

Aspects of Interaction: Looking at Teacher-Student Exchanges in the University Classroom

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1 Introduction

Being a fairly controlled environment, the EFL classroom provides students with a relatively limited language experience. That is to say, students usually use language that is confined to activities in which they participate. This language is primarily transactional whereby it is used to exchange information. Such exchanges are contrasted with interactional: it is used to maintain social relationships. Students need both types in order to communicate proficiently in conversations outside the classroom and research has shown that engaging in these helps language acquisition.

This project has used a modified version of an observation instrument to examine types of spoken language in teacher-student exchanges. The instrument's intention is to analyze patterns of exchanges and calculate the number of turns within one exchange. The ultimate goal is to improve teacher-student exchanges so conditions for language acquisition are enhanced.

2 Types of Spoken Communication

Spoken communication is divided into two main categories: monologue and dialogue. These are further subdivided as seen in the diagram below.

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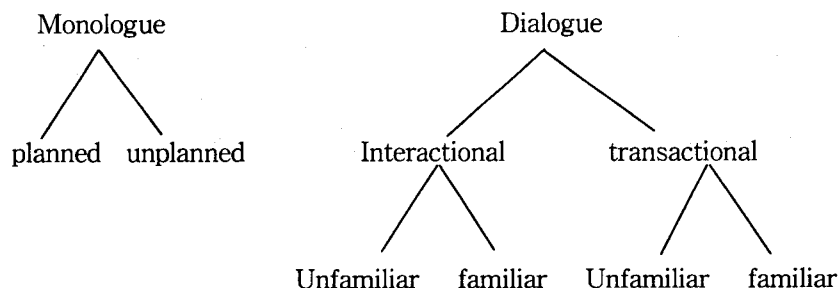


Diagram (a) (adapted from Brown, 1994: 237, Nunan, 1991:21)

2.1 Monologues

Monologues are divided into planned and unplanned. A planned monologue is material written in advance such as a speech, lecture, or news report. They contain few redundancies and are, therefore, considered relatively difficult to comprehend (Brown, 1994: 237). Planned monologues are rarely present in my classroom. Examples of unplanned monologues are impromptu lectures and long stories. These occur when the teacher spontaneously recalls an event relevant to the teaching topic and explains it to the class. They usually contain more redundancies and can, therefore, be easier to understand.

It is unplanned monologues that are relevant to my observation instrument. In teacher-student exchanges, interlocutors may respond to a question or comment with this kind of monologue. If this happens, it will be coded in the appropriate category. The implications of this and coding procedure will be discussed in a later section.

2.2 Dialogues -Transactional and Interactional Exchanges

Transactional exchanges are concerned with obtaining and providing information (Nunan 1991:21) or as Brown and McDonough and Shaw put it, conveying propositional or factual information (Brown and McDonough, 1993: 155). It should be noted that one cannot analyse one of these two exchanges without considering the other because it is possible for them to coexist.

Both Brown and Nunan refer to interactional exchanges as interpersonal because of the social nature of the exchange.(this paper will refer to them as interactional). Nunan describes interactional exchanges as being either unfamiliar or familiar and Brown extends those same subcategories to transactional exchanges which result in diagram (a). In each type of exchange, the interlocutors may have a good deal of background information or schemata which, according to Brown (1994:237), means 'the familiarity of the participants will produce conversations with more assumptions, implications, and other meanings hidden "between the lines."' In conversations among people unfamiliar with each other, meanings have to be made more explicit for effective comprehension to take place. Misunderstandings can easily occur when such meanings are not made.

I have seen elements of both familiar and unfamiliar transactional and interactional exchanges in my classroom. Background information between me and my students come from two sources: my relationship with them and the material we use. Obviously, as the semester passes both parties share more background information in both categories and so familiarity increases with time.

Nunan suggests that most interactions can be put on a continuum from relatively predictable to relatively unpredictable (Nunan, 1991: 42) with interactional exchanges tending to be more unpredictable. The unpredictability comes from the freedom people have in interpersonal communication to say anything that will maintain a social exchange.

Interactional exchanges, in this paper, concern those which apply predictable textbook material to a less predictable social exchange. Transactional exchanges, on the other hand, are limited to using language that is strictly related to textbook activities.

