A Case study: how new comers become experienced learners
through interactions in an English as a Second Language
classroom community

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by

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Contents

Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis, when deposited in the University Library, being available for photocopying and loan.

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Abstract

This thesis is a case study of language learning in the ESL classroom context as demonstrated in Lave and Wenger's communities of practice (1991). The aim of this study is to examine the effectiveness or otherwise of English language learning as applied in an ESL classroom community. More specifically, the thesis examines the learning experiences of an international student learning a second language while being exposed to a variety of social practices as a newcomer and participant attempting to understand the role of participation in an English learning classroom community and also theories through spoken dialogue. This approach involves interpreting the students' learning in social participation as community members, in which natural human activities influence the students' language learning.

The theoretical framework for this examination is offered by the sociocultural resources of learning in a community, as developed by Lave and Wenger (1991). Three hypotheses and three research questions guide the analysis. Firstly, that Lave and Wenger's concept of communities of practice can be applied into a formal organisation such as an ESL classroom learning community. Secondly, that it is possible to identify stage-by-stage processes for ESL newcomers to become experienced learners in a long term process by analysing social practices in a classroom. And thirdly, that Lave and Wenger's idea of core, active, and peripheral participants can apply in an ESL classroom. Research questions were used to analyse an individual ESL learner's participation in small groups as well as within the whole classroom community.

The analysis examined the participant's first self-reflection on her language learning in order to identify how she became accustomed to a variety of social practices by interacting with community members, people from outside of the community. Classroom discourse was analysed to explore how newcomers and experienced learners participate in peer discussions in a small community.

The findings demonstrate the English learning classroom as a community. People learn languages by interacting with other people and making a community. The process of community building and participation is a natural process which people do every day. The above idea indicates the importance of how learners learn language in a classroom community through exposure to natural human activities.

1   Introduction

1.1 Rationale

The topic of this thesis is 'How do newcomers become experienced learners through interactions in an ESL classroom community?' and it documents students' engagement in peer and classroom discussions. The inspiration for this research topic came from my own experiences of learning English and from a pilot study.

1.1.1   Learning English in Japan

I first learnt English in Japan where it is taught as a subject in both the primary and secondary school curricula. Traditional teaching methodologies were employed in English classes that were conducted by Japanese teachers rather than native English speakers. In lessons, students studied grammar, and practised vocabulary drills, reading comprehension, and read aloud passages from non-authentic texts during one two-hour session per week, in order to prepare for university entrance examinations. Getting a good mark in the entrance examination is considered an essential social norm in Japan. Therefore, the curriculum and lesson plans for English teaching are designed to enable schools students to achieve high scores in the university entrance examinations. However, learning English for communication and socialisation is not considered important. In lessons mutual interactions between the teacher and students were not encouraged. It consisted, instead, of one-way interaction from the teacher to the students in a hierarchical learning system.

My first experience of learning English for communication and socialisation was during tertiary education. The teaching methodology employed involved an audio-lingual and communicative approach. Most of

the lessons were designed to improve students' English proficiency rather than to enable them to learn a particular subject such as engineering, literature or medicine in English. I was provided with opportunities to practise my target language both in and out of class. One of the essential English language learning experiences of my life was during my time as a resident assistant at a Japanese university. In this role I helped international students to adapt to Japanese society and to their new learning community. It was my first experience of living with approximately thirty international students from different cultural backgrounds, with perceptions and prior knowledge completely different to my own. When trying to help newcomers integrate I faced conflict, resistance and rejection from those who felt resistance towards intercultural adaptation. These experiences helped me realise that interacting with other members in a community may be essential for newcomers to gain an understanding of the community.)

1.1.2 Learning English in Australia

Whenever I move into a new environment and am exposed to new experiences, I try to adapt into the new community and environment by using my prior experiences and knowledge. However, this prior knowledge and experiences have frequently interfered with my adaptation into a new environment, which eventually seems to happen naturally.

I currently attend an Australian university where I am studying Applied Linguistics. This is the first time I have learnt a subject in English. As a newcomer to this classroom community, I felt like an outsider and it was a challenge to achieve a sense of belonging, especially during classroom, group and peer discussions. A lack of knowledge of the subject area coupled with my level of English proficiency affected my participation in verbal interactions during discussions. I had little choice but to become an active listener in order to understand what was going on in the classroom. At the beginning of the semester I struggled with verbal participation until other members of the classroom community accepted me. My feelings of

being a newcomer have gradually changed through having weekly informal study group sessions with colleagues, and collaborating with classmates who commenced Applied Linguistics one semester earlier than me, as well as contact with PhD candidates. This personal experience motivated me to explore the process by which newcomers become experienced learners in a community by being exposed to a variety of different processes.

1.2 Background to the study

Socio-cultural views have been applied to the field of research into language learning. The investigation in this study is based on the socialisation theory of language learning. The concept of communities of practice, introduced by Lave and Wenger (1991), emphasises that learning occurs through the participation of members within a community. In this case study, I explore how my subject becomes an experienced student in the core group by describing features of her learning in a specific learning community.

Lave and Wenger argue that newcomers should move from peripheral participation to become full members in a community of practice. In the classroom setting, students engage in different levels of participation including core, active and peripheral. Movement from one level to another might take a long time, therefore students' improvement may occur gradually (Lave & Wenger 1991). The reason for this is that movement to full participation is dependent on the social dynamic and the power structure within the community. Lave and Wenger (1991) believe that learning occurs within a traditional master-apprentice structure in communities of practice and the present study aims to replicate this structure within an English as a Second Language (ESL) classroom environment in an Australian University's English Language Centre. This study examines learners' spoken texts. These texts perform social functions and enable learners to observe language in action.

1.3 Hypothesis

As mentioned earlier, Lave and Wenger (1991) argue that students engage in different levels of participation in a community. For example, some people attend events and meetings and participate in verbal discussion enthusiastically. These people are referred to as *core members*. Some people in the community attend meetings and forums occasionally and engage in less verbal participation during discussions. This group is categorised as *active members* in a community of practice. Finally, some people listen to the speaker and express their understanding by nodding. They are referred to as *legitimate peripheral participants*. I propose that the concept of *core*, *active*, and *peripheral* can be applied to the English learning classroom community in order to demonstrate how newcomers become experienced learners through interactions with other members. One of the challenges in this study is to identify how the concept of the community of practice is embedded in the English language learning classroom environment.

Lave and Wenger's (1991) belief that newcomers can take a long time to become experienced learners leads me to hypothesise that newcomers need to move through a long term stage-by-stage process. I have identified these stages from my own personal learning experiences as a newcomer. The stages are as follows:

1) Newcomers decide they want to be part of the community.
2) They work with long-time members of the group and discover new learning strategies from experimenting with the group's regular learning strategies.
2) Newcomers become aware of new members in the community and realise they themselves are no longer new and proceed to help new members to participate.

In regard to the master-apprentice structure, Lave and Wenger state that a master does not teach all the knowledge and abilities newcomers and learners require in order to survive in a community (1991). This implies that newcomers may also learn skills through interaction with peers in the classroom. It means there are some students with more experience and others with less and they all participate together in order to complete a task. In order to understand how less experienced learners gain experience it is necessary to analyse their interaction with core and active members.

1.4   Research questions

1.4.1   Aims

This research examines the extent to which students take part in different levels of participation during peer discussions using Lave and Wenger's (1991) community of practice as a framework. It will also determine the demands placed on participants in these encounters, and explore how they meet those demands.

Through this case study I intend to demonstrate how:

- the concept of communities of practice (Lave & Wenger 1991) is embedded in the English language learning classroom
- newcomers engage in social practices to become experienced learners in a community.

1.4.2   Objectives

The objectives of this study are as follows:

- To investigate the role of a participant in terms of core, active, and peripheral participation in different social practices.
- To describe how peer interactions provide learning opportunities.

1.4.3   Research questions

To achieve the aim and the objectives above, the present study sets the following research questions.

- How do newcomers become experienced learners through interacting with
  classmates and teachers in pair/group/classroom discussions?
- How does student participation in discussions provide learning opportunities?
- What do participants need in order to contribute to specific tasks such as classroom discussion in a language learning classroom?

1.5   Limitations

While the length of this research allowed me to clarify the process of how newcomers become experienced learners, a longer period of observation would be required to identify how my subject, as a peripheral learner, becomes a full member of the community. Newcomers should move from peripheral participation to become full members, though it could take a long time with movement occurring gradually (Lave & Wenger, 1991). In this study the focus is on features of the subject's learning and on observations which indicated that she had moved beyond the role of newcomer in the classroom.

In order to maintain my subject's motivation, I chose to converse with her mainly in English. As a result, misunderstandings occurred during

interviews because her level of English proficiency was not high enough to allow her to express her feelings properly. However, it could also be argued that the misunderstandings were caused by the method of asking questions as well as a lack of scaffolding, not allowing her to explain the depth of her feelings. Thus verbal analysis of her self-reflections was limited

It was therefore necessary to introduce other strategies such as writing and using the common language of the participant and interviewer, ie Japanese, to understand the participant's social practices and learning in the classroom.

1.6 Structure

This thesis consists of six chapters. The rationale for this study is presented in Chapter One. It provides the aims, objectives, and the research that give direction to the study. Chapter Two includes the literature review, which looks at communities of practice, social practices, peer-to-peer interactions, and newcomers and experienced learners. In Chapter Three, participant information and the method of data collection such as classroom observation are discussed. Chapters Four and Five address the research questions with an analysis and discussion of the data. The conclusion of this study is presented in Chapter Six.

2 Literature review

2.1 Human activities in communities of practice

Discourse analysis has been used to explore learners' behavioural habits and psychological state. Learners' interactions and learning approaches were initially not regarded as related. Recently, however, learners' cognitive engagement was found to enhance their classroom performance. Current approaches to discourse analysis regard learning as 'changing patterns of participation in specific social practices within communities of practice', which is based on Lave and Wenger's conceptual framework (Gee & Green 1998, p.147). Wenger et al. (2002, p. 4) define communities of practice as:

> group[s] of people who share a concern, a set of problems or a passion about a topic and who deepen their knowledge and expertise in this by interaction on an ongoing basis.

In particular communities of practice, people share a common language; ways of talking, interacting, shared values and beliefs that unite members and encourage a sense of belonging (Wenger et al. 2002). People learn by participating in the specific communities to which they belong. The community enables members to develop and gives them the opportunity to share and to create knowledge. In a community setting, people work together, solve problems, and learn through mutual commitment. These activities sustain the community. Also, various stages of development are characterised by different levels of interaction. In other words, communities of practice develop around activities that involve human contact (Lave & Wenger 1991).

Communities of practice exist in any organisation and group because participation facilitates membership in the community. According to Lave and Wenger (1991) people will develop new skills, knowledge, and

strategies through interaction with other members of the community. 'People's activities are part of larger communities of practices' (Lave & Wenger 1991). Consequently, knowing and learning are ongoing processes involving human activities (Lave 1993, p.12).

2.2 Participation in communities of practice

Participation is essential not only for learning, but also for the development of the community. In a community some people are considered newcomers while others are experienced participants of long standing. The term *newcomer* refers to people who have just joined the field or the community for the first time (Lave & Wenger 1991). They usually bring their previous knowledge and experiences with them (Thorpe 2002, p.141). Hence, they may have an impact on the community in which they participate. Koskine and Pihlanto (2006) suggest that newcomers discover hidden agendas and assume roles in the learning context in order to participate in the community. One way in which newcomers learn community rules is through the assistance of more experienced participants.

Usually, newcomers are not familiar with the community's hierarchal structure and need help from the more experienced participants in order to gain the communities' competencies (Koskine & Pihlanto 2006, p.7). Experienced people often have superior knowledge and understanding which is not expressed openly in the community (Lave & Wenger 1991). This is because they have had many opportunities to work in different contexts and situations.

Participation refers not just to local events of engagement in certain activities with certain people, but to a more encompassing process of being active participants in social communities and constructing 'identities' in relation to these communities (Wenger 1998, p. 4). Participation can affect the structure of the community. It is important to introduce different types of activities for members to take part in to encourage the community to

develop. This is because participants, especially newcomers, are able to bring a variety of different activities to the community which can encourage growth. Wenger et al. state that: '[c]hanges in the organisation influence the relative importance of the community and place new demands on it'. Acceptance of newcomers is essential for the community to develop because 'new members bring new interests and may steer communal awareness in different directions' (2002, p. 53). Creating new relationships with newcomers is important because it stops groups from stagnating.

Participation in a community offers learners and community members short and long terms benefits. One of the short-term benefits is that members can obtain help with immediate problems and thus spend less time searching for information and solutions (Wenger et al. 2002, p. 15). Another short-term benefit is they can explore better solutions and can make superior decisions by interacting with other members. More importantly, they can support each other when testing new ideas by pooling resources and prior experiences.

One of the long-term benefits is that attain a greater sense of self-identity through membership of the community. Secondly, members gain the 'ability to take advantage of emerging opportunities' that to enhance and extend their capabilities (Wenger et al. 2002, p. 15; Green 2005; Bettoni & Schiller 2007).

2.2.1 Peripheral, active and core groups

People's participation in a community falls into one of three groups: peripheral, active, and core (Wenger 2002). For further clarification refer to Figure 1. If some members engage in a discussion or a debate and take on community projects, Wenger (2002) says they are the 'core' group, or 'the heart of the community'. These people assume the roles of leaders and

coordinators. According to Wenger et al. (2002) participants in a core group frequently engage in verbal participation.

NOTE: This figure is included on page 11 of the print copy of the thesis held in the University of Adelaide Library.

Figure 1 Wenger's degree of community participation (adapted from Wenger et al. 2002, p. 57)

Core participants have superior knowledge and understanding compared to other participants. This is because they have had many opportunities to work in different contexts and situations in the community. According to Wenger et al. (2002), this group is usually small, involving only 10 to 15 percent of the community.

The next level is the 'active' group. These members attend communal activities and events such as regular weekly meetings and participate occasionally in community forums. However, they participate in discussions less often than the core group. Like the core group, the active group is also quite small, around 15 to 20 percent of the community (Wenger et al. 2002, pp. 56-57). The participants in this group attempt to become core group members. However, they have not as yet achieved their full potential.

The third level is the 'peripheral' group (Wenger et al. 2002). Peripheral participants keep to the sidelines, watching interactions between core and active members instead of participating in the discussions. These learners are often quiet and in some cases do not respond. Teachers often misunderstand. They take it as a signal that these members are not learning. However, this may not be the case. These members gain their own insights

from the discussion by taking notes and making connections in their own minds. A learner at this level is also learning a lot, just like students who are at the core and active levels. When the learners engage in social practices which Lave and Wenger (1991) call 'legitimate peripheral participation (LPP)' in a community of practice, learning will occur successfully (Guzdial & Tew 2006). Newcomers are peripheral participants who are not central or core but on the margins or edge of the activity (Lave & Wenger 1991). The participants learn and acquire knowledge through their association with members in the community.

According to Lave & Wenger (1991) learning is vital to a community of practice. In order to become important members, newcomers on the periphery need to be accepted by the other members. They can become central members of the community after they feel welcomed by others (Lave & Wenger 1991). Furthermore, learners at the peripheral level can learn and create knowledge (Lave & Wenger 1991, p. 55). Thus, peripheral participation is a crucial role in the community.

2.2.2   Newcomers and experienced learners

Newcomers are expected to acquire the skills, knowledge and habits necessary to participate in a community. Lave and Wenger have described how newcomers become experienced learners. However, it can be developed further.

Hanks (1991) says learners' participation in social practices with other members is a fundamental aspect of Lave and Wenger's learning theory. Other members include a master (e.g. classroom teachers) as well as experienced learners in the community. Hanks also states that learning requires a 'whole-person' involvement in social practices, which refers to learning as 'an evolving, continuously renewed set of relations' (Attwell & Elferink 2007, p. 3; Lave & Wenger 1991).

Newcomers start by taking a legitimate peripheral role in specific activities. Ideally, newcomers move from a marginal to a central position through support from both a master and experienced learners. In the classroom setting, a teacher is considered to be a master with the most knowledge and most experience in the field. The master does not generally teach all the knowledge that newcomers require in order to engage in the core group. For example, a teacher may provide students with a task sheet explaining the requirements of an oral presentation. However, the teacher would not explain how to find information and which information is related to the topic of the presentation.

Newcomers need to acquire knowledge and skills to move towards full participation in the socio-cultural practices of the community (Wenger 2002, p. 29). In the classroom, students, including my subject, are expected to be competent in certain academic tasks such as discussions and oral presentations. In these activities, students are required to know not only certain grammatical rules, but also rules of participation such as turn-taking and how to produce socially acceptable utterances. In order to become competent, the students need to participate in different activities with classmates and other individuals.

Social practices are crucial tools for learners to become community members. For example, they need to understand the strategies for conducting a conversation including:

- turn taking
- prediction
- understanding
- problem solving
- documentation
- mapping knowledge
- identifying gaps
- asking for help

- requesting information
- seeking know-how (Lave and Wenger 1991)

To engage in appropriate social practices and employ the correct language are challenging for newcomers because most of these practices and activities are new to them and unlike anything they have previously experienced. Therefore, to make sense of social practices within their new community, learners and newcomers must become familiar with the meaning and appropriate use of different semiotic resources such as the activities just mentioned (Halliday 1978; Mickan 2006).

Wenger (1998) explains that participation requires mutual recognition between those with equal and unequal status. Learners and newcomers may find it difficult to become competent participants unless they are given help. In a classroom situation, teachers and experienced students can help them become aware of and eventually grasp communal norms. With help and guidance they eventually become experienced learners. According to Hall (2002, p. 119):

> [t]he purpose of overt instruction is to provide opportunities for learners to focus on, practice and eventually take control of the various linguistic and other relevant conventions needed for competent engagement in their communicative activities.

2.2.3   Communities of practice in the classroom

Until recently a hierarchical structure of learning has dominated classroom situations. Students are provided with information from the teacher. In this system the teacher is an authority figure positioned at the highest level of the social hierarchy. Teachers and students do not communicate with each other as equals (Shung & Trinidad 2005). There is a one-way interaction from teacher to student until the student becomes an experienced learner.

In contrast, from the communities of practice perspective, students' learning occurs within a master-apprentice structure. The aim in a master and apprentice relationship is for students (apprentices) to learn how to use language in their own way and to be able to solve their problems through participation with other learners and teachers in the community (Hall 2002).

One of the characteristics of community is that '[m]embers are involved in a set of relationships over time' (Lave & Wenger 1991, p. 98). In an ESL classroom, students meet almost everyday and they find importance in their interactions. It can be argued that all students may engage in core or active participant groups. The more time students spend together, the more they share information and exchange advice. Sometimes they may have problems, for example, where two students have conflicting opinions over an issue. They may try to resolve the problem in order to develop a shared understanding. Through continually working together they acquire the common knowledge, practices and approaches used by members of this group. Students may develop not only understanding and knowledge but also personal relationships and ways of interacting as they learn from one another.

Wenger (2002, p.55) says '[p]eople participate in communities for different reasons'. Some participate in the community because they derive value or benefits from it, while others participate because they are given the opportunity to improve their skills. From my observation students from different cultural backgrounds have different reasons for attending and studying in the classroom. Some of them want to study at an Australian university and the ESL program is a way to gain entry to the university of their choice. Others want to take the International English Language Testing System examination and attend university as preparation for it However, they all share the common goal of learning English to pass the course. People sharing common goals is a typical characteristic of communities. This encourages the development of the community or the group.

2.3 Social practices

In a classroom, participants such as learners and teachers continually focus on their ability to perform the required social practices of their community. Social practices are regular patterns of actions, socially constructed through constant repetition, and recognised ways of doing things in a community (Lemke, 1995, p.102). Social practices are a key concept in the socio-cultural theory that was originally introduced by Vygotsky (Lantolf and Thorne 2006, p. 201). Socio-cultural theory suggests that:

> developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organised sports activities and work places. (Lantolf & Thorne 2006, p. 201)

Figure 2 shows the various types of social practices that are produced in communities of practice (Mickan 2007). The social practices change according to the stated and understood rules in different communities (Gee & Green 1998, p. 147; Luke 1993).

NOTE: This figure is included on page 16 of the print copy of the thesis held in the University of Adelaide Library.

Figure 2 Social practices in communities of practice (Adapted from Mickan, 2006)

Mickan (2004) and Knobel and Healy (1998) argue that social practices are part of the learning process, to use language to make meaning from cultural practices. Therefore, social practices can be shared purposes, values, and beliefs. All participants in the community share social practices. Such practices may include turn-taking, using socially acceptable utterances, knowing the proper way to get other members' attention and following the appropriate roles set for participants (Wenger et al. 2002).

Chapman and Pyvis (2005, p. 40) state that in social practices learning is viewed as 'a situated activity in which issues of cognition, context and social interaction cannot be considered in isolation from each other'. From a socio-cultural point of view people learn because they want to be involved in new activities, to complete new tasks, work out new functions and to gain new understandings. These new activities, tasks, functions and ways of understanding are elements in social practices. They require participants to learn and to use resources for participation (Mickan et al. 2007, p. 21).

> Through participation in social practices, learners build the semiotic resources[1] for responding in other situations and for making transitions into new communities. (Mickan 2006; Mickan et al. 2007, p. 22)

According to Mickan et al. (2007, p. 21) newcomers and learners become familiar with the characteristics of social practices, the community's values and patterns of behaviour. They need to be exposed to and participate in a community's social practices in order to become full members.

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[1] Semiotic resources in learning include print materials, the physical environment, gestures, most notably, and classroom discourse as well as recognised as individual mental process, which can shift to the socially-mediated activities (Lantolf, 2000; Poh Yoke Chu, 2007).

2.3.1 Classroom social practices

Although scholars have explored social practices in classrooms, patterns are not easy to verify. One of the common findings is that participants employ prior knowledge of similar social practices, which guide them in classroom activities (Gilbert 1992). In Mickan et al.'s (2007) study one participant, an African refugee recognised a pattern through interactions with his teacher. He informed the teacher that he has done his homework. This interaction indicated that this newcomer understood the importance of homework as 'a valued social practice' in the classroom community, and is a strategy used to fit into the community (Mickan et al. 2007, p. 15). Thus, social practices in a classroom involve more than simply completing tasks and activities such as writing. Socialisation into a community, with its particular social practices, involves making choices and accepting the practices. Participants learn about and engage in social practices while carrying out activities within the community (Chapman & Pyvis 2005, pp. 31-50).

2.3.2 Peer-to-peer interactions

Newcomers cannot rely solely on a master's help to become experienced learners because the master usually does not teach everything that newcomers are required to know in order to engage with the core group. Therefore, a learning strategy other than peer-to-peer among experienced learners and newcomers is needed in communities of practice (Wenger, n.d., Communities of practice website).

It has been suggested by researches that peer learning can transform students' learning experiences. Researchers (Johnson et al.1981; Slavin, 1983) discovered that working in groups enhances the development of learners' thinking skills and promotes individual and relations with other students. However, to enhance students' learning by collaborating in

groups can be a complex and difficult experience. This is because successful group work is not simply a matter of putting students together. Elements such as who participates, the set task, and how the group is organised strongly influence students' learning.

Peer relationships are extremely important in the process of socialisation. Learners acquire a variety of social behaviours, attitudes and perspectives, and become familiar with expectations, models and reinforcements through imitating each other's actions and identity (Johnson 1981). Interacting with peers reduces social isolation. For example, some new students feel isolated when they are not able to contribute verbally during peer discussion because they do not posses the required social competencies. Peer interaction can teach the social skills required and thus reduce their social isolation (Johnson 1981).

