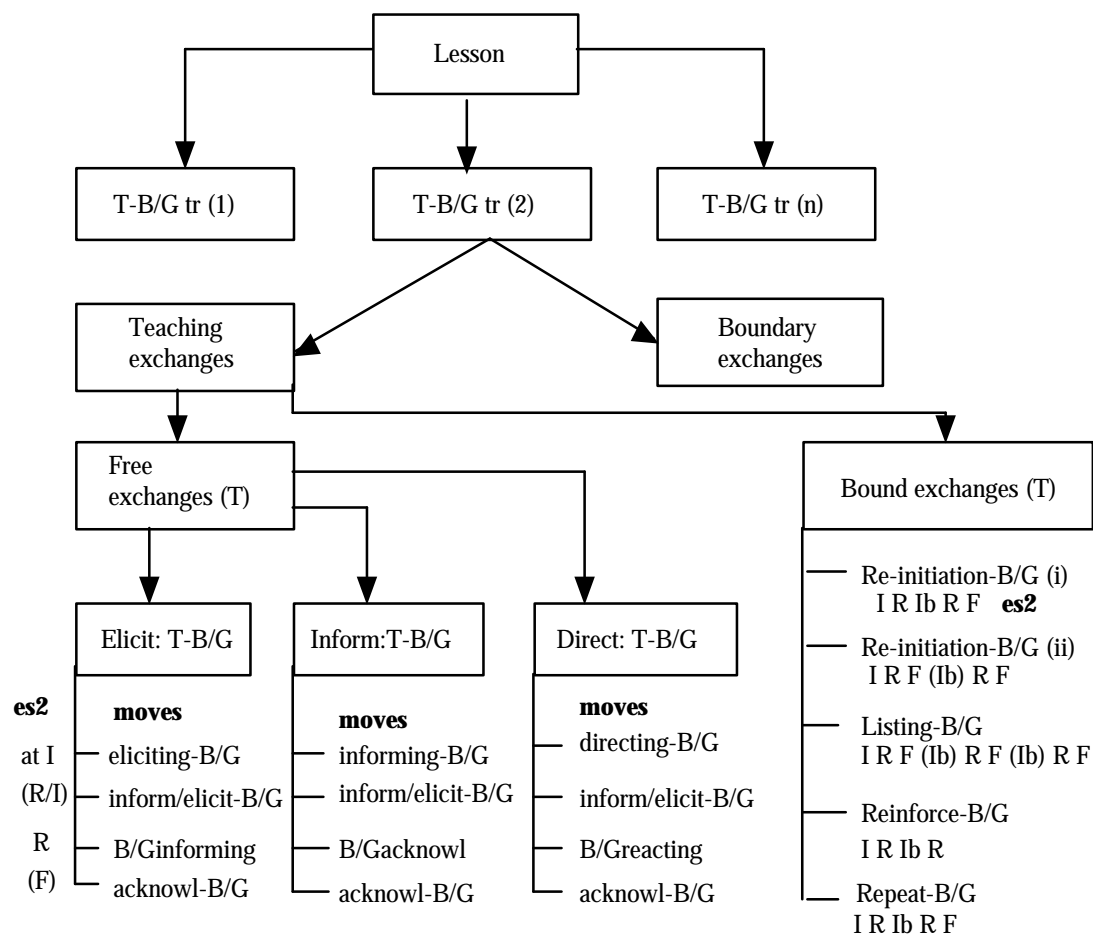


Figure 4.3.2: An adaptation of Sinclair and Coulthard's hierarchical 'lesson-transaction-exchange-move-act' system: Framing (Fr) and focusing (Fo) moves and their internal structures (es1) in terms of acts (see Appendix IC)

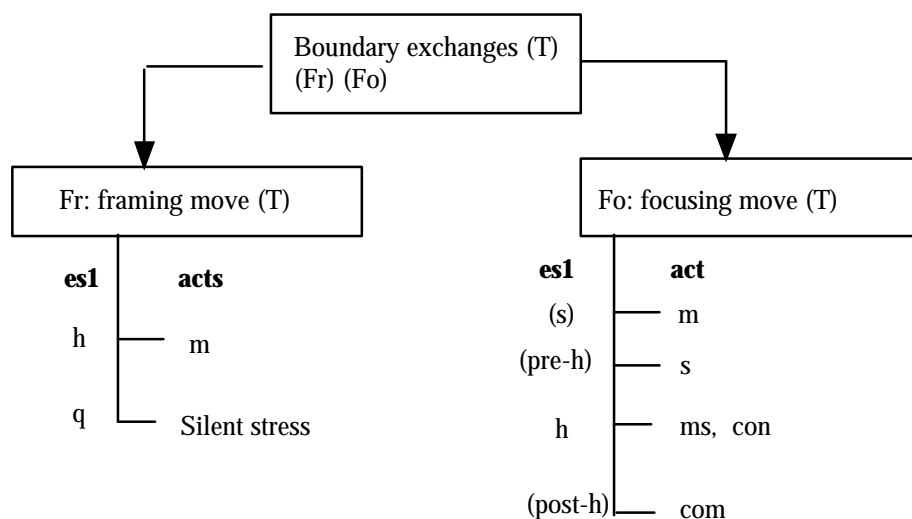


Figure 4.3.3: An adaptation of Sinclair and Coulthard's hierarchical 'lesson-transaction-exchange-move-act' system: Teacher's Initiating moves and their internal structures (es1) in terms of acts (see Appendix IC)

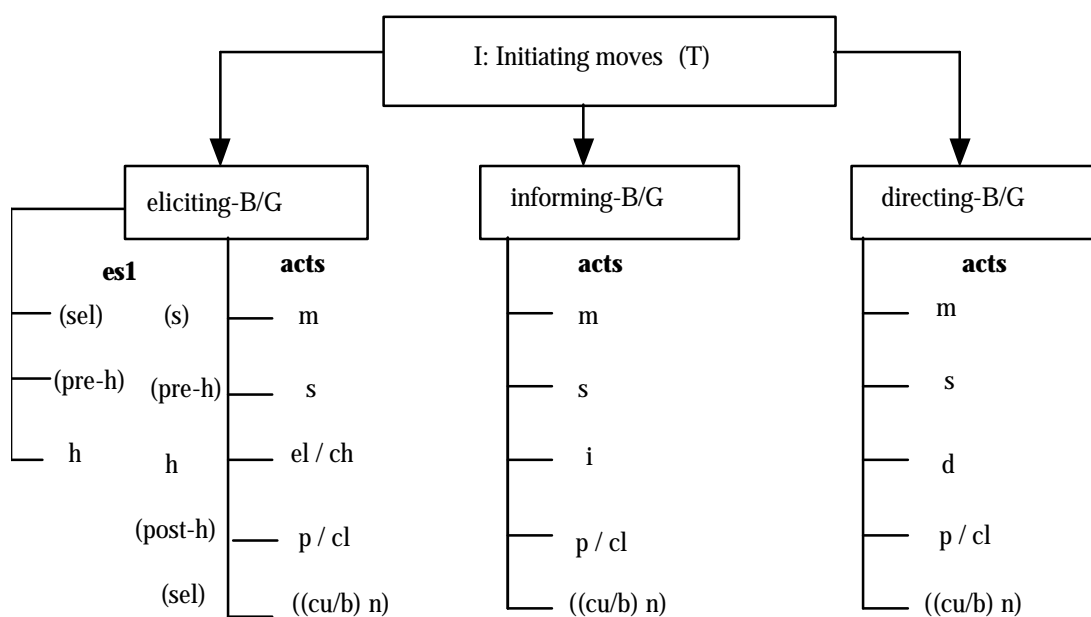


Figure 4.3.4: An adaptation of Sinclair and Coulthard's hierarchical 'lesson-transaction-exchange-move-act' system: Boys and Girl's Responding moves and their internal structures (es1) in terms of acts (see Appendix IC).

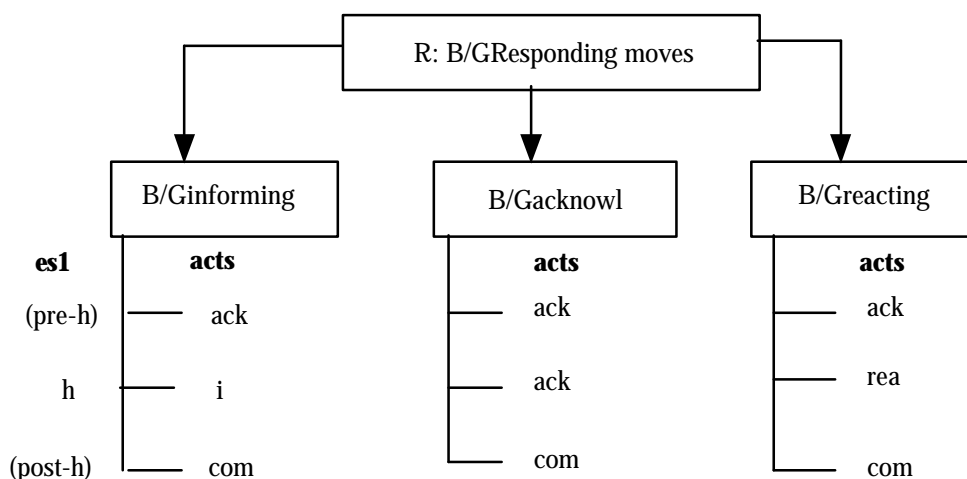
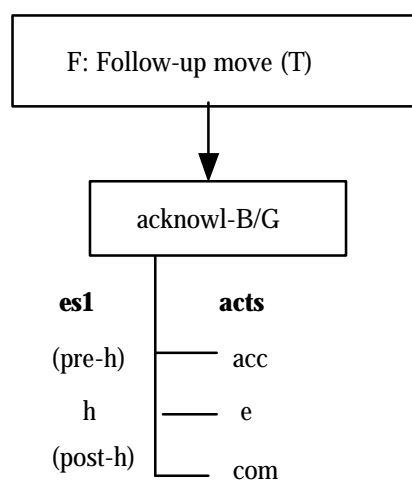


Figure 4.3.5: An adaptation of Sinclair and Coulthard's hierarchical 'lesson-transaction-exchange-move-act' system: Teacher's Follow-up move and its internal structure (es1) in terms of acts (see Appendix IC)



4.4 Coding the adapted categories

Employing the definition given in Figures 4.3.1 – 4.3.5, along with the ones given in Appendix IC, three 50-minute lessons' transcriptions were coded (see Appendix II, III, and IV). Because of space limitations, attempts have been made to include all relevant details of the analysis in the Appendices. The following section will focus on the

general procedure of how the analysis was made by referring mainly to the Appendices and quoting some examples from them.

The first step was to decide boundary moves from the acts that realize them leading to boundary exchanges and therefore the boundaries of transactions (for instance see Appendix II: lines 058 -059). This led to a focus on the teacher's exchanges (in practice, analysis in the order of free and bound exchanges was done) with individual boy and girl students, of the type I R and I R F. To arrive at an exchange, theoretically one needs in the first place to decide the structure of a move (es1) at each slot I, R and F. However, in practice I realized that it was convenient to divide the whole transcript into exchanges from a general understanding of the utterances and their relations to each other in the first place as a tentative analysis, and then move to the lower level of 'moves' and 'acts' for a detailed analysis and modify the exchanges gradually in terms of the type and structure of moves at I, R and F—which is the focus of the next section.

4.4.1 Teacher's initiating moves

In each exchange, the teacher's move at I directed to an individual boy or girl student was categorised as eliciting, informing, or directing, according to how it was realized by its head act (see Figure 4.3.3). Each move was also seen as academic (AC) or non-academic (NA) adopting the definitions found in the relevant literature. Sunderland (1996: 169) defined the terms *teacher academic and non-academic solicit* as follows:

An *academic teacher solicit* was concerned with academic content of the lesson. . . , e.g. asking a student to write something, directing her or him to a particular language item. A *non-academic teacher solicit* included all other possible teacher directives, including asking how/where students were, directives concerning classroom organization. . .

The current study adopted these definitions, but regarded the solicits in terms of a teacher AC and NA move where the moves refer to the definition given in Figures 4.3.2 - 4.3.5. Following is an example of an eliciting academic move directed to a boy student.

line of moves (e.s2)	act	e.s1	move's types
097 T(I): Ah, what time is it	el	h	eliciting-B, ACB
now			
Makoto?	na	sel	

4.4.2 Teacher's questions and feedback

Example 3 (Appendix II)

Example 4 (Appendix III)

010 T(I): He is absent, right? Mikinoi

011 B(R): Vacation

012 T(F): Vacation? He is on vacation. I see, ah.

Analysis of the teacher's questions as DQ and RQ in this study was crucial since they further related to the teacher's follow-up moves in terms of their internal structure as outlined below. In deciding the structures of the teacher's follow-up moves, certain difficulties were encountered. The first one can be seen in examples 3 and 4 above. In line 100, the act 'It's one thirty' is the repetition of B's response and can be regarded as 'accept' (= pre-head act), and 'yes it is' as 'evaluation' (= head act) according to the definitions of accept and evaluation (Appendix IC: 15, 16). For other examples see Appendix II: 188, Appendix III: 175, Appendix IV: 129. However, in example 4, although 'Vacation?' which is the repetition of the student's response can be regarded as 'accept', 'I see, ah' does not seem to evaluate the quality of the student's response in the same way as that in the example 3. For other examples see Appendix II: 051, Appendix III: 357, Appendix IV: 150.

As regard to the K1 and K2 concept, and their relation to the head act of a follow-up move, D. Willis (1995: 117 - 118) reported as follows:

If at the rank of act we have an *evaluate* as head then the exchange has a DK1 initiation as in:

Father: What time did you get in last night?

Son: Eleven o' clock.

Father: Yes.

If on the other hand, we have an *acknowledge* as head then we have a K2 initiation, as in:

A: What's that you've got?

B: A pair of scissors.

A: Oh.

There is, then, no need to distinguish initially between K2 and DK1 [i.e. DK1 is a move in which the questioner defines knowledge to which he as K1 has access, p. 114].

The nature of the exchange is revealed later by the head of the Follow-up move. . . .I am, therefore, proposing . . . 1 *acknowledge* should be acceptable as the head of a Follow-up move in an eliciting exchange.

Employing the analysis proposed by Willis, the teacher's display and referential questions were coded by examining the 'F' part of the I R F eliciting exchanges. If the head of an 'F' had an 'evaluation', the question at I slot was coded as a display question (example 3), and if it had an 'acknowledge', it was regarded as referential (example 4). For an eliciting I R exchange in which the question at I slot was realized by the act 'check' (Appendix II: exchange 57), it was regarded as a referential question following the comments made by Sinclair and Coulthard (1995: 28) as follows:

a checking move . . . could be regarded as a subcategory of elicit, except that feedback is not essential, because these are real questions to which the teacher does not know the answer.

On the other hand, a question, in an eliciting I R exchange realized by the act 'elicitation', was seen as display or referential according to how it appeared in the context. For instance, the question 'What is another way to say to say one thirty or *nani* [what?]' appears to be a display question, since the teacher in the 'F' move is evaluating the student's response (Appendix II: 104 – 111).

The second difficulty was to make a distinction between the teacher's initiating and follow-up moves when they apparently appeared in isolation, for instance in the example below.

Example 5 (Appendix II)

084 T: Very nice, very good Aya. Thank you, very (stress) good, perfect.

Such instances were regarded as teacher's follow-up moves from the context (also see Richards et al.1993). Here the teacher gave instructions through his focusing move as

Example 6 (Appendix II)

059 T(I): Please open your notebooks, so I want to see your notebooks,

and the move (084) followed after a verbal response from a student (showing the notebook). For other examples see Appendix II: 133, Appendix III: 116, Appendix IV: 052.

Finally after arriving at the follow-up moves, the next step was to look further at the follow-up moves and decide two elements of teacher's feedback: affective and cognitive directed to boy and girl students adopting the definitions found in the literature. According to the model reported by Vigel and Oller (1976, cited in Brown 1994: 28, 262), affective feedback (AF) is the extent to which we value or encourage a student's attempt to communicate; while cognitive feedback (CF) is the extent to which we indicate an understanding of the "message" itself. Chaudron (1993: 132- 134) provides a further classification of AF and CF: AF as positive (+AF), neutral (NAF), and negative (-AF); whereas CG was classified as positive (+CG), or negative (-CG). The functions of the + AF and the -AF are reported respectively as strengthening and weakening of a student behavior (response), whereas the functions of the +CG and the -CG are assumed to provide positive and negative information regarding the target language forms. Following are some examples from the data and a brief analysis of how AF and CG elements were coded.

Example 7 (Appendix II)

084 T(F): Very nice, very good Aya. Thank you, very (stress) good, perfect.

Example 8 (Appendix II)

051 T(F): Hello?

Example 9 (Appendix III)

136 T(F): Un Makoto, Makoto you going to fail my class, ah Goto sorry,

you going to fail my class, you know

Example 10 (Appendix II)

111 T(F): Half past .. Half past one, perfect. Very good. Thank you. Very good.

Example 11(Appendix III)

239 T(F): Un, it's very good, very good, very close, almost. It, it is a place, it is a place, but sorry.

In examples 7 and 9, the teacher seemed to provide +AF and -AF respectively as is evident in the directed language: strengthening the student behavior by encouraging or praising using words such as 'nice', 'good', 'perfect'; and weakening the student behavior with words 'fail', 'you know'. In example 8, the teacher gives a light warning in a polite manner through the word 'Hello?' since the voice of the girl was not loud enough to be recognized and is decided an instance of NAF. On the other hand, lines 111, and 239 are examples of +CG and -CG where the teacher is responding respectively on the correct and wrong answers of the students.

4.4.3 Students' responding moves

The last step was to code the students' responding moves. Analysis of the moves was straightforward since only the head occurred in informing, reacting, acknowledging, and Bound-initiation (Ib) moves as pointed out by Sinclair and Coulthard (1995: 23) such as follows:

Example 12 (Appendix II)

line of moves (e.s2)	act	e.s1	move's types
075 B(R): My home	i	h	Binforming,
174 G(R): (NV)	rea	h	Greacting,
165 B(R): Oh	ack	h	Backnowl, and

4.5 Calculating final results as research findings

The purpose of employing the preceding procedure was to code the transcribed data of 3 (50-minute) lessons into Sinclair and Coulthard adapted categories summarized diagrammatically in Figures 4.3.1 - 4.3.5 and Appendix IC. Although it was a time consuming and laborious task to analyze each of 1077 moves as shown in the Appendices II - IV, the analyzed data provided me with an opportunity to determine what was required in the research questions (Appendix IB), add or delete any questions and look for findings other than the ones implied in the original questions.

The final step was to transfer the analyzed data into tables as findings which will be described in the next chapter. The findings were total count of the codes designated for the categories in the Appendices II - IV (e.g. ACB: a code representing an academic move directed to a boy student). Codes were counted employing MsWord 6.0 processor's 'Find' command by typing a code and asking the word to locate places where it appeared and cross checking against regular counting of the codes. Totals were then used to calculate the mean of 'average boy' (= Total/number of boys) and 'average girl' (= Total/number of girls). Furthermore, for simplicity, all the results were presented in whole numbers (by counting fractions of 0.5 and over as a whole number). Total number of boys and girls was regarded as 11 and 10 respectively. In lesson 2 (Appendix III) one boy and one girl were absent. However, the absentees' count was not taken into account on the assumption that the count would have a negligible effect on the combined results of the 3 lessons.

CHAPTER 5: FINDINGS

This chapter in responding to the individual overarching and associated specific research questions (see Appendix IB) will describe the findings.

5.1 Teacher's initiating moves

5.1.1 Frequency and length

As can be seen in Table 5.1, from the total of 370 initiating moves, 266 were directed to boys and 104 to girls. This meant that the average boy (Av-B) received 24 moves and the average girl (Av-G) 10. As regards types of moves, 45 AC moves were directed to boys and 34 to girls with Av-B and Av-G as 4 and 3 respectively; and 221 NA moves to boys and 70 to girls where the ratio of Av-B and Av-G was 20:7. These findings

Instances of the teacher's moves	Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic	266	$266/11 = 24$	104	$104/10 = 10$
academic	45	4	34	3
non-academic	221	20	70	7

Table 5.1: Instances and mean of the teacher's academic and non-academic moves directed to boys and girls over three lessons.

suggested that the teacher directed more AC (slightly) and NA moves to the average boy than to the average girl.

lengths of the teacher's moves	Total length for boys	Mean for the 'average boy' (=total/no. of boys)	Total length for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic	1080 words	98	476	48
academic moves	353	32	269	27
non-academic	727	66	207	21

Table 5.2: Lengths and mean of the teacher's academic and non-academic moves directed to boys and girls over three lessons.

Almost the same general pattern that was found in the teacher's frequency of moves above was observed as regard to their lengths (Table 5.2), the teacher directing longer moves or more words in his moves to boys (1080 words) than to girls (476) with a ratio Av-B:Av-G = 98:48 words. Furthermore, the pattern can also be seen in the AC and NA moves as is evident from the ratio of AC and NA move's lengths as Av-B: Av-G = 32:27 and 66:21 respectively.

5.1.2 Language used

As regards the language used in teacher's moves whether English (E) or English and Japanese (EJ) (Table 5.3), 203 moves (E) and 63 (EJ) were directed to boys; and 94 (E) and 10 (EJ) to girls with ratios Av-B:Av-G = 19:9 (E) and 6:1 (EJ). The same pattern was found in the teacher's NA moves with the ratio Av-B:Av-G = 16:6 (E) and 5:0.6 (EJ). However, in AC moves, 31 (E) and 14 (EJ) were directed to boys and 30 (E) and 4 (EJ) to girls with the ratio Av-B:Av-G = 3:3 (E) and 1:0.4 (EJ). These findings therefore suggested that the teacher directed more NA moves in E and EJ to boys than girls, and more AC moves in EJ to boys but an equal number of AC moves in English to both boys and girls.

Instances of teacher's moves		Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic in English (E) and English and Japanese (EJ)	T	266	24	104	10
	E	203	19	94	9
	EJ	63	6	10	1
academic moves in 'E' and 'EJ'	T	45	4	34	3
	E	31 (69%)	3	30 (88%)	3
	EJ	14 (31%)	1	4 (12%)	0.4
non-academic moves in 'E' and 'EJ'	T	221	20	70	7
	E	172 (78%)	16	64 (91%)	6
	EJ	49 (22%)	5	6 (9%)	0.6

Table 5.3: Instances and mean of the teacher's academic and non-academic moves directed to boys and girls over three lessons. T: Total instances, E: English, and EJ: English and Japanese.

5.1.3 Display and referential questions

From a total of 370 initiating moves (see Table 5.1), 321 were identified as eliciting in the forms of questions (Table 5.4). This indicated that the remaining 49 moves were either informing and/or directing (however, in the analysis very few instances of directing moves were found). As types of initiating moves, this finding implied that the teacher mainly focused on eliciting moves, as his teaching strategy, as opposed to providing information to individual boy/girl students. Since a large number of teacher's initiating moves were eliciting (i.e. questions), I attempted to explore these further in terms of display (DQ) and referential questions (RQ) as shown in Table 5.4. Of 321

Instances of display (DQ) and referential questions (RQ)		Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic	T	237	22	84	8
	DQ	33	3	43	4
	RQ	204	19	41	4
academic	T	37	3	32	3
	DQ	28	3	32	3
	RQ	9	1	0	0
non-academic	T	200	18	52	5
	DQ	5	1	11	1
	RQ	195	18	41	4

Table 5.4: Instances and mean of the teacher's questions directed to boys and girls over three lessons. T: Total questions, DQ: Display questions, RQ: Referential questions.

questions, 237 were directed to boys and 84 to girls with the boy and girl averages as 22 and 8 respectively. Of these 237, 33 (DQ), 204 (RQ) were directed to boys; and of 84, 43 (DQ), 41 (RQ) to girls. Obviously, the teacher directed more questions to boys than girls and boys were asked more referential questions both AC and NA. As for display questions, boys and girls received approximately the same number of AC and NA questions as is evident in the ratio Av-B:Av-G = 3:3 and 1:1 respectively (see Table 5.4). A similar pattern was observed by Sunderland (1996: 192 - 193) in that the 'average girl' received 16.92 'testing' solicits (i.e. display questions), and the 'average boy' 14.93.