2.3 Significance of language exchanges in the classroom

Much research shows that transactional and interactional exchanges can facilitate acquisition in the classroom. Edwards et al, referring to Brown and Yule, claim that transactional language add value to what is being said and provide the speaker and listener with a sense of purpose. Also, transactions

provide confidence in speaking a foreign language. Furthermore, Brown and Yule argue that transactions give students a sharper focus in articulating speech because they are more sensitive to the listener (Edwards et al, 1996: 120) Teachers can, of course, use materials to encourage these exchanges such as information-gap activities. Specifically, my concern here is whether I, as a teacher, take advantage of opportunities to engage in transactional/ interactional exchanges with the students after the students are finished with the materials.

McDonough and Shaw suggest that materials be personalized so students can have more meaningful things to talk about thereby enhancing learning conditions. Such materials attempt to relate the contents to aspects of the students' lives. McDonough and Shaw (1993: 168) go on to say:

A logical extension of this would then be to actually get outside the materials themselves and to use the learners' own backgrounds and personalities in speaking classes so as to give them more genuine reasons for wanting to communicate with each other.

In other words, move from transactional to interactional exchanges. My observation instrument is intended to see if this is occurring in teacher-student exchanges.

In his Interaction Hypothesis, Long (1981;1983 in Edwards et al, 1996: 108) argues that negotiating meaning facilitates acquisition. Ellis (1990 in Edwards et al 1996: 108) adds to this, saying the more interactional modification there is, the quicker acquisition will be. Obviously transactional and interactional exchanges contain these elements. Both require interlocutors to negotiate meaning and the less predictable the exchanges, the more negotiation required. This implies that interactional exchanges, because generally less predictable, may be more desirable to have in the classroom.

3. The Context

This section will outline who I taught, what materials were used, how my lessons are structured, and what part of the lesson this project was intended to observe.

3.1 The Students

The course I taught, titled Intermediate English Conversation, is a required course for second year English majors at Korea Maritime University. These students have already had several years of English study and are capable of participating in basic conversation. The general goal of the course was to improve the speaking skills of the students, to be achieved in only two fifty-minute classes a week in a sixteen-week semester.

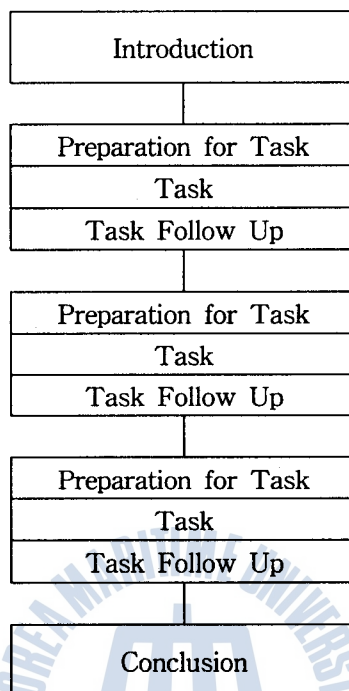
3.2 Material and Class Structure

The textbook used was David Nunan's Atlas 3 which takes a learner centered, task based approach to teaching English. Task-based learning emphasizes transactional exchanges mainly through the application of information-gap activities(Edward et al, 1996: 106) of which there are many in the textbook .

Nunan suggests that teachers can develop professionally by using the best materials in ways intended by the author (Nunan, 1991: 208). I took his advice to closely adhere to the teacher's manual and what emerged, as a result, was a lesson structure that almost mirrors Richards and Lockhart's (1994) description of a basic lesson structure. Instead of their four categories of opening, sequencing, pacing, and closing, however, my average lesson consists of three main parts: introduction, tasks, conclusion. One fifty-minute class is more-or-less a series of different tasks underpinned by specific learning goals. My typical classes, then, might approximate diagram (b) on page 6.

3.2.1 Introduction and Conclusion

In the introduction I do things such as collect homework, take attendance, and state the main learning goals for the class. During the conclusion I may restate the goals, assign homework, or give other necessary closing statements.



*A brief description of the November 17th, 1999 lesson observed for this project can be found in appendix A. Attached also is the material used in the lesson from David Nunan's Atlas 3.

Diagram (b): The average structure of my lessons.