Peer interaction motivates students to help other students who need help in a variety of ways including correcting mistakes and asking for specific information (Webb 1992). When a group member has difficulties, other students can provide immediate help. Explanations from other students may be more understandable if they speak the same or a similar language to the class member having the difficulties (Noddings 1985).

On the other hand, Blumenfeld et al. (1996) argue that giving and seeking help through peer interaction is beneficial to learning only when the students manage to clarify what they want. In fact:

> [s]tudents may not know how to help effectively and may require special training to lean how to elaborate their thinking. (Blumenfeld, et al. 1996, p. 38)

For example, newcomers may struggle to verbally participate in peer discussions with experienced learners. They may try work out the timing for turn-taking. Their peers usually do not provide newcomers with an

opportunity for engagement by directly asking 'what do you think?' or 'what is your opinion?'

Peer group learning has been found to have substantial benefits. However, the benefits may be limited by inconsistencies in human interactions and inter-group relationships. These relationships are based on experienced learners helping newcomers to become experienced learners through structured interactions.

2.3.3 Interactions in social practices

When people interact they work together and influence each other. As mentioned earlier, student's learning during the 1960s was based on teacher dominance. Since then, classroom interaction has become more student-centred and scholars have started to focus on peer interaction. However, collaborative learning is complex because students working in a group do no necessarily learn efficiently. It depends on how they talk, the type of activities they engage in and whom they talk with. Currently, researchers consider that the ideal situation to enhance students' learning involves a combination of peer-only and student-teacher interactions.

Researchers have looked at two types of verbal interaction which enhance learning within a group. The first is where teachers request students to do something or provide them with information. One-way verbal interactions are found in teacher-dominant learning approaches. This level of interaction is efficient for learners to review and memorise when working on drills and pattern practices during grammar instruction (King, Staffieri & Adelgais 1998). The second type of verbal interaction provides students with opportunities to construct meaning and knowledge by linking it with their prior knowledge (King, Staffieri & Adelgais 1998). This level of verbal interaction is more complex and goes beyond memorisation, and is found in both teacher-dominant and student-centred teaching approaches (King, Staffieri & Adelgais 1998).

Since the 1980s teachers have felt a responsibility for providing and initiating interaction between themselves and their students and between the students themselves. Researchers in the mid-80s put great emphasis on the teachers' role in giving students equal opportunities to interact with them. (Allwright 1984). If learning is to occur effectively teachers must modify and restructure their students' interactions. Then the learners can move beyond their current language proficiency and expressive capacities (Pica 1987, p. 8). According to Pica's (p. 17) research into peer interactions it was found that very few topics could be covered and not all students could take turns at displaying their knowledge. Thus, research suggests that teachers may need to modify and control learner's interaction in order to organise and manage the classroom. Social interaction between teachers and students was considered an essential tool for comprehension and production of unfamiliar words and structures (p. 17).

In contrast, Allwrignt (1984, p. 159) argues that '[i]nteraction between teachers and students does not mean getting [students] talking to each other'. Classroom interaction can occur in numerous ways and between all participants (Allwright 1984). It occurs peer-to-peer and between students and teachers. In the 1980s, 'interaction' was considered synonymous with 'communication' and referred only to people talking to each other. However, it has been suggested that speakers, through their utterances and turn-taking, produce a complex network of relationships and structures in order to make known their ideas, beliefs and wishes to their listener(s) (Dirven & Pörings 2003, p. 353).

Examining moment-by-moment interactions between speakers in specific settings can provide an understanding of how people talk and establish a community (Tannen & Wallat 1993). Thus, when learners verbally interact

in a student-centred learning approach that advocates teacher scaffolding, the learner can effectively enhance their language learning through these

interactions. In the current study classroom discussions are analysed using a social theoretical approach to show how students engage in different types of social practices within a community of practice.

3 Methodology

3.1 Research approach

This study employs a qualitative approach. Qualitative researchers emphasise the socially constructed nature of reality. A close relationship may develop between the researcher and participants in the study as the researcher seeks answers to the question of how social experience is created and given meaning (Denzin & Lincoln 2005, p. 10). Kuhn (1970) lists the typical attributes of qualitative methodologies and defines participant observation as qualitative research. The observer takes an active role in the process being observed. This particular methodology allows the researcher to better understand and interpret their subject's experiences (Craig, 1988, 17). With this approach the researcher focuses on the subject's perspective through interviews and observation (Denzin & Lincoln, 2005).

A field study approach was the most appropriate choice for my classroom observations. Field research is 'the general label applied to a collection of research methods that include direct observation of naturally occurring events' (Dane 1990, p. 147). There are two main characteristics of field research. Firstly, the researcher can examine an event as it happens. The methodology includes various techniques such as recording events for later examination. Secondly, the researcher can observe a naturally occurring event, that is, an event that is not created, sustained, or discontinued solely for research purposes, and which involves a continuum of natural rather than artificial interactions (Dane 1990, p. 147; Tunnell, 1977).

Classroom research, especially into ESL, has been influenced by researchers from different disciplines including education, sociology, psychology, linguistics, and applied linguistics. Each of these areas has contributed to the development of investigative procedures into language learning in classrooms. At least four traditional procedures and methods

of analyses have been adopted in classroom research: psychometric; interaction analysis; discourse analysis and ethnography (Chaudoron 1988, 14). This study is designed around the fundamental concepts of interaction analysis, discourse analysis and ethnographic procedure in order to explore how newcomers become established members in communities of practice.

In the mid-1960s, sociological investigations of group processes in first language (L1) classrooms established the concept of interaction analysis, which led to the development of systems for the observation as well as analysis of classroom interaction in terms of its social meanings (Flanders, 1960). These research methodologies from L1 classrooms were subsequently employed in second language (L2) classroom situations as well.

Discourse analysis has been used widely as a method of exploring interactions between students through the analysis of their classroom discourse. Bellack et al. (1966) considered classroom interaction to be a sequence of movements. This sequence involves particular roles and contexts of use.

Researchers have studied classroom discourse for different purposes. While some have used it to examine the sequence of movements, others have analysed it to see how classroom interactions serve a pedagogical function. Franselow (1997) studied the pedagogical functions of classroom interactions in the L2 classroom. The multiple relations between linguistics and social meaning have influenced the current theory of interaction. Kendon (1979) showed through context analysis that participants are not just isolated senders and receivers of messages. When people communicate using verbal and nonverbal behaviours, their actions and meanings can be understood only within the context in which they occur. Thus sequential analysis of interaction is very important in conversational analysis. Interaction can be understood only in a specific context (Tannen & Wallet 1993, p. 58).

Sociological and anthropological traditions have influenced the ethnographic tradition, which has been adopted by L1 classroom researchers in the last decade. Green and Wallet (1983), and Wilkinson (1982), using results from other researchers' ethnographic studies have shown that participants' understanding of their interaction may be different to that of the observer or researcher who is supposedly analysing it in an objective way.

3.2   Research site

The research site for this study is a General English for Academic Purpose (GEAP) class in the English Language Centre for Professional and Continuing Education at the University of Adelaide. According to the GEAP handbook (2008), the course is designed for adult tertiary students at both undergraduate and postgraduate levels who are expected to work intensively and independently to produce high quality assignments. The classes are divided into five different levels including elementary, pre-intermediate, intermediate, upper-intermediate, and advanced. Each level runs a minimum of ten weeks with twenty hours a week class contact time. Students are expected to spend considerable time outside the classroom practising and improving their English language proficiency.

At the advanced level (5A), the GEAP program aims to develop learners' oral and written communication skills. It also teaches skills required for tertiary level study at Australian universities. Students learn to critically analyse written texts, research essay questions and construct and develop logical arguments.

The teaching methodology is based on a communicative approach and involves a lot of pair work and group tasks. Students use spoken and written English that is based on their language needs and they interact with each other to gather, understand and convey information. Students acquire

the skills to present their ideas in different written styles through practising a variety of written genres (English Language Centre website).

3.3   The subject

3.3.1   Aim of studying English in Australia

My subject (J1) recently started her study of English with a new teacher and new students. She is in the GEAP program to prepare for her first IELTS examination in January 2008. J1 believes that English language qualifications such as IELTS can enhance her employment opportunities in Japan and increase the chances of promotion in her occupation.

3.3.2   Learning English in GEAP

J1 commenced the GEAP program at the end of May 2007. In her interview she remarked that during her six-month stay she did not feel like a full member of the community of GEAP 5A. She had difficulties with peer interactions in group and paired work (pers. comm, 13 November 2007). When J1 could not interact with peers equally in the group, she felt like an outsider in the community. She often felt it necessary to translate from her L1 to English because of a lack of vocabulary, and believes this might have interfered with her participation in classroom discussions.

3.3.3   Learning English outside the classroom

J1 emphasised the importance of establishing a relationship with her host family, to enhance her language learning. Everyday interactions with her host parents and host sister helped her maintain a high level of motivation to learn English. Each day J1's host family would spend and an hour or two

helping her with any difficulties she was having in learning English. They would clarify and provide examples and repetition of particular points of language. J1 appreciated daily scaffoldings and interactions with the native English speakers.

J1 also improved her English proficiency by teaching Japanese to native English speakers. These lessons gave her exposure to authentic English language materials.

3.3.4 Educational background

J1's first experience of learning English was as a Year 6 student in Japan. The course employed grammar and translation methodologies to prepare students for an entrance examination in a Japanese high school. For three years, J1's English learning experiences were also based on a traditional grammar translation approach and conducted by Japanese teachers. She had no experience of learning English by speaking while at high school. J1's first experience of learning English for communication and socialisation occurred on a high school trip to Australia. It was the first time she had learnt English overseas. Even though she had little opportunity to interact with her host family on that trip because of her English proficiency, her impression of studying English shifted from negative to positive. In her undergraduate studies in Japan, J1 learned English language and computing with an approach that was teacher-centered and grammar-based. She gradually lost the passion to learn English, except for final assessments and examinations.

However, three years of working in a tourist company made her feel the necessity to learn English, and motivated her to study English again.

3.4 The classroom (GEAP 5A)

The GEAP 5A class I observed in this study consisted of students of a variety of nationalities. The age of the students ranged between 20 and 27 years. Their level of English proficiency is advanced. Five of the students are from Kazakhstan and the rest are from Asian countries such as China, Korea and Japan. All the Kazak and Chinese students were aiming at entry into an Australian university. Most of them had completed the previous five week program in GEAP and had learned English for over five months in Australia. In GEAP, students are required to attend class everyday from Monday to Friday for over 4 hours per day.

According to the English Language Centre's program (2006), English is taught using a communicative teaching approach that includes working in groups and visiting relevant places for study. From my observations, the a communicative classroom teaching methodology was employed. Students learnt to work in different genres using authentic English texts. The course consisted of a cycle of teaching and learning activities such as group and independent construction of texts.

3.5 Data collection

In this study, data was collected using classroom observations, individual tutorials and interviews.

3.5.1   Classroom observations

I obtained permission to observe in the English Language Centre for Professional and Continuing Education at the University of Adelaide after meeting with its Director. Permission from all students to record and write

about their classes was also granted.[2] Observing and collecting data in the classroom took approximately two months, beginning in early November and finishing in January. Classroom observations were conducted for one hour per week, which was decided by negotiation with the Director of the School and the classroom teacher. I observed the lessons from a position behind the students who were seated in small circles. From there I could see most of the students' faces as well as the teachers' actions.

During these classroom visits, seating patterns, timing of lessons, turn-taking behaviours, and problem solving in interactions by the subject and her peers were recorded in field notes.

Small groups that formed near my position were closely observed, particularly if they included my subject. My movements were somewhat restricted so as not to draw students' attention to the observation process and thereby perhaps change their behaviour.

The aims of these observations were to gain a general understanding of peer interaction in the classroom and explore how newcomers interact with peers in order to become experienced learners.

3.5.2 Interviews

After each observation, I interviewed J1. All interviews were conducted in English. To begin with, I asked questions in Japanese, the subject's L1, because I assumed that it would allow her to express her knowledge and psychological feelings easier than in her L2. However, J1 preferred to speak in English. Each interview lasted approximately one hour and allowed the subject to reflect on her participation in the classroom. The atmosphere during interviews was friendly and informal. A large number of open-ended questions were asked regarding her psychological feelings, her contributions in class, peer

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[2] For students permission and ethics forms refer to Appendix

interactions, social practices, and her roles as a peripheral, active and core member of her learning community.

The subject granted permission for interviews to be recorded. During interviews, notes were taken regarding her self-reflection and her language awareness in interactions with classmates.

3.5.3   Self-reflection

Reflection is one of the most highly cognitive processes.

> When a person engages in reflection, he or she takes an experience form the outside world, brings it inside the mind, turns it over, makes connections to other experiences, and filters it thought personal biases. (Daudelin, 2003, p. 39)

In Bell's study (1998), self-reflection on learning gives the person an opportunity to evaluate their study and learning approach in order to be able to manage their learning performance. Learning and reflection are interrelated. Reflection is the process of stepping back from an experience and allowing one to ponder the experience, and then to be influenced by the reflection. 'Learning is the creation of meaning from past or current events that serves as a guide for future behavior' (Daudelin 2003, p. 39).

J1's self-reflection is presented as a narrative account of her stage-by-stage progress in developing skills in writing and speaking while working on an argumentative essay on the topic of surrogacy using authentic English reading materials. This was the first time the subject had written an essay through employing a sequence of learning activities.

3.6   Data analysis

Data was analysed regularly throughout the collection period in order to clarify problems and answer any questions arising from the data. After every classroom observation session and interview, I wrote notes, transcribed the audio-recorded lessons and analysed the transcriptions alongside the field notes written during the observation and interview.

During the next interview, I would ask questions to clarify any aspect of the classroom observation that I did not understand. While analysing observational notes and transcripts, I found that co-operation and problem solving through student-centred discussions afforded students many learning opportunities. Students' interaction changed moment-by-moment and depended on who they were partnered with. This awareness led me to audio-record lessons and interviews. I decided to focus on the students' interactions with their spoken texts, and how this affected J1's learning.

4 Analysis and interpretation (1)

4.1 New findings in communities of practice

One of the challenges in this study is to identify how Lave and Wenger's concept of communities of practice can be replicated within an ESL classroom at an Australian university. Classroom observations allow me to explore the different levels of participation of members within communities of practice.

All participants in a community engage in different roles, which can be divided into three distinct groups: peripheral, active, and core (Figure 3).

NOTE: This figure is included on page 32 of the print copy of the thesis held in the University of Adelaide Library.

Figure 3 Wenger's degrees of community participation (adapted from Wenger et al. 2002, p. 57).

According to Wenger et al. (2002), core members in a community engage in discussion or debate, participate in community projects and take on the role of leaders and coordinators. 'Active members attend meetings regularly and participate occasionally in community forums' (Wenger et al. 2002, p. 56). According to Wenger et al. (2002) core group participants focus on engaging in verbal participation and contributing to discussions and debates. In terms of those criteria, the majority of ESL students in GEAP 5A would be considered active or core group members in a

community of practice. This is because they are obliged to attend the English lessons due to the school policy and visa regulations.

But core and active membership should be defined not only in terms of frequency of attendance and verbal participation but also on degree of understanding and knowledge. Experienced learners have greater understanding without openly expressing it in the community, compared to other participants. In this study, differences in utterances during peer discussions between experienced learners and newcomers were observed. When they engaged in activities such as giving and requesting goods and services, newcomers had fewer opportunities to take turns and tended to be listeners. The contrast between newcomers and experienced learners is described in Chapter 5.

ESL students took on core, active, and peripheral roles depending on the social practices of the community. For example, when attending classes in GEAP 5A, students were required to complete the following tasks in one unit of work:

- reading tutorial
- text summary
- seminar presentation
- writing an essay
- individual presentation of a writing plan.

These tasks are social practices within the community of practice. In each of these social practices students may participate at a core, active or peripheral level in order to complete the tasks. During the 'individual presentation' task, some students became speakers while other students became listeners, nodding and taking notes. In one social practice a student may be core, in another they may be peripheral. Communities of practice as shown in Figure 3 can apply to each social practice.

However, some students' participation levels in a community may not be easily categorised as peripheral or active as Wenger (2002) has demonstrated. This is because a peripheral participant may take on different roles located between the peripheral and active levels. From the classroom observations it is clear that interacting with peers and exchanging opinions is an essential element and a focal literacy activity in discussions between participants. Some students who listened to the speakers showed acceptance or agreement by nodding and note-taking during peer discussion. They did not seem to participate by sharing verbal ideas with other peers. However, they were learning as peripheral participants.

My subject, J1, learnt as a peripheral member and did not talk in certain situations due to a lack of English language skills and insufficient experience with genre and academic texts. She listened to other speakers' in order to check whether her understanding and reading proficiency were similar to theirs. She moved between peripheral and active levels and took on both active and listening roles in the community depending on her understanding of the reading. Thus, students can take on both roles and alternate between them depending their interests, English skills and knowledge of the topic because '[c]ommunity members move through these levels' (Wenger 2002, p. 56). Thus, it may be difficult to distinguish whether a person is an active or peripheral participant.

According to Wenger the ratio of people in each group can vary depending on the community. Wenger et al. (2002) say that most participants occupy the peripheral group. Around 15 to 20 percent of the community participate at the active level and approximately 10 percent engage in the core group. However, my research shows that the number of students in the active group is larger than those in the peripheral groups unlike Wenger's (2002) diagram. This may be related to the social practices within the community. The ratio of core, active, and peripheral members will change depending on the social practices participants engage in.

4.2 Hypothesising on learners' development

Through observing J1, I was able to hypothesise on newcomers' development in communities of practice. At first, the newcomer feels like an outsider in the community. They need to feel a sense of belonging and want to be welcomed by the other members. The majority of learners may acknowledge a gap between the knowledge they have gained through previous experiences and the new community's expectations.

After recognising differences between themselves and the other members, newcomers try to acquire new knowledge or techniques to integrate themselves into the group. This may be motivated by their need for a sense of belonging and acceptance. For example, in an interview with a new student in J1's classroom (pers. comm, 18 January 2008), the student said she was used to being an experienced English learner in her home country. However, since entering GEAP 5A she no longer felt like this. She brought prior experiences including techniques, semiotic resources and English language skills, which were essential in her previous learning environment. These prior experiences were based on grammar translation and reading English literature, which provided little preparation for speaking English with classmates. When she came to Australia, it was difficult to adapt to the new learning environment because it focused on verbal interactions between peers using a communicative teaching methodology. Engaging in discussions was a challenge and made her feel isolated from the community. However, she began to seek information in order to participate in the community by listening to other members' discussions. When J1 realised the new student was struggling, she commented to me, 'I have sympathy towards the new student' (pers. comm., 15 January 2008). Her remark reminded me of my first experience of learning English in Australia. I also felt like an outsider when I could not participate in a discussion. Acknowledging herself as an outsider in a community of learners occurred when she was exposed to new experiences, though it may not be related to individual differences in nationality, age, gender and English proficiency.

The second course of action employed by newcomers in seeking to become experienced learners is to follow the typical methods used by the majority of other members in completing a task. These methods include following instructions on task sheets and reading information about assessment and assignment due dates on handouts supplied by the teacher.

The third course of action is for newcomers to work out their own strategies, which are different from those used by the majority of members. For example, J1 could not make sense of a particular reading. Therefore, she asked for extra help from native English speakers to complete the task. Newcomers developed their own strategies to solve problems. Also, they moved between the first and second courses of action until they acquired new knowledge and skills to adapt to their learning environment. It can take a long time for newcomers to shift from peripheral participant to active participant level. In the process they should be accepted by the community and no longer feel isolated.

In GEAP 5A, newcomers continued to shift between peripheral and active participation. When new students entered the community, those original newcomers began to recognise they were no longer new through their interactions with this latest group. They discovered that this new group was applying the same methodology and techniques, which they as newcomers had used. Finally, those original newcomers might acknowledge themselves as experienced learners by helping the new students to adapt to their new community.

In summary, newcomers seemed to experience different levels of participation in a community. The progression from a new learner to an experienced learner was not simple. It was a lengthy process by which newcomers gained a variety of experiences through a gradual process. In the next section, J1's social participation in a community will be analysed within the framework of communities of practice.

4.2.1 Self-reflections and self-awareness

I conducted J1's self-reflections on the unit of work over a one month period and analysed them in order to explore how she developed into an experienced learner by engaging in a variety of social practices within the classroom community. The aim of this is to gain a better understanding of learners' development within communities of practice.

J1's self-reflection provides a narrative account of her progress in developing writing and speaking skills through working on an essay about surrogacy using authentic reading materials. J1 was required to complete all of the following sequence of tasks: reading tutorial, text summary, text seminar presentation, individual presentation and an argument essay. I interviewed her after each task and analysed her self-reflections within a socio-cultural theoretical framework. This allowed us to discover the strategies she was using to make meaning as she engaged in literacy practices and as well as to manage a variety of roles in order to become an experienced learner within the community of practice.

4.2.1.1 First experience writing an argument essay

Assignment task sheets were distributed and students told to read them.[3] J1 reflected on the experience.

> I was surprised and afraid when I read the due dates and the procedure on the task sheet. I did not know how to start with the tasks and felt it might be impossible to complete all the tasks. It is my first experience to write 600 words and read such a difficult topic. And I was so confused when trying to understand the topic, which my teacher asked us to read. I thought it was useful to use the dictionary to find difficult word but even so I could not understand the meaning. (pers. comm. 27 November 2007)

[3] The unit of work was introduced on 16 November 2007.

Understanding task requirements by reading a task sheet is one of J1's social practices in the classroom. She found the list of tasks that students were expected to complete daunting. She felt it might not be possible to complete them because it was her first experience of learning through a text-based and genre approach.

```
Due dates
Reading Tutorial: 20/11/07
Text Summary: 26/11/07
Text Seminar Presentation: 26/11/07 or 27/11/07
Essay: 5/12/07
Individual Presentation- 10/12/07 or 11/12/07

Text Summary Assignment
Length: 300 words
Structure:
•   Introduction (approx.10% of total review)
•   Body (approx. 80% of body)
•   Conclusion (approx. 10% of total review)

Introduction
•   The introduction should have a sentence that introduces the title of the article or book,
    the year it was published and the name of the author (The bibliographic details)
•   It also needs to outline the central theme of the article and what point of view the
    writer presents.
(Continued)
```

Figure 4 Part of J1's task sheet for the unit of work: writing an argument essay.

When J1 read the requirements of the essay, she was confused by unfamiliar words. She found it particularly difficult to understand the topic sentences. The topic for the essay was as follows:

> Contemporary Reproductive Technology has reached a point in which parents have a number of different options regarding the way their child will be conceived and developed before birth. Surrogate parenthood is one available option for parents
>
> in some states of Australia. Through it is not legal in some states of Australia parents can still go to other states. Therefore the federal government should intervene and outlaw this practice nationally. Argue.

Words related to surrogacy, medical procedures and politics were found within the topic sentences. She found these difficult to understand and tried to predict the meanings of words. Technical words such as *reproductive technology* and *surrogacy* were new terms. The last part of the essay topic, '*Therefore the federal government should intervene and outlaw this practice nationally. Argue*', puzzled her deeply. The last sentence reveals that the student is expected to make an argument based on the topic. However, J1 could not work out what was required for the task because she did not understand specific words such as *intervene* and *outlaw*. She was unable to predict their meanings. Other classmates also had similar lexical problems. Therefore, J1 and other students discussed the matter.

J1 listened and took notes while the teacher explained the meaning of the technical words. However, this did not increase her understanding. This was apparent when we discussed the topic a few weeks later. A lack of English proficiency and very basic knowledge of the specific topic as well as little experience in a text-based and genre teaching approach have limited J1's meaning building strategies and understanding.

