

Worked Examples 103-105

IC feature(s) in focus	
Concise checklist	1. Initiate new ideas a) New ideas: Contribute relevant new ideas Feedback: think about whether the new idea is relevant to the task (or how to make it relevant to the task)
Full checklist	1.1 Start the discussion - Negotiate who/how to start - Start with a monologue, not involving the partner - Start in a way difficult for the partner to contribute

Example 103: P03

<https://www.youtube.com/watch?v=tBzi8Xs6rCI> (00:31)

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

1. J: Where should we start?
2. C: Uh I think we should start with this one
3. J: [Oh yes of course ((in a laughing voice))
4. C: [I like that ((laughs))
5. J: Okay it's a stadium?
6. C: [Yeah?
7. J: [Uhm what are they playing?
8. C: I think it's uhm I don't know I haven't seen this
9. before but it's it's a it's a big field and it's a lot of
10. people
11. J: It's baseball maybe
12. C: Yeah maybe it's baseball. Yeah I think so

Guiding questions

- How does J start the discussion (line 1)?
 - (By asking C 'where should we start?')
- What function do you think the question 'where should we start?' has? What is it asking the partner to do?
 - (Getting the partner to pick a first picture to discuss)
- What evidence do we have for this? (Hint: How does C respond (line 2)?)
 - (C responds by pointing to a particular picture and suggests that they start with that picture)
- Now look at Example 104 below. How does O/H start the discussion task differently?

#HowToStart

#InvolveThePartner

Example 104: P02

<https://www.youtube.com/watch?v=Gge4Hn6HduY> (00:45)

Task: A school is planning a short trip to another country, to help the students to learn about life there. Discuss how the different things in the pictures a) could help the students to learn about life in another country, then b) decide which two would be most useful for the students.

1. O: Uhm here, there're some children in a market I think
2. H: yeah
3. O: They're watching souvenirs or, and they're I think they're
4. in a oriental place because there's some things
5. H: Yeah. [And I think
6. O: [XXX
7. H: that's very useful to go in this kind of markets, 'cos
8. they're very typical and that shows the typical things that
9. we have in the in the country

Guiding questions

- How does O start the discussion (line 1, lines 3-4)?
 - *(By describing one of the pictures)*
- What kind of response does O get from her partner, H (lines 2 and 5)?
 - *(A short 'yeah' to acknowledge her description of the picture)*
- How is the way of starting the discussion by O different from J's in Example 103?
 - *(O picks one of the pictures herself and starts describing straight away; whereas J negotiates with her partner which picture to start discussing first)*
- Which way of starting the discussion (Example 103 or Example 104) do you think is more collaborative?
 - *(Example 103: J actively invites her partner into the discussion by asking questions, and negotiates with her partner where to start rather than making a decision on her own)*
- Can you notice any other problems with the way O starts the discussion (lines 1-4)?
 - *(O simply describes what is in the picture and what the people are doing. She does not talk about the idea in a way that is relevant to the task – how the activity helps students learn about life in another country. H manages to do this at lines 7-9.)*

#HowToStart #InvolveThePartner #DontJustDescribe #WhatIsTheTask
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Example 105: P06

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

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

1. P: Uh ok Nektaria, uhm how do you think that these
2. things help people to enjoy life in the city? ((looks at N))

3. N: ((pause)) ((makes momentary eye contact with P))
4. ((Whispering)) Yes. ((Normal volume)) Uh yes Panagiota I think
5. ehheheh ehheheh these things help people to enjoy life in the
6. city because ehheheh ehheheh mmmmm ((pause)) eh because ehheh
7. ehheh because ehm they have a free time from a difficult uh
8. time in the city?

Guiding questions

- How does P start the discussion?
 - *(She addresses her partner by her name, asks her a question, and passes the turn to N by turning to look at her at the end of her question)*
- What do you notice about the question P has asked? *(Hint: compare with the task question)*
 - *(It basically just repeats the task question – part a)*
- Is it a good way to invite your partner into the discussion?
 - *(The question is too ‘big’ and general. It makes it difficult for the partner to make a first contribution.)*
- What evidence do we have for this? *(Hint: look at N’s response)*
 - *(N shows considerable difficulty in responding to the question – many lengthy hesitations, repeating the question as a way of delay providing an answer / buying time to think about the answer.)*

#HowToStart

#InviteByAskingQuestions

#AskTheRightQuestions

Lesson learned

The three examples show different ways of starting the discussion. In Example 103, J actively invites her partner into the discussion using a question, and negotiates how/where to start rather than deciding it on her own. Together, J and C work out what activity the first picture is describing.

In contrast, in Example 104, O chooses a picture herself and starts describing it straight away. This gives little room for the partner to negotiate how/where to start, and does not really invite her into the discussion (H simply responds with ‘yeah’). By only describing the picture, O also does not talk about the idea in the right direction – relevant to the task question.

In Example 105, P starts the discussion by almost repeating the task question word-for-word. From N’s response, we can see how this way of starting the discussion makes it difficult for the partner to contribute.

So, we have learned how to start by inviting the partner into the discussion and by negotiating how/where to start. It is also important to start in a way that addresses the task question and is easy for the partner to contribute. We have also learned how to notice good and not-so-good ways of doing the discussion through looking at how the partners respond.