4 Your Data Chapters

Tools for discussing your data

Biggam (2011) discusses the various tools and techniques available to describe and analyse research data: tables, graphics, diagrams and statistical analysis for quantitative data; and, in the case of qualitative data, such tools as interview transcripts, informants' texts (e.g. diaries and blogs) and field notes.

Task 4.1
What forms of data are you using in your thesis?

A typical qualitative data chapter might comprise the following elements:

Introduction
- Scene-setting for the chapter, explaining the general area(s) to be covered
- Locating the gap in knowledge which the chapter addresses
- Explaining how the chapter fills that gap
- Providing an overview of what is in the chapter

Main section
- Relating themes/findings to the relevant research literature
- Presenting (extracts from) the data
- Describing/summarising that data
- Interpreting the data, using illustrative examples

Conclusion
- Concise summary of the main findings

Task 4.2: Introduction to a data chapter

In this session we will be discussing a sample data chapter extract (in Appendix A on pages 42-53). It comes from a study of ways in which international students and a British teacher 'co-construct' the discourse of their English lessons and play different participant roles in that process.

First, study the ten lines of the Introduction (section 6.0). Which of these potential elements does the student include?
- Scene-setting for the chapter
- The gap in knowledge
- How the chapter addresses that gap
- Overview of the chapter

> **Task 4.3: The 'research story'**
>
> In Unit 1 we looked at the notion of three story types that a researcher can adopt when writing up a qualitative study. Which of the three types do you find in the Data Chapter sample:
> - a Hypothesis Story
> - an Analytical Story
> - a Mystery Story?

> **Task 4.4: Relating your data discussion to the research literature**
>
> In the Data Chapter extract, look in particular at the places where the student refers to previous work, which I have <u>underlined</u>. At what stages in her data discussion does she mention these various studies?

Caution in interpretation

The interpretation of qualitative data involves questioning the basis for our assumptions; in a quantitative study, such 'questions' may be answered statistically. So in your data discussion you have to take care over the <u>degree of certainty</u> you express when offering reasons for why things are as they are in your data, and when interpreting your research findings.

This cautious aspect of academic writing is known as **hedging**. We talk about hedged claims being *'tentative', 'limited', 'moderate'* or *'modest'*. On the other hand, claims that are stronger than the data permits are said to be *'overstated'*, *'exaggerated'*, or *'immoderate'*. Cases where a writer has provided no support at all would be criticised as *'unfounded'* or *'unwarranted'* claims.

Language Box: Expressing caution
Modal verbs   *must / should / may / might / could (have… …ed)*
Full verbs   *appear to / seem to (have…   …ed)*   *suggest   point to   believe   think*

Adverbs   *apparently / perhaps / possibly / potentially*
        relatively / comparatively
        arguably / conceivably / presumably (?)

Nouns   *possibility   potential   (on the) evidence (available)*
Adjectives   *possible / potential / plausible / probable / likely / reasonable to assume*

Task 4.5   On pages 46 and 52 you will find an inserted instruction to identify the student's use of hedging expressions. Find them and underline them.

<u>Which form</u> of hedging has she used most, in those two sections?

Writing up your thesis

You have now reached the end of the Tasks for this unit on writing the Data chapter(s).

You can now apply the ideas and language from this unit to drafting or revising the data discussion and interpretation for your thesis.

You may also find it helpful to visit this website for further examples of written academic English relevant for this aspect of your study:

http://www.phrasebank.manchester.ac.uk/discussions.htm

Appendix A:

Extract from a data chapter in a qualitative PhD thesis

The extract on pages 42-53 is from doctoral research into classroom interaction in an English for Specific Purposes course. The study focused on the ways in which students and teacher contributed to lessons and played different participant roles at different stages of the lesson.

It is a longer extract than we have used up to now, because – as we saw in Holliday's writing-up 'map' - the Data Discussion chapters represent a sizeable part of a qualitative thesis.

For the purposes of Tasks 4.2-4.5 in this Unit, **you do not need to read the whole extract**; we will be concentrating on particular sections.

However, I strongly recommend you to read the whole extract at some point, to get an idea of how to develop an extended discussion of data.

To help your reading for the Tasks, I have marked up the text as follows:

<mark>yellow highlighting</mark> = where the student provides an orientation for the reader, telling us where she is taking us next (or later)

underlining = where she refers to the research literature

bold = where she announces **a main finding** of her study or where her study **breaks new ground**

Chapter 6: Negotiating classroom process

6.0 Introduction

The previous chapter examined the various frames of reference present in the discourse, arguing that the discourse of the study is a hybrid consisting of different *discourse worlds* – the outside world, language learning world and other world. This chapter will look at another aspect of classroom discourse and process – the characteristics of phases of the lesson, the movement from one phase to another, and how the rituals of classroom life are co-constructed and negotiated by discourse participants, both explicitly and implicitly. It will address the second research question:

RQ 2. What are the characteristics of the discourse at different stages of the lessons?