4.2.1.2 Awareness and motivation

Choosing a topic and reading materials is a complex and demanding process and it assumes learners have a reasonable amount of knowledge about the topic in order to be able to choose it (Teramoto & Mickan 2008, p. 48). In J1's case, she did not have the opportunity to choose her topic

and select the reading materials. Four different articles[4] were chosen and the teacher decided who would read each article. The teacher nominated J1

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[4] The four different reading materials' titles:
- Article one: Lambropoulos, V (2004) *The Greek Conference: Surrogacy. Arrangements: The Ethical perspectives.*
- Article two: BBC (2007), TV & Radio: Inside Out – Surrogacy.
- Article three: The Age (2007), *Baby Ethan a priceless 'gift' worth every cent.*
- Article four: Better Health Chanel (2004), *Fact Sheet: Surrogacy – the issues.*

to read the 4th article, which is a summary of surrogacy by an organisation. J1 reflected on this.

> I realised that the teacher chose the article for me. The article was the easiest one compared to other students' articles. My English is probably lowest in the classroom. Other students especially Kazakh students can speak English very well and I am a slow reader so it takes me a long time to read an article and understand it. That's why my teacher chose the easiest article for me. I know I have to improve my English skill to be able to catch up with other students. So I decided to read all articles at home until I understood them. (pers.comm, 27 November 2007)

Lack of choice in selecting a topic and reading material and her interpretation of this as a sign of her low English proficiency motivated J1 to learn English. This incident and her self-reflection made her very aware of her current role as a peripheral participant in the classroom, and encouraged her to seek a strategy to move up to the next level of participation. She thought she should read all the articles, otherwise she might not be able to verbally participate during peer classroom discussions, which would make her feel left behind in the community. It could be argued that J1 wanted to be accepted by the other students in relation to verbal interactions.

J1's process of looking for an appropriate strategy to improve her English may be considered a social practice. So, newcomers may compare their proficiency against what is expected of them in the community and engage in appropriate social practices to increase their proficiency.

4.2.1.3 Social practices in reading tasks

J1 reflects on the first task:

> For the first task (reading seminar) I read the article and took notes. It is one of the tasks for this writing activity. There was a note-taking sheet provided by the teacher so I had to use it.

> In the reading some parts were hard to understand because I
> was unfamiliar with the vocabulary and had to guess the
> meaning. So I read some sentences and stopped when I
> encountered unfamiliar words and read it back again. I
> decided to use the Japanese-English dictionary to check new
> vocabularies. This time I made a vocabulary list so I could
> better remember the vocabulary compared to writing the
> translation next to the word in the text this is because I wanted
> to remember the meaning of the new words for classroom
> discussion. (pers. comm, 27 November 2007)

By writing notes on a task sheet J1 intentionally established her own
reading strategy to understand the article. She assumed that understanding
the article would enhance her classroom performance, especially her ability
to participate in peer discussion. One of J1's meaning-making strategies
was to find unfamiliar words and create a vocabulary list. Definitions of
new terms such as *surrogacy* were recorded in her L1 on the list. She did
not write on the reading materials. Her concern was to successfully
complete an oral presentation in the future. Memorising the words and a
clear understanding of the vocabulary would be necessary. Making
vocabulary lists was a useful strategy for J1. Hence, she created her own
methodology of learning in order to be able to participate in her community
of practice.

4.2.1.4 Social practices: seeking external help

J1 read the article three times. She asked her host sister to check
her notes. Her lack of confidence motivated her to ask her host
sister to proofread it.

> I was not sure whether I understood the article well so I asked
> my host sister to help me reading and check my notes. If I did
> not understand the article well, it will be a problem because I
> have to give a small presentation in the reading tutorial. (pers.
> c omm, 27 November 2007)

J1 wanted to clarify her questions concerning the article. She summarised each paragraph to better understand it. When J1 encountered sentences that she did not understand, she asked for help to identify particular words. For example, she would ask her host sister, 'what does infertility treatment mean?' and 'could you explain what this sentence means?' When responding to J1 questions her host sister recontextualised the terms or words into everyday speech (Poh Yoke Chu 2007, p. 24). Thus, J1 was able to understand the meaning of the sentences through interacting with a native English speaker. Visiting someone to ask for external help can be a form of social practice. J1 was unable to understand the sentences in the article by herself. However, by working with her host sister she could recontextualise the written text into spoken text. This enhanced her learning. J1 was learning new ways of organising the meaning-making process in the target language.

4.2.1.5 Proofreaders

One of J1's new methods of organising the meaning-making process in the target language was to work with a proofreader.

> I asked my host sister to check my English in the essay before I submitted it. She said she tried to keep my writing and changed only my grammatical mistakes. But when she started to correct my grammar mistakes she sometimes changed my entire sentence. I found many grammatical and word choice's mistakes in my writing. To talk with her is very helpful for me because she taught me proper language choice (pers.comm., 27 November 2007).

Asking someone to proofread can be a social practice because 'the proofreading process [is] a constant conformation with one reader's meaning making operation' (Teramoto & Mickan 2008, p. 52). J1's host sister tried to respect J1's lexical and grammatical choices. However, those

choices were, at times, incorrect. Therefore, the host sister modified and paraphrased some of the sentences in her essay to improve comprehension. J1 was satisfied that her written sentences became more like those of a native English speaker. For example, at first she tended not to use causative verbs such as 'make' to express the idea that a person requires another person to do something. Her host sister encouraged J1 to use 'make' as a causative verb in her writing, which gave J1 the feeling of writing sentences like a native speaker. After J1 discussed this with her host sister, she realised that the majority of her notes were written verbatim from the article and it was necessary to change them into her own words. She understood the benefits of recontextualising the formal written language of the article into everyday speech in order to explain the content of the article to peers in the classroom. Using everyday speech rather than technical language was a better way for J1 to help her listeners better understand her explanation.

4.2.1.6 Peer discussions

One of the classroom tasks involved a discussion of authentic texts. There were eight students in a group and another student acted as chairperson to ensure the discussion kept within the time allocated. A student-centred teaching approach was maintained during the lesson. The teacher's role was to provide as much scaffolding as possible by asking open-ended questions, as well as monitoring the time for the chairperson. The classroom discussion was based on the four articles about surrogacy. All students had to read one of the articles in advance. J1 was in charge of the fourth piece, the web article 'Fact Sheet: Surrogacy – the issues'. Students were given the task sheet at the beginning of the lesson which included questions about the author's profession, opinion, intention, perspectives on surrogacy, and the data presented. J1 reflected on the class discussion:

> I could not speak up when my classmates were discussing
> about article one, two, and three. This is because the 1st article

was too difficult to understand for me therefore I decided to become a listener. It was hard for me to understand because of the speaker's pronunciation. During the discussion about the 2nd and 3rd articles, I was also unable to participate in the discussion but I wanted to say something because I understood both articles. However, when the chair person introduced the explanation on the 4th article I contributed to participate with my classmates. I thought I knew the article better than the other students and therefore pushed myself to speak up. I might have confidence to interact with other by asking questions spontaneously. (pers. comm, 27 November 2007)

J1's challenge was to interact with others by taking turns and expressing her opinion verbally. During discussion of the first article, she listened nodded and took notes. These activities could be considered passive learning and be classed as minor roles in peer discussion. Engaging in verbal discussion is considered the role of the core group of participants. However, to complete a small job such as listening and nodding is also an essential part of participating as a member of a community (Lave & Wenger 1999). New students are not usually asked to take on core duties but, rather, are expected to take on less critical responsibilities while they are still developing their skills. Newcomers can enhance their confidence and satisfaction by fulfilling less important roles (Lave & Wenger 1999). J1 was not aware of the importance of listening and note taking during her discussion and regretted not being able to participate verbally.

At times in class, J1 participated at both peripheral and active levels. Sometimes she became an active student who took turns and expressed her opinion about the topic. Other times she was a peripheral participant who watched other students' interactions. This suggests that it may be difficulty to distinguish precisely whether the person's participation is active or peripheral. Some students take on both roles and change from one to the other, depending on their interests, English proficiency and knowledge of the topic. Therefore, J1 assumed different roles according to the situation, in order to become an experienced learner within the community.

In order for newcomers to gain full membership, they immerse themselves in 'collaborative practice' (Gee 2003, p. 186). According to Duff (2002) learning together can provide a richer learning environment through verbal communication practices. However, Teramoto and Mickan's study (2008), indicates that collaborative learning for ESL learners may not necessarily enhance language learning in a particular situation. They explain that limitation of knowledge on the topic, lack of experience in the academic genre and limited English proficiency interferes with learner's collaborative work. In my study, similar outcomes were found. In J1's case her limited knowledge of the topic of surrogacy and her limited English proficiency may have inhibited her collaborative work. Four particular elements may have prevented J1 from collaborating successfully.

- **Lack of knowledge about surrogacy**

   J1 understood the definition of surrogacy in her L1. Her experience of watching a television program about the subject in Japanese enhanced her initial understanding of it in English. However, she did lack substantial basic knowledge on the topic.

- **Lack of proficiency in reading and listening to English**

   J1 struggled to read efficiently and was a slow reader. When reading she was able to read back and improve her comprehension and solve any issues she had with the text. In contrast, when participating in discussion she was unable to stop the speaker to solve her problems. She felt that it would have been inappropriate to disrupt the flow of the conversation.

- **Lack of experience in the academic genre**

   This was the first time that J1 had read an academic conference article. She thought that the article was too long and involved too many

technical terms. While she had gained some reading experience in the previous semester, those articles were less academic, having been chosen from the Internet, IELTS texts and school textbooks by her teachers.

- **Lack of experience in text-based learning**

This was one of her first experiences with text-based learning and she was not familiar with the various steps that were involved.

4.2.1.7 J1's social practices in the classroom

J1 chose to speak in English even though I offered to use her L1 during interviews and tutorials. Her decision to speak in English with everyone demonstrates her commitment to improving her language skills. According to Mickan et al. (2007, p. 6), 'in the process of apprenticeship, participants have choice—to adopt social practices, or to resist and reject, or to recreate and transform'. It could be argued that J1 rejected my offer, believing that speaking in Japanese would be easier. Ultimately, it would not have helped her English. Her priority in learning English was to improve her oral skills, which may be motivated by the pressures of Japanese social norms and classroom communities. She wanted to speak English reasonably well before the end of her first year of study in Australia so she could obtain a better job and have greater access to workplace promotions in Japan. Japanese social norm may dictate that proficiency in English is essential for improved social status.

J1 also felt under pressure in regards to her proficiency in spoken English in the classroom. She believed she did not speak well enough to interact with her classmates especially in academic related topics. This made her feel like an outsider. She understood the importance of verbal interaction in the classroom and was aware that a large number of classroom activities were designed to be carried out in pairs and groups. J1 realised that her speaking skills were inadequate to fully interact in the classroom therefore

she decided to use English more frequently both in and out of the classrooms. She knew that being able to interact verbally with others was the first step towards being accepted as a member of the classroom community as well as any other community.

4.2.1.8 Recontextualisation

Analysing essay questions is a great challenge for those learning English. J1 had difficulty in analysing them because they could be interpreted in different ways.

> Contemporary Reproductive Technology has reached a point in which parents have a number of different options regarding the way their child will be conceived and developed before birth. Surrogate parenthood is one available option for parents in some states of Australia. Through it is not legal in some states of Australia, parents can still go to other states. *Therefore the federal government should **intervene** and **outlaw** this practice nationally. Argue.*

The terms 'intervene' and 'outlaw' were new to J1. She used a Japanese-English dictionary but still had difficulty making sense of the essay topic. J1's interpretation of the word 'intervene' included a positive connotation which suggested the Federal Government supports surrogacy. On the other hand, the word *outlaw* gave J1 a negative impression that the Federal Government wanted to make surrogacy illegal. J1 tried to recontextualise the essay topic into everyday speech to understand it better. She thought it meant that the Government should support surrogacy but prohibit surrogacy nationally. This contains two different meanings in one sentence. J1's confusion made it difficult to decide whether she should agree or disagree with the topic.

> Why ... 'Intervene' and 'outlaw' have opposite meanings in the sentence: 'the federal government should intervene **AND**

outlaw nationally' does not make sense to me. I feel it is mismatch. If the sentence was written like this 'intervene **OR** outlaw', I would not have been confused. (pers.comm., 27 November 2007)

Finally, J1 solved this problem by asking native English speakers the meaning of 'intervene' and 'outlaw'. After analysing the topic sentence, J1 thought about her opinion of the surrogacy issue. Various social practices such as predicting the meanings, checking meanings in a dictionary, interactions and recontextualising occurred while analysing the topic.

In summary, J1 had required the necessary skills to be able to use the appropriate types of semiotic resources to make sense of what she was learning through interactions with other group members. Results from J1's self-reflections indicate that she applied the hypothetical process mentioned in section 4.2 to become an experienced learner as a result of being exposed to a variety of social practices.

Initially, J1 became self-aware of her role as a peripheral participant when joining the community. As a new member she felt that she needed to be accepted by other members during verbal interactions. She followed the same procedures that the majority of students adopted in order to complete tasks such as reading authentic articles. However, that learning process proved inappropriate for J1. As a result, she discovered her own strategy by asking for extra help from native English speakers to finish the reading assignment. J1's ability to guess unknown words and add extra words improved through reading. She tried to discover appropriate learning processes to enhance her language learning. Hence, she shared both the role of peripheral and active participant and increased her participation during peer discussions in the classroom community. J1's improvement may indicate she has gradually developed from a peripheral to an active participant through her participation in a community of practice.

5 Analysis and interpretation (2)

5.1 Classroom discourse analysis

J1's classroom discourse in two different spoken texts was analysed to identify her improvement. In the discourse analysis, J1's progressive and punctuative messages during verbal interactions with her peers and their patterns of interaction were focused on.

Text One is an excerpt from Transcript Two, a discussion conducted at a later stage in the first five weeks (10 December 2007, Week 5). The Field[5] of the text is a formal classroom discussion involving multiple non-native English speakers and a teacher. A student-centred teaching methodology was employed, therefore the teacher's role was to provide as much scaffolding as possible by asking questions, as well as to monitor the time taken for the discussion.

In terms of Tenor[6], there was an equal relationship among the students and a fairly close relationship existed among members of the group. However, some students were more dominant and controlled the discussion, therefore not everyone had equal opportunities for verbal interactions. The Mode[7] of Text One is spoken.

Text Two is taken from Transcript Three, which occurred one month after Text One (15 January 2008, Week 6). The field of this text is a group discussion on writing a summary where students had to compare different reviews regarding an arts exhibition. One of the students in the group was

[5] The term 'Field' means 'what is to be talked or written' (Butt et.al. 2000, p. 5).
[6] The term 'Tenor' means 'the relationship between the speaker and hearer' (Butt et al., 2000, p. 5)
[7] The term 'Mode' refers to 'the kind of text that is being made' such as written and spoken texts (Butt et al., 2000,p. 5).

new, while the other two students had been there for some time. The students controlled the time management and organisation of the discussion. The new student struggled to engage in verbal participation at the beginning of the discussion, although all students had equal opportunity to participate. The Tenor of Text Two, through the data, shows that the members are in the middle of building human relationships, therefore the students show some social distance. The Mode of this text is spoken.

5.1.1 Progressive and punctuative messages

J1's messages such as questions and responses for experiential meaning at the lexico-grammatical level will be examined in both Text One and Text Two.

All of J1's utterances during discussions are divided into two types of messages. The first type is called 'progressive', which are clauses, and can lead to further conversations that include the full range of lexicogrammatical choices (Wake 2006, p. 146). The other type is called 'punctuative', and are typically minor clauses—formulaic and minimal feedback—and non-productive in furthering the discussion (Wake, 2006). The analysis of progressive and punctuative messages can be one of the criteria to assess language improvement in terms of how newcomers become experienced learners.

For example, if a learner uses a large number of punctuative messages, it means that they may tend to listen to speakers by using minimal feedback, which may not lead to further discussion. Even though the person conveyed something, their message might not enhance further conversation. It could be argued that they may not know how to make appropriate language choices nor how to participate in the conversations. Furthermore, newcomers and peripheral learners may tend to become listeners by using minimal feedback. The result of the comparison between progressive and punctuative messages is shown below in Table 1 and Figure 5.

Table 1 J1's progressive and punctuative messages

Texts	Total Messages/ Turns	J1's total Messages/ Turns	%	Progress. messages	%	Punctuat. Messages	%
1	420	18	4.28	8	44.4	10	55.6
2	552	71	12.86	40	56.3	31	43.7
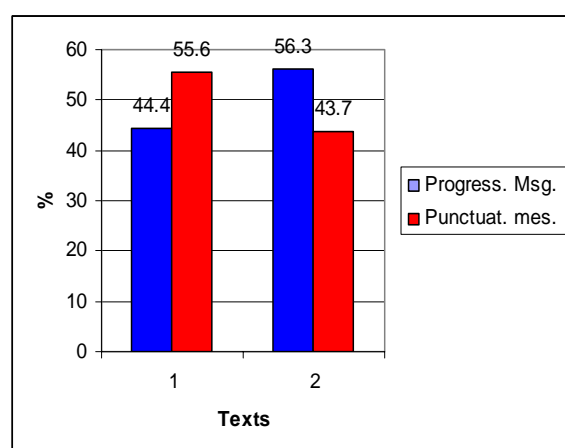
Figure 5 J1's 'progressive' and 'punctuative' messages in each text

Figure 5 shows the differences in J1's interactions in the two discussions. In the first (Text One), she scored 55.6% for punctuative messages and 44.4% for progressive messages. This result indicates that J1 contributed to the discussion, however, a large number of her messages included typically minor clauses such as minimal feedback (e.g., ' m::' [Turn 34]) and incomplete expressions (e.g., 'no because before… [Turn 32]') were found rather than the messages which function to expand further conversations. In J1's interview, she commented that there was not enough time for her to think of answers when a student asked her a question. She could not complete her utterances because other students interrupted during her silence and she could not express her opinion with a completed sentence. However, other students backed her up in order to convince the audience (pers. comm., 10 December 2007).

In Text Two, her 'punctuative' messages decreased to 43.7%, while her 'progressive' messages increased to 56.3%. J1's messages were expressed and constituted by clauses and enhance further discussion. Her language choice included the full range of lexico-grammatical structures, which was productive in furthering the discussion (Wake 2006, p. 146). This development in J1's ability to expand conversation may indicate that she can choose appropriate lexical items and skills to engage at greater depth in the discussion, Further, it may mean that she is gradually changing from newcomer to experienced learner.

5.1.2 Peer interaction patterns: co-participation

J1's interaction pattern shows that she co-operates with other students in order to solve problems.

Example 1 shows J1 and her classmates' interactions around the essay topic 'should the federal government outlaw surrogacy nationally?', which occurred at an early stage in this research. J1 was presenting her essay plan using an overhead transparency sheet in front of her peers and the teacher. Figure 6 shows part of J1's essay plan taken from the sheet.[8]

[8] Refers to Appendix C

```
Argument Essay Writing
Work out the number of words you need per paragraph (between 10-15% for the introduction
& 70% -75% for the body)  keep a balance in each body paragraph.

INTRODUCTORY PARAGRAPH:                    Approx Word Count planned ? :

A few words      Background/Context Idea
only :

                 Issue
A few words
only :
                 Definition :

Source?          Thesis Direction        Federal government should not outlaw surrogacy nationally.

A few words                              Useful to help people who want to have a baby.
only :                                   Having a baby is human's right.
                 Scope                   Commission couple can cut down cost about surrogacy.
Key ideas only                           Altruistic surrogacy should be admitted.
```

Figure 6 J1's plan for writing an argument essay

J1 stated her support for surrogacy by using both verbal and non-verbal behaviours when pointing out her title: 'the federal government should not outlaw surrogacy nationally'. A classmate (student M) misheard and thought that J1's argument was against surrogacy, believing that she had, in fact, said 'the federal government should not allow surrogacy nationally'. In Turn 6, a student clarified the grammatical mistake and suggested J1 correct her mistake. J1 accepted the students' suggestion by saying 'sorry' in Turn 8. After the silence, J2 sought clarification with the utterance 'for surrogacy' (Turn 9). This was a trigger for peer rebutting. Students continued to argue J1's topic for a relatively long time (between Turn 9 and 23). However, J1's apology (Turn 30) and the students' laughter resolved the problem and helped to maintain a harmonious relationship within the group. During students' negotiation (between Turn 23-30), a typical pattern of interaction was found. The students co-participated in the discussion to gain an advantageous position through negotiation of power (Shu-Hui, 2006). For example, in Turn 23, J2 remarked, 'before she said allow', emphasising his opinion that J1 supported surrogacy. This was subsequently supported by other students (Turns 24, 27 & 29), who believed that J1's topic sentence was correct.

The data indicated that students used synonyms in their utterances to assist others. For example, In Turn 23, J2 remarked 'before she said [the federal government should] allow [surrogacy]'. Other students gave their opinion to support J2 by using synonyms of the word 'allow' such as 'not outlaw' (Turn 24), 'not admit' and 'permit' (Turn 29). Thus, J1 was supported by other students' participation with the problem being solved through peer interactions.

Example 1

Excerpt from Transcript One

1. **J1**   good afternoon everyone ..today I'm going to talk about essay plan about surrogacy ..and so first …I …..why I explain…my::: position and   … these situation….a::: Federal Government should not outlaw surrogacy (that's   about it) so…. I agree surrogacy so Federal Government should admit the surrogacy ..and my point is I focus on four point ..a::: increasing demand of surrogacy ..and human rights..and supporting money about surrogacy ..finally a::: edu education ..I devided 4 parts 4 body
parts ..and firstly
2. **M**   (J1's name)
3. **J1**   yes
4. **M**   are you are you for or
5. **J1**   yes
6. **M**   == or against for and then you 'should', '[should] not' is wrong
7. **J2**   should should
8. **J1**   should? …sorry [silence 4 seconds: J1 is deleting by following M's
9. **J2**   for surrogacy
10. **J1**   for surrogacy
11. **J2**   you A::: I think that
12. **J1**   government should
13. **J2**   == Government SHOULD
14. **J3**   yeah
15. **M**   no
16. **J1**   allow allow allow surrogacy
17. **J2**   why SHOULD NOT ? ..should outlaw right?
18. **M**   should not
19. **J2**   got it?
20. **M**   should not surrogacy
21. **J2**   before before before you said
22. **M**   no she is against
23. **J2**   before she said allow
24. **J4**   should not outlaw

25. **J6**   should not outlaw you are correct
26. **J4**   yeah you you you are correct
27. **J1**   should not admit should allow
28. **J2**   YEAH
29. **E**   you permitted permit permit
30. **J2**   so you don't need to change [students laugh]
31. **J1**   so sorry
32. **T**   you should have confident what you wrote

Early in the semester, J1 was frequently supported by other students' participation in peer discussions. Example 2 shows her interactions with classmates. The topic was 'what kinds of surrogacy would you agree with?' One of the students expressed disapproval of surrogacy for homosexual couples. In Turn 287, J1 was asked by a student to explain her support for surrogacy for homosexual couples. She stated that 'the gay couple has also human rights'. She was supported by another student's (S9) utterance that immediately followed her own. This pattern of co-participation convinced others in the class and led to a change of topic (Turn 291).

Example 2

Except from Transcript Two

287. **S6**   You are disagree why why/
288. **J1**   The gay couple has also human rights
289. **S9**   Where is the human rights …human right for gay?
290. **J1**   I think so.
291. **S3**   but the parents
292. **S6**   It is not good for child.

J1 began to solve problems by participating in peer discussion. Example 3 shows J1 and two other peers' interactions concerning their reading of three arts/museum reviews. One of the students in the group was a newcomer. He gave his opinion on the article in Turn 140 ('I think it's just a general expression of about this…'). However, his utterance was an incomplete sentence, so J1 assisted by adding 'one painting' in Turn 141.