3.2.2 Tasks

This stage contains a series of tasks, usually three to six. Each task is subdivided into three parts: preparation for task, task, task follow up. During the 'preparation for task' the teacher outlines what the students need to know in order to complete the task. The next stage is the task itself where the students are required to use the target language in pairs or groups. The final 'task' stage is labelled 'Task Follow Up'. Here the teacher concludes the previous task by checking the students comprehension by asking questions and attempting to engage in conversation with individual students.

3.3 Project focus

Examining the teacher-student exchanges during the 'task follow up' is the focus of this project. There are several reasons why I want to focus on teacher-student interactions during this stage. First, students have had instruction and practice in the target language and should, therefore, be in a better position to have an exchange with the teacher.

Second, individual students have an opportunity to practice their English with a native English speaker and students listening have a chance to hear genuine English conversation being modelled. These first two reasons are consistent with Chaudron (1988: 118) when he says:

In the view of many researchers and practitioners, conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills, to test out their hypotheses about the target language, and to get useful feedback.

Finally, it is during this stage that teacher-student exchanges most frequently occur.

4. The observation instrument

I have chosen a modified version of BIAS (Brown's Interaction Analysis System) as my observation instrument. I have modified it to classify types of spoken communication between teacher and students immediately after a classroom task. In this section my objective is to explain and justify my choice in observation instruments. I will first justify my choice by explaining why I chose it, why I changed it, and how it differs from its modified form. I will explain further by applying the modified form to Chaudron's checklist of observation systems.

4.1 Why the instrument was chosen

I chose BIAS because it was originally intended to describe and classify

patterns of teacher-student interaction (Richards & Lockhart, 1994: 147) and my focus is the same. I want to analyse patterns resulting from teacher-student transactional and interactional exchanges.

4.2 Why the instrument was changed.

I changed it because it was originally intended for teacher-led whole-class teaching whereas my classes are task-based and group/pair work orientated. This had implications for coding. Because of the nature and structure of my lesson, (as shown on diagram 2) my system is meant to identify patterns between teacher and individual students only during the 'Task Follow Up' stages of the lessons. BIAS, in contrast, was designed to code classroom events every 3 seconds and identify patterns for the whole class.

Another reason I changed it is because I wanted to identify exchanges between individual students. One grid in my system, for example, identifies one teacher-student exchange and the number of turns taken within that exchange. The grid, therefore, can identify the name of the student spoken to, and how many turns were taken in one teacher-student exchange. BIAS, however, does not identify which student spoke.

Finally, the exchanges I want to code are of a specific nature - transactional and interactional exchanges. BIAS is not concerned with these categories but, rather, more concerned with coding general questioning and responding.

4.3 The original instrument

BIAS was originally intended to describe and classify patterns of teacher-student interaction in teacher-led whole-class teaching. It uses seven categories for describing verbal exchanges (Richards & Lockhart, 1994: 147, Holland & Shortall, 1997:42)

1. TL Teacher lectures - describes, explains, narrates, directs
2. TQ Teacher questions about content or procedure, which pupils are intended to answer
3. TR Teacher responds - accepts feelings of the class; describes past

- feelings and future feelings of the class; describes past feelings and future feelings in a non-threatening way. Praises, encourages, jokes with pupils. Accepts or uses pupils' ideas. Builds upon pupil responses. Uses mild criticism such as "no, not quite."
- 4. PR Pupils respond directly and predictably to teacher questions and directions.
- 5. PV Pupils volunteer information, comments, or questions.
- 6. S Silence - pauses, short periods of silence.
- 7. X Unclassifiable.

The BIAS instrument uses a grid to code behavior every three seconds. One class requires several grids and observers need training to use it. This particular system is able to show several teaching patterns such as drilling, teacher building on students' responses, and brief teacher lectures followed by a question.

*A BIAS grid can be found in appendix B

4.4 The modified version - The "T-MIT"

My modified version of BIAS is called the T-MIT and it stands for the Turns taken in Monologues, Interactional Exchanges, and Transactional Exchanges. This current version has evolved through several pilot studies. It looks like this:

Task: _____ Student: _____

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional													
4	Teacher turn is transactional													
5	Student turn is transactional													
6	Student turn is interactional													
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

Before explaining the T-MIT categories, 'turns', needs to be defined. Nunan states that deciding exactly what a turn is can create problems when studying turn-taking behaviour (Nunan, 1989: 41). A turn in the T-MIT occurs when there is one person speaking in a teacher-student exchange. The exchange can only be between the teacher and one student. If another student interjects or the teacher speaks to a different student, the previous exchange is considered over and a new grid is needed for the next exchange.