The chapter begins by looking briefly at notions of socialisation in the classroom, and co-construction of classroom process. It then goes on to look at the lesson data, identifying and focusing on four phases of the lesson sequence: *pre-plenary*, *plenary*, *pre-groupwork* and *groupwork*.

6.1 Views of classroom process

In seeking to investigate and analyse the characteristics of different phases of the lessons in the study, it may be useful first to consider notions of how classroom discourse is constructed, and the contributions of the individual participants. This section will look at this issue, discussing briefly issues surrounding socialisation, co-construction and negotiation of classroom process.

The nature of classroom process and the classroom as a social arena has been investigated both in general and in language education. In general education, as discussed in chapter 2, one emphasis has been on equality and opportunity, looking at issues such as the participation of ethnic minorities and socio-economically disadvantaged students in school settings. Studies have also examined the relationships between second language classroom settings and power differences in society (e.g. Kanaris 1996). Another related strand of research, more relevant to the present study, has looked at how students are *socialised* into the educational environment.

6.1.1 Socialisation

Mehan, in his longitudinal study of elementary classrooms, mentions how "the teaching-learning process unfolds in naturally occurring school situations and provides the parameters for the socialisation of students into the classroom community" (Mehan 1979:1). Allwright also talks about this process of socialisation, in particular the teacher's contribution:

> [LONG QUOTATION]

Allwright draws a distinction between *internal* and *external* socialisation. He sees internal socialisation as "…the development of behaviour appropriate to the classroom as a social setting", while "external" socialisation is defined as "…the development of patterns of behaviour appropriate to the world outside and beyond the classroom" (Allwright 1996: 214). He sets out the various types of socialisation forces at play in the language classroom context:
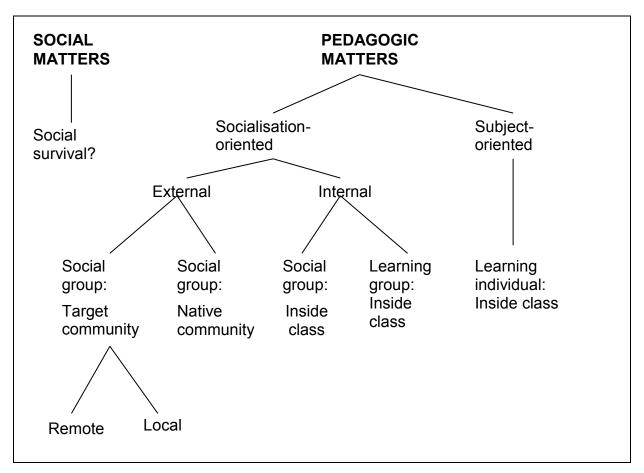
SOCIAL MATTERS

PEDAGOGIC MATTERS

Social survival?

Socialisation-oriented

Subject-oriented

External

Internal

Social group:

Target community

Social group:

Native community

Social group:

Inside class

Learning group: Inside class

Learning individual: Inside class

Remote　　Local

Figure 6.1: Socialisation forces in the classroom (Allwright 1996: 215)

Breen (1985) also looks at this issue, and in particular discusses the extent to which the social reality of the classroom may be used as a language teaching resource. He challenges the conception of the classroom as "experimental laboratory" in which learners are exposed to input, which is seen as leading unproblematically to intake, arguing that the *social context* must also be considered.

Willett (1995) addresses issues related to the socialisation of ESL children in mainstream classrooms, specifically at how "through socially significant interactional routines, the children and other members of the classroom jointly constructed the ESL children's identities, social relations, and ideologies as well as their communicative competence" (1995: 473). The scope of this type of work relating to children seems to cover both internal and external socialisation in Allwright's terms. However, the concept of external socialisation, though relevant in the case of primary or secondary school, is perhaps less relevant in the case of adult learners – although there may be an element of normative instruction as to how to behave in the unfamiliar cultural settings of the English-speaking world. This chapter will focus on the *internal* classroom world.

Allwright's (1996) model divides internal socialisation into two parts, the *social group* and the *learning group*. Kramsch also touches on this theme of the social and pedagogic in her discussion of the *microworld* of classroom interaction:

> [LONG QUOTATION]

This recognition of a double focus in the classroom echoes Erickson's identification of two sets of procedural knowledge drawn upon in the language classroom context. The first is knowledge of the *academic task structure*, defined as "…a patterned set of constraints provided by the logic of sequencing in the subject matter content of the lesson" (1982: 154). The second is familiarity with the

social participation structure, "… a patterned set of constraints on the allocation of interactional rights and obligations of various members of the interacting group" (loc. cit). ==This chapter will go on to look at how these dual demands of the task and the social setting are dealt with and accommodated in the discourse of the lessons in the study.==

6.1.2 Co-construction

Although socialisation is a joint process, the concept of internal socialisation seems to emphasise the role of the teacher and the institution, arguably playing down somewhat the role that students may play in the process. ==This chapter will discuss examples of== **students seeming to contribute to the foundation or adaptation of activity "rules"**. Another concept may be applied when investigating the formation of classroom norms - *co-construction* - a concept that seems to put more emphasis on the influence of the learners on this process. Kramsch touches on the issue of participant roles:

> [LONG QUOTATION]

Slimani describes a situation in which all classroom participants may make a contribution to the ongoing discourse:

> [LONG QUOTATION]

Breen and Littlejohn discuss the *procedural negotiation*, aimed at reaching agreement as to ways of working in the classroom. They mention the non-explicit nature of teachers' and learners' interpretations of process:

> LONG QUOTATION

Here, they raise the issue of mismatches in the needs of individuals in the group and point out the potential negative effects of disharmony at the level of process. They see the aim of procedural negotiation as a bringing to light of teachers' implicit interpretations of the syllabus and individual students' learning agendas – making these *explicit.* The contributors to their collection discuss and exemplify explicit negotiation of course content, focus, pace, methodology and assessment in a variety of contexts.

However, in addition to the explicit negotiation that may take place in the classroom, it is possible that *implicit* procedural negotiation also takes place throughout classroom process, at a less discernible micro level. **This *co-construction*** – the contribution that students and teachers make together to the formation and maintenance of the norms of classroom process - **may take several forms.** ==This chapter will look at== the characteristics of the different phases of the lessons in the data, ==and will discuss them as== co-constructed discourse events, which appear to perform several functions simultaneously.

Investigating classroom process in terms of phases of the lesson, **a division can be made in terms of interactional mode between plenary and groupwork.** ==This chapter will focus on these, and **will also propose two further categories**== in the lessons in the study - *pre-plenary* and *pre-groupwork*.

6.2 The pre-plenary phase

This term is used here to describe a phase of a lesson immediately before a plenary phase. In the study, pre-plenary phases occur at the beginning of the lessons, and also throughout, as the process moved from groupwork to plenary. ==This section will discuss examples of both== of these from the data.

6.2.1 The beginning of the lesson

During data collection, filming and observation began a few minutes before the lessons started, largely to avoid disruption. As a result, **the beginnings of the ten lessons are documented**, along with the periods immediately before. ==This section will look at one example in detail==, Lesson 1: Trends.

Overview Lesson 1: Trends

Stage	Plenary	Non-plenary	Notes	Lines in transcript
1	Plenary, T introduces Lesley, T greets student back from holiday, T asks who has done homework, T gives instructions for checking homework task		Instructions 1	1-28
2		Groupwork, SS check vocabulary homework from previous week		29-31
3	Plenary, T checks answers and explains vocabulary, introduces topic of facts and figures / trends, gives instructions for discussion task		Checking 1 Lead in 1 Instructions 2	32 - 171
4		Groupwork, SS discuss trends in own countries		172 - 182
5	Plenary, T checks answers, gives instructions for homework vocabulary grouping task, explains context and gives instructions for pairs pre-listening labelling diagram task		Checking 2 Instructions 3	183-400
6		Individual work, SS do labelling task		401
7	Plenary, T checks answers, gives instructions for 1st listening task		Checking 3 Instructions 4	402 - 434
8		Individual work, SS listen and answer questions		435
9	Plenary, T gives instructions to check answers in groups		Instructions 5	436
10		Groupwork, SS check answers		437
11	Plenary, T checks answers, gives instructions for 2nd listening task		Checking 4 Instructions 6	438
12		Individual work, SS listen and complete graph		474
13	Plenary, T gives instructions to check answers in groups		Instructions 7	475
14		Groupwork, SS check answers		476
15	Plenary, T checks answers, gives instructions for 3rd listening task		Checking 5 Instructions 8	479 - 516
16		Individual work, SS listen for reasons for falls and rises		517
17	Plenary, T gives instructions to check answers in groups		Instructions 9	518
18		Groupwork, SS check answers		519 - 521
19	Plenary, T checks answers, gives instructions for reading task		Checking 6 Instructions 10	522 - 573
20		Groupwork, SS read and complete graph		574
21	Plenary, T checks answers, T gives instructions for homework		Checking 7 Instructions 11	575 – 610

We see the teacher at the beginning of the lesson instructing the students to check their homework in pairs:

Data extract 6.1: Lesson 1 *Trends*

26.	*T*	Em... Did anyone do...the vocabulary homework ...from last week?
27.	**SS**	Yes, yes
28.	**T**	No? If you haven't done it then you can le- leave it till... later on em `/Looking round, quizzical expression leans over to table behind and looks through file/`
29.	**SS**	`Talking and looking through files`
30.	**T**	Anyone... `/Turns round/` actually do it? `/walks forward, leans over to table behind and looks through file/` OK? Has anybody not done it? `/Turns round/`
31.	**S**	`Yeah /Laughs/`
32.	**T**	Not done it ... `/looks round/` Two of you right... OK... well those of you have `/volume up walking forward pointing/` just very briefly see what the others have `/gestures/` some of the answers, OK? Remember the... vocabulary down here at the `/points to HO/` bottom. OK? Just check from the answers if you've done it `/smiles and nods at S/`
33.	**SS**	`Loud laughter`
34.	**S**	`No problem!`
35.	**SS**	`Begin interacting`

