An Argument for Stepping Back: A Comparative Analysis of L2 Interaction in Student-Student and Teacher-Student Dyads

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ABSTRACT

Many scholars claim that interaction is an essential element in developing L2 competence. ELT professionals are therefore often concerned with creating scenarios where L2 interaction is being fostered. The purpose of this study was to investigate how differences in interlocutor can influence the amount and nature of interaction occurring within a communicative task. Utilizing a conversational analysis (CA) methodology, this study analyses conversation strings from two (student-student and teacher-student) dyads recorded during a picture dictation task. Transcriptions of the recorded data highlighted differences between the two dyads in the patterns of interaction that occurred. Interaction in the student-student data featured a higher amount of repair initiation sequences and conversation strategies than was found in the teacher-student group. Furthermore, whereas next turn repair initiation (NTRI) was frequent in the student-student dyad, repair initiation was significantly delayed in the teacher-student data. Potentially problematic examples of teacher talk were also identified from the teacher-student transcription. The results suggested that an expert-novice orientation in the teacher-student dyad may have created psychological constraints limiting the amount and type of interaction that occurred. This study provides further evidence of both the importance of peer interaction and the necessity for reflective inquiry in teachers' professional development.

INTRODUCTION

A significant number of SLA researchers, representing a range of varying perspectives, have investigated and supported the notion that interaction and negotiation of meaning in the L2 is beneficial for the development of learners' interlanguage and promotes linguistic proficiency (Foster

& Ohta, 2005; Gass & Varonis, 1994; Long, 1996; Pica et al., 1996; Swain, 1985; Vygotsky, 1978). Findings from this research create not only theoretical musings for the academic, but also practical implications for language teachers in countless pedagogical contexts. It can, indeed, be argued that research into student interaction and output provides real insights into how classrooms can become richer environments for the fostering of effective language learning. As an extension of research into student interaction, Long and Porter (1985), citing both theoretical and practical standpoints, provided a number of compelling arguments for the utilization of group work in language classrooms. These researchers' rationales for group work included improvements in quantity and quality of student talk, as well as positively affecting student motivation.

Another important issue, stemming from both research and pedagogical perspectives, was the issue of whether native speakers (NS) or non-native speakers (NNS) were interacting and what potential effects this variable could have on the amount or type of interaction taking place (Chun et al., 1982; Sato, 2007; Wong, 2000; Wiberg, 2003). This issue is multi-faceted and raises questions related to learner/teacher identity, the idea of power and expert-novice roles, and preferred conversational repair strategies. Tied into this concept of power inside and outside the classroom being intertwined with interaction, is the study of teacher talk and the profound impact that it can have on the interaction we are likely to see in our classrooms. Through the use of classroom observation and conversational analysis, various studies (Cullen, 1998; Hale, 2011; Lynch, 1997; Shamsipour & Allami, 2012; Thornbury, 1996; Walsh, 2002; Wong & Waring, 2009; Wong and Waring, 2010) have identified varying types of teacher talk that either obstruct or promote learner interaction. Awareness of the different varieties of teacher talk that one uses in their teaching practice could, therefore, potentially shape the way that one's classroom runs and the opportunities for conversational interaction and negotiation of meaning.

Conversational analysis (CA) is a tool that gives teachers the chance to analyse both classroom interaction and their own practice in detail. Through recording, transcribing, and analysing classroom interaction using CA, teachers are able to potentially utilize every exchange that occurs as a means of reflection or action research. CA is carried out through recording naturally occurring interactions either inside or outside of the classroom. This data, along with detailed transcriptions of the recorded material, is the basis for CA research. CA has a uniform transcription style that is relatively quickly learned, and due to the relative simplicity of recording and transcribing data, allows not only researchers, but also teachers access to a deeper analysis of themselves as teachers, and their students.

This study aims, through the use of CA, to analyze the different ways that interaction occurs during a one-way information gap (picture dictation) activity between a teacher (NS) and student (NNS) pair and a student-student pair. By analyzing these two settings, this research hopes to provide insight into one way that ELT professionals can build their own pedagogical knowledge and self-awareness as teachers.