5.2 Teacher's wait-time

As shown in Table 5.5, the teacher's (total) wait-time (WR, that is the time taken after directing a question and before getting a verbal response from a student) for boys was 365 seconds and those for girls 181. Total instances of questions over three lessons in which wait-time was estimated were 229 directed to boys and 83 to girls. Wait-time per question (WR/Q) was 1.6 seconds for boys and 2.2 for girls with the ratio of Av-B:Av-G = 0.1:0.2. These findings show that the teacher waited longer for girls than boys to get a verbal response to his questions. The same pattern of wait-time was observed in teacher's AC questions. However, as regards wait-time in NA questions, WR/Q for boys and girls were 1.5 seconds (Av-B: 0.14) and 0.8 (Av-G: 0.1) respectively. This meant that the teacher waited longer for boys than girls in his NA questions. It is to be noted that in 9 questions (compare the total questions with the ones in Table 5.4) it was not possible to estimate the wait-time, either because the time was too short to measure or because the questions and response occurred simultaneously. Therefore, these instances were not taken into account.

Teacher Wait-time after directing a question and before getting a response in his questions		Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic	WR	365	33	181	18
	Qs	229	21	83	8
	WR/Q	1.6	0.1	2.2	0.2
academic	WR	68	6	143	14
	Qs	33	3	32	3
	WR/Q	2.1	0.2	4.5	0.5
non-academic	WR	297	27	38	4
	Qs	196	18	51	5.1
	WR/Q	1.5	0.14	0.8	0.1

Table 5.5: Total and mean of the teacher's wait-time (in sec) after directing a question and before getting a response in his academic and non-academic questions over three lessons.
WR: Total time, Qs: Number of questions directed, WR/Q: Wait-time per question.

5.3 Students' responses: Frequency and length

Total 288 responding moves from boys and girls were found (Table 5.6) to the teacher's 370 initiating moves (see Table 5.1). This meant that 82 moves either received no response or that responses were inaudible or non-verbal. Furthermore, of

these 288, 205 were from boys and 83 from girls, with ratio Av-B:Av-G = 19:8. As regards lengths of the responses, of 523 words, boys spoke 342 (Av-B:31 words) whereas girls spoke 181 (Av-G:18). Thus, boys' responses were more frequent and longer than those of girls. A similar pattern as regards students' responses to the teacher's NA solicits was observed by Sunderland. In her study, the length for the 'average boy' and 'average girl' was reported as 8.07 and 6.54 respectively (1996: 230, Table 6C).

Students' responses	Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
Instances	205	19	83	8
Length	342 words	31	181	18

Table 5.6: Instances, lengths (in words), and mean of students' responses to the teacher's academic and non-academic moves in three lessons.

5.4 Teacher's feedback

5.4.1 Frequency and length

As shown in Table 5.7, a total of 122 instances of teacher's feedback to boys and 39 instances to girls were found. This meant that the average boy received feedback 11 times and the average girl 4 times. As regards lengths of the feedback, boys were

Teacher's feedback	Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
Instances	122	11	39	4
Lengths	726 words	66	227 words	23

Table 5.7: Instances, lengths (in words), and mean of the teacher's feedback to students' response to his academic and non-academic moves over three lessons.

provided 726 words with the average boy receiving 66 words. On the other hand, girls received 227 words with the average girl receiving 23 words. Thus, the teacher directed more frequent and longer feedback to boys than to girls.

5.4.2 Affective feedback

The distribution of teacher's feedback to students in the form of affective feedback (AF) as positive (+AF), neutral (NAF) and negative (-AF) is shown in Table 5.8. Of total 122 instances, the distribution of AF directed to boys were +AF: 68 , NAF: 39, and -AF: 15; and to girls +AF: 27, NAF: 12, and -AF: 0. The ratio of the average boy and girl receiving AF were 6:3 (+AF); 4:1 (NAF); and 1:0 (-AF). These findings suggested that the teacher directed more affective feedback of all forms examined to boys than girls and that the negative affective feedback was directed totally to boys.

Instances of teacher's affective feedback to students' response to his moves		Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic	TAF	122	11	39	4
	+AF	68	6	27	3
	NAF	39	4	12	1
	-AF	15	1	0	0

Table 5.8: Instances and mean of the teacher's feedback to students' responses to his academic and non-academic moves over three lessons: TAF: total instances of affective feedback, +AF: Positive affective feedback, NAF: Neutral affective feedback, AF: Negative affective feedback.

5.4.3 Cognitive feedback

Table 5.9 displays the distribution of the teacher's cognitive feedback (CF) directed to boys and girls in the form of positive (+CF) and negative (-CF). Comparing the findings in Table 5.8, the teacher seemed to provide more AF than CF to students. As regards CF of 29 instances, boys received 18, and girls 11 with the average boy and girl receiving 2 and 1 respectively. Furthermore, from a total of 18 instances of CF directed

Instances of teacher's affective feedback to students' response to his moves		Total no. for boys	Mean for the 'average boy' (=total/no. of boys)	Total no. for girls	Mean for the 'average girl' (=total/no. of girls)
academic and non-academic	TCF	18	2	11	1
	+CF	16	2	9	1
	-CF	2	0.2	2	0.2

Table 5.9: Instances and mean of the teacher's feedback to students' responses to his academic and non-academic moves over three lessons. CTF: Total instances of the cognitive feedback, +CF: Positive cognitive feedback, -CG: Negative cognitive feedback.

to boys, the distribution was +CF: 16 and -CF: 2; whereas for girls the distribution was +CF: 9 and -CF: 2. These findings suggested that the teacher directed (slightly) more positive cognitive feedback to boys and equal number of negative cognitive feedback to boys and girls as can be seen in the ratio Av-B:Av-G = 2:1 (+CF) and = 0.2:0.2 (-CF).

5.5 Other findings: Teacher's opening exchanges in transactions

Lesson # 1			Lesson # 2		Lesson # 3	
tr	T-B ex	T-G ex	T-B ex	T-G ex	T-B ex	T-G ex
I	1		1		2	
II	5		31		26	
III	28				55	
IV			62			58
V	40		65			
VI	43			77	63	
VII			89		67	
VIII		48		92		
IX	60				80	
X	65		103			
XI	67		106			
Total	8	1	7	2	6	1
T-B exchanges: 21; Mean average (=total/ no. of boys): 2						
T-G exchanges: 4; Mean average (=total/no. of girls): 0.4						

Table 5.10: Instances and mean of opening T-B/G exchanges in 3 lessons. T-B/G: a teacher exchange with a boy /a girl, tr: transaction number. ex: exchange number where it appeared in the transcription.

Table 5.10 reports total instances of the teacher's *opening exchanges* in transactions (i.e. the exchanges in which the teacher made an initiation at the beginning of a transaction or soon after directing a boundary exchange) with boys and girls in each of the three lessons. Of 25 opening exchanges, 21 were with boys and 4 with girls. This meant that the average boy was focused on twice at the beginning of each transaction and the average girl 0.4 times. In other words, when opening exchanges in transactions of the lessons were observed, the teacher focused five times more often on boys than on girls.

5.6 Summary of findings

Based on the discussion of the findings in the preceding subsections, 17 patterns of teacher's attention to boy and girl students were found. For convenience, the patterns are summarized in Table 5.11 as the items in a tabulated form are easy to compare at a glance, and easy to be referred to back and forth. In the Table, the number in [] corresponds to the number in Sunderland's findings (see Appendix IA) where the pattern was found to be similar.

Teacher paid more attention to boys in terms of	
01	instances and length [03] of AC moves
02	instances [02] and length [03] of NA moves
03	instances of AC moves in English and Japanese
04	instances of NA moves in English and English and Japanese
05	instances of total questions
06	instances of AC referential questions
07	instances of NA referential questions
08	length of wait-time in NA questions
09	instances [05] and length of boys' responses
10	instances and length of feedback
11	instances of positive, neutral and negative affective feedback
12	instances of positive cognitive feedback
13	instances of opening exchanges in transactions
Teacher's paid more attention to girls in terms of	
14	length of wait-time in AC questions
Teacher's paid equal attention in terms of	
15	instances of AC moves in English
16	instances of AC and NA display [13] questions
17	instances of negative cognitive feedback [17ii]

Table 5.11: Summarized findings of the present study.

CHAPTER 6: DISCUSSION AND INTERPRETATION

6.1 Teacher's attention

The aims of this report were to examine the four overarching questions (Appendix IB) and it began with a general overarching question '[I] Will a male teacher's attention to 15-year old male and female learners in an EFL Japanese high school classroom differ?'

(section 2.3). The question can be answered in the affirmative. In view of the results in the preceding chapter (Table 5.11), it is evident that the teacher in this study paid much more attention to boys than girls. This is in agreement with what has been reported previously with the exception of a few studies in which boys and girls were found to be treated equally (see chapter 2). In all patterns observed, only a single pattern (i.e. the teacher's wait-time in his academic questions) was found in which girls received more attention. Even in this single category, boys were focused on more through the teacher's wait-time in his non-academic questions (Table 5.11: line 08). In this chapter, I discuss the findings from Table 5.11 and will respond to the questions 'Why and how were the boys and the girls treated so differently?'. In doing so, I will refer to findings from the prevailing studies as well as the examples from my informal discussion with the teacher and from what I noticed during the class observation.

6.1.1 Teacher's initiating moves

The teacher paid more attention to boys predominantly in terms of instances and length of AC and NA moves (Table 5.11: 01 - 02). The attention was much more NA since the difference of AC moves directed to the boys and to the girls was small (see Tables 5.1 - 5.2).

One reason for this large proportion of teacher NA moves would be that the teacher was trying to keep order in the class. During observation, I noticed that there was a group of boy students whose behavior was intolerable, a fact that was confirmed during discussion with the teacher. The teacher repeatedly mentioned that he was more concerned about the boys' behavior, especially one particular group which was difficult to manage, and that he had no choice but to focus on these students (i.e. the disruptive group). By doing so, he found a way to get a hold on the rest of the boys. A similar situation was found in several studies. Sunderland (1996: 239) reports "more teacher attention directed to boys overall, in some cases statistically significantly so, but within this, to two particular boys". Croll (1985, Sunderland 1996: 45), in the case of a junior classrooms in the UK, points out "a small number of other boys receiving very high levels of teacher attention". French and French (1984, cited in Sunderland 1996: 238) report that "differential-teacher-attention was not commanded by the boys as a *whole*, but by a small subset of boys". On the other hand, Altani (1995: 149), in the

primary schools in Greece, found that boys are more disruptive in the classroom than girls". In this regard, Sunderland (1996), focusing on the teacher's NA solicits in terms of routine and disciplinary actions, reports that the greater proportion of boys receiving disciplinary solicits was approaching statistical significance at the 5% level. Similar findings were reported by Webster (1993, cited in Sunderland: 60). Although, over three lessons few instances of NA disciplinary moves were found in the transcripts, during class observation I found that the tone of the teacher's voice was high from time to time, indicating uneasiness, when interacting with the boys. Additionally, the teacher's gaze was constantly in the direction of the boys. This means that the teacher's reaction was non-verbal. Therefore, the number of disciplinary moves in this study was few. Studies related to teacher's gaze are exceptionally rare, and no study is available as regards non-verbal gender differences in EFL/ESL classrooms in teacher-pupil interactions (see Sunderland 1996: 378). For this reason, my initial intention was to employ video in my study. However, it was not possible mainly because the school was reluctant to allow me to video record its classrooms. The only work I came across was by Swann and Graddol, which supports the non-linguistic pattern I observed. The researchers employed video to capture non-verbal differences in teacher-pupil interactions in a British primary school of 9 -11 years old boys and girls. They discovered

that 60% of the teacher's pupil-directed gaze was towards the boys. . . (One reason why teacher gaze may be directed more at the boys is, they [Swann and Graddol] suggest, because teachers are continually on the look-out for disruption, which they know from experience is more likely to come from male learners.). (Sunderland 1996: 48 - 49)

A second reason for the excess of teacher NA moves, which relates to the first reason, seemed to lie in the learning styles preferred by boys. According to the teacher, boys in general seemed to behave better if the teacher had interactions with them in the form of off-text questions, that is, the NA questions. Therefore, the boys were directed a larger number of referential questions than display ones (Table 5.4), more than those of the girls (Table 5.11: 06 - 07), which consequently increased the total number of questions towards boys (line 05).

A third reason relates to the teacher's difficulties in dealing with boys and girls in his interactions with them. According to the teacher, he was having difficulties to employ heavily the same approach, that is, of asking general or social questions to girls partly because of their interests which were far different from those of boys and partly because his interaction with the individual girls might result in such problems as sexual harassment. As for the interests of boys and girls, compare exchanges 70 - 82 (Appendix II) with the ones 108 - 125 (Appendix III). In the former teacher-girl interactions, the topic relates to a 'toy' whereas in the latter teacher-boy interactions it is on the 'baseball'—a sport in which the school was specialized, and was therefore highly favored by all the boys as a topic for discussion. Fear of sexual harassment on the part of the teacher would be the case that forced him to direct fewer referential questions, involving personal information, to girls than boys since he was a male and since the class was conducted in an EFL environment with which he was unfamiliar.

As regards teacher's attention in the form of his moves in English and English and Japanese, interesting differences were found. The teacher paid equal attention in terms of instances of AC moves in English (Table 5.11: 15), and more attention to boys in terms of instances of AC moves in English and Japanese (line 03) as well as instances of NA moves in English and English and Japanese (line 04). This means that the teacher's use of non-EFL language (i.e. Japanese) in teaching contents and in dealing with the lesson's procedure was mainly towards boys. Furthermore, if we look at the distribution of the teacher's directed language within gender group (Table 5.3), we find that boys received more moves in English and Japanese than did girls (boys, girls = 31, 12% AC; and 22, 9% NA). In other words, girls received more moves in English than did boys. One possible explanation, of this tendency of directing more moves in English and Japanese to boys, could be that the teacher considered boy students as weaker or less able learners of a foreign language (in this case English), and wanted to help them (also see Sunderland 1996: 303). Alternatively, girls could be seen as better learners than boys since it was an EFL class and the objectives were to teach English. It would also be possible that the teacher, employing this bilingual approach, was trying to keep boys busy, especially the disruptive ones: staying with the same boys and keeping his exchanges longer (for instance see Appendix IV: lines 317 – 379).

6.1.2 Teacher's wait-time

As contrast with non-language classroom findings relating to mathematics (Gore and Roumagous 1983), and science (Rowe 1974), the teacher gave a longer time to girls than boys to respond to his AC questions (Table 5.11: 14). One reason for this longer wait-time in AC questions would be that since the teacher was checking answers through his display questions, using more English as we have seen in the previous subsection, it might require efforts on the parts of girls to (i) first understand the question, and (ii) then select one answer from several given possibilities as was the usual case in the present study (see for instance, Appendix II: 101 – 111; and Appendix III: 234 - 239). A further analysis of the questions revealed that girls, additionally, were directed slightly more AC open or wh-type questions over three lessons than boys were (Appendix V: Table 4) (also see Sunderland 1996 for similar finding). Therefore, the teacher could have found it necessary to wait for girls' response longer than those for boys. It is interesting to see that both boys and girls were directed an equal number of display questions (Table 5.11: 16); however, girls were provided with longer wait-time than that of boys. Gore and Roumagoux (1983: 273) state that “most teachers expect boys to outperform girls in mathematics. This difference for expectation for girls and boys might result in differing wait-time for boys vs. girls.” In their study, teachers were found to give longer wait-time for boys than girls. In the present study, the teacher's longer wait-time would be the result of his expectation for girls in terms of being more able learners than boys.

On the other hand, it is not fully clear why boys were given longer time (than girls) to respond to a referential question since the language of the question partially comprised Japanese words. An analysis of the Japanese language used by the teacher revealed that most of the words were *lexical /content words* including nouns (*jisho* = dictionary), verbs (*hatta* = pasted), and adjectives (*atsui* = hot) or the words/phrases such as *ne* (= isn't it) that help grasp the meaning of a question. Since “lexical words carry a higher information content” (Carter 1996: 8), it would be easier for the boy students to comprehend the teacher's referential questions. If this is the case, then it would again be an attempt on the part of the teacher to keep the boys busy providing them longer wait-time in referential questions.

6.1.3 Students' responses

Boys were found to give more frequent and longer responses (Table 5.11: 09). This finding can be seen as a reflection of the teacher's moves directed to boys (Table 5.11: 01 - 02). Obviously, if boys received more frequent and longer moves, it is highly probable that they had more chances than girls to respond to these moves which consequently produced more frequent responses. Furthermore, frequency of a response is likely to increase its length, which in fact was the case in the present study. In Sunderland's (1996) study, however, the result was different, in that, boys produced more responses than girls, whereas girls gave longer responses than boys. Further analysis of the students' responses as one-word or potentially longer over three lessons suggested that boys produced much longer responses (of both types) than did girls (see Appendix V: Table 10).

6.1.4 Teacher's feedback

In contrast to Sunderland's (1996: 214) finding that "the distribution of different types of feedback did not seem to vary with gender", the teacher in the present study provided much more feedback to boys than girls. Boys received more frequent and longer feedback (Table 5.11: 10). As regards types of feedback, they received affective elements as positive, neutral, and negative (line 11), and cognitive element as positive (line 12). Furthermore, negative affective feedback was provided to boys not only over three lessons, but also in each lesson (see Appendix V: Table 13). Here again, boys and girls were treated very differently. One reason to provide a great proportion of non-negative affective and cognitive feedback to boys could be that the teacher considered them weaker learners of English since feedback is likely to be given to those who are less able and consequently deserve most to get it. Negative affective elements of feedback, on the hand, would likely be the result of the teacher's criticism in response to boys disruptive or wrong behavior (for instance, see Appendix III: 34 - 38; and 132 - 136).

6.1.5 Teacher's opening exchanges in transactions

The teacher paid more attention to boys in terms of instances of opening exchanges in transactions (Table 5.11: line 13). As mentioned previously, the teacher was more concerned about the 'disruptive boys' who were difficult to manage. On the part of the

teacher, this boy-first initiation in his directed exchanges seemed to be a part of his efforts to keep boy students attentive. A careful analysis of the transcripts revealed that the teacher interacted with boys and girls separately in groups as opposed to boy and girl in turn, and that boys were treated much more in groups than girls. This would be an advantage for the teacher to convey a message to the boys which might be something like “when I initiate with a boy, then the next one after that would again be a boy, so be attentive and behave well”. For the instances in which boys were treated in groups see Appendix II: exchanges 5 - 15; 28 - 33; Appendix III: 31 - 39; 45 - 51; Appendix IV: 80 - 87; 114 - 135, and for girls the Appendix II: exchanges 16 - 26; 70 - 82; Appendix III: 66 - 68; 80 - 85; Appendix IV: 38 - 44; 106 - 108.

6.2 Implications for learning opportunities

This subsection will respond to the implications question ‘[II] Will the teacher’s attention to 15-year old male and female learners in an EFL Japanese high school classroom provide equal learning opportunities for the male and the female learners?’ (section 2.3). The question can be answered in the negative. It should be noted that in the relevant discussion below, I assume an overlap of some of the contents already discussed above since the two issues relate close by to each other.

As regards the structure of an EFL classroom lesson, J. Willis (1995) makes a distinction in terms of *inner* and *outer*, where *outer* is reported to provide the framework of the lesson in which the language is used to socialize, organize, explain and check. The teacher’s NA moves occupying the *outer* structure can be said to provide boys more motivation than girls to listen to the real language. The excess of this communicative use of the language (Cullen 1998: 181) can be seen further in the form of his referential questions. Such questions have been reported as promoting greater learner productivity (Chaudron 1993: 127, and Nunan 1989: 30) since they involve efforts of both teacher and the learners (Thornbury 1996: 279-280), and learners have been shown to respond to this type of question with significantly longer and more complex utterances (Brock 1986, and Nunan 1991). The process can be seen, for instance, by comparing an exchange initiated by the teacher using a display question (Appendix II: 183 – 188) with one employing a referential question (Appendix

IV: 329 -357). In the former example, the teacher repeated the same or a rephrased question ‘how much?’ 4 times and elicited a single response ‘five hundred’. On the part of the teacher, the effort was to check whether the student knew the answer. On the other hand, the student’s effort was to make a choice from several given answers and report to the teacher. On the contrary, in the latter example the teacher directed 13 questions and elicited 10 responses because both the teacher and the student were working to *negotiate meaning* (Nunan 1989: 45). It can be seen in the form of the teacher’s *comprehension checks* such as ‘*ya, yako?*’, ‘*Nako?*’, and ‘*NA.KU.KO?*’ [NAFUKO]. On the part of the student, the effort would be to interact with the teacher. The student was making efforts to deal with a situation hard for the teacher to realize, which consequently resulted in various types of student responses such as repetition of the same response (i.e. *Nafuko* [Nafuko]), division of a response into its individual sounds (i.e. *FU, fu, fu, FU*) with emphasis on critical sounds (i.e. *FU*) , and correction of a response at specific places (i.e. *Ko*). This entire process of negotiating meaning provided the student more practice in responding, and therefore in producing longer responses. A great number of such examples were found in the data (see Appendix II: 145 – 151; Appendix III: 140 – 154; Appendix IV: 413 – 419).

Chaudron (1993: 174) quoting second language classroom research points out that “In regard to teacher’s strategies in questioning learners, the wait-time treatment was hypothesized to have similar positive effects on learners’ participation. . . additional wait-time should especially allow L2 students a better opportunity to construct their response.” Furthermore, Holley and King (1971) reported that in German classes, teachers who waited at least five seconds obtained an increase in student responses. There have been recommendations for longer wait-time (White and Lightbown 1984), and reports on successful increase in learner’s responses with more than 4 seconds of wait-time (Thornbury 1996: 282; Korst 1997: 280, Nunan 1991: 193, and Farooq 1998: 9). Surprisingly, in the present study, the wait-time for girls (as a group) per AC question was found to be 4.5 seconds (see Table 5.5). This finding suggested that girl students benefited more than boys in the process of producing the foreign language in that they were provided with a better opportunity to construct their response.

