

Univerzita Karlova v Praze
Pedagogická fakulta
Katedra anglického jazyka a literatury

Initiating Acts in Classroom Discourse
(Iniciace v diskurzu ve třídě)
Diplomová práce

Vedoucí diplomové práce: PhDr. Renata Pípalová, CSc.

Diplomant: Veronika Dudková

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Prohlášení

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Iniciace v diskurzu ve třídě

Abstrakt: Smyslem této diplomové práce je přispět k lingvistické a didaktické analýze diskurzu ve třídě. Lingvistické analýzy a interpretace vycházejí z klasifikace iniciací navržené A. B. M. Tsui a zkoumají druh, pořadí a frekvenci výskytu iniciací. Z didaktické stránky je pozornost soustředěna na potenciální korelace mezi iniciacemi učitele/ky na straně jedné a rozdělením studentů do skupin, základními jazykovými dovednostmi a pořadím jednotlivých činností na straně druhé. S ohledem na tato kritéria jsme analyzovali čtyři vyučovací hodiny čtyř různých učitelek anglického jazyka a hledali společné a odlišné vlastnosti jejich iniciací a v obecnější rovině také shodné a rozdílné rysy iniciací na nižším a vyšším stupni gymnázia. Závěrem jsme shrnuli naše lingvistické i didaktické poznatky, naznačili jevy, které se zdají být typické pro diskurz ve třídě, a navrhli možnosti dalšího zkoumání, včetně důležitých faktorů, jež by měly být zohledněny.

Klíčová slova: iniciace, elicitace, žádosti, direktivy, informativy, rozdělení studentů do skupin, jazykové dovednosti, pořadí činností.

Initiating acts in classroom discourse

Summary: This thesis is a contribution to the linguistic and methodological analysis of classroom discourse. The linguistic analyses and interpretations, based on the classification of initiating acts suggested by A. B. M. Tsui, examine the kind, sequence, and frequency of initiating acts. The methodological ones search for any correlations between teachers' initiations on the one hand and grouping of the students, basic language skills, and instructional sequences on the other hand. Considering these criteria, four lessons taught by four different teachers are analysed in terms of the similarities and differences between their initiations, and furthermore, typical initiations in lower and higher secondary school lessons in general are looked for. Finally, our findings are summed up, classroom-specific features outlined and other options for further research, including relevant factors which need to be taken into consideration, are suggested.

Key words: initiating acts, elicitations, requestives, directives, informatives, grouping of the students, language skills, instructional sequences.

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1 Introduction

Both conversation and discourse analysis have been already examined by many linguists, sociologists and anthropologists. The present work is intended as a contribution to the analysis of classroom discourse, carried out both from linguistic and methodological points of view. The main interest of the linguistic analysis lies in the examination of initiating acts uttered by the teacher whose kinds, frequency and sequence is given most attention. Considering the methodological aspects, we will search for potential associations of these initiations with various stages of a lesson, the way of grouping of the students, basic language skills, and common instructional sequences.

The second chapter offers the survey of literature which served as a primary source of linguistic theoretical background of this work. In this chapter the main schools examining conversation or discourse analysis are introduced; however, the main focus is on Tsui and her English conversation (1994), which presents a detailed and an up-to-date approach to conversation analysis. Her linguistic concepts and models, described in the third and fourth chapters, are borrowed in setting up a descriptive framework for our classroom conversation analyses. The fifth chapter provides the methodological approaches which were fundamental for our methodological observations, analyses and interpretations.

In the sixth chapter, the methodologies used for collecting data and their processing are described. More information about the schools where the data sample was collected, the teachers and their classes can be found there.

The seventh chapter offers the analysis and interpretation itself. There we can find four applications of Tsui's classification of initiating acts to classroom discourse whose function is to identify the types and sequences of initiating acts uttered by teachers. The description of each lesson consists of the linguistic analysis and interpretation, including the transcription and classification of all the initiations uttered by a teacher, the methodological analysis and interpretation and, finally, a conclusion.

The final eighth chapter provides the conclusion of all the analyses and interpretations,

suggests some possibilities of further research and points out other variable factors which need to be taken into consideration. It also points out that this research has been done with a relatively small data sample and needs to be tested on a greater collection of data.

2 Survey of linguistic literature

2.1 Conversation analysis schools

As mentioned in the introduction, the linguistic part of this work is mainly inspired by A. B.M. Tsui and her studies of conversation (Tsui 1994). However, before introducing Tsui's linguistic concept, other significant antecedents of conversation analysis should be mentioned. There are probably three main schools of conversation analysis which have offered different treatments to the subject examined: firstly, philosophically orientated linguists focusing on speech acts and conversational implicature, secondly, sociologically orientated American ethnomethodologists, and thirdly, the linguistically focused Birmingham school.

The first of these approaches was introduced by J. Austin, the British philosopher and the author of 'Speech Act theory', and later developed by J. Searle, P. Grice and others. Austin distinguished between two types of utterances, *constatives* and *performatives*, and identified three different speech acts involved in a performative utterance, a *locutionary*, *illocutionary*, and *perlocutionary* act (for a detailed treatment of speech acts, see Austin 1962 and Searle 1974).

In the early seventies, the second school, represented by conversation analysts H. Sacks, E. Schegloff, or R. D. Abrahams, applied the ethnomethodological strategies used by social scientists to conversation. They focused on what they termed the 'speech event' (any instance in which people become involved in a verbal exchange), and provided detailed studies of such topics as turn-taking, adjacency pair, preference organization, the role of place in conversation, etc.

The third school is mainly identified with the work of the British linguist M. Halliday and particularly the English Language Research group at the University of Birmingham. In the seventies, this group guided by John Sinclair and Malcolm Coulthard examined the linguistic aspects of teacher/pupil interaction and applied their insights of this classroom conversation to conversation in general. Since the approach of Birmingham school is the most relevant to our work, it will be described in more detail in the following paragraphs.

2.2 Units of conversational description

One of the important questions discussed in conversation literature is what kind of meaningful units we are going to break up the conversation into. Different treatments have been offered by Conversational analysts on one hand and discourse analysts on the other hand.

The descriptive units used by Conversational analysts are *turn*, *pair*, and *sequence*. A *turn* is used for everything one speaker says before another speaker begins to speak. A *pair* or an *adjacency pair* consists of two turns uttered by two different speakers. These utterances are related to each other in such a way that they form a pair, for example 'question-answer', 'greeting-greeting', or 'offer-acceptance/refusal'. A particular first pair part expects a particular second pair part (a question expects a reply; an offer expects an acceptance or a refusal etc.). *Sequence* is the least well-defined descriptive unit. Sometimes a sequence is actually a pair, at other times it is made up of three or four turns.

Another descriptive framework has been proposed by Sinclair and Coulthard (1975) who have borrowed the concept of a rank scale from Halliday's (1961) descriptive units at the grammatical level and broken classroom discourse into five units: act, move, exchange, transaction, and lesson. These units are hierarchically organized: acts form a move, moves form an exchange, and so on.

Since Tsui (1994), whose classification will be used for our analysis, was inspired by Sinclair and Coulthard's system of analysis and borrowed some of their descriptive units (act, move, and exchange), let us briefly explain them in the following text.

2.3 Acts, moves, exchanges, transaction, lesson

Regarding the lowest unit of classroom discourse, an act, Sinclair and Coulthard (1975) identify three major acts appearing as heads of initiating moves: *elicitation* (which requests a linguistic response or its non-verbal surrogate), *directive* (which requests a non-linguistic response), and *informative* (the "function of which is to pass on ideas, facts, opinions, information") (Sinclair and Coulthard 1975:28).

In the author's framework, acts form the higher units of discourse, *moves* (ibid: 44), while each move can consist of one obligatory act and two subsidiary, optional acts. The main

act which carries the discourse function of the entire move and is obligatory is called *head act*. The auxiliary act preceding the head act is called *pre-head act*, the auxiliary act following the head act is called *post-head act*; these acts are optional. At school, a typical classroom exchange consists of three moves: an *initiating move* uttered by the teacher, a *responding move* uttered by the pupil, and a *follow-up move*, uttered by the teacher again. Moreover, it should be pointed out that a turn can be made up not only of a single move, but also of two moves: it can be either a combination of a responding and an initiating move, or a follow-up and an initiating move.

Above moves, Sinclair and Coulthard (ibid: 49-60) identify two major classes of exchanges - *boundary exchange*, signalling the beginning or end of a stage of the lesson, and *teaching exchange*, realized by opening, answering, and follow-up moves. Finally, moves form a higher unit, a transaction, and an unordered series of transactions form the highest unit of classroom discourse, a lesson.

2.4 The structure of conversation: two-part exchange, or three-part exchange?

There is one more significant question which needs to be answered before analysing conversation: whether the basic unit of discourse organization is a two-part exchange, or a three-part one. Since only initiations are in the primary interest of this work, this question will be discussed only in a few words.

Discourse analysts claimed that "outside the classroom ...feedback or follow-up hardly ever occurs." (Burton 1981: 63), therefore, they considered three-part exchanges classroom-specific and of little general applicability. However, the function of the follow-up has to be taken into consideration. If the follow-up had the only function of evaluation of the response, it would really be face-threatening to utter the follow-up in non-classroom conversation. But, as Tsui argues (Tsui 1994: 41), "the follow-up move has a general function of acknowledging the outcome of the interaction. To evaluate the correctness of the response is only one of the realizations of this general function. Other realizations are: to show an appreciation of the response, to minimize the face damage that has been done, and to show a change of state of knowledge." Therefore, the follow-up is an important element in conversation and "a three-part exchange is more powerful as a description of the basic unit of conversational organization than an adjacency pair", (ibid: 25)

However, it does not necessarily mean that the follow-up always occurs in classroom interaction. As Sinclair and Coulthard pointed out the third part of a classroom exchange can be "withheld for some strategic purpose" (Sinclair and Coulthard 1975: 51). An example at school would be when a teacher withholds the evaluation of the pupil's wrong answer and provides clues to help the pupil reach the right answer instead.

2.5 Characterization of conversation utterances

Having described the units of conversation structure, we should also outline the criteria offered by Tsui (Tsui 1994:15-17) that will be used for the characterization of utterances and will provide a basis for their classification.

Firstly, trying to identify a discourse act, we should focus on its location since "it is place in the structure of discourse which finally determines which act a particular grammatical item is realizing" (Sinclair and Coulthard 1975: 29). Let us illustrate it by Tsui's example: the utterance 'It is nearly three.' can be not only a responding move (A: 'What is the time?', B: 'It is nearly three.'), but also an initiating move (A: 'It's nearly three.', B: Oh my God!'). (Tsui 1994: 15)

The second important criterion for the classification of discourse acts is a prospective classification. Utterances occurring in the same move can be "characterized according to the kind of response they expect. For example, in the initiating move, an utterance which expects a linguistic response of supplying a piece of information is characterized as an elicitation, one which expects a non-linguistic response is characterized as a directive..." (ibid: 17)

Not only the prospective, but also a retrospective classification of utterances may be used. When a speaker produces an initiating utterance he/she wants to solicit a particular response from the addressee. However, the addressee can perceive the initiating utterance in a different way than intended by its speaker and can deliberately or unwittingly produce an unexpected response.

3 A taxonomy of discourse acts

3.1 Primary classes of acts

In this chapter we will present a taxonomy of discourse acts, identified on the criteria of structural location and prospected response explained at the end of the preceding chapter. This taxonomy can be found in Tsui's English conversation (Tsui 1994: 65-212). Firstly, all three primary classes will be introduced, explained and illustrated with examples; afterwards, the first class, initiations, which is the primary focus of this work, will be discussed in more detail.

Depending on the structural location, Tsui identifies three primary classes of acts which are head acts of the three moves of an exchange. The class occurring at the head of the initiating move can be identified as initiating acts (or initiations); that occurring at the head of the responding move can be identified as responding acts (responses); and that occurring at the head of the follow-up move can be identified as follow-up acts (follow-ups), (ibid: 52) Applying the criterion of prospected response, within each primary class further subclasses can be identified.

3.2 Initiating acts and their subclasses

According to Tsui, initiations can be divided into four subclasses: *elicitations*, *requestives*, *directives* and *informatives*. Those acts which prospect an obligatory verbal response can be classified either as elicitations, or informatives, whereas those which prospect an obligatory non-verbal response can be classified either as requestives, or directives. However, it should be pointed out, that an obligatory verbal response can also be expressed non-verbally (see example 1), and, on the other hand, an obligatory non-verbal response can be accompanied by an optional verbal response (see example 2):

- (1) X: Are you going home now?
Y: (nods head) non-verbal surrogate of obligatory verbal response, meaning 'Yes'.
- (2) A: Could you please close the door.
B: Sure optional verbal response
(closes the door) obligatory non-verbal response (ibid: 52-3)

Within acts prospecting an obligatory verbal response, those acts in which the verbal response prospected supplies some missing information are called *elicitations* (ibid: 65-80); and those acts in which the verbal response prospected serves as an acknowledgement that the initiating move has been heard and understood are called *informatives* (ibid: 135-154). Within acts prospecting an obligatory non-verbal response, Tsui distinguishes between those acts in which the addressee is given the option of responding positively or negatively - these acts are called *requestives* (ibid: 90-115) and those in which the addressee does not have this option — these acts are called *directives* (ibid: 116-133). Detailed discussion of these subclasses will be provided in the following chapter.

Moreover, the above classification of initiations into four subclasses is supported by the way they are reported. As Lyons (1977: 766) and Tsui (1994: 55-56) noticed, initiating utterances can be reported by two general speech act verbs, 'ask' and 'tell'. As we can see from the following examples, elicitations can be reported as 'asked' (1), requestives as 'asked to' (2), directives as 'told to' (3), and informatives as 'told that' (4). Let us illustrate it:

(1) 'How many languages do you speak?' she asked.

She *asked* me how many language I speak.

(2) 'Would you please remove your glasses?' he asked.

He asked me to remove my glasses.

(3) 'Get out of my house', I told them.

I *told* them *to* get away of my house.

(4) 'Very good,' he told me.

He *told* me *that* it was very good.

(ibid: 55-56)

3.3 Responding acts and their subclasses

Within the class of responses, Tsui identifies two types of responding acts: those acts which respond positively are called *positive responses*, and those which respond negatively are called *negative responses*. In addition, when the responding act is neither positive nor negative and the speaker postpones making a decision, we may identify the third type of response: a *temporization* ("A: Could I stay at your place for a bit Rob? B: 'um I don't know.'") (ibid:59)

This classification of responses stems from Conversational Analysts' notion of 'preference organization'. Shegloff, Jefferson and Sacks (1977) propose that "not all responses are of

equal status; some are 'preferred' and others 'dispreferred'" (Schegloff, Jefferson and Sacks 1977: 362). Typically, preferred responses are shorter and immediate (see the acceptance of an invitation in example 1), whereas dispreferred ones are usually longer and delayed (see the refusal in example 2):

- (1) A: Why don't you come up and see me sometimes.
B: I would like to." (Schegloff 1972:107)

- (2) A: "Uh if you'd care to come over and visit a little while this morning I'll give you a cup of coffee.
B: Hehh! Well that's awfully sweet of you, I don't think I can make it in this morning, hh uhm I'm running an ad in the paper and - and uh I have to stay near the phone." (ibid: 98)

A response can be characterized as "an utterance which fulfils the interactional expectation set up by the preceding initiating act" (Tsui 1994: 57). Hence, not every move which follows an initiating move can be labelled as a responding move. To explain this comment, we will borrow a concept of a 'supporting' and 'challenging' move from Deirdre Burton (Burton 1980: 142-153). She proposes that any move which maintains the discourse framework and facilitates the progress of the topic is a 'supporting' move (see example 1). On the other hand, any move which breaks up the discourse framework and holds up the progress of the topic is a 'challenging' move (see example 2 in which all the responses are identified as challenging moves):

- (1) "A: What is the time?
B: Eleven.

- (2) A: What is the time?
B: (a) Time for coffee.
(b) I haven't got a watch, sorry.
(c) How should I know.
(d) Ask Jack." (Tsui 1994: 161)

A challenging move challenges the pragmatic presupposition of the preceding initiating or responding move and its head act is realized by an initiating act.

3.4 Follow-up acts and their subclasses

As pointed out by Tsui, the above "identification of three subclasses of responding acts is also supported by the different kinds of follow-ups that they prospect" (ibid: 59-61). Firstly, if a positive response is followed by an appreciation, Tsui labels this kind of follow-up as *endorsement*. It enthusiastically endorses the positive outcome of the interaction and is typically realized by a set of items like 'good', 'great', 'wonderful'. Secondly, if a negative response is followed by a minimization of the face damage, the author labels this kind of follow-up as *concession* ("Yeah, I understand.") (ibid: 59). Thirdly, a response can be followed by a minimal acknowledgement that it has been heard, understood, and accepted, and that the interaction has been felicitous. It is typically realized by a items like 'okay', 'alright', 'yeah', or a repetition of the preceding response in low key. This kind of follow-up, which can follow any of the three subclasses of responses, is labelled by Tsui as an *acknowledgement*.

Besides the above three subclasses of follow-ups, Tsui identifies a further subclass, a *turn-passing* act, which occurs in the second follow-up move (this second follow-up is an optional element of exchange structure; it is produced by a speaker who does not want to start speaking when it is his/her turn and wishes to pass the turn to the other speaker.)

To conclude this chapter, let us summarize the above taxonomy of discourse acts and their subclasses, as suggested by Tsui, in the following figure:

Elements of structure	I	R	F1	F2
Move	Initiating	Responding	Follow-up (1)	Follow-up (2)
Head act: primary class	Initiating (Initiation)	Responding (Response)	Follow-up (1)	Follow-up (2)
Head act: subclass	Elicitation Requestive Directive Informative	Positive Negative Temporization	Endorsement Concession Acknowledgement	Turn-passing

Figure 1: A taxonomy of discourse acts (Tsui 1994: 61)

4 Characterization of initiating acts

Since the primary focus of this thesis is on the examination of initiating acts, this chapter will provide a detailed description of initiations and their four subclasses of elicitations, requestives, directives, and informatives suggested by Tsui.

4.1 Elicitations

Sinclair and Coulthard firstly used the term 'elicitation' to describe utterances in the classroom "the function of which is to request a linguistic response - linguistic, although the response may be a non-verbal surrogate such as a nod or raised hand". (Sinclair and Coulthard 1975: 28) Tsui uses the term *elicitation* as "a discourse category to describe any utterance, both inside and outside the classroom, which functions to elicit an obligatory verbal response or its non-verbal surrogate." (Tsui 1994: 80-81) Within the category of elicitations, Tsui identifies six subclasses according to the responses prospected: elicit: inform, elicit: confirm, elicit: agree, elicit: commit, elicit: repeat, and elicit: clarify (ibid: 65-89).

4.1.1 Elicit: inform

According to Tsui, this subclass of elicitation invites the addressee to supply a piece of information. In some cases, it is obvious that the speaker asks for a piece of missing information (see examples (a) and (b) in 1), while others are less obvious examples of the information-seeking elicitations (see example 2):

(1) (a) A: What time will you be finished?

B: Lecture finishes at about quarter past twelve.

(b) A: Are you a literature section or a language studies.

B: No, no, I'm I'm not I'm language side, but I would like to see the two sides bridged myself (Tsui 1994: 81)

(2) **A: I don't know where this address is.**

B: Well, which part of the town do you live.

A: I live at four ten east Lowden.

B: Well, you don't live very far from me. (ibid: 81)

In (1), both A's utterances ask for a piece of missing information, what is different is the fact that the answer prospected in the second example is one of the alternatives supplied. In (2), A's first utterance is declarative in form; however, the speaker is definitely not giving a piece of information, but rather seeking information. His/her utterance is equivalent to 'Where is this address?', therefore, it is identified as an elicit: inform.

Furthermore, an utterance can have a form of a declarative ended by a questioning particle ("You have to get it from New York huh?") (ibid: 81). This form usually realises a confirmation-seeking elicitation; however, in a particular context, its function can be not to seek confirmation, but to seek further information. Finally, we can come across utterances in which the response prospected is usually in the form 'yes' or 'no', but they still do not realize a confirmation or disconfirmation:

A: Do you have wheels?

B: Yes, I drive, it's Donald's car. (ibid: 81)

In this example, there is no speaker's assumption whether the answer is 'yes' or 'no'; hence they are also classified as elicit: inform. To sum up, all of the utterances mentioned above realize the same discourse function - elicit: inform.

4.1.2 Elicit: confirm

The second subclass identified by Tsui expects the addressee to confirm the speaker's assumption. Firstly, elicit: confirms can be realised by tag interrogatives ("I think you did that this year, didn't you.', 'John would know, would he.'") (ibid: 82) In utterances like these, the rising tags invite the addressee to confirm the speaker's assumption.