LITERATURE REVIEW

Encouraging group work in class and creating opportunities for student L2 interaction has been claimed in a wide range of studies to foster the development of second language acquisition

(Gass & Varonis, 1994; Long & Porter, 1985; Mackey et al., 2003; Pica et al., 1996; Swain, 1985). Also, looking at group work and interaction from a pedagogical perspective, Long and Porter (1985) suggest a number of organizational, affective and motivational benefits of group work in the language classroom. A continued interest in the alleged theoretical and practical value of this interactional approach stimulated further studies into the effects of native speaker (NS) or non-native speaker (NNS) interlocutors on student L2 interaction (Doughty & Pica, 1986; Futaba, 2001; Gass & Varonis, 1994; Mackey et al., 2003; Sato, 2007; Shehadeh, 2001).

Sato (2007) carried out a study with Japanese university students that focused on negotiation of form (grammatical errors), noticing and modified output, and the impact of social relationships between NS-NNS and NNS-NNS dyads. Although Sato's study found no significant statistical difference between the two settings in terms of the amount of negotiation of form and modified output taking place, there were notable findings related to the Japanese students' perceptions of their NS or NNS conversational partners. In retrospective stimulated-recall sessions following task completion, students stated that they felt less pressure, felt they had more time to plan their utterances, felt they were more able to notice grammatical features, and felt more comfortable engaged in the task with their NNS peers as opposed to the NS partners. The subjects also believed that the NS partners were capable of guessing the meaning of their utterances, even if they were not grammatically correct. Conversely, this meant that they were actually focusing more on producing grammatically correct speech while interacting with their NNS peers.

Analysis of differences in attending to communication breakdown in interaction between NS or NNS interlocutors has been addressed by a number of researchers (Chun et al., 1982; Odakura, 2013; Wong, 2000) and some findings offer both researchers and teachers an insight into what is going on under the surface of NS-NNS interaction. In another study based in Japan, Futaba (2001) found, through the analysis of student interaction in both NS-NNS and NNS-NNS dyads, that NNS peer groups displayed more instances of other-initiated repair following instances of incomprehensible utterances when compared with students interacting with NS interlocutors. Wong (2000) highlighted the phenomenon of delayed next-turn repair initiation in conversations between NS and NNS speakers. Wong discussed the use of next-turn repair initiators (NTRIs) in regular conversation, where repair is dealt with in the next turn relative to the trouble-source utterance (the cause of misunderstanding). The study went on to, through conversational analysis, analyze interactions between NS and NNS participants, focusing primarily on repair initiations. It was found that the NNS participants actually delayed repair initiation by a number of turns after a trouble-source utterance and instead used tokens such as "uh-huh" or "oh" instead of signalling a lack of comprehension. Wong claims that this divergence from NTRIs could potentially be due to a need for comprehension time, a face-saving strategy, identity construction as NNS, or due to considerations like noise or lack of familiarity with discourse conventions.

Research into NS-NNS interaction also raises issues of identity and an imbalance in terms of knowledge and power. Several studies have shed light on the existence of expert-novice identities that NS and NNS subjects often inhabit and investigate what impact these psychological constructs have on interaction and interpersonal relations (Dings, 2012; Hale, 2012; Odakura, 2013; Vickers, 2010; Wiberg, 2003). Wiberg (2003) states that interactions between NS and NNS are "usually characterized by asymmetry" and this can be manifested by NS dominance of the quantity, topic and nature of speech taking place. The "novice" NNS is often positioned to depend on the "expert" NS in terms of turn taking and topic management.

Vickers' (2010) study of engineering students in a U.S. university demonstrated how the NS and NNS subjects oriented themselves in "expert" and "novice" roles irrespective of which

member's area of expertise they were discussing. Even when the two subjects were discussing computer programming, Jun's (NNS) area of expertise, David (NS) inhabited the role of expert while, despite his technical knowledge, Jun struggled with communicating his ideas in the L2. From interactions with both subjects, the study also found that Jun considered himself to be lacking competence, not as an engineer, but as an English user. From David's perspective, however, he believed that, compared to himself, Jun lacked competence in both technical ability and command of English. This study also supported some of the claims made in Wong's (2000) study as Jun was shown to have perhaps used utterances like "yeah" or "ok" as face-saving strategies rather than initiating a repair sequence when he was not able to comprehend what David said. David simply interpreted these responses as straightforward agreement, therefore leaving the communication breakdown unattended to.