The teacher in the present study provided much more feedback to boys than to girls. This obviously means that the teacher created more opportunities for boys, that is, to have them test whether their responses were right or wrong. However, boys also received the most frequent criticism as is evident in the negative affective element of the feedback which, on the parts of the disruptive boys, could be seen as insulting for example. Based on Vigil and Oller's (1976, cited in Brown 1994: 262) model of error correction, the most useful implications are that cognitive feedback must be optimal in order to be effective as was found in the present study especially in the case of negative cognitive feedback. However, in view of the model, implications in regard to the negative affective feedback are as follows:

What we must avoid at all cost is the administration of *punitive* reinforcement, or, correction that viewed by learners as an affective red light—devaluing, dehumanizing, or insulting their personhood. (Brown 1994: 263)

Studies concerning sexism in EFL/ESL textbooks based on linguistic and non-linguistic representations of gender have an extensive literature (see Hartman and Judd 1978, Porreca 1984, Narisawa and Tsutomi 1991, Sakita 1995, Takahara 1995, and Farooq 1999-b, 1999-c). Surprisingly, no formal attempts have been made to explore whether the findings as regards sexism in the textbooks have any relation to the ones in the classrooms. The possibilities, however, are pointed out by Porreca (1984), and Sunderland (1992, 1994-a, 1994-b, 1994-c). Sunderland (1992: 88) quoting the research by Holmes (1989) relating to ESL classrooms in Australia and New Zealand points out that “Applied to the EFL classroom, these findings might mean that males get more speaking practice and more feedback on their utterances.” While findings in the current study support the above statement, I have observed another pattern which relates to a concept known as *omission* or *invisibility* (Florent et al. 1994: 114). The concept is defined as follows:

When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women's accomplishments, or that they themselves as human beings, are not important enough to be included. (Porreca 1984: 706)

Related to omission is the order of mention, termed as *firstness*. It is defined as “given two nouns paired for sex, such as *male* / *female*, the masculine word always comes first” (ibid: 706). In the current study, boys were addressed first rather than girls in most of the teacher’s directed exchanges. The same pattern may be observed in EFL/ESL textbook dialogues, which are generally initiated by a male speaker who is followed by a female one. For instance, in one EFL textbook (Tofuku and Shaikh 1997) it was found that 75% dialogues were initiated by a male speaker (Farooq 1999-b and 1999-c). This boy-first initiation in the teacher’s exchanges is likely to give girls an impression that boys are more important since their interests are given priority as reported by Altani (1995: 149). This may have further negative effects on girls’ communicative abilities. For instance, if the teacher first asks a question to a boy student at the beginning of a transaction (i.e. a new activity), and then repeats the same question or with little modification to a girl student, the girl most probably will have little or no interest in responding to the question. In this regard, Yopez (1994: 123) points out that

Gender-differentiated classroom behavior that favors males, however, could cause female second language acquisition to suffer, since interaction is crucial in the ESL classroom and language-learning is an interactive skill.

Furthermore, if the process continues in every lesson whenever a new activity is introduced (as was the case here), there will be no point for girl students to make efforts to improve their listening and speaking abilities, and to listen to the entire process attentively.

To sum up, according to the teacher, he was making efforts to interact with boys and girls equally, for instance, by nominating them in turn. However, his efforts were very unlikely to have been appreciated by girl students who, in each lesson, saw that the teacher interacted more with boys both in terms of frequency and amount of interaction. This tendency will obviously create additional language learning opportunities for the boys in student-teacher interactions. A careful analysis of the boy-

/girl-teacher interactions showed that boys in each lesson, in fact, interacted much more (approximately 79%) with the teacher than did girls. Over three lessons, the frequency of moves directed by boys and girls was 11 and 3 instances respectively which consequently produced longer moves (boys = 85 words; and girls = 22 words).

CHAPTER 7: CONCLUSIONS

7.1 Outcomes of the study

This study was an attempt to examine the role of teacher's attention in mixed-sex EFL classrooms of Japanese learners which consequently throws light on the provision of learning opportunities for male and female learners. As a small-scale case study, three 50-minute lessons given by a male teacher to 11 boy and 10 girl high school first-graders (aged 16) were analyzed. Methodologically, Sinclair and Coulthard's analytical categories were adapted to design a general framework. The framework was then employed to code the transcribed classroom data of three lessons in the forms of (i) the teacher's initiating moves directed to boy and girl students, (ii) responses from the students to the teacher's moves, and (iii) the teacher's feedback to the students' responses. An initiating move was seen as academic or non-academic along with its intended language type as English or English and Japanese. The move was further examined in terms of the teacher's questions (as display or referential), and the wait-time allowed to respond to the questions. Likewise, the follow-up moves as feedback were classified as affective or cognitive.

As explained in the preceding sections, the overall findings suggested that the teacher paid more attention to boys than girls which was in agreement with the prevailing findings from foreign and non-foreign language classrooms, but differed from the ones in ESL classrooms (see chapter 2). This discrepancy resulted from the fact that the teacher was treating boys and girls differently: Girls were apparently seen as more academic, able and well-behaved learners on the basis of such information as the teacher's wait-time, language used in his directed moves, and absence of negative cognitive feedback. In contrast, boys were evidently seen as learners who needed attention partly because of their more immature and thus more disruptive nature (Altani

1995: 154) and partly because of their comparatively lower language learning abilities (Sunderland 1996: 303).

7.2 Suggestions for equal attention in EFL/ESL classrooms

Yepez (1994: 123) quoting research relating to non-language subject classrooms notes that “educators are generally unaware of biases in their behavior, which may mean that differential treatment of the genders is often unintentional”. Similarly, Kelly (1988: 20 - 21) in her meta-analysis concludes as follows:

The discrepancies are just as large in teacher-initiated interactions as in pupil-initiated interactions, which suggests that teachers are either unaware of the way in which males dominate in class, or are unsuccessful in controlling this domination.

Concerning ESL research, Yepez’s (1994: 129) interview with her teachers revealed related findings as follows: “These responses showed that the teachers had some awareness of their behavior with the genders, but the interview seemed to be their first time thinking the issue through.”

Earlier findings from the literature highlight the importance of making teachers aware of the issue of providing equal attention to boys and girls in mixed-sex classes, as well as training them since “[t]he results of the meta-analysis suggest that trained teachers are much more successful than un-trained teachers in reducing sex bias in their classrooms”(Kelly 1988:15). However, the literature also suggests that even the trained teachers were unsuccessful in controlling criticism in their classes (ibid:21). Strictly speaking, this means that the issue ‘how teachers and students alike could possibly be helped?’ remains unanswered and requires consideration. If we look at the exchange structure ‘I (R/I) R (F)’ (Coulthard and Brazil 1995: 72), we can see that the classroom interaction is managed by its speakers, say a teacher and a student, and that it is a combined product of the efforts made by the speakers. This implies that the teacher is likely to manage the interaction (i.e. pay equal attention) provided the other speaker (i.e. boy or girl student) is willing to co-operate. Consequently, in order to manage to distribute attention including criticism equally between the sexes an ESL teacher can be given at least the following three suggestions:

- First, do realize the responsibility to pay equal attention to boys and girls, since “it is not unfair to demand that teachers should become aware of their own biases”(Kelly 1988:15);
- Second, make sincere efforts to train yourself to achieve this goal; and
- Third, find ways to make your students aware of your goals to get their co-operation.

Furthermore, if the class is conducted in an EFL environment such as Japan where the rules as regards English education that may affect classroom interactions are made, practiced and controlled by the administrators of high schools through the Ministry of Education (see Miura 1997), the most crucial suggestion for an EFL teacher of Japanese high school learners besides the ones above would be to discuss the relevant issue with the administrators and ask for their assistance in this regard (also see Power 1992: 210 –211).

7.3 Weaknesses of the current research

One of the weaknesses of this study and probably the most crucial one is that the findings, based on merely three lessons, yielded limited information which can lead to only the most tentative of generalizations.

Another crucial shortcoming is as follows: Although the transcribed data was easily fitted into Sinclair and Coulthard’s adapted categories, decisions on certain teacher moves was difficult as can be seen in the light of the following questions along with exemplified data.

- (1) Is the following move initiating or follow up since it is found in isolation, that is, not in the explicit ‘I R F’ form? (Appendix II: 084)

T: Very nice, very good Aya. Thank you, very (stress) good, perfect.

- (2) Is the following move directed to a boy or a girl student since it is found in isolation and since it does not contain a student’s name? (e.g. Appendix II: 090)

T: Very good perfect perfect perfect excellent (inaudible).

- (3) How many words of the following move are directed to the whole class and how many words to an individual student, since the move is so long and seems to be directed both to the whole class and an individual student? (e.g. Appendix III: 270).

T: Yes, the amount of yen to other money in the world, yeah. Yeah, exchange rate. So today (writes on the chalkboard) one hundred and five yen equals one dollar, exchange rate. So one hundred and five yen equals one dollar today. Un when I first came to Japan, one, maybe, one, one nineteen, or one twenty one, one twenty one. So, I was very happy. And, now unhappy, very sad, ah I'm poor. *Demo* [but] if yen is eighty yen equal one dollar, *yokatta* [lucky] I'm rich, I'm rich. So, I want, I want yen to go down, more more more, so I will be rich. *ii desu ka*, [do you understand?] exchange rate? You understand? (#) Yeah? okay.

- (4) In the following exchange, is the teacher providing any cognitive (as well as affective) feedback, since the move has no words that signals that the teacher is commenting on the linguistic form of the student's response? (Appendix III: 333 - 335)

T(I): Kenta, i it's easy yeah? It was easy?

B(R): No

T(F): (laugh) It's difficult. You did good though. Yeah, you did really good.

7.4 Recommendations for further study

Because of time and space constraints, it was not possible to examine all the research questions initially planned. The findings of the questions which were not fully discussed or reported are included for reference in Appendix V in Table 4, Table 6, Table 7, Table 10, Table 11, and Table 15. They are intended to be utilized in future studies in order to examine the teacher's attention in other areas.

The current study focused mainly on teacher initiated 'teacher-student interactions' and reported results over three lessons. However, the analyzed data can also be employed to examine further teacher's attention in 'student-teacher interactions' initiated by

students which was not possible to fully include in this report, again due to space and time limitations. This further study is important in that as far as I know, no work has been reported regarding EFL classroom, particularly involving Japanese learners. The only work in this direction is related to German classes reported by Sunderland (1996).

Furthermore, the general framework developed in this study can be employed in its present form to focus on larger samples of mixed-sex classroom data which will certainly be helpful in generalizing the findings in the larger EFL context of Japanese high school male/female learners.

Lastly and more importantly, working on the research reported in this study I suggest that the following specific areas should be explored. They are crucially important since little is known about them concerning EFL/ESL classroom studies:

- (i) Non-verbal gender differences in the form of teacher's gaze.
- (ii) Teacher's intonational patterns in teacher initiated 'teacher-male/female interactions'.
- (iii) Male teachers' perception of 'sexual harassment', whether the fear of sexual harassment forces the teachers to interact less with girls than boys especially in the EFL classrooms of Japanese learners.

APPENDIX IA: SUMMARY OF SUNDERLAND'S MAJOR FINDINGS (1996: Chapter 6)

Teacher paid more attention to boys in terms of	
01	number of times their names were mentioned in solicits (approaching SS*)
02	number of non-academic (routine and disciplinary) solicits (approaching SS)
03	number of words in academic and non-academic solicits (SS)
04	number of comments found in isolation (SS)
05	Boys gave more frequent responses to the teacher's solicits (not SS)
Teacher's paid more attention to girls in terms of	
06	number of 'testing solicits' (i.e. display questions) requiring longer responses (SS)
07	number of comments as regards praise not in the sense of 'feedback to a response to a solicit', but praise in a 'general sense' (SS)

08	Girls gave longer responses to the teacher's solicits
09	They used more German words in their responses to the teacher's solicits
10	They spoke more frequently in dialogues (not SS)
11	They spoke more words in dialogues (not SS)
Teacher's paid equal attention to boys and girls in terms of	
12	number of academic solicits (not SS)
13	number of 'testing solicits'
14	number of 'testing solicits' in German, English, and German and English (not SS)
15	number of 'testing solicits' requiring responses in English
16	number of 'testing solicits' requiring one-word long responses (SS)
17	number of feedback on their (i) (correct) and (ii) (incorrect) responses (not SS)
*SS: represents a statistically significant difference at a 5% level	

APPENDIX IB: RESEARCH QUESTIONS

Amount and types of teacher's initiating moves

Overarching question:

Q1.0 Will the teacher use (a) more and (b) different types of language to boys and to girls in his academic (AC) and non-academic (NA) initiating moves to them?

Specific questions:

Q1.1 How many of the teacher's AC and NA initiating moves are directed to boys and to girls?

Q1.2 How many words in the teacher's AC and NA initiating moves are directed to boys and how many to girls?

Q1.3 How many times does the teacher use (i) English and (ii) English and Japanese in his AC and NA initiating moves directed to boys and to girls?

Q1.4 How many display and referential questions in the teacher's AC and NA eliciting moves are directed to boys and to girls?

Amount of teacher's wait-time

Overarching question:

Q2.0 Will the teacher wait-time for boys be longer than for girls in his AC and NA questions?

Specific question:

Q2.1 How long is the teacher's wait-time for boys and for girls after directing a question and before getting a response in his AC and NA questions?

Amount of students' responses

Overarching question:

Q3.0 Will boys give more responses than girls to the teacher's initiating moves directed to them?

Specific questions:

Q3.1 How many times do boys and girls respond to the teacher's initiating moves?

Q3.2 How many words do boys and girls speak to respond to the teacher's initiating moves?

Amount and types of teacher's feedback

Overarching question:

Q4.0 Will the teacher provide (a) more / less or (b) different types of feedback to boys and to girls to their responses to his initiating moves?

Specific questions:

- Q4.1 How many times does the teacher provide feedback to boys and to girls on their responses to his initiating moves?
- Q4.2 How long (in words) are the teacher's feedback to boys and to girls on their responses to his initiating moves?
- Q4.3 How many times does the teacher provide affective feedback to boys and to girls on their responses to his initiating moves?
- Q4.4 How many times does the teacher provide cognitive feedback to boys and to girls on their responses to his initiating moves?

Q

APPENDIX IC: SUMMARY OF ACTS

An adaptation of Sinclair and Coulthard's hierarchical 'lesson-transaction-exchange-move-act' system: Description of 21 acts

	Act's Label	Sm	Realized by	Function
01	marker	m	well, OK, 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 a silent stress.	to mark boundaries in the discourse.
02	starter	s	a statement, question or command.	to provide information about or direct attention to or thought towards an area in order to make correct response to initiation more likely

03	elicitation	el	a [wh] question	to request a linguistic response.
04	check	ch	a closed class of polar questions concerned with finished or ready, having problems being able to see or hear.	to enable the teacher to ascertain whether there are any problem preventing the successful progress of the lesson.
05	directive	d	a command	to request a non-linguistic response.
06	informative	i	(i) a statement, (ii) question, or moodless, item and non-verbal surrogates such as nods.	(i) to provide information. (ii) to provide an appropriate response which is appropriate to the elicitation.
07	prompt	p	a closed class of items - go on, come on, hurry up, quickly, have a guess	to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
08	clue	cl	a statement, question, command or moodless item.	to provide additional information which helps the pupil to answer the elicitation or comply with the discourse.
09	cue	cu	hands up, don't call out, is John the only one.	to evoke an (appropriate) bid.
10	bid	b	a closed class of verbal and non-verbal items - Sir, Miss, teacher's name, raised hand, heavy breathing, finger clicking.	to signal a desire to contribute to the discourse.
11	nomination	n	a closed class consisting of the names of all the pupils, you, with contrastive stress, anybody, yes, who hasn't said anything yet.	to call on or give permission to a pupil to contribute to the discourse.
12	acknowledge	ack	yes, OK, cor, mm, wow, and certain non-verbal gestures and expressions.	simply to show that the initiation has been understood, and, if the head was directive, that the pupil intends to react.
13	react	rea	a non-linguistic action.	to provide the appropriate non-linguistic response defined by the preceding directive.
14	comment	com	a statement or tag question.	exemplify, expand, justify, provide additional information.
15	accept	acc	a closed class of items - yes, no, good, fine, and repetition of pupil's response, all with neutral low fall intonation.	to indicate that the teacher has heard or seen and that the informative, or react was appropriate.
16	evaluate	e	the statements and tag questions, including words and phrases such as good, interesting, team point, commenting on the quality of the informative, react or initiation, also by yes, no, good, fine, with a high-fall intonation (positive), or a rise of any kind (negative evaluation)	
17	silent stress	~	by a pause, of the duration of one or more beats, following a marker.	to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.
18	metastatement	ms	by a statement which refers to some future time when what is	to help the pupils to see the structure of the lesson, to help

			described will occur.	understand the purpose of subsequent exchanges, and see where they are going.
19	conclusion	con	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 metastatement.	to help the pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
20	loop	L	a closed class of items - pardon, you what, eh, again, with rising intonation and a few questions like did you say.	to return the discourse to the stage it was at before the pupil spoke, from where it can proceed.
21	aside	z	statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class.	Instances of the teacher talking to himself: It's freezing in here, where did I put my chalk?

APPENDIX II: TRANSCRIPTION AND ANALYSIS OF LESSON ONE

Key to symbols

<i>e.s1</i>	the element of move structure realized by the preceding act
<i>e.s2</i>	the element of exchange structure realized by the preceding move
length	indicates the number of words in a move
<i>ex</i>	number of exchanges
<i>tr</i>	number of transactions
----	(a single line) exchange boundary
- - -	(a broken line) the next exchange is bound-Elicit
-----	(double lines) transaction boundary
I	An initiating move including (i) informing; (ii) eliciting; (iii) Ib (bound-move); (iv) framing; and (v) focusing ; and (vi) directing moves
R	A responding move including (i) informing; (ii) acknowledging (acknowl) and (ii) reacting moves
R/I	A responding or an initiating move including eliciting or informing depending on its function realized by the next move
F	A follow-up move including an acknowl move
T	Teacher

B	A boy student
G	A girl student
C	Class (Boys and girls)
ACB/G:	Academic move directed to a Boy/ Girl
NAB/G:	Non-academic move directed to a Boy/Girl
EB:	Teacher's initiating move directed in English
EJB:	Teacher's initiating move directed in English and Japanese
WNB/G:	Teacher's wait-time (in seconds) in an initiating move before nominating a Boy/Girl
WRB/G:	Teacher's Wait-time (in seconds) between directing a move and nominating a student to provide a verbal response
(#):	A pause in seconds
CQB/G:	Questions with closed 'yes' or 'no' answers realized by the 'act' 'ch', directed to a Boy/Girl
OQB/G:	Questions with open answers beginning with 5W1H (e.g. When) realized by the act 'el', directed to a Boy/Girl
DQB/G:	Questions (Display) whose answers teacher knows, directed to a Boy/Girl
RQB/G:	Questions (Referential) whose answers teacher does not know, directed to a Boy/Girl
B/GRE:	Boy/Girl response in English
B/GRJ:	Boy/Girl response in Japanese
B/GREJ:	Boy/Girl response in English and Japanese
B/GRMI:	Boy/Girl response in moodless items (e.g. ah, oh, um,...)
+AFB/G:	Teacher's positive affective element of feedback directed to a Boy/Girl
NAFB/G:	Teacher's neutral affective element of feedback directed to a Boy/Girl
-AFB/G:	Teacher's negative affective element of feedback directed to a Boy/Girl
+CFB/G:	Teacher's positive cognitive element of feedback directed to a Boy/Girl
-CFB/G:	Teacher's negative cognitive element of feedback directed to a Boy/Girl
EFB/G:	Teacher's feedback given to a Boy/Girl in English including moodless items (e.g. ah, oh, um,...)
JFB/G:	Teacher's feedback given to a Boy/Girl in Japanese
EJFB/G:	Teacher's feedback given to a Boy/Girl in English and Japanese
<i>Italics:</i>	Words/phrases spoken in Japanese
nb	Nomination at the beginning of a move
na	Nomination at the after (end of) a move
Bold	a boy's name
Underlined	
& bold	a girl's name

Date: October 18 (Monday 13:20 - 14:10)

line of moves (e.s2)	act	e.s1	move's types	length	ex	tr
001 T(I): Nice hair cut	i	h	informing-B, NAB, EB	3	1	I
002 B(Ib): Hun?	L	h	Beliciting (BRM)	1		
003 T(R/I): You got the hair cut, un?	ch	h	eliciting-B (CQB, RQB), NAB, EJB	6		
[WRB: 2.73]						
004 B(R): <i>hai</i> [yes]	i	h	Binforming (BRJ)	1		
005 T(F): You got a hair cut un?	ack	h	acknowl-B (+AFB, EJFB)	12		
You got hair cut	com	post-h				
<i>ne</i> [isn't it?],						
<i>kakkui</i> [look smart]						
006 T(I): Hurry up, since you	i	h	informing-C		2	

got late hurry hurry
hurry you hurry
hurry, hurry, you late,
you late, you late

007	B(I):	Good bye						3	
008	T(R):	Good bye, good bye have a nice lesson.							
009	T(I):	Okay (#)	m	h	framing			4	II
010	T(I):	Kengo [WRB: 0.68]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		5	
011	B(R):	<i>hai</i> [yes]	i	h	Binforming (BRJ)	1			
012	T(I):	Daijirou [WRB: 0.44]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		6	
013	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			
014	T(I):	Hiroyki [WRB: 0.43]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		7	
015	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			
016	T(I):	Mikinoi [WRB: 0.58]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		8	
017	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			
018	T(I):	Kenta [WRB: 0.57]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		9	
019	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			
020	T(I):	Yoshinoi [WRB: 1.42]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		10	
021	T(Ib):	Yoshinoi (stress) [WRB: 0.31]	L	h	eliciting-B (CQB, RQB), NAB, EB	1			
022	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			
023	T(I):	Hiroyuki [WRB: 0.70]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		11	
024	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			
025	T(I):	Akira [WRB: 0.76]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		12	
026	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1			

027	T(I):	Makoto [WRB: 0.42]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 13
028	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1

029	T(I):	Keisuke [WRB: 0.52]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 14
030	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1

031	T(I):	Goto [WRB: 0.43]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 15
032	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1

033	T(I):	Natsuko [WRG: 0.64]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 16
034	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

035	T(I):	Asami [WRG: 0.55]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 17
036	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

037	T(I):	Savaka [WRG: 0.46]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 18
038	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

039	T(I):	Kaori [WRG: 0.63]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 19
040	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

041	T(I):	Aya [WRG: 0.74]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 20
042	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

043	B(R):	NV				21
044	T(F):	Thank you Makoto	ack	h	acknowl- B (+AFB), EFB	3

045	T(I):	Ai [WRG: 0.84]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 22
046	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

047	T(I):	Yuri [WRG: 1.26]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 23
048	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1

049	T(Ib):	Yuri (stress) [WRG: 0.71]	L	h	eliciting-G (CQG, RQG), NAG, EG	1

050	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
051	T(F):	Hello?	ack	h	acknowl (NAFG, EFG)	1	
<hr/>							
052	T(I):	<u>Mako</u> [WRG: 0.83]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	24
053	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
<hr/>							
054	T(I):	<u>Mai</u> [WRG: 0.63]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	25
055	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
<hr/>							
056	T(I):	<u>Aya</u> [WRG: 0.68]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	26
057	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
<hr/>							
058	T(I):	Okay everybody's here, good.	m	s	focusing	27	III
059	T(I):	Please open your notebooks, so I want to see your notebooks. Let's open up your notebooks Come on come on come one. Okay guys this is English class so only speak in English. Good good good. Good good good, very good, very good very nice	con s ms	h pre-h h	focusing		
<hr/>							
060	T(I):	What time is it? [WRB: 2.95]	el	h	eliciting-B (OQB, DQB), NAB, EB	4	28
061	B(R):	(inaudible)	i	h	Binforming	0	
<hr/>							
062	T(I):	Where's your name tag? [WRB: 2.97]	el	h	eliciting-B (OQB, RQB), NAB, EB	4	29
063	B(R):	(inaudible)	i	h	Binforming	0	
064	T(F):	Thank you.	ack	h	acknowl (+AFB, EFB)	2	
<hr/>							
065	T(I):	Where's your notebook? [WRB: 1.24]	el	h	eliciting-B (OQB, RQB), NAB, EB	3	30
066	B(R):	Forgot	i	h	Binforming (BRE)	1	
067	T(F):	<i>dame</i> [it't not good]	ack	h	acknowl-B (-AFB, JFB)	1	
068	B(F):	<i>sumimasen</i> [sorry]	ack	h	Backnowl	1	
<hr/>							
069	T(I):	Where's your notebook? [WRB: 2.11]	el	h	eliciting-B (OQB, RQB), NAB, EB	3	31

070	B(R):	<i>wasuremashita</i> [forgot] home	i	h	Binforming (BRJ)	2	
071	T(F):	Ah at your home?	ack	h	acknowl-B (-AFB, EFB)	4	
<hr/>							
072	T(I):	<i>nan de</i> [why?], home? [WRB: 4.73]	el	h	eliciting-B (OQB, RQB), NAB, EJ	2	
<hr/>							
073	T(F):	<i>itu zaru atama</i> (laugh) [bone head] bone head	ack	h	acknowl-B (-AFB, EJB)	5	
<hr/>							
074	T(I):	Where's your notebook? [WRB: 0.78]	el	h	eliciting-B (OQB, RQB), NAB, EB	3	32
075	B(R):	My home	i	h	Binforming (BRE)	2	
076	T(F):	Your home? ah <i>baka</i> [fool]	ack	h	acknowl-B [-AFB, EJB]	4	
<hr/>							
077	T(I):	Where's your notebook un? [WRB: 2.7]	el	h	eliciting-B (OQB, RQB), NAB, EJB	4	33
<hr/>							
078	T(Ib):	Where's your notebook? [WRB: 2.37]	el	h	eliciting-B (OQB, RQB), NAB, EB	3	
<hr/>							
079	T(Ib):	You have it? [WRB: 2.75]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	
080	B(R):	(inaudible)	i	h	Binforming	0	
081	T(F):	<i>dame dame</i> [it's not good, it's not good]	ack	h	acknowl-B (-AFB, JB)	2	
<hr/>							
082	T(I):	NV					34
083	G(R):	NV					
084	T(F):	Very nice, very good <u>Ava</u> . Thank you, very (stress) good, perfect.	ack	h	acknowl-G (+AFG, EFG)	10	
<hr/>							
085	T(I):	Nice hair cut	i	h	informing-B, NAB, EB	3	35
<hr/>							
086	T(Ib):	Nice hair cut, Mikinoi	i na	h sel	informing-B, NAB, EB	4	
<hr/>							
087	B(Ib):	Hun?	L	h	Beliciting (BRM)	1	
	T(R/I):	Nice, nice hair cut	i	h	informing-B		
		4					
<hr/>							
088	T(I):	NV					36
089	B(R):	NV					
090	T(F):	Very good perfect perfect perfect excellent (inaudible)	ack	h	acknowl-B (+AFB, EFB)	6	
<hr/>							
091	B(I):	Thank you					37

092 T(R): Thank you

093 T(I): Okay so m s focusing 38 IV
now we have finished con h
with time we have
finished with time,
ah maybe first I should
tell you that today we
have a visitor with us
today his name is
Farooq Farooq
094 B(R): Nice to meet you.
095 T(I): and he is observing just
watching our class that's
all, okay? so be good be
good...other than now I
want you to speak English
okay? thank you.