Secondly, the utterances can be declarative in form, spoken either with a falling tone, or with a rising tone:

A: These are the students in the English department.

B: That's right, they are all English majors, (ibid: 83)

In utterances like this, the addressee is better informed about the subject matter than the speaker. For this reason, they realize the function of seeking confirmation from the addressee.

As illustrated by the preceding examples and noted by Tsui, "the discourse function of an utterance depends not only on the intonation, but also on the situation and who knows what. However ... the context of situation does not always help to disambiguate the discourse function:

A: So the meeting's on Friday.

B: Thanks.

A: No, I'm asking you." (ibid: 84)

In this case, B wrongly classifies A's contribution and requires metalinguistic help to rectify his response. Not until the discourse unfolds, the function of the utterance becomes clear.

Thirdly, this subclass can be realized by positive polar interrogatives ("Is that you Henry") or negative ones ("Didn't Yevtushenko write a poem about that") (ibid: 83) In the last example, a negative polar interrogative is positively conducive - it prospects a positive response confirming the speaker's assumption that Yevtushenko did write a poem. It depends on the context whether a negative polar interrogative is positively or negatively conducive.

The addressee's response can, of course, be not only a confirmation, but also a disconfirmation. Confirmation is likely to be spoken in mid key, whereas disconfirmation is likely to be spoken in contrastive high key. Nevertheless, we can come across a confirmation responding to an elicit: confirm spoken in high key which may be used to emphasise an utterance or to indicate some emotions. Similarly, a disconfirmation can be spoken in mid key which may be chosen to make the response less face-threatening and more acceptable.

4.1.3 Elicit: agree

The third subclass suggested by Tsui involves those elicitation which "invite the addressee to agree with the speaker's assumption that the expressed proposition is self-evidently true ... It is most commonly realized by tag interrogatives and negative polar interrogatives, both spoken with a falling tone:

A: I suppose he's a bit senile now, isn't he.

B: He looks it." (ibid: 86)

Elicit: agrees are often used to start a conversation, for example "'You must be John Matthews.' Since what the addressee is invited to agree with is self-evidently true, the speaker is bound to be successful in eliciting the expected response. This establishes the common ground between the speaker and the addressee ... and paves the way for further interaction." (ibid: 87)

4.1.4 Elicit: commit

In addition to a verbal response, this subclass elicits some kind of commitment according to Tsui. The purpose of initiations such as "Can I talk to you?" or "Have you got a minute?" (ibid: 87) is not only to elicit an answer, but also to get the addressee to commit him/herself to a future action. In these utterances, the commitment to the future action is on the part of an addressee; however, the commitment may be made by both the speaker and addressee as well ("Where shall I meet you?") (ibid: 88). This commitment to a further action or a further exchange makes elicit: commits very similar to requests; however, elicit: commits require a verbal response, whereas requests do not.

4.1.5 Elicit: repeat

The fifth Tsui's subclass prospects a repetition and is commonly "realized by wh-interrogatives such as 'Who/When/Where/What did you say?', 'Say that again?' or words such as 'Sorry?', 'Pardon', or 'Huh?'" (ibid: 88) Trying to classify the utterance 'What did you say?' we must take into consideration which word is prominent: if 'what' is prominent, it is classified as an elicit: repeat, whereas if 'you' is prominent, then it realizes an elicit: inform (ibid: 88).

4.1.6 Elicit: clarify

As pointed out by Tsui, this subclass as well as the preceding one refers to the discourse itself. Elicit: clarifies prospect the clarification of a preceding utterance or preceding utterances. They can be "realized by wh-interrogatives such as 'What do you mean?', 'Which room?', or 'Where?'" (ibid: 89)

4.2 Requestives

The category of requestives includes those initiations in which the addressee is expected to respond by a non-verbal action and depends on him/her if he/she wishes to carry out the

expected action or not (ibid: 90-115). Tsui points out that the third category of initiations, directives, solicits non-verbal actions as well; however, the addressee is not given the option of carrying or not carrying out the action. For example, a pupil's interrogative "Can we give in our grammar on Wednesday?" (ibid: 90) can be responded either by compliance, or by non-compliance which depends entirely on the teacher, therefore, it is the case of requestive. On the contrary, a teacher's interrogative "Can you point to a piece of metal in this room?" (Sinclair and Coulthard 1975: 91) does not allow the pupils not to act according to the instruction; therefore, it is the case of directive.

4.2.1 Subclasses of requestives

On the basis of who is to perform the future action and who benefits from the action, Tsui divides requestives into five subclasses: *request for action*, *request for permission*, *offer*, *invitation*, and *proposal*. The action can be performed by the speaker for the speaker's benefit, then we call it *request for permission* ("May I use the telephone?") (ibid: 101), or for the addressee's benefit, then we call it *offer* ('Can I give you a lift?'). Similarly, the action can be performed by the addressee for the speaker's benefit, then we call it *request for action* ("May I see your ticket, please?") (ibid: 101), or for the addressee's benefit, then we call it *invitation* ("Please sit down.") (ibid: 101). Finally, the action can be performed by both the speaker and addressee either for the speaker's, or for both the speaker's and addressee's benefit, then we call it *proposal* ("So maybe we have lunch tomorrow?") (ibid: 100).

4.2.2 Forms of requestives and their substitution

Requestives are face-threatening acts since they "either predicate a future action of the addressee and in so doing put some pressure on him to do or to refrain from doing an action, ... or they predicate a future action of the speaker and in so doing put some pressure on him to accept or reject it", (ibid: 103) To minimize this threat the speaker can present one subclass of requestive in a form typical of another subclass.

Firstly, a request for action is often realized in the form of a request for permission by using 'Can I do X?' instead of 'Can you do X?' ("Can I have a match please?") (ibid: 104). Secondly, a request for action can be presented in the form of invitation ("It is my pleasure and privilege now to *invite* her Royal Highness to announce his name and to present the award") (ibid: 106). Thirdly, a request for action can be presented in the form of proposal

("Can I talk to you?" Sure, come in. *Let's* close the door") (ibid: 106-7). Similarly, an invitation can be presented in the form of request for action (Mr and Mrs. Waterson request the honour of your presence at their daughter's wedding ...) (ibid: 107). Finally, an offer can be presented in the form of request for permission ("Can I help you?") (ibid: 107).

This politeness strategy is very common among requestives; however, it takes place across subclasses of initiating acts as well. Directives are sometimes realized in the form of requestives ("May I remind you that jackets and ties are required if you wish to use the bar on the 107th floor, sir.") (ibid: 108), and conversely, requestives can be realized in imperative forms which typically realize directives ("Do have some more sherry.") (ibid: 110).

4.2.3 Indirect requests

Indirection is very common in requestives. "The concept of indirect speech act is introduced by Searle who maintains that an act performed by way of another illocutionary act is considered an indirect speech act." (ibid: 110). A different approach is offered by Tsui. According to her, an utterance like "Do you have a stamp?" (ibid: 112) can be classified as an elicitation which prospects a verbal response informing the speaker whether the addressee has a stamp. However, the addressee can interpret the utterance as a request for action and respond non-verbally; in other words, he/she can respond as though a request for an action has already been made. Similarly, we can come across an 'indirect invitation' which is characterized as an elicitation typically occurring before an invitation, and an 'indirect offer' as an elicitation typically occurring before an offer.

4.3 Directives

Directives are characterized by Tsui as those initiating acts which prospect a non-verbal action from the addressee and expect him/her only to comply (ibid: 116-134). Typically realized by imperatives, directives can be classified into two major categories: *advisives*, issued for the benefit of the addressee, and *mandatives*, issued for the benefit of the speaker.

4.3.1 Advisives

Within the category of advisives, Tsui distinguishes between an *advice* and a *warning*. An

advice is a directive in which "the desirable consequence of complying is highlighted" (ibid: 120). This desirable consequence can be either explicitly stated ('Take an aspirin and *you will feel better*') (ibid: 122), or only implied ('Take an aspirin.'). In contrast, a *warning* is an act in which "the undesirable consequence of not complying is highlighted" (ibid: 120) Again, this undesirable consequence may be explicitly stated ('Don't pick it up, it's hot and *you will burn your hand.*') or it may be only implied (in the utterance 'Don't pick it up, it's burning hot' (ibid: 121), the consequence, that the addressee will burn his hand, is only implied). Moreover, not only the undesirable consequence may be implied, but also the course of action advocated by the speaker does not have to be explicitly stated. For example, when the addressee "is about to take the kettle from the cooker and the speaker says: 'The handle is hot.' the implied action is do not to pick up the kettle, and the implied consequence is that the addressee will burn her hand." (ibid: 122).

4.3.2 Mandatives

Mandatives are those directives "by which the speaker attempts to get the addressee to perform, or to refrain from performing, an action for the benefit of the speaker himself" (ibid: 122). Two subclasses of mandatives are identified by Tsui : *instructions* and *threats*. While an *instruction* is issued for the benefit of the speaker himself ('Pick up your coat') (ibid: 128), a *threat* has the additional feature of explicitly stating that if the addressee refuses to comply, the speaker himself will bring about the undesirable consequence ('Pick up your coat or I'll spank you.') (ibid: 128).

An *instruction* "is usually given by a person who has the right to get the addressee to comply" (ibid: 129); therefore, there is no need to state the undesirable consequences. This right is usually "due to the power or authority ... but may also be due to the work setting in which who is to do what is clearly defined" (ibid: 129), or due to the need of collaboration between the speaker and the addressee etc; in situations like these, compliance is expected. An instruction is commonly realized by an imperative form 'Do X' ("Don't tell him we're too eager." (ibid: 130) In addition, it can be realized by the form "'I want you to do X' ('I want you to check the requirements for stairs.')" (ibid: 94) or "presented as a piece of information when the necessary action is obvious (Customer to waitress: 'Coffee, black.')" (ibid: 131).

The purpose of a *threat* is to get the addressee to perform an action; however, contrary to

an instruction, the speaker does not have the right to get the addressee to comply. Therefore, the speaker states the undesirable consequence of non-compliance and relies on the addressee's fear of this consequence. This undesirable consequence of non-compliance is common for a *threat* and *warning*. However, "a *warning* is performed in the interest of the addressee, whereas a *threat* is performed in the interest of the speaker himself" (ibid: 133). This difference is also reflected in the response prospected: a *warning* can be responded to by 'thank you', while a threat cannot, it would generate sarcasm.

4.4 Informatives

The last subclass of initiating acts proposed by Tsui, *informatives*, include those utterances which provide information, report events and state-affairs, recount personal experience, convey evaluative judgements, or express beliefs, feelings, and thoughts. Moreover, informatives prospect an *obligatory* verbal response of acknowledgement (ibid: 135-154). Within the category of informatives, Tsui distinguishes three subclasses: *reports*, *assessments*, and *expressive*. Tsui's conception is broader than the conception by Sinclair and Coulthard who first introduced the term 'informative' for an act whose "sole function is to provide information" and the response prospected is "an acknowledgement of attention and understanding" (Sinclair and Coulthard 1975:41).

4.4.1. Reports

According to Tsui, *reports* subsume those informatives which report events or states of affairs, or recount personal experience ("John Fraser is a personal friend of ours, Michael went to school with him.") (ibid: 135). They can be responded to by the acknowledgement in the form of a message-received signal ("'Oh', 'Oh I see', 'Right', 'Good', 'uhuh', 'yeah'") (ibid: 138-9), by a supportive comment ('That's nice.') (ibid:139) etc. Moreover, "a reported event which is presupposed to be good or desirable is often responded to by a positive remark, and one which is presupposed to be bad or undesirable is responded to by a negative remark or by sympathy, condolence etc." (ibid: 140)

4.4.2 Assessments

Tsui's subclass of *assessments* subsumes those informatives in which the speaker asserts his/her judgement or evaluation of certain people, objects, events, or states of affairs ("I think he's a y'know serious scholar, he's got his own little thing.") (ibid: 144). They are usually responded to by a second judgement or a second evaluation ("Yeah, he's he is very

scholarly.") (ibid). Depending on the object of evaluation and the way they are likely to be responded to, Tsui identifies five subclasses: *assessing*, *compliment*, *criticism*, *self-denigration*, and *self-commendation*.

The first subclass, *assessing*, involves assessments which give "judgement or evaluation of an event, state(s) of affairs, or a third party - that is, neither the speaker nor the addressee", (ibid: 143) The evaluation or judgement can be positive or negative.

Secondly, assessments may be directed at the addressee. If they express a positive evaluation of the addressee, we call them *compliments* ("A: 'It's terribly slow.' B: 'Not like you.'" (ibid: 145)). On the contrary, if they express a negative evaluation of the addressee, we call them *criticisms* ("You've drunk all that." (ibid: 147)). A criticism is a face-threatening act which is usually used only if the speaker and the addressee know each other very well. To minimize this threat, it is often realized in the form of report ("You interrupted me." (ibid: 148)).

Thirdly, assessments may be directed at the speaker him/herself. If they express a positive evaluation of the speaker, we call them *self-commendations* ("I work hard." (ibid: 150)). On the contrary, if they express a negative evaluation of the speaker, we call them *self-denigrations* ("I don't think I have the guts to make it the subject of my thesis. It's very difficult." (ibid: 148)). Similarly to criticisms, for modesty reasons, self-commendations are often presented in the form of a report

4.4.2 Expressives

Finally, Tsui suggests the subclass of *expressives* which includes those informatives expressing the speaker's feelings and attitudes towards certain events or states of affairs ("I still feel embarrassed about the fact that you weren't introduced to him." (ibid: 135)). They are "easily identifiable since they are often realized by formulaic expressions and their responses prospected are highly predictable", (ibid: 152) Generally, the speaker can "show concern for and empathizes with the addressee" (ibid) and say the utterances like "Welcome back to Hong Kong.", "Congratulations", "I hope you will feel better." (ibid). Moreover, he can express his feelings "towards a debt which he has incurred" ("Sorry to trouble you.", "Sorry about that." (ibid: 153)), or he can "express goodwill" ("how are you doing.", "we look forward to seeing you..." (ibid: 154)).

To make it more transparent, let us summarize the above taxonomy of initiating acts and their subclasses in the following figure:

Primary class	Subclasses	Further subclasses	
Initiations	Elicitation	Elicit: inform	
		Elicit: confirm	
		Elicit: agree	
		Elicit: commit	
		Elicit: repeat	
		Elicit: clarify	
	Requestive	Request for action	
		Request for permission	
		Offer	
		Invitation	
		Proposal	
	Directive	Mandative	Instruction
			Threat
		Advisive	Warning
			Advice
	Informative	Assessment	Assessing
			Compliment
			Criticism
			Self-denigration
			Self-commendation
		Report	
		Expressive	

Figure 2: A review of initiating acts and their subclasses based on Tsui's taxonomy

5 Survey of methodological literature

Besides the linguistic literature outlined in the previous chapters, we need to introduce the primary sources of our methodological approach, present relevant elementary notions and explain key terms which will be used in our analysis. For analysing our data from the methodological point of view, the significant issues of grouping students, basic language skills, and common instructional sequences need to be thoroughly examined so that their potential correlation with the initiating acts could be searched for later.

5.1 Grouping students

Regarding the grouping of students, there is no limit to the way a teacher can group his/her students in a classroom. However, most teachers consider the possibilities of teaching their students as a whole group, having them perform tasks in pairs or groups, or getting them to work on their own.

5.1.1 Whole-class teaching

The whole-class teaching has many limitations, but it is still a very common teacher-student interaction in the Czech education culture. According to Harmer (Harmer 2001: 114-115), the most important advantages of the whole-class setting are the facts that it reinforces a sense of belonging among the members of a group, it is suitable for giving explanations and instructions, showing material such as pictures, audio or videotape, and it is cost-efficient in terms of material production and organization. On the other hand, every student is expected to do the same thing at the same time and at the same pace, students are rather passive and may be afraid of failing in front of the whole class.

5.1.2 Pairwork and groupwork

If the teacher does not want to teach students as a whole group, he/she can divide the class into pairs or larger groups. Both pairwork and groupwork increase the amount of speaking time for individual students and allow them to work independently of their teacher's guidance. Moreover, the teacher is allowed to work with one or two pairs or groups while the other students continue working. It also allows students to share responsibility rather than have to bear the whole weight themselves and encourages broader skills of cooperation and negotiation.

On the other hand, pairwork as well as groupwork can be quite noisy and take some time and energy to be organized and controlled. Students in groups may focus on something completely different than the point of the exercise is and are often inclined to speak in their mother tongue.

5.1.3 Students on their own

In class students may work on their own in various ways. Generally, individualized learning allows students to work at their pace in a less stressful way than the whole-class setting or groupwork allows. Teachers can spend more time working with individual students and can give different tasks to different individuals depending on their tastes and abilities. On the other hand, it does not encourage students' cooperation and demands a greater deal of thought and material preparation on the side of a teacher.

To sum up, all ways of grouping students have their own advantages and disadvantages and each is more or less suitable for different activities. Deciding whether to teach the whole class, put students in groups or pairs, or let individuals work on their own, the teacher should consider a number of factors such as the task itself, the sequence of activities or the students' mood.

5.2 Language skills

The four basic language skills, that every student of a foreign language comes across and every foreign language teacher has to involve in his lesson planning, are receptive skills of reading and listening and productive skills of writing and speaking.

5.2.1 Receptive skills

There are some generalities applicable to both reading and listening but there are also significant differences between reading and listening processes and the ways they can be taught in the classroom.

In the analysis of reading and listening, a frequent distinction between *top-down* and *bottom-up* processing is made. In top-down processing, "the reader or listener gets a general view of the reading or listening passage by ... absorbing the overall picture." (Harmer 2001: 201) On the contrary, in bottom-up processing, "the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these

detailed elements together to build up a whole." (ibid)

Another dichotomy made by most researchers and commonly associated with receptive skills is *extensive* and *intensive* reading and listening (ibid: 215). The former one suggests reading or listening at length and often for pleasure and relaxation and usually takes place outside the classroom, whereas the latter one tends to be more concentrated and dedicated to achieving a study goal. Extensive reading and listening allow students to make their vocabulary wider, develop their automatic recognition of words when they see or hear them, and improve their overall comprehension skills. Intensive skills may be developed in class for a number of reasons. The teacher may want his/her students to practise specific skills, to read for communicative purposes, as part of other activities, as sources of information, in order to identify specific uses of language, as an introduction to a speaking or writing activity, etc.

Moreover, we can identify a few steps students are likely to go through while reading or listening (ibid: 202). At the very beginning, the reader or listener frequently tries to identify the topic to get a general idea of what is being written or talked about. Having identified the topic, he/she may guess more specifically what the spoken or written text is about or predict what is probably coming. Regarding the process of reading and listening itself, firstly, the text can be read or listened to for general understanding (this skill is frequently referred to as gist reading or 'skimming'), secondly, it can be read or listened to for specific information (referred to as 'scanning'), and thirdly, read or listened to for detailed information. At the end, the reader or listener should be able to understand what the author is implying or suggesting and can interpret the text.

5.2.2 Productive skills

Writing and speaking in lessons give students a chance to rehearse language production in safety, experiment with new vocabulary and grammar and practise different language appropriate for different situations. Students are expected to use any language at their disposal to achieve a communicative purpose. Production activities also provide evidence for students and their teachers to assess how successful the language teaching and learning is- Regarding the productive skill of speaking in the classroom, activities such as acting from a script, communication games, discussions, prepared talks, questionnaires, simulation or role-play may be used (Harmer 1991:271-274).

The practice of writing skills can be approached in a number of different ways. Firstly, we need to let students know whether they should focus on the process of writing or on the product of that writing. The *process approach* pays attention to the various stages of the writing process such as a pre-writing phase, editing, redrafting and finally publishing a piece of writing (ibid: 257). Secondly, when we teach writing we can apply a *genre approach* which allows students to study texts in a specific genre (business letters, newspaper articles, etc) before they are going to compose their own writing in this genre. Thirdly, students may be encouraged to write poetry, stories or plays; all these imaginative activities may be involved in a *creative writing approach*. Fourthly, writing can be approached as a *cooperative activity*. This approach allows the teacher to give more detailed feedback since he/she deals with a small number of groups rather than many individual students and allows students not only to write, but also to conduct a research, generate more ideas, discuss, or evaluate each other.

5.3 Instructional sequences

Investigating the sequences of instructions, in methodological literature we can come across the terms like approaches, methods, techniques, procedures, and models (Harmer 2001:78-79). Different methodologists use these terms in different ways which makes the methodological terminology somewhat confusing. For the purpose of this thesis, we have followed the instructional sequences offered by Tessa Woodward (Woodward 2001: 123-128). Woodward claims that the most common instructional sequences found in coursebooks and on teacher training courses are: *test, teach, test*; *Pre-, in-, post- stages* for receptive skills; *Presentation, practice, production*; and *Task-based learning*.