J1's support and co-participation enhanced further conversation between the new student and herself.

Students suggested looking at a small notification of a temporary exhibition mentioned in the reading article. It said 'temporary exhibition'. J1 realised that the new student was struggling to understand the meaning of 'temporary exhibition', therefore, she explained it in everyday speech in Turn 149. She supported the new student in the meaning-making process with her pattern of co-participation.

Example 3

excerpt from Transcript Three

140.	**New**	A:: I think it's just a:::: general A::: a::: expression of .
		about this ..
		[2 seconds silence]
141.	**J1**	paint one painting ** [J1 helped to complete New's
		sentence]
142.	**New**	painting Aboriginal
143.	**M**	[mumbling and reading the article]
144.	**J1**	not so detail
145.	**M**	not detail BUT can you see on the:::: on the right side
146.	**J1**	yeah
147.	**M**	on till December
148.	**J1**	'temporally exhibition' [J1 read the article]
		[N's facial expression addressed his confusion]
149.	**J1**	it's very special ....exhibition [to New]

In summary, J1's classroom discourse shows a large number of progressive messages, which contain elements that expand further conversation with peers. This did not occur at the beginning of the semester. Furthermore, from mid-semester onwards, during discussions students tended to co-participate not only to gain an advantage over their peers, but also to resolve problems and arguments by verbally supporting each other in order to complete a task. J1 was helped by fellow students to convey her opinion at the beginning of the semester. J1, in turn, frequently engaged in co-participation to help a new student, by predicting words to complete their utterances. She provided meaning-making opportunities for the new

student as well as for experienced learners in the classroom. The results may imply that J1 gained the ability to use different patterns of interaction in her practical situations, which signify that her role of participant is no longer peripheral but improving towards that of core participant within a community of practice.

5.1.3   Using Rhetorical Unit analysis

In order to expand the examination of ESL students' learning experiences with members of their community, the focus now moves to the level of semantics with an analysis of the rhetorical activities in students' interactions. This will be carried out using Rhetorical Unit (RU) analysis introduced by Cloran (1994) and adapted from Wake (2006).[5]

In order to identify J1's progress during peer interactions, rhetorical activities in the hypothetical-real pattern, extracted from Text 3, are examined. The fundamental idea of Cloran's Rhetorical Units (RU) is influenced by Vygotsky's notion of the relationship between lower and higher mental functions. Lower mental functions occur in elementary stages such as in mother-child interactions (Wake 2006, p. 201). For example, a basic mother-child pattern of interaction is directly related to a material base where the child demands goods and services which the mother provides (Wake 2006, p. 21). This rhetorical activity is called an Action in the RU.

On the other hand, higher mental functions include the formation of concepts and problem solving. In other words, people who engage in higher mental functions can predict future events or stages, or guess what might or might not eventuate, and also express inherent attributes or characteristics of the model. See Figure 7 (ibid, 2006).

Figure 7 Cloran's Rhetorical Units (1994) (Adapted from Wake 2006, p. 204)

This analysis focuses on Text 3, which was lifted from Transcript Three. In the text, a newcomer (New) and two students (J1 and M) discussed some features of an authentic art review for an oral presentation. When the data for Text 3 was collected, it was the newcomer's third week of studying in GEAP, while J1 and M had been in GEAP for approximately seven months. My hypothesis assumes that J1 is an experienced learner in the community compared with the newcomer. Therefore her rhetorical activities would consist of higher mental functions than the majority of the newcomer's rhetorical activities that would consist of different elements.

To illustrate RU analysis in detail, eight kinds of Rhetorical Units have been identified in the students' verbal interactions in Text 3—Action, Commentary, Observation, Reflection, Account, Prediction, Conjecture and Generalisation (Figure 8). The descriptions following will provide examples of how the students engaged in different types of rhetorical activities from low to high.

Figure 8 Summary of Text Three: J1, Student M and New student's interactions in RUs (Adapted from Wake 2006, p. 208)

1   Action

Action involves lower mental function, and focuses on non-verbal and verbal activities that are 'directly related to a material base and physical activities' (Wake 2006:212). For example, in Text Three messages only an experienced learner (Student M) used RU Action twice (e.g. mess 186 *and if you look at a::: this advertisement on the right*).

2   Observation

According to Wake (2006), '[o]bservation is defined as the kind of rhetorical activity which involves the characteristic states or activities of co-present objects or persons other than the interactants' (p.221). The experienced learners (J1 and M) use RU Observation 9 times while the new comer uses RU Observation once. RU Observation in the following excerpt from Text Three, messages 139 – 140 show that J1 (an experienced learner) focuses on descriptions of the review article.

Extract from Text Three

139.   J1   just one focus is about this picture …
Rhetorical Unit
Observation

140.   J1   and …and this article doesn't have museum information
Rhetorical Unit
Observation

RU Observation, message 142, in the excerpt below shows the newcomer's description of the same review article.

Extract from Text Three

142.   New   A::: a::: expression of ... about this
Rhetorical Unit
Observation

3 Reflection

In the RU model, 'A message expressing students' habitual state of affairs' is called Reflection (Wake 2006, p. 211). For example, Student M acted as chairperson, controlling the discussion about the reading article and asked the rest of the class to describe some features of the reading. In message 136, J1 gives her understanding of the article, *[it is about a] general [information of] about the exhibitions*. She continued by adding more information about the exhibition in messages 138 and 140. In message 141, the new student reflected on what J1 had said.

Extract from Text Three

135.　M　　yeah this shorter one .
Rhetorical Unit
Commentary

136.　J1　　general about the exhibition
Rhetorical Unit
Observation

137.　M　　yeah
138.　New　== yeah
139.　J1　　just one focus is about this picture …
Rhetorical Unit
Observation

140.　J1　　and …and this article doesn't have museum information
Rhetorical Unit
Observation

141.　New A:: so I think it's just a:::: general
Rhetorical Unit
Reflection

4 Account

One of J1s improvements was her ability to co-participate in order to back up other members. For example, in message 148, Student M suggested to

J1 and the new student (New) to look at a small advertisement on the right of the reading article. In message 151, J1 read out what the advertisement mentioned. She realised that the new student might not understand the meaning of 'temporary exhibition', therefore, in message 152, she changed the words from academic to everyday language in order to help the new student understand it. According to Wake (2006), Account consists of giving a linguistic account of attributes of characteristic functions.

Extract from Text Three
148.   M   BUT can you see on the:::: on the right side
Rhetorical Unit
Action

149.   J1   yeah
150.   M   on till December
Rhetorical Unit
Observation

151.   J1   temporary exhibition
Rhetorical Unit
Observation

[New student showed confusion on his face]
152.   J1   It's very special exhibition
Rhetorical Unit
Account

5   Prediction

Message 176 in Text 3 constitutes a Prediction which 'is a type of rhetorical activity involving future events or states' (Wake 2006, p. 213). The speaker (Student M) focused on a future event: selling the paintings.

Extract from Text Three

176.   M   maybe after the exhibition [the painting will be sold] sell
Rhetorical Unit
Prediction

6   Conjecture

Message 170 in Text 3 is an example of Conjecture, meaning that speakers express their opinion on a subject without firm evidence (Wake 2006, p. 216). For example, as shown in the excerpt below, J1 used the RU Conjecture in order to show other students how the picture was helpful for readers. J1's messages include semantic features such as 'possible' or 'likely' (Wake 2006).

Extract from Text Three

170.   J1   if if it does not have this picture the reader don't
                 understand what kind of painting
Rhetorical Unit
Conjecture

7   Generalisation

The function of Generalisation is to 'mak[e] class exhaustive reference to whatever class of entity'. This is considered a higher mental function in the RU (Wake 2006, 217). For example, in messages 179 and 181, Student M explains that Aboriginal paintings are currently very popular which is generally true rather than the student's own experience.

Extract from Text Three

176.   M   maybe after the exhibition sell
Rhetorical Unit
Prediction

177.   J1   sell
178.   M   yeah
179.   M   usually usually people now now a day
Rhetorical Unit
Generalisation

180.　New　um-hum
181.　M　　Aboriginal painting are very famous
Rhetorical Unit
Generalisation

Between them, the experienced students took 52 turns (Student M: 30, J1: 22), while the newcomer took 11 turns. Since the newcomer took substantially less turns, he may be able to enhance his learning by listening to two more experienced learners' verbal interactions.

In order to identify differences in rhetorical activities between newcomers and experienced learners, their messages during peer discussion were compared.

Table 2 shows each participant's frequency of exchanged messages in Text Three. The total number of exchanged messages were 63. The new student exchanged 11 messages during peer discussion while J1 and Student M exchanged 22 and 30 respectively. While J1 and Student M engaged in considerable verbal discussion, the newcomer participated by listening to others, and so was considered a peripheral participant.

Table 2 Number of exchanged messages in Text Three

Participants	Messages
M (Experienced student)	30
J1 (Experienced student)	22
New student	11
(Total)	63

Table 3 shows that the new student uses fewer varieties of RU than J1 and M. For example, J1 employed five types of RU including Observation, Reflection, Account, Conjecture, and Generalisation. Student M employed

an even wider range of RUs, from Action through to Generalisation. J1 and Student M have attended the GEAP course for approximately seven months. The length of time they have spent in this community indicates that they are more experienced learners than the newcomer. In contrast, the new student's rhetorical activities move within a narrower range, between Observation, Reflection and Account.

One of my assumptions was that a large number of lower mental functions in RU such as Action and Commentary would be found in newcomers' utterances. However, the results show that the newcomer uses middle level mental functions such as Reflection and Account rather than lower levels. It could be argued that newcomers use lower level mental function RUs, and when they became experienced learners, they employ higher level RUs. However, the results indicate that experienced learners have an ability to choose varieties of rhetorical activities from lower through to higher level mental functions. On the other hand, newcomers may tend to have less ability to be able to carry out different types of rhetorical activities than experienced learners.

Table 3 Rhetorical Units used by a new student, J1, and student M in Text Three

RUs	J1 (exp)	M (exp)	Total	New Student	Total
Action		2	2		
Comment.		2	2		
Avocation					
Observation	6	3	9	1	1
Reflection	1	3	4	2	2
Report					
Account	1	7	8	2	2
Plan					
Prediction		3	3		
Conjecture	2	1	3		
Recount					
Generalis'n	1	2	3		
Principle					

A large number of Observations were found among experienced learners because the group task was to compare three different authentic readings and to describe differences and similarities among them.

In summary, the new student uses lower or middle level mental function RUs such as Observations when engaged in verbal interactions with peers. The experienced learners used not only higher levels of mental function such as Generalising, but also lower levels when they engaged in verbal interactions. It means that the experienced learners may have greater ability to choose proper semiotic resources such as lexicogrammar and semantics to carry out a particular social practice. This result shows that some people are more experienced than others in the classroom community of GEAP 5A. Having spent seven months in GEAP 5A learning English, J1 could be considered a core or active participant in this community of practice.

6   Conclusion

6.1 Learning through social practices

This study explores student's participation levels during peer discussions in relation to Lave and Wenger's (date) communities of practice. It identifies how Lave and Wenger's (1991) communities of practice can be applied in an ESL classroom. It also explores how newcomers engage in social practices to become experienced learners in a community. The study aims to answer the following research question: how do newcomers become experienced learners by interacting with classmates and teachers through pair, group and classroom discussions?

In order to become experienced learners, newcomers and peripheral participants are exposed to a variety of social practices by working with other members and sometimes individually in the classroom setting. When learners encountered new experiences, some tried to explore suitable techniques to deal with issues. For example, when learners experienced new practices, they realised the need to fill the gaps between their prior experiences and the expectations of the classroom community. The subject of this study (J1) experienced learning through peer discussion for the first time while learning ESL at the University of Adelaide. Her prior learning experiences involved grammar translations with few opportunities for peer discussions. These prior experiences did not teach her about turn-taking, therefore, she listened to the speaker a lot at the start. Gradually, she explored strategies such as writing what she wanted to say on a piece of paper. She also discovered appropriate learning strategies by interacting with peers. This is an essential social process for newcomers to engage in, in order to become experienced learners. The more learners gained new experiences offered by community, the more they could apply their knowledge and skills to different social practices. In other words, the newcomers steered their own course to become experienced learners.

Learning also occurs when learners participate individually in a social practice. For example, the discussion of the reading articles provided some students with the opportunity to take notes on their own. Thus, in a classroom community participants interact with other members, which enhances their language learning.

6.1.1 Communities of practice in the ESL classroom

In their research Lave and Wenger focused on informal organisations, while my research focused on a formal organisation, that of the language learning classroom environment. Lave and Wenger (2002) cite an Alcoholics Anonymous meeting as an example of an informal organisation. Members decide themselves whether or not they will attend meetings. This flexibility gives the sense of an informal community situation. There may be active participants who do not attend every meeting, while some peripheral participants may attend all meetings but never participate in discussions. As well, there may be core participants who attend all meetings and actively participate in discussions.

In contrast, an ESL classroom is a less flexible and more formal organisation. Regular attendance by students is enforced by school policy and visa regulations. Students are expected to attend class everyday. Therefore, all students in GEAP 5A are core or active level participants (Figure 9).

NOTE: This figure is included on page 67 of the print copy of the thesis held in the University of Adelaide Library.

Figure 9 GEAP 5A as a community of practice (adapted from Wenger et al. 2002, p. 57).

Three different types of participants were observed in the GEAP classroom community. Some students were verbally dominant and controlled peer discussions. There were others who engaged in verbal participation but were less enthusiastic than the dominant group, while there were also those who just listened to speakers and took notes. Lave & Wenger's theory that all participants in a community engage in roles which can be divided into three different groups: peripheral, active, and core can apply to this ESL classroom community.

Participant roles such as core, active, and peripheral are changeable according to the social practices that people engage in. Verbal discussions with other classmates can be considered a social practice. Students were required to read articles, which formed the basis of peer discussions. Sometimes J1 was an active listener and at other times she participated willingly in these discussions when she understood the reading. She was an active participant because she could participate verbally. In contrast, she was peripheral participant during peer discussions in which she did not understand parts of the article. She wanted to improve her comprehension by listening to other students (pers. comm., 31 January 2008). This strategy is one of the social practices embedded in her learning to help her improve her understanding of the reading, Thus, learners changed their level of participation in the community through engaging in social practices (Figure 10).

NOTE: This figure is included on page 68 of the print copy of the thesis held in the University of Adelaide Library.

Figure 10 A participant's degree of participation in social practices in an ESL classroom (adapted from Mickan 2006)

6.1.2 Learning stages

Lave and Wenger (1991) suggest that it can take a long time for newcomers to become experienced learners. According to the results from this research, when some newcomers encountered new experiences in the community, their feelings of belonging with other members increased through engaging in various social practices to complete their tasks successfully. This is because some newcomers decided to be part of the community. For example, a social practice such as reading authentic articles for writing in a particular genre was a new experience for J1. Her lack of experience in reading and lack of knowledge on the topic made her aware of another social practice. She became aware of gaps between her own English proficiency and the expectations of the set tasks. J1 was aware of her difficulties with reading comprehension and she also knew that students were expected to discuss the article with peers. She thought that if she could not read the article she would not be able to participate in the discussions. She tried to find a new learning tactic so that she could contribute. She wanted to belong to the group through verbal participation. Thus, participants feel accepted by others when they engage in new social practices in a classroom community.

J1 tried to follow a learning procedure used by the classroom community in order to complete a task. However, when she realised that she could not apply that learning strategy she came up with one of her own. Discovering an appropriate learning strategy is a social practice. The learning methods in GEAP 5A were written on a procedure sheet, which the teacher gave to all students at the beginning of the unit. The sheet explains how to complete tasks such as reading articles, discussions and presentations. However, J1 knew she had problems following the typical learning methods. Therefore, she tried to find a new method. Her new strategy was to ask a native English speaker for help to proofread and confirm her understanding of the article. J1 found this strategy useful and often used it.

Meanwhile, a new group joined her classroom community. In interacting with the new group, J1 gradually acknowledged that she was no longer a newcomer in the classroom community and this increased her confidence as an experienced learner (pers. comm, 3 February 2008). In Text Three, she could respond to another student's question during peer interaction. J1 engaged in co-participation to help the new student. Thus, accepting the new group enabled J1 to recognise herself as an experienced learner rather than a peripheral participant.

I could not explore other processes by which newcomers become experienced learners due to the time constraints of this study. However, other important stages could be observed in long-term research.

6.1.3 Classroom interaction

Examining learners' interactions with peers using classroom discourse analysis and Rhetorical Unit analysis was essential for gaining an understanding of how newcomers become experienced learners in a classroom community. The results show that as soon as participants encountered problems during peer discussions, they engaged in co-participation to resolve them. Furthermore, newcomers and experienced learners used different rhetorical activities during peer discussions.

Data from the three texts shows that experienced learners such as J1 and Student M chose a wider range of mental functions, from lower through to higher levels, than the newcomer during peer discussion. In other words, the newcomer might have less ability to choose proper semiotic resources in order to complete the task. During peer discussion the newcomer was a peripheral participant, spending most of the time just listening to other members. In doing so he may have enhanced his learning by listening to experienced learners' because they used higher level mental function Rhetorical Units and reached the end of the task.

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In a community of practice, newcomers gain experiences to deal with new social practices through interacting with experienced learners. Lave and Wenger (1991) suggested that learning in a community occurs within a master and apprentice relationship. A master, such as a teacher, does not teach all the knowledge and abilities which newcomers and learners need to achieve to be able to survive in a community. As a consequence, it is essential for newcomers to learn new skills and work together with experienced learners while engaging in a variety of social practices. This is a requirement for the newcomer to become a full member of the classroom community. It is essential for teachers to provide learners with different types of social practices which both new and experienced learners can work on in the classroom.

6.2 Implications for learning and teaching languages

6.2.1 Teachers' and learners' roles

People learn languages through interacting with other people and creating a community. A social view of language acquisition maintains that through their interactions learners negotiate not only meaning but also their roles in their relationships and their cultural and social identities in a community (Ellis 1999, pp.16-18). For example, children learn their L1 by interacting with their parents and other adults in a community such as a family. Consequently, the process of community building and participating in a community is a natural process which people do every day.

On the other hand, a large number of language learning methods have been introduced which are far from natural, unlike the previously mentioned language learning process used in the GEAP classroom. Based on my English learning experiences in Japan and participating in a teaching practicum in Australia, the typical language learning methods such as grammar patterns, translations, repetition, memorisation, filling in gaps and

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grammar drills are still employed in the majority of language learning classroom communities. These methods are different from the process of socio-cultural language learning.

This research shows how a learner developed her English language skills by interacting with other members of her classroom community. For L2 learners, the learning process is located in a particular social context. Therefore, it involves becoming a part of the culture of the learning community (Oxford 1997). The target culture and language elements are influenced by people who interact with the learners in a community of L2 learners. People such as teachers, peers and native speakers in the community help the learners by providing scaffolding, consisting of multiple forms of assistance to achieve the culture and the language (Scarcella & Oxford 1992). Through interaction with others the learners can be gradually encouraged to help newcomers become more proficient in the language and the culture.

The process of community building and participating in a community is a natural process which people do every day. The concept of communities of practice is not limited to English learning as can be seen by Lave and Wenger's (1991) research into alcoholic rehabilitation and midwife training groups. Nevertheless, the fundamental idea of the communities of practice can be embedded into language learning and it makes the learning experience a far more authentic way of language learning, making it easier to transfe the skills learnt for use in the wider community.

6.3 Future research

This study has provided suggestions for teaching and learning ESL and opens up possible directions for future research. Many issues regarding communities of practice which have arisen from observations and analyses could not be dealt with in detail because this study consisted of short-term observations in the classroom. One of the main issues that relates to this

study is the students' development from new to full members of the classroom community. A long-term study into learners' development as community members would enrich this present study. This study has documented a participant's development from being a less experienced learner to becoming an experienced learner.

Another issue that arose from classroom observation concerns the development of newly arrived ESL students. Three students were able to participate in the class towards the end of the data collection period. However, when they first arrived they had found it difficult to become accustomed to the new social practices in the classroom.

This is because they tried to apply their prior knowledge and understanding to this new classroom environment but found it very different to what they were used to. They struggled to contribute during peer interactions, which gave them the feeling of being outsiders in the classroom community. Future research could study how this new group of newcomers are socialised into classroom practices and how they make sense of these practices through interacting with experienced learners.

6.4 Conclusion

In conclusion, this research project has explored how newcomers become experienced learners by interacting with other members in the formal setting of an ESL classroom community. Learners participate at different levels. Newcomers as peripheral participants are less skilled than experienced learners. Roles of participation change for each student depending on the social practices in a classroom.

Peer interactions between newcomers and experienced learners provide essential learning opportunities for the participants. For newcomers, it is essential to experience and gain knowledge of social practices, which the classroom community requires to become experienced learners. The

process of development for newcomers is complicated and consists of a variety of social practices, which newcomers may not be able to avoid.

No one is able to become an experienced person without being supported by others in a community. Communities of practice embedded in the ESL classroom community can influence participants' language learning. Participants, including those less experienced and those with more knowledge are important because they can maintain and develop the community by interacting and participating in social practices.

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Appendices

Appendix A: Consent Form

THE UNIVERSITY OF ADELAIDE HUMAN RESEARCH ETHICS COMMITTEE

STANDARD CONSENT FORM
FOR PEOPLE WHO ARE PARTICIPANTS IN A RESEARCH PROJECT

1. I, …………………………………………………….*(please print name)*

    consent to take part in the research project entitled:
    Name: Akiko Nagao
    Institution: The Discipline of Linguistics at the University of Adelaide
    Topic: Master Thesis, Case study –Learner's experiences in the ESL classroom-

2. I acknowledge that I have read the attached Information Sheet entitled:
    Learners' experiences in ESL classroom

3. I have been informed that Akiko Nagao is a student from The University of Adelaide and allow her to observe my interactions, pair and group works in the classroom by using an audio recorder.

4. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.

5. I have been informed that, while information gained during the study may be published, I will not be identified and my personal results will not be divulged.

6. Although I understand that the purpose of this research project is to improve the quality of Applied Linguistics, it has also been explained that my involvement may not be of any benefit to me.

7. I have been given the opportunity to have a member of my family or a friend present while the project was explained to me.

8. I understand that I am free to withdraw from the project at any time and that this will not affect the language learning in the management of my study, now or in the future.

9. I am aware that I should retain a copy of this Consent Form, when completed, and the attached Information Sheet.

    …………………………………………………………………………………...
    (signature)   *(date)*

WITNESS
I have described to   ………………………………………….*(name of participant)*

the nature of the research to be carried out. In my opinion she/he understood the explanation.

Status in Project**:** ………………………………………………………………….

Name: ………………………………………………………………….……

…………………………………………………………………………...
(signature)   *(date)*

Appendix B: J1's essay writing plan

Work out the number of words you need per paragraph (between 10-15% for the introduction & 70% -75% for the body) keep a balance in each body paragraph.

INTRODUCTORY PARAGRAPH: Approx Word Count planned ? :

A few words only:	**Background/Context Idea**	
A few words only:	**Issue**	
Source?	**Definition:**	
A few words only:		Federal government should not outlaw surrogacy nationally.
Key ideas only	**Thesis Direction** **Scope**	1. Useful to help people who want to have a baby. 2. Having a baby is human's right. 3. Commission couple can cut down cost about surrogacy. 4. Altruistic surrogacy should be admitted.