Naturally, teacher-student interaction too is based on an underlying power imbalance and research into the way that teachers obstruct or construct opportunities for student interaction through use of teacher talk has significant relevance on classroom practice in a wide range of contexts (Cullen, 1998; Hale, 2011; Odakura, 2013; Thornbury, 1996; Walsh, 2002; Wong & Waring, 2009). A focus on reflective practice and action research in the area of teacher talk is valuable in that it separates image and reality in terms of what we view to be a "communicative lesson" and what actually transpires as the classroom door closes. In a study on teacher talk, Thornbury claims that "In spite of trendy jargon in textbooks and teachers' manuals, very little is actually communicated in the L2 classroom." (Thornbury, 1996, p279). Through an analysis of teacher talk, he identified several behaviors that increase rather than restrict opportunities for communicative interaction, such as wait time, the use of referential questions, and student-initiated talk. The author then went on to have trainee teachers record lessons they taught, transcribe the audio, and then analyze their own data with the aim of raising awareness of their own classroom discourse and how it shapes student interaction.

Walsh (2002) used a conversational analysis methodology to analyse teacher talk in eight experienced EFL teachers' lessons in regards to how their choice of language increased or obstructed opportunities for learning or student involvement. Language use that was found to increase learning potential included the following categories; direct error correction, content feedback, confirmation checking, extended wait-time, and scaffolding. Conversely, obstructive language use included turn completion, teacher echo, and teacher interruptions. As a result of the findings of this study and the effectiveness of CA as a methodological approach, Walsh recommends the use of audio and video recordings and, ideally, analysis of transcribed data as a way for teachers to raise awareness about their own language use in the classroom. The pure focus on patterns emerging from data that CA embraces is also cited by Walsh as a significant benefit in a reflective approach as it prevents teachers or researchers from bringing any preconceived notions they may harbor to the analysis of classroom interaction.

METHODS

Context and Participants

This study was conducted in a small private conversation school located in Gunma Prefecture, north-west of Tokyo. The participants in the study were members of an adult conversation class that met once a week for one hour. Enrolment in the class was carried out largely on the basis of convenience in terms of students' work schedules, so there were often differences in attendance rates and levels of proficiency between students. The class size fluctuated between two and four members.

At the time of the study, this class contained three students. The students had studied at the school for between six months to three years and their level of proficiency ranged from lower-intermediate to intermediate. The researcher was also a participant in the teacher-student dyad, however, due to an inductive approach characteristic of the CA methodology, there was no bias stemming from his participation in this study. All of the participants except the teacher had Japanese as their first language. This class utilized a textbook for fifty percent of the class, with the first thirty minutes given over to free conversation or communicative tasks.

Data Collection

Audio data was recorded via both an application on the researcher's smart phone and the recording function on the researcher's notebook computer. Two recording devices were required due to the layout of the classroom and due to the nature of the task - a picture dictation activity (Appendix 1) carried out in pairs simultaneously. The participants gave oral consent to being recorded providing their anonymity would be maintained. Although the recording equipment was identified by the researcher, the participants seemed largely unconcerned with its presence during the task. Three minute segments taken from each of the two audio recordings were later transcribed using the standard CA transcription methodology (Appendix 2). The segments analyzed show two separate interactions taking place. The first recording (Appendix 3) was of a NS (teacher) and NNS (student) dyad attempting to complete a picture dictation task (Marks, 2007) where the teacher was in the dictation role and the student was drawing what he heard. The second recording (Appendix 4) was of another picture dictation task (Lawtie, 2004) but in a NNS (student) and NNS (student) dyad. The interactions were subsequently analyzed to determine any salient features between the two different dyad types.