Using the first sequence *Test, teach, test*, the teacher discovers what students know in a certain area, then he/she attempts to teach them some things they apparently do not know, and finally checks if teaching was successful. The first 'test' stage offers students a chance to remember and refresh what they have already known, the second 'teach' stage offers them exposure to new language, and the last 'test' gives them the chance to use and refine the new subject matter.

Another type of instructional sequences is based on a chronological frame and distinguishes between *pre-, in-, and post- stages*. The pre-stage prepares students for reading or listening "by getting them interested in a topic, discussing what words may

come up, learning a few key words for later or planning how they may tackle a reading or listening task", (ibid: 124) The in-stage consists of listening or reading itself and working on the assigned tasks. The final post-stage subsumes the evaluation of the work done during the preceding stages, discussion of the topic, or practice of the language introduced in the text.

In the *Presentation, Practice, and Production* (PPP) sequence the teacher introduces a situation which puts the language to be taught into context. The language is then presented as well. Afterwards, students practise the new language in a controlled way, using accurate reproduction techniques (choral repetition, individual repetition, drills, etc). Finally, students use the new language in a freer way to produce their own sentences.

In response to many criticisms some variations of and alternatives to PPP have been recently offered. Jim Scrivener has suggested the ARC model which stands for authentic use, restricted use, and clarification and focus (Scrivener 1994: 23). According to Scrivener, an old PPP-type lesson can now be described as CRA: during the clarification and focus stage, learners become clearer about a language item and come to understand its meaning, form and use better; during the restricted use stage, the language available to students is in some way restricted or controlled, and finally, during the authentic use stage, the language is not restricted in any way.

Three components of any teaching sequence can also be found in Jeremy Harmer's ESA model (Harmer 1998: 25-30) where E stands for engage (when teachers succeed in arousing the students' interest and involve their emotions, their learning becomes more effective), S stands for study (the main focus is on how language is constructed), and A stands for activate (students are encouraged to use all and any language they know as freely and communicatively as they can). Regarding the sequence of these stages, Harmer suggests a "Straight Arrows" sequence (using the ESA sequence, the teacher takes students logically to the point where they can activate their knowledge), a 'Boomerang procedure' (using the EAS(A) procedure, the teacher answers the students' needs by selecting the task they need to perform, "but then waits for the boomerang to come back before deciding what they need to study" (Harmer 1998: 29). In less clear-cut lessons, a 'patchwork' may be applied where the number and sequence of any stage may be different depending on a mixture of procedures.

The last instructional sequence mentioned by Woodward (Woodward 2001: 127) is referred to as *Task-based Learning* (TBL). Basically, instead of a language structure, students are presented with a task they have to perform or a problem they have to solve. Only when the task is completed, the teacher discusses the language that was used, makes corrections and adjustments, which seems to be desirable.

6 Methodology of Analysis

6.1 Introduction

In our research, we were interested in whether Tsui's taxonomy of initiations is applicable to the classroom discourse, whether all the data collected may be forced into Tsui's categories or whether minor or even major amendments need to be proposed. In addition, we attempted to examine the methodological issues introduced in the previous chapter and their potential relationships to initiations in practice.

The descriptive framework described in the preceding chapters was applied to the piece of 'natural' classroom conversation - conversation that occurred spontaneously, without any intentional linguistic planning or prompting. Hence, it should represent the normal use of language in classroom. The corpus of these data was collected over a few weeks at two Czech secondary schools located in Prague (Gymnázium Omská, Omská 1300, Praha 10) and Kladno (Sportovní gymnázium Kladno, Plzeňská 3103, Kladno).

The lessons were recorded both on a cassette player and video camera at the same time, so both the audio and video record and their transcriptions could be used for the analyses. Both the teachers and their pupils were informed about the observation; however, the Programme of the lessons has not been changed or modified because of the recording. According to the teachers the students did not change their behaviour or the way of communication and the recorded lessons unfolded in the standard way. One of the teachers did not wish her name to be published in this thesis, and therefore, all the names have been omitted and substituted by letters A, B, C and D.

Generally, two different levels of secondary school education became subjects of our examination - the lower level (the students between 11 and 14 years old) and the higher level (between 15 and 18 years). Two lessons at the lower level and two lessons at the higher level taught by different teachers were examined, compared and contrasted. The observations and records of teacher/pupil conversation were made in English lessons taught by four middle-aged Czech female teachers with rather long previous teaching experience. All the recorded lessons were teacher-fronted, so that the teacher was likely to exert the maximum control over the structure of the discourse. In all of the classrooms the traditional classroom three-row set-up was kept and the class size was not higher than 15

and not lower than 10 students. The students were between 12 and 17 years old, being at the level oscillating between elementary and intermediate.

All the initiating acts uttered by the teachers were recorded, transcribed and analysed. It should be pointed out that the initiations of one of the teachers were executed partly in English, partly in Czech. As this teacher explained to me in the consultation after the lesson, her students' English was rather poor, and therefore, they were not able to understand and follow English instructions. For this reason, she switches between Czech and English according to the students' reactions. However, the Czech initiations were irrelevant for the purposes of our work and hence omitted in our analysis.

The following chapter offers the analysis of four lessons, each of which consists of a linguistic and methodological analysis and interpretation. At the beginning of each analysed lesson, there is a table containing all the teacher's initiations and their classification. The initiations are given numbers which are referred to in the following discussions to make it clear which utterances are discussed or commented on. Here are the abbreviations used in the data analyses:

E	Elicitation
R	Requestive
D	Directive
1	Informative
NV	Non-verbal surrogate
amb.	Ambiguous initiation
R for action	Request for action

During our analyses we have come across several initiations whose classifications are heavily dependent on the context and could be classified differently if their context differed. In the analysis table, we have marked them as ambiguous. In some of these initiations there is an obvious tension between two classes or subclasses (mostly there is a tension between the form and the function of an initiation). These initiations are marked as ambiguous ones and the two subclasses are offered, the first one concerning the function, the other one concerning the form. In other cases, initiations are ambiguous as well; however, there are more possibilities of classifying them. Therefore, they are marked as

ambiguous and only the subclass that we consider as the most powerful one is offered. Nevertheless, we realize that our point of view is not the only one and these initiations could have been interpreted in another way as well. To explain our treatment of these initiations in more details, we sum them up in the following paragraphs and offer our arguments and examples to support our classification.

6.2 Requestives and politeness strategies

Firstly, let us turn our attention to those ambiguous initiations which are classified as particular subclasses, but their form is typical of other subclasses (this politeness strategy is described in 4.2.2). In our analyzed lessons we have observed many instances of this linguistic phenomenon of one class or subclass being realized in the form typical of another class or subclass for the politeness reasons. Most frequently, this tension between the form and the function occurs between the classes of requestives and directives and within the subclass of requestives itself.

Regarding the former case, we have identified directives: mandates: instructions realized firstly in the form 'Can you do X?' typical of a request for action (see example 1), secondly, in the form 'You can do X.' typical of an invitation (2), or thirdly, in the form 'Let us do X.' typical of a proposal (3), (4), (5):

- | | |
|---------------------------------------------------------------|---------------------------------|
| (1) "Lucka, can you read it?" | (see initiation 91 in lesson 2) |
| (2) "...you can work with girls." | (initiation 130 in lesson 2) |
| (3) "...let's find out what these people are saying about it. | (initiation 180 in lesson 2). |
| (4) "Let's begin with revising homework..." | (initiation 8 in lesson 1) |
| (5) "Let's check 'intermarry'" | (initiation 121 in lesson 2) |

Especially the third of these examples, using the structure 'Let us do X', has turned out to be a very frequent feature of teachers' politeness strategies. The teacher wants an action to be carried out by her students, but presents it as if the action was performed by and beneficial for both the teacher and her students. Although the students are not in fact given the option of non-compliance, it is more polite and acceptable for them.

The contrary, a requestive realized in the form of a directive, occurs as well; in our analyses we have observed a request for action realized in the form typical of a directive:

mandative: instruction (6).

(6) "Good morning, sit down." (see initiation 2 in lesson 1)

(The classification of this initiation will be explained in detail a few paragraphs later.)

In terms of the latter case of one subclass of requestives realized in the form typical of another subclass, Tsui (Tsui 1994: 104-110) identifies these most frequent politeness strategies: requests for action in the form of request for permission, invitation, or proposal, invitations in the form of request for permission, and offers in the form of request for permission. In classroom discourse, we have only observed the cases of a request for action realized in the form of proposal (7) and an invitation in the form of proposal (8):

(7) "So shall we start?" (see initiation 1 in lesson 1)

(8) "Well, we don't have to put hands up." (see initiation 175 in lesson 2).

In example (7), a request for action has the form 'Can/Could/Shall we do X?' which typically realizes a proposal (Tsui 1994: 100). The teacher behaves as if the action to be performed benefits both the speaker and the addressee. However, bearing in mind the classroom discourse, the action is above all beneficial to the teacher because it is she who wants the action to be carried out; for this reason, we classify it as a request for action in the form of proposal. As we will see later, this politeness strategy will be repeated a few times during the lesson. To conclude, we should point out that our approach is not the only one and similar ambiguities may be classified differently, depending on the reader's approach.

6.3 Requestives versus directives

We should also give some thought to the distinction between requestives and directives. As Tsui explains and as can be also found in the preceding theoretical chapter, there is a clear difference between these two classes: requestives can be responded to either by compliance, or by non-compliance, whereas directives can be responded to only by compliance.

However, analysing conversation in classroom discourse we have come to the conclusion that this distinction is not as clear-cut as we would like it to be. The crucial problem is caused by defining whether the addressee is given the option of non-compliance or not. On the one hand, Tsui argues that "in classroom situations, pupils are expected to comply

with the teacher's instructions" (Tsui 1994: 94) and offers the examples "Can you point to a piece of metal...?" (ibid: 90) and "Maria, I want to see you ..." (ibid: 94) to illustrate this statement. In compliance with this argument, all the ambiguous initiations should be ultimately classified as directives.

On the other hand, Tsui classifies the utterance "May I see your ticket, please?" uttered by a ticket inspector to a passenger (Tsui 1994: 101-102) as a requestive (request for action in the form of request for permission). A few paragraphs later, she suggests that this utterance may be classified as a directive as well "because it does not really give the addressee the option of not-complying" (ibid: 108). The ticket inspector behaves as if the passenger was given this option; however, passengers are obliged to show their tickets and are actually not given the option of non-compliance (ibid: 108).

Giving examples of initiations which can belong to more than one category, Tsui reveals the difficulties in being always consistent in the classification of initiations. Following her approach we have also come across some instances whose classification either as directives or as requestives is possible. Generally, we followed Tsui's argument that the students are expected to comply and are inclined to classify most of these utterances as directives. Consider the following example:

(9) "Lucka, can you read it?" (see initiation 91 in lesson 2)

However, we have identified a few instances of similar initiations which have been responded to by the students' non-compliance. Giving the students this option, they have been classified as requestives. Let us demonstrate it by the following example:

(10) "...Denisa, could you start?" (see initiation 66 in lesson 3)

This initiation could be classified as a directive as the preceding one; however, being responded to by "I am sorry, I am not ready", the responding girl did not, in fact, comply. Giving the option of compliance or non-compliance, the initiations like this have been labelled as requestives (requests for action). In other words, only when there was the obvious option of non-compliance in the response, the ambiguous initiation has been classified as a requestive.

Another special example which makes the border between directives and requestives even

more tentative has been found in the utterance "Good morning, sit down." Considering this utterance, Tsui points out the difficulties in the classification of utterances such as "please sit down", "please be seated", etc., she emphasises the importance of who is the action beneficial for and classifies them as requestives, an invitation and a request for action respectively (Tsui 1994: 101-102). The latter utterance, spoken by a chairman to panel members when a meeting is about to begin, bears a strong similarity to the situation in the class when the lesson is about to begin. The teacher's "sit down" has the form characteristic of a directive: mandative: instruction ('Do X.'). Moreover, taking into consideration its discourse function, it could be classified as an invitation to sit down if the action benefited the addressee (the students). Nevertheless, the requested action is mainly beneficial to the speaker (the teacher) whose duty is to conduct the lesson; therefore we classify it as a request for action.

6.4 The subclass of elicit: clarify in classroom discourse

In our analyses, we have encountered a few ambiguous elicitions which have been ultimately classified as elicits: clarifies but their classification has brought some difficulties. Tsui does not pay much attention to elicits: clarifies and describes them using rather vague words that an elicit: clarify "prospects the clarification of a preceding utterance or preceding utterances" (ibid: 88) and to illustrate this subclass, she gives only a few examples ("What do you mean?, Which room, or Where?") (ibid: 88).

These elicitions turned out to be quite common in classroom interaction where the teacher is in the position of the 'primary knower' (Tsui 1994: 29-30) who teaches his/her students and has the authority and knowledge to evaluate the correctness of their responses and to ask them to clarify their responses. On the basis of this position in class, the teachers used many elicits: clarifies when a student's answer was not precise or needed to be clarified (see example 11):

(11) "Stálé zaměstnání? Stálé zaměstnání would be..?" (initiation 12 in lesson 1)

However, there were other special noticeable uses of elicits: clarifies in class. Firstly, the utterances involving the words 'once again', which are characteristic of the elicit: repeat subclass, have been classified as clarifies, since their discourse function is rather to clarify the response than only to repeat it (see example 12).

(12) "And once again, the beginning was I ..." (initiation 83 in lesson 1)

Secondly, we can also observe an elicit: clarify which invites a student to put more precisely, or to clarify, a word's spelling (see example 13) or a word's pronunciation (see example 14). Considering the latter initiation, it may be argued that it should be classified as a elicitation: elicit: repeat since its function is to elicit the repetition of the information already provided; however, the addressee is not only asked to repeat a word, but to make its form clear, or in other words, to clarify what he/she has said before. Hence, we are inclined to classify this utterance as an elicit: clarify.

- (13) "How many l's?" (initiation 77 in lesson 2)
(14) "Anička...I think...I think..." (initiation 24 in lesson 3)

Thirdly, there is a classroom-specific use of elicits: clarifies whose function is to make a student respond in a whole sentence and not to use single words (see example 15).

- (15) "How can you say it and use the whole sentence...reinitiation 14 in lesson

Fourthly, there are those elicits: clarifies which invite the students to modify their sentences in a way recommended or demanded by the teacher. Let us demonstrate them in the following examples:

- (16) "Present perfect?" (initiation 20 in lesson 3)
(17) "Purpose! Purpose!" (initiation 8 in lesson 2)

In the first example, the teacher asked a student to repeat his/her sentence, but to use the correct tense (present perfect in this case). In the second example, the teacher wanted her student to modify his/her answer using the structure that has been introduced and practised in the previous lesson. Both of these initiations are likely to be classroom-specific, since Wdly any of them could appear in casual conversation in non-classroom discourse.

Finally, we have observed a few classroom specific examples of elicitations which invite the students to repeat their answers but in a different language, in other words, to express the same meaning, but in a different form. Let us consider the following example:

- (18) "And could you explain it in English?" (initiation 61 in lesson 1)

Considering the students' responses, they modify the answers they have already uttered by translating them from one language into another one, and, at the same time, they provide a

completely new piece of information in a way. Hence, the initiations like these are considered as ambiguous.

On the other hand, we should not classify the above discussed utterances in the same way as the following ones:

- | | | |
|------|------------------------|-----------------------------|
| (19) | "Prediction means...?" | (initiation 101 in lesson) |
| (20) | "Evidence?" | (initiation 140 in lesson) |
| (21) | "In Czech?" | (initiation 37 in lesson 2) |

These utterances elicit the students to translate a word or words from one language into another one as well; however, they are not preceded by the students' responses. In these cases, the teacher wants the words to be translated and elicit the students to provide completely new information; therefore, they are classified as elicits: informs.

6-5 The subclass of elicit: inform versus the subclass of elicit: confirm

There is another kind of ambiguous initiations which appeared to be frequent in classroom discourse and needs to be commented on as well. Comparing the utterances such as "Everybody?" (initiation 42 in lesson 1) on the one hand and "Others?" or "Anything else?" (initiation 51 in lesson 1, initiation 36 in lesson 2) on the other hand, there is a resemblance in their form; however, in this context they are not classified in the same way. The discourse function of the former initiation is to invite all the students to confirm that they have the same opinion as the student answering the question, therefore it is classified^{as} an elicit: confirm. On the other hand, the function of the latter ones is to elicit some information from any student except for the student who has already answered (The teacher can also say: What do the others think?). Therefore, it is classified as an elicit: inform. It should be mentioned that this particular context is essential for this classification^{since} in another context, the utterance "Others?" could be, for example, interpreted like 'The others agree, don't they?' and classified as an elicit: confirm.

Similarly, the context has to be taken into consideration in the classification of the utterances concerning the students' readiness such as "Is everybody ready?" (initiation 67^m lesson 1) and "Are you ready?" in (initiation 11 in lesson 4). The former initiation could^{be} classified as an elicit: inform if there was no context. However, in this particular context^{its} function is to confirm the teacher's assumptions about everybody being ready to^ontinue his/her work. This classification is also supported by the students' response - they

are silent which is considered by the teacher as a proof of the correctness of her assumption. On the contrary, when we take the teacher's intonation into consideration, we classify the latter initiation as an elicit: inform. The teacher utters it as though she really did not know whether the students were ready or not. This classification is also supported by the students' responses, some of them are ready, the others are not. To sum it up, in cases like these, it may be really difficult to say whether the teacher seeks information that she is missing or whether she wants to confirm her assumption that everybody is ready. As a result, the classification may be ambiguous, depending mainly on the teacher's non-verbal communication and the students' responses.

6.6 Names

There are many instances of initiations involving only the name of a student, or the name and a few other words, whose classification should be explained. Let us compare the following sequences of initiations:

- | | | |
|------|--------------------------------------------|------------------------------|
| (22) | (22.1) "Tell me the first time. Ladislav." | (initiation 101 in lesson 4) |
| | (22.2) "Jirka, the next one." | (initiation 102 in lesson 4) |
| (23) | (23.1) "The third clock is ..." | (initiation 119 in lesson 4) |
| | (23.2) "Number four, Jirka." | (initiation 120 in lesson 4) |

Considering the first of these sequences (22), it is started by a directive: mandative: instruction (22.1) realized in the form of imperative. The following initiation (22.2) involving the words "the next one" and inviting the student to answer the next question, could be interpreted like 'Tell me the next one'; therefore it is classified in the same way as the preceding initiation. The other sequence (23) bears a strong similarity to the first one; however, its first initiation is classified in a different way, as an elicit: inform (23.1) realized in the form of declarative. The following initiation (23.2), inviting other students to supply information about the next pictures is classified according to the first one as elicit: inform. To conclude the issue of the initiations consisting of a name and potentially a few other words, every sequence of similar initiations has been classified according to the first initiation.

To make our approach absolutely clear, we would like to provide one more example by explaining the classification of the following utterance, involving a name of a student as well:

(24) ""Page 16, the questions here. Peter?

On the one hand, we may argue that the function of this initiation is to elicit the information that the teacher is missing and the response prospected is a verbal one. In other words, it may be interpreted like "Peter, what is the first question like?", and therefore classified as an elicitation: elicit: inform. On the other hand, it may be understood as "Peter, could you read the first question?", with the "non-verbal" response prospected, and therefore classified either as a requestive, or directive. Agreeing with Tsui who suggests that "in classroom situations, pupils are expected to comply with the teacher's directions" (Tsui 1994: 94), this initiation, giving no option of non-compliance, is classified as a directive (a directive: mandative: instruction).

7 Analyses and interpretations of initiating acts

7.1 Lesson number 1

The first of the examined lessons was taught by teacher A at the secondary school Voderadska on 26th November 2007. In the class there were sixteen 15 to 16-year-old students at the intermediate level, using the exercise book Cutting edge for intermediate students and the workbook. The teacher spoke only English from the very beginning to the end of the lesson (only some of the utterances were spoken in Czech in order to be translated into English by the students). The lesson consisted of the revision of homework and the revision, presentation, summary and practice of grammar (the future tense).

7.1.1 Linguistic analysis

In the following table, all the teacher's initiating acts are transcribed and classified according to Tsui's classification. The table will be followed by comments on those initiations the classification of which turned out to be more difficult or deserve more attention.