BODY PARAGRAPH 1   Approx Word Count planned ? :

	Useful to help people who want to have a baby.	
Opposing Argument 1: (A few words only)	Have a negative image about surrogacy in a community. (Lambropoulos)	Opposing Argument Expert Source you plan to use?
Supporting point (A few words only)	- Surrogate mother is risky. (Inside out) - Surrogate mother is used as incubators. (Lambropoulos) - Commissioning mother take advantage of surrogate mother to circumvent the inconvenience of pregnancy. (Lambropoulos)	
Your 1st rebuttal Argument; (A few words only)	Australian eyes are focused on Surrogacy. - Infertile couple…10 to15% - Decreasing adoption. - Increasing surrogacy. (Victoria government)	Expert Source you plan to use to support your idea?
Supporting point 1; (A few words only)	A final option in a long painful battle to bear a child. (Lambropoulos)	
Supporting point 2: (A few words only)	If people who want to have a baby can not have a baby …. - Population will decrease - Economic crisis	Expert Source you plan to use to support your idea?

BODY PARAGRAPH 2   **Approx Word Count planned ? :**

Opposing Argument 2;
(A few words only)
 	
Supporting point;
(A few words only)
	Having a baby is human's right.
	
	In western culture, people believe that giving a child away was only acceptable in the context of adoption.
	
	   - Mother never gives away a child.
	   - Mother can not give up the child at the end of the pregnancy.
	   - This is outrageous way to many women.
	           (Lambropoulos)
		Opposing Argument Expert Source you plan to use?

Your 2nd rebuttal Argument;
(A few words only)
	Importance to have equal opportunity.
	   - Gay &Lesbian couple (Carol nader)
	   - Single mother
	   - Infertile couple (Lambropoulos) (Victoria government)
	   - Woman who has cancer of the womb
		Expert Source you plan to use to support your idea?

Supporting point 1 (A few words only)	Children may have a problem about their citizenship. - Eg. Case of Lata & Askash (inside out)	Expert Source you plan to use to support your idea?

Supporting point 2
(A few words only)
	If parents have serious hindrance disease…
	   - Protected a child from serious problem.
	   - Protected a child right	

BODY PARAGRAPH 3   **Approx Word Count Planned**

Opposing Argument 3:
(A few words only)
 	
Supporting point;
(A few words only)
	Commission couple can cut down cost about surrogacy.
	
	Some low income families become surrogate mothers for financial gain
	
	   - Abuse of surrogacy
	   - Lack of education about surrogacy
	   - Ignorance of emotional & physical suffering about surrogacy and the final outcome. (Lambropoulos)
		Opposing Argument Expert Source you plan to use?

Your 3rd rebuttal Argument;
(A few words only)
 	
Supporting point 1;
(A few words only)
	Low-income families have an opportunity to take operation, too.
	
	Necessity amount of money.
	   - $150,000/1 impregnate (Carol nader)
	   - Cost of airplane, doctor examination, hotel accommodation
		Expert Source you plan to use to support your idea?

Supporting point 2; (A few words only)	The rate of success is low (Victoria government)	Expert Source you plan to use to support your idea?

BODY PARAGRAPH 4   **Approx Word**
                                                                            Count planned

Your 4th Argument (A few words only)	Altruistic surrogacy without the fee should be admitted. - Family & Close friend 　　　　　(Lambropoulos)(Victoria government) 　　　　　　　　　　　(inside out)	Expert Source you plan to use to support your idea?
Supporting point 1 (A few words only)	Surrogate mother often motivated by altruistic reasons. - Joyful - Satisfaction to be able to give an infertile couple the gift of child 　　　　　　　　　(Lambropoulos) - Does not do in a rush act　　(Carol nader)	Expert Source you plan to use to support your idea?
Supporting point 2 (A few words only)	Commissioning parents exhibit high quality parenting. 　　　　　　　(Lambropoulos)	Expert Source you plan to use to support your idea?
Supporting point 3; (A few words only)		Expert Source you plan to use to support your idea?

CONCLUDING PARAGRAPH   **Approx Word**
                                                                            Count Planned

Your Summary point 1 & support point; (A few words only)	A final option for people who really want to have a baby. - Increasing demand - Increasing baby 　　….Increasing economy in the future
Your Summary point 2 & support point; (A few words only)	Importance of equal opportunity - Having a freedom of children & parents
Your Summary point 3 & support point; (A few words only)	Given an chance to do surrogacy in Australia - Supporting money of commercial parents
Your Summary point 4 & support point; (A few words only)	Importance of artistic surrogacy
Recommendation/Prediction Statement Idea: (A few words only)	Importance of education about surrogacy - Changing consciousness of community (negative-----positive)

Appendix C: Transcript Notation

Symbol	Meaning
↑	voice tone goes up
?	uncertainty (raising tone, or wh-interrogative)
!	"surprised" intonation (rising-falling tone 5 in Halliday's 1994 system)
WORDS IN CAPITALS	emphatic stress and/ or increased volume
( )	untranscribable talk
(words within parentheses)	transcriber's guess
[words in square brackets]	non-verbal information
==	overlap (contiguity, simultaneity)
· · ·	short hesitation within a turn (less than three seconds)
[pause -4 secs]	indication of inter-turn pause length
dash-then talk	false start/ restart
:	length in consonant
/ words in forward slash /	students' L1

Appendix D

Text 1 and Text 2: An analysis of messages 'progressive' and 'punctuative'

Text 1
Excerpt from Transcript 2, Classroom observation #3, Date: Monday 10 December 2007, Week 5

Turns interactors
1   S1   if I don't have the baby, I don't know the feel I cannot say if I could give the birth I could
2   T   Or you could you could SAY some people do (adoption child) so you have to make a decision
          so I guess…when you are faced to the problem (you will make a decision)
3   S3   yes yes
4   S 9 yes
5   T   yes Okay
6   S9   (mine is very) /////
     [students are laughing]
7   T   would you do it?
8   S6   A.. no she has to
9   T   you don't have to
      [students' laugh]
10   S6   how about this IF your best friends
11   S9   no
12   S6   no? even my best friends I may be change my mind (and I will   )
13   S9   m:::::
14   S5   (that's why you become ///)
15   T   there are there are a lot of complexity
16   S3   I …I …
17   T   you know when you have a baby and you go ////// and later probably happened to you you
          would not have children
18   S9   yeah yeah
19   T   …and then you've giving away the baby …but it was not your baby …probably your egg is
           your baby but even after ( ) 9 or 10 months you will feel alone I wonder
20   S9   maybe
21   T   /////
22   S9   may be I am NOT worried
23   S6   I can I can tell my best friend I can help her but …..(money)…supporting but nothing
24   S3   IF… if my wife say……………………… have me ..let's help
25   T   == that's my next question
26   S3
27   T   would you do it?
28   S3   my (teacher) to take care of it ..I will say NO …strongly NO
29   T   I think someone is looking for me Okay now I will speak to you the same question ..Turkey and ////
30   S3   If if your wife ask you…a::: to care of it the baby was born in procedure if you
31   S5   Of COURSE I will say NO if you cannot ( ) why don't you care for me
32   J1   no because before ::: [Punctuative]
33   S5   no I can't because I wanna have my own children with someone who I married
34   J1   M::: ::: [Punctuative]
35   S9   my opinion is MAN don't have any right to choose
          [students' laugh]
36   S5   but WHY?
           [student's laugh]
37   S3   why why why ?
38   S9   you will be mother or not BECUAE the man cannot become a pregnant
39   S5   you can't say that
40   S9   they cannot bare the baby so
41   S5   WHY ! you cannot say that
42   S3   but but you feel

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43 T   you live together …in the same house it's gonna affect the rest of that
44 S3   YES of course
45 S9   === BUT guys don't still pain
        [students' laugh]
46 S3   E (you will be wife or man)
47 S5   Man
48 S3   you will be the wife of the man
49 S 9 M
50 S3   you cannot a:: if you…. choose a::: (   ) children
51 S9   yeah yeah that's why men should not have
52 S3   ==== you cannot right to say NO
53 S5   why shouldn't ….if you are couple why shouldn't that [this question to S9]
54 S3   yeah
55 S6   NO NO NO…. …………… you have the same rights and ::::;
56 S5   == why shouldn't ? if you are if you
57 S9   NO NO never risk to die …so man…are you…THERE is a possibility to DIE
        you will die maybe could be possible BUT could you be a surrogate mother for my my
58 S5   what about psychological aspect you don't know
59 S3   yeah
60 S5   you don't know if you are knew
61 S9   may be I couldn't understand you forever because I am the woman [2 second silence]
62 T   what was that?
63 S5   I mean psychological //// that the man and woman can feel the same thing but not the physical
        but the psychological
64 T   and may be ( ) will be uncomfortable…. money because she will work harder
        and maybe she will get into mental blue
65 S9   M:::::
66 S3   you mean
67 T   /////
68 S3   you mean pregnancy?
69 T   yeah?
70 S3   a woman can a:::…get up..night …3 or 2 o'clock
71 T   m
72 S3   and I want to (fish)
        [students' laugh]
73 S3   being husband I should be get up and help her
        [students' laugh]
74 S3   but but IF the woman pregnant for surrogate many be ..it's not my baby [students' laugh a lot]

75 S1   so all the circumstance the circumstance could be influenced on their on their marriage
76 T   yeah it will be impact marriage but
77 S1   yeah it will be de de de
78 T   could cause
79 S1   devoce
80 S1   yeha
81 T   it could cause the divose and also it it have a lot of intimacy in…between this
        family who carrying the baby and on the other family so usually we have more ( ) thing
82 S1   yeah
83 T   but it's gonna (make that) the couple the other couple could be very intimate
        in their mind so that all your body everything in the situation it is quite
        intimate and unusual would be like (talking) carrying the baby
84 S6   someone said that…a::: man can feel   that everything
85 S 5   == of course
86 T   but
87 S6   I know /// may be infection it will be it will be sad maybe
        [students' laugh]
88 S5   they have emotional feeling
89 S6   emotional feeling
90 S9   I know the emotion the baby has
        [student' laugh]
91 T   Craving? Do you know what the craving mean ? NO?

92 S6   no
93 T   I think I mentioned it
94 S3   a:::
95 T   craving mean you need for something really really want it
96 S3   a::: craving
97 T   probably need a chocolate or fish suddenly at the middle of the night
98 S9   my case is alcohol
99 S3   I know
           [student's laugh]
100 T   really really want something you want something to crave
101 S9   is that only one word
102 T   like a drag addict crave
103 S3   A:::
104 T   drags
105 S3   A::::
106 T   it can be rally really evil usually for the body
107 S3   good
           [2 seconds silence]
108 T   SO:: :it's very complex so now what..let's close it down so how many people want the
           government to outlaw
109 S6 outlaw
110 S1 outlaw partially or
111 T   completely
112 S1 completely ?
113 S3 =   outlaw
114 S1 === no
115 S3 ====== ..completely
116 T   completely outlaw
117 S9 is that mean that …a surrogate…. ban ? should ban?
118 S6   yeah
119 Others yeah yeah
120 S3   because you are
121 S2   ==== in Australia? Australia or ?
122 T   Well yeah yeah
123 S2   because because when I wrote my opinion yeah I take that ….Australia
           is different form my opinion I have different that was different so I have
           to take the this situation I wrote my opinion so there is my real opinion
124 T   Okay it was real opinion
125 S2   yeah …I said it should be ban …or (partially)
126 T   M::::: so three people now
127 S9   wow
128 J1   how how come ::: [Punctuative]
129 S3   A in here ….. should not outlaw but in Kazafustan…… outlaw
130 S9   Why?
131 T   why different?
132 S6   a:::: because we have mother
133 S9   ==== we are not ready
134 S   Not ready we have mother in the family our family we live together [it
           means if mother could not look after the baby, the rest of family
           members can look after the children]
135 S3   yes
136 S6   so we don't need different mother….we can ask for …because it's family
137 S3   my my experience my
138 S6   yeah yeah
139 S3   my parents gave me to my gland father because …a:: my …father die
140 T   so you went to live with your gland mother ….to help her ? to get over ///
141 S3   yeah yeha
142 T   for everybody to help everybody
143 S1   help family no too be sad
144 S3   A ! no no
145 T   yeah

146 S3   when I was a student..medical …gave to me my
147 T   that's normal, isn't it ?
148 S9   is that normal?
149 S3   and and and cannot cannot take me ..a until 17 years ago because my
150 T   (because you went to the holiday)
151 S3   ….yeah but my parents…could me take me home my grand pa ..because gland mother
              chance
152 T   the weak heart?
153 S3   yeah weark heat yeah …and everybody were …afraid of so my grand father
154 T   so you have to be there to help them
155 S3   yeah ///// 15 15 when I was 15 years years and then she tell me let's go to Canada or states
156 S9   yeah
157 S3   I should go to Canada
158 T   when you were in China?
              [students' laugh]
159 S3   I decided my own before
160 T   == where
161 S3   == before
162 T   WHERE did you go? At your 15 ….did you go back to your parents?
163 S3   yeah
164 T   so it must be a challenge right ?
165 S3   sorry ?
166 T   is that very different to go to the different parents?
167 S3   _===   yeah yeah very different
168 T   you know culture all the ///
169 S3   ======Yeah I just a::: I just live with my parents
              for 2 years and then finished school and I said it was enough for me
170 S9   a:::::
171 T   oh really ?
172 S3   before I go to sleep I said NO I never never I will stay here and thinking
              until the morning get up and I said I will go I will be there
173 T   yeah you need to say no sometimes ///
174 S3   I think I (very tired) that's why I think ////// I said ///
175 T   a::: okay okay
176 S3   it is…very difficult for child for me it is very
177 S2   you must be stronger stronger than for //// my mother and after 14 years ///and go back to
178 T   yeah yeah
179 S2   no stranger relation for 14 years
180 T   ======= yeah yeah but in my case … my my feeling
              about if you so much about to desparate the child.. because I can accept
              the adoption but if it is necessary…..but more about use of (different
              organs) for the child away it could be getting a::: too too much insisted on
              the technology and birth we should not judge but at at the moment not not
              try to control the lives
181 S9   is that mean not ready now? OR in the future how about 10 years 15 years later ?
182 T   for me I feel uncomfortable about that…. Trying to use ///// for
183 S1   it's like a machine
184 T   for the adoption
185 S9   but there is a opportunity like a adoption could be something related with isn't it? Like …..
186 T   yeah yeah
187 S9   you have a baby
188 T   yeah
189 S9   make agreement and not surrogate but adoption
190 T   surrogate adoption
191 S9   yeah
192 T   yeah yeah
193 S9   how about this?
194 T   surrogate adoption is also surrogate isn't it
195 S9   m:: m:::
196 S3   how about that….the relationship between parents and children ? iAustralia is not strong
197 S1   yeah

198 S3   for example someone asks a…his or her dog
199 Other student more more
200 S3   more yeah than child
         [students' laugh]
201 J1   what? I don't know why [Progressive]
202 S2   maybe take care
203 T   evidence
204 S2   take care take care
205 J1   if you are in Australia? [Progressive]
206 S3   yes
207 S1   never call
208 S3   NEVER never ring …never call for.. a for example in my case ..my host
         father …a .. hostparent's son never call not good relation
209 T   but did you ask …the parents call to the son?
210 S3   no
211 T   why not?
212 S3   firstly I think the son should call he called there when she needed some money or something
213 J1   how old is he ? [Progressive]
214 S3   m::: around 40
         [students' laugh]
215 S6   but ///
216 S3   ==== in my country you cannot call more than one month
217 S8   yes I think I call my mother call every day
         [student's laugh]
218 T   but but I think there is different different level to the issue because one of
          the means that you find that many family are very close so you (don't need
          to put more affections) however it is it does not //// but a::: there are different types of
           obligation (thtat's why people call them) so some culture have more
           obligation between children and parenst what they should and shouldn't do
219 S9   m::::
220 T   more expectation
221 S9   m:: m:::
222 T   but here …you will I think we have strong connection of most of the case //// to find out what
         you can do but biology connection most of /// have a strong connection however your
         obligation is less so that some culture parents really control the younger people more and the
         child they cannot do what they want to do or the parents are angry /////
223 S3   I still ///
224 T   M?
225 S3   I still give them a call
         [students' laugh]
226 T really? But I think here different culture allow them more freedom
      [three or 4 students are talking at the same time so I cannot hear the details] 18:24

227 T   how old are you if you don't mind
228 S3 26
229 T   and you cannot smoke
230 S3 NO …
231 T   wow
232 S3   they don't know that I smoke
233 S9 A! really !
234 S3   sometimes I go the night club A! they don't know I attend the night club
          [students' laugh]
235 S6   usually the parents they don't know that //
236 S9   really me too
237 S6 because we have to:::
238 S9 pretend to be
239 S 5 you /////
         [students are talking at the same time]
240 S3   for my parents I have to chat
241 T   yeah so I guess … maybe we will think about it why we call family and then he did not call
          them because ….the parents become angry?

242 S6   NO
243 T   they may …depends on family ////why the young man younger man the middle of age 40
         years old why is worried about //you should call about connectiveness but you know what I
         mean it could be not just obligation but relationship if the relationship is not close //// //// so
         they have to keep it if sometimes it is own mother I guess women want to keep the
         relationship
244 S3   I guess///
245 T   where is the mom? (She is on the phone)
246 S9   yeah
247 T   is she calling the phone?
248 S3   we are sometimes
249 S1   yeah
250 S3   but I guess
251 T   it could be different is he married?
252 S3   yeah
253 T   maybe the wife does not like that
         [some students are laghing]
254 T   and he is calling to his mother
255 S3   NO NO NO wife is good I know
256 T   is she?
257 S3   ye:::S when the birthday party, she take me a:::
258 S1   mother in law
259 S3   mother in law …and they talk talk talk talk but I…the son I don't know
260 T   yeah don't worry about that
261 S3   yes ..maybe gambling or never talk to when the son visit to they // that's all
262 T   but I guess they are not close
263 S2   no not close not close
264 S6   //examples but happned
265 T   yeah
266 S8   in China some son want to stay with parents even they are old like… 30
267 S9   so many guys cannot cook
268 S8   yeah

         [3 seconds silence]

269 S9 I would like to know more the other people's opinion of surrogacy so
270 T   go back to the topic
271 S9 yeah yeah
272 S3 [laugh]
273 S 6 what do you want to talk about surrogacy? Family or something ?
274 S9   M::: no like gay couples or single woman or
275 T   okay so three of said the completely against but the other are not so
276 S6   why you are not agree
277 T   or which
278 S2   which which part surrogate mother or
279 S9   A::: should not be shoul not be ….how can I say
         [students' laugh]
280 T   how .ask (a child)
281 S9 So what type of surrogate you guys disagree..with ?
282 S1 commatial
283 S3 commatial surrogacy
284 S9 comercial surrogacy and I agree with that
285 S3 surrogate mother and gay couple
286 S9 GAY couple? Disagree? I agree!
287 S6 you are disagree why why
288 J1 the gay couple has also human rights [Progressive]
289 S9 where is the human rights …human right for gay
290 J1 I think so [Progressive]
291 S3 but the parents
292 S6 it is not good for child
293 T controle controle

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294 S8 it is not good for chid if they cannot grow up with two mother and two father
295 J1 what do you [Punctuative]
296 S2 when I
297 J1 MAY BE may be the gay couples really want to have the baby and finally they could so everybody can accept the situation [Progressive]
298 S9 yeah
299 J1 so….. so I I think the gay couple should have the opportunity to have the baby [Progressive]
300 S1 what if they did not accept them
301 S3 sorry sorry do you do with that A::: everything everybody should be in balance
302 J1 maybe [Punctuative]
303 S3 why they male female
304 J1 yeah [Punctuative]
305 S3 mother father
306 J1 yeah [Punctuative]
307 S3 do you agree?
308 J1 yeah yeah [Punctuative]
309 S3 why you are should be a:::
310 S2 accept
311 S3 agree for the gay couples
312 [2 second silence]
313 J1 why ? [Punctuative]
314 S3 okay you
315 S9   == no I mean what's wrong what's wrong if they did not have a mother
316 S3 if you have a baby
317 S9 m
318 S3 you have the right to have the baby but you cannot buy a baby you cannot choose your baby
319 S9 yeah I cannot choose
320 S3 you cannot you cannot say it is my baby so I can kill the baby or buy
321 S9 no
322 T ///
323 S9 I mean it's almost same the gay couple have a baby or like you are //in the grand parents
324 S2 do you think do you think
325 S9 child
326 S5 I don't think gay couples couple are family gay couple they are not family
327 S9 they are FAMILY
328 S5 not they can't ..together
329 S3 in family you need mother and father
330 S9 why why ! they need father and mother what about single woman or what about ..
331 S2 not natural not natral
332 S3 single woman
333 J1 yeah [Punctuative]
334 S9 YEA!
335 S1 they are need father
336 S9 no ..father and mother should be together to live
337 S2 of course but you know that
338 S9 I mean
339 S2 they they are bad children because they don't have the both mather and father so they are not natural
340 J1 what's natural [Progressive]
341 S9 so what is the natural environment?
342 S3 natural means father and mother
343 T how about father die or mother die
344 S9 yes
345 T so there are father and mother but happened to die like a single parent
346 S3 yes
347 S2 if it is happened
348 Students   ////
349 S2 if it is happened it is natural
350 S9 you cannot say it is just natural or unnatural
351 S2 In the situation
352 S3 I know the situation I will all know I WILL ALL know the situation my father was die (being

worried)
353 T   yeah it could happen
354 S1   a lot of children lived live in conventional family they are not happy because man be there are
            violence they may have a:::: a bad relation from their parents
355 T   even conventional family
356 S1   even the conventianl family a lot of family is like that yeah ….it is diffent the gay couple they
            also have the right to have a baby because they may have good relation
357 S5   but they cannot
358 S1   …it is human nature could care the children
359 S5   it is not the nature what is the human nature
360 S6   if you have a child children and you take care of children and your husband
            told you I am gay and you have the baby ..is acceptable for you?
            [students' laugh]
361 S1   what can I do for if he said he is gay what can I do [student's laugh]
362 S3   Okay
             [Two students are talking
363 S3   let me support it let me support a:::: Marina's idea you and your husband you have a six
            children
            [student's laugh]
364 S3   in 10 years your husband say "sorry I am gay and we need to divide our children I need to
            divide our children give me three children" its fifty-fifty and now with my partner gay partner
365 S2   can you go devosion?
366 S3   do you want to stay with him still?
367 S1   no::::
          [S3 and S5 are male students from the same country. They used the same hand gestures in order to show
          your idea is wrong)
368 S1   I want to the baby gay it is your problem so you can go away
369 S3   no you cannot say that ..it is father
370 T   in Australia in your case it would not be led (lead divided the famility)but in fact in the law family law
          court if you ////to cut fee all the children at the time you can make the agreement they could make the
          agreement or if you canot make it you can go to the coart to decide how much time you can spend with your
          father /// therefore the children could be defending/// can see the father on weekend for 15minutes
371 S6   // exeption happened
372 T   yeah 29: 43
373 S9   about gay couples should be outlaw at THIS moment because everubody is not ready to
            understand about the gay, right ? after understanding
374 S5 /// about gay they understanding
375 S6 (they have been exist in the Asient Roman Runessnce periond of time and they were not
            acceptable at the time)
376 S9 yeah but not now
377 S6 they should accept now accept now
378 S9 ///
379 S6 you read the article //// they have not been accepted so why you should accept them NOW
380 S3 let me explain about the gay family man and man are sleeping together in the bed at the night they cannot
          ….
381 S9 can what?
382 S3 do something
383 T you don't need to go father
384 S3 canonnot do it
385 S9 I don't understand if you want to do it you just do it
386 S3 and the little child come to the room
387 S9 NO it's the same if the woman and man having the sex you will see it so it is the same
388 S2 it is not natural it is not natural
389 S9 what's wrong you cannot say what is natural
390 S6 yeah
391 S9 it depends on famlily
392 T but but what if …I am not disagreeing with you but you have to look at your argument your argument is
      you cannot judge what is natural and what's wring
393 S9 yeah
394 T what if people want to have sex with animal or sex with children
395 S3 yeah