Since it is possible to have transactional and interactional exchanges in one turn, one cell does not necessarily indicate one turn. If, for example, the teacher begins with a transactional statement and then makes an interactional statement before the student responds, cells 4A and 3B will be coded. These two cells, therefore, constitute one turn.

Since each grid identifies one teacher-student exchange, the student speaking and being spoken can be identified. Applying the T-MIT to several classes would, therefore, also give me a good idea of my 'personal action zone', where I interact with more students than others (Richards & Lockhart, 1994: 138).

The T-MIT has seven categories which are different from BIAS. The first category acknowledges that the teacher did not follow up the task. If this cell is coded, it tells us the teacher did not refer students back to the previous task and, therefore, there was no follow up stage. The implications of such are that the teacher loses an opportunity to interact with students and students lose an opportunity to test out their hypothesis about the target language learned in the task.

The second category can tell us one of two things. If column 2-A is coded only, then no teacher-student exchange occurred and the implications are the same as above. Also, if a cell in this category is coded after some turns and is the last turn in the exchange, we know that the teacher finished the exchange in a monologue. Similar implications apply for the seventh category.

A cell in the third category is coded every time the teacher makes an utterance that can be considered interactional. Turns are not separated into questions, responses, and volunteering information as BIAS has. TQ and TR

in BIAS are combined in T-MIT under 'turn'. Whether the turn includes a question, response, or related statement is not a coding priority. When common or unusual patterns emerge, a transcription will identify the details of the exchange, namely whether turns include questions, responses, task related statements, or all three. The T-MIT is, therefore, to be used in conjunction with transcriptions when in-depth analyses of exchanges are deemed necessary.

The issue, then, for categories 3 to 6 is whether turns include transactional or interactional exchanges. Generally, I am looking to see whether I move from transactional exchanges concerning task material to interactional exchanges where I use the task material to talk with the students in a social manner rather than just to exchange information about a task.

*A pilot study of the T-MIT can be found in appendix C

4.5 The T-MIT applied to Chaudron's checklist

Chaudron uses a checklist to analyse different observation systems which I will use to further explain my observation schedule.

Recording procedures indicate whether a sign or category system is employed. A category system allows the observer to code a particular behaviour every time it occurs, whereas a sign system requires an observation to be made at regular time intervals (Chaudron, 1988:17-18, Nunan, 1989: 83, Nunan, 1992: 97). The T-mit employs a category system so it codes a particular behaviour every time it occurs. The behaviour will be coded every time it occurs during the task follow up stage in the class.

Item type refers to the degree of inference required of the observer in making the classification. The observer can make high, low or mixed inference observations (Chaudron, 1988: 19-20, Nunan, 1989: 83, Nunan, 1992: 97). With the T-mit, the observer needs to identify utterances as monologues, transactional, or interactional which, although unlikely, could all happen in one turn. This requires judgements about the function of an utterance and since transactional and interactional exchanges can coexist, the T-mit's item type can be said to be high inference.

Multiple coding means that more than one code is assigned to a given behavioral event, for example, making two judgements for one behavioral event (Chaudron, 1988:20, Nunan, 1989: 83, Nunan, 1992: 97). The T-mit will not apply multiple coding to a given behavioral event. One judgement per code will apply to each category, for example, in the third category the teacher turn will either be an interactional exchange or it will not be. There is only one possibility for this category to be coded even though it is common for transactional and interactional exchanges to coexist. As mentioned before, coding one cell does not terminate a turn and two or more consecutive cells may indicate one turn. There is no need, therefore, for multiple coding.

Real-time coding refers to if the instrument was designed for live classroom observation(real-time) or analysis of a video or audio tape record of the class (Chaudron, 1988:20, Nunan, 1989: 83, Nunan, 1992: 97). I intended to apply the T-MIT to the analysis of a video tape because time is needed to discern the type of spoken communication and also to identify students.

Richards and Lockhart acknowledge some of the drawbacks of using video recordings. They mention that it may be disruptive to the students. I videotaped the class after video taping the student's role plays which, I felt, desensitized them to the camera's presence and was not too disruptive. The camera did have a limited range and I couldn't identify who I was speaking sometimes. This was overcome by recognizing the students voice. This, and the teacher using the students' name, would identify the student out of view most of the time.