096 T(I): Ah, we have we need to ms h focusing 39 V
do money now we have
finished time, time is
finished

097 T(I): Ah, what time is it now el h eliciting-B (OQB, DQB), ACB, EB 7 40
[WNB: 1.50]
Makoto? na sel
[WRB: 1.27]

098 T(Ib): What time is it? el h eliciting-B (OQB, DQB), ACB, EB 4
[WRB: 1.43]

099 B(R): It's one thirty thirty i h Binforing (BRE) 4

100 T(F): It's one thirty, acc pre-h acknowl (+CFB, +NAFB, EFB) 6
yes it is e h

101 T(I): And, what is another el h eliciting-C 41
way to say?

102 T(Ib): What's another way el h eliciting-G (OQG, DQG), ACG, EG 6
to say
[WNG: 2.55]
Aya? na sel
[WRG: 1.62]

103 T(Ib): Can you tell me? el h eliciting-G (OQG, DQG), ACG, EG 4
[WRG: 1.73]

104 T(Ib): What is another way to el h eliciting-G (OQG, DQG), ACG, EJG 12
say to say one thirty
or *nani* [what?]?

[WRG: 4.22]					
105	G(R): Half	i	h	Ginforming (GRE)	1

106	T(Ib): Half, half what? [WRG: 1.18]	L	h	eliciting-G (OQG, DQG), ACG, EG	3
107	G(R): Half	i	h	Ginforming (GRE)	1
108	T(F): Ah, it's good. It's good. It's good, half half.	e	h	acknowl (+CFG, +AFG, EFG)	9

109	T(Ib):				
110	G(R): Half past	i	h	Ginforming (GRE)	2
111	T(F): Half past .. Half past one, yeah, perfect. Very good. Thank you. Very good.	acc e com	pre-h h post-h	acknowl (+CFG, +AFG, EFG)	13

112	T(I): Okay so any question about time, questions about time? No? Okay. Now so we'll do money money (#)	m con	s h	focusing	42 VI
113	T(I): So tomorrow is the test English English test tomorrow <i>ashita</i> [tomorrow], <i>Eigo</i> [English] test, yeah? yeah?	ms	h	focusing	

114	T(I): <i>benkyo shimashitaka</i> [did you study?] [WNB:0.60] Mikinoi? [WRB: 1.18]	ch na	h sel	eliciting-B (CQB, RQB), NAB, JB	3 43
115	B(R): Yes	i	h	Binforming (BRE)	1

116	T(I): Yes, you study? [WRB: 1.93]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3
117	B(R): Yes	i	h	Binforming (BRE)	1
118	T(F): Yeah? <i>ganbare</i> [do your best]	ack com	h post-h	acknowl-B (NAFB, EJFB)	2

119	T(I): Did you study [WNB: 0.59] Goto? (laugh). [WRB: 6.77]	ch na	h sel	eliciting-B (CQB, RQB), NAB, EB	4 44

120	T(I): Did you study, <i>benkyo</i> <i>shimashitaka?</i> [did you study?] [WRB: 0.44]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	5
121	B(R): Yes	i	h	Binforming (BRE)	1

122	T(F):	Yes, really oh	ack com	h post-h	acknowl-B (NAFB, EFB)	3	
<hr/>							
123	T(I):	Did you study [WNB: 0.35] Daijiroou? [WRB: 1.53]	ch na	h sel	eliciting-B (CQB, RQB), NAB, EB	4	45
124	B(R):	Yes	i	h	Binforming (BRE)	1	
125	T(I):	You study for the test? [WRB: 0.77]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	
126	B(R):	Yes	i	h	Binforming (BRE)	1	
127	T(F):	Okay, good luck	ack com	h post-h	acknowl-B (NAFB, EFB)	3	
<hr/>							
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128	T(I):	Okay money we finished talking about time.	m con	s h	focusing	46	VII
129	T(I):	So now <i>ima</i> [now] we'll talk about money money. [teacher writes on the chalkboard] Un there are three ways three ways to say a price in English. There're three ways to say the price or amount of money in English three ways. [teacher explains using the chalkboard, and then does listen and repeat exercise with the whole class together] I don't hear any girls, ladies <i>onegaishimasu</i> [please] [teacher continues the exercise]. No Mokoto because remember remember remember one thousand six know what you think (laugh) <i>asoko</i> [there] <i>an..</i> <i>sukebe</i> [joker] (laugh). un <i>daijobu kore</i> [that's okay] <i>wa antai</i> [?] (laugh).	ms	h	focusing		
<hr/>							
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130	T(I):	Okay so now please listen [teacher continues a listen-repeat, and a fill-in exercise]...	m ms	s h	focusing	47	VIII

131	T(I):	NV					48
132	G(R):	NV					
133	T(F):	Yes perfect <u>Ava</u> , very good.	ack	h	acknowl-G [+AFG, EFG]	5	
<hr/>							
134	T(I):	<i>wakatta?</i> [did you understand],you understand yeah? [WRB: 0.86]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	4	49
135	B(R):	(inaudible)	i	h	Binforming	0	
136	T(F):	okay	ack	h	acknowl-B (NAFB, EFB)	1	
<hr/>							
137	B(I):	Thank you					50
138	T(R)	Thank you					
<hr/>							
139	T(I):	NV					51
140	B(R):	NV					
141	T(F):	Yes perfect, perfect	ack	h	acknowl-B (+AFB, EFB)	3	
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142	T(I):	NV					52
143	B(R):	NV					
144	T(F):	<i>ganbatteiru ka</i> [working hard?] Prefect. perfect fantastic	ack	h	acknowl-B (+AFB, EJFB)	5	
			com	post-h			
<hr/>							
145	T(I):	It's easy, yeah? [WRB: 1.92]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	53
<hr/>							
146	T(I):	<i>mama</i> [so so?] [WRB: 2.18]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	
147	B(R):	Yes	i	h	Backnowl (BRE)	1	
<hr/>							
148	T(I):	Yes, <i>mama</i> [so so?] [WRB: 0.63]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	2	
149	B(R):	Un	i	h	Binforming (BRM)	1	
150	T(F):	You did really good that's prefect	ack	h	acknowl-B (+AFB, EFB)	6	
			com	post-h			
151	B(F):	Thank you	ack	h	Backnowl	2	
<hr/>							
152	T(I):	NV					54
153	B(R):	NV					
154	T(F):	Yeah.. perfect	ack	h	acknowl-B (+AFB, EFB)	2	
155	B(F):	Yes	ack	h	Backnowl	1	
<hr/>							
156	T(I):	NV					55
157	B(R):	NV					
158	T(F):	Good, very good	ack	h	acknowl-B (+AFB, EFB)	3	
159	B(F):	Oh thank you	ack	h	Backnowl	3	
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160	T(I):	Un questions little tricky yeah? Questions are little tricky little tricky. <i>sukoshi</i> [little] tricky. Uh these are my pants pants one pant two pants.	s i com	pre-h h post-h	informing-B, ACB, EJB	23	56
161	B(R):	Yes.	ack	h	Backnowl (BRE)	1	
162	T(I):	Its okay.. un its a little tricky <i>ne</i> [isn't it?] [WRB: 1.12]	s ch	pre-h h	eliciting-B (CQB, RQB), ACB, EJB	8	57
163	B(R):	Un	i	h	Binforming (BRM)	1	
164	T(I):	It's difficult because un one pant two pants	i	h	informing-B, ACB, EB	8	58
165	B(R):	Oh	ack	h	Backnowl (BRM)	1	
166	T(F):	Un	ack	h	acknowl-B (NAFB)	1	
167	B(R):	Oh	i	h	Binforming (BRM)	1	
168	T(F):	Tricky (laugh), yeah Jean's really hard..	ack com	h post-h	acknowl-B (NAFB, EFB)	5	
169	T(I):	Okay so lets try to fill in the blanks lets try to fill in the blanks, okay? So,	m ms	s h	focusing	59	IX
170	T(I):	un, number one ah number one [WNB: 0.67] Kenta , please	s d na	pre-h h sel	directing-B, ACB, EB	8	60
171	B(R):	(NV)	rea	h	Breacting	0	
172	T(F):	Thank you.	ack	h	acknowl-B (+AFB, EFB)	2	
173	T(I):	Number two [WNG: 0.76] Asami <i>onegaishimasu</i> [please] please. Thank you, Asami .	d na	h sel	directing-G, ACG, EJG	8	61
174	G(R):	(NV)	rea	h	Greacting	0	
175	T(F):	Very good.. yes	ack	h	acknowl (+AFG, EFG)	3	
176	T(I):	Let's see ah Mako , please number three please	s nb d	pre-h sel	directing-G, ACG, EG	8	62

177	G(R): (NV)	rea	h	Greacting	0	
178	T(F): <i>daijobu daijobu</i> [it's okay, it's okay] its good its good. Come on Mako please trust yourself	acc	pre-h	acknowl-G (+AFG, EJFG)	12	
		ack	h			
		com	post-h			
<hr/>						
179	T(I): And un Kesuke will you do number four please? Please, thank you. Its okay. Its good. Its good. I promise it .. I promise it's really really good come on Kasuke . It's okay. It's good. It's good. It's okay please start.	s	pre-h	directing-B, ACB, EB	40	63
		nb	sel			
		d	h			
		com	post-h			
180	B(R): (NV)	rea	h	Breacting	0	
181	T(F): Thanks you very much	ack	h	acknowl-B (+AFB, EFB)	4	
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182	T(I): Un okay let's see let's see number one thank you very much thank you very much [teacher explains and informs about the correct answers on the chalkboard]	m	s	focusing	64	X
		con	h			
<hr/>						
183	T(I): It is only, how much? [WRB: 1.15]	s	pre-h	eliciting-B (OQB, DQB), ACB, EB	5	65
		el	h			
184	T(Ib): How much? [WRB: 1.63]	el	h	eliciting-B (OQB, DQB), ACB, EB	2	
185	T(Ib): How much is the bicycle? [WRB: 2.70]	el	h	eliciting-B (OQB, DQB), ACB, EB	5	
186	T(Ib): How much is the bicycle? [WRB: 2.36]	el	h	eliciting-B (OQB, DQB), ACB, EB	5	
187	B(R): Five hundred	i	h	Binforming (BRE)	2	
188	T(F): Yes thank you five hundred dollars. Okay very good, very easy, yeah?	e	h	acknowl-B (+CFB, +AFB, EFB)	12	
		com	post-h			
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189	T(I):	So any questions so any questions about money? no?	con	h	focusing	66	XI
190	T(I):	Okay well we only have five minutes left yeah? So, ah you can relax now just relax and please good luck tomorrow. (1)	m s ms	s pre-h h	focusing		
191	T(I):	Mokoto , he is really so tired un?...	i	h	informing-B	67	
		(1) You can speak Japanese now. It's okay, I'm finished. So you can speak Japanese or anything you want, free time <i>daijobu</i> . [no problem]					
192	B(I):	I need it. {B2: I need it}				68	
193	T(R):	You need it, you need it too. Ah really (laugh)					
194	T(I):	<i>nande</i> (why?), you teaching? [WRB: 0.87]	s ch	pre-h h	eliciting-B (OQB, RQB), NAB, EJB	3	69
195	B(R):	Yeah	i	h	Binforming (BRE)	1	
196	T(F):	You teach, oh yeah, okay	ack com	h post-h	acknowl-B (NAFB, EFB)	5	
197	T(I):	They are nine hundred yen.	i	h	informing-G, NAG, EG	5	70
198	G(R/I):	Nine hundred, <i>kyu hayaku yen</i> [nine hundred yen?]	el	h	Geliciting (GREJ)	5	
199	T(R):	Nine hundred yen, <i>hai</i> [yes]	i	h	Tinforming		
200	G(R/I):	<i>kyu hayaku yen</i> [nine hundred yen?]	el	h	Geliciting (GRJ)	3	
201	T(R):	<i>hai</i> [yes]	i	h	Tinforming		
202	T(I):	That's all, it's cheap, un? it's cheap	s i	pre-h i	informing-G, NAG, EG	7	71
203	G(Ib):	Cheap?	L	h	Geliciting (GRE)	1	
204	T(R):	Yeah, it's very very cheap	i	h	Tinforming		

205	T(I): Only nine hundred <i>yen</i> at Tokyu Hands	i	h	informing-G, NAG, EG	7	72
206	G(Ib): Hands?	L	h	Geliciting (GRE)	1	
207	T(R): Yeah	i	h	Tinforming		
208	T(I): But I had to buy the batteries the batteries, you know	s i	pre-h h	informing, NAG, EG	11	73
209	G(Ib): Un?	L	h	Geliciting (GRM)	1	
210	T(R): Batteries	i	h	Tinforming		
211	G(I): Butter (surprises and laughs) rich.					74
212	T(R/I): Batteries					
213	G(R): Batter, ah batteries.					
214	T(I): Batteries	i	h	informing-G, NAG, EG	1	75
215	G(R): <i>battari</i> [batteries], okay	s ack	pre-h h	Gacknowl (GREJ)	2	
216	T(F): Oh okay (laugh)	ack	h	acknowl-G (NAFG, EFG)	2	
217	T(I): I like this un	i	h	informing-G, NAG, EG	4	76
218	G(R): Un	ack	h	Gacknowl (GRM)	1	
219	T(I): Cute cute, like Christmas	i	h	informing-G, NAG, EG	4	77
220	G(R): Oh, Christmas (laugh)	ack	h	Gacknowl (GRE)	2	
221	T(I): Jingo bell Jingo bell only nine nine nine weeks nine weeks Christmas	i	h	informing-G, NAG, EG	12	78
222	G(R): Eve	ack	h	Gacknowl (GRE)	1	
223	T(I): I go home ah my home in California <i>ikimashita</i> [I went], <i>ikimasu</i> [I'll go]	s i	pre-h h	informing-G, NAG, EJG	10	79
224	G(R): <i>iina</i> [I envy you]	ack	h	Gacknowl (GRJ)	1	
225	T(I): Bye	i	h	informing-G, NAG, EG	1	80
226	Gs(R): Bye	ack	h	Gacknowl (GRE)	1	
227	T(I): I will buy one for you	i	h	informing-G, NAG, EG	6	81
228	G(R): Yes	ack	h	Gacknowl (GRE)	1	
229	T(F): Yes,	ack	h	acknowl (NAFG, EFG)	3	

for Christmas com post-h

- 230 G(I): Oh *hontou* [really?] 82
really?
231 T(R): Maybe..for you and **Ai** , no
problem
232 G(F): *oboetete* [don't forget]

APPENDIX III: TRANSCRIPTION AND ANALYSIS OF LESSON TWO

November 12 (Friday 9:50 - 10:40)

line of moves (e.s2)	act	e.s1	move's types	length	ex	tr
Bell rings						
001 T(I): Okay (#)	m	h	framing	1	I	
002 T(I): Kengo [WRB: 0.37]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	2	
003 B(R): <i>hai</i> [yes]	i	h	Binforming (BRJ)	1		
004 T(I): Daijiro [WRB: 0.69]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	3	
005 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1		
006 T(I): Hiroki [WRB: 2.24]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	4	
007 B(R): <i>yasumi</i> [absent]	i	h	Binforming (BRJ)	1		
008 T(Ib): Hiroki (stress) [WRB: 2.25]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1		
009 B(R): Absent, <i>yasumi</i> [absent]	i	h	Binforming (BREJ)	2		
010 T(I): He is absent, right? [WNB: 1.26] Mikinoi (WRB: 0.37)	ch na	h sel	eliciting-B (CQB, RQB), NAB, EB	5	5	
011 B(R): Vacation	i	h	Binforming (BRE)	1		
012 T(F): Vacation? He is on vacation. I see, ah.	ack com	h post-h	acknowl-B [+AFB, EFB]	8		

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013	T(I):	(laugh) But Mikinoi is here, no vacation, no vacation for you.	nb i	sel h	informing-B, NAB, EB	10 6
014	B(R):	(inaudible)	ack	h	Backnowl	0
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015	T(I):	Kenta [WRB: 0.83]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 7
016	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1
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017	T(I):	Yoshinoi [WRB: 0.57]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 8
018	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1
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019	T(I):	Hiroyuki [WRB: 0.7]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 9
020	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1
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021	T(I):	Akira [WRB: 0.46]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 10
022	B(R):	yes	i	h	Binforming (BRE)	1
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<hr/>						
023	T(I):	Makoto [WRB: 2.4]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 11
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024	T(Ib):	Makoto (stress) [WRB: 4.1]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1
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<hr/>						
025	T(I):	Where's Makoto ?	el	h	eliciting-C	12
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026	T(I):	There's Makoto .	i	h	informing-C	13
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027	T(I):	Late, you're late, you're late.	i	h	informing-B, NAB, EB	5 14
028	B(R):	(NV)	ack	h	Backnowl	0
029	T(F):	<i>diajobu</i> [no problem]	ack	h	acknowl-B [+AFB, JFB]	1
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030	T(I):	Kesuke [WRB: 0.56]	ch	h	eliciting-B (CQB, RQB), NAB, EB	15
031	B(R):	<i>hai</i>	i	h	informing-B (BRJ)	1
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032	T(I):	Hiro, Hiroki . [WRB: 0.65]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 16
033	B(R):	<i>hai</i>	i	h	informing-B (BRJ)	1
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034	T(I):	Okay you guys, this is my time, okay? [WNB: 0.32] Mikinoi you got put whatever you have away	s nb d	pre-h sel h	directing-B, NAB, EB	16	17
035	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1	
036	T(I):	And turn around, now	d	h	directing-B, NAB, EB	4	18
037	B(R):	(NV)	rea	h	Breacting	0	
038	T(F):	I'm really not kidding	ack	h	acknowl-B [-AFB, EFB]	4	
039	T(I):	<u>Natsuko</u> [WRG: 0.53]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	19
040	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
041	T(I):	<u>Asami</u> [WRG: 0.43]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	20
042	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
043	T(I):	<u>Savaka</u> [WRG: 0.43]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	21
044	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
045	T(I):	<u>Kaori</u> [WRG: 0.43]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	22
046	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
047	T(I):	<u>Aya</u> [WRG: 1.9]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	23
048	T(Ib):	<u>Aya</u> (stress) [WRG: 4.54]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	
049	T(I):	Where's <u>Aya</u> ?	el	h	eliciting-C		24
050	B(R):	He absent	i	h	Ginforming (BRE)	2	
051	T(F):	She's absent?	e	h	acknowl-B [-CFB, NAFB, EFB]	2	
052	T(I):	<u>Ai</u> [WRG: 0.73]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	25
053	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
054	T(I):	<u>Yuri</u> [WRG: 0.89]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	26
055	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
056	T(I):	<u>Mako</u>	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	27

[WRG: 0.65]							
057	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
<hr/>							
058	T(I):	Mai [WRG: 0.6]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	28
059	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
<hr/>							
060	T(I):	Aya [WRG: 0.48]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	29
061	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	
<hr/>							
<hr/>							
062	T(I):	Okay open your notebooks, so I want to see your work. (#)	m s ms	s pre- h	focusing	30	II
<hr/>							
063	T(I):	You did not finish? [WRB: 3.63]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	31
064	B(R):	(inaudible)	i	h	Binforming	0	
<hr/>							
065	T(I):	Why? [WRB: 6.35]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	32
066	B(R):	(inaudible)	i	h	Binforming	0	
<hr/>							
067	T(I):	Kenta? [WRB: 0.50]	na	sel	eliciting-B (CQB, RQB), NAB, EB	1	33
068	B(R):	<i>hai</i>	i	h	Binforming (BRJ)	1	
<hr/>							
069	T(I):	You not finished? [WRB: 0.71]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	34
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070	T(Ib):	You not finished? [WRB: 2.83]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	
<hr/>							
071	T(Ib):	Why? [WRB: 0.66]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
072	B(R):	(inaudible)	i	h	Binforming	0	
<hr/>							
073	T(Ib):	Kenta, hello? [WRB: 1.66]	nb el	sel h	eliciting-B (CQB, RQB), NAB, EB	2	
<hr/>							
074	T(Ib):	I'm here, I'm here up here. Hello? [WRB: 1.10]	s el	pre-h h	eliciting-B (CQB, RQB), NAB, EB	7	
075	B(R):	In in dictionary	i	h	Binforming (BRE)	3	
<hr/>							
076	T(Ib):	Not in dictionary?	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	

[WRB: 0.90]

077	T(Ib)	Not in dictionary? [WRB: 0.46]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	
078	B(R):	un un	i	h	Binforming (BRM)	2	
079	T(I):	'popular' one word, 'tourist' one word, 'attraction' one word. So first 'popular' <i>jisho</i> [dictionary], 'tourist' <i>jisho</i> [dictionary], attraction <i>jisho</i> [dictionary]	s	pre-h	directing-B, NAB, EJB	17	35
080	B(R):	<i>Asoka</i> [I see]	d	h			
			i	h	informing (BRJ)	1	
081	T(I):	'Attraction', A-T-T-R-A-C-T-I-ON, attraction, okay?	s	pre-h	directing-B, NAB, EB	4	36
			d	h			
082	B(R):	(inaudible)	i	h	Binforming	0	
083	T(I):	'Travel', <i>kore</i> [here?] [WRB: 0.53]	el	h	eliciting-B (CQB, RQB), NAB, EJB	2	37
084	B(R):	Un	i	h	Binforming (BRM)	1	
085	T(I):	Ah, where, where's yours? [WRB: 4.71]	el	h	eliciting-B (OQB, RQB), NAB, EB	4	38
086	T(Ib):	Where's your translation? [WRB: 0.74]	el	h	eliciting-B (OQB, RQB), NAB, EB	3	
087	B(R):	(inaudible)	i	h	Binforming	0	
088	T(I):	Why? [WRB: 1.01]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	39
089	B(R):	I'm sorry.	i	h	Binforming (BRE)	2	
090	T(F):	Why (stress)? I don't want you to be sorry, I want you to do. Please do	s	pre-h	acknowl-B [NAFB, EFB]	15	
091	B(F):	Un	ack	h	Backnowl (BRM)		
092	T(Ib):	Okay? Please.	d	h	directing-B, NAB, EB	2	
093	B(R):	Un	i	h	Breacting (BRM)	1	
094	T(F):	Good good good good good, very good excellent					40
095	T(F):	Ah very good, un nice nice color					41