	Teacher's initiations		Type of initiation	Subclass of initiation
1	So shall we start?	Amb.	R	action/ proposal
2	Good morning, sit down.	Amb.	R/D	action / mandative: instruction
3	Who is absent today?		E	E: inform
4	Its 22 nd today, English.		I	Report
5	Martina?	Amb.	E	E: inform
6	(The teacher is nodding her head toward another student)		E(NV)	E: inform

7	We have a visit today, but we are not going to pay attention to it.	<mb.	I/R/D	Report/ action/ mandative: instruction
8	Let's begin with revising homework, your vocabulary.	Amb.	D/R	Mandative: instruction / proposal
9	How do we say for example moudrý, Andy?		E	E: inform
10	And think of sentences I will ask you later.		D	Mandative: instruction
11	Stálé zaměstnání is ... Martin?		E	E: inform
12	Stálé zaměstnání? Stálé zaměstnání would be..?	Amb.	E	E: clarify
13	And the pronunciation will be?		E	E: clarify
14	Vést nějaký kurz, organizovat kurz?		E	E: inform
15	Soustředit se na něco, Honzo?		E	E: inform
16	What about rozmanitost, různorodost, množství. Veronika?		E	E: inform
17	And naléhavý is ... Lucka?		E	E: inform
18	How would you say, for example, zarlivy?		E	E: inform
19	Once again please		E	E: repeat
20	Let's have sentences if you had a word.	Amb	D/R	Mandative: instruction / proposal
21	I think Martin had a one. Martin?	Amb	E	E: inform
i 22	Andy?	Amb	E	E: inform

23	(The teacher is nodding towards another student.)		E (NV)	E: inform
24	I have ...? Something is missing.		E	E: clarify
25	That's true, or not?		E	E: inform
26	Your word, Kata?	Amb.	E	E: inform
27	And once again, the pronunciation is ...?	Amb.	E	E: clarify/ repeat
28	Last word has ... Martin?	Amb.	E	E: inform
29	Just think about your sentences and I will have a look if we have any marks today. There is nothing.		D	Mandative - Instruction
30	So Martin, your sentence?		E	E: inform
31	Your homework was connected with the vocabulary as well. Let's begin by checking it. It was workbooks, on page 26	Amb.	D/R	Mandative: instruction / proposal
32	You were asked to use some of the words that we come across in the quiz last time. And you were supposed to decide which one you should use in the sentences.		I	Report
33	How did you find it? Easy, difficult, medium?		E	E: inform
34	Roman thinks it was really difficult, the others?		E	E: inform
35	I will give a short time for you, but just about two minutes because it's only 8 sentences. Compare if you have the same answers or not. And we will check it together.		D	Mandative - Instruction
36	If any sentence turns out to be a problem, just give me the letter like B or F.		D	Mandative - Instruction

37	(after 2 minutes) Any more sentences or only B?		E	E: inform
38	Ok. It seems you are either getting to the last one or you have got there already. I will ask everybody to finish.	Amb.	D	Mandative- Instruction
39	Sentence B ... any other problems?		E	E: inform
40	Let's begin with D. What is your suggestion for the sentence D?		E	E: inform
41	Can you read the sentence?	Amb.	D/R	Mandative- instruction/ action
42	Everybody?	Amb.	E	E: confirm
43	Is importance so much connected with us being able to complete the task on time? We need something that makes the project difficult or demanding. So any word that...		E	E: inform
44	Importance or important - why not. But it does not go so well with 'Do you think you will be able to compete it on time?' So ambitious is a good choice for B.		I	Assessment - assessing
45	If you had a problem there you just did not know, or were you thinking of different words?		E	E: inform
46	Lets now look at all the others together. A is the example. Martin, just read it. A.		D	Mandative - Instruction
47	Can you just repeat it?		E	E: repeat
48	B? Lukas?	Amb.	E	E: inform
49	Helene?	Amb.	E	E: inform

50	Other suggestions? Veronika?	Amb.	E	E: inform
51	Others?	Amb.	E	E: inform
52	She hasn't get promoted that she ...		E	E: inform
53	To be determined?		E	E: inform
54	Determined. Don't write it down, I will do it later if you don't know the word.		D	Advisive - Advice
55	D? Oh, we have done it. So E? Sofie?	Amb.	E	E: inform
56	And F? Who will try F? Lucka?	Amb.	E	E: inform
57	Everybody? Yes?	Amb.	E	E: confirm
58	So the next one is G ... You did not know. So any idea for G?		E	E: inform
59	And H, the last one? ... Andy?	Amb.	E	E: inform
60	Possibility? Yes, that's a good idea. Could you explain what a redundancy means?		E	E: inform
61	And could you explain it in English?	Amb.	E	E: inform/ clarify
62	So let's write the word determined to the blackboard because it seemed to be a problem.	Amb.	D/R	Mandative - instruction / proposal
63	Once again, the Czech equivalent is ...		E	E: repeat
64	We came across the noun last time and that is ...determination		I	Report
65	So, when you write it down, take your exercise books and I would like you to write some answers or ideas and I will explain what exactly you should do.		D	Mandative - Instruction

66	So take your exercise books and I will give you five situations and would always like you to write your response.		D	Mandative - Instruction
67	Is everybody ready?	Amb.	E	E: confirm/ inform
68	Number one. You can write number one with me. Let it imagine that somebody offers you to go on a one year study abroad. And you have three choices. One is to go to USA, to go to Britain, to the UK, or you can of course stay at home. So write what your choice is and say why.		D	Mandative - Instruction
69	So I am offering you can go with us, we will pay everything; you can go on a one year stay abroad either to the US, or to the UK, or you can of course decide to stay at home. So what will you do and write why.		D	Mandative - Instruction
70	Got it? Have you made your choice? Okay?	Amb.	E	E: confirm/ inform
71	So number two. Everybody stop giving one reason. Write down anything you have decided to do, or not to do, this week or this weekend. Write down anything you have already decided to do this week or weekend.		D	Mandative - Instruction
72	Okay? So let's move to number three ... and this is again you to imagine. So three? Everybody now with me?	Amb.	E	E: confirm/ inform
73	Look out of the window and you can see very dark clouds in the sky. Make your prediction about the weather.		D	Mandative - Instruction
74	You look out of the window and you can see dark clouds in the sky. What prediction can you make about the weather?		E	E: inform
75	It should be short, so let's move to number four. Ready?	Amb.	E	E: confirm/ inform
76	Number four. This is probably far future for you ... but still ...what do you imagine yourself doing in ten-year time? Who is quite sure now?		E	E: inform

77	If you are not, just begin with maybe I... and so on. If you are sure just write what you plan is or idea. So what do you imagine yourself doing in ten-year time? And you can start with maybe and then just write any idea.		D	Mandative - Instruction
78	Let's have the last one. So number five. I would like you to imagine that you have had a terrible headache, oh sorry, a terrible toothache for a couple of days. You have just arranged to see your dentist at four pm, four pm today. And your friend is coming and inviting you to a performance of his drama group which is at 4pm today so you have to refuse but explain why. And start your sentence with I can't come because ...		D	Mandative - Instruction
79	Do you remember the situation, or should I repeat it?		R	Offer
80	You have had a terrible toothache and you have just arranged to see your dentist at four pm today. Your friend is coming, inviting you to a performance of his drama group which is at 4pm today so you have to refuse and explain why. And start with I can't come because ...		D	Mandative - Instruction
81	Okay?	Amb.	E	E: confirm
82	So let's now see what you... ehm ...what you look for each of the five situations. The first one was this offer to go on a one year stay abroad and the choice was UK or USA or perhaps staying here. I just want to hear one or two ideas from people. Dan? What would your choice be?		E	E: inform
83	And once again the beginning was I ...		E	E: clarify/ repeat
84	Any other choices? Anybody?		E	E: inform
85	Everybody Britain? Ehm?	Amb.	E	E: confirm
86	So what is your choice? So I will stay at home because...		E	E: clarify

87	Vladan, what was your choice?		E	E: inform
88	Anybody want to go to the States?		E	E: inform
89	And Martin?	Amb.	E	E: inform
90	The second situation was ... or it was not only situation...anything you have already decided to do this week ... so any plan you have for this week or weekend. Veronika?	Amb.	E	E: inform
91	Any comment about this? What would you have to say?		E	E: clarify
92	Any other plans or things you have already decided to do?		E	E: inform
93	Others? Nataalka?	Amb.	E	E: inform
94	Martin?	Amb.	E	E: inform
95	Once again? ... Can we help? At the weekend... And I think we have missed something ...At the weekend I am ...		E	E: clarify
96	Tom?	Amb.	E	E: inform
97	Ehm? (the teacher is nodding towards a student)	Amb.	E (NV)	E: inform
98	Any others? Anybody?	Amb.	E	E: inform
99	Dark clouds outside. What prediction can we make about the weather? Anybody?		E	E: inform
100	No, what prediction can you make about the weather? I am asking you what... ehm?		E	E: inform
101	Prediction means ...?	Amb.	E	E: inform
102	So what prediction can we make?		E	E: inform

103	Yeah, but when we say the dark clouds we would say... not it will rain, but here we would say: it is going to rain. Okay? We will return to why later.		I	Report
104	Any other predictions you made? Probably everybody it is going to rain?		E	E: confirm
105	Something else?		E	E: inform
106	So number four was this like in ten years time. Where do you see yourself? What about Helen, for example?		E	E: inform
107	But maybe I will already We can put up with it in English.		E	E: clarify
108	No, I mean if you have finished architecture, then you probably will be ...		E	E: clarify
109	Others? What about Honza, for example?	Amb.	E	E: inform
110	Who else? What about Lucy?	Amb.	E	E: inform
111	Any other interesting jobs you are thinking of doing, or maybe considering? So we have had an actress, an architect...ehm..just studying university ...		E	E: inform
112	And the last situation was this toothache and the friend or rather an appointment with the doctor and our friend inviting you for the performance. So what would you say? Jana?		E	E: inform
113	Okay, so you just say I can't go to the performance because ...		E	E: clarify
114	Actually we would put it in a different way ... Anybody else?		E	E: clarify
115	Just speak out!		D	Mandative-Instruction

116	And because you have this appointment you can say I can't come because I ...am having or I am seeing the dentist...or I am having an appointment at the dentist...		I	Report
117	If you look at all the sentences, anything they have in common? Something that somehow appeared in all of them?		E	E: inform
118	Yes, we were actually in all of them somehow talking about future events. But there were many ways you did so...you could either use ...what forms did you use in your five sentences when talking about future?		E	E: inform
119	Sorry? I didn't hear you.		E	E: repeat
120	Yes, going to, will, and in the last sentence we said: I'm seeing ... I am having an appointment ...so that was ... I'm seeing ... I am having an appointment... what tenses are those?		E	E: inform
121	Let's now look at sum up when we use which. And first I would like you to look at the box in your textbook. Its page 50. An orange analysis box. Page 50. And we will only look at part one. So let's begin with reading the introduction.	Amb.	D/R	Mandative: instruction / proposal
122	We have big noise from the outside. So let's wait a moment.	Amb.	R/D	Proposal/ Mandative: instruction
123	Any idea what's going on probably? What may have happened? What do you think?		E	E: inform
124	It was an accident. Or what else may be happening?		E	E: inform
125	What? Does she live close to here?		E	E: clarify
126	Let's now look at the analysis box and begin by what it says at the beginning. So, Kát'a, please, read it.	Amb.	D/R	Mandative: instruction / proposal
127	And in number one the task is ... Vilém.	Amb.	D	Mandative - Instruction

128	<p>I don't want you to look at the sentences. You will use your own sentences and situations before.</p> <p>So just remember what you have in your exercise books. And try to complete A, B and C with will, going to and present continuous.</p>		D	Mandative - Instruction
129	<p>So short time, it should not take so long. You can work individually or in pairs, it's up to you. If you should not understand any word just ask ...</p>		D	Advisive - Advice
130	<p>Okay, so let's use them. The first one when there is no special plan this is what we predict or see as a future fact then we would use ... will. Can you think of an example of the five situations that goes with this one? We don't have a plan yet. For example? In what of the five situations?</p>		E	E: inform
131	<p>Maybe I'll be an actress. Yes, also the first situation actually ...I will go to Britain but it's not yet the plan because it is just an offer.</p>		I	Report
132	<p>B? Will be ...?</p>		E	E: inform
133	<p>Describe a present intention about the future. Something you want to do, you plan to do ... that is... going to ... When I ask you what you have decided to do at this weekend or this week for example.</p>		I	Report
134	<p>And the last one will be ... Bara?</p>		E	E: inform
135	<p>And we use present continuous when?</p>	Amb.	E	E: clarify
136	<p>Which example is this?</p>		E	E: inform
137	<p>We have the arrangement at four pm that is arranged. I have it in my diary already. So that's arranged by having an appointment with my dentist.</p>		I	Report

138	Let's return to exercise books and we will look today at will and going to only and we will try to write down some kind of summary.	Amb.	D/R	Mandative - instruction / proposal
139	So, you will need two columns so we will contrast the two tenses... will will be in one, and going to in the other. And one of the summaries I have just used was that will and actually also, as we will see, going to can be used for prediction. One example was the sentence five: Maybe I will become a doctor. We predict this but we actually are not sure yet. Its just one possibility. So we have no evidence.		I	Report
140	Evidence?	Amb.	E	E: inform
141	Evidence is another word for proof. Okay, no evidence, no proof. Maybe I will be a doctor. I'll go to the UK for one year stay.		I	Report
142	Well, a typical example is what we find in horoscopes ...okay? So for example ...Pisces ...That's February to March. You could find in a horoscope: You will meet a new friend today. There is definitely no proof or evidence, that's just something that may happen.		I	Report
143	In our five sentences - if you have finished - we have one prediction with going to. Which one was it? One prediction with going to.		E	E: inform
144	We have the dark clouds and say: It's going to rain. So what is the difference here? Why going to and not will?		E	E: inform
145	One more example ... (The teacher is drawing a picture at the blackboard.) What prediction can I make here? He...?		E	E: inform
146	Because it's quite a long way still to go and he is supposed to be at school at five to eight. It looks like two to eight.		I	Report

147	<p>So both will and going to can be used for prediction but there is a clear difference. Okay? And one more meaning ...In the first sentence we have said you have a possibility to travel to...or spend one year in Britain or the States. What will you do? I'll go to the States. I will stay at home. So we have decided just at the moment when we ... when we heard the idea, the possibility. So decision at the moment of speaking.</p>		I	Report
148	<p>So you can imagine ... you start with a lottery ticket. And somewhere in the newspapers saying: winner tickets were 1 2 3 and lets and lets say 1 million pounds. The number of the ticket and 1 million pound. So your first reaction may be I'll... what? But there will be a lot of money left, definitely. I'll travel around the world. I will invest in charity. So you have just heard that the lottery ticket has won. So that's the decision now.</p>		I	Report
149	<p>But we have had another sentence in this situation we have commented on something we have decided to do, and that was for example ...in what situations did you write your decisions?... the second sentence was, or the second situation was ... write down what you have decided to do this week or at this weekend So it's also a decision but it's actually a kind of a plan or if you want an intention. Plan, intention.</p>		I	Report
150	<p>Intention means ...?</p>	Amb.	E	E: inform
151	<p>So, you can imagine yourself thinking about the holiday ...or holidays...and there is a possibility maybe of Greece or Spain or going camping or something and ...you are thinking about it ... and then you decide to go to Spain, so you can later say to somebody when you have already decided: I'm going to visit Spain. I'm going to visit Spain. So here you have decided already, okay? That's the difference. So this is my response, reaction now: I'll buy a car. I'll visit Spain. I'll travel around the world. I'll buy my granny a new cat. But when you have already decided you will say: I am going to buy my granny a cat.</p>		I	Report

152	Okay?		E	E: confirm
153	So, let's now finish by using little bit more situations and responding to them.	Amb.	D/R	Mandative - instruction / proposal
154	In a moment you will work in groups of four. And you'll get a pile of problems. I would like you always to listen to what the problem is and then offer your help.		D	Mandative - Instruction
155	For example, if I pick or if I say I am very hungry how can you help? You could say ...		E	E: inform
156	So we want your help, your offer. Which of these situations is this, actually?		E	E: inform
157	Yes, it's this one. Okay? I have just learned that somebody is hungry and I want to offer some help. So what you have to do is: work in fours ... I will ask maybe Honza and Helen to join the girls here...and we have three fours there. You put the pile here... You can get your chair ... You just put the pile on your desk, one of you draws the situation, reads it aloud and the first person to react keeps it. And you have to begin with what you will do, so with I'll, (group work)		D	Mandative - Instruction
158	(the bell is ringing) Okay, so we have to stop of course. So can you put them altogether and we will spend a little bit more time on it next time.		D	Mandative - Instruction

Firstly, we will turn our attention to the types, sequence and frequency of the initiations. The numbers of the initiations referred to can be found in brackets to illustrate the point. As we can see in the table, during the whole lesson, the teacher came up with 158 initiations. This high figure could lead us to the assumption that the teacher-talking time exceeded the students-talking time; however, considering the high number of utterances spoken by the students, it did not turn out to be true. In response to some of the initiations

any student could answer, while others were followed by the teacher's calling of a particular student to respond.

Beginning of the lesson (elicitations (1) to (7))

At the very beginning of the lesson, the teacher calms down the class, writes down on the blackboard and calls those students who wish to speak. All the classes of elicitation, requestives, directives and informatives are used at this stage.

The classification of the first two initiations as ambiguous ones is explained in the preceding methodology chapter. Besides these two utterances, we can find another ambiguous initiation drawing our attention in (5) in which the teacher invites a student to supply a piece of information only by saying his/her name. As we can see when scanning the table, this time-saving form of elicitation turned out to be quite frequent in the initiations of this teacher. Even more time-efficient initiation was presented in the next teacher's initiation ((6), see also (23)) in which she elicits a piece of information from her student by a non-verbal way (only a nod). However, it should be classified as an elicit: inform since it elicits the student's response as though the elicit: inform has been uttered.

The revision of the first homework (elicitations (8) to (30))

Afterwards, the attention is turned to the revision of the first students' homework. Individual students are called to say Czech equivalents of the words presented during the last lesson and later use these words in their own sentences. By contextualising these words, the students prove they really know the meanings of the words, and their answers are marked by the teacher.

Analysing this stage of the lesson, it is worth noticing that some of the initiations ((14), (15)) are uttered in Czech. Is not the result of the fact that the teacher prefers speaking in Czech or wants to make the students' comprehension easier, but only because the aim of the stage was the translation into English.

Regarding the kind of initiations at this lesson stage, elicitation obviously prevail, although a few directives and requestives appear as well. Among elicitation, the most common subclass is an elicit: inform. When a student's answer is not precise and needs some clarification, the subclass elicit: clarify is used a few times. Let us illustrate these

instances and explain their classification by focusing on (12). The utterance "Stálé zaměstnání? Stálé zaměstnání would be..?" is an example of the initiation realized in the form of a question inviting a student to clarify or precise his/her answer.

Another ambiguous initiation at this stage of the lesson is (27), involving the words 'once again', which are characteristic of the elicit: repeat subclass. Therefore, we could classify this initiation as an example of this subclass; however, since its discourse function is rather to clarify the response than only to repeat it, we classify it as an elicit: clarify (see also (83)).

Moreover, we can find here more examples illustrating the politeness strategy in (8), (20), (31), and (62). They are imperative in form, using the structure 'Let us do X.', and have been classified as directives: mandates: instructions in the form of proposal.

The revision of the second homework (elicitations (31) to (64))

As the following step, the other students' homework from their workbooks is checked. Firstly, the teacher tries to find out how difficult the students find their homework. Afterwards, they are given two minutes to check their answers in pairs and to give the teacher the letters of those sentences which turned out to be a problem. Then the teacher raises questions to revise the students' answers.

Again, elicitation seems to be the dominating class, the elicit: inform subclass as the most frequent one. Similarly to the previous stage, besides elicit: informs we can also identify a few instances of other subclasses of elicits, directives, and a requestive. The stage is concluded by an informative: report initiation (64)

Let us concentrate on a few noticeable initiations at this stage. Initiation (38) "I will ask everybody to finish" could be reported as 'The teacher asked everybody to finish' and therefore classified as a requestive. Since there is, nevertheless, hardly any doubt that it prospects only compliance from the students, we have classified it as a directive: mandate: instruction which could be reported as 'The teacher told everybody to finish.'

Moreover, there appeared two kinds of initiations at this stage which have not appeared in the teacher's conversation yet. Firstly, utterance (44) is the first instance of an informative:

assessment: assessing in which the teacher praises a student for his good choice. Secondly, (54) can be classified as a directive: advisive: advice with the desirable consequences only implied. In this case, the teacher's advice implies that it is desirable for the students not to write down the new words immediately but to postpone it and note them down later together with the teacher.

Grammar revision I (elicitations (65) to (81))

After the revision of homework, the teacher asks the students to open their exercise books and write down their answers to the questions or real-life situations that she is going to describe. In this activity, only the teacher speaks, the students are expected to think about their answers and note them down.