Source of variables considers if categories have been derived from an explicit theoretical or empirical base, a modification or synthesis of existing systems, or original categories derived by the author (Nunan 1989: 83). The T-MIT categories have been derived from an explicit theoretical base concerning how the current literature defines transactional and interactional exchanges.

Intended purpose indicates whether the scheme is intended principally for research, teacher training or both (Nunan, 1989:83, Nunan, 1992: 97). The T-mit was initially designed for classroom research to examine

teacher-student exchanges immediately after completion of a task but can also be used for teacher training.

Unit of analysis states whether the scheme is based on an arbitrary time unit or an analytical unit (Chaudron, 1988: 20, Nunan, 1989: 83). The T-MIT is based on the latter which is concerned with identifying the type of communication. This leads to the focus which is on verbal interactions and discourse.

5. The results

In this section I will describe the results of the T-MIT applied to all of the task follow up stages in one fifty minute class. These will include the number of tasks given, the number of teacher-student exchanges in one class, and the number of turns taken within an exchange.

*Data from November 17th, 1999 classroom observation can be found in appendix D

5.1 Number of tasks

In the class I observed and taught, were six separate tasks given to the students and therefore six potential follow up stages. In two of the tasks there were no teacher-student exchanges.

5.2 Number of teacher-student exchanges

There were a total of 16 teacher-student exchanges. Out of these exchanges, 12 were purely transactional. The remaining four contained both transactional and interactional exchanges while one of these contained all transactional, interactional and monologue responses.

5.3 Number of turns taken in exchanges

The number of turns taken in the 16 exchanges look like this:

Number of Exchanges	Number of Turns Taken
8	3
2	4
2	5
1	7
1	8
1	11
1	12

As the chart shows, there is an inverse relationship between the number of exchanges and the turns taken. That is to say, the results show that the majority of the exchanges included few turns taken while only 4 of the exchanges measured over 6 turns on the grid.

The pattern that occurred most frequently was the three-part solicit-response-evaluative sequence of moves that is typical of most classrooms (Chaudron 88, pg126). The following are three consecutive teacher-student exchanges with this pattern taken from the follow up stage of task 2:

John: What kind of problems.....(would foreigners have eating with Koreans - referring to previous task)

Ah-Ram: Foreigners cannot ...(inaudible)...chopsticks.

John: That's all. OK, yeah. I, y'know, said that before.

John: How about you? What.....uh..

Sun-Kyung: Yeah,... Some people uhm in the restaurant(inaudible) don't eat the spicy, hot.....(inaudible)

John: Right. Because the food is very spicy, uh, Westerners may have a difficult time.

John: uhm How bout. Did you have anything?

Yoon-Sun: Koreans usually eat loudly.

John: Ah, loudly, yah. Right. So that can be a problem. Sometimes Ya.

Coded on a grid, these exchanges look like this:

1	Teacher moves immediately to next task																			
2	Teacher turn is monologue																			
3	Teacher turn is interactional																			
4	Teacher turn is transactional	/		/																
5	Student turn is transactional		/																	
6	Student turn is interactional																			
7	Student turn is monologue																			
		A	B	C	D	E	F	G	H	I	J	K								

These are categorized as transactional because I requested specific information from the previous task. I did not try to apply the information to the students' personal life and extend the conversation to an interactional exchange.

5.4 Which students

Out of the sixteen students that had exchanges with me, two of them were spoken to twice. The other twelve exchanges were all different individuals. It would take several more classes of observation to determine exactly where my action zone is.

6. Discussion

Backed by research cited earlier, this paper assumed that moving from transactional to interactional teacher-student exchanges enhances language acquisition. The results showed that few interactional exchanges took place and the ones that did, did not display the desired pattern.

One reason for this is because the class was recorded November 17, 1999 and I was not consciously trying to enter into interactional exchanges with the students at that time. Future action research projects can apply the T-MITT to several classes where the teacher is consciously entering into interactional exchanges with students. The results, then, may be quite different.

Of course, other factors limit the amount of teacher-student exchanges such as trying to rush through the material and students unaccustomed to speaking out in class. Analyzing all these factors are beyond the scope of this paper.