396 S9 No it is a::: …..animal? I don't know
        [students' laugh]
397 S3 yeah animal
398 S9 I mean no no no no I mean
399 T   you need to have evidence
400 S9 because …animal cannot say NO children cannot say NO but man to man can
401 S6   can have agreement
402 S9 make agree if they agree it is okay
403 T   you know the relationship
404 S9   they agree and to become a couple so it is fine
405 S5   that is not good that is not good but children is that case ... also cannot say no
406 S9   yes the children also cannot say no so
407 S5 why /////
408 S9 /////
409 S5 ///
410 S9 BECAUSE because they cannot have enough expranation
411 T   yes you have got the point how bout if the children have abuse from the parents
412 S9 yeah
413 T   if the children have many father and mother have terrible situation
414 S9 yes
415 T   that kind of children also cannot ///// that children also cannot say no they are all the time not
         happy while people in (gay couple) may be able to have happy life with the parents but I
         could be embarrassed
416 S9 yeah
417 S1 make the child stronger
418 S6 how do you know
419 S5 stronger
420 S6 no
421 S3   may be may be the number of gay is not increased now but if the number of gay will increase
          day by day and more and more the gorvanment will help them and accept them we can live
         more confortable to live with them

Text 2

Transcript 3, 15 January 2008, Classroom observation 5, Week 6-2, Topic: Group discussion: Texts on Review of Arts

1 T   okay now we are moving to the next one you know we already have group so we can do it now NOW I want you to discuss this reading you read them last night so you must compare (////and at least) what do you think some of differences are

2 New   == M

3 T   (== I can see) three types of an…review here one is on African Art work which is more general another one is ///// which is more an a::: personal sense or more personal opinion in it

4 New um-hum

5 T   and then we've got 'from the heart' which is general author which is explaining someone's lot of hard work so what did you find some of the difference among these one….and also why and opinion you will discuss ..have you ever read a book review ? or movie review ? how they make a different? Why they are different

6 A one one one of difference is this one is more difficult than others

7 T that's right so I want you to compare this in your group

8 M first which one ?

9 J1   first which one [Progressive]

10 M first one …..is about this?

11 J1   this one? [Progress]

12 N m

13 M African art ?

14 J1 yes [Punctuative]

15 M writing about the definition of African arts

16 N yeah [3 seconds silent]

17 M it's just general description

18 J1 I think this one ..first one is the writer's opinion Progress]

19 M yeah

20 J1 because this one wrote "I felt …" am::::: or [J1 is checking her note]"on my way out" [Progress]

21 New /////

22 M yeah

23 J1   == OR ……personal people which include work in line 4 Progress]

24 New um

25 J1 after than this is a general information …about African arts Progress]

26 M yeah

27 J1 = I think Progress]

28 New (first of all ////) A yes yes [2 second silence]

29 M m:::…. Include national mining and goal [4 seconds silence]

30 M but author here give some ..like …M::: …description for African art

31 J1 m::: different part about the paragraph Progress]

32 M M::: :but the condition is more than one hundred works than Egyptian work [M is reading the article]

33 New um-hum

34 T   okay I want you to describe so I want to write in the list one person will report it for the class

35 M   alright

36 New here is going to write

37 M   can you write [M's eyes are looking towards J1]

38 New okay you are kind [J1 was asked by M to take a note during the discussion]

39 M   yes Naoka has

40 J1 e::: which one ? Progress]

41 M   hundred

42 New hundred?

43 M describe the meaning [M is telling the words J1 to write on the paper]

44 J1 M::: [Punctuative]

45 New first time [2 seconds]

46 M   not XXscrining meaning [M pointed out a mistake in J1's writing]

47 New describing meaning

48 M [laugh] I know {J1 erased what she wrote }

49 N describing [she is writing]
50 N first first [4 seconds cilence]
51 M   expression ….of author
52 J1 yeah [Punctuative]
53 M expression of author …expression about.. about
54 J1 expression [writing]   about Africa (helping
55 Marina) art Progress]
56 M African art
57 J1   and   == J1 he gives ..he give the information about exhibition [Progress]
58 M   == AND secondly .
59 M   exhibition [5 seconds silence]
60 J1 exhibition Punctuative]
61 M exhibiton
62 J1   more than more than one hundred works (she could out useful additional information) Progress]
63 M   and he write about
64 J1   writer…Not writer? Exhibiter Progress]
65 M yeah ….no he give the name
66 J1 name of exhibit   [15 seconds silence] Progress]
67 M the contemporary [5 seconds]
68 M and he changed the topic
69 J1 the author is speaking about someone m::::: someone Progress]
70 M someone exhibition of paters or something ..so this is not anything
71 about the paint
72 J1 M::: Punctuative]
73 New M
74 J1 but it is focused on this part is Progress]
75 M it give s about M::: some information about artist
76 J1 and also about museum ….I think ..no? (now she is reading one of
77 sentences in the article) ??? in 1992. Progress]
78 M M yes I think it it's especially about
79 J1 about Punctuative]
80 M no one
81 J1 no about no one Punctuative]
82 M   yes [she is reading the sentence]
83 J1   no one Punctuative]
84 New (hiding part)
85 M   a yes it is saying no one
86 New   hum-hum and::: I think this is ….A::: more professional
87 …article …because it's a::: consist ….A:::: not so…A:::: fact
88 and detail deatail?
89 J1   detail ….and {it is} also biography Progress]
90 New   and biography yes
91 M   this part is about biography ? [3 seconds silence]
92 J1   because of biography and …… Progress]
93 M and
94 J1 de
95 M detail
96 J1   detail [Punctuative]
97 New   detail yes
98 J1   and also this this cartel verity why this person chosen this Progress]
99 M yeah
100 J1   chosen this ==
101 M   ==yeah ==
102 J1   ====painting Progress]
103 M because it is very famous and then
104 J1 this one is may be described here Progress]
105 M and also he gave about //// make him //// on the artist
106 J1 yeah [2 seconds] so:::: [4 seconds] Punctuative]
107 M okay if you wrote if you write this that would be nice [pass thepaper] yes
108 J1 ////
109 New m

110 J1 because of biography [Progress]
111 New um-hum um-hum
112 J1 details and……and [look at her note]   and the view and his research [Progress]
113 M   research
114 J1   a::: research about Noran [Progress]
115 M   yes
116 New interesting   [2 seconds silence]
117 J1 If the person can..a:: ….read this article it's easy to understand
118 about Noran[Progress]
119 M yes
120 J1 {it is } very clear [Progress]
121 M because this person …..//// research
122 J1 research about Norman [Punctuative]
123 M and he know /////
124 J1 he wrote about Normal when he was young when he was younger [Progress]
125 M [she is mumbling to read the article] M I think it's enough ..yeah
126 New um-hum
127 J1 and and I also ..final part is …M:::: like a comment [Progress]
128 M like a recommendation
129 J1 recommendation [Punctuative
130 M ///company
131 J1 yeah advertisement [Punctuative
132 New um-hum
133 [18 seconds silence]
134 M   how about this one ?
135 J1   this one? [Progressive]
136 M   yeah this shorter one ..
137 J1   general about the exhibition [Progressive]
138 M yeah
139 New == yeah
140 J1   just one focus is about this picture …and …and this article doesn't
141   have musiam information [Progressive]

142 New A:: I think it's just a:::: general A::: a::: expression of ..about this
143 J1 paint one painting (she help to complete sentences) [Punctuative]
144 New   painting Aboriginal
145 M   [mumbling and reading the article]
146 J1 not so detail [Progressive]
147 M not detail BUT can you see on the:::: on the right side
148 J1 yeah
149 M on till December
150 J1 temporally exhibition
151 J1 it's very special (J1 is explaing for New student) ..exhibitoin [Punctuative]
152 M yes and a::::: it is just like something more general but ….human??
153 people? M?
154 New [laught]
155 J1 a::: yeah [Punctuative] [13 seconds silence]
156 M and and I think he did he did very ….interesting ….A::: view
157 because he put the
158 New everything
159 M   everything yeah that about painting
160 New hum-hum
161 M and he A;; what he told about…it would be more attractive and and
162 they attractive people
163 J1 M:::: yeah [Punctuative]
164 M that painting are interesting
165 J1 yeah [Punctuative]
166 M because painting is interesting and exhibiton people can visit it
167 J1 yeah if if it does not have this picture the reader don't understand
168 what kind of painting [Progressive]
169 New   I think that this is more like a ::::: adve adver adver A::::: just a:::

170 M   attract people
171 New   attract people ..to visit it
172 M   because this special order should not\
173 New   um-hum
174 M   maybe after the exhibition cell
175 J1   cell [Punctuative]
176 M   yeah usually usually people now now a day
177 New   um-hum
178 M   Aboriginal painting are very famous
179 J1   yeah [Punctuative]
180 M   but it should not be cheep
181 J1   A:: [Punctuative]
182 M   to buy [4 seconds silence]
183 M and if you look at a::: this advertisement on the right this is really festival seasons until //
184 J1   yeah because everybody HAVE HOLIDAY [Progressive]
185 New   == janu January
186 M   yeah it's it's a publick holiday
187 J1   yeah [Punctuative]
188 M   people can visit
189 J1   so maybe include give hints to visit) [Progressive]
190 M   yeah
191 J1   yeah [Punctuative]
192 M   that's right
193 T   how did it go ?
194 New   M?
195 T   how did it go?
196 M   finished
197 T   finished okay tell me about that
198 M   first [2 seconds silence]
199 J1   first article is first explain this part is a writer's opinion this is general opinion [Progressive]
200 T   m::
201 J1   and after that this is a general information about African art for
          example the exhibition includes more than one hundred ..works
          and also Nemo exhibition mainly [Progressive]
202 T   yeah they include
203 J1   include [Punctuative]
204 T   so this one is how to say more subjective a::: the third person's
          point of view and actually you have got some picture of it
205 J1   yeah yeah [Punctuative]
206 T   so how is that differ be to the other review
207 New   M::
208 M   in this review they give more different information about one artist
         …and some of artist's work painting and secondly his more more personal opinion
209 New   m:::
210 M   and more detail….information and also his interesting personal
       for the research of the painter and give some research
      information about his private life
211 T   um-hum
212 M   well and by the end you will get something hint to attract people
       to visit to the exhibition
213 T   so what type of audience is this //// what type of audience? What
       type of people they are trying to attract?
214 M   m::: maybe general public but this is more
215 New   more professional
216 M   professional
217 J1   yeah [Punctuative]
218 T   who are may be interested in arts
219 New   maybe ctirtiq
220 M   and you can see the critique
221 T [----]
222 M   special

223 T   and so what about this one here
224 New   ..this one is more more the:::: …the… how to say the::::about
          he writer's opinion about the a::::
225 M   Australian
226 New   Australian Aboriginal Art …so….
227 T   but if there
228 New   it is short ….review
229 T   yeah very short
230 New   and we are:::: it is mentioned here …this a:::…..
231 M   exhibition
232 New   this exhibition are will take in Ja January and in December
          December until January …so this is o::::: try to attract people people attractive exhibition
233 T   um-hum
234 New   for his….
235 T   audience
236 New   auditorium…so and then it's not A::::: ……so it's it's
          professionally it is not professional …a::::: ….
237 M   exhibition
238 New   exhibition NO its NOT exhibition it is not professional
          exhibition yes its not professional exhibition because a::::
          the ::::: a:::::: which is a:::: the :::: a::: painted by a…students
239 J1   students [Punctuative]
240 T   but you said before that this is writer the opinion what way of the writer's opinion ?
241 New A::::: …..[5 seconds silence]
242 J1 or M   A:::
243 New   what wait wait m::
244 M   because here is painting and maybe he thinking that a::: it's more a::: relevant
245 T   what is that person says opinion?
246 M   because ..m::: I think ….he should that ….. think painting
247 T   WELL
248 New M:::
249 T   the difference is okay when you read a book review or a movie
          review from an individual what they normally include?
250 New   from a:::::: they what can I say
251 M   usually they put
252 New   For example I think that
253 M   yeah
254 T   that's right
255 New   but here it is not written like that
256 J1   here it is saying I think or something [J1 showed the sentence
            which include "I think" by pointing out] [Progressive]
257 J1   or "On my way out"
258 T   = On my way out so this is this is personal view but how about this one there is no
   injection of personal opinion or the author's opinion the author is ..VERY ..VERY neutral they are just
   writing about what what it is in it and it included in exhibition so there are main differences so …I
   want you to just write this and get one of you will go up there and describe and present it to write up
   some main points in each different one what's have a look
259 M   okay
260 New   to write
261 M ///
262 J1   yes [Punctuative]
263 New   yeah we can m
264 M   we just can write only one
265 J1   yeah a::: [Punctuative]
266 M   ///have that one
267 J1   so not only one picture this // is not good ? [Progressive]
268 M   no no no no no
269 M   to describe not only …it says to describe not only one picture
            they they ..want to practice pictures
270 J1   yeah ….so …[Punctuative]
271 M   try to ///

100

272 J1   attractive   [Punctuative]
273 New m::
274 M   attractive pictures
275 New   attractive pictures
276 M   painting
           [J1 is showing what she wrote to New student]
277 New yeah
278 J1   general this is [Progressive]
279 New from the heart
280 J1   professional [students are editing the summary] [Punctuative]
281 J1   a thank you I forgot the title [Progressive]
282 New this is a painting special because …. (30: 02)

Appendix E: Transcripts 1-3

Transcript 1
Classroom observation
When: week 2,
Date: Monday 3rd December 2007
Topic: Presentation: Argument essay plan

Turn interactors

1   J1 good after noon everyone ..today I'm going to talk about essay plan about surrogacy ..and so first …I …..why I explain…my::: position and …these situation….a::: Federal Government should not outlaw surrogacy (that's about it) so…. I agree surrogacy so Federal Government should admit the surrogacy ..and my point is I focus on four point ..a::: increasing demand of surrogacy ..and human rights..and supporting money about surrogacy ..finally a::: edu education ..I devided 4 parts 4 body parts ..and firstly

2   M   (J1's name)
3   J1   yes
4   M   are you are you for or
5   J1   yes
6   M   == or against for and then you should not is wrong
7   J2   should should
8   J1   should? …sorry [silence 4 seconds: J1 is deleting by following M's
9   J2   for surrogacy
10 J1   for surrogacy
11 J2   you A::: I think that
12 J1   government should
13 J2   == Government SHOULD
14 J3   yeah
15 M   no
16 J1   allow allow allow surrogacy
17 J2   why SHOULD NOT ? ..should outlaw right?
18 M   should not
19 J2   got it?
20 M   should not surrogacy
21 J2   before before before you said
22 M   no she is against
23 J2 before she said allow
24 J4   should not outlaw
25 J6   should not outlaw you are correct
26 J4   yeah you you you are correct
27 J1   should not admit should allow
28 J2   YEAH
29 E   you permitted permit permit
30 J2   so you don't need to change [students laugh]
31 J1   so sorry ¹
32 T   you should have confident what you wrote
33 J1 yes ..and firstly I explain the increase of demand of surrogacy …A:::: for in Western culture people…have a negative image by surrogacy …so for example surrogate mother is risky for example…m::: surrogate mother is a old surrogate mother has a lot of problem and also children had a problem …perhaps

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¹ {I guess the problem was some students misheard Naoka's position on the topic therefore the students suggested her to change the topic "FG should outlaw surrogacy. Naoka deleted "NOT" from her OHP sheet, which made the audience confused. This is because her explanation and the rest of her plan explained the support position for surrogacy therefore other students start talking who is correct. Finally all students laughed and solve the problem]

and also surrogate mother is used as a::: incubators so surrogate mother (ignore?) machine to have a baby…… and also 'taking advantage of surrogate mother' …this mean if the surrogate mother is a career women and she doesn't want to have a break so she will take advantage of surrogate mother …M::: on the other hand, 'surrogate is a necessity of Australian people'. Because m::::: these days about ten or fifteen percents Australian couple are infertile couple so they have to take a:::: treatment surro a:::: infer infertile and also recently adoption decreasing so a:::: Aust Australian people need surroga surrogate surrogacy ….and ..the final option ..surrogate is the final option in a long painful battle couple ..in case of infertile couple …they try to have a baby by using many kind of methods for example Lata and Aakash, text three couple to attempt to have a two baby but ..doctor rejected the request so like this case it is not easy to have a baby so they have a they might be …disappointed and they should be complex complex feeling so therefore surrogate is the final option for them

34 T which article is ? inside out is::::
35 J1 m?
36 T   what reading ? inside out ?
37 J1 inside out is
38 Some students two
39 J1 two
40 T yeah yeah
41 J1 father is
42 T are you talking about that now or are you talking about gay couples?
43 J1 not gay couple ..other one
44 E it is so difficult and complicated
45 S? yeah
46 J1 this is my body part one ..do you have a question or is that okay?
47 Student yeah [students laugh]
48 T are this are these logical?
49 E yeah
50 Marina yeah [silence 10 seconds]
51 J1 and secondly ..I explain having a baby is the human rights in Western culture giving giving the child away is only acceptable the conception adoption ..so somebody some people say mother never give up away child and mother do not give up the child when they are pregnancy so surrogate is out ..out later ( ) woman so::: western culture people think people worried about children's rights…if they …so m:::…if they know ..children suffer from ..from after the birth …this ( ) everybody will worried worry about so:::: western people their importance is protecting children's rights. But ON the other hand, impor it is important for everybody to have an equal opportunity ..for example gay couple and lesbian, and infertile couple and woman who have cancer of womb and single mother
52 T m::
53 J1 for example m:::…..gay couple should not have…gay couple does not have equal access gay couple should be discrimination and also FOR gay couple it is the only way to have a baby surrogate is the only way
54 E are they not adoption?
55 S6 adoption child
56 Turkey /////
57 S6 they can adopt child
58 S2 no no no
59 Tur no not only ///
60 J1   no?
61 S6   definitely..not only
62 Tur   no no no gay couple
63 T   no they can't
64 J1   no
65 T   they cant actually it's illegal
66 S?? ///
67 T   they are trying to marry so they can have adopt the child try to get the right
68 J1 so::: can I say only way?
69 T   yes [2 seconds silence]
70 J1 and gay couple also have the freedom to choice
71 T   == m::: m::: m:::
72 J1 and also infertile couple should have a chance…..because because m::::: infertile infertile couple these days infertile couple are increasing so in Australia I think there are many treatment centre
73 E M

74　J1　this mean society help help for them …so …M:: I think the government should understand the situation .
　　　.and also the surrogacy…and govemenet and gay more choice a::: more choice they more choice to have
　　　a baby
75　T　um-hum
76　J1　and govement should give them to have a freedom
77　E　　　　　　　　　　　　　　　　　　　= m::　　　　　m::
78　J1　to choice it ….this is …A::: my second body
79　T　do you agree ?
80　E　yes …A:::: talking about the human right and then you are going to talk about the ////couple too
81　J1 M::
　　E　are you going to talk about the child in the gay couple?
82　J1　I will talk…this one is the all human rights
83　E　M
84　J1　in the opposing argument I will about the children's rights
85　E　m
86　J1　and the rebut I will explain ..this is the right's for mother and gay couple
87　E　I am just worried about the balance …in the children's rights
88　J1　m
89　E　and human's right
90　J1　so you mean maybe the opposing argument is a longer than
91　E　M:::: no
92　J1　so I need to make it stronger
93　T　but it does not need to be balanced you need to make sure our (evidence/ argument)
94　E　so in this kind of essay
95　T　your argument should be stronger than the other
96　E　M M M
97　T　so if she you know a:::: interesting is everyone has different approach
98　E　M M M
99　T　yeah so you don't have to do everything
100 E　a:: alright
101 T　yeah ….one thing I would like to characterise it on your revutle (gay couple)should have the equal
　　　opportunity
102 J1 yeah
103 T　and they should have the equal access what do you think about that ?
104 J1　here?
105 T　yeah for me it is ..(you are explain the similar thing) [the gay couple and infertile couple]
106 J1　a:::::
　　J6　may be examples are different
107 T　yeah the examples are different but a::: she is saying that she ////
108 J1　so:::
　　T　isn't it the same for your argument ?
109 J1　yeah::: I think
110 T　you should //// I get it I get it yeah there are different points you are right
111 J1　so so so it is it is better to
112 T　no no no
113 S2　okay supportitive two for example should have the child increasing infernal couple recently
114 J1　but it is in supportive
115 S6　number
116 S2　supporting point two
117 J1 two here ?
118 S2 not here
119 J1　what what what what
120 S6　increasing
121 S? (one of Chinese students)　infetal couple not not that one
122 J1　here ?
123 S6　yes
124 S2 yes
125 Other students yes
126 J1　what sorry?
127 S6　//

128 S2 = increasing infertile couple
129 J1 YES
130 S2 why ?
131 E no because it is increasing
132 S6   = number number of couple are increasing
133 S2 of the child a::::::! [he understood]
134 Turkey   (so this is increasing because ..)
135 S6 supporting
136 S2 okay
137 J1 surrogacy
138 T and many be you need a little bit careful how you use the words all the couple are indeed (need) surrogacy?
139 J1 M::::::: NO …..some
140 T yeah because some can use ////
141 J1 yeah
142 T   so you could ////and increasing infertile couple and child for some some (external) option
143 J1 yeah
144 E m:::
    J1   so some or some words I need it
145 T yeah some of in couples (have only some) because they can use ///
146 J1 not everybody
147 T yeah not every one
148 T alright ? [2 seconds silence]
149 T and sorry ?
150 J1 yes
151 T just before you go would you like to add more support support evidence maybe one simple //// evidence from the article about the increasing the infertile couples
152 S6 your last last topic your own topic read it
153 J1 4 or something
154 S6 yeah it is important
155 J1 yeah
156 T that's strong evidence because you've got /// the government put that one include from the text 4 so that would be done the bottom
157 [J1 is writing something on the her OHP sheet]
158 T yeah yeah article four
159 S6 four
160 T okay?
161 J1 yes [9 seconds silence]
162 J1 and thirdly I will explain supporting money about surrogacy some low income families become surrogate mother for financial gain….a::: in western culture some people will think this kinds of person abuse of surrogacy to earn money and also this kind of person don't have enough money so they don't they don't take education SO they abuse surrogacy …ON the other hand …. Low income commissioning couple families should have opportunities surrogacy to have ..take the operation to take too if Federal Government prohibit surrogacy …M::: I think people who wants to have a baby a:::: I think this kind of person have to pay a lot of money ..for example one hundred of fifty thousand dollars per conception and also not only this kind of pay but also another cost of aeroplane, doctor examination, and hotel accommodation so I think if it is impossible for low income family to pay it's not impossible so this kind of situation government does not have the same opportunity for everyone …this is this is the third body
163 J6/ T so you think the government should give money or
164 J1 m m if if the government support admit the surrogacy….infertile couple don't doesn't want to m::: don't need to go to abroad to have the operation
165 S6 you mean ///
166 J1 yeah so
167 S6 right
168 T even though the government allow it people still go out (in different ways)
169 S6 yeah \
170 Turkey ////
171 T   yes because it is different culture (you don't think mom and mom is not acceptable) but you are in the debate

172 T before you move on I am just a little bit worry about ///opporsing argument include in the supporting you are saying that it will be the opportunity some people will have benefit and use for surrogacy in order to make money

173 J1 yeah

174 T [3 second silence] no no ….is that what you explained? Sorry sorry

175 J1 //

176 T   == how to // is that right?

177 J1 yes because of surrogacy

178 T um-hum

179 J1 so you mean it is a little bit this side is confused

180 T yeah yeah ..the some people think

181 J1 yeah

182 T surrogacy is important because equal opportunity for ….and then you got supporting point is a little bit a confusion you know what I mean

183 J1 m::::

T Naoka did you figure it out? Some people make…. Here how can you use that

184 J1 agreement?

185 T okay so don't you disagree with the low income parents who who do this for money but okay and they don't know or understand and catch a tention okay however low income family should have an opportunity to have …we call it it is not the operation S6 procedure?