096	T(F):	Okay very good excellent excellent very nice					42
097	T(F):	Very nice, good work					43
098	T(I):	<i>samui ne</i> [It's cold in here, isn't it?] [WRG: 1.43]	ch	h	eliciting-G (CQG, RQG), NAG, JG	2	44
099	T(Ib):	<i>daijobu</i> [Are you fine?] [WRG: 2.69]	ch	h	eliciting-G(CQG, RQG), NAG, JG	1	
100	T(I):	Makoto , you finished? [WRB: 2.30]	nb ch	sel h	eliciting-B (CQB, RQB), NAB, EB	3	45
101	T(Ib):	Not finished? [WRB: 0.91]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	
102	B(R):	Un	i	h	Binforming (BRM)	1	
103	T(I):	<i>nan de</i> [why?] [WRB: 4.37]	el	h	eliciting-B (OQB, RQB), NAB, JB	2	46
104	B(R):	<i>koyu tokoro</i> [here]	i	h	Binforming (BRJ)	2	
105	T(I):	Is it ..	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	
106	B(R):	not	i	h	Binforming (BRE)	1	
107	T(I):	Is it not in dictionary? [WRB: 0.63]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	
108	B(R):	Dictionary	i	h	Binforming (BRE)	1	
109	T(I):	Is it not in dictionary? 'museum'? [WRB: 1.10]	ch	h	eliciting-B (CQB, RQB), NAB, EB	6	
110	B(R):	Un, museum.	i	h	Binforming (BRE)	2	
111	T(I):	It's not in dictionary? [WRB: 2.99]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	
112	B(R):	(inaudible)	i	h	Binforming	0	
113	T(F):	It's in the dictionary, I promise (looks for the word in the dictionary) If museum is not in your dictionary, it's bad dictionary Ah <i>kore</i> 'museum'. Please finish.	ack com	h post-h	acknowl-B [-AFB, EFB]	23	
114	T(I):	(NV)					47
115	B(R):	(NV)					

116	T(F):	Excellent, good job Akira	ack	h	acknowl-B [+AFB, EFB]	4	
<hr/>							
117	T(I):	(NV)					48
118	B(R):	(NV)					
119	T(F):	Very nice Kesuke .	ack	h	acknowl-B [+AFB, EFB]	3	
120	B(F):	(inaudible)					
<hr/>							
121	T(I):	Un 'jet leg'? [WRB: 1.76]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	49
122	B(R):	(inaudible)	i	h	Binforming	0	
<hr/>							
123	T(I):	You have? [WRB: 0.52]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	50
124	B(R):	(inaudible)	i	h	Binforming	0	
125	T(F):	Un, okay.	ack	h	acknowl-B [NAFB, EFB]	2	
<hr/>							
126	T(I):	(NV)					51
127	B(R):	(NV)					
128	T(F):	Very good Daijirou , perfect, perfect	ack	h	acknowl-B [+AFB, EFB]	5	
<hr/>							
129	T(I):	(NV)					52
130	G(R):	(NV)					
131	T(F):	(laugh) very nice Savaka , un very good excellent, thank you. Thank you yes.	ack	h	acknowl-G [+AFG, EFG]	12	
<hr/>							
132	T(I):	Goto , where's your vocabulary? [WRB: 1.19]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	4	53
<hr/>							
133	T(I):	Where? [WRB: 2.19]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
<hr/>							
134	T(I):	You did not do? (WRB: 1.70]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	
135	B(R):	Yes	i	h	Binforming (BRE)	1	
136	T(F):	Un Makoto , Makoto you going to fail my class, ah Goto sorry, you going to fail my class, you know	ack	h	acknowl-B [-AFB, EFB]	20	
<hr/>							
137	T(I):	(NV)					54
138	B(R):	(NV)					
139	T(F):	Mikinoi? You missing	ack	h	acknowl-B [-AFB, EFB]	11	

many many many words.
 You missing many
 words (#)

140	T(I):	Kengo , where's your words? [WRB: 0.44]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	4	55
141	T(Ib):	Where're your vocabulary words? [WRB: 1.40]	el	h	eliciting-B (OQB, RQB), NAB, EB	4	
142	T(Ib):	Where? [WRB: 2.64]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
143	T(Ib):	Where're your words? [WRB: 18.84]	el	h	eliciting-B (OQB, RQB), NAB, EB	3	
144	T(Ib):	Where? You need for this class. [WRB: 1.73]	el com	h post-h	eliciting-B (OQB, RQB), NAB, EB	1	
145	T(Ib):	Where? [WRB: 1.41]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
146	T(Ib):	Where? [WRB: 0.91]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
147	B(R):	Home	i	h	Binforming (BRE)	1	
148	T(F):	Home?	ack	h	acknowl-B [-AFB, EFB]	1	
149	T(I):	Why? [WRB: 6.96]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
150	T(I):	Kengo you can't use them at home. You need them here.	nb s	sel pre-h	informing-B, NAB, EB	11	
151	B(R):	(inaudible)	ack	h	Backnowl	0	
152	T(I):	You need them here.	i	h	informing-B, NAB, EB	4	
153	B(R):	<i>gomenasai</i> [sorry]	ack	h	Backnowl (BRJ)	1	
154	T(F):	You going to fail my class Kengo if you don't follow instructions.	ack	h	acknowl-B [-AFB, EFB]	12	
155	T(I):	(NV)					56
156	G(R):	(NV)					
157	T(R):	Very good.	ack	h	acknowl-G [+AFG, EFG]	2	
158	T(I):	Just maybe two	i	h	informing-G, NAG, EG	3	57
159	G(R):	Yes	ack	h	Gacknowl (GRE)	1	
160	T(F):	Okay, ah please finish	ack com	h post-h	acknowl-G [NAFG, EFG]	4	

161 T(I): **Mikinoi**, nb pre-h directing-B, NAB, EB 7 58
 I want you sit here today d h
 162 B(R): (NV) rea h Breacting 0
 163 T(F): And if you don't like ack h acknowl-B [-AFB, EJFB] 14
 that, you can sit in
kocho sensei's
 [headmaster's]
 office, un?

164 T(I): Okay (#) m h framing 59 III
 165 T(I) let's review the words, s pre-h focusing
 the new vocabulary
 words.
 Listen and repeat okay, ms h
 please listen and repeat.

166 T(I) 'On a trip' 60
 167 C(R): 'On a trip'
 .
 .
 .

168 T(I): 'Safe'
 169 C(R): 'Safe'

170 T(I): Okay so (#) m h framing 61 IV
 171 T(I): first, first let's match s pre-h focusing
 it, let's match it, oh
 no (writes on the
 chalkboard), match,
 okay?
 Match the word on ms h
 the left with the meaning
 on the right, okay?
 Un, I would give you a com post-h
 few minutes to please try
 to match like bullet train,
 bullet train 'A', un no,
 maybe no, 'B' no, 'C',
 'D', 'E' (#)

172 T(I): What do you think eliciting-B (OQB, DQB), ACB, EB 9 62
 [WNB: 0.19]
Kasuke nb sel
 number 1 'bullet train'? el h
 [WRB: 1.24]

173 T(Ib): 'A', 'B', 'C', 'D'... cl h eliciting-B (OQB, DQB), ACB, EB 4

	[WRB: 0.83]								
174	B(R): 'D'	i	h	Binforming (BRE)				1	
175	T(F): 'D'. Yeah	acc e	pre-h h	acknowl-B [+CFB, NAFB, EFB]				2	
<hr/>									
176	T(I): Will you, will you read, will you read 'D', please? [WRB: 2.94]	el	h	eliciting-B (CQB, DQB), ACB, EB				10	63
177	T(Ib): Please read, 'D' [WRB: 0.83]	el	h	eliciting-B (OQB, DQB), ACB, EB				3	
178	B(R): A very, very fast train.	i	h	Binforming (BRE)				5	
179	T(F): A very, very fast train. Yes (with a sound of a toy to tell the students about the correct answer), a very, very fast train	acc e	pre-h h	acknowl-B [+CFB, NAFB, EFB]				11	
<hr/>									
180	T(I): So (#)	m	h	framing				64	V
181	T(I): please take a minute and write the answers, <i>kaite kudasa</i> [please write] (#)	ms	h	focusing					
<hr/>									
182	T(I): (NV)							65	
183	B(R): (NV)								
184	T(F): Very good Makoto , excellent	ack	h	acknowl-B [+AFB, EFB]				4	
<hr/>									
185	T(I): (NV)							66	
186	G(R): (NV)								
187	T(F): Excellent, very good.	ack	h	acknowl-G [+AFG, EFG]				3	
<hr/>									
188	T(I): It's easy un? (WRG: 0.99)	ch	h	eliciting-G (CQG, RQB), NAG, EG				3	67
189	G(R): <i>muzukashi</i> [difficult]	i	h	Ginforming (GRJ)				1	
<hr/>									
190	T(I): <i>muzukashi, honto?</i> [hard?, really?] (WRG: 0.81)	ch	h	eliciting-G (CQG, RQB), NAG, JG				2	68
191	G(R): (inaudible)	i	h	Ginforming				0	
192	T(F): Easy. <i>ganbatte</i> [do your best]	ack com	h post-h	acknowl-G [NAFG, EJFG]				2	
<hr/>									
193	T(F): Yeah really good, very good (#)							69	

194	T(F):	Excellent very good. Very very good (#)					70	
195	T(I):	(NV)					71	
196	B(R):	(NV)						
197	T(F):	Very good, Hiroki , very good	ack	h	acknowl-B [+AFB, EFB]		5	
198	T(I):	(NV)					72	
199	B(R):	(NV)						
200	T(F):	Very good Kenta	ack	h	acknowl-B [+AFB, EFB]		3	
201	T(I):	(NV)					73	
202	B(R):	(NV)						
203	T(F):	Very good Akira	ack	h	acknowl-B [+AFB, EFB]		3	
204	B(F):	(inaudible)						
205	T(I):	Please, please try [WNB: 0.26] Kengo. [WRB: 0.43]	el	h	eliciting-B (CQB, DQB), NAB, EB na sel	4	74	
206	T(Ib):	Please try, okay? [WRB: 2.00]	el	h	eliciting-B (CQB, DQB), NAB, EB	3		
207	B(R):	Oh, yes	i	h	Binforming (BRE)			
208	T(I):	(NV)					75	
209	B(R):	(NV)						
210	T(F):	Yeah very good, very good	ack	h	acknowl-B [+AFB, EFB]	5		
211	T(I):							
212	B(R):	(inaudible)	i	h	Binforming	0		
213	T(F):	No, excellent Good yeah	ack	h	acknowl-B [+AFB, EFB]	4		
214	T(I):	Okay so, let's let's try to answer them together now. Lets try to answer them together, okay? Un, number 1, Kesuke has already told us number 1 bullet train is a very very very fast train, yeah?	m s ms com	s pre-h h post-h	focusing	76	VI	

215	T(Ib):	How about number 2 souvenirs un [WNG: 3.46] <u>Aya?</u> [WRG: 16.27]	el	h	eliciting-G (OQG, DQG), ACG, EG	7	77
216	T(Ib):	Will you try please, number 2? [WRG: 5.38]	ch	h	eliciting-G (OQG, DQG), ACG, EG	6	
217	T(Ib):	souvenirs is which one? [WRG: 5.29]	el	h	eliciting-G (OQG, DQG), ACG, EG	4	
218	T(Ib):	<i>dore</i> [which one?] [WRG: 1.57]	el	h	eliciting-G (OQG, DQG), ACG, JG	1	
219	T(Ib):	<i>dore desu ka</i> [which one?] [WRG: 3.56]	el	h	eliciting-G (OQG, DQG), ACG, JG	3	
220	T(Ib):	Try, it's okay. Anything is okay, just try. Un if you make a mistake it's okay, it's okay really. [WRG: 3.53]	el	h	eliciting-G (OQG, DQG), ACG, EG	19	
221	G(R):	'C'	i	h	Ginforming (GRJ)	1	
222	T(F):	'C' souvenirs, 'C'. Un the place at an airport where officials check documents? Un, ah (sound of the toy indicating that the answer is wrong) ah no. It's okay, good try.	acc	pre-h	acknowl-G [-CFG, NAFG, EFG]	21	
223	T(I):	Is it, can anyone help her? Can anyone help her? Anyone? Anyone know 'souvenirs'?	s	pre-h	eliciting-C	78	
224	B(R):	NV	b	h	Binforming	0	
225	T(Ib):	Makoto? [WRB: 0.90]	nb	sel	eliciting-B (OQB, DQB), ACB, EB	1	
226	B(R):	E'	i	h	Binforming (BRE)	1	
227	T(F):	'E'? Yes (sound of a toy indicating that the answer is right), ping pong. 'E' yeah.(1) Its difficult, I know,	acc	pre-h	acknowl-B [+CFB, +AFB, EFB]	10	
			e	h			
			com	(directed to the whole class)			

I know, it's very very
 very (stress) difficult.
 This is very difficult
 word, okay? It's okay
 (1) Very good (stress) com post-h
Makoto, yeah.

228 T(Ib): Will you read 'E'
 please?
 [WRB: 1.37] el h eliciting-B (CQB, DQB), ACB, EB 5 79

229 T(Ib): Will you read 'E'
 please?
 [WRB: 2.74] el h eliciting-B (CQB, DQB), ACB, EB 5

230 T(Ib): Things
 [WRB: 1.88] cl h eliciting-B (CQB, DQB), ACB, EB 1

231 T(Ib): Will you read please?
 [WRB: 2.03] el h eliciting-B (CQB, DQB), ACB, EB 4

232 B(R): Things you buy on a
 trip to give to other
 people. i h Ginforming (BRE) 11

233 T(F): Yeah, things you buy
 on a trip to give to other
 people.(1) e h acknowl-B [+CFB, +AFB, EJFB] 16
 Un, when I go home for com (to the whole class)
 Christmas, I will give
 everyone in my family
 everybody in my family,
 I would give them *yukata*
 [Japanese casual dress]
 so yeah from Japan souvenir
 from Japan.
 (1) Yeah very good excellent.

234 T(I): Okay m s eliciting-G (OQG, DQG), ACG, EG 10 80
 how about number el h
 3 'customs' un
 very difficult cl post-h
 [WNG: 2.35]
Sayaka? na sel
 [WRG: 1.83]

235 T(Ib): Will you try? el h eliciting-G (OQG, DQG), ACG, EG 3
 [WRG: 16.36]

236 T(Ib): Un it's okay, s pre-h eliciting-G (OQG, DQG), ACG, EG 12
 just try, anything is
 okay just try that's all. el h
 [WRG: 5.71]

237 G(R): 'C' i h Ginforming (GRE) 1

238 T(Ib): You think 'C'? ch h eliciting-G (CQG, DQG), ACG, EG 3 81
 [WRG: 2.07]

239	T(F):	Un, it's very good, very good, very close, almost. It, it is a place, it is a place, but (sound of the toy indicating that the answer is wrong) sorry.	acc e	pre-h h	acknowl-G [-CFG, NAFG, EFG]	20	
240	T(I):	It's okay you want to try again? It is a place. It's very difficult. It is difficult, I know. It's a place, but not, not for documents. It's a place where, what do you think? [WRG: 3.76]	el cl	h post-h	eliciting-G (OQG, DQG), ACG, EG	35	82
241	T(Ib):	If it's not C', it must be, What do you think? [WRG: 8.03]	s el	pre-h h	eliciting-G (OQG, DQG), ACG, EG	11	
242	T(Ib):	Not 'C', but it is a place. It is a place. So, 'C', no. How about (NV)? [WRG: 0.59]	cl	h	eliciting-G (CQG, DQG), ACG, EG	16	
243	G(R):	'A'	i	h	Ginforming (GRE)	1	
244	T(F):	'A', yeah (sound of the toy indicating that the answer is right).	acc e	pre-h h	acknowl-G [+CFG, +AFG, EFG]	2	
245	T(I):	So, will you read 'A'? [WRG: 6.75]	el	h	eliciting-G (OQG, DQG), ACG, EG	5	83
246	G(R):	The place where your bag is checked for	i	h	Ginforming (GRE)		
247	T(Ib):	Illegal [WRG: 0.69]	cl	h	eliciting-G (CQG, DQG), ACG, EG	1	
248	G(R):	Illegal	i	h	Ginforming (GRE)	1	
249	T(Ib):	Drugs [WRG: 1.07]	cl	h	eliciting-G (CQG, DQG), ACG, EG	1	
250	G(R):	Drugs	i	h	Ginforming (GRE)	1	
251	T(Ib):	Guns [WRG: 3.37]	cl	h	eliciting-G (CQG, DQG), ACG, EG	1	
252	G(R):	Guns	i	h	Ginforming (GRE)	1	
253	T(F):	When you go into a country, right.	acc e	pre-h h	acknowl-G [+CFG, +AFG, EFG]	7	

So, I go to Japan, com (directed o the whole class)
 and I get off the airplane
 (NV). And, first I go to
 customs, customs they
 check (NV) drugs, (NV)
 drugs, (NV) un open your
 bags, open. Guns? Guns?
 So (NV), I go off the plane
 (NV), and policeman “stop,
 open your bag (NV),
 un (NV) drugs. *ii desuka?*
 [do you understand?]
 un drugs, drugs.

254 T(I): Okay, yeah so, m s eliciting-G (OQG, DQG), ACG, EG 11 84
 how about immigration, el h
 immigration, number 4?
 un [WNG: 5.89]

Natsuko? na sel
 [WRG: 6.05]

255 G(R): ‘C’ i h Ginforming (GRE) 1

256 T(F): ‘C’ acc pre-h acknowl-G [+CFG, +AFG, EFG] 5
 (sound of the toy e h
 indicating that the
 answer is right), ping
 pong, yeah ‘C’.

257 T(I): Will you read? el h eliciting-G (CQG, DQG), ACG, EG 3 85
 [WRG: 0.55]

258 T(Ib): Will you read, ‘C’, el h eliciting-G (CQG, DQG), ACG, EG 4
 please?
 [WRG: 1.81]

259 G(R): The place at an i h Ginforming (GRE) 6
 airport where

260 T(Ib): Officials cl h eliciting-G (CQG, DQG), ACG, EG 1
 [WRG: 0.70]

261 G(R): Officials check the i h Ginforming (GRE) 8
 documents everyone
 entering the country.

262 T(F): Yeah, that’s right. e h acknowl-G [+CFG, +AFG, EFG] 3
 Un, when I can to Japan, com (directed to the whole class)
 I have to go to immigration
 office, and get my *gaijin*
kado [alien registration],
 I need *gaijin kad*
 [alien registration],
 because I am immigrant
 in Japan. So, I go to
 immigration, “oh please
 finger prints”.
ii desu ka [do you understand?]
 you understand?
 okay. Very good.

263	T(I):	How about exchange rate, number 5, [WNB: 2.23] Mikinoi , do you know? [WRB: 0.66]	el	h	eliciting-B (OQB, DQB), ACB, EB	10	86
264	B(R):	Un.	i	h	Binforming (BRM)	1	
265	T(Ib):	Exchange rate? [WRB: 9.54]	el	h	eliciting-B (OQB, DQB), ACB, EB	2	
266	B(R):	(inaudible)	i	h	Binforming (BRE)	0	
267	T(F):	'B' (sound of the toy indicating that the answer is right), yes.	acc	pre-h	acknowl-B [+CFB, +AFB, EFB]	2	
268	T(I):	Will you read B', please? [WRB: 2.52]	el	h	eliciting-B (CQB, DQB), ACB, EB	5	87
269	B(R):	The amount of the yen to other money.	i	h	Binforming (BRE)	8	
270	T(F):	Yes, 'the amount of yen to other money in the world, yeah.' ... Yeah, exchange rate. So today (writes on the chalkboard) one hundred and five yen equals one dollar, exchange rate. So one hundred and five yen equals one dollar today. Un when I first came to Japan, one, maybe, one, one nineteen, or one twenty one, one twenty one. So, I was very happy. And, now unhappy, very sad, ah I'm poor. <i>demo</i> [but], if yen is eighty yen equal one dollar, <i>yokatta</i> [I'm lucky] I'm rich, I'm rich. So, I want, I want yen to go down, more more more, so I will be rich. <i>ii desu ka</i> [do you understand?] exchange rate You understand? (#) Yeah? okay.	e	h	acknowl-B [+CFB, +AFB, EFB]	15	
			com	post-h	com (directed to the whole class)		

278	T(Ib): Please read number 1. [WRG: 5.30]	el	h	eliciting-G (CQG, DQG), ACG, EG	4
279	T(I): Un [WRG: 1.53]	el	h	eliciting-G (CQG, DQG), ACG, EG	1
280	G(R): I don't like to travel on a tour. You have to travel with a group and everything on the trip is decided for you. I like to plan things by myself.	i	h	Ginforming (GRE)	31
281	T(F): (sound of the toy indicating that the answer is right) Very good excellent, very (stress) good, okay yeah I don't like to travel on a tour, yeah so many people. (#)	e	h	acknowl-G [+CFG, +AFG, EFG]	19
282	T(I): How about number two [WNB: 1.69] Kenta will you please try number 2 [WRB: 2.17]	el	h	eliciting-B (OQB, DQB), ACB, EB	11 93
		na	sel		
283	B(R): We went sightseeing to the popular tourists attraction in the area. It was nice and	i	h	Binforming (BRE)	15
284	T(Ib): interesting [WRB: 0.47]	cl	h	eliciting-B (CQB, DQB), ACB, EB	1
285	B(R): Interesting but it was so crowded with other	i	h	Binforming (BRE)	8
286	T(Ib): Tourists [WRB: 0.47]	cl	h	eliciting-B (CQB, DQB), ACB, EB	1
287	B(R): Tourists	i	h	Binforming (BRE)	1
288	T(F): Yeah (sound of the toy indicating that the answer is right), very good yes. (1) We went sightseeing to the (teacher writes on the chalkboard) popular tourists attraction. (1) Very (stress) good, yes (2)	e	h	acknowl-B [+CFB, +AFB, EFB]	11
289	T(I): <i>Kenka kugi un miz</i> <i>deramuzu mizudera,</i> you know in Kyoto un?	el	h	eliciting-C	94
290	G(R): <i>Kyomizu dera</i>	i	h	Ginforming (GRJ)	2
291	T(F): <i>Kyomizu dera, hai</i> [yes],	e	h	acknowl-C	

un *ikimashita*. [I went there] Very lovely very beautiful, kirei, kirei, [very beautiful] un. Yeah, kirei, kirei desu [that was very beautiful] un. And it was nice and interesting *omoshiroi ne* [interesting] *ga, omoshiroi desu ge desu* [it is interesting] *ga*. It was so crowded, many many people many many people ah ah (NV), so crowded ah *atsui*.
(2) Okay very good excellent.