There is a noticeable tendency appearing from the beginning to the end of this stage, represented by the sequence of a directive: mandative: instruction followed by an elicitation: elicit: confirm (see (66) and (67), (69) and (70), (71) and (72), (80) and (81)). The former class inclines to describe the situation or raise the question, whereas the function of the latter one is to confirm the assumption that the question or the situation have been understood and answered and can be followed by other ones.

This sequence is interrupted by a requestive: offer in (79) which represents the first use of this subclass in the teacher's utterances. In this case, the teacher makes an offer to repeat the situation if the students have not understood properly or just wish to hear it again. Besides this interruption, there is also an interesting shift from a directive: mandative: instruction "Make your prediction about the weather." to an elicitation: elicit: inform ("What prediction can you make about the weather?") ((73) and (74)). While the response prospected in the former initiation is a non-verbal one, the response prospected in the latter example is a verbal-one.

Grammar revision II (elicitations (82) to (120))

The writing task is followed by checking the students' answers; both the form and the content of their answers are in the centre of the teacher's attention. Regarding the kind of initiations, elicit: informs and elicit: clarifies are the most frequent ones, only a few times replaced by other subclasses of elicits, and one instance of each requestive, informative, and directive.

It is worth mentioning that in the middle of this stage the instructional sequence is interrupted by a loud noise coming from the outside, which inspires the teacher to ask the students what might be happening outside ((122) to (125)). The teacher's requestives and elicitions commenting on this noise attract the students' attention and give them an opportunity to express their opinions about the real situation in English. The last of these utterances "Let's wait a moment." (122) is an example of a directive: mandative: instruction in the form of proposal. There is a considerably high amount of initiations involving this structure in this lesson (see (8), (20), (31), (62), (121), (122), (126), (138), (153)).

Grammar summary and practice (elicitations (121) to (158))

Later on, the students are asked to use their textbooks to make a summary of the discussed grammar combining the answers from the previous exercise and sentences written in their textbooks. This stage is started by four directives, followed by elicits and informatives.

Afterwards, the textbook summary is completed by the summary written by the teacher on the blackboard and by the students in their exercisebooks. Writing and drawing on the blackboard and commenting on it, the teacher uses a high number of informative: reports. Moreover, the teacher's utterances summarizing the grammar addressed are much longer than her average ones.

Finally, the students are expected to use the newly-learned grammar structures in practice. In groups of four, they respond to some more situations distributed by the teacher on several slips of paper. The stage is started by a requestive: proposal, followed by two elicit: informs, and ended by a directive: mandative: instruction. The whole lesson is finished by the teacher's organizational utterance in the form of directive.

7.1.2 Methodological analysis

Grouping the students

During this lesson, the whole class-teaching prevailed; however, pairwork and groupwork was involved as well. The pairwork appeared shortly after the beginning of the lesson, when the students were supposed to check their homework in pairs before it was revised by

the whole class and corrected by the teacher. Giving the instructions, the teacher used three initiations in the form of directive: mandative: instruction and only one elicit: inform. The teacher went around the class during this activity to find out how the students were going on but did not speak to individual pairs. In terms of groupwork, during the practice activity at the end of the lesson, the students were supposed to practice the new grammar structures in groups of four. The teacher explained the activity by a requestive: proposal, two elicit: informs, and a directive: mandative: instruction.

To sum up the correlation between grouping of the students and the teacher's initiations, we can come to the conclusion that during the whole-class work the dominating form of elicitation was elicit: inform. Regarding the pairwork and groupwork, the classification was much more heterogeneous: mostly directives and requestives were used.

Language skills

In terms of four basic language skills, the students practised all the activities in the course of the lesson. Nevertheless, they spent most of the time practising the productive skills of speaking and writing.

In the first writing passage, they followed the instruction to write down their responses to the situations described by the teacher. In her utterances, the form of directive: mandative: instruction was the dominant one. In the second activity based on writing, the students were instructed to copy the summary created by the teacher into their exercisebooks. Presenting the grammar and commenting on the notes and pictures on the blackboard, the prevailing form of the teacher's initiations was informative: report.

The first stage of the lesson pre-dominantly aimed at speaking brought a high number of elicit: informs, sometimes substituted by elicit: clarifies. Only a few examples of other classes of requestives, directives, and informatives could be heard.

Considering the classification of the above initiations and their potential correlation with the language skill practised, it can be assumed that the writing activities tend to be more often associated with directives and informatives, whereas speaking activities seem to correlate with elicitations.

Instructional sequences

Applying Woodward's distinction of the most common instructional sequences, two of them could be found in the analysed lesson: the 'test, teach, test' model and the 'engage, study, activate' model.

Firstly, let us consider the sequence of instructions referred to as 'test, teach, and test'. The first 'test' stage consisted of testing the students' ability to express the future by the appropriate and correct grammar structures. They were supposed to respond to the teachers' questions by writing down their answers or solutions. Afterwards, their choice of the grammar structures was checked and commented on by the teacher. At this stage, two phases could be identified: the first set of activities based on raising the questions by the teacher was prevailed by directives: mandatives: instructions, whereas the second phase consisting of the discussion about the students' answers was dominated by elicits: informs.

Secondly, the 'teach' stage was focused on creating and noting down a summary, firstly by completing the missing information in the textbooks, secondly by writing down the grammar structures and their examples into the exercisebooks. This stage was characterized by a variety of initiations used by the teacher (all elicitations, requestives, directives, and informatives were used). Moreover, the uncommon subclasses such as requestive: proposal or directive: advise: advice appeared as well.

Thirdly, the final rather short 'test' stage was presented by the groupwork at the very end of the lesson in which the students were asked to help the other members of the group by giving them a piece of advice, practising the newly-learned grammar structures in a free way. The instructions were given in the form of a requestive, two elicits, and a directive respectively.

Besides this 'test, teach, test' model, the 'engage, study, activate' alternation to the 'presentation, practice, production' model could be identified in the course of the scrutinised lesson. The 'engage' stage was presented by the students' response to the situations outlined by the teacher. The process of writing about the well-known facts and familiar topics allowed the students to be emotionally engaged in the activity and supported its attraction and relevance. The 'study' stage consisted of summarizing the grammar addressed, and the last 'activate' stage was aimed at the activation of the newly-

learned grammar. Since this sequence of the stages is the same as the stages in the previous 'test, teach, and test' model, the kind, frequency, and sequence of the teacher's initiations is the same one.

7.1.3 Conclusion

To sum the whole lesson up, some of the initiations turned out to be very common (the subclasses of elicit: inform, elicit: clarify, directive: mandative: instruction, informative: report) whereas others did not appear during the lesson at all (elicit: agree, elicit: commit, request for permission, invitation, directive: mandative: threat, directive: advisive: warning, informative: assessment and expressive). The most frequent class was definitely elicitations, with the elicit: inform subclass as the most prevailing one.

From the tendencies that could be observed in the analysis the following ones are worth mentioning. Frequently, the lesson stages were initiated by directives: mandatives: instructions, asking the students to perform a task. Similarly, many stages were finished by informatives: reports. Elicits: clarifies always appear after elicits: informs, usually in the response to an incomplete or inaccurate student's answer.

In terms of the methodological approach, some tendencies could be identified as well. Firstly, the whole-class work was dominated by the elicit: inform subclass, whereas the structure of the initiations during the pairwork and groupwork turned out to be much more heterogeneous. Considering the language skills it can be assumed that writing activities tend to be more often associated with directives and informatives, whereas speaking activities seem to correlate with elicitations. Finally, the application of the 'test, teach, test' and 'engage, study, activate' models suggested that the variety of initiations uttered in each of these stages was great and has not shown any tendency so far.

7.2 Lesson number 2

The second of the examined lessons was taught by teacher B at Prague secondary school Voderadska on 22nd November 2007. In the class there were 13 students at the upper-intermediate level, using the textbook Avenue and its workbook. These students are in the final year of their secondary school study and in a few months they are going to take the final leaving school examination, involving a compulsory exam in a foreign language. The majority of these students would like to take this examination in English which could motivate them to study English hard and explain the high standard of their English.

7.2.1 Linguistic analysis

	Teacher's initiations		Type of initiation	Subclass of initiation
1	So let's begin. So let's begin with your homework	Amb.	D/R	Mandative - instruction / proposal
2	Good morning, sit down	Amb.	R/D	R for action / Mandative - instruction
3	We have a special visit.		I	Report
4	You have moved the table. Why?		E	E: inform
5	Just can you remember reasons, purposes? So they have moved the table ... why?	Amb.	E	E: clarify
6	Or?		E	E: inform
7	So you moved the table or the desk...	Amb.	E	E: clarify
8	Purpose! Purpose!	Amb.	D	Mandative - instruction
9	So I will ask you to be so kind with me and move the deck back.		D	Mandative - instruction

10	Let's go on.	Amb.	D/R	Mandative - instruction / proposal
11	Anybody absent today?		E	E: inform
12	Peter?	Amb.	E	E: inform
13	Nobody?	Amb.	E	E: confirm
14	We will have pairs and one three, of course. And what I would like you to do is make your partner say the word that you will have or see on a piece of paper. And you should go over them as quickly as possible.		D	Mandative - instruction
15	So actually ...ehm, just the second ...		D	Mandative - instruction
16	The thing is who will be the first pair or group to finish, mention goal.		D	Mandative - instruction
17	I will explain ...but you want to ask something now? Is it essential?		E	E: inform
18	There are words here. Hopefully for you, there are all formed with some kind of prefix. So that will be actually helpful.		I	Report
19	What I would like you to do is very simple... as I said you would be working in pairs. You put the pile on the desk. One of you picks the first word that the one at the top. And you have to as quickly as possible make your partner say it. When they say it, the next one takes the next word and you again have to say what word it is.		D	Mandative - instruction
20	You have to go through the pile as quickly as possible. The first pair to finish or group say just stop. If nobody is calling stop, I will stop at some time. If there is a word you do not know or your partner is not able to say, just put the word at the bottom of the pile.		D	Mandative - instruction

21	Okay?	Amb.	E	E: confirm
22	One example for you ...To make it easier, you can use the stem word. That word that just adds the prefix. For example if I say to organize something in a new form ... so I can use organize.		R	Invitation
23	Okay?	Amb.	E	E: confirm
24	You can use the stem word.		R	Invitation
25	One more example ... to live longer than somebody else ...		E	E: inform
26	Do you remember? If you are better actually at something, than ...?		E	E: inform
27	Task is clear?	Amb.	E	E: confirm
28	So the first pair to finish says stop ... (group work)		D	Mandative - instruction
29	So just put it at the bottom.		D	Mandative - instruction
30	Well, halfminute more if nobody finishes earlier.		I	Report
31	If anybody finishes just say stop.		D	Mandative - instruction
32	Stop. We have a stop here.	Amb.	I/D	Report/ Mandative - instruction
33	First I will just ask I noted the words that you were not sure about. Which were they, for example?		E	E: inform
34	Disobedience. Could anybody help? In English of course. Could anybody explain what disobedience is?	Amb.	E/R	E: inform/ R for action
35	So if you don't follow what your parents say you are disobedient. Neposlušný. And disobedience?		E	E: inform

36	Anything else?	Amb.	E	E: inform
37	In Czech?	Amb.	E	E: inform
38	Any others? Anybody?	Amb.	E	E: inform
39	What does it mean if somebody is immature?		E	E: inform
40	In English, please. I make it more difficult.		D	Man - Instruction
41	Could you think how would you describe someone who is mature?		E	E: inform
42	And Tereza suggested?		E	E: inform
43	Let's now look at your homework. You can just put them altogether and fasten them with the paper click. And you will need the student's book, I have asked you to do, it was exercise 2, if I remember it well. And page 135.		D	Mandative - Instruction
44	And because there were quite a few possibilities we will go through it together. So one more again, 135.	Amb.	I/D	Report/ Mandative - instruction
45	Ready? Lukas?	Amb.	E	E: confirm
46	Lukas, please.	Amb.	D	Mandative - Instruction
47	So the task was to add the prefixes to the words and just to try to make as many words as possible. We will first go over your ideas and then only choose some to write. So do not write anything down right now.		D	Mandative - Instruction

48	First one, appearance. So there were more ...		E	E: inform
49	Conscious? If something happens consciously, how would you describe it is actually happening?		E	E: inform
50	In Czech subconscious ...	Amb.	E	E: inform
51	Dated? Any ideas? Well, we need the prefix ...		E	E: inform
52	Dateless -I am not actually sure if it exists. We can actually check it in the dictionary. It's quite possible that it does exist. But we want prefixes.		I	Report
53	Any others?	Amb.	E	E: inform
54	So I'll write down...ehm?		E	E: inform
55	But I don't think we have an up here actually, or do we?		E	E: confirm
56	But what about these? All of them exist... Any idea of what each of them could mean? You don't have to write them now. Any idea?		E	E: inform
57	Let's look at any of them ... can you make any choice?		R	Request for action
58	I closed it? (The teacher is trying to look up the word in an online dictionary)		E	E: confirm
59	Yes, pick one and we will look it up.		D	Mandative - Instruction
60	Post-dated? (The teacher uses an online dictionary) I don't get there. A second. No. That's it. So post-dated.		I	Report

61	As you can see you have more spellings because it can be either hyphenated or spelled this way. If you post-date something, Sandra, what do you do?		E	E: inform
62	So if I sign a check today and write for example what day I post-dated. Today we have the 22 nd , so if I write 9 ^h February 2007, I am post-dating the letter or check or whatever. So I am writing a later date.		I	Report
63	Logically, pre-date will mean?		E	E: inform
64	If something is undated? We got this complaint but it's undated. So I am not sure how long it has been lying here. There is no date.		E	E: inform
65	And outdated? That's the word that you should know but maybe you just haven't put it together. If something is outdated? Then ... Martina?		E	E: inform
66	And a close synonym is ...		E	E: inform
67	Done?		E	E: inform
68	Yeah, undone, it should be quite familiar.		I	Assessment- Assessing
69	Dress?		E	E: inform
70	Form?		E	E: inform
71	Perform. That's... I am not actually sure if this is a prefix in perform.		I	Assessment- Assessing
72	Others?	Amb.	E	E: inform

73	If you form something wrongly in a bad or strange shape then you ...mis-form. You mis-form something.		I	Report
74	If you change the meaning of one sentence ... or the way you put the sentence in another way ...use the five words including the one which is given on the right. You are doing piles, what kind of exercise?		E	E: inform
75	Honestly?		E	E: inform
76	Legal?		E	E: inform
77	How many Ls?	Amb.	E	E: clarify
78	Made?		E	E: inform
79	What does unmade mean?		E	E: inform
80	Exactly, that's one meaning. And the other one...That is actually quite practical. It is number one here as you can see so it's very frequent.		E	E: inform
81	So an unmade bed?		E	E: inform
82	And then we have the example of something that Michal has mentioned not completed, not constructed.		I	Report
83	Marriage? Any ideas for the marriage?		E	E: inform
84	If you have the second spouse, the second wife, then you have re-married. So re-marriage is one possibility.		I	report
85	Natural?		E	E: inform

86	Supernatural, unnatural would be typical ones.		I	Assessment- Assessing
87	Owned?		E	E: inform
88	Re-owned? That would ... suppose something that you used to own but you don't. I am not sure if it is very frequent.		I	Assessment- Assessing
89	Any others?		E	E: inform
90	Any idea what it could mean when you disown somebody or something? That's actually quite interesting ... What it means if you disown something or somebody ...		E	E: inform
91	Lucka, can you read it?	Amb.	D/R	Mandative- Instruction/ action
92	Let's s read examples to make it clear. The first one is, Martin.	Amb.	D/R	Mandative- Instruction/ Proposal
93	Disown as ztratit někoho, zřít se někoho, dělat, že někoho neznáte, stavět se, že někoho neznáte.		I	Report
94	Then we have responsible?		E	E: inform
95	Sensitive?		E	E: inform
96	And the negative prefix? Nobody? It is not un, so ...		E	E: inform
97	And somebody suggested supersensitive?		E	E:confirm
98	And if you are like too much sensitive, then you are oversensitive.		I	Report
99	Smoking? In restaurants for example you have what areas?		E	E: inform
100	And summer?		E	E: inform

101	There were few words that we have already or you have mentioned. And let's make sure you know the meaning of these. So we have mentioned as I said some. Can you just look at them and pick any that you can either give a Czech equivalent or that you could explain?	Amb.	D	Mandative - Instruction
102	Any others from the list?		E	E: inform
103	Any idea of overdress?		E	E: inform
104	Let's again check what overdress means ... Or we have overdressed here. That is ...Marta? (the student is supposed to read the meaning of the word explained in the online dictionary)	Amb.	D/E	Mandative- Instruction/ E: inform
105	And underdressed is the opposite. If you are underdressed you do not come or you do not wear clothes formal enough or appropriate enough for the occasion. So overdress is ...obléci se příliš formálně, příliš hezky, elegantně. And undressed - obléci se nedostatečně, nevhodně, neformálně.		I	Report
106	We have mentioned others...like for example ...ehm?		E	E: inform
107	Then also ...Míša?	Amb.	D/E	Mandative- Instruction/ E: inform
108	Ehm, which was?	Amb.	E	E: clarify
109	Yes, disowned is the person who ... or you can just write disown, zřít se někoho, dělat, že se k někomu neznáme.		R	Invitation
110	Ehm? What others we have mentioned?		E	E: inform
111	That was?	Amb.	E	E: clarify

112	We also mentioned this one. Postdated was ...datovaný pozdějším datem.		I	Report
113	There are two more - premature and intermarriage. Could anybody guess the meaning of any of them?	Amb.	E/R	E: inform/ R for action
114	So because we have done immature so let's begin by looking at premature ...	Amb.	D/R	Mandative: instruction/ proposal
115	Michal?	Amb.	E	E: inform
116	And another meaning?		E	E: inform
117	And that is, Lukas? So that is?	Amb.	E	E: clarify
118	And the last one is intermarriage. So guesses at intermarriage? Shall we have any?		E	E: inform
119	Inter is always indicating that something is between something ...		I	Report
120	Something? Some other idea?		E	E: inform
121	Let's check intermarry (the teacher looks up in the online dictionary).	Amb.	D/R	Mandative: instruction/ proposal
122	Within members of the family, yes or no?		E	E: inform
123	So if you marry somebody from your family, you intermarry and it is intermarriage. But also if you marry somebody from a different ... not only family, but in number one ... another race, social background, and so on, religious group, you you intermarry.		I	Report

124	So if somebody from one group marries somebody from another ...Do we have a Czech equivalent? (the Czech initiation follows - the teacher is explaining the meaning of the word in Czech)		E	E: inform
125	I would like you to know the words on the blackboard. Write them down. And let's now move on.	Amb.	D	Mandative - Instruction
126	But, first, I would like you to get the workbooks and let's have a short exercise to practise the way we form words. And if you find the page 89. Page 89. You will find exercise number 1. It's the workbooks, the green ones. 89, number 1.		D	Mandative - Instruction
127	Let's first read the instructions together so that you know what to do. Marketa, would you?	Amb.	D/R	Mandative: instruction/ R for action
128	We have an example there which says...Vojta.	Amb.	D	Mandative - Instruction
129	And let's do the next number together as well, Tereza?	Amb.	D	Mandative - Instruction
130	So the same for you now, so work in pairs ...you can work with girls.	Amb.	D/R	Mandative: instruction/ invitation
131	And ...can you see? Would you appreciate light if I switch on? (group work)		E	E: inform
132	We have three pair finished. So let's put all the words you have made out together.	Amb.	D/R	Mandative: instruction/ proposal

133	So who has mentioned number two?		E	E: inform
134	Selfish?		E	E: inform
135	A story based on the fact is ...?		E	E: inform
136	Colleague?		E	E: inform
137	Happening between Europe and America?		E	E: inform
138	Noon?		E	E: inform
139	Once again, Tereza, it was ...? Between the two countries or continents ...		E	E: repeat
140	Noon?		E	E: inform
141	Once again? I can't understand.		E	E: repeat
142	We are now at number eight, and not earning enough money is ..		E	E: inform
143	and that is ...	Amb.	E	E: clarify
144	Sandy, the next one is go faster than the others ...Sandy, please, would you tell us what do you think?	Amb.	D/R	Mandative-Instruction/ R for action
145	Greater that the powers of an ordinary person?		E	E: inform
146	Not good enough? Any idea?		E	E: inform
147	Not good enough? Zuzka?		E	E: inform

148	Not worthy of moving?		E	E: inform
149	Not pleased?		E	E: inform
150	Get something back again?		E	E: inform
151	And allow to get hot in advance?		E	E: inform
152	We will spend the rest of the lesson moving to the unit eleven which I think some of you were quite interested in. And that is...anybody has an idea?		E	E: inform
153	Not only sport, but also leisure, free time. I would like each of you individually take about two minutes and write down the first five words that come to your mind when you hear the word sport. Write them down.		D	Mandative - Instruction
154	Individually now. Present yourself now. First five words that come to your mind when you hear sport.		D	Mandative - Instruction
155	Somebody has finished?	Amb.	E	E: inform
156	So... ehm.. can you guess if there is any word that will come up very often?		E	E: inform
157	Relax, who has got relax?		E	E: inform
158	One. You don't?		E	E: confirm
159	You do. Two.		I	Assessment - Assessing
160	Any other guess at something that could come up quite often?		E	E: inform
161	Relax was three times.		I	Assessment - Assessing

162	Tennis? Hands up?		E	E: inform
163	One, two, three, okay.		I	Assessment - Assessing
164	Any other word?		E	E: inform
165	Football?		E	E: inform
166	One, two, three. Vojta has not got football?		E	E: confirm
167	Four.		I	Assessment - Assessing
168	Any others?		E	E: inform
169	What about friends?		E	E: inform
170	One, two, three.		I	Assessment - Assessing
171	One more guess?		E	E: inform
172	Any competition?		E	E: inform
173	One, two.		I	Assessment - Assessing
174	What other words have you written down?		E	E: inform
175	Well, we don't have to put hands up.	Amb.	R	Invitation/ Proposal
176	What else?		E	E: inform
177	Once again I just can't hear you.		E	E. repeat
178	Daniela has?		E	E: inform

179	We are now going to listen to five people talking about sport. And what you will be asked to do is just decide which of the five speakers is saying what. So I will first handout the task. You don't have to read it because there will be enough time for you.		D	Mandative - Instruction
180	We know what you associate with sport and let's find out what these people are saying about it.	Amb.	D/R	Mandative: instruction/ Proposal
181	If it is too loud just say. And let's listen		D	Mandative - Instruction
182	(listening) Is it too loud?		E	E: inform
183	So let's first hear ideas if you have all the same, probably not.	Amb.	D/R	Mandative: instruction/ Proposal
184	Nineteen?	Amb.	E	E: inform
185	Everybody?	Amb.	E	E: confirm
186	Twenty?	Amb.	E	E: inform
187	The next one? Any other?	Amb.	E	E: inform
188	Well, we have to finish now of course; we are going to finish it in the next lesson.		I	Report

First of all, let us describe what phases the lesson consisted of, analyse what kind of initiations were used, and search for any noticeable tendencies or regularities in their sequence and frequency.

