

## Worked Examples 216-218

| IC feature(s) in focus |                                                                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Concise checklist      | 2. Keep the discussion going over several turns<br>h) Be collaborative (no dominating interruptions)<br>Feedback: share the conversation                                                         |
| Full checklist         | 3.1 Maintain the interaction <ul style="list-style-type: none"> <li>Engage in extended monologues, not sharing the floor</li> <li>Dominate the interaction or often interrupt partner</li> </ul> |

### Example 216: P05

<https://www.youtube.com/watch?v=CvWuwnHc12s> (00:25)

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. C: Okay so in the first picture, as we can see there's a man,
2. who's uhm crossing the river, a river, and he's- he's trying
3. to take out the his bicycle, from the river, and uh he needs
4. help because of the the pressure of the water, of the- in the
5. river.
6. L: Ye[ah yeah I think
7. C: [Uhm what do you think?
8. L: Yeah. Mm I think he was mm cycling and he just fell down the
9. river? [Yeah? Don't you think, yeah
10. C: [probably Exactly
11. L: Then this second one, we can seeee uh
12. C: Some customers in a
13. L: In a super[market
14. C: [In supermarket but I think that they really don't
15. need this kind of uhm much help but just because uh in a
16. normal supermarket you can uh mm make this kind
17. by you[r own just with simply machines so
18. L: [by your own yeah yeah
19. Yeah yeah. I think- yeah I think so.

### Guiding questions

- After the two have agreed that C should start, C describes the situation in the first picture and why the person needs help. What do you think of C's turn (lines 1-5)? How much do you think L is involved here?
  - (This was a rather extended 'monologic' turn (20 seconds) by C. L is minimally involved – only slight nods)
- Has C invited L into the discussion at this point (lines 1-7)?
  - (Not quite. C has taken a monologic turn (lines 1-5), and only after L has self-selected to take a turn (line 6), C asks 'What do you think?'.)
- Look at how the second picture (in a supermarket) is discussed (lines 11-19). Who has started talking about the second picture?
  - (L has, at line 12.)

- Who ends up doing most of the talking in discussing the second picture?
  - *(C does. C comes in half way through L's utterance/sentence (lines 11-12, 13-14). She then takes over at line 14 and makes an extended comment about how the person in the supermarket does not need much help – lines 14-17.)*
- If you were the examiner, do you think C is doing a good job in maintaining the interaction?
  - *(She keeps filling the 3 minutes with talk. However, she does not actively involve the partner or 'share the floor' with her.)*
- Look at Example 217 below as the discussion continues.

#DontGiveLongSpeeches  
#ShareTheConversation

### **Example 217: P05**

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

20. L: Uhm then this picture... is uhmmm a situation...  
 21. C: In [a school probably yeah  
 22. L: [in- in a school, in a classroom,  
 23. And this is a teacher, and, she's- trying to help...  
 24. theee [the young girl? The student  
 25. C: [the student, yeah, the young girl. And I think it is  
 26. very important  
 27. L: yeah  
 28. C: to help young people  
 29. L: yes  
 30. C: young children  
 31. L: yeah  
 32. C: just simply to- to do their homeworks.

### Guiding questions

- At line 20, L initiates talking about another picture. C comes in twice (lines 21 and 25) in overlap with L's talk. Can you notice where exactly C comes in, in relation to L's talk? *(Hint: beginning, middle, or end of L's talk)*
  - *(In the middle of L's utterance/sentence – while L is pausing to think or formulate her talk. At lines 20, we can see evidence that L's utterance is incomplete (1) the continuing intonation, (2) the incomplete message (a situation – what situation?), and (3) the fact that L continues in overlap with C at line 22. Similarly, at lines 23-25, C comes in half way through L's utterance 'she's trying to help theee...' – grammatically, intonationally, and pragmatically incomplete.)*
- What does C do after finishing L's sentences for her (lines 25-32)?
  - *(C again takes over to express her own view about whether the people in the picture need help; while L is 'relegated' to more of a listener, simply supporting C's talk with minimal responses 'yes', 'yeah'.)*
- Do you think C is more 'supportive' or 'interruptive'? What evidence do we have for this?
  - *(Talking in overlap while the conversational partner's talk is grammatically, intonationally and pragmatically incomplete can be considered interruption.)*

- (While in some ways C is helping L by supplying words, she is doing it a bit too often in this interaction, not giving L much space to finish her talk. The fact that C often then takes over to give her own opinion (lines 14-17, 25-32) afterwards is also evidence that C's overlaps are more interruptive than supportive.)

#HelpingOrInterrupting  
#FinishPartnersSentences  
#Dominating  
#WhenToHelp  
#BalancelKey

### Example 218: P05

(Optional further example: Let students analyse more independently, with fewer hints from the teacher)

<https://www.youtube.com/watch?v=CvWuwnHc12s> (03:04)

1. L: Yes. And in this picture... we can see aaa mm...
2. C: A group of people sitting in aa [in a boat in the middle of
3. the strait
4. L: [XXX and they've had
5. C: but surrounded by... [water
6. L: [water

### Guiding questions

- In relation to L's talk (line 1), where does C come in?
  - (grammatically incomplete – after the article 'a', intonationally incomplete, pragmatically incomplete – content of the picture not clear yet)
- Who ends up doing most of the talking when discussing this picture?
  - (C)
- If you were the examiner, how would you comment on C in terms of maintaining the interaction?

#HelpingOrInterrupting  
#FinishPartnersSentences  
#Dominating

### Lesson learned

An important aspect of maintaining the interaction or keeping the discussion going is sharing the conversation with your partner. In Example 216, we have seen two cases of C giving 'long speeches' expressing her own ideas or opinions (lines 1-5, 14-17). It would do more to maintaining a collaborative interaction if C invited L to speak more.

Sharing the conversation also means not dominating the discussion and not interrupting – cutting off – your partner's talk. In Example 217, we have seen how C often comes in half way through L's talk, where the message, the sentence, and the intonation are all incomplete. While you may want to help your partner by supplying words or ideas, make sure you also give them enough time and space to say what they want to say.