At this stage of the T-MIT application, patterns have been found which can be analysed along with their transcripts to think of how transactional exchanges can be extended to interactional. For example, to extend the above transcriptions the teacher could have continued the exchanges to look something like this:

John: What kind of problems.....(would foreigners have eating with Koreans - referring to previous task)

Ah-Ram: Foreigners cannot(inaudible)....chopsticks.

John: That's all. OK, yeah. I, y'know, said that before. Can you use chopsticks?

Ah-Ram: Of course.

John: When did you learn how to use chopsticks?

Ah-Ram: When I was five years old.

(bold letters mine)

Coding this conversation would look like this:

Task: 2 Student: Ah-Ram

1	Teacher moves immediately to next task											
2	Teacher turn is monologue											
3	Teacher turn is interactional			/		/						
4	Teacher turn is transactional	/		/								
5	Student turn is transactional		/									
6	Student turn is interactional					/		/				
7	Student turn is monologue											
		A	B	C	D	E	F	G	H	I	J	K

This is the desired pattern: moving from the inner, transactional, to the outer, interactional.

The same exercise can be done with the other brief transactional exchanges:

John: uhm How bout. Did you have anything?

Yoon-Sun: Koreans usually eat loudly.

John: Ah, loudly, yah. Right. So that can be a problem. Sometimes Ya.

Does eating loudly bother you?

Yoon-Sun: Sometimes.

John: Do you eat loudly?

Yoon-Sun: No.

Of course, individual exchanges will never exactly be replicated but the process can instill effective questioning habits that will be beneficial to students. Also, students may not respond to further questioning but teachers can use this to hone questioning techniques.

This paper does not want to conclude that each and every teacher-student exchange should move toward interactional. The pacing of the class may require a good mix of both exchanges. The point is that if there are only transactional exchanges occurring, then students' classroom learning experience is not being maximized. Entering into interactional exchanges is a small but important part of the EFL/ESL classroom.

7. Summary

This paper has discussed the different types of spoken communication and the importance of teachers engaging in different exchanges with their students. It has stressed that interactional exchanges, because of their unpredictability and need for more meaning negotiation, provide better conditions for language acquisition. An observation instrument was modified to examine what types of spoken communication were frequently occurring in the classroom. Transactional were most common in the class observed and suggestions were made as to how to move from transactional to interactional exchanges. It was suggested that this instrument be used for classroom research and teacher training to identify exchange patterns and find innovative ways to engage students in interactional exchanges.

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Appendix A – November 17th, 1999 lesson description & photocopy of Atlas teacher's textbook used in class

Before class teacher sets up chairs so they face each other and cues tape

Introduction:

- teacher takes attendance
- collects homework
- talked about role plays that were performed during the previous class

Preparation for task 1 - 1a page 51 (of Atlas)

- teacher explains the task

Task 1

- students look at pictures
- teacher walks around the class to see if students understand the task
- teacher make comments to some students about their role plays
- after a few minutes teacher tells students to share information about the pictures to their partners.

Task 1 follow up

- teacher asks individual students about the pictures.

Preparation for task 2 - 1b page 51

- explains what to do for task 2
- teacher gives an example

Task 2

- students think and discuss with each other
- teacher walk around the class to see if students understand

Task 2 follow up

- teacher asks students questions

Preparation for task 3 - 2b page 51

- teacher talks about possibility of having problems with interacting with other cultures
- discusses words on page 51

Task

- students work individually and with their partner to fill out chart

Task follow up

- asked students questions

Preparation for task 4

- explains activity and the target language to be used
- demonstrates by showing an example of two people having a conversation
- uses it as a model as how the final exam will be

Task 4

- students talk with a partner
- teacher advises class to correct one another when they hear their partner make a mistake and gives an example
- reminds student strategy for the final exam

Task follow up

- no task follow up. Teacher goes straight to Task 5 without asking any follow up questions.

Preparation for tasks 5 & 6 page 52

- teacher explains task

Task

- students work on task talking with other students
- some students ask the teacher about vocabulary

Task follow up

- teacher asks the whole class where incidents took place choral

responses unplanned

TASK 6

- students listen to tape

Task follow up

- ask student to put story in her own words-

Conclusion

- teacher give homework and explains how to present it

Appendix B - BIAS (taken from Richards & Lockhart, 1994)

TL									
TQ	/			/					
TR			/	/			/		
PR		/			/	/			
PV									
S									
X									

Appendix C - Pilot Project

Dialogue 1: Interactional exchange (adapted from Nunan, 1991)

Alice: Hi there...hi!