RESULTS

Teacher (NS) - Student (NNS) Dyad

Data Segment 1: Student Repetition

→	023	S	sky=
	024	T	=there is a sun
→	025	S	a sun.=
	026	T	=it's a sunny day
	027	S	mmm (2.0) ok.
	028	T	ok? on top of the:: right mountain
→	029	S	right mountain
	030	T	on the top there is a castle
→	031	S	castle

In the teacher-student dyad data, student output and negotiation of meaning was largely limited to simple repetition of what the teacher described, usually consisting of just one or two key words. This shadowing of the teacher occurred around twenty times within a three minute recording and was the predominant form of interaction during the task. The recording generally followed this pattern with only one confirmation question being asked by the student within the entire three minutes that were transcribed.

Data Segment 2: Trouble-source Utterance and Delayed Repair Initiation

→	032	T	=i-it's not a Japanese style castle [it']s a kind of English style castle
	033	S	[mm] ((stops drawing))
	034	T	[stone]castle
	035	S	[mmm]
	036	T	there are four <u>very</u> small windows like-like <u>dots</u>. [very] small
	037	S	[dots like]
	038	T	a:nd
	039	S	u::h
	040	T	so two on the second floor two on the first floor
→	041	S	(1.0) u::h one more please. u::h

The student provides non-verbal feedback such as "mmm" and "uh" in lines 33, 35 and 39 as he attempts to indicate a lack of comprehension to the teacher. However, it takes nine turns before he actually initiates a repair sequence in line 41. This significantly delayed repair initiation

mirrors findings in previous studies (Chun et al., 1982, Wong, 2000) focussing on repair initiation in interaction between NS and NNS interlocutors. Rather than dealing with the native speaker's trouble-source utterance immediately using an next turn repair initiation (NTRI), the NNS interlocutor refrains from initiating a repair sequence for a number of turns. Another point to note from this data is the way in which the teacher reacts to the student struggling with the trouble-source utterance. Whether or not the teacher noticed a problem had occurred is unclear, but in an effort to clarify the description he begins to add yet more information (lines 36 and 40). This exposed the student to additional potentially unfamiliar words or simply more language than he could have been expected to process at one time.

Student (NNS) - Student (NNS) Dyad

Data Segment 3: Example of Confirmation Questions

→	017		what do you mean stack.
	018	Y	e::h eh there exhaust u:h <u>smoke</u> from th:e stack.
	019	K	stack .
	020	Y	*uhto*:: *uhto* tack is uh: uh:: s:moke
→	021	K	smoke?=
	022	Y	=exhausto,
→	023	K	smoke?=
	024	Y	=*un*. s::moke exhaust from the stack.

The student-student transcription differed in a number of key ways from the teacher-student data. Firstly, the number of questions asked by the student in the listening role (K) was far greater. Whereas in the teacher-student data, only one question was asked, student K in this recording asked seven confirmation questions over the three minute segment.

Data Segment 4: Conversational Strategies

→	020	Y	*uhto*:: *uhto* tack is uh: uh:: s:moke
	021	K	smoke?=
→	022	Y	=exhausto,
	023	K	smoke?=
→	024	Y	=*un*. s::moke exhaust from the stack.
	025	K	*sumimasen* smoke exhaust *to iu no ga wakaranai.*
→	026	Y	*n:to*, Santa Claus's entering,=
	027	K	=*ah:: wakarimashita.*

In this section, student Y was pushed into using a range of conversational strategies in order to communicate his intended meaning successfully to his partner. At lines 20, 22, 24 and 26, he attempts to describe a chimney through circumlocution and rephrasing, finally successfully describing it as the place where Santa enters a house.

Data Segment 5: Modified Output

	049	Y	kind of ship. (3.0) hm. anduh *ehto:*(2.0) right s: righto-right side of
	050		the house there is a mou-uh hill-hill.
	051	K	hill?
→	052	Y	((draws in breath)) (1.0) mm small mountain.

As student K asked a question about unfamiliar vocabulary, student Y was put in a position in line 52 where he was forced to repair his trouble-source utterance (line 50) through circumlocution. The modified output in the use of what he perceived to be a more common word ("mountain") shows that the questions asked by his partner were pushing his strategic competence.