The beginning of the lesson (initiations (1) to (13))

The organizational interaction typical of the beginning of a lesson (see (1), (2)) is interrupted by the teacher's investigation of the fact that two students have changed the position of their desk in a non-standard way (4). The teacher uses this situation to revise the grammar introduced in previous lessons and make the students practise the grammar structure appropriate for their responses (8).

All classes of initiations occur at this stage, but no subclass prevails over the others. The first utterance (1) provides an example of a directive: mandative: instruction realized in the form of proposal for politeness reasons. The teacher solicits an action from her students, but presents it as if the action was performed by and beneficial for both the teacher and her students. Moreover, the students are expected only to comply. The second utterance is considered as ambiguous as well, since it is classified as a requestive: request for action in the form of a directive: mandative: instruction. The first utterance is an example of a directive in the form of a requestive, whereas the second represents a requestive in the form of a directive on the contrary.

Revision of vocabulary (initiations (14) to (32))

The initiating stage of the lesson is followed by the revision of vocabulary performed in pairs. This stage is dominated by the teacher's instructions realized in the form of directive: mandative: instruction.

The teacher is able to give her instructions and explain what she expects her students to do in various ways. Some of her directives have the form of imperative ((16), (29), (31)), while the others have the form of a declarative sentence 'I want you to do X' ((14) and (19)) which is labelled a 'needs and wants statement' by Tsui (Tsui 1994: 93-94). Strictly speaking, the teacher does not use such a strict formulation as 'I want you to do X' is, but she puts it in a more polite way ('What I would like you to do is ...' in (14) and (19)). Both the imperative and declarative stating the speaker's wants and needs are considered the unmarked forms of an order (orders, together with commands and instructs, are subsumed under the subclass of directives.) (Tsui 1994: 93). Tsui also notices that 'in classroom situations, pupils are expected to comply with the teacher's directions...Hence, needs and wants statements ... are frequently used.' (Tsui 1994: 94)

In addition to the above imperatives and needs and wants statements, the teacher uses modal verbs to give the instructions ('you should ...' in (14), 'you have to ...' in (19) and (20). Moreover, some of the utterances involve the modal verb 'can' ('You can do X' in (22) and (24)); however, they are not classified as directives as the above utterances have been, but they are classified as requestives. In both (22) and (24), the students are given the option of compliance or non-compliance (in fact, it depends only on their decision whether they use the stem word or not). Giving this option and being performed by and beneficial for the addressee, these utterances are classified as requestives: invitations. This subclass appears twice at this stage of the lesson; however, it seems to be rather uncommon in classroom discourse.

In terms of the correlation between the aim of the teacher's particular activity and the kind of initiations she uses we can observe the following tendencies: firstly, giving the instructions, the teacher prefers the directive: mandative: instruction subclass ((14), (15), (16), (19), (20), (28), (29), (31)); secondly, giving more details or examples to illustrate her explanations, she uses the informative: report subclass ((18), (25), (30)); thirdly, looking for the students' comprehension of what they are supposed to do, she uses the elicitation: elicit: confirm subclass ((21), (23), (27)). In terms of the sequence of these subclasses, directives, explaining tasks to be performed by the students, naturally tend to be followed by elicitation, searching for the students' comprehension of their tasks. Informatives seem to appear randomly depending on the teacher's feeling that some item needs to be described in more detail or exemplified. This stage of the lesson is finished by an informative: report informing the students about the end of the activity.

Discussion about the task performed (initiations (33) to (42))

The purpose of this stage, following the short students' pairwork, was to discuss the words whose description or translation have been found difficult by the students. With an exception of a directive: mandative: instruction in (40) the stage consisted only of elicitation: elicit: informs. These elicitation are aimed at all the students at the same time, only the last one (42) was targeted at a particular student.

The classification of an ambiguous initiation in (37) deserves our attention. As explained in the methodology chapter, the utterance "In Czech?" could be classified either as an elicitation: inform, or as an elicitation: clarify (see also (50). Other ambiguous initiations discussed in the

methodology chapter can be found in (36) and (38) which invite the rest of the class to supply some more ideas or opinions. The utterances such as "Anything else?" or "Any others? Anybody?" are commonly uttered in classroom discourse in these abbreviated versions in which the verb is completely missing and the initiation is expressed only by means of pronouns. Although very short, they are unambiguous, time-saving and therefore quite frequent. In this context, they are classified as elicitations: elicits: informs.

Revision of homework (initiations (43) to (125))

The attention is turned now to the revision of homework set in the last lesson, the purpose of which was to create new words by adding appropriate prefixes. First of all, the students suggest prefixes which could be used to create as many new words as possible ((43) to (100)), afterwards, the list of the most important words written on the blackboard is discussed and finally copied by the students in their exercisebooks ((101) - (125)). The teacher speaks English; however, she translates some words into Czech to make their meaning unambiguous.

What was interesting about this stage was the use of an online dictionary handled by the teacher and projected to the front wall. The dictionary was helpful when it was necessary to check the form and meaning of a newly-created word, to contextualise this word or to find all of its meanings. The teacher writes a discussed word into the dictionary, a student reads its definition aloud and the rest of the class can listen to the teacher's comments and read the definition projected to the wall at the same time. In addition to discussing the searched words, she also comments on the way she handles the computer ((58), (60)); however, these comments do not interrupt the students' attention or concentration. Moreover, the teacher does not hesitate to admit that she is not sure about any feature concerning the discussed word (71) and immediately looks it up in the dictionary. Hence, she does not only show that nobody knows everything and it is natural to look up the missing information, but she also shows to the students how time-saving, effective, user-friendly and helpful the use of the online dictionary can be.

This stage consists of a high number of the teacher's initiations, classified mostly as elicitations: elicits: informs, informatives: reports, informatives: assessments: assessings, and directives: mandatives: instructions. Regarding their sequence, the elicits: informs, inviting the students to supply some information about their new words created by adding a

prefix, are often followed either by informatives: reports, commenting on the students' suggestions or the words looked up in the dictionary, or by informative: assessment: assessings, expressing the teacher's assessment of the students' suggestions. The fourth mentioned subclass, directives: mandatives: instructions, tend to appear randomly in dependence on the teacher's want to provide more details or to conclude the issue discussed.

Elicitations

With a few exceptions, most elicits: informs are very short at this stage, often consisting only of one searched word ((68), (69), (70), (75), (76), (78), (85), (87), (95)), or consisting of the name of a student to respond (115), or consisting of a pronoun (72). In terms of their form, they are either in the form of interrogative (often only the word the meaning of which is looked for), or in the form of declarative in which the students are expected to complete a sentence started by the teacher.

There is also the first example of an elicit: inform where the addressee is given two options to choose from; to be specific, in (122) the students are asked whether intermarriage is a kind of marriage within members of the family or not. The other mentioned subclasses tend to be longer than elicits: informs, many directives: mandatives: instructions ((43), (47), (101)) and a few informatives: reports ((62), (105), (123)) involve 3 or more sentences.

Regarding other subclasses of elicitation, we can also find elicits: confirms and elicits: clarifies at this stage. For the first time in our analysed lessons, there is an elicit: confirm in the form of tag question, the positive one in this case (55). We can also observe an ambiguous initiation in (77), classified as an elicit: clarify in this context, which invites a student to put more precisely a word's spelling - this kind of initiation is probably characteristic of classroom discourse and similar ones.

Mandatives: instructions

There are various forms of the subclass of mandative: instruction at this stage. Firstly, they are in the surface form of imperative, aiming either at the second person plural (Do X) (59), or the first person plural (Let us do X) (114). The former structure is typical of the subclass of directive: mandative: instruction, whereas the latter one is typical of a

requestive: proposal. Moreover, in (46) the instruction to be followed by a student is only implied. Secondly, they are in the form of interrogative (Can you do X?) (91) which is typical of a requestive: request for action. Thirdly, the combination of different forms is used, in particular, imperative forms aimed at the second person plural and the first person plural, interrogative forms, and needs and wants statements are variously combined ((43), (92), (101), (125)). As we can deduce from the classification of the preceding examples, the frequency of imperatives as the unmarked form of directives exceeds the frequency of interrogatives and other marked forms.

The quite common form of imperative 'Let us do X' should be given some thoughts. The initiations in this form are considered as ambiguous and classified as mandative: directive: instructions in the form of proposal ((43), (57), (92) (101), (104), (121)). For example, in (43) it is obvious that the task to be performed (checking of the homework) is more beneficial for the teacher than to the students (the teacher wants to check the students' homework) and the students are not given the option of non-compliance. Similarly, in (57), (92), or (101) the students are those who are expected to follow the teacher's instructions. However, a slightly different situation can be found in (104) and (121). The utterances started with "Let's check ..." suggest that the non-verbal action is going to be performed by the teacher and the students and beneficial for both of them as well. To conclude, the question of the option of compliance and non-compliance is difficult to answer in these cases.

Grammar practice ((126) to (151))

The way of forming words introduced at the previous stage is now shortly practised by means of a workbook exercise. The students are firstly asked to work in pairs ((130) - (132)), later on, their answers and suggestions are discussed with the whole class. The pairwork is explained by a few instructions given in the form of directives: mandatives: instructions, conducted by two instructions together with an elicit: inform, and followed by the discussion dominated by elicit: informs. The sequence of initiations concerning the subject matter is interrupted by an initiation associated with the condition on the classroom (131), in which the teacher finds out whether she should switch on the light.

Similarly to the preceding stage, directives: mandatives: instructions are expressed in various ways, from needs and wants statements (126), imperatives (126), to interrogatives

((127), (144)). The instruction uttered in (130) deserves our attention since its form 'You can do X' is typical of an invitation; however, it is hard to imagine that a student refuses to comply; therefore, this ambiguous utterance is classified as a directive: mandative: instruction in the form of invitation.

Focusing on elicit: informs, most of the elicit: informs are very short, consisting of a few words only. Some of them are targeted at particular students, the others are targeted at anybody in class. Regarding the students' responses, the elicitations aimed at particular students tend to be responded to faster than the initiations targeted at the whole class. Sometimes, the initiations of the latter subclass need to be repeated by the teacher before a student responds (compare (138) and (140), or targeted at particular students by calling his/her name (compare (146) and (147)).

In addition to elicit: informs we may encounter elicit: repeats ((139), (141)) and an elicit: clarify (143) as well. The frequency of the former subclass is, nevertheless, much higher than the frequency of the latter ones. Regarding their form, both elicit: repeats subsume the words 'once again'.

Discussion about free time ((152) to (178))

The topic is completely changed at this moment and the attention is turned from practice of grammar to the speaking activity based on the students' discussion about the way of spending their free time. The stage is started by short time left to the students to think individually about and write down first five words which come into their mind when they hear the word 'sport'. Afterwards, their words are compared and contrasted with the words suggested by their classmates and the frequency of these words is counted by the teacher. This way of starting a discussion seems to be successful since the students' responses are really fast and enthusiastic.

The stage of the students' thinking about their words is dominated by directives: mandatives: instructions, the following stage of discussion consists of elicits: informs, informatives: assessments: assessments, two elicits: confirms ((158), (166)) and an elicit: repeat (177). The classification of the utterance in (175) is worth mentioning. Using the pronoun 'we', the teacher speaks as if the request concerned her as well but, in fact, it does not. Therefore, we classify this initiation as a requestive: invitation (the students are asked

not to put up their hands; however, it depends on them whether they continue in putting up their hands or not) in the form of proposal.

The assessments are used by the teacher to count the number of the students who have come up with the same word. In another context, the utterances like these would probably be classified as informative: reports, giving an account of the state of affairs. In this case, nevertheless, it is more evaluation of the state of affairs than just its account, with the evaluative element conveyed by numerals ((159), (163), (167), (170), (173), (161)).

Listening ((179) to (188))

The topic introduced in the previous discussion is the primary topic of the listening activity as well. The basic instructions before the listening itself are given in the form of directives: mandatives: instructions. The second (180), the third (181), and the fifth (183) ones, using the structure 'Let us do X' are instructions in the form of proposal. Moreover, this last stage of the lesson also consists of a few elicit: informs and an elicit: confirm (185) and is finished by an informative: report, giving the students information about the next lesson.

7.2.2 Methodological analysis

Grouping the students

Regarding grouping of the students, most of the lesson was conducted with the whole class together with a rather heterogeneous structure of initiations. However, the whole-class teaching was interrupted three times: twice it was substituted by pairwork, once by the students' work on their own.

The first pairwork started shortly after the beginning of the lesson (initiations (14) to (32)). From the following survey of initiations used at this stage we can see their rather heterogeneous composition: 8 directives: mandatives: instructions, 3 informatives: reports, 3 elicits: confirms, 2 elicits: informs, a requestive: invitation and an informative: assessing: assessment. It may be quite surprising that during a relatively short activity all the subclasses of initiations (8 directives, 5 elicitation, 4 informatives, and 1 requestive) were used.

To the second pairwork, which took place in about the middle of the lesson and took even less time, only three teacher's initiations were devoted (initiations (130) to (132)). The first and the last utterances can be classified as directives: mandatives: instructions, describing the students what they are expected to do during their pairwork. The main purpose of the first one was to divide all the students into pairs or groups (130), whereas the main purpose of the last one was to finish the activity and move on to its summary. In addition to these instructions, an elicit: inform appeared in the middle of pairwork, finding out whether the students would appreciate the light to be switched on. During the students' work, the teacher came around the class to listen to their work, but on purpose she did not comment on it.

Apart from the pairwork and whole-class work, the students were also given two minutes to work individually (initiations (153) to (155)). What they were supposed to do was explained by means of two directives: mandatives: instructions, whereas who has already finished was found out by means of an elicit: inform.

Language skills

In terms of four basic language skills, all of them were used in various combinations during the whole lesson. In most of the activities, the students either listened to the teacher and spoke in response to her elicitation, or read some exercises from their textbooks or workbooks and spoke about them. However, we can find a few stages of the lesson, in which one of the language skills (mostly the productive skill of speaking) unambiguously dominated.

Firstly, we can focus on the speaking activity to be found in utterances (14) to (42). This activity is started by the teacher's instruction about the pairwork to be performed. Afterwards, there are a few comments on the way the students work in their pairs or groups and on the time left till the end of this work. Then the whole class is going to discuss those words which turned out to be a problem for the students to describe or say their correct forms. In terms of the initiations uttered from the beginning to the end of this stage, the first part was dominated by mandatives: instructions mostly used to give the instructions about the tasks to be performed, whereas the second part of the lesson was dominated by elicit: informs, eliciting information from the students concerning the newly-created words.

Another stage of the lesson, developing the students' speaking skill, can be found in utterances (152) to (178). The topic of the following activity was introduced by short students' thinking about the first five words which came into their mind when the word 'sport' was mentioned. The students' short writing time is commented on by the teacher's directives: mandatives: instructions, the following finding out of the suggested words is dominated by elicitations: elicits: informs. Counting up the number of the students who have come up with the same words the teacher's most frequent initiations were informative: assessing: assessments.

The lesson was finished by the dominance of the receptive skill of listening. Developing the topic introduced at the previous stage, the students were asked to listen to people's speeches about sport and decide which of the five speakers is saying what (utterances (179) to (188)). The listening activity is started by three directives: mandatives: instructions and follows with elicitations: elicits: informs.

To conclude, it is worth noticing that all of the activities mentioned above have the same or at least very similar structure and sequence of the initiations uttered by the teacher, starting with directives: mandatives: instructions, which precede the activity and provide the information necessary for the activity to be carried on, and going on with elicitation: elicit: informs, aiming at the outcomes of the activity, possible problems and their solutions, questionable issues and their discussion.

Instructional sequences

In the final part of our methodological analysis, let us focus on Woodward's most common instructional sequences: *Test, teach, test'*, *Pre-, in-, post- stages* for receptive skills; *Presentation, practice, production'*, and *Task-based learning*. The first two sequences can be found in the analysed lesson and will be examined in the following paragraphs.

Pre-, in-, post- stages for receptive skills

Let us start with receptive skills and their stages. As we have already mentioned in the previous paragraphs, there was a listening part of the lesson at its very end, consisting of a pre-stage (utterances (152) to (178)) and an in-stage ((179) - (188)). There was not enough time to finish this listening activity by its post-stage but, as the teacher pointed out in her last initiation (188), it is very likely to be carried out in the next lesson.

The pre-stage was started by the students working on their own and thinking about the words which come into their mind in association with sport. Afterwards, these words are elicited and counted on by the teacher in front of the whole class. Each student is invited to say the first word which comes into his/her mind and raises his/her hand if they have the same word as other students. Both phases of this activity are dominated by two different kind of initiations: in the former one, elicitation: elicits: informs and directives: mandates: instructions prevail, whereas in the latter one, elicitation: elicits: informs and informatives: assessments: assessments prevail.

The in-stage involved listening itself and the task of connecting a speech with a particular speaker. Considering the kind of initiations, it turned out to be more heterogeneous than the preceding pre-stage since it subsumed all four classes of elicitation (4 elicits: informs, 1 elicit: confirm), requestives (1 proposal), directives (2 mandates: instructions), and informatives (1 report).

Test, teach, test

Having attempted to analyse the stages of receptive skills, let us turn our attention to other instructional sequences. Concentrating on the utterances (14) to (151) which covered almost all the lesson, the sequence *Test - teach - test* can be applied. All the stages have the issue of forming words by adding a prefix in common.

The first test-stage can be divided into two various phases, the students' pairwork and the whole-class discussion. The first one ((14) to (32)) mainly consists of the teacher's directive: mandative instructions the function of which is to instruct the students about the way they are going to revise their knowledge of forming words. Other classes of initiations appear as well; however, they are not as frequent as the instructions are. The other phase ((33) to (42)) is dominated by elicitation: elicit: informs the function of which is to elicit the students suggestions and ideas.

The second teach-stage ((43) to (125)) is based on checking the students' homework; however, the students rather provide their proposals than to say the correct answers. These proposals or suggestions are discussed and commented on by the teacher which serves as the presentation of the grammar issues of forming words. Finally, the list of the most

important words is written on the blackboard and copied by the students in their exercisebooks. The online dictionary is used to provide support if necessary.

Considering the high number of initiations at this stage, their kind, sequence and frequency, it is not easy to formulate any tendencies, rules or regularities. In terms of their kind, most of them belong to the following classes: elicitation: elicit: inform, informative: report, informative: assessment: assessing, and directive: mandative: instruction. In terms of their sequence, the elicits: informs are often followed either by informatives: reports, or by informatives: assessments: assessings. The fourth subclass, directive: mandative: instruction, tend to appear randomly when a word deserves more attention or needs to be described or explained in detail. The detailed discussion of these utterances, elicitations and mandatives: instructions above all, can be found in the analysis called "revision of homework" which subsumed the same utterances (43) - (125) as this teach-stage.