Bruce: Oh, Alice, hi-slaving over a hot barbecue. The wood's wet - not burning(coughs). All this rain. Come in - yeah - nearly thought we'd have to you know, call the party off.

Alice: Yes, I almost rang yesterday. But the weather looks okay. I almost got stranded on the Gladesville Bridge - I could hardly see anything.

Bruce: Alice - you know Alex and Jan, don't you?

Alice: Well, no - I know you both by sight. . .

Dialogue 2: Transactional exchange

Helga: Er, excuse me.

Receptionist: Yes?

Helga: Can you tell me how to get from the Youth Hostel to the Zoo?

Receptionist: Are you going by public transport or what?

Helga: Yes, I want to go by public transport.

Receptionist: Your best best is just to walk out to Paramatta Road.

Dialogue 1 - Notice the pattern of the interactional exchange. There are no inner transactional checks.

1	(categories altered bc not in clsrn)																			
2	Alice's turn is monologue																			
3	Bruce's turn is interactional		/		/															
4	Alice's turn is transactional																			
5	Bruce's turn is transactional																			
6	Alice's turn is interactional	/		/		/														
7	Bruce's turn is monologue																			
		A	B	C	D	E	F	G	H	I	J	K								

Dialogue 2 - Notice the pattern of inner checks in the transactional exchange.

1	(categories altered bc not in clsrn)																			
2	Helga's turn is monologue																			
3	Receptionist turn is interactional																			
4	Helga's turn is transactional	/		/		/														
5	Receptionist turn is transactional		/		/		/													
6	Helga's turn is interactional																			
7	Reception's turn is monologue																			
		A	B	C	D	E	F	G	H	I	J	K								

To show an extreme example of how interactions can coexist I have

altered Nunan's dialogues in 3 and 4. The bold letters in dialogue 3 show a transactional exchange in the midst of an interactional exchange where Bruce and Alice began speaking with the intention of maintaining a social relationship. Bruce, later, was solely concerned with acquiring factual information about where to buy a new barbecue. Also, in dialogue 4, what began as a transactional exchange finished as an interactional exchange where the two speakers entered into a social discussion. Of course, the sentences in bold originated from me but similar conversations are obviously possible.

Dialogue 3: Interactional exchange with a Transactional Exchange

- a) Alice: Hi there...hi!
- b) Bruce: Oh, Alice, hi-slaving over a hot barbecue. The wood's wet - not burning(coughs). All this rain. Come in - yeah - nearly thought we'd have to you know, call the party off.
- c) Alice: Yes, I almost rang yesterday. But the weather looks okay. I almost got stranded on the Gladesville Bridge - I could hardly see anything.
- d) Bruce: By the way, Alice. This barbecue is so old I've been meaning to ask you where you bought yours
- e) Alice: Oh, really. We bought ours at the hardware store.
- f) Bruce: Which hardware store?
- g) Alice: Homeplus.
- h) Bruce: Where exactly is Homeplus?
- I) Alice: At the corner of Hastings and Renfrew.
- j) Bruce: Thanks. Alice - you know Alex and Jan, don't you?
- k) Alice: Well, no - I know you both by sight. . .
(bold letters mine)

Notice the pattern in this grid moves from outer to inner and then back to outer.

1	(categories altered bc not in clsm)													
2	Alice's turn is monologue													
3	Bruce's turn is interactional		/		/								/	
4	Alice's turn is transactional						/		/		/			
5	Bruce's turn is transactional					/		/		/				
6	Alice's turn is interactional	/		/		/								/
7	Bruce's turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K	L	M

Dialogue 4: Transactional Exchange with an Interactional Exchange

Helga: Er, excuse me.

Receptionist: Yes?

Helga: Can you tell me how to get from the Youth Hostel to the Zoo?

Receptionist: Are you going by public transport or what?

Helga: Yes, I want to go by public transport.

Receptionist: Your best best is just to walk out to Paramatta Road. By the way, are you Helga Smith from Kamloops, B.C. by any chance?

Helga: Why, yes I am. Who are you?

Receptionist: I'm Martha Edwards, your old classmate,

Helga: Oh, I haven't seen you for ages. How have you been? When did you move here?

Receptionist: I've lived here for about two years.

Helga: Are you married? Is your husband with you?