(ELTT 10 Task 4.5: Identify the hedging in the next two paragraphs)

At this point the students are seated in three groups. As seen on the video recording, at the beginning, the teacher does not seem to have the attention of the whole class. He begins to call their attention with intermittent questions, exchanges with individuals and small groups, while looking around at the class. His first address to the whole class is made when only one or two students seem to be paying attention, by looking at him and not talking to other students. The teacher elicits a response from one or two students. He pauses, addresses them all again looking round. He positions himself in front of the board at this stage, but also moves between there and the nearby groups. He then pauses again, looks at his papers. He then addresses the class again with a question, and looks at one student's file. He pauses again, then asks them another question and gets an answer from one student. He echoes the student who answers him and identifies two students. Throughout this phase, the volume of student talk gradually decreases, and more students look up and appear to pay attention. The first plenary address "OK" seems to signal that he wants all their attention. At this point he raises his voice, stands in front of the board and points at the handout. The group falls silent.

This pre-plenary phase is characterised by an "open" expression on the part of the teacher, fairly quiet addresses using rising intonation, and gaps within and between the addresses to the class. At this stage he seems to be not quite "on stage" or "off stage" - he addresses the class, looks back at his notes, arranges his papers, then looks up and addresses them again. He uses what might be termed "brick wall questioning" - asking questions to a group, many of whom he knows are not listening. It seems that the purpose of these questions is not to elicit an answer, but more to function as a signal, to gain the attention of the class. As questions requiring an answer from the whole class, they are unsuccessful, but they seem to fulfil their function as signals that tell the class to stop talking and listen. During this pre-plenary phase the students talk together, take out papers and organise objects on their desks. At the point where the teacher says "OK" (line 32, shown by an arrow on the transcript above), the students fall silent. The volume of his voice increases at this point, and he positions himself in front of the board.

6.2.3 During the lesson

In addition to establishing the first plenary phase at the beginning of the lesson, the two teachers in the study repeatedly establish plenary phases during lessons. Throughout the ten lessons in the study, there were 49 plenary stages, an average of 4.9 per lesson. ("Plenary phase" here is used to describe a

period of the lesson when the teacher addresses and seems to demand the attention of the whole class, "groupwork" as any form of group or pair activity).

Analysis of the lessons shows a regular movement between plenary and groupwork. Lesson 1: *Trends* shows the most movement between these two modes, with 11 plenary stages and 10 group or individual work stages. In contrast, Lesson 5: *Trends Mingle* consists of two plenary stages and one long groupwork stage in the middle. At the beginning of each of these plenary stages, the teacher attempts to gain the attention of the class. An example of this is the following, coming after a groupwork activity:

Data extract 6.2: Lesson 10 The Euro

134.1	T	OK. Right, can we stop now, because we, we'll have to stop now, alright? Em. Alright, is that OK? Alright. Very, very quickly, OK, very, very quickly, can em, somebody just, just say what, what the first text, text A was actually about?

In this address to the class, the teacher uses "OK" and "alright" repeatedly, and asks the class twice to stop talking. Throughout this phase, the students continue to talk, their volume gradually decreasing as the pre-plenary phase progresses.

Table 6.1: Examples of pre-plenary, T calling attention of class

LESSON 4		
159	T	OK, I'll give you one more minute, and then stop. One more minute.
160	SS	Talk
161	T	OK!/claps hands twice,loud/ right OK can you stop there? Can you stop there?
162	SS	Talk
163	T	/Bangs pen on desk twice/ OK, can you stop?
164	SS	Talk more quietly
165	T	OK, stop.
166	SS	Gradually stop talking
167	T	Right do, don't worry if you haven't got, don't worry if you haven't told each other all the information, that's … that's not so important. OK? Right, right. Did you find that easy?

LESSON 6		
275		Agreement? Are you in agreement? OK, summarise it. Right, good. And you're both happy?
	T to pair	
276		/To all/ Jonathon Snodgrass has a taxi coming to take him to the airport in about five minutes, OK? You've got five minutes to try and finish off.
	T	
277	SS	Talk, laugh, seem animated
278	T	/Walks around near the front of the room/ The taxi is waiting to take em /Loud/ I think it's Mr Berkworth so it's going to take, he needs to go to the airport, so the taxi's waiting
279	SS	Quieten down, still talking a little
280	**T to Yolanda & Gloria**	Do you have a deal? Yes, yes. /Laugh/
281	**T to all**	OK that's the taxi, if you don't go now you'll miss your plane, right let's stop there.
282	SS	Quiet
283	T	OK well done. Let's – how did you feel about that, are you feeling, em, how did you feel, how did you feel? Are you happy?