292	T(I):	Okay, how about number 3, the wo 'the worst part', un number 3 un [WNB: 2.66] Daijiro will you try number 3 please [WRB: 2.19]	m el cl na	s h post-h sel	eliciting-B (OQB, DQB), ACB, EB	21	95
293	B(R):	The worst part about traveling is that you have to buy so many souvenirs. I don't want to spend money on gifts for everyone.	i	h	Binforming (BRE)	24	
294	T(F):	(sound of the toy indicating that the answer is right), perfect Daijiri perfect yes. You have to buy so many souvenirs ah, very good.	e	h	acknowl-B [+CFB, +AFB, EFB]	14	
295	T(I):	Number 4 un number 4, will you read number 4 please, will you read number 4 okay? Please [WRB: 4.63]	el	h	eliciting-B (CQB, DQB), ACB, EB	19	96
296	B(R):	Ah	i	h	Binforming (BRM)	1	
297	T(Ib):	Arrived [WRB: 0.47]	cl	h	eliciting-B (CQB, DQB), ACB, EB	1	
298	B(R):	Arrived on Thursday afternoon and we left the hotel on Saturday evening. It was just for two nights and three days.	i	h	Binforming (BRE)	21	
299	T(F):	Yes <i>perfecto</i> [perfet] (sound of the toy indicating	e	h	acknowl-B [+CFB, +AFB, EJFB]	6	

that the answer is
right),
yeah, very good excellent.com post-h

300	T(I):	And (#) let's see un Kaoro Kaori , will you try number 5 please [WRG: 1.97]		nb el	sel h	eliciting-G (OQG, DQG), ACG, EG	12	97
301	G(R):	I'm going to take a hot spring in <i>Nagano</i> with my family. It should be a very	i		h	Ginforming (GRE)	17	
302	T(Ib):	Pleas, pleasant pleasant [WRG: 1.06]	cl		h	eliciting-G (CQG, DQG), ACG, EG	2	
303	G(R):	Pleasant, relaxing trip. I love taking baths!	i		h	Ginforming (GRE)	7	
304	T(F):	(sound of the toy indicating that the answer is right), yes. I love taking baths, yes hot springs, very relaxing, yes I love it. Un <i>daisuki</i> <i>desu</i> . [I love that]	e		h	acknowl-G [+CFG, +AFG, EFG]	1	
305	T(I):	Un how about number 6, number 6 un [WNG: 0.47] Yuri , will you try please. [WRG: 27.00]	s		pre-h	eliciting-G (OQG, DQG), ACG, EG	13	98
306	G(R):	Why can't we take the	i		h	Ginforming (GRE)	5	
307	T(Ib):	Un, yes [WRG: 1.26]	el		h	eliciting-G (CQG, DQG), ACG, EG	2	
308	G(R):	bullet train? You know that I'm afraid of flying.	i		h	Ginforming (GRE)	9	
309	T(F):	(sound of the toy indicating that the answer is right), yes. (1) <i>nande, nande</i> [why?, why?] why can't we take the bullet train,yeah. <i>nande</i> [why?] the <i>shinkansen</i> . [bullet train] You know that I'm afraid of flying (writes on the chalkboard). (1) Yeah very good, excellent.	e		h	acknowl-G [+CFG, +AFG, EFG]	5	

310	T(I):	And number 7, will you read number 7 [WNB: 0.24] Hiroki? [WRB: 2.88]	el	h	eliciting-B (CQB, DQB), ACB, EB	9	99
311	B(R):	The night view from our hotel window was beautiful. We could see the whole city.	i	h	Binforming (BRE)	15	
312	T(F):	Yeah (sound of the toy indicating that the answer is right) very good. The night view from our hotel was beautiful (stress). <i>kirei</i> un we could see the whole (stress) city.	e	h	acknowl-B [+CFB, +AFB, EFB]	19	
313	T(I):	If you go to un un <i>kore</i> [that]?	el	h	eliciting-C	100	
314	B(R):	<i>Higashiyama</i> tower	i	h	Binforming (BRE)	2	
315	T(F):	It's tower. yeah the <i>Higashiyama</i> sky tower. Un I I went <i>ikimashita</i> . [I went there]Un at night time eat dinner and I can see the whole city all of Nagoya at night time, the lights many many many lights, so (stress) beautiful really really beautiful. Un the night view is very beautiful in Nagoya.	ack	h	acknowl-B [+AFB, EFB]	7	
316	T(I):	Okay (#)	m	h	framing	101	IX
317	T(I):	please paste in your notebook, okay?	con	h	focusing		
318	T(I):	Un only five minutes left. So are there any questions? Any questions?	s	pre-h	focusing	102	X
319	T(I):	Un [WNB: 1.31] Kengo? [WRB: 1.53]	nb	sel	eliciting-B (CQB, RQB), NAB, EB	2	103
320	T(Ib):	Kengo	nb	sel	eliciting-B (CQB, RQB), NAB, EB	1	

[WRB: 1.51]

321	T(Ib):	Good morning? [WRB: 2.29]	el	h	eliciting-B (CQB, RQB), NAB, EB	2	
322	T(Ib):	Un, Kengo , how much, how much <i>ikura desu ka</i> [how much?] how much does it cost to travel on <i>chikatetsu</i> [subway] by subway from <i>Imaike</i> [suway station name] to <i>issha</i> [subway station name] [WRB: 1.89]	nb el	sel h	eliciting-B (OQB, DQB), NAB, EJB	24	
323	B(R):	<i>issha</i> .	i	h	Binforming (BRE)	1	
324	T(Ib):	How much, how much does it cost? [WRB: 2.60]	el	h	eliciting-B (OQB, DQB), NAB, EB	7	
325	B(R):	Two hundred...	i	h	Binforming (BRE)	2	
326	T(Ib):	Two hundred what? [WRB: 3.06]	L	h	eliciting-B (OQB, DQB), NAB, EB	3	
327	B(R):	Two hundred and thirty, thirty	i	h	Binforming (BRE)	5	
328	T(F):	Two hundred and thirty yen? Ah (sound of the toy indicating that the answer is right) yeah. Thank you.	acc e	pre-h h	acknowl-B [+CFB, +AFB, EFB]	9	
329	T(I):	How long how long does it take to travel? [WRB: 1.20]	el	h	eliciting-B (OQB, DQB), NAB, EB	9	104
330	B(R):	Ten minutes.	i	h	Binforming (BRE)	2	
331	T(F):	Ten minutes? Un I think thir thirteen, thirteen minutes, maybe twelve <i>tabun</i> [perhaps] Okay (sound of the toy indicating that the answer is right). So still it is very good.	acc e	pre-h h	acknowl-B [-CFB, NAFB, EJFB]	19	
					com post-h		
332	T(I):	Okay, free time now free time relax free un. And now you have	m ms com	s h post-h	focusing	105	XI

free time. (#)						
333	T(I):	Kenta , i it's easy yeah? It was easy? [WRB: 0.96]	nb ch	sel h	eliciting-B (CQB, RQB), NAB, EB	7 106
334	B(R):	No	i	h	Binforming (BRE)	1
335	T(F):	(laugh) It's difficult. You did good though. Yeah, you did really good.	ack com	h h	acknowl-B [+AFB, EFB]	11
336	T(F):	You guys are really good, thank you. (#)				
337	T(I):	It's difficult [WNB: 0.20] Makoto? [WRB: 3.08]	ch na	h sel	eliciting-B (CQB, RQB), NAB, EB	3 107
338	B(R):	Un <i>sukoshi, chotto</i> [a little bit]	i	h	Binforming (BRJ)	3
339	T(F):	A little bit difficult, un. But you did really good job, really really good. (#)	ack com	h post-h	acknowl-B [+AFB, EFB]	14
340	T(I):	Mikinoi? [WRB: 0.64]	nb	sel	eliciting-B (CQB, RQB), NAB, EB	1 108
341	B(R):	Un	i	h	Binforming (BRM)	1
342	T(I):	More more baseball, baseball, more baseball games [WRB: 0.73]	el	h	eliciting-B (CQB, RQB), NAB, EB	7 109
343	B(R):	No	i	h	Binforming (BRE)	1
344	T(I):	No more? [WRB: 0.76]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2
345	B(R):	No more.	i	h	Binforming (BRE)	2
346	T(I):	Finihsed? [WRB: 0.35]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1 110
347	B(R):	Finished	i	h	Binforming (BRE)	1
348	T(I):	<i>Owat owat owatta?</i> [finished?] [WRB: 0.69]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1
349	B(R):	Next year.	i	h	Binforming (BRE)	2
350	T(F):	Next year.	ack	h	acknowl-B [NAFB, EFB]	2
351	T(I):	So now,	m	s	eliciting-B (CQB, RQB), NAB, EB	5 111

	it's training, training? [WRB: 2.46]	ch					
352	B(R): Interval	i	h	Binforming (BRE)	1		
353	T(I): Winter? [WRB: 0.89]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	112	
354	B(R): Training	i	h	Binforming (BRE)	1		
355	T(I): Winter training is difficult? [WRB: 0.59]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	113	
356	B(R): (inaudible)	i	h	Binforming	0		
357	T(F): Really.	ack	h	acknowl-B [NAFB, EFB]	1		
358	B(I): <i>Hewa koen.</i>					114	
359	T(R/I): At <i>Hewa koen.</i> [park]?						
360	B(R): <i>Hewa kaidan</i> [stairs], <i>kaida</i> [stairs]						
361	T(F): Big big deal						
362	B(I): <i>kaidan</i> (NV)					115	
363	T(R): Ah, oh my God (inaudible)						
364	B(I): One hundred					116	
365	T(R/I): Two hundred?						
366	B(F): One hundred.						
367	T(I): One hundred. stairs, everyday, <i>mainichi</i> [everyday?] [WRB: 1.21]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	5	117	
368	B(R): One, one hundred.	i	h	Binforming (BRE)	3		
369	T(F): Oh my God.	ack	h	acknowl-B [+AFB, EFB]	3		
370	T(I): It's difficult, yeah? [WRB: 1.06]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	118	
371	B(R): Unhun.	i	h	Binforming (BRE)	1		
372	T(I): You must be really tired? [WRB: 2.36]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	119	
373	B(R): (inaudible)	i	h	Binforming	0		
374	T(F): (inaudible), I'm very sorry. Oh <i>ganbatte kudasai</i> [do your best]	ack	h	acknowl-B [+AFB, EFB]	6		
		com	post-h				

375	T(I):	You've training tomorrow, <i>ashita</i> , training? [WRB: 0.73]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	120
376	B(R):	<i>Ashita wa</i> [tomorrow] training training finish go to sakka [soccer game]	i	h	Binforming (BREJ)	8	
377	T(I):	Soccer game? [WRB: 0.99]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	121
378	B(R):	Un	i	h	Binforming	1	
379	T(I):	Several soccer game? [WRB: 0.54]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	122
380	B(R):	Yeah	i	h	Binforming (BRE)	1	
381	T(I):	Un Sunday Sunday, I go to Osaka <i>ima</i> [now]	i	h	informing-B, NAB, EB	8	123
382	B(R):	Un	ack	h	Backnowl (BRM)	1	
383	T(I):	American football	i	h	informing-B, NAB, EB	2	124
384	B(R):	Un	ack	h	Backnowl (BRM)	1	
385	T(I):	So Osaka <i>ni ikimasu ne</i> . [I went to Osaka, you know] Ah, it's difficult	i	h	informing-B	8	125
386	B(I):	Do you know <i>mochi</i> [Japanese food]					126
387	T(R):	<i>mochi nani, nani?</i> [what is <i>mochi</i> ?]					
388	B(F):	(inaudible)					
389	T(I):	<i>Eigo de mochi</i> (inaudible) <i>mochi</i> [how do you say <i>mochi</i> in English?] Mikinoi , <i>eigo de eigo de omochi</i> [how do you say <i>mochi</i> in English?]	el	h	eliciting-B (OQB, RQB), NAB, JB	10	127
390	B1(Ib):	<i>mochi</i>	L	h	Beliciting (BRJ)		1
391	T(Ib):	<i>nan desu ka eigo de mochi?</i> [how do you say <i>mochi</i> in English?]	el	h	eliciting-B (OQB, RQB), NAB, JB	5	

392	T(I):	Ah, nani, nane kore, [what, what is this?] what is this? [WRB: 1.13]	el	h	eliciting-B (OQB, RQB), NAB, EB	7	128
393	T(I):	Dictionary? [WRB: 0.20]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	129
394	T(Ib):	<i>jisho</i> [dictionary?] [WRB: 0.39]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	
395	B(R):	<i>jisho</i> [dictionary]	i	h	Binforming (BRJ)	1	
396	T(I):	Electronic <i>jisho</i> ? (inaudible) [WRB: 0.72]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	2	130
397	B(R):	<i>hi</i>	i	h	Binforming (BRJ)	1	
398	T(F):	Un <i>sugoi</i> . [that's great] That's cool.	ack com	h post-h	acknowl-B (+AFB, EJFB)	4	
399	T(I):	<i>mochi, i ima</i> <i>arimasen</i> [did you find <i>mochi</i> ?] [WRB: 1.42]	ch	h	eliciting-B (CQB, RQB), NAB, JB	3	131
400	B(R):	(inaudible)	i	h	Binforming	0	
Bell rings							
401	T(I):	It's food? [WRB: 0.92]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	132
402	B(R):	Rice cake.	i	h	Binforming (BRE)	2	
403	T(F):	Ah, I don't know.	ack com	h post-h	acknowl-B [NAFB, EFB]	4	
404	T(I):	It's good? [WRB: 0.67]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	133
405	B(R):	Un	i	h	Binforming (BRM)	1	
406	T(I):	Yeah, <i>oishii</i> , <i>Oishii desuka</i> ? [delicious?] [WRB: 0.80]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	4	134
407	T(Ib):	It's delicious? [WRB: 0.89]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	
408	B(R):	Yes	i	h	Binforming (BRE)	1	
409	T(I):	Yeah? [WRB: 0.57]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	135
410	B(R):	Yeah	i	h	Binforming (BRE)	1	

411	T(I):	You eat? [WRB: 0.80]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	136
412	B(Ib):	Un?	L	h	Beliciting (BRM)	1	
413	T(I):	<i>tabe masu ka?</i> [do you often eat?] [WRB: 1.35]	ch	h	eliciting-B (CQB, RQB), NAB, JB	3	
414	B(R):	Un. New year.	i	h	Binforming (BRE)	3	
415	T(F):	New years. Un I would I should try some.	ack com	h post-h	acknowl-B [NAFB, EFB]	9	

APPENDIX IV: TRANSCRIPTION AND ANALYSIS OF

LESSON THREE

Date: November 19 (Friday 9:50 - 10:40)

line of moves (e.s2)	act	e.s1	move's types	length	ex	tr	

Bell rings							
001 T(I): Okay	m	s	focusing		1	I	
you guys the	s		pre-h				
bell range please,							
be quite please							
Hello? I have to take	ms	h					
attendance here,							
hello? (#) So,							

002 T(I): Kengo	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	2		
[WRB: 0.56]							
003 B(R): <i>hai</i> [yes]	h		Binforming (BRJ)	1			

004 T(I): Daijiro	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	3		
[WRB: 0.66]							
005 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

006 T(I): Hiroki	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	4		
[WRB: 0.66]							
007 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

008 T(I): Mikinoi	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	5		
[WRB: 0.6]							
009 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

010 T(I): Kenta	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	6		
[WRB: 0.78]							
011 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

012 T(Ib): Kenta (stress)	ch	h	eliciting-B (CQB, RQB), NAB, EB	1			
[WRB: 0.44]							
013 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

014 T(I): Yoshinoi	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	7		
[WRB: 0.69]							
015 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

016 T(I): Hiroyuki	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	8		
[WRB: 0.56]							
017 B(R): <i>hai</i>	i	h	Binforming (BRJ)	1			

018	T(I): Akira [WRB: 0.59]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	9
019	B(R): <i>hai</i>	i	h	Binforming (BRJ)	1	

020	T(I): Makoto [WRB: 0.57]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	10
021	B(R): <i>hai</i>	i	h	Binforming (BRJ)	1	

022	T(I): Kesuke [WRB: 0.57]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	11
023	B(R): <i>hai</i>	i	h	Binforming (BRJ)	1	

024	T(I): Hay (some boys were making noise)		h	informing-B, NAB, EB	1	12

025	T(I): Goto (inaudible) [WRB: 1.84]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	13
026	B(R): <i>hai</i>	i	h	Binforming (BRJ)	1	

027	T(I): Hiroki [WRB: 0.93]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	14
028	B(R): <i>hai</i>	i	h	Binforming (BRJ)	1	

029	T(I): Natsuko [WRG: 0.51]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	15
030	G(R): <i>hai</i>	i	h	Ginforming (GRJ)	1	

031	T(I): Asami [WRG: 0.59]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	16
032	G(R): <i>hai</i>	i	h	Ginforming (GRJ)	1	

033	T(I): Savaka [WRG: 0.68]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	17
034	G(R): <i>hai</i>	i	h	Ginforming (GRJ)	1	

035	T(I): Kaori [WRG: 0.51]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	18
036	G(R): <i>hai</i>	i	h	Ginforming (GRJ)	1	

037	T(I): Aya [WRG: 0.87]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	19
038	G(R): <i>hai</i>	i	h	Ginforming (GRJ)	1	

039	T(I): Ai [WRG: 0.69]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	20
040	G(R): <i>hai</i>	i	h	Ginforming (GRJ)	1	

041	T(I):	<u>Yuri</u> [WRG: 0.99]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	21
042	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	

043	T(I):	<u>Mako</u> [WRG: 0.6]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	22
044	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	

045	T(I):	<u>Mai</u> [WRG: 0.58]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	23
046	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	

047	T(I):	<u>Aya</u> [WRG: 0.63]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	24
048	G(R):	<i>hai</i>	i	h	Ginforming (GRJ)	1	

049	T(I):	Okay, open your notebooks because I want to check your notebooks.(#)	m s ms	s pre- h h	focusing		25 II

050	T(I):						26
051	B(R):						
052	T(F):	Very good Kesuke , very good	ack	h	acknowl-B [+AFB, EFB]	5	

053	T(F):	Oh, okay very nice.	ack	h	acknowl-C		27

054	T(I):	Please paste, please paste.	d	h	directig-C		28

055	T(I):						29
056	B(R):	Ah	i	h	Binforming (BRM)	1	
057	T(F):	Beautiful, thank you, very good.	ack	h	acknowl-B [+AFB, EFB]	5	

058	T(F):	Okay very (stress) nice.					30

059	T(I):						31
060	G(R):						
061	T(F):	Very good. Thank you Kaori .	ack	h	acknowl-G [+AFG, EFG]	5	

062	T(F):	Good job, good job.				32

063	T(I):	Please paste, please paste.				33

064	T(F):	Very good Makoto , excellent.	ack	h	acknowl-B [+AFB, EFB]	4 34

065	T(F):	Very good work.				35

066	T(F):	Very good.				36

067	T(F):	Very good.				37

068	T(I):					38
069	G(R):	gomen ne.[sorry]	i	h	Ginforming (GRJ)	2
070	T(F):	Ah, it's okay. I know yours is always perfect, Sayaka . It's okay. Very good.	ack	h	acknowl-G [+AFG, EFG]	14

071	T(I):					39
072	B(R):					
073	T(F):	Very (stress) good.	ack	h	acknowl-B [+AFB, EFB]	2

074	T(I):	Please oh paste, yeah. Okay <i>perfecto</i> [perfect]	d	h	directing-B, NAB, EJB	6 40

075	T(I):	Paste? [WRG: 1.96]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1 41

076	T(Ib):	Did you paste? [WRG: 1.93]	ch	h	eliciting-G (CQG, RQG), NAG, EG	3

077	T(Ib):	Did you paste your print into the notebook? [WRG: 1.00]	ch	h	eliciting-G (CQG, RQG), NAG, EG	8
078	G(R):	<i>hatta, hatta yo.</i>	i	h	Ginforming (GRJ)	3

079	T(I):	Ah, ahh (NV)	i	h	informing-G, NAG, EG	2 42
080	G(R):	NV (laugh)	ack	h	Gacknowl	0

081	T(I):	Paste, please paste.	d	h	directing-G, NAG, EG	3 43
082	G(R):	Yes	i	h	Ginforming (GRE)	1

083	T(I):	Please paste	d	h	directing-G, NAG, EG	2 44
084	G(R):	Yes	i	h	Ginforming (GRE)	1
085	T(F):	Thank you.	ack	h	acknowl-G [+AFG, EFG]	2

086	T(I):	Oh, please paste,	d	h	directing-B, NAB, EB	4 45
		okay?				
087	B(R):	I'm sorry.	i	h	Binforming (BRE)	2

088	T(I):	Please paste.	d	h	directing-B, NAB, EB	2 46
089	B(R):	I'm sorry.	i	h	Binforming (BRE)	2

090	T(I):					47
091	B(R):					
092	T(F):	Very good Akira , thank you.	ack	h	acknowl-B [+AFB, EFB]	5

093	T(F):	Thank you very good.				48

094	T(F):	Very (stress) good, excellent, very good very good.				49

095	T(I):	Ah, please paste.	d	h	directing-G, NAG, EG	3 50
096	G(R):	NV (laugh)				0
097	T(F):	Thank you.	ack	h	acknowl-G [+AFG, EFG]	2

098	T(I):					51
099	G(R):					
100	T(F):	Good job, Mai .	ack	h	acknowl-G [+AFG, EFG]	3

101	T(I):					52
102	B(R):					
103	T(F):	Very nice, very good. Okay.	ack	h	acknowl-B [+AFB, EFB]	5
104	B(F):	That's nice.				

105	T(I):					53
106	B(R):					
107	T(F):	Very nice, very good, very good thank you.	ack	h	acknowl-B [+AFB, EFB]	8

108	T(I):	Okay, so (#)	m	h	framing	54 III
109	T(I):	today, today, today,	s	pre-h	focussing	

un today's lesson is
about food.
And, its kind of lesson, ms h
kind of party, *sukoshi*
[a Japanese food name]
party, *sukoshi* lesson,
okay?
Un, Farooq *sensei* [teacher]
would com post-h
like to thank you for
helping him to tape record.
And, for doing really good
work. So (NV), I will put
something here. {#}
ii desu ka [do you
understand?

110 T(I): You like? ch h eliciting-B (CQB, RQB), NAB, EB 2 55
[WRB: 0.67]

111 T(Ib): You like? ch h eliciting-B (CQB, RQB), NAB, EB 2
[WRB: 1.13]

112 B(R): Yes i h Binforming (BRE) 1
113 T(F): Okay. ack h acknowl-B [NAFB, EFB] 5
I did not know. com post-h

114 T(I): So (#) m h framing 56 VI
115 T(I): Okay, m s focusing
so *dozo* [go ahead]. s pre-h
You guys have to serve ms h
yourself. *dozo* [go ahead].
Be good. No fighting com post-h
(laugh).

116 T(I): Thank you. *dame dame*, 57
[no, don't do that]
hai [okay] everybody please,
please tell him thank you.
Please say 'Farooq,
thank you Farooq
Thank you (to the
students)
Yeah, good good.
He's nice, un (#)

117 T(I): Delicious, un, ch h eliciting-G (CQG, RQG), NAG, EG 4 58
it's delicious?
[WRG: 0.31]

118 G(R): Taste i h Ginforming (GRE) 1

119	T(I):	Okay, I would like you to please, please write, I would like you to please (please <i>kaite</i> <i>kudasai</i> . [please write] stress) write some words, some new words about food. (teacher writes on the chalkboard)	m s ms	pre-h pre-h h			59	V	

120	T(I):	Okay (#)	m	h	framing		60	VI	
121	T(I):	So, so there're some new words to go with your food. So, let's let's all try to say the words together. Please listen and repeat, okay?	s ms	pre-h h	focusing				

122	T(I):	food					61		
123	C(R):	food							
		.							
		.							
124	T(I):	raw					62		
125	C(R):	raw							

126	T(I):	Mikinoi , 'raw' [WRB: 2.22]	nb ch	sel h	eliciting-B (CQB, DQB), ACB, EB	2	63		
127	T(Ib):	'raw' [WRB: 0.63]	ch	h	eliciting-B (CQB, DQB), ACB, EB	1			
128	B(R):	'raw'	i	h	Binforming (BRE)	1			
129	T(F):	Thank you.	e	h	acknowl-B [+CFB, +AFB, EFB]	2			

130	T(I):	fresh					64		
131	C(R):	fresh							
		.							
		.							
		.							
132	T(I):	too many calories.					65		
133	C(I):	too many calories							

134	T(I):	Okay (#)	m	h	framing		66	VII	
135	T(I):	So, today, I would like	ms	h	focusing				

you to please write the
words and then use your
jisho [dictionary] okay?
And, please finish.