Data Segment 6: Next Turn Repair Initiation

	054	Y	hm hill. there is a hill on the right side of the: house.
→	055	K	ri:ght right?
	056	Y	ah s-sorry. the lefto. hh le(h)fto.
	057	K	ah lefto [( )]

Another key difference between this data and that from the teacher-student recording was the timing of repair initiation sequences. Opposed to the greatly delayed repair sequence observable in the teacher-student transcription, most repair sequences in the student-student data were found to be NTRIs. At a point where student K did not understand a word or utterance, she almost always immediately repeated the word with rising intonation, thus indicating a lack of comprehension. This NTRI sequence then allowed student Y to take steps to repair by restating the trouble-source utterance.

Student K is confused about the position of the hill in the picture in relation to the house, and so she uses a NTRI in line 55 (right?) to confirm meaning. It turned out that student Y had, in fact, given her the wrong information and this communication breakdown was solved in turn 57.

Data Segment 7: Resolution of Communication Breakdown

	033	Y	pond in front of the eh: house.
→	034	K	yes.=
→	035	Y	=mm. and there is a: boat on the pond.

→	036	K	po:nd,
→	037	Y	pondo ( ) lake-lake.
→	038	K	lake ( ).
→	039	Y	mm small lake.

Extensive use of word repetition was also seen throughout the student-student data. In this extract, student Y repeats the words "pond" and "lake" a total of five times in lines 33, 35, 37, and 39 in an effort to clarify meaning to student K. Furthermore, circumlocution is utilized as he attempts to make the description of 'pond' clearer by restating it in line 39 as "small lake".

DISCUSSION

Teacher-Student Dyad

Perhaps the most noticeable points taken from the teacher-student data were a) the relative lack of questions asked by the student and b) the high number of turns before repair initiation by the student. Picture dictation was chosen as a basis for this study due to the task being conducive to the creation of opportunities for communication breakdown and repair. The fact that these opportunities presented themselves in only the student-student data suggests that the student in the teacher-student dyad was reluctant to engage the teacher in interaction or signal that breakdown had occurred. This reluctance on the student's part could possibly be attributed to an expert-novice orientation that was established two-fold through the teacher-student and NS-NNS roles the interlocutors were situated in.

The issue of teacher talk was also raised through this exchange, as the teacher, rather than providing adequate wait time for the student to process language, tried to address the communication breakdown by providing the student with further explanation. As can be seen from the transcription, this actually had the opposite effect from what the teacher intended, as it overwhelmed the student with more complex language. This highlights the notion that lengthy explanations from teachers often create confusion rather than clarity.

This data indicated that the interaction in this task was of limited value in terms of fostering interactional competence or creating opportunities for negotiation of meaning. It could be argued that, in comparison to the student-student data, the difference in status between the two interlocutors stifled a lot of the potential for a more balanced exchange taking place. The student may have possibly benefitted from a great deal of comprehensible input, but the lack of two-way questioning and absence of modified output meant that this supposedly communicative task became startlingly transactional as a result of the teacher's participation. The issues of teacher talk and the need for reflective teaching were also raised due to communication problems in the data stemming from a lack of wait time and a tendency to over explain.

Student-Student Dyad

The more collaborative nature of the peer interaction supports claims pertaining to the restrictive effect that a strong expert-novice orientation can have on interaction in the language classroom. Furthermore, the questions asked by K were relevant to opportunities for SLA as, on several occasions, they stimulated her partner into producing modified output in order to negotiate meaning. The lack of the perceived "safety net" that a NS interlocutor provides, in terms being able to infer meaning from even grammatically incorrect utterances (Sato, 2007) also meant that the peer group often needed to try several approaches in order to successfully complete the task.

In addition, the way that the student-student group dealt with the explanation of new information and communication breakdown stood in contrast to the way that it was handled by the teacher in the first transcription. Whereas the teacher was found to pile more new vocabulary through lengthy explanations onto his confused partner, the peer group's interaction was characterised by a significant amount of repetition of the same words. This sustained repetition allowed the partner in the drawing (receptive) role more opportunities to confirm the meaning of key words in the description, rather than exacerbating confusion created by adding more unfamiliar language.