LESSON 10		
129	T	OK. I'll give you one more minute, one more minute and then we stop. /Starts giving out HOs to SS who have stopped talking/
130	SS	Some talk
131	T	OK.
132	SS	Some talk
133	T	Are, you, are you alright?
134	SS	Some talk

135	T	I'll give you a copy of the other...OK?
136	SS	`Some talk`
137	T	OK. Right, can we stop now, because we, we'll have to stop now, alright? Em. Alright, is that OK? Alright. Very, very quickly, OK, very, very quickly, can em, somebody just, just say what, what the first text, text A was actually about?
138	Jules	The creation history of the *** the <u>Euro</u>?

In these examples, the teachers call the students' attention and bring the groupwork to an end, beginning a plenary phase. As at the beginning of lesson 1, there is a transition phase between the groupwork and plenary. In each case this seems to be a gradual transition, as the teacher repeatedly addresses the class, with gaps between each address. With each teacher address, more students stop talking, until they are all quiet. The teachers use several addresses to the class, but do not seem to expect a sudden halt to the groupwork activity. The groupwork is allowed to gradually come to an end, allowing students to speak beyond the first indication that they should stop.

This section has discussed how the plenary phases were begun in the study. The next section will look at the functions and features of those plenary phases.

6.3 The plenary phase

It could be argued that the plenary is the archetypal teaching mode, in that it is the one most associated with traditional teaching styles, and is also the one which is probably most cross-culturally familiar. It seems probable that students from all cultures, assuming they have experienced formal education, will be familiar with the teacher-fronted plenary. Three main activity types are identified in the plenary phases in this study, summarised in the following table:

Table 6.2: Summary of plenary activities in the data

Plenary Activity	Definitions	No. of examples in the data
Instructions	Teacher addresses whole class to instruct students to undertake an activity, or take part in groupwork	47
Checking answers / eliciting outcomes or opinions	Teacher addresses whole class to elicit answers, outcomes or opinions from students after individual work, groupwork or homework.	28
Lead in	Teacher addresses whole class to introduce a new topic or focus	9

This section will look at the features of the two most frequent types of plenary activity in the data - *checking* and *instructions* - and will consider one example of each from the data in detail, mentioning other similar episodes and relevant interview data. The lesson transcriptions also show these stages.

6.2.1 Plenary checking

In the analysis, *checking* has been applied as a category to cover a relatively wide range of plenary activities. At one end of the spectrum are examples of quick verification of short answers, in closed tasks such as cloze exercises or matching. At the other extreme there are longer, more free-ranging discussions, with digressions into other side-topics. This full range has been classified into one category as they are all plenary activities arising out of the previous group or individual activity, or in some cases homework. This section will begin with the briefest form of checking, closed-response exercises. The following is an example taken from Lesson 1: Trends.

Data extract 6.3: Lesson 1 Trends

313	*T*	Yes. That, that might well be true, yes. OK. Em... Let's have a quick look at the vocabulary. A quick run through some of the vocabulary items. OK. Upward, downward or horizontal. No change. /Gestures. Looking at HO/
314	S	Mm hm
315	T→	OK, so fall obviously is... downwards, yeah. Climb?
316	SS	Upward
317	T	OK, rise?
318	SS	Up
319	T	Up Even out?
320	Catalina	Horizontal?
321	T→	Horizontal. Good. yeah. Right. Even out means, that. /Draws curve on WB/ This. When a change ... ends, and then it becomes horizontal.
322	Catalina	Yeah
323	T→	OK, it becomes stable. To even out. OK? Decline?
324	SS	Down
325	T	Down. Good. OK go up?
326	SS	Up.
327	T	OK. Up Recover?
328	SS	Up
329	T	Up
330	Toru→	What it means, recover?
331	T→	Recover, well, OK, can anyone explain recover?
332	SS	Em ...
333	Elena	When you
334	T	Hm?
335	Elena	To be sure?
336	T	Hm. Well when, when do you normally
337	Reiko	To get, get
338	T	Use the word recover?
339	Reiko	Get well.
340	T→	Yes, get well, exactly. So if you've been ill, you, perhaps you've had flu or something, or cold, and you recover, means it's your illness is gone, you recover.
341	Reiko	Rise up, rise again?
342	T	Yes. So, basically yes, So, if you can imagine a trend that's been falling, and then it recovers, and begins to go back up. That's how it's used. /gestures/ Em, decrease?
343	SS	Down.
344	T	Down. OK Drop?
345	SS	Down.
346	T	Down. Improve?
347	SS	Up.
348	T	Up. Deteriorate?

This sequence involves an IRF (Initiation, Response, Feedback) pattern, (Sinclair & Coulthard 1975). It is rhythmic, and speeds up as it progresses. It increases in volume, involving more and more students giving choral responses. However, within this checking sequence, there are other elements present outside of the IRF pattern. In line 315, the teacher models the IRF pattern by asking and providing the answer himself, adding the comment "obviously". From line 316 to 320 the checking follows the "classic" IRF pattern. In line 321 the teacher steps out of the pattern in order to use the board and provide additional explanation of a vocabulary item. Catalina answers "yeah" – she communicates with the teacher as an individual, a feature not present in the ritualistic IRF checking model, although it may in fact occur in classroom discourse. The teacher then re-establishes the IRF sequence in line 323, and it continues until line 329. In line 330, Toru breaks the pattern by asking a question about the meaning of a word. The teacher then asks if anyone in the class can explain it. From line 360 to 371, we see Elena and Reiko attempting to provide an explanation, and the teacher evaluating their suggestions, and providing further explanation. In line 342, he re-establishes the IRF sequence.