The utterances of the second test-stage have already been discussed as well in the part "grammar practice" which subsumed the utterances (126) to (151). The activity was based on an exercise in the students' workbooks, which was done by the students in pairs at first and then checked and commented on by the teacher. The pairwork is explained by a few instructions given in the form of directives: mandatives: instructions and followed by the discussion dominated by elicits: informs. The initiations of the first class, directives: mandatives: instructions, are expressed in various ways, from needs and wants statements (126), imperatives (126), to interrogatives ((127), (144)). The sequence of initiations concerning the subject matter is interrupted by an initiation associated with the conditions in the classroom (131), in which the teacher finds out whether she should switch on. Focusing on elicitations, most of the elicits: informs are very short, consisting of a few words only, sometimes involving a student's name to call a particular student, other times anybody in class can answer. In addition to elicits: informs other subclasses may be identified: elicit: repeats ((139), (141)) and an elicit: clarify (143).

7.2.3 Conclusion

This lesson consisted of the highest number of initiations in comparison to the other examined lessons. The high number of initiations can be explained by the high level of the students' English and their age (they were **17** or **18** years old) so that the teacher can speak

at quite a fast pace and have rather high demands on her students.

The most frequent subclasses of initiations uttered by this teacher were elicits: informs and directives: mandates: instructions. Regarding politeness strategy, a few directives: mandates: instructions were used in a form typical of another subclass, mainly in the form of invitation (130), proposal ((43), (57), (92) (101), (180)), or request for action (91). Among the subclass of requestives, (175) is an example of an invitation presented in the form of proposal. A few initiations were devoted not to the subject matter, but to the organizational matter at the beginning and at the end of the lesson, the conditions in the classroom (switching on the light), etc.

The amount of information elicited by the teacher in the form of 95 (!) elicitations: elicit: informs was really impressive; moreover, they were very frequent during all the stages of the lesson when compared with other frequent initiations which were characteristic of particular stages (for example, most of all 31 teacher's directives: mandates: instructions correlated with the students' pairwork ((14) - (16), (19)-(20), (28)-(29), (31), (130), (132)) work on their own ((153), (154)) or instructions concerning the following whole-class activity (40), (43), (59), (91), (92), (101), (114), (125), (126), (129), ...).

Considering other classes of initiations which turned out to be frequent at a particular stage of the lesson, we should mention informative: assessment: assessings which appeared a few times during the "revision of homework" stage ((43) - (125)), especially in the middle of this stage ((68)-(88)), and were quite common in the "discussion" stage ((152) - (178)), especially when the teacher counted the number of the students' identical responses.

Turning our attention to the methodological summary, we can say that in terms of grouping of the students, pairwork was slightly dominated by directives: mandates: instructions and elicitations: elicits: informs; however, a couple of other initiations appeared as well. Regarding four basic skills, two of them, speaking and listening, were given more time and attention during the lesson. Both activities have had either the same or at least a very similar structure and sequence of the teacher's initiations, starting with directives: mandates: instructions, and going on with elicitations: elicit: informs.

Examining Woodward's common instructional sequences, the pre-, in-, post- stages for

receptive skills and the test, teach, test sequence were identified. In the former sequence, the pre-stage was dominated by three different kinds of initiations: elicitation: elicit: informs, directives: mandatives: instructions and informatives: assessings: assessments. The in-stage of listening turned out to be more heterogeneous, subsuming instances of all four classes of elicitation, requestives, directives, and informatives.

In the test, teach, test sequence, prevailing kind of the first test-stage initiations were directive: mandative instructions and elicitation: elicit: informs. The second teach-stage ((43) to (125)) was more heterogeneous than the first one, involving elicitation: elicit: informs, informatives: reports, informatives: assessments: assessings, and directives: mandatives: instructions. In terms of their sequence, the elicit: informs were often followed either by informatives: reports, or by informatives: assessments: assessings. The utterances of the third test-stage were classified mainly as directives: mandatives: instructions and elicitation: elicit: informs. To sum it up, at all the stages directives and elicitation prevailed.

7.3 Lesson number 3

This lesson was recorded at the secondary school in Kladno, in the class of 13 students at a lower-intermediate level. These students are between 13 or 14 years old and are in the third year of their secondary school study. Their primary studying material is the Headway textbook for lower-intermediate students and its workbook.

For our analysis, it is important to mention that the teacher uses mostly English; however, some of her initiations were uttered in Czech. As she explained to me after the lesson, sometimes she finds it more effective in terms of time to speak in Czech for a moment to be sure that all the students understand properly what they are supposed to do.

7.3.1 Linguistic analysis

	Teacher's initiations		Type of initiation	Subclass of initiation
1	Ok, I will find it out and we will discuss it later.	Amb.	I/R	Report/ Offer
2	And now, open your books, please.		D	Mandative - Instruction
3	And you are welcome... You are all welcome to come to me and you can look up anything for you.		R	Invitation
4	If you would prefer some simpler books, you can choose from the level two or one or what you would like, or the better of you can choose something more difficult.		R	Invitation
5	Ok, we can come back to our books now.		R	Proposal
6	So what was your suggestion?		E	E: inform

7	Ok, why would you like to read Jumanji?		E	E: inform
8	Tell me why. Tell me any suggestion and tell me why. I'd like to read, for example. I'd like to read and why.		D	Mandative - Instruction
9	Peter, what is your suggestion?		E	E: inform
10	So you have to persuade the other class.		D	Advisive- Advice
11	Ok, any suggestions? Any other suggestions? Who would like to read this and why?		E	E: inform
12	Quickly look at your favourite book. And sit down. Who has your favourite, sit down.		D	Mandative - Instruction
13	Any other suggestions? So, Jumanji. And anything else?		E	E: inform
14	How can you say it and use the whole sentence, Karolina?	Amb.	E	E: clarify
15	Ssh, in English.	Amb.	D	Mandative - Instruction
16	And why?		E	E: clarify
17	So it is the reason for you, Caroline, to read this?		E	E: confirm
18	Any other suggestions, Roman?		E	E: inform
19	And why? What is the reason, you would like to read it?		E	E: inform
20	Present perfect?	Amb.	E	E: clarify
21	I have seen ...		E	E: inform

22	And did you like it?		E	E: inform
23	Ok, anything else? Would you like to read anything else?		E	E: inform
24	Anička, I think... I think ...	Amb.	E	E: clarify
25	You have the braces, so it is difficult to pronounce. She has braces so it is hard to get it out.		I	Report
26	Ondra, what would you like to read? Ondra, what would you like to read?		E	E: inform
27	It is Pierce Brosman movie. It is about a volcano expert. It is going to be exciting, really.		I	Assessment- Assessing
28	Ssh, listen to Denise.		D	Mandative- Instruction
29	Ok, anything else?	Amb.	E	E: inform
30	We are going to vote after that. Any other suggestions?		E	E: inform
31	Let's vote. Let's vote.	Amb.	D/R	Mandative- Instruction/ Proposal
32	You can choose ... you have to choose now.		D	Mandative - Instruction
33	Who votes for Jumanji? Who votes for Jumanji?		E	E: inform
34	Who votes for Simple suspense?		E	E: inform
35	Just one. One, two, three, four.		I	Assessment- Assessing

36	Who votes for Pirates?		E	E: inform
37	Two different votes, please.	Amb.	D	Mandative - Instruction
38	Who is for Pirates?		E	E: inform
39	Five people for Pirates.		I	Assessment- Assessing
40	And Dundy speak?		E	E: inform
41	It does not matter so much. It is the same as sekunda A chose.		I	Assessment- Assessing
42	I will give you this paper, sign your name here.		D	Mandative - Instruction
43	Sign your name here. Simple suspense.		D	Mandative - Instruction
44	(A girl enters the classroom) Good morning.		I	Expressive
45	We have just voted.		I	Report
46	And who wants anything you can come into my room later.		R	Invitation
47	And now back to our book. Page 17, no 16. Page 16. Page 16, let's do the questions here, just orally. Boys, page 16.	Amb.	D/R	Mandative - Instruction/ Proposal
48	Page 16, the questions here. Peter?	Amb.	D	Mandative - Instruction
49	Where does he come from?		E	E: inform

50	Luboš, the next question? Has he got...?	Amb.	D	Mandative - Instruction
51	What is the difference between 'Does she have' and 'Has he got'?		E	E: inform
52	Andy, do you remember, 'Does she have' and 'Has he got'? Can we say 'Does she have children' and 'Has he got children'?		E	E: inform
53	What about How many?		E	E: inform
54	Peter, the next question?	Amb.	D	Mandative - Instruction
55	What is occupation?		E	E: inform
56	Honza, next one?	Amb.	D	Mandative - Instruction
57	Michal, next one.	Amb.	D	Mandative - Instruction
58	When we speak about a present activity, what is it?		E	E: inform
59	What is a present activity?		E	E: inform
60	Present continuous?	Amb.	E	E: confirm
61	Anička?	Amb.	E	E: inform
62	Now, please, make pairs quickly. Lucy, come here to Michael, please.		D	Mandative - Instruction
63	Let's tick the correct sentence. Let's tick the correct sentence.	Amb.	D/R	Mandative - Instruction/ Proposal

64	And find out what is wrong with the other.		D	Mandative - Instruction
65	Are you ready?	Amb.	E	E: confirm
66	So let's do it together. Who can start? Denisa, could you start?	Amb.	R	Request for action
67	And why is the first one false?		E	E: inform
68	Peter, the next one, number two.	Amb.	D	Mandative - Instruction
69	Luboš?	Amb.	D	Mandative - Instruction
70	Why is it false?		E	E: inform
71	What does it mean: I come from Germany?		E	E: inform
72	Ondra, could you do number four?		D	Mandative - Instruction
73	Why is the second one not correct?		E	E: inform
74	Peter, the next one.	Amb.	D	Mandative - Instruction
75	Lucy, could you do six?		D	Mandative - Instruction
76	The next one, Marcela.	Amb.	D	Mandative - Instruction
77	Boys, you are really disturbing me.		D	Advisive - Warning

78	Now let's come to the vocabulary.	Amb.	D/R	Mandative - Instruction/ Proposal
79	What is daily life?		E	E: inform
80	So match the verbs and nouns. Quickly. Match the verbs with nouns.		D	Mandative - Instruction
81	Are you ready, Peter?	Amb.	E	E: confirm
82	Really? All 16 pairs?		E	E: confirm
83	Are you ready as well?	Amb.	E	E: confirm
84	So let's check your answers.	Amb.	D/R	Mandative - Instruction/ Proposal
85	Ondra, could you read the first box?	Amb.	D/R	Mandative: instruction/ R for action
86	You can choose. (Boys kept on disturbing. To punish them, the teacher gives them an extra homework which they can choose from various texts.)		R	Invitation
87	Ok, so boys. This is the old wisdom of Indians.		I	Assessment- Assessing
88	Ondra, could you read it once more?	Amb.	D/R	Mandative: instruction/ R for action
89	Be careful.		D	Mandative - Instruction
90	Next, Kika, could you do the next one?	Amb.	D/R	Mandative: instruction/ R for action
91	Make, for example make breakfast.		I	Report

92	Lucy, the third one.	Amb.	D/R	Mandative: instruction/ R for action
93	What id the difference between, Honzo, have posters on the wall, a put posters to the wall?		E	E: inform
94	And now I am going to test you memory. Have the last look at these words. And I want you to remember all these things.		D	Mandative - Instruction
95	Ondra, how do you say snídat?		E	E: inform
96	Luboši, umývat nádobí?		E	E: inform
97	Caroline, líčit se?		E	E: inform
98	Jít na záchod, Luboši? Jít na záchod?		E	E: inform
99	Peter, uklidit nepořádek?		E	E: inform
100	Nepořádný?		E	E: inform
101	Lucy, odpočívat na pohovce?		E	E: inform
102	A sprchovat se, Anča?		E	E: inform
103	Now the last thing we are going to do. Match the activities into the correct room. Where you put on your make-up.		D	Mandative - Instruction
104	There are more possible solutions.		I	Report
105	So what is your homework? You have a lot of days. Page 12 in workbook, there are three exercises		I	Report
106	That is very easy.		1	Assessment- Assessing

107	Ok, and now let's move to your activities.	Amb.	D/R	Mandative: instruction/ Proposal
108	Peter, what can you do in the kitchen? (the bell is ringing)		E	E: inform

Let us examine the initiations involved in the preceding table, both from the linguistic and methodological points of view. The very beginning and the very end of the lesson are worth mentioning. The lesson is not started by the teacher's greeting or organizational phrases like "Site down" or "Who is absent?" which seem to be typical of lessons beginnings. In this case, when the bell is ringing the teacher finishes the discussion started during the break (informative: report in (1)) and immediately turns attention to the students' textbooks (directive: mandative: instruction in (2)). The end of the lesson is determined by the bell ringing again when the current activity has to be finished in the middle, but it is not commented on in any way.

Discussion about books that the students would like to read (utterances (3) to (46))

The teacher starts the conversation with her students already before the lesson officially starts by discussing books they would like to read. When the bell is ringing, the teacher attempts to start the lesson by turning the students' attention to their textbooks (2); however, in response to the students' wishes to discuss the choice of books, the teacher allows them to speak about their favourite books for some time.

Basically, the students are supposed to choose one of a few books offered by the teacher which is going to be read both in classroom and at home and afterwards discussed with the teacher. The students will have an opportunity to practise both intensive and extensive reading. Therefore, the students face the necessity to agree on one book the majority of the students would prefer. The teacher gives the students an opportunity to express their suggestions and to try to persuade the rest of the classmates to choose the book which a particular student prefers (utterances (5) to (30)).

This stage is started by two requestive: invitations ((3)) and (4)) followed by a requestive: proposal (5), all of them being rather uncommon initiations in classroom discourse. In terms of frequency, the most common subclasses of initiations are elicitation: elicit:

informs, in addition, we can identify a few instances of directives: mandates: instructions and elicitations: elicits: clarifies.

Regarding the subclass of elicitations, we can observe various forms: an interrogative as the common realization of this class ((6), (7)...), but also an uncompleted declarative which is supposed to be completed by the students (21). A special example of an elicitation can be found in the utterance in (24) the purpose of which is to make a student repeat a word with the correct pronunciation ("I think ... I think" where the first consonant is stressed to be repeated by a student). As explained in the methodology chapter, this kind of initiation is considered as ambiguous and classified as an elicit: clarify. In (14), one more questionable example of the subclass of elicit: clarify can be found ("How can you say it and use the whole sentence ...") which is also likely to be classroom-specific since its function is to make an addressee respond in a whole sentence and not to use single words.

Considering the class of directives, they are classified either as mandates: instructions, realized in the form of imperative ("Tell me why..." in (8), "look at your favourite book and sit down" in (12), and "listen to Denise" in (28)), or as an advise: advice, with the desirable consequence only implied (10).

In all of the classes, we can observe a few cases of repetition, eliciting either the repetition of the whole sentence (26), or the repetition of its part ((8), (11), (23)), or eliciting the same meaning but in different words (compare "And why? What is the reason...?" in (19) or "You have the braces, so it is difficult to pronounce. She has braces so it is hard to get it out" in (25)).

The students' suggestions and arguments for their choice are followed by the process of voting organized by the teacher to determine the book to be read by the whole class (utterances (31) to (46).) At this stage, a few instances of informatives occur, for example assessment: assessings ((35), (39)), the function of which is to count up the number of the students voting for a particular book. In addition to those informatives, a few instances of other three classes of elicitations, requestives, and directives can be identified.

The sequence of initiations concerning the process of voting is interrupted by a female student entering the class about 10 minutes after its beginning. The utterance (44),

commonly referred to as 'greeting', is an example of an informative: expressive which expresses goodwill and is responded to by the student's goodwill ("Good morning."). Taking the whole stage into account, it is interesting to mention that it is both started and finished by the same subclass, requestive: invitation, which is not very common in classroom discourse.

The first two textbook exercises (utterances (47) to (77))

At the very beginning of this stage, the teacher's attention is turned to a group of boys who do not pay attention and speak in Czech. In the request for action in (47), the only word "boys" is targeted at the boys; however, from the teacher's tone it is obvious that she wants them to be quiet. At the very end of the stage, the same happens again. This time, the boys disturbing the teacher are warned that if they do not stop disturbing the teacher they will be punished in some way (77); however, this consequence is only implied. The teacher does not have to be explicit, since she relies on the fact that the boys can deduce from their own experience that, being warned for the second time, they should stop disturbing, otherwise they will be punished. Nevertheless, the boys keep on not paying attention and talking aloud and finally are really punished by being given extra homework: in the requestive: invitation in (86), they are invited to choose one of the texts offered by the teacher to be translated into Czech, in the informative: assessing: assessment in (87), they are given some more information about these texts.

At this stage, the reasons for the classification of some of the utterances need to be explained. The utterance "Page 16, the questions here. Peter?" in (48) is an example of an ambiguous initiation involving a name of a student and a few other words which may be classified in different ways depending on the co-text. There are more similar initiations ((50), (54), (56) ...) which have been ultimately classified as directives: mandatives: instructions; however, their classification depends on the context as well. The reasons supporting our classification may be found in the methodology chapter.

Moreover, we have come across another utterance which has been mentioned in the methodology chapter as an ambiguous one. The utterance (66), finished by "...Denisa, could you start?" is responded to by a student's non-compliance. Therefore, it is labelled as a requestive: request for action.

To conclude the classification of this stage, directives: mandates: instructions and elicitation: elicit: informs should be mentioned as the most frequent ones. In both of these classes, similar to the previous stage, repetitions of the teacher's initiations appear a few times, in which either the whole sentence is repeated (63), or only some of their parts (compare (51) and (52)). In terms of the utterances concerning the students' pairwork (initiations (62) to (64)), all of them are classified as directives: mandates: instructions.

The third textbook exercise (utterances (78) to (93))

The first two types of exercises examined above are aimed at practising grammar and are commonly referred to as 'gap-filling' (the students were supposed to complete the sentences whose beginnings they could find in their textbooks) and ticking the correct sentences. The purpose of the third exercise, which is going to be discussed now, is to revise vocabulary concerning daily life, the topic already introduced to the students in previous lessons.

All of these exercises mainly consist of the same subclasses of directives: mandates: instructions and elicitation: elicit: informs. Some of them are targeted at particular students by calling his/her name, whereas the others can be responded to by anybody. However, this stage is a little bit more heterogeneous in comparison to the previous one. In addition to directives: mandates: instructions and elicitation: elicit: informs, other subclasses such as elicitation: elicit: confirms, an elicitation: elicit: repeat or an informative: report occur. The grammar structure 'Let us do X', reminding us of a requestive: proposal, can be identified in a few directives: mandates: instructions ((78), (84)). The other directives: mandates: instructions are realized in the form of imperatives ((80), (89)), or, for politeness reasons, in the form typical of requestives: requests for action ('Can you do X?' in (85), (88), (90)).

The sequence of initiations relating to the textbook exercise is interrupted by two initiations ((86) and (87)) whose function is to give extra homework to a group of male students to punish them for bad behaviour. The task itself is already known to the students so that no detailed instructions need to be given. Being polite, the teacher uses the form of a requestive: invitation (86), giving the students the option to choose the text they will translate at home. In response to the boys' critical comments, she explains to them that the texts to be translated are not ordinary ones but they involve old Indian wisdoms (87).

Finally, considering this stage as a whole, we can observe a few instances of repetitions again, either between different initiations ((81) and (83), (85) and (88)) or within one initiation (80).

Test of memory (initiations (94) to (102))

The textbook exercise is followed by an activity testing the students' memory which is based on revising the words, that the students came across in the preceding exercise, and using these words in practice. The stage is started by a directive: mandative: instruction, informing the students about what they are expected to do. In this initiation, the instruction is realised in the form of imperative and needs and wants statement. The rest of the initiations at this stage belong to the elicitation: elicit: inform subclass and except for (100), each of them involves the name of a student to respond. All of these informs have the form of interrogative; however, only in the first one the complete sentence is expressed (95), whereas in the following ones only the Czech expressions to be translated together with the name of a student are uttered. Finally, similar to the previous stages, a repetition occurs (98).

The last exercise and homework (initiations (103) to (108))

The final stage of the lesson is based on the textbook exercise again (the 'matching' type of exercise this time). The students are asked to match the activities they have already discussed with rooms in which these activities can be carried out. The instructional part of the activity subsumes a directive: mandative: instruction (103) and an informative: report (104), giving more details about the task, while the checking part subsumes a directive: mandative: instruction (107) and an elicitation: elicit: inform (108). This sequence is interrupted by the informatives (105) and (107) used to set the homework and assess its difficulty.