In comparison to the teacher-student data, the peer group dynamic proved to be arguably far richer in terms of conversational strategies and far less one-sided, regardless of the nature of the picture dictation task. These results go some way in supporting the qualitative data from Sato's (2007) study that laid out several psychological and affective benefits learners perceived when engaging in interactional tasks with other (NNS) learners. Engaging in "standard" interactional practices like NTRIs (Wong, 2000) allowed the students ample opportunities to attend to trouble-source utterances and, through a variety of conversational strategies, they were able to collaboratively and successfully negotiate meaning. This data showed that when students are pushed to communicate together in the L2, they can be stimulated into creative use of the language and have the opportunity to work on skills that will serve them well in real communicative use.

CONCLUSION

The main purpose of this study was to identify and analyse differences between when I, in my role as teacher, involve myself in communicative tasks with students and when they participate together in peer groups. Although the teacher can contribute a lot in terms of comprehensible input or through acting as a language model or resource, the novice-expert orientation that is often inseparable from teacher-student or NS-NNS interaction can potentially restrict the amount or type of interaction that takes place. I was also able to notice areas that could be improved in terms of my teacher talk, and was actually able to learn a great deal from how my students explained vocabulary to their peers (increased repetition, not adding more new words, etc.) and I hope to apply that knowledge in my future practice. As I often chose to join in tasks with students in my own teaching context, the analysis that I was able to carry out through the use of CA has had a significant impact

on how I view my position in the classroom and how it affects those around me.

Through this study, I have attempted to show the essential role of reflecting on our practice and how self-analysis can bring powerful underlying issues to the surface, where we can hopefully learn from them and develop further. In this study, I was able to finally notice a clear gap between my stated teacher beliefs and what I am actually doing in class. Conversational analysis, in this study and others, has shown itself to be a practical, non-judgemental and effective method in drawing out deep self-reflection from teachers across a diverse range of teaching contexts. Further research on the use of this methodology in fostering teacher development in both pre-service and in-service teachers could hold substantial value for ourselves as well as those we teach.

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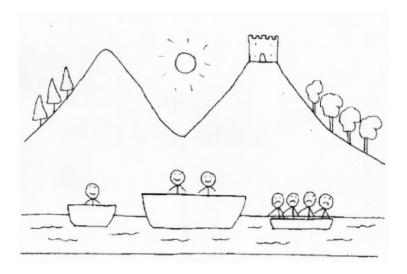
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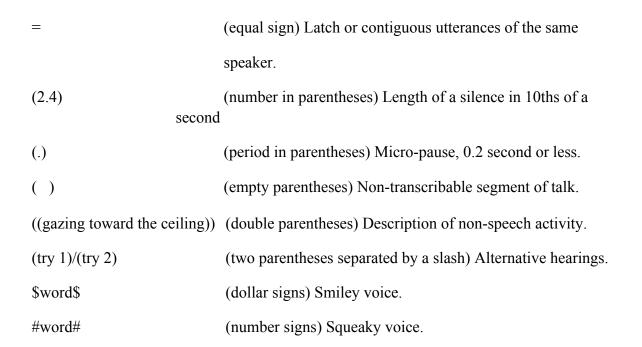
APPENDIX 1

Picture Dictation Source Material

APPENDIX 2

CA Transcription Symbols

.	(period) Falling intonation.
?	(question mark) Rising intonation.
,	(comma) Continuing intonation.
-	(hyphen) Marks an abrupt cut-off.
::	(colon(s)) Prolonging of sound.
wo:rd	(colon after underlined letter) Falling intonation on word.
wo:rd	(underlined colon) Rising intonation on word.
word	(underlining)
word	The more underlying, the greater the stress.
WORD	(all caps) Loud speech.
°word°	(degree symbols) Quiet speech.
↑word	(upward arrow) raised pitch.
↓word	(downward arrow) lowered pitch
>>word<<	(more than and less than) Quicker speech.
<<word>>	(less than & more than) Slowed speech.
<	(less than) Talk is jump-started—starting with a rush.
hh	(series of h's) Aspiration or laughter.
.hh	(h's preceded by dot) Inhalation.
[ ]	(brackets) simultaneous or overlapping speech.
[ ]	

=	(equal sign) Latch or contiguous utterances of the same speaker.
(2.4)	(number in parentheses) Length of a silence in 10ths of a second
(.)	(period in parentheses) Micro-pause, 0.2 second or less.
( )	(empty parentheses) Non-transcribable segment of talk.
((gazing toward the ceiling))	(double parentheses) Description of non-speech activity.
(try 1)/(try 2)	(two parentheses separated by a slash) Alternative hearings.
$word$	(dollar signs) Smiley voice.
#word#	(number signs) Squeaky voice.