In this sequence the teacher and students step in and out of IRF discourse. The teacher seems to re-establish the IRF sequence very easily, by using one word "decrease", with rising intonation. It seems that the checking discourse, however formulaic and elliptical, is permeable to embedded spontaneous

contributions, in the form of explanation, use of the board, questions, elicitation of examples, and so on. Further examples of IRF checking with such embedded elements can be found in the data, for example:

Table 6.3: Plenary IRF checking with embedded features

EXAMPLE A: LESSON 1

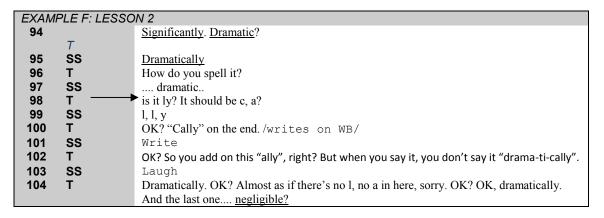| 84 | T | Supplier OK /writes supplier on WB/ eight shares the responsibility of owning or running a business? |
85	S	Partner
86	T	Partner, OK partner yeah /writes partner on WB/ Alright? Em...
87	SS	Talk quietly
88	T →	A useful phrase that you might, or might not know /taps WB/ is a person who shares the responsibility for owning the business but not running the business, of, is not involved in the managing of the business, is a special kind of partner. Anyone know? The person who perhaps invests money in the company.

EXAMPLE B: LESSON 1

319	T	Up Even out?
320	Catalina	Horizontal?
321	T →	Horizontal. Good. yeah. Right. Even out means, that. /Draws curve on WB/ This. When a change ... ends, and then it becomes horizontal.
322	Catalina	Yeah
323	T	OK, it becomes stable. To even out. OK? Decline?

EXAMPLE C: LESSON 1

327	T	OK. Up. Recover?
328	SS	Up
329	T	Up
330	Toru →	What it means, recover?
331	T	Recover, well, OK, can anyone explain recover?
332	SS	Em ...
333	Elena	When you
334	T	Hm?
335	S	To be sure?
336	T	Hm. Well when, when do you normally
337	Reiko	To get, get
338	T	Use the word recover?
339	Reiko	Get well.
340	T	Yes, get well, exactly. So if you've been ill, you, perhaps you've had flu or something, or cold, and you recover, means it's your illness is gone, you recover.
350	Reiko	Rise up, rise again?
360	T	Yes. So, basically yes, So, if you can imagine a trend that's been falling, and then it recovers, and begins to go back up. That's how it's used. /gestures/ Em, decrease?

EXAMPLE D: LESSON 1

348	T	Up. Deteriorate?
349	SS	Down.
350	T	Down. Yes. That's a bit of a hard word to say, dete, deteriorate.
351	SS	Deteriorate.
352	T →	The stress is on the "e"
353	SS	Laugh
354	T	The stress is here. De- te- ri- or...ate. /writing on wb/ Deteriorate. Pick up?
355	SS	Up
356	T	Yep. And that's very similar to recover. Hit a low?

EXAMPLE E: LESSON 2

60	T	Steady?
61	S →	Steadily
62	T	Any changes in the spelling?
63	SS	Yes, y becomes i
64	T	Y becomes i. Right. OK, fine. /Writes on WB/

65	SS	`Some whisper`
66	T	OK, em... <u>gradual</u>?

EXAMPLE F: LESSON 2		
94		<u>Significantly</u>. <u>Dramatic</u>?
	T	
95	SS	<u>Dramatically</u>
96	T	How do you spell it?
97	SS	.... dramatic..
98	T	→ is it ly? It should be c, a?
99	SS	l, l, y
100	T	OK? "Cally" on the end. `/writes on WB/`
101	SS	`Write`
102	T	OK? So you add on this "ally", right? But when you say it, you don't say it "drama-ti-cally".
103	SS	`Laugh`
104	T	Dramatically. OK? Almost as if there's no l, no a in here, sorry. OK? OK, dramatically. And the last one.... <u>negligible?</u>

Closed-response checking in this data seems to be permeable to embedded features, exhibiting spontaneous contributions from teacher and students. For example, the teacher may provide vocabulary explanation, or use the plenary mode as an opportunity to convey attitudes or construct him/herself in a particular way. In closed-response checking the students may also ask questions.