136	T(I):	Please try, please try to finish <i>kore</i> [this] (NV), okay?	d	h	directing-B, NAB, EB	8 67
137	B(R):	Okay	i	h	Binforming (BRE)	1
138	T(F):	Okay.	ack	h	acknowl-B [+AFB, EFB]	1

139	B(I):	<i>hai</i> [yes] (with some sound)	68			
140	T(R):	Thank you.				

141	T(I):	<i>kaite kudasai.</i> [please write] Please	69			

142	T(I):	<i>yukkuri ne.</i> [little slow] Oh, okay	70			

143	T(I):	It's delicious un? [WRB: 1.16]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3 71
144	B(R):	Yes	i	h	Binforming (BRE)	1

145	T(I):	Is it delicious? [WRB: 1.44]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3 72
146	B(R):	(inaudible)	i	h	Binforming	0
147	T(F):	Yeah?	ack	h	acknowl-B [+AFB, EFB]	1

148	T(I):	It tastes good? [WRB: 1.35]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3 73
149	B(R):	okay	i	h	Binforming (BRE)	1
150	T(F):	Yeah? Okay.	ack	h	acknowl-B [+AFB, EFB]	2
			com	post-h		

151	G(I):	(laugh) <i>nani</i> [what?]	74			
152	T(R):	<i>ii</i> , [it's okay] <i>nani mo nai</i> [nothing particular]				
153	G(F):	(laugh)				

154	T(I):	<i>nani</i> [what?] [WRG: 0.51]	el	h	eliciting-G (OQG, RQG), NAG, JG	1 75
155	G(R):	<i>nani mo nai.</i> [nothing particular]	i	h	Ginforming (GRE)	3
156	T(F):	Ahh	ack	h	acknowl-G [+AFG]	1

157	B(I):	(inaudible)	76			

158	T(R): Thank you						

159	T(I): Does everyone have a dictionary?					77	

160	T(Ib): Every has a dictionary?						

161	T(I): If you need dictionary, please raise your hands. It's okay. I'll go get. If you need dictionary, please raise your hand.	i	h	informing-C			
162	B(R): (NV)						
163	T(F): You need, Daijiro ? <i>daijobu</i> , [you have?] okay. Okay, Daijiro	ack	h	acknowl-B [+AFB, EJFB]		7	

164	B(R): <i>hai</i> [yes]	i	h	Binforming (BRJ)		1	
165	T(F) : <i>hai, hai</i> , [here you are] please, please	ack	h	acknowl-C			

166	C(R): (NV)						
167	T(F): one, two, three, four						
168	B(F): it's okay.						

169	G(Ib): (inaudible)						
170	T(R): <i>jisho</i> [dictionary]						

171	G(R): (NV)						
172	T(F): Five	ack	h	acknowl-B (+AFG, EFG)		1	
173	B(F): Okay						

174	B(R): (NV)						
175	T(F): Six	ack	h	acknowl-B (+AFB, EFB)		1	
176	B(F): Okay,						
177	G(F): Okay go ahead						

178	T(Ib): Six?	el	h	eliciting-C			
179	G(R): Okay,	i	h	Ginforming (GRE)		1	
180	B(R): Bring	i	h	Binforming (BRE)		1	
181	T(F): I'll bring. I'll bring.	ack	h	acknowl-C			
182	B(F): <i>itteirashshi</i> [yes, please]						

183	T(I): Okay, please write. I'll go get some dictionaries.	m ms	pre-h h	focusing		78	VIII

184	T(I): Okay, dictionaries?	m ms	s h	focusing		79	IX

185	T(I):	dore [which one?]	el	h	eliciting-B (OQB, RQB), NAB, JB	1	80
186	B(R):	(NV)	i	h	Binforming	0	
187	T(F):	(inaudible) (#)	ack	h	acknowl-B [NAFB, EFB]	0	

188	T(I):	You like (inaudible)? [WRB: 1.05]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	81
189	B(R):	hi	i	h	Binforming (BRJ)	1	
190	T(F):	You like, yeah? You like yeah? Oh, okay.	ack	h	acknowl-B [+AFB, EFB]	8	
			com	post-h			

191	T(I):	So, you like (inaudible), you like? [WRB: 0.85]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	82
192	B(R):	No	i	h	Binforming (BRE)	1	

193	T(I):	(inaudible), you like it? [WRB: 1.40]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	83
194	B(Ib):	Hun?	L	h	Beliciting (BRE)	1	
195	T(R/I):	Crunchy, sweet, yeah? Crunchy? [WRB: 0.46]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	
196	B(R):	Yes	i	h	Binforming (BRE)		

197	T(F):	Ah, good good good, thank you.(#)					84

198	T(I):	Ah, you're finished, [WNB: 0.46] Goto, Really? [WRB: 1.06]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	85
			na	sel			
199	B(R):	(inaudible)	i	h	Binforming	0	

200	T(I):	You have a dictionary? WRB: [0.76]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	86
201	B(R):	(inaudible) no dictionary.	i	h	Binforming (BRE)	2	
202	T(F):	ganbare [?]	ack	h	acknowl-B [NAFB, JFB]	1	

203	T(I):	You need dictionary, [WNB: 0.40] Mikinoi? [WRB: 0.62]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	87
			na	sel			
204	B(R):	Un.	i	h	Binforming (BR)	1	

205	T(I):	Mai, you have dictionary? [WRG: 0.96]	nb	sel	eliciting-G (CQG, RQG), NAG, EG	4	88
			ch	h			

206	T(Ib):						
207	G(R): <i>hai</i> , [no] <i>gomennasai</i>	i	h	Binforming (GRJ)	2		
	[sorry]						
208	T(F): Ahh	ack	h	acknowl-G [+AFG]	1		

209	B(I): This Sunrise, do you like? (1)					89	

210	T(I): (NV)					90	
211	B1(R): Thank you.	i	h	Binforming (BRE)	2		

212	T(R): (1) Yes.	ack	h	Tacknowl			
	This Sunrise it's	com	post-h				
	really good dictionary,						
	really good dictionary.						

213	T(I): You need dictionary?	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	91	
	[WRB: 1.74]						

214	B(Ib): (inaudible)	L	h	Beliciting	0		
215	T(R/I): <i>jisho ga arimasu ka?</i>	ch	h	eliciting-B (CQB, RQB), NAB, JB	4		
	[do you have a						
	dictionary?]						
	[WRB: 0.71]						
216	B(R): No	i	h	Binforming (BRE)	1		
217	T(F): Now you do. Now	ack	h	acknowl-B [+AFB, EFB]	10		
	you do.						
	Now you have one.	com	post-h				

218	B(I): (inaudible)					92	
219	T(R): Un, oh light. Un if						
	you have, if you have						
	a snack small, small						
	something light, un						
	just a little (inaudible)						
	un ah a light snack, a						
	light dinner, a light						
	lunch. Maybe just salad.						
	It's very light but pizza,						
	American pizza is very						
	heavy, very heavy.						
	The Chinese food is very						
	heavy. <i>ii desu ka?</i> [do you						
	understand?] Un it's						
	difficult, yeah light(#).						
	Ah, un light beer (#)						
	A light (inaudible).						
	Some light food.						
	But like light beer.						

220	T(I): <i>ii desu ka?</i> [do you	s	pre-h	eliciting-B (CQB, RQB), NAB, JB	4	93	
	undersatnd?]						

		<i>wakarimashita?</i> [do you understand?] [WRB: 0.56]	ch	h			
221	B(R):	<i>hai</i> [yes]	i	h	Binforming (BRJ)	1	

222	T(I):	<i>muzukashii ne.</i> [it's difficult, right?]	ch	h	eliciting-B (CQB, RQB), NAB, JB	2	94
223	B(R):	(NV)	i	h	Binforming	0	
224	T(F):	Yeah, it's very difficult.	ack com	h post-h	acknowl-B [+AFB, EFB]	4	

225	T(I):	Maybe I can try to find another, a different <i>jisho</i> [dictionary] (#) Light is a difficult word, I think. I think so because many many many many meanings, many, many many meanings for light. One word has many many meanings, Un? Like <i>kore</i> [this] (NV) light, light. Sun light, light beer, <i>biru</i> [beer] <i>laito</i> [light] It's okay that we'll get the right one. We will get the right one. (#)	i	h	informing-B, ACB, EJB	63	95

226	T(I):	Ah <i>kore</i> [this] (NV)	s	pre-h		informing-B, ACB,	
EJB 5		96 a light lunch.	i	h			
227	B(R):	Light lunch	ack	h	Backnowl (BRE)	2	

228	B(Ib):	<i>onaji</i> [same?]	ch	h	Beliciting (BRJ)	1	
229	T(F):	<i>onaji</i> , [same] a light lunch, light food.	acc e	pre-h h	acknowl-B [+CFB+AFB, EJFB]	6	

230	T(I):	<i>ii desu ka?</i> [did you understand?] [WRB: 0.76]	ch	h	eliciting-B (CQB, RQB), NAB, JB	3	97
231	B(R):	<i>hai</i> [yes]	i	h	Binforming (BRJ)	1	

232	T(I):	So, how do you say in Japanese? Please tell me. <i>nihon go de desu ka?</i> [how do you it in Japanese?] [WRB: 2.76]	el	h	eliciting-B (OQB, RQB), ACB, EJB	15	98
233	B(R):	<i>keishoku</i> [lunch]	i	h	Binforming (BRJ)	1	

234	T(Ib):	<i>kei no nani</i> [<i>kei</i> what?] [WRB: 3.04]	L	h	eliciting-B (OQB, RQB), ACB, EJB	3	
235	B(R):	(inaudible)	i	h	Binforming	0	
236	T(F):	Un, it's difficult.	ack com	h post-h	acknowl-B [NAFB, EFB]	3	

237	T(I):	You understand though, yeah?	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	99
238	B(R):	(inaudible)	i	h	Binforming	0	
239	T(F):	Thank you. (#)	ack	h	acknowl-B [+AFB, EFB]	2	

240	T(I):	Ah, maybe you guys're finished? [WRB: 1.33]	ch	h	eliciting-B (CQB, RQB), NAB, EB	5	100

241	T(I):	Goto , what're you doing? [WRB: 0.93]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	4	101

242	T(I):	Are you over there (inaudible)? [WRB: 1.77]	ch	h	eliciting-B (CQB, RQB), NAB, EB	4	

243	T(F):	Oh God you're so bad (stress). Crazy boy (#)	ack com	h post-h	acknowl-B [-AFB, EFB]	7	

244	T(I):	So, Makoto ? Please tell me <i>hir</i> <i>hiragana. kore, kore?</i> [please write this word in <i>hiragan</i> writing] [WRB: 3.79]	nb el	sel h	eliciting-B (CQB, RQB), ACB, EJB	9	102
245	B(R):	(inaudible)	i	h	Binforming	0	
246	T(F):	Alright.	ack	h	acknowl-B [NAFB, EFB]	1	

247	T(I):	<i>hiragana</i> [in <i>hiragana</i> ?] [WRB: 0.46]	ch	h	eliciting-B (CQB, RQB), ACB, JB	1	103

248	B(Ib):	Hun?	L	h	Beliciting (BRE)	1	
249	T(R/I):	<i>kanji?</i> (inaudible) [is it okay if I write in kanji characters instead?] [WRB: 0.63]				ch	h
250	B(R):	(inaudible)	i	h	Binforming	0	
	T(F):	Okay	ack	h	acknowl-B [NAFB, EFB]	1	

251	T(I):	Do you write? <i>kaite kudasai.</i> <i>onegaishimasu.</i> [Please write for me]	d	h	directing-B , ACB, EJB	6	104

252	B(R/I):	<i>nihongo</i> , [in Japanese?] ah Japanese?	el	h	Beliciting (BREJ)	3	
253	T(R):	<i>hai</i> [yes]	i	h	Tinforming		

	Its very difficult word.	com	post-h			
<hr/>						
254	T(Ib):					
255	B(R): (NV)					
256	T(F): Ah, thank you. Thank you very much. (#)	ack com	h post-h	acknowl-B [+AFB, EFB]	7	
<hr/>						
257	T(I): Okay so, be careful on this word here. Be careful 'light', be careful 'light' . <i>kore</i> [this] (NV), this is the definition in Japanese. (#)	i	h	informing-C		105
<hr/>						
258	T(I): Easy, difficult? [WRG: 2.03]	el	h	eliciting-G (OQG, RQG), NAG, EG	2	106
259	G(R): Half half, <i>kantana</i> [easy]	i	h	Ginforming (GREJ)	3	
260	T(F): <i>kantan nani eigo de</i> , [how do say <i>kantan</i> in English?] Easy? yeah? Okay very good.	ack com	h post-h	acknowl-G [+AFG, EJFG]	9	
<hr/>						
261	T(I): Easy? [WRG: 1.06]	ch	h	eliciting-G (CQG, RQG), NAG, EG	1	107
262	G(R): (inaudible)	i	h	Ginforming	0	
263	T(F): <i>ganbare</i> [try] Hang in there, <i>faitto, faitto</i> . [do your best]	ack com	h post-h	acknowl-G [+AFG, EJFG]	6	
264	G(F): <i>hai</i> [okay, I see]					
<hr/>						
265	T(I): Un, very beautiful <i>kanji</i> [Japanese writing]	i	h	informing-G, NAG, EJG	4	108
266	G(R): (laugh) No	ack	h	Gacknowl (GRE)	1	
267	T(F): Oh, I'm jealous. I want to write <i>kanji</i> . [in Japanese] I want to write <i>kanji</i> [in Japanese] Oh, it's difficult oh (#)	ack com	h post-h	acknowl-G [+AFG, EJFG]	17	
<hr/>						
268	T(I):					109
269	B(R):					
270	T(F): Good job, Daijoro.	ack	h	acknowl-B [+AFB, EFB]	3	
<hr/>						
271	T(I): <i>Owari desu ka?</i> [did you finish?] [WRB: 0.46]	ch	h	eliciting-B (CQB, RQB), NAB, JB	3	110

272	B(R):	(inaudible)	i	h	Binforming	0	
273	T(F):	Yeah, good job, very good.(#)	ack com	h post-h	acknowl-B [+AFB, EFB]	5	

274	T(F):	Good job, you guys really good, very very good.	ack	h	acknowl-B [+AFB, EFB]	9	111

275	T(I):						112
276	G(R):						
277	T(F):	<i>mecha mecha</i> [it's so good] good, yeah.	ack	h	acknowl-G [+AFG, EJFG]	4	

278	T(F):	Oh, that's really nice.					113

279	T(I):	Nice color, very nice.	i	h	informing-B, NAB, EB	4	114
280	B(R):	Thank you very much (#)	ack	h	Backnowl (BRE)	4	

281	T(I):						115
282	B(R):						
283	T(F):	Very good Mikinoi .	ack	h	acknowl-B [+AFB, EFB]	3	
284	B(F):	Yeah. (#)					

285	T(I):						116
286	B(R):						
287	T(F):	Very good Kengo , very good, good. (#)	ack	h	acknowl-B [+CFB, +AFB, EFB]	6	

288	T(I):	Mikinoi , what is your favorite food? [WRB: 1.30]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	6	117

289	T(Ib):	What is your favorite food? [WRB: 0.47]	el	h	eliciting-B (OQB, RQB), NAB, EB	5	
290	B(R):	yaki niku. [a Japanese food name]	i	h	Binforming (BRE)	2	
291	T(F):	<i>yaki niku</i> ? Oh, really? Ah	ack	h	acknowl-B [NAFB, EJFB]	5	

292	T(I):	Un delicious? [WRB: 3.28]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	118
293	B(R):	(inaudible)	i	h	Binforming	0	

294	T(Ib):	You like curry? [WRB: 1.23]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	119

295	B(R):	(inaudible)	i	h	Binforming	0	
296	T(F):	I love curry too. Everyday, I eat curry, everyday.	ack com	h post-h	acknowl-B [NAFB, EFB]	9	

297	TI):	At the cafeteria. The university has a cafeteria. Un <i>are</i> [over there] Toho junior college.	i	h	informing-C	120	
298	B(R):	Ah	ack	h	Binforming (BRM)	1	

299	T(Ib):	Do you know?	el	h	eliciting-C		
300	B(R):	Ah, ah, I know.	i	h	Binforming (BRE)	4	

301	T(I):	Yeah everyday. Only 200 yen, only 200 <i>yen</i> . Big (inaudible) nice curry, nice curry.	i	h	informing-C	121	
302	B(R/I):	<i>uso</i> [really?]	el	h	Beliciting (BRJ)	1	
303	T(R):	<i>hai</i> [yes] <i>mainichi. oishi</i> , [every day, it's very delicious] so delicious, I love it. It's really cheap un, it's really cheap. (#)	i	h	Tinforming		

304	T(I):	Do you eat <i>koko</i> , do you eat <i>koko</i> curry? [a famous curry restaurant named COCO] [WRB: 1.13]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	9	122

305	T(Ib):	You like?	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	
306	B(R):	(NV)	i	h	Binforming	0	
307	T(F):	Yeah me too.	ack com	h post-h	acknowl-B [NAFB, EFB]	3	

308	T(I):	What is your favorite? [WRB: 0.61]	el	h	eliciting-B (OQB, RQB), NAB, EB	4	123

309	T(Ib):	Vegetable curry, chicken curry, <i>cuts</i> [cutlets] curry? [WRB: 1.14]	el	h	eliciting-B (OQB, RQB), NAB, EJB	6	
310	B(R):	Beef curry.	i	h	Binforming (BRE)	2	
311	T(F):	Beef curry? Oh, really? Un	ack com	h post-h	acknowl-B [NAFB, EFB]	5	

312	T(I):	With Cheese? [WRB: 2.23]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	124
313	B(R):	Pizza to...	i	h	Binforming (BREJ)	2	

314	T(I):	No cheese? [WRB: 0.71]	ch	h	eliciting-B (CQB, RQB), NAB, EB	2	125
315	B(R):	(inaudible)	i	h	Binforming	0	
316	T(F):	Oh, really? Un, I love cheese. Beef curry is delicious too, I love. (#)	ack com	h post-h	acknowl-B [NAFB, EFB]	13	

317	T(I):	Goto , what is your favorite food? [WRB: 1.87]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	6	126
318	T(Ib):	What is your favorite food? [WRB: 3.71]	el	h	eliciting-B (OQB, RQB), NAB, EB	5	
319	T(Ib):	What is your favorite food, [WNB: 0.34] Goto ? [WRB: 3.65]	el na	h sel	eliciting-B (OQB, RQB), NAB, EB	6	
320	B(R):	<i>sushi</i> [a Japanese food]	i	h	Binforming (BRJ)	1	
321	T(F):	<i>sushi</i> ? Un, really? I love it too. It's delicious.	ack com	h post-h	acknowl-B [NAFB, EJFB]	9	

322	T(I):	But, it's too expensive. It's really expensive <i>sushi</i> ., <i>takai</i> . [expensive]	i	h	informing-B, NAB, EJB	9	127
323	B(R):	Umm	ack	h	Backnowl (BRM)	1	
324	T(F):	<i>takai</i> , [expensive] un, it's very very expensive. I'm poor teacher. (#)	ack com	h post-h	acknowl-B [+AFB, EJFB]	9	

325	T(I):	Goto , where do you eat curry, where do you eat curry, un, <i>sushi</i> ? [WRB: 0.80]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EJB	13	128
326	T(Ib):	<i>sushiya</i> , <i>ikimasuka</i> ? [do you eat sushi in a sushi restaurant?] [WRB: 1.53]	ch	h	eliciting-B (CQB, RQB), NAB, JB	2	
327	B(R):	No	i	h	Binforming (BRE)	1	
328	T(F):	No	ack	h	acknowl-B [NAFB, EFB]	1	

329	T(I):	Home? [WRB: 1.41]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	129
330	B(R):	No	i	h	Binforming (BRE)	1	

331	T(Ib): Where? [WRB: 0.40]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	130
332	T(Ib): Where? [WRB: 1.66]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
333	T(Ib): Where? [WRB: 3.30]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
334	T(Ib): Where? [WRB: 2.89]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
335	B(R): <i>Nafuko</i> (students laugh) [a famus food shop named NAFUKO]	i	h	Binforming (BRJ)	1	
336	T(Ib): Where? [WRB: 1.73]	el	h	eliciting-B (OQB, RQB), NAB, EB	1	
337	T(Ib): <i>ya, yako?</i> [WRB: 1.00]	ch	h	eliciting-B (CQB, RQB), NAB, JB	2	
338	B(R): <i>Nafuko.</i>	i	h	Binforming (BRJ)	1	
339	T(Ib): <i>Nako?</i> [WRB: 1.06]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	
340	B(R): <i>Nafuko</i>	i	h	Binforming (BRJ)	1	
341	T(Ib): <i>NA.KU.KO?</i> [WRB: 0.58]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	
342	B(R): <i>Nakuko</i> (laugh)	i	h	Binforming (BRJ)	1	
343	T(Ib): <i>Nakuko, no, Bu?</i> [WRB: 0.52]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	3	
344	B(R): <i>Nafu.</i>	i	h	Binforming (BRJ)	1	
345	T(Ib): <i>Naka?</i> [WRB: 0.61]	ch	h	eliciting-B (CQB, RQB), NAB, EB	1	
346	B(R): <i>FU, fu, fu, FU</i>	i	h	Binforming (BRJ)	4	
347	T(Ib): <i>Ah, chotto matte.</i> [wait a moment] <i>Na</i> [WRB: 1.34]	s el	pre-h h	eliciting-B (OQB, RQB), NAB, JB	4	
348	B(R): <i>Fu, Fu, Fu</i>	i	h	Binforming (BRJ)	3	
349	T(F): <i>Fu.</i>	ack	h	acknowl-B [NAFB, JFB]	1	
350	B(R): <i>Ko, Ko</i> (laugh)	i	h	Binforming (BRJ)	2	
351	T(Ib): <i>Nafuko</i>	i	h	informing-B, NAB, JB	1	
352	B(R): <i>Ko.</i>	ack	h	Backnowl (BRJ)	2	
353	T(F): <i>Ko.</i>	ack	h	acknowl-B [NAFB, JFB]	1	
354	T(Ib): <i>Nafuko?</i> [WRB: 0.53]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	
355	B(R): Yes	i	h	Binforming (BRE)	1	
356	T(F): Oh, fresh, foods	ack com	h post-h	acknowl-B [NAFB, EFB]	3	
357	B(F): Oh					

358	T(I):	(inaudible) <i>doko ne, doko ni, doko ni arimasu ka?</i> [where's it?] [WRB: 0.77]	el	h	eliciting-B (OQB, RQB), NAB, JB	8	131