APPENDIX 3

Teacher-student Transcription Data

Counter	→	Line	Speaker	*Talk*	notes
0:00:07		001	T	ok i::n (2.0) in the background	
		002	S	in the background hm.	
		003	T	there are two:: triangle shaped mountains.	
		004	S	hm.	
		005	T	pretty big.	
0:00:22		006	S	pretty ↑big=	
		007	T	=yeah	
		008	S	↑two two mountains	

		009	T	yeah.	
0:00:28	→	010	S	( ) the background?	
		011	T	yeah.	
		012	S	yeah.	
		013	T	and they're ↑joined together (1.0) they're joined together	
		014	S	joined ah ok.	
		015	T	yeah there's a valley.=	
		016	S	=ok. m::: [like that,]	
		017	T	[so it's like an M shape.] uh a little deeper.	
		018	S	deeto deeper ( )	
		019	T	yeah that's pretty good nice. so in the middle[of th:e] mountains	
		020	S	[middle]	
		021		mountains	
		022	T	in the sky,	
0:00:55	→	023	S	sky=	
		024	T	=there is a sun	
0:00:57	→	025	S	a sun.=	
		026	T	=it's a sunny day	
0:01:00		027	S	mmm (2.0) ok.	
		028	T	ok? on top of the:: right mountain	
0:01:07	→	029	S	right mountain	
		030	T	on the top there is a ↑castle	
0:01:11	→	031	S	castle	
0:01:12	→	032	T	=i-it's not a Japanese style castle [it']s a kind of English style castle	
		033	S	[mm] ((stops drawing))	

		034	T	[stone]castle	
		035	S	[mmm]	
		036	T	there are four <u>very</u> small windows like-like <u>dots</u>. [very] small	
		037	S	[dots like]	
		038	T	a:nd	
		039	S	u::h	
		040	T	so two on the second floor two on the first floor	
0:01:36	→	041	S	(1.0) u::h one more please. u::h	
		042	T	so there is a castle	
		043	S	castle=	
		044	T	=it has two floors.	
		045	S	e:h there is- there have,	
		046	T	two floors.=	
		047	S	=two floors. o[k]	
		048	T	[so] on the second floor	
		049	S	on the second floor,	
		050	T	there are two windows.	
0:01:50		051	S	∘two windows∘=	
		052	T	= but they are ↑<u>so</u> small [the]y look like dots.=	
		053	S	[∘small ok∘]	
		054		=dots. ok.	
		055	T	ok?	
		056	S	∘windows∘	
0:02:00		057	T	On the first floor there are two windows	
		058	S	∘m:m∘	
		059	T	and there's a <u>door</u> in the middle. (1.0) a small door, and <u>each</u> side of	

		060		the door there is a small window.=	
		061	S	=ok.	
		062	T	ok? (1.0) ↑o:n the r:ight slope	
		063	S	hm?	
		064	T	of the mountain	
0:02:17		065	S	∘right slope∘	
		066	T	yeah. there are four trees [in] a line.	
		067	S	[∘four∘]	
		068	T	re<u>gular</u>[kin]d of	
		069	S	[four]	
		070		∘regular∘.	
		071	T	oak trees, or you know round top, so they're in a line. (1.0) ∘yep∘	
		072	S	((draws in breath))	
		073	T	going down the mountain. (2.0) ok?	
		074	S	m:.(1.0)	
		075	T	on the:: <u>left slope</u> of the <u>left mountain.</u>	
0:02:45		076	S	∘left mountain∘	
		077	T	there are three <u>pine</u> trees- like christmas tree shape	
		078	S	m:.	
		079	T	also in a line.	
		080	S	three.=	
		081	T	=yeah.=	
		082	S	=↑three [( )]	
		083	T	[kind] of pine trees yeah. triangle shaped.=	
		084	S	=ok,	
		085	T	like christmas trees.	