Notice the pattern moves from inner to outer.

1	(categories altered bc not in clsrn)															
2	Helga's turn is monologue															
3	Receptionist turn is interactional						/		/		/					
4	Helga's turn is transactional	/		/		/										
5	Receptionist turn is transactional		/		/	/										
6	Helga's turn is interactional							/		/		/				
7	Receptionist turn is monologue															
		A	B	C	D	E	F	G	H	I	J	K	L	M		

Appendix D - Data from November 17th, 1999 classroom observation

Task : 1 Student: Hee-Yun

1	Teacher moves immediately to next task															
2	Teacher turn is monologue															
3	Teacher turn is interactional	/														
4	Teacher turn is transactional			/		/		/		/		/		/		
5	Student turn is transactional				/		/		/		/		/			
6	Student turn is interactional	/														
7	Student turn is monologue															
		A	B	C	D	E	F	G	H	I	J	K				

Task : 1 Student: Un-Hyun

1	Teacher moves immediately to next task															
2	Teacher turn is monologue															
3	Teacher turn is interactional															
4	Teacher turn is transactional	/		/												
5	Student turn is transactional		/													
6	Student turn is interactional															
7	Student turn is monologue															
		A	B	C	D	E	F	G	H	I	J	K				

Task : 2 Student: Sun-Kyung

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional													
4	Teacher turn is transactional	/		/										
5	Student turn is transactional		/											
6	Student turn is interactional													
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

Task : 2 Student: Yoon-Sun

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional													
4	Teacher turn is transactional	/		/										
5	Student turn is transactional		/											
6	Student turn is interactional													
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

Task: 2 Student: unidentifiable

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional													
4	Teacher turn is transactional	/		/		/		/						
5	Student turn is transactional		/		/		/							
6	Student turn is interactional													
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

Task : 3 Student: unidentified

1	Teacher moves immediately to next task																			
2	Teacher turn is monologue																			
3	Teacher turn is interactional																			
4	Teacher turn is transactional	/		/																
5	Student turn is transactional		/																	
6	Student turn is interactional																			
7	Student turn is monologue																			
		A	B	C	D	E	F	G	H	I	J	K								

Task : 3 Student: Seo-Jeong

1	Teacher moves immediately to next task																			
2	Teacher turn is monologue																			
3	Teacher turn is interactional																			
4	Teacher turn is transactional		/		/															
5	Student turn is transactional		/		/															
6	Student turn is interactional																			
7	Student turn is monologue																			
		A	B	C	D	E	F	G	H	I	J	K								

Task : 3 Student: Yoon-Sun

1	Teacher moves immediately to next task																			
2	Teacher turn is monologue																			
3	Teacher turn is interactional	/		/																
4	Teacher turn is transactional					/														
5	Student turn is transactional																			
6	Student turn is interactional		/		/															
7	Student turn is monologue																			
		A	B	C	D	E	F	G	H	I	J	K								

Task : 3 Student: Seo-Jeong

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional	/		/		/		/		/		/		/
4	Teacher turn is transactional													
5	Student turn is transactional		/											
6	Student turn is interactional				/		/		/		/		/	/
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

Task : 4 Student: choral response - no individual exchange

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional													
4	Teacher turn is transactional													
5	Student turn is transactional													
6	Student turn is interactional													
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

Task : 5 Student: choral response - no individual exchange

1	Teacher moves immediately to next task													
2	Teacher turn is monologue													
3	Teacher turn is interactional													
4	Teacher turn is transactional													
5	Student turn is transactional													
6	Student turn is interactional													
7	Student turn is monologue													
		A	B	C	D	E	F	G	H	I	J	K		

■ 국문초록

상호관련성의 양상 : 대학수업에서의 학생과 교수간의 의견교환

존 베일리

이 논문은 대학교 영어회화 수업에서 이루어지는 학생과 교수간의 의견교환의 내용을 다루고 있으며 특히 여러 가지 의견교환에 대한 정의와 그러한 개념들에 대한 중요성을 고찰해보는데 주안점을 둔다. 그러므로 한국해양대학교 영어회화 수강생을 대상으로 연구된 이 논문은 학생과 교수간의 상호관계를 증진시켜 제 2 언어습득의 효율성을 높이고 학습자의 학습동기를 강화함에 목적을 둔다.

