

Worked Examples 208-210

IC feature(s) in focus	
Concise checklist	2. Keep the discussion going over several turns f) Invite: helping complete a sentence where necessary Feedback: Invite – help your partner when s/he needs it: providing a word s/he is looking for, helping him/her finishing a sentence
Full checklist	5. Need or provide support

Example 208: P04

<https://www.youtube.com/watch?v=jPepPA6KJ0Q> (02:42)

Task: Imagine that some new houses have been built. The people living there want to get to know each other, so they are organizing a special event. Discuss how these ideas would help people to get to know each other, then decide which idea would be the most successful.

1. D: Yeah! So I think this one is better than the music
2. and the [the sport
3. S: [yeah because they have chance to talking
4. about the ((pause)) [talking or
5. D: [the plants and, yeah.
6. S: Plants yeah.
7. D: Exactly

Guiding questions

- After exchanging views about the gardening idea, here, D concludes that it is a better idea than the concert and the sports game ideas (lines 1-2). S comes in at line 3 agreeing and adding a reason. However, she seems to have a little difficulty there.
- What is the difficulty she is having? What evidence do we have for this?
 - *(S seems having troubles finding the right word to finish her idea. Evidence:*
 - *1. She pauses at 'talking about the ____'.*
 - *2. She looks up momentarily, suggesting that she's doing word search in her mind.*
 - *3. The continuation of her utterance (line 4, in overlap with D) 'talking or' takes the shape of a repair, changing her original formulation from 'talking about X' to 'talking or [another activity]'*
- At line 5, do you think D is helping or interrupting S? In what way?
 - *(D seems to recognise S's mid-utterance pause as indicating trouble/difficulty, and comes in to supply the words 'the plants' to complete the utterance.)*
 - *(Evidence for helping rather than interrupting: (1) Although D overlaps with S, after supplying the words 'the plants' to complete S's utterance, he recognises the overlap and S's continuation, and he abandons his own continuation 'and', ending his talk with 'yeah' in falling intonation. (2) His help is taken up by S, who confirms at line 6: 'plants yeah'.')*

#HelpYourPartner
#SupplyAWordPartnerIsLookingFor
#HelpingOrInterrupting

Example 209: P04

<https://www.youtube.com/watch?v=jPepPA6KJ0Q> (03:20)

1. D: And, what about this, something, a feast or something like,
2. this one here what do you think about this?
3. S: Oh I s- well mmmm I think this one, this one is a good idea
4. too because hmm you can- ((pause)) [you can
5. D: [talk to
6. [each other and then eat
7. S: [talk to each other and eat
8. D: and then change the seat and then talk to another person

Guiding questions

- What difficulty does S seem to have here? What evidence do we have?
 - *(S seems to have difficulty formulating (putting into words) the reason why she thinks a feast is a good idea. Evidence: line 4 – hesitation ‘hmm’ after ‘because’, cut-off and pause after ‘you can’, restarting ‘you can’ in overlap with D).*
- What help is D offering to S this time (lines 5-6)?
 - *(He helps S by offering an idea (a reason) she was just about to start delivering, and completes the utterance for her.)*
- Is this helping or interrupting?
 - *(This is a less clear case of helping than Example 208 above, and examiners had mixed opinions about D here. The help is taken up by S (line 7), but the position at which D comes in to help complete S’s utterance – when she hasn’t started delivering the idea (the reason), makes it look slightly interruptive. D could have given S more time to say what she has wanted to say, although D comes in quickly here possibly because time is running out.)*

#HelpYourPartner #FinishPartnersSentences #HelpingOrInterrupting #WhenToHelp

Example 210: P05

(A further example for students to analyse more independently)

<https://www.youtube.com/watch?v=CvWuwnHc12s> (01:25)

Task: Here’re some pictures which show people helping others in different ways. First, talk to each other about what kind of help the people are giving. Then decide who needs help most.

1. L: Uhm, then this picture ((pause))
2. is a uhmmm situation ((pause))
3. C: In [a school probably yeah
4. L: [in- in a school, in a classroom,
5. and this is a teacher, and, she’s- trying to help ((pause))
6. thee ((pause)) [the young girl? The student
7. C: [the student, yeah, the young girl.
8. And I think that is very important.....

Guiding questions

- Identify where C is providing help to L.
 - (2 instances: line 3, line 7)
- How does C provide help to L?
 - (Lines 2-3: On recognising L's hesitation 'uhmm' and the pause after 'situation' as indicating difficulty, C helps L by supplying a possible 'answer' about the setting/situation 'in a school', which L takes up at line 4 and builds on it 'in a school, in a classroom'.)
 - (Lines 5-7: L seems having trouble searching an appropriate word/phrase describing the person that the teacher is trying to help. Evidence: the pauses and the prolonged 'the'. C supplies a possible phrase 'the student' in overlap with L's own phrase 'the young girl', and they both take up each other's phrases afterwards (lines 6-7).)
- In your view, is this more helping or more interrupting?
 - (First case: probably helping, as C lets L continue (lines 4-5) after she has taken up the supplied words 'in a school'. Second case: this may have started out as helping – to supply a word the partner is looking for, but C ends up taking over the floor (line 8) and begins to give her own view about the idea.)
- See also Example 216.
 - (This is an example in P05 where C is more obviously interruptive, useful for students to compare with examples in this section.)

#FinishPartnersSentences
 #HelpingOrInterrupting
 #BalanceIsKey
 #GivePartnerTimeToTalk

Lesson learned

Sometimes, your partner may be having difficulty finding a word/phrase to describe an idea or putting their ideas into words. If you notice that your partner is hesitating, pausing, and struggling to finish a sentence, you can offer help by supplying words, phrases, or a tentative idea you think he/she might be trying to express.

However, it is very important to balance between helping your partner and giving them enough time to express their ideas and opinions. The examples above give you an idea what is 'helpful' and what might become 'interruptive' or 'dominating'. There are other ways of helping your partner – see feedback for learners for 2. *Keep the discussion going* (IC checklist – Concise version).