186 T no Medical procedure you use that that term for the operation when you cut

187 S2 no it is called medical operation

188 T no no that operaction

189 S2 not just cut

190 T procedure …to have a procedure

191 J1 to have a procedure

192 T yeah medical procedure

193 J2 it is operation

194 T no operation

195 J2 it is cutting

196 T NO medical operation when you are talking about medical, hart problem or kidney problem operation that kind of operation you can do medical procedure

197 J2 if you don't have the operation you cannot wolk or [laugh]

198 T no it is called medical operation because it could be a what do you call it ? what is to put it in the womb?

199 S6 enblio

200 S2 enrio

201 T   okay the infer..

202 Students///

203 T in fertilised into the woman and that treated from vagina so you don't actually open your body …that's it you can move on

204 J1 final paragraph?

205 T yeah

206 J1 and the final supporting point is 'the rate of succusses is low' so they need a lot of money because the succssess rate is between ten and thirty percents it's very low

207 E even thought they spent more than 150,000 dollars

208 J1 so if you failed the surrogacy, the couple have to go to abroad many time So:: ==

209 T   == // if they outlaw okay /////// now another countries are making money instead of Australia

210 [students laugh]

211 Turkey   so what what about the commission parents they are in the opposing argument

212 Other students M::::

Turkey   I don't I don't find any relation

213 J1 [3 seconds silence] I in this body I wanted to talk about money

214 T um-hum

215 J1 yeah … [2 second silence] so

216 Turkey maybe maybe you can talk about we provide education for the …for the low income family

217 T or otherwise if she wants to use it in the second parts as the rebuttal to connect it with (what you wrote) the //// projecting that some people believe that the gorvanemen should out..should ban surrogacy because it is abusing to brabrabrabra….however if they did it //// in the paragraph you can say some people believe that it more should not because people do it because they want money or // however if they are banned it the topic become …(not) the relation …but effect of banned ..effect of banning

218 J1 the topic?

219 T yeah it will be affect of banning and cost of surrogacy
220 J1 here ?
221 T   = cost of surrogacy ..and effect of banning ….and it starts with 'e' not 'a' it is a noun
222 S2 E::
   S6 not "Affect"
223 T E
224 S6 "E"ffect effect okay okay okay
225 T okay
226 J1 yep
227 T so maybe put that (as your) at the first point …so in your essay if it (don't give it that believe) it should ban because of the because for the low income family make mistake just get money brabrabraba and then you connect them with the point because you will say effect of banned is that more make sense?
228 J1 yeah
229 T okay
230 [8 seconds silence]

231 J1 and…… and the final part I will talk about education and 'surrogate mother often motivated by alstructice reason she had the already joyful she had already satisfaction to have baby and also before she become the surrogate mother she think a lot so I think she does not in a rush act so they have the responsibility…to have a baby.
232 T um-hum
233 J1 and also the commissioning parents have a high quality of parenting because this kind of parson really want to have a baby so …M::: they have greater warm and intimacy so therefore the commissioning couple and surrogate mother become better mother than people who have a baby normal ….so gorvament shouldn't ban
234 J2 I think so
235 J1 yeah
236 T in fact what you are saying is you are projecting that
237 J6 education …no
238 T by putting in the in the recommendation that would be good. That looks good to me. What do you think?
239 S6 in the supporting point you should put gorvmnet should educate people
240 T ….probably ….In your THESIS ?
241 J1 yes
242 T   you could put what you are saying in the thesis
243 J1 yes
244 T you should not outlaw surrogacy nationally and and
245 J6 but
246 T [2 seconds silence] but what?
247 S6   education but they should give education ….BUT
248 T yeah because your saying is okay you could condition to yourself people (considering) surrogacy they need to be educated you're not you're not (projecting) outlaw you are projecting outlaw yeah so you made the difficult decision
249 J1 yes
250 T yes so put the education ..please
251 J1 here ?
252 T no
253 Turkey the thesis
254 J1 the 1st one
255 T yeah yeah yeah in the first paragraph you you don't just accept it and also people need to educate it
256 J1 so in the conclusion I agree surrogacy because of demand of surrogacy, the rights of human, and supporting money and also surrogacy and commissioning couples are good mother than other normal mother so therefore the government should give the opportunity education about surrogacy and need to change the commisonal..the consciousness of community and then they should admit surrogacy admission of surrogacy is a helpful for people who want to have a baby this is the final
257 T what what do you mean by he admission of surrogacy
258 J1 a… admit admit the
259 T acceptance ?
260 J1 acceptance yes
261 T anything else?
262 T nothing of that?
263 Students no

264 [students laugh]
265 S6 we are happy
266 J1 thank you very much
    [appraisal]

Transcript 2
Classroom observation 3
Data: Monday 10 December 2007 (week 5)
Time: 03:30-04:40
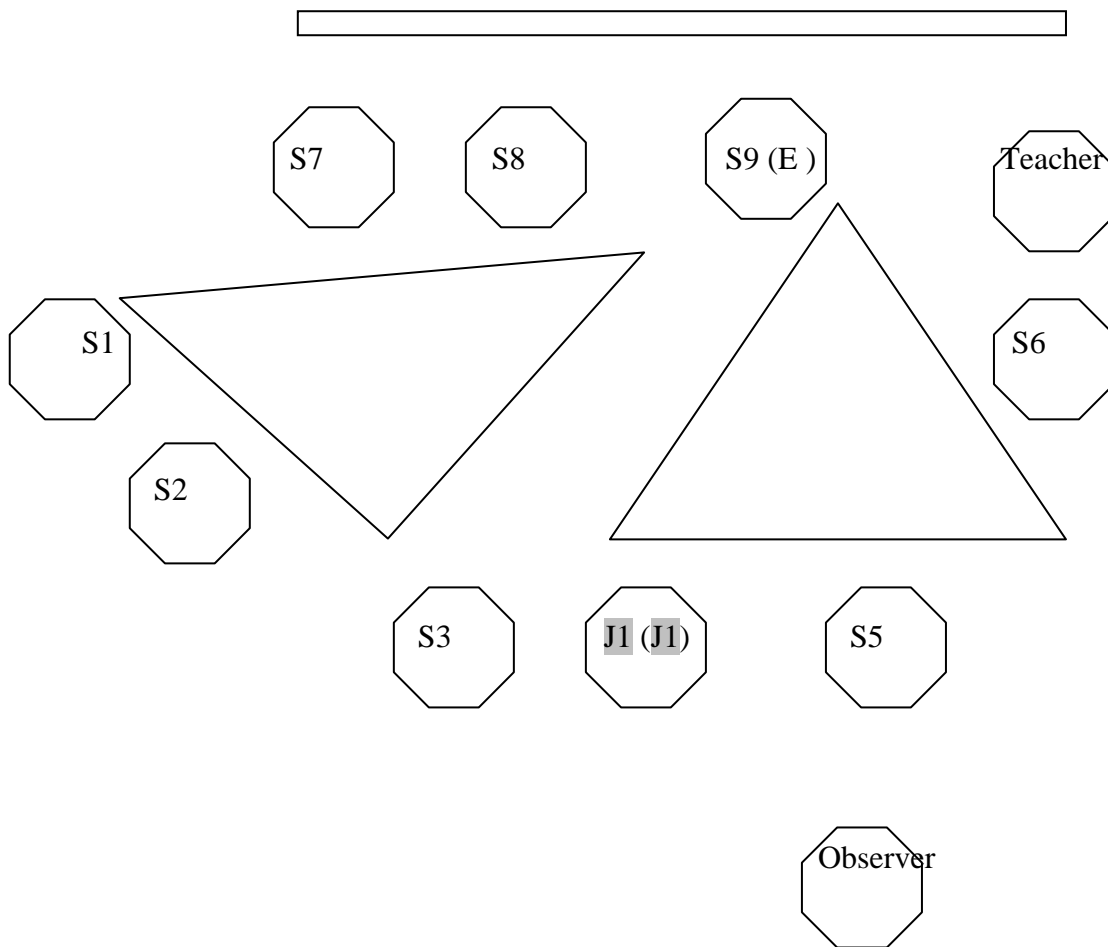
Turn interactors

1   S1   if I don't have the baby, I don't know the feel I cannot say if I could give the birth I could
2   T Or you could you could SAY some people do (adoption child) so you have to make a decision so I
    guess…when you are faced to the problem (you will make a decision)
3   S3   yes yes
4   S 9   yes
5   T   yes Okay
6   S9   (mine is very) /////
7   [students are laughing]
8   T   would you do it?

9   S6 A.. no she has to
10 T   you don't have to [students' laugh]
11 S6 how about this IF your best friends
12 S9   no
13 S6 no? even my best friends I may be change my mind (and I will   )
14 S9 m:::::
    S5 (that's why you become ///)
15 T   there are there are a lot of complexity
16 S3 I …I …
17 T   you know when you have a baby and you go ////// and later probably happened to you you would not have children
18 S9 yeah yeah
19 T   …and then you've giving away the baby …but it was not your baby …probably your egg is your baby but even after ( ) 9 or 10 months you will feel alone I wonder
20 S9 maybe
21 T   /////
22 S9   may be I am NOT worried
23 S6 I can I can tell my best friend I can help her but …..(money)…supporting but nothing
24 S3 IF… if my wife say……………………… have me ..let's help
25 T   == that's my next question
26 S3
27 T   would you do it?
28 S3 my (teacher) to take care of it ..I will say NO …strongly NO
29 T   I think someone is looking for me Okay now I will speak to you the same question ..Turkey and ////
30 S3 If if your wife ask you…a::: to care of it the baby was born in procedure if you
31 S5   Of COURSE I will say NO if you cannot ( ) why don't you care for me
32 J1 no because before
33 S5   no I can't because I wanna have my own children with someone who I married
34 J1 M:::
35 S9 my opinion is MAN don't have any right to choose
        [students' laugh]
36 S5 but WHY? [student's laugh]
37 S3 why why why ?
38 S9 you will be mother or not BECUAE the man cannot become a pregnant
39 S5 you can't say that
40 S9   they cannot bare the baby so
41 S5 WHY ! you cannot say that
42 S3   but but you feel
43 T   you live together …in the same house it's gonna affect the rest of that
44 S3 YES of course
45 S9   === BUT guys don't still pain
        [students' laugh]
46 S3 E (you will be wife or man)
47 S5   Man
48 S3 you will be the wife of the man
49 S 9 M
50 S3 you cannot a:: if you…. choose a::: ( ) children
51 S9 yeah yeah that's why men should not have
52 S3   ==== you cannot right to say NO
53 S5 why shouldn't ….if you are couple why shouldn't that [this question to S9]
54 S3 yeah
55 S6 NO NO NO…. …………… you have the same rights and ::::;
56 S5   == why shouldn't ? if you are if you
57 S9 NO NO never risk to die …so man…are you…THERE is a possibility to DIE you will die maybe could be possible BUT could you be a surrogate mother for my my
58 S5 what about psychological aspect you don't know
59 S3 yeah
60 S5 you don't know if you are knew
61 S9   may be I couldn't understand you forever because I am the woman
        [2 second silence]
62 T   what was that?

109

63 S5 I mean psychological //// that the man and woman can feel the same thing but not the physical but the psychological

64 T and may be ( ) will be uncomfortable…. money because she will work harder and maybe she will get into mental blue

65 S9 M:::::

66 S3 you mean

67 T /////

68 S3 you mean pregnancy?

69 T yeah?

70 S3 a woman can a:::…get up..night …3 or 2 o'clock

71 T m

72 S3 and I want to (fish)

73 [students' laugh]

74 S3 being husband I should be get up and help her

75 [students' laugh]

76 S3 but but IF the woman pregnant for surrogate many be ..it's not my baby **
     [students' laugh a lot]

77 S1 so all the circumstance the circumstance could be influenced on their on their marriage

78 T yeah it will be impact marriage but

79 S1 yeah it will be de de de

80 T could cause

81 S1 devoce

82 S1 yeha

83 T it could cause the divose and also it it have a lot of intimacy in…between this family who carrying the baby and on the other family so usually we have more ( ) thing

84 S1 yeah

85 T but it's gonna (make that) the couple the other couple could be very intimate in their mind so that all your body everything in the situation it is quite intimate and unusual would be like (talking) carrying the baby

86 S6 someone said that…a::: man can feel   that everything

87 S 5   == of course

88 T but

89 S6 I know /// may be infection it will be it will be sad maybe

90 [students' laugh]

91 S5 they have emotional feeling

92 S6 emotional feeling

93 S9 I know the emotion the baby has
      [student' laugh]

94 T Craving? Do you know what the craving mean ? NO?

95 S6 no

96 T I think I mentioned it

97 S3 a:::

98 T   craving mean you need for something really really want it

99 S3 a::: craving

100 T probably need a chocolate or fish suddenly at the middle of the night

101 S9 my case is alcohol

102 S3 I know
        [student's laugh]

103 T really really want something you want something to crave

104 S9 is that only one word

105 T like a drag addict crave

106 S3 A:::

107 T drags

108 S3 A::::

109 T   it can be rally really evil usually for the body

110 S3 good
        [2 seconds silence]

111 T SO:: :it's very complex so now what..let's close it down so how many people want the government to outlaw

112 S6 outlaw

113 S1 outlaw partially or
114 T completely
115 S1 completely ?
116 S3 = outlaw
117 S1 === no
118 S3 ===== ..completely
119 T completely outlaw
120 S9 is that mean that …a surrogate…. ban ? should ban?
121 S6 yeah
122 Others yeah yeah
123 S3 because you are
124 S2 ==== in Australia? Australia or ?
125 T Well yeah yeah
126 S2 because because when I wrote my opinion yeah I take that ….Australia is different form my
    opinion I have different that was different so I have to take the this situation I wrote my opinion so there
    is my real opinion
127 T Okay it was real opinion
128 S2 yeah …I said it should be ban …or (partially)
129 T M::::: so three people now
130 S9 wow
131 J1 how how come (incompreted sentence)
132 [many students are talking at the same time and I cannot hear)
133 S3 A in here ….. should not outlaw but in Kazafustan…… outlaw
134 S9 Why?
135 T why different?
136 S6 a:::: because we have mother
137 S9   ==== we are not ready
138 S Not ready we have mother in the family our family we live together [it means if mother could not
    look after the baby, the rest of family members can look after the children]
139 S3 yes
140 S6 so we don't need different mother….we can ask for …because it's family
141 S3 my my experience my
142 S6 yeah yeah
143 S3 my parents gave me to my gland father because …a:: my …father die
144 T so you went to live with your gland mother ….to help her ? to get over ///
145 S3 yeah yeha
146 T   for everybody to help everybody
147 S1 help family no too be sad
148 S3 A ! no no
149 T yeah
150 S3 when I was a student..medical …gave to me my
151 T that's normal, isn't it ?
152 S9 is that normal?
153 S3 and and and cannot cannot take me ..a until 17 years ago because my
154 T (because you went to the holiday)
155 S3 ….yeah but my parents…could me take me home my grand pa ..because gland mother chance
156 T the weak heart?
157 S3 yeah weark heat yeah …and everybody were …afraid of so my grand father
158 T so you have to be there to help them
159 S3 yeah ///// 15 15 when I was 15 years years and then she tell me let's go to Canada or states
160 S9 yeah
161 S3 I should go to Canada
162 T when you were in China?
        [students' laugh]
163 S3 I decided my own before
164 T   == where
165 S3   == before
166 T WHERE did you go? At your 15 ….did you go back to your parents?
167 S3 yeah
168 T so it must be a challenge right ?
169 S3 sorry ?

170 T is that very different to go to the different parents?
171 S3   _=== yeah yeah very different
172 T you know culture all the ///
173 S3   ======Yeah I just a::: I just live with my parents for 2 years and then finished school and I said it was enough for me
174 S9 a:::::
175 T oh really ?
176 S3 before I go to sleep I said NO I never never I will stay here and thinking until the morning get up and I said I will go I will be there
177 T yeah you need to say no sometimes ///
178 S3 I think I (very tired) that's why I think /////// I said ///
179 T a::: okay okay
180 S3 it is…very difficult for child for me it is very
181 S2 you must be stronger stronger than for //// my mother and after 14 years ///and go back to
182 T yeah yeah
183 S2 no stranger relation for 14 years
184 T   ======= yeah yeah but in my case … my my feeling about if you so much about to desparate the child.. because I can accept the adoption but if it is necessary…..but more about use of (different organs) for the child away it could be getting a::: too too much insisted on the technology and birth we should not judge but at at the moment not not try to control the lives
185 S9 is that mean not ready now? OR in the future how about 10 years 15 years later ?
186 T for me I feel uncomfortable about that…. Trying to use ///// for
187 S1 it's like a machine
188 T for the adoption
189 S9 but there is a opportunity like a adoption could be something related with isn't it? Like …..
190 T yeah yeah
191 S9 you have a baby
192 T yeah
193 S9 make agreement and not surrogate but adoption
194 T surrogate adoption
195 S9 yeah
196 T yeah yeah
197 S9 how about this?
198 T surrogate adoption is also surrogate isn't it
199 S9 m:: m:::
200 S3 how about that….the relationship between parents and children ? in Australia is not strong
201 S1 yeah
202 S3 for example someone asks a…his or her dog
203 Other student more more
204 S3 more yeah than child
        [students' laugh]
205 J1 what? I don't know why
206 S2 maybe take care
207 T evidence
208 S2 take care take care
209 J1 if you are in Australia? (higher knowledge because she could use IF)
210 S3 yes
211 S1 never call
212 S3 NEVER never ring …never call for.. a for example in my case ..my host father …a .. hostparent's son never call not good relation
213 T but did you ask …the parents call to the son?
214 S3 no
215 T why not?
216 S3 firstly I think the son should call he called there when she needed some money or something
217 J1 how old is he ? (
218 S3 m::: around 40
        [students' laugh]
219 S6 but ///
220 S3   ==== in my country you cannot call more than one month [I guess this mean that in his country children need to give a call at least once in a month for family bond]
221 S8 yes I think I call my mother call every day

a. [student's laugh]
222 T but but I think there is different different level to the issue because one of the means that you find that many family are very close so you (don't need to put more affections) however it is it does not //// but a::: there are different types of obligation (thtat's why people call them) so some culture have more obligation between children and parenst what they should and shouldn't do
223 S9 m::::
224 T more expectation
225 S9 m:: m:::
226 T but here …you will I think we have strong connection of most of the case //// to find out what you can do but biology connection most of /// have a strong connection however your obligation is less so that some culture parents really control the younger people more and the child they cannot do what they want to do or the parents are angry /////
227 S3 I still ///
228 T M?
229 S3 I still give them a call
230 [students' laugh]
231 T really? But I think here different culture allow them more freedom 18:24
232 T how old are you if you don't mind
233 S3 26
234 T and you cannot smoke
235 S3 NO …
236 T wow
237 S3 they don't know that I smoke
238 S9 A! really !
239 S3 sometimes I go the night club A! they don't know I attend the night club
[students' laugh]
240 S6 usually the parents they don't know that //
241 S9 really me too
242 S6 because we have to:::
243 S9 pretend to be
244 S 5 you /////
[students are talking at the same time]

245 S3 for my parents I have to chat
246 T yeah so I guess … maybe we will think about it why we call family and then he did not call them because ….the parents become angry?
247 S6 NO
248 T they may …depends on family ////why the young man younger man the middle of age 40 years old why is worried about //you should call about connectiveness but you know what I mean it could be not just obligation but relationship if the relationship is not close //// ///// so they have to keep it if sometimes it is own mother I guess women want to keep the relationship
249 S3 I guess///
250 T where is the mom? (She is on the phone)
251 S9 yeah
252 T is she calling the phone?
253 S3 we are sometimes
254 S1 yeah
255 S3 but I guess
256 T it could be different is he married?
257 S3 yeah
258 T maybe the wife does not like that
[some students are laghing]
259 T and he is calling to his mother
260 S3 NO NO NO wife is good I know
261 T is she?
262 S3 ye:::S when the birthday party, she take me a:::
263 S1 mother in law
264 S3 mother in law …and they talk talk talk talk but I…the son I don't know
265 T yeah don't worry about that
266 S3 yes ..maybe gambling or never talk to when the son visit to they // that's all
267 T but I guess they are not close

113

268 S2 no not close not close
269 S6 //examples but happned
270 T yeah

271 S8 in China some son want to stay with parents even they are old like… 30
272 S9 so many guys cannot cook
273 S8 yeah [3 seconds silence]
274 S9 I would like to know more the other people's opinion of surrogacy so
275 T go back to the topic
276 S9 yeah yeah
277 S3 [laugh]
278 S 6 what do you want to talk about surrogacy? Family or something ?
279 S9 M::: no like gay couples or single woman or
280 T okay so three of said the completely against but the other are not so
281 S6 why you are not agree
282 T or which
283 S2 which which part surrogate mother or
284 S9 A::: should not be shoul not be ….how can I say
          [students' laugh]
285 T how .ask (a child)
286 S9 So what type of surrogate you guys disagree..with ?
287 S1 commatial
288 S3 commatial surrogacy
289 S9 comercial surrogacy and I agree with that
290 S3 surrogate mother and gay couple
291 S9 GAY couple? Disagree? I agree!
292 S6 you are disagree why why
293 J1 the gay couple has also human rights
294 S9 where is the human rights …human right for gay
295 J1 I think so
296 S3 but the parents
297 S6 it is not good for child
298 T controle controle
299 S8 it is not good for chid if they cannot grow up with two mother and two father
300 J1 what do you
301 S2 when I
302 J1 MAY BE may be the gay couples really want to have the baby and finally they could so everybody
    can accept the situation
303 S9 yeah
304 J1 so….. so I I think the gay couple should have the opportunity to have the baby
305 S1 what if they did not accept them

306 S3 sorry sorry do you do with that A::: everything everybody should be in balance
307 J1 maybe
308 S3 why they male female
309 J1 yeah
310 S3 mother father
311 J1 yeah
312 S3 do you agree?
313 J1 yeah yeah
314 S3 why you are should be a:::
      S2 accept
315 S3 agree for the gay couples
        [2 second silence]
316 J1 why ?
317 S3 okay you
318 S9   == no I mean what's wrong what's wrong if they did not have a mother
319 S3 if you have a baby
320 S9 m
321 S3 you have the right to have the baby but you cannot buy a baby you cannot choose your baby
322 S9 yeah I cannot choose