<u>Erickson (1982) discusses classroom discourse in terms of</u> ritual, concluding that it lies on a midpoint between ritual and spontaneity, basing this analysis on examples taken from a general education, first-grade mathematics lesson. <u>He emphasises</u> the co-constructed, negotiated nature of the discourse event, in which the students and teacher are seen as "doing a lesson together" (1982: 153). <u>He argues that</u> in order to do this, they must draw on both the *academic task structure* and *social participation structure*. <u>Participants are seen as</u> working within these two sets of constraints, resulting in a "midpoint" position. <u>Nunn (2000) also discusses the issue of ritual</u> in classroom discourse, <u>looking at</u> teacher-fronted language classroom discourse <u>and arguing that</u> although it exhibits ritualistic features, there is room for implicit negotiation within it, as participants adapt to the contributions of their interlocutors. <u>He proposes the notion of *negotiated ritual*</u> to describe this balance. This term seems appropriate for the **closed-response checking** above – within a ritualistic framework there is space for negotiation, as teacher and students break the pattern for a variety of purposes.

In contrast, checking of **open-response tasks** exhibits a less ritualistic structure. In the following example, the students have been looking at two letters in terms of their format. The teacher asks them to give feedback in plenary:

Data Extract 6.4: Lesson 2 Letter-Writing 1

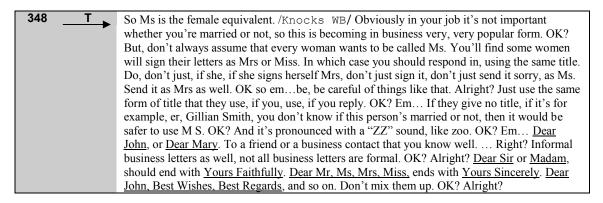| 159	T	`/Comes in with dictionaries and puts them on the tables/` OK, can we just check some of your ideas, er in number one, what can you notice about the layout of the paragraphs? Can you notice about the layout of the paragraphs?
160	S	Second letter has er, er *** er reference and the office ***
161	T	Right we, we'll come back to that just in a moment Oh, sorry `/laughs/` But, Em, thinking only about the paragraphs. Paragraphs in both letters, are they the same or different?
162	Catalina	Same
163	T	They're the same, OK.
164	Catalina	Same
165	T	So just comment then on, on, on the, the style of the paragraph
166	S	Mm?
167	T	I mean where does it begin?
168	S	Mm, it is er company
169	Catalina	The first letter we don't know the person who is
170	T	Who sends `/to Catalina/`
171	Catalina	Who the letter send
172	T	Ah no. Just think `/snaps fingers/` only about, only think about the paragraphs

173	Reiko	Paragraphs
174	T	Here. Don't, don't think about Dear Sir or Dear Mr,
175	Amir	***
176	T	Just only about the paragraphs
177	Reiko	They are simple?
178	Amir	***
179	T	Say again?
180	Amir	Starts for me are understandable, so
181	T	OK, right
182	Amir	Both paragraphs the same style
183	T	Right, same style. Right so they both starting where? Inside, inside the letter, or?
184	S	Outside
185	Amir	No, on the same side
186	T →	Yeah the same, same side. OK. Sometimes in letters of course you find that the first line of a paragraph begins slightly in,
187	SS	In, yeah, mm
188	T	Doesn't it, like this indented. In this particular style of letter, there's no indentation at all, it's simply that, OK? Alright? `/writes examples on WB/`Now `/knocks WB twice with pen/`for this, when you want to begin a new paragraph, all you do is
189	S	Blocks
190	T	Indent
191	S	Indent
192	T →	The second time `/writes on WB/`You see?
193	S	Yes
194	T	But in this one how does this change paragraphs?
195	SS	`Some talk quietly`
196	T	What do you see? How
197	S	*** blank?
198	T	Do you get a new paragraph?
199	Amir	Full stop and
200	T	Yes, full stop and
201	SS	A blank, blank
202	T	A space.
203	SS	A space, space
204	T →	Yes. `/Writes on WB/` Mm hm OK? Alright? So this one, this style over there, has indented and, or, at the margin, the margin `/writes on WB/` the margin is indented. OK? In this case the margin starts on the left, ... OK?`/knocks WB twice with pen/` And if you're going to make a new paragraph with this style, you indent a second time, or third time, or a fourth time. This one, you make a space... after each paragraph.
205	Reiko	Yes `/quietly/`
206	T →	OK? Alright so er, business letter writing you're more likely to see this style. `/knocks WB with knuckle/` You do see this as well, but I think generally this is becoming more of a universal style... Alright?
207	S	Is....indented popular than
208	T →	It's still quite popular yes, but I, I think this one, this style is becoming more popular, grad, gradually. OK. It's becoming what you might say is a universal style, used by
209	S	Lots of
210	T	Various countries. OK? Alright, em, some other things then, in number two, it asks you about punctuation, can you see any... punctuation? Any...

