

Worked Example 223

IC feature(s) in focus	
Concise checklist	2. Keep the discussion going across several turns Feedback: Invite – try not to give long speeches only talking about your own ideas.
Full checklist	3.2 Develop the interaction Engage in parallel monologues (i.e. each focusing on their own ideas)

Example 223: P06

(Simplified transcription, with all hesitations / filled pauses removed)

<https://www.youtube.com/watch?v=gDMAnYt7BKA> (07:50)

Task: Here are some pictures of things that can make living in a city enjoyable. (1) Talk to each other about how these things can help people to enjoy life in a city, (2) then decide which two things you think are the most important.

1. P: Okay, Nektaria, how do you think that these things
2. help people to enjoy life in the city?
3. N: ((whispers)) Yes. Yes Panagiota I think these
4. things help people to enjoy life in the city because
5. because because they have a free time from a difficult time
6. in the city? And and we see they playing the water, buying
7. flowers, dancing, goes toooo XXX or cafeteria, all these.
8. Okay, Panagiota, what- which two things are the most
9. important for these for this pictures?
10. P: I think in that going for a walk in the park is very
11. important, because in the park there is less pollution,
12. and you're away from cars, noise.
13. Also I think that cafeterias are very important because
14. you can meet wi- with your friends, have something to drink
15. and have a good time.
16. ((pause))
17. You?
18. N: I think most important is the most important from the for
19. this picture is is goes to buy flowers? Because you
20. decoration where you- your house? And goes toooooo to the
21. park, for walking, aaaand because you have because in the
22. park you've got the X there, and you relaxed in the park.

Guiding questions

- What do you notice about this discussion? In what way(s) does it look different from the others?
 - (Hint: point the students to the different transcript extracts; and guide them to notice the length of turns)
 - (The speaking turns of each candidate are longer than in other paired discussions)
- What do you think is the reason for such a difference? Can you work out the way they do the discussion task?

- *(P asks N task question (1) – lines 1-2, then N answers question (1) – lines 3-7. N then ask P task question (2) – lines 8-9, and P answers this question – lines 10-15. P then throws the same question to N with a simple ‘you?’ – line 17, and N answers it – lines 18-22.)*
- *(Therefore, it looks like P and N are just taking turns in answering each task question, or giving their ‘individual presentations’ on the topic. Some may call this ‘parallel monologues’.)*
- Look closely at N’s first turn. How does she go through the ideas in the pictures (lines 6-7)?
 - *(N simply lists / labels the activities in the pictures at lines 6-7. She does not ask P to comment on the ideas she has mentioned e.g. dancing or going to a café.)*
- Look at P’s turn at lines 10-17. In what way is she doing something similar to N at lines 6-7?
 - *(P answers task question (2) by pointing out two things that are ‘very important’. She also develops each idea by giving reasons why they are important. However, she does not ask if N agrees/disagrees with the two things she has chosen. Instead, she asks N ‘you?’, an elliptical question that invites N to talk about her own choices rather than comment on the ideas she (P) has just mentioned.)*
- What advice would you give P and N to improve their interaction?

#ParallelMonologue
 #ItsNotAPresentation
 #OnlyFocusOnOwnIdeas

Lesson learned

In this example, we see how a discussion may turn into two individual presentations or ‘parallel monologues’! This may happen if both students are keen to present their own ideas or views but not involving each other in discussing these.

How do we make sure we don’t just take turns to answer the task questions and end up with individual long speeches? Try (1) asking your partner what he/she thinks of your idea or choice; and (2) developing your partner’s ideas by agreeing/disagreeing and explaining why, or by adding more details or giving an example. You will find that each idea gets talked about longer (over several turns rather than just one), and it will be a more interesting and fruitful discussion.