323 S3 you cannot you cannot say it is my baby so I can kill the baby or buy
324 S9 no
325 T ///
326 S9   I mean it's almost same the gay couple have a baby or like you are //in the grand parents
327 S2 do you think do you think
328 S9 child
329 S5 I don't think gay couples couple are family gay couple they are not family
330 S9 they are FAMILY
331 S5 not they can't ..together
332 S3 in family you need mother and father
333 S9 why why ! they need father and mother what about single woman or what about ..
334 S2 not natural not natral
335 S3 single woman
336 J1 yeah
337 S9 YEA!
338 S1 they are need father
339 S9 no ..father and mother should be together to live
340 S2 of course but you know that
341 S9 I mean
342 S2 they they are bad children because they don't have the both mather and father so they are not natural
343 J1 what's natural
344 S9 so what is the natural environment?
345 S3 natural means father and mother
346 T how about father die or mother die
347 S9 yes
348 T so there are father and mother but happened to die like a single parent
349 S3 yes
350 S2 if it is happened
351 Students   ////
352 S2 if it is happened it is natural
353 S9 you cannot say it is just natural or unnatural
354 S2 in the situation
355 S3 I know the situation I will all know I WILL ALL know the situation my father was die (being worried)
356 T yeah it could happen
357 S1 a lot of children lived live in conventional family they are not happy because man be there are violence they may have a:::: a bad relation from their parents
358 T even conventional family
359 S1 even the conventianl family a lot of family is like that yeah ….it is diffent the gay couple they also have the right to have a baby because they may have good relation
360 S5   but they cannot
361 S1   …it is human nature could care the children
362 S5 it is not the nature what is the human nature
363 S6 if you have a child children and you take care of children and your husband told you I am gay and you have the baby ..is acceptable for you?
         [students' laugh]
364 S1 what can I do for if he said he is gay what can I do [student's laugh]
365 S3 Okay

366 S3 let me support it let me support a:::: Marina's idea you and your husband you have a six children
         [student's laugh]
367 S3 in 10 years your husband say "sorry I am gay and we need to divide our children I need to divide our children give me three children" its fifty-fifty and now with my partner gay partner
368 S2 can you go devosion?
369 S3   do you want to stay with him still?
370 S1 no::::
         [S3 and S5 are male students from the same country. They used the same hand gestures in order to show your idea is wrong)
371 S1 I want to the baby gay it is your problem so you can go away
372 S3 no you cannot say that ..it is father

373 T   in Australia in your case it would not be led (lead divided the familily)but in fact in the law family law court if you ////to cut fee all the children at the time you can make the agreement they could make the agreement or if you canot make it you can go to the coart to decide how much time you can spend with your father /// therefore the children could be defending/// can see the father on weekend for 15minutes

374 S6 // exeption happened

375 T yeah 29: 43

376 S9 about gay couples should be outlaw at THIS moment because everubody is not ready to understand about the gay, right ? after understanding

377 S5 /// about gay they understanding

378 S6 (they have been exist in the Asient Roman Runessnce periond of time and they were not acceptable at the time)

379 S9 yeah but not now

380 S6 they should accept now accept now

381 S9 ///

382 S6 you read the article //// they have not been accepted so why you should accept them NOW

383 S3 let me explain about the gay family man and man are sleeping together in the bed at the night they cannot ….

384 S9 can what?

385 S3 do something

386 T you don't need to go father

387 S3 canonnot do it

388 S9 I don't understand if you want to do it you just do it

389 S3 and the little child come to the room

390 S9 NO it's the same if the woman and man having the sex you will see it so it is the same

391 S2 it is not natural it is not natural

392 S9 what's wrong you cannot say what is natural

393 S6 yeah

394 S9 it depends on famlily

395 T but but what if …I am not disagreeing with you but you have to look at your argument your argument is you cannot judge what is natural and what's wring

396 S9 yeah

397 T what if people want to have sex with animal or sex with children

398 S3 yeah

399 S9 No it is a::: …..animal? I don't know
          [students' laugh]

400 S3 yeah animal

401 S9 I mean no no no no I mean

402 T you need to have evidence

403 S9 because …animal cannot say NO children cannot say NO but man to man can

404 S6 can have agreement

405 S9 make agree if they agree it is okay

406 T you know the relationship

407 S9 they agree and to become a couple so it is fine

408 S5 that is not good that is not good but children is that case ... also cannot say no

409 S9 yes the children also cannot say no so

410 S5 why /////

411 S9 /////

412 S5 ///

413 S9 BECAUSE because they cannot have enough expranation

414 T yes you have got the point how bout if the children have abuse from the parents

415 S9 yeah

416 T if the children have many father and mother have terrible situation

417 S9 yes

418 T that kind of children also cannot ///// that children also cannot say no they are all the time not happy while people in (gay couple) may be able to have happy life with the parents but it could be embarrassed

419 S9 yeah

420 S1 make the child stronger

421 S6 how do you know

422 S5 stronger

423 S6 no
424 S3 may be may be the number of gay is not increased now but if the number of gay will increase day by day and more and more the gorvanment will help them and accept them we can live more confortable to live with them

About BBQ discussion [1:02: 19]

1   The teacher explain where the place and suggest students to discuss what they want o eat and what they need to bring and ask all to discuss
2   The students' base for the discussion

3   ………
4   T is that okay with you?
5   S9 yes
        [2 seconds silence]
6   S3 E please captain
7   S9 captain
8   S6 (she is speaking in L1)
9   S9 if I am going to captain.... it is very dangerous !
        [students' laugh]
10   S6 I know
11   J1 why?
12   S2 reader
13   J1 you will prepare alcohol only
14   S9 yes …beer …wine!
15   S6 I don't drink beer what should I do
        [students' laugh]
16   S 9 what we need? Probably salad::: bread::::
17   S3 mayonnaise
18   S6 maybe how about something //// ?
19   S9 m: [2 second silence]
20   S6 good?
21   S9 yes [2second silence] if it is possible…I would like to try their own country food
22   S6 yes
23   S9 it must be interesting or not I don't know …sushi or whatever
24   S3 sushi can you cook?
25   S8   == can you cook sushi?
26   S9 maybe ..
      [students' laugh]
27   S9 whatever you know something like own country food
28   S6 so we are going to bring our cuisine for BBQ ? okay ?
29   S9 yeah
30   S6 m:: that would be nice
31   S9 yeah
32   S6 so I have to wake up early [3 seconds silence]
33   S6 so we will bring our cuisine …..other thing?
34   S9 other thing… bread
35   S6 bread
36   S8 bread
37   S9 yeah it is fine bread vege …some one could cool salad and someone can cook BBQ ….and drink juice soft drink ..wine
38   S3 laugh
39   S6 you could bring that too
40   S9 yeah in my own cup yes
41   S6 sosage or bread
42   S7 I think bread ///
43   S9 bread ?
44   S3 I will cook you drink

[students' laugh]
45 S8 I think we should bring chicken
46 S7 chicken
47 S6 what what kind of bred?
48 J1 vegetables
49 S9 vege?
50 S3 tomatoes …onion
51 S9 onion!
52 S6 onion
53 S7 mushroom or eggplants
54 S9 mushroom
55 S3 eggplant
56 S9 eggplant …A:::::
57 S3 A::: /he is speaking in L1 and ask his friend]
58 S6 pepper
59 S9 pepper ? how about
60 S6   some one need to bring //
61 S9 think of oil? Potatoes?
62 S7 A! tomatoes
63 J1 potstes are not good takes a long time because it is hard to cook
64 S9 hard cooking
65 S3 pumpkins
66 S9 A! pumpkins !
67 S7 pumpkins
68 S8 pumpkin
69 S6 ill pumpkin
70 S3 O! you don't like?
71 J1 it is good very good
72 S9 yeah
73 J1 I like it
74 S6 may be it is okay
75 S9 kangaroo meat
76 S6 kangaroo meat NOOO
77 S9 noooo?
78 J1 fish
79 S9 A::::::: fish
80 S3 fish
81 S6 yeah
82 J1 carrots or
83 S6 I have one ////
84 J1 one [students' laugh]
85 S3 and the fruits
86 S5 of course
87 S9 A! fruits fruits !
88 J1 yeah
89 S3 cherry
90 S9 I heard banana BBQ
91 S6 banana BBQ
92 S7 yeah
93 S8   == M::
94 J1   == me too
95 S7 how do you eat
96 J1 you put the banana on the BBQ
97 S9   == we don't we don't peel the skin
98 J1 just put
99 S6 you don't peel it
100 S9 no yeah….. after the cooking open them and eat ..MORE sweet ….than before cook …banana banana just try just try
101 S5 we don't have potatoes?
102 S9 Noo Naoka said it takes too looong
103 J1 yeah long time and too long

118

104 S6 you can but chips
105 S9 ….A chips
106 S5 you can fry it
107 S6 chips you can fry it before I did it but it was very good
108 S9 a! really? Try try it [3 seconds silence]
109 S3 rice
110 J1 rice
111 S9 rice? How do you cook?
112 J1 someone can bring it
113 S7 bread bread bread bread bread
114 S6 so people …how much…money
115 S2   money
116 S9 so three ?
117 J1 five dollars?
118 S9 5 dollars each
119 S6 so 5 dollars each is fine? So how many people
120 J1 10
121 S6 ten so 50 dollars
122 J1 fifty dollars
123 S9 hmmm its good enough
124 S6   is that enough? So we have to buy ingredient with 50 dollars
125 S9 OR if you don't have time it does not matte to cook your own country food
126 S1 why don't why don't you cook our food?
127 S9 yeah that's why
128 S1 that's good yeah
129 S9 yeah

130 S5 how about Friday [he is reading the invitation paper] on Friday I will go to Melbourne
131 J1 what for?
132 S5 travelling
133 S9 how about our…(timing///)? Do we need it ?
134 S6 plate? Everyone bring your own plate?
135 J1 how about we buy it paper plate that much
136 S6 plate
137 S8 cups
138 S9 are they selling?
139 J1 yeah yeah yeah
140 S3 [he is speaking in L1]
141 S6 plastics
142 S3 plastics no no plastics no it is melt last time I used it but met
143 S6 how about food fork?
144 S3 fork
145 S6 our bring fork? Are you going to bring your forke?
146 S9 m m m our own fork
147 S6 okay okay
148 S8 someone need to bring plate ….and cup
149 S6 11 people? We can divide
150 S8 14
151 S6 how about meat ? chicken only?
152 S3 how about /Gua/ guwa [he is speaking in his L1]
153 S6 chicken leg chicken leg
154 J1 how many [laugh] [students laugh]
155 S6 how about vegetarian sausage ? vegetarian sausages it is easy to cook
156 S3 beef beef
157 S9 beef I don't have much beef
158 S6 how about desert
159 S9 A!

Students were moving on to the next task.
There are three students in J1's group and are discussing about the three texts (reviews of arts) . New
= a new male student, M= an experienced female student, and J1.

1   T okay now we are moving to the next one you know we already have group so we can do it
         now NOW I want you to discuss this reading you read them last night so you must
         compare (////and at least) what do you think some of differences are
2   New == M
3   T (== I can see) three types of an…review here one is on African Art work which is more
         general another one is ///// which is more an a::: personal sense or more personal opinion in it
4   New um-hum
5   T and then we've got 'from the heart' which is general author which is explaining someone's
         lot of hard work so what did you find some of the difference among these one….and also
         why and opinion you will discuss ..have you ever read a book review ? or movie review ?
         how they make a different? Why they are different
6   A one one one of difference is this one is more difficult than others
7   T that's right so I want you to compare this in your group
8   M first which one ?
9   J1 first which one
10   M   first one …..is about this?
11   J1   this one?
12   N m
13   M African art ?
14   J1 yes
15   M writing about the definition of African arts
16   N yeah [3 seconds silent]
17   M it's just general description
18   J1 I think this one ..first one is the writer's opinion
19   M yeah
20   J1 because this one wrote "I felt …" am::::: or [J1 is checking her note]
21   New /////
22   J1 "on my way out"
23   M yeah
24   J1   == OR ……personal people which include work in line 4
25   New um
26   J1 after than this is a general information …about African arts
27   M yeah
28   J1 = I think
29   New (first of all ////) A yes yes [2 second silence]
30   M   m:::…. Include national mining and goal
31   [4 seconds silence]
32   M but author here give some ..like …M::: …description for African art
33   J1 m::: different part about the paragraph
34   M M::: :but the condition is more than one hundred works than
                        i. Egyptian work [M is reading the article]
35   New um-hum

36   T okay I want you to describe so I want to write in the list one person will report it for the class

37   M alright
38   New here is going to write
39   M can you write [M's eyes are looking towards J1]
40   New okay you are kind [J1 was asked by M to take a note during the discussion]
41   M   yes Naoka has

42 J1 e::: which one ?
43 M hundred
44 New hundred?
45 M describe the meaning [M is telling the words J1 to write on the paper]
46 J1 M:::
47 New first time [2 seconds]
48 M   not XXscrining meaning [M pointed out a mistake in J1's writing]
49 New   describing meaning
50 M   [laugh] I know {J1 erased what she wrote }
51 N describing [she is writing]
52 N first first [4 seconds cilence]
53 M   expression ….of author
54 J1 yeah
55 M expression of author …expression about
56 J1 expression [writing] about Africa (helping Marina)
57 M about
58 J1 art
59 M African art
60 J1   and
61 M   AND secondly .
62 J1 he gives ..he give the information about exhibition
63 M   exhibition [5 seconds silence]
64 J1 exhibition
65 M exhibiton
66 J1   more than more than one hundred works (she could out useful additional information)
67 M   and he write about
68 J1   writer…Not writer? Exhibiter
69 M yeah ….no he give the name
70 J1 name of exhibit   [15 seconds silence]
71 M the contemporary [5 seconds]
72 M and he changed the topic
73 J1 the author is speaking about someone m::::: someone
74 M someone exhibition of paters or something ..so this is not anything
                    i.   about the paint
75 J1 M:::
76 New M
77 J1 but it is focused on this part is
78 M it give s about M::: some information about artist
79 J1 and also about museum ….I think ..no? (now she is reading one of
                    i.   sentences in the article) ??? in 1992.
80 M M yes I think it it's especially about
81 J1 about
82 M no one
83 J1 no about no one
84 M   yes [she is reading the sentence]
85 J1   no one
86 New (hiding part)
87 M   a yes it is saying no one
88 New   hum-hum and::: I think this is ….A::: more professional
                         1. …article …because it's a::: consist ….A:::: not so…A:::: fact
                         2. and detail deatail?
89 J1   detail ….and also biography
90 New   and biography yes
91 M   this part is about biography ?   [3 seconds silence]
92 J1   because of biography and ……
93 M and
94 J1 de
95 M detail
96 J1   detail
97 New   detail yes
98 J1   and also this this cartel verity why this person chosen this

99 M yeah
100 J1 chosen this
101 M yeah
102 J1 painting
103 M because it is very famous and then
104 J1 this one is may be described here
105 M and also he gave about //// make him //// on the artist
106 J1 yeah [2 seconds] so:::: [4 seconds]
107 M okay if you wrote if you write this that would be nice [pass the paper] yes
108 J1 ////
109 New m
110 J1 because of biography
111 New um-hum um-hum
112 J1 details and……and [look at her note] and the view and his research
113 M research
114 J1 a::: research about Norlan
115 M yes
116 New interesting [2 seconds silence]
117 J1 If the person can..a:: ….read this article it's easy to understand about Norlan
118 M yes
119 J1 very clear
120 M because this person …..//// research
121 J1 research about Norman
122 M and he know /////
123 J1 he wrote about Normal when he was young when he was younger
124 M [she is mumbling to read the article] M I think it's enough ..yeah
125 New um-hum
126 J1 and and I also ..final part is …M:::: like a comment
127 M like a recommendation
128 J1 recommendation
129 M ///company
130 J1 yeah advertisement
131 New um-hum [18 seconds silence]
132 M how about this one ?
133 J1 this one?
134 M yeah this shorter one ..
135 J1 general about the exhibition
136 M yeah
137 New == yeah
138 J1 just one focus is about this picture …and …and this article doesn't have musiam information
139 New A:: I think it's just a:::: general A::: a::: expression of ..about this
140 J1 paint one painting (she help to complete sentences)
141 New painting Aboriginal
142 M [mumbling and reading the article]
143 J1 not so detail
144 M not detail BUT can you see on the:::: on the right side
145 J1 yeah
146 M on till December
147 J1 temporally exhibition
148 J1 it's very special (J1 is explaing for New student) ..exhibitoin
149 M yes and a::::: it is just like something more general but ….human?? people? M?
150 New [laught]
151 J1 a::: yeah [13 seconds silence]
152 M and and I think he did he did very ….interesting ….A::: view because he put the
153 New everything
154 M everything yeah that about painting
155 New hum-hum
156 M and he A;; what he told about…it would be more attractive and and they attractive people
157 J1 M:::: yeah
158 M that painting are interesting
159 J1 yeah

160 M because painting is interesting and exhibiton people can visit it
161 J1 yeah if if it does not have this picture the reader don't understand what kind of painting
162 New   I think that this is more like a :::: adve adver adver A:::: just a:::
163 M   attract people
164 New   attract people ..to visit it
165 M   because this special order should not\
166 New   um-hum
167 M   maybe after the exhibition cell
168 J1   cell
169 M   yeah usually usually people now now a day
170 New   um-hum
171 M   Aboriginal painting are very famous
172 J1   yeah
173 M   but it should not be cheep
174 J1   A::
175 M   to buy [4 seconds silence]
176 M and if you look at a::: this advertisement on the right this is really festival seasons until //
177 J1   yeah because everybody HAVE HOLIDAY
178 New   == janu January
179 M   yeah it's it's a publick holiday
180 J1   yeah
181 M   people can visit
182 J1   so maybe include give hints to visit
183 M   yeah
184 J1   yeah
185 M   that's right

186 T   how did it go ?
187 New   M?
188 T   how did it go?
189 M   finished
190 T   finished okay tell me about that
191 M   first [2 seconds silence]
192 J1   first article is first explain this part is a writer's opinion this is general opinion
193 T   m::
194 J1   and after that this is a general information about African art for example the exhibition includes more than one hundred ..works and also Nemo exhibition mainly
195 T   yeah they iclude
196 J1   include
197 T   so this one is how to say more subjective a::: the third person's
                     point of view and actually you have got some picture of it
198 J1   yeah yeah
199 T   so how is that differ be to the other review
200 New   M::
201 M   in this review they give more different information about one artist …and some of artist's work painting and secondly his more more personal opinion
202 New   m:::
203 M   and more detail….information and also his interesting personal for the research of the painter and give some research information about his private life
204 T   um-hum
205 M   well and by the end you will get something hint to attract people io visit to the exhibition
206 T   so what type of audience is this ///// what type of audience? What type of people they are trying to attract?
207 M   m::: maybe general public but this is more
208 New   more professional
209 M   professional
210 J1   yeah
211 T   who are may be interested in arts
212 New   maybe ctirtiq
213 M   and you can see the critique
214 T [----]

215 M special

216 T and so what about this one here

217 New ..this one is more more the:::: …the… how to say the::::about the writer's opinion about the a::::

218 M Australian

219 New Australian Aboriginal Art …so….

220 T but if there

221 New it is short ….review

222 T yeah very short

223 New and we are:::: it is mentioned here …this a:::…..

224 M exhibition

225 New this exhibition are will take in Ja January and in December December until January …so this is o::::: try to attract people people attractive exhibition

226 T um-hum

227 New for his….

228 T audience

229 New auditorium…so and then it's not A::::: ……so it's it's professionally it is not professional …a::::: ….

230 M exhibition

231 New exhibition NO its NOT exhibition it is not professional exhibition yes its not professional exhibition because a:::: the ::::: a:::::: which is a:::: the :::: a::: painted by a…students

232 J1 students

233 T but you said before that this is writer the opinion what way of the writer's opinion ?

234 New A::::: …..[5 seconds silence]

235 J1 or M A:::

236 New what wait wait m::

237 M because here is painting and maybe he thinking that a::: it'smore a::: relevant

238 T what is that person says opinion?

239 M because ..m::: I think ….he should that ….. think painting

240 T WELL

241 New M:::

242 T the difference is okay when you read a book review or a movie review from an individual what they normally include?

243 New from a:::::: they what can I say

244 M usually they put

245 New For example I think that

246 M yeah

247 T that's right

248 New but here it is not written like that

249 J1 here it is saying I think [2]or something [J1 showed the sentence which include "I think" by pointing out]

250 J1 or "On my way out [5] "

251 T = On my way out so this is this is personal view but how about this one there is no injection of personal opinion or the author's opinion the author is ..VERY ..VERY neutral they are just writing about what what it is in it and it included in exhibition so there are main differences so …I want you to just write this and get one of you will go up there and describe and present it to write up some main points in each different one what's have a look

252 M okay

253 New to write

254 M ///

255 J1 yes

256 New yeah we can m

257 M we just can write only one

258 J1 yeah a:::

259 M ///have that one

260 J1 so not only one picture this // is not good ?

261 M no no no no no

262 M to describe not only …it says to describe not only one picture they they ..want to practice pictures

263 J1 yeah ….so …

264 M try to ///
265 J1 attractive
266 New m::
267 M attractive pictures
268 New   attractive pictures
269 M painting [J1 is showing what she wrote to New student]
270 New yeah
271 J1 general this is
272 New from the heart
273 J1 professional [students are editing the summary]
274 J1 a thank you I forgot the title
275 New this is a painting special because …. (30: 02)

Appendix F
Text 3 Chapter 4: Rhetorical unit analysis

Turn	interact.		Rhetorical Unit
276 M	how about this one ?		[Account]
277 J1	this one?		[reflection]
278 M	yeah this shorter one .		.[commentary]
279 J1	general about the exhibition		[Observation]
280 M	yeah		
281 New	== yeah		
282 J1	just one focus is about this picture …		[Observation]
283 J1	and …and this article doesn't have museum information		[Observation]
284 New	A:: so I think it's just a:::: general		[Reflection]
285 New	A::: a::: expression of ..about this		[Observation]
286 J1	paint one painting (she help to complete sentences)		[observation]
287 New	painting Aboriginal		[account]
288 M	[mumbling and reading the article]		
289 J1	not so detail		[observation]
290 M	not detail		[reflection]
291 M	BUT can you see on the:::: on the right side		[Action]
292 J1	yeah		
293 M	on till December		[Observation]
294 J1	temporally exhibition		[Observation]
295 J1	It's very special exhibition		[Account]
296 M	yes		
297 M	and a::::: it is just like something more general but ….human?? people? M?		
298 New	[laught]		
299 J1	a::: yeah [13 seconds silence]		
300 M	and and I think he did he did very ….interesting ….		[reflection]
301 M	A::: view		[observation]
302 M	because he put the		[account]
303 New	everything		[account]
304 M	everything yeah that about painting		[account]
305 New	hum-hum		
306 M	and he A;; what he told about…it would be more attractive and and they attractive people		[Prediction]
307 J1	M:::: yeah		
308 M	that painting are interesting		[reflection]
309 J1	yeah		
310 M	because painting is interesting		[account]
311 M	and exhibiton people can visit it		[conjecture]
312 J1	yeah		
313 J1	if if it does not have this picture the reader don't understand what kind of painting		[Conjecture]
314 New	I think that this is more like a :::: adve adver adver A:::: just a:::		[reflection]
315 M	attract people		[Account]
316 New	attract people ..to visit it		
317 M	because this special order should not		[Account]
318 New	um-hum		
319 M	maybe after the exhibition sell		[prediction]
320 J1	sell		
321 M	yeah		
322 M	usually usually people now now a day		[Generalization]
323 New	um-hum		
324 M	Aboriginal painting are very famous		[Generalization]
325 J1	yeah		
326 M	but it should not be cheep		[Account]

126

327 J1   A::
328 M   to buy [4 seconds silence]
329 M   and if you look at a::: this advertisement on the right   [Action]
330 M   this is really festival seasons until   [Observation]
331 J1   yeah [Reflection]
332 J1   because everybody HAVE HOLIDAY   [Generalization]
333 New   == janu January
334 M   yeah it's it's a public holiday   [Account]
335 J1   yeah
336 M   people can visit   [Prediction]
337 J1   so maybe include give hints to visit   [conjecture]
338 M   yeah
339 J1   yeah
340 M   that's right   [Commentary]