0:03:00		086	S	ok,	
		087	T	on the left slope.	
		088	S	(2.0) ok,	
		089	T	ok?	
		090	S	ok.=	
0:03:06		091	T	=so that's the background <u>done</u>. ok? now the <u>foreground</u>,	

APPENDIX 4

Student-student Transcription Data

Counter	→	Line	Speaker	*Talk*	notes
0:01:00		001	Y	i can see fi-field. field. field.	
		002	K	*hai-hai.*	
		003	Y	uh very big field,	
		004	K	yes.	
		005	Y	hm. and then *eto::*on the center of this picture there is a ↑<u>house</u>.	
		006	K	°yes.°	
		007	Y	house. and the house has a e::h entering door on the middle. center	
		008		of the eh house. and s::<u>econd</u> floor there i-has a: there have a: two	
		009		windows.	
		010	K	( )=	
0:01:34		011	Y	=uh. anduh: there is a st-stack. on the top of the roof.	

		012	K	st:ack	
		013	Y	stack.	
		014	K	s:ack=	
		015	Y	=stack.[st]ack.	
		016	K	[.h]	
0:01:44	→	017		what do you mean stack.	
		018	Y	e::h eh there exhaust u:h <u>smoke</u> from th:e stack.	
		019	K	∘stack∘.	
0:02:00	→	020	Y	*uhto*:: *uhto* tack is uh: uh:: s:moke	
	→	021	K	smoke?=	
	→	022	Y	=exhausto,	
	→	023	K	smoke?=	
	→	024	Y	=*un*. s::moke exhaust from the stack.	
0:02:14		025	K	*sumimasen* smoke exhaust *to iu no ga wakaranai.*	
	→	026	Y	*n:<u>to</u>*, Santa Claus's entering,=	
		027	K	=*ah:: wakarimashita.*	
		028	Y	hh	
		029	K	( )	
0:02:24	→	030	Y	mm. and *mmto*: eh there is a eh? ↑lake. lake-po-lake-	
	→	031		[pondo?-p]ondo.	
		032	K	[∘yes yes∘]	
0:02:36	→	033	Y	pond in front of the eh: house.	
		034	K	yes.=	
	→	035	Y	=mm. and there is a: boat on the pond.	
	→	036	K	po:nd,	
	→	037	Y	pondo ( ) lake-lake.	

	→	038	K	lake ( ).	
0:02:50	→	039	Y	mm small lake.	
		040	K	left?	
	→	041	Y	o-o-on the boat-boat. there is a boat. there is [a boat]-boat	
		042	K	[yeah boat]	
0:03:00	→	043	Y	boat-boat.=	
	→	044	K	=boat. little?=	
		045	Y	=hm?	
		046	K	little.	
	→	047	Y	eh a small boat.	
		048	K	yes.	
0:03:06		049	Y	kind of ship. (3.0) hm. anduh *ehto:*(2.0) right s: righto-right side of	
		050		the house there is a mou-uh ↑hill-hill.	
		051	K	∘hill?∘	
0:03:28	→	052	Y	((draws in breath)) (1.0) ∘mm∘ small mountain.	
0:03:30		053	K	yes.	
0:03:31		054	Y	hm hill. there is a hill on the right side of the: house.	
	→	055	K	∘ri:ght∘ ↑right?	
		056	Y	ah s-sorry. the lefto. hh le(h)fto.	
		057	K	ah ↑lefto [( )]	
		058	Y	[*m:mto.*]	
0:03:46		059	K	hill-left hill.	
		060	Y	mm.	
		061	K	yes. (1.0) *hai.*	
		062	Y	left *to kakou*,	
		063	K	mm.	

0:04:00		064	Y	see the picture, I can see the le-righto s- righto side of this picture.	
		065	K	a hill?	
		066	Y	hill.=	
0:04:05		067	K	=ah *hai.*	
		068	Y	and there is a maybe ↑apple tree.	
		069	K	↑a:h=	
		070	Y	=top of the top of the-that hill.	
0:04:14		071	K	ah.	