359	T(Ib):	Where is it, <i>doko, doko desuka?</i> [where's it?] [WRB: 1.98]	el	h	eliciting-B (OQB, RQB), NAB, EJB	6	

360	T(Ib):	Where is, <i>doko, arimasu ka?</i> Where is it? [WRB: 1.73]	el	h	eliciting-B (OQB, RQB), NAB, EJB	8	

361	B(R):	(inaudible)	i	h	Binforming	0	

362	T(Ib):	<i>Arimasuka</i> (inaudible)? [WRB: 0.73]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	

363	B(R):	(inaudible)	i	h	Binforming	0	
364	T(F):	Ah, Japanese difficult,oh	ack com	h post-h	acknowl-B [NAFB, EFB]	4	

365	T(I):	So, <i>Nafuko, Issha</i> station? [WRB: 3.99]	s ch	pre-h h	eliciting-B (CQB, RQB), NAB, EJB	4	132

366	T(Ib):	Where, where do I go? [WRB: 2.20]	el	h	eliciting-B (OQB, RQB), NAB, EB	5	

367	T(Ib):	Do you know where I go? [WRB: 4.26]	el	h	eliciting-B (OQB, RQB), NAB, EB	6	

368	B(R):	(inaudible)	i	h	Binforming	0	

369	T(Ib):	<i>Imai, In, Inuyama, Motoyama?</i> [WRB: 0.61]	ch	h	eliciting-B (CQB, RQB), NAB, JB	4	

370	B(R):	<i>Mori</i>	i	h	Binforming (BRJ)	1	
371	T(F):	Moriyama, Okay, Moriyama.	ack	h	acknowl-B [NAFB, EFB]	3	

372	T(I):	Sakura dori [road] line? [WRB: 1.44]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	3	133

373	B(R):	North.	i	h	Binforming (BRE)	1	
374	T(F):	North, ah, it's really far away. It's really far.	ack com	h post-h	acknowl-B [NAFB, EFB]	9	

375	T(I):	Okay, let's go, <i>ikimasenka?</i> [lets go together]	ch	h	eliciting-B (CQB, RQB), NAB, EJB	4	134

		[WRB: 0.86]					
376	B(R):	Okay	i	h	Binforming (BRE)	1	

377	T(I):	<i>ima</i> [now] (laugh) [WRB: 1.39]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1	135
378	B(R):	<i>chigaimasu</i> [no]	i	h	Binforming (BRJ)	1	
379	T(F):	I know, you you only want to go to Sakae to chase girls. (#)	ack com	h post-h	acknowl-B [-AFB, EFB]	13	

380	T(I):	Un, <u>Kaori</u> , <u>Kaori</u> , what is your favorite food? [WRG: 0.53]	nb el	h h	eliciting-G (OQG, RQG), NAG, EG	8	136

381	T(Ib):	What is your favorite food? [WRG: 1.54]	el	h	eliciting-G (OQG, RQG), NAG, EG	5	
382	G(R):	Chocolate	i	h	Ginforming (GRE)	1	
383	T(F):	Chocolate? Chocolate? Yeah, really. I love chocolate, oishi [delicious] delicious.	ack com	h post-h	acknowl-G [NAFG, EJFG]	9	

384	T(I):	Girls love chocolates RQG), NAG, EG (laugh). Girls love chocolates In America on Valentine day all boys give the girls chocolate, you know? [WRG: 0.37]	s pre-h 19			eliciting-G (CQG, 137	
385	G(R):	Yes	i	h	Ginforming (GRE)	1	
386	T(F):	Ah (#)	ack	h	acknowl-G [NAFG, EFG]	1	

387	T(I):	Makoto , what's your favorite food? [WRB: 5.45]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	5	138

388	T(Ib):	Makoto , what is your favorite food? [WRB: 4.37]	nb el	sel h	eliciting-B (OQB, RQB), NAB, EB	6	
389	B(R):	Rice	i	h	Binforming (BRE)	1	
390	T(F):	Rice, just rice	ack	h	acknowl-B [NAFB, EFB]	3	

391	T(I):	<i>go gohan ne?</i> [rice, right?] [WRB: 0.61]	ch	h	eliciting-B (CQB, RQB), NAB, JB	3	139
392	B(R):	<i>gohan</i> . [rice]	i	h	Binforming (BRJ)	1	

393	T(F):	Yeah, I love too. It's really delicious. Japanese rice is the best. It's the best. <i>ichiban</i> , [most delicious] number one. I love, too. Very good.	ack com	h post-h	acknowl-B [NAFB, EJFB]	23	

394	T(I):	Easy to make. [WRB: 1.06]	ch	h	eliciting-B (CQB, RQB), NAB, EB	3	140
395	T(Ib):	It's easy to make. You know, easy to make? [WRB: 1.35]	ch	h	eliciting-B (CQB, RQB), NAB, EB	9	
396	B(R):	Easy to make.	i	h	Binforming (BRE)	3	
397	T(F):	Yeah, its very easy to make. Good job. (#)	ack com	h post-h	acknowl-B [+AFB, EFB]	8	

398	T(I):	<u>Natsuko</u> , what is your favorite food? [WRG: 0.58]	nb el	sel h	eliciting-G (OQG, RQG), NAG, EG	5	141
399	T(Ib):	What's your favorite food? [WRG: 0.86]	el	h	eliciting-G (OQG, RQG), NAG, EG	4	
400	G(R):	Chocolate.	i	h	Ginforming (GRE)	2	
401	T(F):	Chocolate.	ack	h	acknowl-G [NAFG, EFG]	2	

402	T(I):	Un, you, too? [WRG: 0.93]	ch	h	eliciting-G (CQG, RQG), NAG, EG	3	142
403	G(R/I):	<i>keki</i> [cake]	el	h	Ginforming (GRE)	2	
404	T(R):	<i>keki</i> , [cake] un I love cake.	i	h	Tinforming		

405	T(I):	What kind of cake? [WRG: 1.92]	el	h	eliciting-G (OQG, RQG), NAG, EG	4	143
406	G(R):	(inaudible)	i	h	Ginforming	0	
407	T(F):	Chocolate cake? Hun hun, yeah. It's nice. I love chocolate cakes.	ack com	h post-h	acknowl-G [NAFG, EFG]	11	

408	T(I):	And, cheese cake? [WRG: 1.06]	ch	h	eliciting-G (CQB, RQB), NAG, EG	3	144
409	G(R):	(inaudible)	i	h	Ginforming	0	
410	T(F):	Cheese cake, un, I love.	ack post-h	h	acknowl-G [NAFG, EFG]	5	

411	T(I):	Let's go, let's go and get some. (laugh)	ch	h	eliciting-G, NAG, EG	7	145	

412	T(I):	Okay so, there is some, there's some. Hello? There are some, there's some more juice here. There's some more juice here if you want. If not just give to Haba , give to Haba .	i	h	informing-C		146	X

413	T(I):	Maybe Haba needs.	i	h	informing-C		147	
414	B(R):	<i>kirai</i> [dislikes you]	ack	h	Backnowl (BRJ)	1		

415	T(Ib):	(laugh) <i>honto</i> [really?] [WRB: 1.52]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1		

416	T(I):	<i>kirai</i> [dislike me?] [WRB: 0.59]	ch	h	eliciting-B (CQB, RQB), NAB, JB	1		
417	B(R):	<i>kirai da yo</i> . [yes, dislike you]	i	h	Binforming (BRJ)	3		

418	T(Ib):	Un? [WRB: 0.66]	L	h	eliciting-B (CQB, RQB), NAB, EB	1		
419	B(R):	<i>Anata ga kirai da yo</i> . [yes, he dislikes you]	i	h	Binforming	5		

420	T(I):	What do you blame (inaudible)? [WRB: 0.89]	el	h	eliciting-B (OQB, RQB), NAB, EB	4	148	
421	B(R):	<i>Anata ga kirai da yo</i> . [yes, he dislikes you]	i	h	Binforming (BRJ)	5		
422	T(F):	You know, I'm learning Japanese. So, I can understand you a little bit.	ack	h	acknowl-B [-AFB, EFB]	13		

423	B(I):	Thank you (B)					149	
424	T(R):	Thank you.						

425	T(F):	Good job Mikinoi .	ack	h	acknowl-B [+AFB, EFB]	3	150	

426	T(F):	Ah, thank you very much Kesuke , good job.	ack	h	acknowl-B [+AFB, EFB]	8	151	

427	T(F):	Ah, thank you	ack	h	acknowl-B [+AFB, EFB]	7	152	

		Hiroki, good job today.	com	post-h			

428	T(F):	Hi, good job Kengo .	ack	h	acknowl-B [+AFB, EFB]	4	153

429	T(F):	Thank you very much (#)	ack	h	acknowl-B [+AFB, EFB]	4	154

430	T(I):	Okay, we're finished. We're finished. Thank you very much.	m con	pre-h h	focusing	155	XI

APPENDIX V: LESSON-BY-LESSON FINDINGS

Key to Tables (1 - 15)

Table 1	Teacher's initiating moves: Frequency
Table 2	Teacher's initiating moves: Lengths
Table 3	Teacher's initiating moves: Languages used
Table 4	Teacher's eliciting moves: Closed and open questions
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Table 6	Teacher's initiating moves: Nomination before and after a move
Table 7	Teacher's initiating moves: Wait-time for nominating a student
Table 8	Teacher's wait-time for getting a response
Table 9	Students' responses: Frequency and lengths
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Table 11	Students' responses: Languages used
Table 12	Teacher's feedback: Instances and lengths
Table 13	Teacher's feedback: Affective
Table 14	Teacher's feedback: Cognitive
Table 15	Teacher's feedback: Languages used

Teacher's initiating moves: Frequency

Instances of the teacher's moves	L	Total no. boys	Total no. for girls
academic and non-academic	1	47	28
	2	117	44
	3	102	32
	T	266	104
academic	1	11	6
	2	20	28
	3	10	0
	T	41	34
non-academic	1	36	22
	2	97	16
	3	92	32
	T	225	70

Table 1: Instances of the teacher's academic and non-academic moves directed to boys and girls in each of three lessons

Teacher's initiating moves: Lengths

lengths of the teacher's moves		Total length for boys	Total length for girls
academic and non-academic	1	209 words	120
	2	465	250
	3	406	106
	T	1080	476
academic moves	1	115	41
	2	132	228
	3	106	0
	T	353	269
non-academic moves	1	94	79
	2	333	22
	3	300	106
	T	727	207

Table 2: Lengths (in words) of the teacher's academic and non-academic moves directed to boys and girls in each of three lessons

Teacher's initiating moves: Languages used

Instances of teacher's	L	Total no. for boys	Total no. for girls
academic and non-academic moves directed in English (E) and English and Japanese (EJ)	1	T: 47 E: 36 EJ: 11	T: 28 E: 25 EJ: 3
	2	T: 117 E: 104 EJ: 13	T: 44 E: 39 EJ: 5
	3	T: 102 E: 63 EJ: 39	T: 32 E: 30 EJ: 2
	T	T: 266 E: 203 EJ: 63	T: 104 E: 94 EJ: 10
academic moves directed in 'E' and 'EJ'	1	T: 15 E: 10 EJ: 5	T: 6 E: 4 EJ: 2
	2	T: 20 E: 19 EJ: 1	T: 28 E: 26 EJ: 2
	3	T: 10 E: 2 EJ: 8	T: 0 E: 0 EJ: 0
	T	T: 45 E: 31 EJ: 14	T: 34 E: 30 EJ: 4
non-academic moves directed in 'E' and 'EJ'	1	T: 32	T: 22

		E: 26 EJ: 6 T: 97 E: 85 EJ: 12	E: 21 EJ: 1 T: 16 E: 13 EJ: 3
	2	T: 92 E: 61 EJ: 31	T: 32 E: 30 EJ: 2
	3	T: 221 E: 172 EJ: 49	T: 70 E: 64 EJ: 6
	T		

Table 3: Instances of the teacher's academic and non-academic moves directed to boys and girls in each of three lessons. T: Total instances, E: English, and EJ: English and Japanese.

Teacher's eliciting moves: Closed and open questions

Instances of teacher's closed and open questions in his eliciting	L #	Total no. for boys	Total no. for girls
academic and non-academic moves	1	T: 40 CQ: 25 OQ: 15	T: 15 CQ: 11 OQ: 4
	2	T: 106 CQ: 75 OQ: 31	T: 43 CQ: 27 OQ: 16
	3	T: 91 CQ: 65 OQ: 26	T: 26 CQ: 19 OQ: 7
	T	T: 237 CQ: 165 OQ: 72	T: 84 CQ: 57 OQ: 27
academic moves	1	T: 11 CQ: 5 OQ: 6	T: 4 CQ: 0 OQ: 4
	2	T: 19 CQ: 11 OQ: 8	T: 28 CQ: 12 OQ: 16
	3	T: 7 CQ: 5	T: 0 CQ: 0

	T	OQ: 2 T: 37 CQ: 21 OQ: 16	OQ: 0 T: 32 CQ: 12 OQ: 20
non-academic moves	1 2 3 T	T: 29 CQ: 20 OQ: 9 T: 87 CQ: 64 OQ: 23 T: 84 CQ: 60 OQ: 24 T: 200 CQ: 144 OQ: 56	T: 11 CQ: 0 OQ: 11 T: 15 CQ: 15 OQ: 0 T: 26 CQ: 19 OQ: 7 T: 52 CQ: 34 OQ: 18

Table 4: Instances of the teacher's questions directed to boys and girls in each of three lessons. T: Total questions, CQ: Closed questions, OQ: Open questions.

Teacher's eliciting moves: Display and referential questions

Instances of teacher's display and referential questions in his		Total no. for boys	Total no. for girls
eliciting academic and non-academic moves	1 2 3 T	T: 40 DQ: 8 RQ: 32 T: 106 DQ: 23 RQ: 83 T: 91 DQ: 2 RQ: 89 T: 237 DQ: 33 RQ: 204	T: 15 DQ: 15 RQ: 0 T: 43 DQ: 28 RQ: 15 T: 26 DQ: 0 RQ: 26 T: 84 DQ: 43 RQ: 41
eliciting academic moves	1 2 3	T: 11 DQ: 7 RQ: 4 T: 19 DQ: 19 RQ: 0 T: 7 DQ: 2 RQ: 5	T: 4 DQ: 4 RQ: 0 T: 28 DQ: 28 RQ: 0 T: 0 DQ: 0 RQ: 0

	T	T: 37 DQ: 28 RQ: 9	T: 32 DQ: 32 RQ: 0
eliciting non-academic moves	1	T: 29 DQ: 1 RQ: 28	T: 11 DQ: 11 RQ: 0
	2	T: 87 DQ: 4 RQ: 83	T: 15 DQ: 0 RQ: 15
	3	T: 84 DQ: 0 RQ: 84	T: 26 DQ: 0 RQ: 26
	T	T: 200 DQ: 5 RQ: 195	T: 52 DQ: 11 RQ: 41

Table 5 Instances of the teacher's questions directed to boys and girls in each of three lessons.
T: Total questions, DQ: Display questions, RQ: Referential questions.

Teacher's initiating moves: Nomination before and after a move

Instances of teacher's nomination at the beginning and end in his	L #	Total no. for boys	Total no. for girls
academic and non-academic moves	1	T: 7 nb: 1 na: 6	T: 3 nb: 1 na: 2
	2	T: 25 nb: 16 na: 9	T: 6 nb: 2 na: 4
	3	T: 10 nb: 8 na: 2	T: 3 nb: 3 na: 0
	T	T: 42 nb: 25 na: 17	T: 12 nb: 6 na: 6
academic moves	1	T: 3 nb: 1 na: 2	T: 3 nb: 1 na: 2
	2	T: 7	T: 6

	3 T	nb: 3 na: 4 T: 2 nb: 2 na: 0 T: 12 nb: 6 na: 6	nb: 2 na: 4 T: 0 nb: 0 na: 0 T: 9 nb: 3 na: 6
non-academic moves	1 2 3 T	T: 4 nb: 0 na: 4 T: 18 nb: 13 na: 5 T: 8 nb: 6 na: 2 T: 30 nb: 19 na: 11	T: 0 nb: 0 na: 0 T: 0 nb: 0 na: 0 T: 3 nb: 3 na: 0 T: 3 nb: 3 na: 0

Table 6: Instances of the teacher's nominations at the beginning (nb) and the end (na) of his academic or non-academic initiating moves in each of three lessons.

Teacher's initiating move: Wait-time for nominating a student

Teacher Wait-time (in sec) before nominating a student in his		Total time for boys	Total time for girls
academic moves	1 2 3 T	WN: 2.17 na: 2 WN/na: 1.1 WN: 6.82 na: 4 WN/na: 1.71 WN: 0 na: 0 WN/na: 0 WN: 8.99 na: 6 WN/na: 1.5	WN: 3.01 na: 2 WN/na: 1.51 WN: 17 na: 4 WN/na: 4.25 WN: 0 na: 0 WN/na: 0 WN: 20.01 na: 6 WN/na: 3.34

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Table 7: Teacher's wait-time (in sec) before nominating a student in his academic moves in each of three lessons. WN: Total wait-time, na: Nomination at the end of a move, WN/na: Wait-time per nomination.

Teacher's wait-time for getting a response

Teacher Wait-time (in sec) after directing a question and before getting a response in his	L #	Total no. for boys	Total no. for girls
academic and non-academic eliciting moves	1	WR: 63.33	WR: 16.99
		Qs: 40	Qs: 15
		WR/Q: 1.58	WR/Q: 1.13
	2	WR: 180.19	WR: 151.39
		Qs: 102	Qs: 43
		WR/Q: 1.77	WR/Q: 3.52
	3	WR: 121.49	WR: 12.89
		Qs: 87	Qs: 25
		WR/Q: 1.4	WR/Q: 0.52

	T	WR: 365.01 Qs: 229 WR/Q: 1.6	WR: 181.27 Qs: 83 WR/Q: 2.18
academic eliciting moves	1 2 3 T	WR: 11.66 Qs: 7 WR/Q: 1.67 WR: 42.8 Qs: 19 WR/Q: 2.25 WR: 13.53 Qs: 7 WR/Q: 1.93 WR: 67.99 Qs: 33 WR/Q: 2.06	WR: 9.02 Qs: 4 WR/Q: 2.26 WR: 133.86 Qs: 28 WR/Q: 4.78 WR: 0 Qs: 0 WR/Q: 0 WR: 142.88 Qs: 32 WR/Q: 4.47
non-academic eliciting moves	1 2 3 T	WR: 51.67 Qs: 33 WR/Q: 1.57 WR: 137.39 Qs: 83 WR/Q: 1.67 WR: 107.96 Qs: 80 WR/Q: 1.35 WR: 297.02 Qs: 196 WR/Q: 1.52	WR: 7.97 Qs: 11 WR/Q: 0.73 WR: 17.53 Qs: 15 WR/Q: 1.17 WR: 12.89 Qs: 25 WR/Q: 0.52 WR: 38.39 Qs: 51 WR/Q: 0.75

Table 8: Teacher's wait-time (in sec) after directing a question and before getting a response in his academic and non-academic questions in each of three lessons. WR: Total time, Qs: Number of questions directed, WR/Q: Wait-time per question.

Students' responses: Frequency and lengths

	L #	Total no. for boys	Total no. for girls
Instances of the students' responses to the teacher's initiating moves	1 2 3 T	35 86 84 205	26 30 27 83
Lengths of the students' responses to	1	40	37

the teacher's initiating moves		202	111
	2	100	33
	3	342	181
	T		

Table 9: Instances and lengths (in words) of the students' responses to the teacher's academic and non-academic moves in each of three lessons.

Students' responses: one-word and longer

Instances of the students' verbal responses to the teacher's	L #	Total no. for boys	Total no. for girls
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academic/non-academic moves	1	TR: 35 1WR: 27 MWR: 4 INAD: 4	TR: 26 1WR: 20 MWR: 6 INAD: 0
	2	TR: 86 1WR: 44 MWR: 27 INAD: 15	TR: 30 1WR: 18 MWR: 9 INAD: 3
	3	TR: 84 1WR: 54 MWR: 17 INAD: 13	TR: 27 1WR: 19 MWR: 6 INAD: 2
	T	TR: 205 1WR: 125 MWR: 48 INAD: 32	TR: 83 1WR: 57 MWR: 21 INAD: 5

Table 10: Instances of the students' responses in each of three lessons. TR: Total, 1WR: one-word, MWR: more than one word, and INAD: inaudible

Students' responses: Languages used

Instances of the students' verbal responses to the teacher's	L #	Total no. for boys	Total no. for girls
academic/non-academic moves	1	TR: 31	TR: 26
		RE: 12	RE: 9
		RJ: 13	RJ: 13
		REJ: 0	REJ: 2
		RMI: 6	RMI: 2
	2	TR: 71	TR: 27
		RE: 40	RE: 16
		RJ: 16	RJ: 11
		REJ: 2	REJ: 0
		RMI: 13	RMI: 0
	3	TR: 71	TR: 25
		RE: 26	RE: 9
		RJ: 37	RJ: 15
		REJ: 2	REJ: 1
		RMI: 6	RMI: 0
	T	TR: 173	TR: 78
		RE: 78	RE: 34
		RJ: 66	RJ: 39
		REJ: 4	REJ: 3
		RMI: 25	RMI: 2

Table 11: Instances of the students' responses in each of three lessons. TR: Total, RE: response in English, RJ: response in Japanese, REJ: response in English and Japanese, RMI: response in moodless (oh, ah, un) items.

Teacher's feedback: Instances and lengths

	L #	Total no. for boys	Total no. for girls
Instances of the teacher's feedback on students' responses	1	25	9
	2	43	14
	3	54	16
	T	122	39
Lengths of the teacher's feedback on students' responses	1	91	29
	2	344	106
	3	291	92
	T	726 words	227 words

Table 12: Length (in word) of the teacher's feedback to students' response to his academic and non-academic moves in each of three lessons.

Teacher's feedback: Affective

Instances of teacher's affective feedback to students' response to his academic and non-academic moves	L #	Total no. for boys	Total no. for girls
	1	TAF: 25 +AF: 12 NAF: 8 -AF: 5	TAF: 9 +AF: 6 NAF: 3 -AF: 0
	2	TAF: 43 +AF: 26 NAF: 10 -AF: 7	TAF: 14 +AF: 10 NAF: 4 -AF: 0
	3	TAF: 54 +AF: 30 NAF: 21 -AF: 3	TAF: 16 +AF: 11 NAF: 5 -AF: 0
	T	TAF: 122 +AF: 68 NAF: 39 -AF: 15	TAF: 39 +AF: 27 NAF: 12 -AF: 0

Table 13: Instances of the teacher's feedback to students' responses to his academic and non-academic moves in each of three lessons. TAF: total instances of the affective feedback, +AF: Positive affective feedback, NAF: Neutral affective feedback, -AF: Negative affective feedback.

Teacher's feedback: Cognitive

Instances of teacher's affective feedback to students' response to his	L #	Total no. for boys	Total no. for girls
academic and non-academic moves	1	TCF: 2 +CF: 2 -CF: 0	TCF: 2 +CF: 2 -CF: 0
	2	TCF: 13 +CF: 11 -CF: 2	TCF: 9 +CF: 7 -CF: 2
	3	TCF: 3 +CF: 3 -CF: 0	TCF: 0 +CF: 0 -CF: 0
	T	TCF: 18 +CF: 16 -CF: 2	TCF: 11 +CF: 9 -CF: 2

Table 14: Instances of the teacher's feedback to students' responses to his academic and non-academic in each of three lessons. CTF: Total instances of the cognitive feedback, +CF: Positive cognitive feedback, -CF: Negative cognitive feedback.

Teacher's feedback: Languages used

Instances of teacher's feedback to students' response to his	L #	Total no. for boys	Total no. for girls
academic and non-academic moves in English, and English and Japanese	1	TF: 25 EF: 18 EJF: 7	TF: 9 EF: 8 EJF: 1
	2	TF: 43 EF: 36 EJF: 7	TF: 14 EF: 13 EJF: 1
	3	TF: 54 EF: 45 EJF: 9	TF: 16 EF: 11 EJF: 5
	T	TF: 122 EF: 99 EJF: 23	TF: 39 EF: 3 EJF: 7

Table 15: Instances of the teacher's feedback: in each of three lessons. T: Total, EF: English, and EJF: English and Japanese.

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