(ELTT 10 Task 4.5: Identify the hedging in the next two paragraphs)

In this sequence the teacher begins by asking for comments on the style of the paragraphs in the letters. The students initially respond with comments about other aspects of the letters, such as the references and the fact that they are from companies. Although he comes back to these points later in the sequence, he twice brings them back to the theme of paragraph style. This suggests that, although the analysis task was open, his checking "agenda" is not - he has a particular point to make about that aspect of letter format, and wants to cover it first. He elicits the answer, the students give their ideas, the teacher gives them feedback, and then he provides a normative explanation (examples indicated by arrows). So what we have here is a sequence following a pattern that might be termed *IRFI* – Initiation, response, feedback and *instruction*. This cycle is repeated several times in this particular checking sequence, as the teacher goes through different points. In each case he begins by asking

questions and eliciting ideas, then evaluates them, then adds some normative statements. At the point where he gives a normative statement, he sometimes knocks the whiteboard, and may use repetition:

Data Extract 6.5: Lesson 2 Letter-Writing 1

348 → T →	So Ms is the female equivalent. /Knocks WB/ Obviously in your job it's not important whether you're married or not, so this is becoming in business very, very popular form. OK? But, don't always assume that every woman wants to be called Ms. You'll find some women will sign their letters as Mrs or Miss. In which case you should respond in, using the same title. Do, don't just, if she, if she signs herself Mrs, don't just sign it, don't just send it sorry, as Ms. Send it as Mrs as well. OK so em…be, be careful of things like that. Alright? Just use the same form of title that they use, if you, use, if you reply. OK? Em… If they give no title, if it's for example, er, Gillian Smith, you don't know if this person's married or not, then it would be safer to use M S. OK? And it's pronounced with a "ZZ" sound, like zoo. OK? Em… <u>Dear John</u>, or <u>Dear Mary</u>. To a friend or a business contact that you know well. … Right? Informal business letters as well, not all business letters are formal. OK? Alright? <u>Dear Sir</u> or <u>Madam</u>, should end with <u>Yours Faithfully</u>. <u>Dear Mr, Ms, Mrs, Miss,</u> ends with <u>Yours Sincerely</u>. <u>Dear John, Best Wishes, Best Regards</u>, and so on. Don't mix them up. OK? Alright?

So it seems the teacher is using the open-response checking sequence as a framework within which to provide instruction. He uses a form rather reminiscent of Socratic dialogue to guide the students towards the learning points, asking them series of questions as he leads up to his instructional discourse. Both his closed-response and open-response checking sequences appear to operate as frameworks with particular points that are permeable to additional instruction on language, student questions, normative instruction and so on. The point of permeability to instruction in all cases is at the end of the IRF cycle. However, as the tasks become more open in these examples from the data, the type of embedded instruction changes, to reflect the focus of the activity, in the examples given above.

Table 6.4: Closed and open-response checking examples

Task type	Examples	Type of instruction
Closed-response checking	Lesson 1: Vocabulary matching	***IRF + Language instruction / questions*** Pronunciation model / correction Grammatical information Clarification of meaning
Open-response checking	Lesson 2: Analysis of letters	***IRF + Usage instruction / questions*** Normative statements / mini-lectures about letter-writing

<mark>To conclude</mark>, in this data set **the IRF cycle seems to be a flexible framework**. It is a structure that may provide the **rituals of group participation** (e.g. choral checking), the sense of a **shared journey** towards a learning point, (e.g. Socratic dialogue), the **flexibility for student contributions** (e.g. questions) and the **space for normative instruction** (e.g. mini-lectures).

<mark>The next section will look at</mark> the other main activity present in the plenary sequences in the data – **instructions**.

Appendix B: Useful language for the Data Chapters

INTRODUCTION

Scene-setting
This study / thesis aims to explore… in general and… in particular…
My intention is to illuminate / bring to light / reveal….
The issue of … has grown in importance in the light of recent ….

Locating the gap
Although….. , previous work has not specifically addressed…
Concerns have been expressed about…
So far, however, there has been little discussion about ….
However, insufficient attention has been paid to ….
In addition, no research has taken into account…

Filling the gap
My study is designed to remedy that weakness by…
My main focus will be on this under-researched area of…

Orientation
This chapter will begin by/with… before addressing… and finally…
In this chapter I begin by/with… before considering…

MAIN SECTION

Relating to previous research
My findings are broadly similar / rather different to those of..
This suggests similar / different perceptions of… to those of… in earlier work by…
This also chimes with the findings of…, who reported that ….
Like… / Unlike…

Presenting the data
I have used … as the organising principle for presenting extracts from…
The first transcript extract shows…
The next three questionnaire comments illustrate…
In the next episode, we have a clear example of…

Describing / summarising the data
This extract is an interesting example / instance / case of ….
These findings suggest that in general ….
As can see, … tend to…

Interpreting the data
One possible reason / influence / factor could be….
The reason for this is not clear from the data, but it may have something to do with….
It may be that these participants consider….
The tendency to… might be…. / might suggest…
One of the themes to emerge from these self-reports / comments / diaries is….

IMPORTANT: If you are writing up mixed-methods research, you will find useful expressions for your **quantitative data discussion** at Manchester University's Academic Phrase Bank:
http://www.phrasebank.manchester.ac.uk/discussions.htm