7.3.2 Methodological analysis

Grouping the students

In terms of grouping the students, almost all the time of the lesson was devoted to the whole-class way of teaching. Except for one exercise, the students performed all the activities and answered all the questions in front of the whole class, being guided, listened to and checked by the teacher. The only exercise could be discussed in pairs before being

checked in front of the whole class (utterances (62) to (65)). The instructions related to this exercise were realized in the form of directives: mandatives: instructions and the students' readiness to start presenting their answers was found out by an elicit: confirm (65). This kind of initiation and its classification have been already discussed in previous analyses and the conclusion has been reached that the utterance "Are you ready?", resembling us the elicit: inform subclass, is; however, classified as the elicit: confirm subclass. The teacher wants to confirm his assumption that all the students are ready rather than invite the students to supply the information whether they are ready or not.

Language skills

Strictly speaking, there was no stage of the lesson which would be solely aimed to practice and develop one of four basic language skills. In fact, the students had to use all of these skills, to be specific, they read the instructions in their textbooks, listened to the speeches given by the teacher and their classmates, wrote some words or sentences either in their textbooks or exercisebooks, and spoke when they were asked to or when they wanted to express their opinions. Overall, when we compare the amount of time devoted to each of these activities it was speaking which turned out to be more frequent.

The first speaking stage (initiations (3) to (46)) of the lesson was not based on some exercise but it was a real-life discussion the purpose of which was to determine the book to be read in the following lessons. The composition of the teacher's initiations was heterogeneous, consisting of all four classes of elicitation, requestives, directives, and informatives. Firstly, we have identified several instances of the most common subclasses of classroom discourse such as directives: mandatives: instructions and elicitation: elicits: informs, secondly, a few instances of quite common subclasses such as elicits: clarifies, elicits: confirms or informatives: reports, and thirdly, a few instances of the subclasses uncommon in classroom discourse, for example requests: invitations ((3), (4)), advisives: advice (10), or an informative: expressive (44).

The second stage devoted to speaking turns the students' attentions from the free discussion about their favourite book to more controlled exercises in their textbooks (47-61) in which the students are asked to complete the questions by practising the present simple and present continuous tenses. Except for one elicit: confirm (60), all of the teacher's initiations belong only to two subclasses: elicitation: elicit: informs, and

mandative: directive: instructions.

This exercise is followed by speaking in pairs (initiations (62) to (65)) in which the students are expected to decide on and tick the correct sentences. Only four initiations relate to this task, three mandatives: instructions are followed by an elicit: confirm, the function of which is to find out the students' readiness to present their answers. Checking of answers is dominated by one subclass, directives: mandatives: instructions. Some of them have the form of imperative (68), (74), (76)) but the verb is often missing and the sentence consists of the name of a student and a numeral or a pronoun determining which sentence the student is expected to answer (" Peter, the next one" in (68) is a typical example). The others are realized in the form of interrogative with the structure 'Could you do X?' ((72), (75)) which is typical of requestive: requests for action. However, the expected students' compliance supports its classification as directives. Similarly to the imperatives discussed above, they involve the name of a student and the number of a question to be answered.

The last stage of the lesson aimed at practising the speaking skill (utterances (78) to (108)) concerns the topic 'daily life' and the activities and places connected with it. Firstly, the students are asked to match the appropriate verbs and nouns; this activity is followed by the teacher's questions testing whether the students remember and are able to use the words from their textbooks, and finally, the stage is concluded by the last matching exercise, the purpose of which is to match the activities and the places where these activities can be carried out. While checking these exercises, the most frequent kind of initiation is a directive: mandative: instruction whereas in testing the students' memory, elicitation: elicit: informs dominate.

Instructional sequences

Turning our attention to instructional sequences, it is difficult to find any of the instructional sequences suggested by Tessa Woodward in the course of this lesson. About a third of the lesson was devoted to the discussion during which speaking was the dominant activity. The second third of the lesson was devoted to practising grammar; however, there was neither a 'presentation' stage since it had already taken place during the previous lessons, nor a 'produce' stage in which the students would have an opportunity to use all and any language they have learned in a free way. In other words, all of the speaking

activities can be seen as 'practice' stages.

Trying to apply the 'test, teach, test' model, the situation is very similar to the previous one. There occurred several test stages during the lesson in which the students' abilities to use the correct grammar structures and the appropriate vocabulary were tested, there was; however, no 'teach' stage in which the teacher would explain some new grammar or vocabulary items which would not have been taught yet.

As a result, the only Woodward's instructional sequence which could be applied to this lesson was 'task-based learning': at the beginning of the lesson, the students were presented with a problem they had to solve - they had to agree on the book to be read by all of them. They offered their suggestions and attempted to argue for their books although sometimes they had difficulty expressing themselves and finding the right English words. However, they focused more on their ideas they wanted to express than on grammar itself, which helped to overcome their fear of making mistakes and embarrassing themselves in front of the whole class and encouraged them to speak freely.

Although labelled as the 'task-based learning' there was a crucial difference from this sequence: not only when the problem was solved, but already during looking for the solution the teacher discussed the language, offered advice and made corrections and adjustments ((8), (14), (20), (24)). Except for the first of these utterances which is classified as a directive: mandative: instruction, the other initiations belong to the subclass of elicitation: elicit: clarifies whose function is to elicit a student to make his/her answer clearer. More details about their classification can be found in the methodology chapter.

Moreover, what was unusual about this stage was the fact that it was more initiated by the students than the teacher herself. As we can observe in her initiation at the beginning of the lesson (2), she did not plan to discuss this issue but wanted to start an exercise in the textbook. However, being asked about the book to be read, the teacher met the students' wishes and launched the discussion about books.

7.3.3 Conclusion

To sum this analysis up, we may come to the conclusion that it differs from two previous

ones in various aspects. Firstly, even the beginning and the end of the lesson unfolded in a non-standard way. At the beginning, the teacher wishes to start with the textbook exercise, she is, however, persuaded by the students to start the discussion and the process of voting about their books they would like to read. The lesson is finished by the bell ringing in the middle of an activity. Therefore, this activity remains unfinished and the students are not informed whether it will be continued in the next lesson.

What is also unusual about this lesson is the fact that its first third is devoted to the discussion about the book, allowing the students to use all and any language they know to express their preferences. Not until this discussion is finished, the students' decision made and the favourite book agreed on, attention is turned to the subject matter. In terms of the kind of initiations, all of the classes are used by the teacher.

The rest of the lesson is spent doing textbook exercises. The students are usually given a short time to prepare their answers which are afterwards checked, commented on and corrected by the teacher. Only once, the students are encouraged to discuss their answers in pairs, for the rest of the time the whole class-teaching is preferred. On the other hand, they were allowed to move around the class for some time to refresh their knowledge about the books they would like to read which has brought some fresh air into the atmosphere, let them have a rest for a moment and hence improve their concentration on the following activities.

The sequence of initiations relating to these exercises is interrupted a few times. Firstly, it is a girl's entrance into the classroom which is commented on by the teacher, using the kind of initiation (informative: expressive) which is very rare in classroom discourse. Secondly, there are the boys keeping on disturbing the teacher who need to be calmed down and therefore are given some extra homework.

In general, most of the teacher's initiations were rather short, often consisting of only two or three words. In many instances, the teacher repeated her words, either because some the students did not pay attention, or when she found it useful to repeat her instruction. Taking the kind of all the initiations into consideration, the dominance of elicitations: elicits: informs and directives: mandates: instructions can be observed again; however, many other subclasses occurred as well. From the subclasses of elicitation, three subclasses

occurred: informs, confirms, and clarifies. (It may be quite surprising that there was no instance of an elicit: repeat.) From the subclass of requestives, three invitations, a proposal (5), and a request for action (66) were recorded. (It may be surprising that the most frequent subclass of requestives was invitation.) Considering the class of directives, except for one advisive: advise (10), all the directives belong to the only subclass of mandative: instruction. However, the frequency of this subclass was unusually high. In terms of the last class of informatives, we have identified a few instances of reports, assessment: assessments, and an instance of an uncommon subclass of expressive, referred to as 'greeting'.

From the methodological point of view, except for a few minutes spent working in pairs (when directives: mandatives: instructions dominated), the students were taught as the whole class, with all its advantages and disadvantages and with various kind of initiations. In terms of basic language skills, the prevailing one was speaking which was practised from the beginning to the end of the lesson and was not characterised by dominance of any subclass. Regarding the instructional sequences, it was hard to apply any of Woodward's models. The only one which could be applied in a modified version was the 'task-based learning' model, which subsumed all classes of initiations.

7.4 Lesson number 4

This lesson was taught at the secondary school Plzeňská in Kladno and there were 13 students at the age of 11 or 12. They are in the first year of their lower secondary study and use the textbook *Way to win* for elementary students. However, the teacher is not very satisfied with this textbook, and as a result, she commonly uses her own study materials and handouts to complete what she lacks in the textbook or to make it more transparent and attractive for her students. During this lesson, she also distributed her own handouts to the students.

7.4.1 Linguistic analysis

	Teacher's initiations		Type of initiation	Subclass of initiation
1	Good morning, everybody.		I	Expressive
2	We have a visit today, Miss Veronika. She is going to record our lesson. And she is going to be a teacher. She needs that for her final work. She is going to write about communication between the teacher and her class.		I	Report
3	And now I have gone through your vocabulary dictionary. When I liked it, I put a small star in your dictionary and that means that I have a small one in my book.		I	Report
4	If I did not like it, I did not write anything into your dictionary		I	Report
5	The next time when I collect your dictionaries I will not be so kind. I will be stricter.		D	Advisive - warning
6	Ssh, be quiet.		D	Mandative-instruction
7	That is enough for now.		I	Report
8	And now you can put something more into your exercisebooks. I will give you these handouts. Use scissors, please, and cut it in pairs.		D	Mandative' instruction
9	Boys, when you get a piece of paper like this, it is better to use scissors, it looks like much better. It is really not very nice when you do not cut it by scissors.		D	Advisive - advice
10	I told you that you should bring the scissors, didn't I?		E	E: confirm

11	So ok, are you ready?	Amb.	E	E: inform
12	Take your vocabulary.		D	Mandative- instruction
13	Take your dictionaries and we will put there some more words that you have already known so that you will know it for the next time.		D	Mandative- instruction
14	So you should write the day of the diary.		D	Mandative- instruction
15	You should write the days of the week. Most of you know them so it will be very easy for you.		I	Assessment - assessing
16	It is just like a snap. British say it and it means: je to jako lusknuti prsty. It is just like a snap.		I	Report
17	But if anybody does not know how to spell some ..ehm ...some days you can ask me.		R	Invitation
18	If you do not know how to spell a day, ask me.		D	Mandative- instruction
19	You can say: Can you spell ...? if you want to know how to write it.		D	Advisive - advice
20	Or you can say: I don't know how to write it.		D	Advisive - advice
21	Be careful!		D	Advisive - advice
22	I am sorry I forgot to tell you that British do not start their week by Monday.		I	Expressive
23	You can see the picture of the sun. They start with the 'sun' day, they start by Sunday. We start the week by Monday but they start by Sunday.		I	Report
24	Maybe they start with Sunday because many Americans believe in God. So be careful and start with Sunday.		D	Mandative- instruction
25	Be careful and do not start with Monday.		D	Mandative- instruction
26	What else, what you don't know?		E	E: inform
27	What other day you don't know?		E	E: inform
28	What other day you are not familiar with?		E	E: inform

29	Again, we start with Sunday because British start with Sunday.		I	Report
30	Vasek, could you spell Wednesday?	Amb.	R	R: action
31	Wednesday. When I was younger and tried to remember this word I always told myself the Czech words 've dne'		D	Advisive - advice
32	When you write Wednesday it is much longer than when you say it.		I	Report
33	And now, write please the correct months.		D	Mandative-instruction
34	There is a help in your book.		I	Report
35	Page 24. You have got there the calendar.		I	Report
36	There are also the days.		I	Report
37	You will practise it because you will also write the words into your dictionaries.		I	Report
38	Can you spell August, Honza, please?	Amb.	D/R	Mandative-instruction/ R for ction
39	It is in the book, if you are not sure. Page 24.		I	Report
40	That is strange. Listen. That is strange. Just wait a moment. Because the others are not ready.		D	Mandative-instruction
41	Jana, are you ready?	Amb.	E	E: inform
42	So ok, can you read it for us?	Amb.	D/R	Mandative-instruction/ R for ction
43	How do we pronounce the months? How do we say the months?		E	E: inform
44	Who is ready?	Amb.	E	E: inform
45	Can you read the months in English?	Amb.	D/R	Mandative-instruction/ R for ction
46	Read the months for us, please.		D	Mandative-instruction

47	Don't forget the Christmas month. It would be a shame.		D	Mandative- instruction
48	Which of the months do you like most?		E	E: inform
49	Before all of you finish your writing we can speak for a while ...		I	Report
50	Which month do you like most and why?		E	E: inform
51	Tell me why.		D	Mandative- instruction
52	And yours?		E	E: inform
53	It is better to say: I have my birthday. When you say 'I have a birthday', it means that you have 'nějaké narozeniny'. So you can say: the birthday, or my birthday.		I	Report
54	Just birthday is the reason is why you like month? Just birthday is the reason is why you like month?		E	E: inform
55	And Susan?	Amb.	E	E: inform
56	Why do you like July?		E	E: inform
57	Tell me, Veronika.		D	Mandative- instruction
58	Ok, and why?		E	E: inform
59	Birthday, ok, and why?		E	E: inform
60	Are you ready?	Amb.	E	E: inform
61	And now, try to guess what we are now going to write into the third section.		D	Mandative instruction
62	Vašek?	Amb.	E	E: inform
63	Veronika?	Amb.	E	E: inform
64	The first section will be ...?		E	E: inform
65	I am sorry, it means morning of course.		I	Expressive

66	And how do you say it?	Amb.	E	E: inform
67	You can notice that their morning lasts up to the midday.		I	Report
68	We do not say 'Good morning' so late.		I	Report
69	So morning means not only 'rano', but also 'dopoledne'.		I	Report
70	What is the next one?		E	E: inform
71	Now let's have a look at the next one.	Amb.	D/R	Mandative- instruction/ Proposal
72	We do not say 'AM', but we say ' ej em'. It means before midday. M means midday.		I	Report
73	When you want to say that you walked out with your dog not at two o'clock at night, but at two o'clock in the afternoon, you say PM. Two PM. P like Czech 'po'.		I	Report
74	Again, P like after, in Czech 'po'		I	Report
75	What is going to be the middle one?		E	E: inform
76	Does everybody know how to spell it?	Amb.	E	E: inform
77	Does everybody know how to write afternoon?	Amb.	E	E: inform
78	After is a preposition and it means 'po'.		I	Report
79	Shall I write it?		R	Offer
80	After is 'po' and noon means ...?	Amb.	E	E: inform
81	Noon means 'poledne'.		I	Report
82	Instead of twelve o'clock, you can also write 'noon'		I	Report

83	It is the word that you write in both directions in the same way.		I	Report
84	What comes after afternoon?		E	E: inform
85	Could you spell it, Veronika?	Amb.	D/R	Mandative- instruction/ Proposal
86	And then? Who can help?		E	E: inform
87	You made it together with the last one.	Amb.	I	Assessment - criticism
88	And the last will be ...Venco? What is the last one?		E	E: inform
89	It is interesting that when they speak about afternoon, they always say 'in the afternoon', 'in the evening', but they say 'at night'.		I	Report
90	There is a special case when you can say 'in', but it is better for you to learn 'at'.		I	Report
91	We will do some competitions so that you learn all of these words.		I	Report
92	Now we can practise and find out how you can do it.		I	Report
93	Match please ... match means pospojajte ... the correct time with the correct clock.		D	Mandative- instruction
94	Who is not sure you can use a pencil so that you can erase it.		R	Invitation
95	I have sent to you some exercises on the internet so you can exercise it. The learning programme. There are various exercises about time.		I	Report
96	So do not forget to do it.		D	Mandative- instruction
97	You can find there the functions, the functions, which we have in this lesson. Only the middle part. Only the middle part.		I	Report
98	Who is ready? Jakub?	Amb.	E	E: confirm

99	Will anybody see Anička at the weekend? Because she also needs to practise it.		E	E: inform
100	So, let's check the answers. Can we start? We are going to read the time from the beginning.	Amb.	D/R	Mandative-instruction/ Proposal
101	Tell me the first time. Ladislav.		D	Mandative-instruction
102	Jirka, the next one.	Amb.	D	Mandative-instruction
103	Say 'half, like a long 'haf, when a Czech dog speaks.		D	Mandative-instruction
104	Honza, the next one.	Amb.	D	Mandative-instruction
105	The first one was two o'clock, the second one halfpast four.		I	Report
106	We can wait for a moment. And I am going to give you homework.		I	Report
107	Be careful, there are two hands, not only one. And the second one moves as well so be careful about it.		D	Advisive - advice
108	So this is your homework for the next lesson.		I	Report
109	Try to complete what the time is.		D	Mandative-instruction
110	And in the next week we will write a test on it.		I	Report
111	On Tuesday, we are not going to write anything because the teachers are going to be on a strike.		I	Report
112	Do you know what is 'on strike'?		E	E: inform
113	To the gaps you can write digital time, but you do not have to.		R	Invitation
114	Here you should fill the hands.		D	Mandative-instruction
115	You can use the scissors again, it will look better.		R	Invitation

116	It is going to be your homework.		I	Report
117	So the first time? Honza is ready?	Amb.	E	E: confirm
118	It is better to stick it; otherwise you tell me that you have lost it.		D	Advisive - advice
119	The third clock is ...		E	E: inform
120	Number four, Jirka.	Amb.	E	E: inform
121	Notice if we use an article before 'half and 'quarter'		D	Mandative- instruction
122	Jiřina?	Amb.	E	E: inform
123	Could you say once more?		E	E: repeat
124	Or Johnny, could you help her?	Amb.	R	R: action
125	Number six, the sixth clock is ...		E	E: inform
126	Vařek?	Amb.	E	E: inform
127	And Veronika?	Amb.	E	E: inform
128	Vojta?	Amb.	E	E: inform
129	And the last one, Jirka?	Amb.	E	E: inform
130	That was easy for most of you.		I	Assessment - assessing
131	Take your book. The same principle now, but we will not say halves and quarters, but minutes.		D	Mandative- instruction
132	I hope we have enough time.		I	Assessment - assessing
133	Let's read the second line. Page 23, we are going to read the second line.	Amb.	D/R	Mandative- instruction/ Proposal

134	Vašek, could you start? Could you read the second line?	Amb.	D/R	Mandative- instruction/ R for ction
135	Here. Read the second one.		D	Mandative- instruction
136	Jirka, could you read the second one?	Amb.	D/R	Mandative- instruction/ R for ction
137	Jana?	Amb.	D/R	Mandative- instruction/ R for ction
138	Or we can say...?		E	E: inform
139	Venca?	Amb.	E	E: inform
140	Vojta?	Amb.	E	E: inform
141	Second Vojta?	Amb.	E	E: inform
141	Zuzka?	Amb.	E	E: inform
142	And Vojta?	Amb.	E	E: inform
143	Jakub	Amb.	E	E: inform
144	Denisa?	Amb.	E	E: inform
145	And Mikča?	Amb.	E	E: inform
146	At the end, let's check your homework. Everybody has it?	Amb.	E	E: confirm
147	Let's check the letter B.	Amb.	D/R	Mandative- instruction/ Proposal
148	Ok, we can look at it the next lesson. Page 17. Jirka, could you start?	Amb.	D/R	Mandative- instruction/ R for offer

149	Vašek?	Amb.	D	Mandative-instruction
150	And Nikola?	Amb.	D	Mandative-instruction
151	How do we say 'za dvě minuty dvě'?		E	E: inform
152	And Zuzka, the last one?	Amb.	D	Mandative-instruction
153	We can have a look at number six in the next lesson.		I	Report
154	So have a nice weekend and don't forget about the internet exercises.		D	Mandative-instruction

Revision of dictionaries (utterances (1) to (7))

The lesson was started by the teacher's assessment of the students' dictionaries which she had checked and marked. Firstly, the teacher informs her students about a special visit (2), afterwards, she evaluates the students' dictionaries ((3), (4)). The utterance "I will not be so kind. I will be more strict." in (5) is an example of a directive: mandative: warning in which the action to be taken and the undesirable consequence are only implied by the information given by the teacher. The students are also calmed down by the teacher's directive: mandative: instruction (7).

In terms of the kind of the initiations that occurred during this stage we can identify 2 directives, an advisive and a mandative one, and 4 informatives: 3 informative: reports at the beginning and at the end of the stage and one informative: expressive at the very beginning of the lesson. The latter kind of informative is commonly referred to as 'greeting' which expresses the speaker's goodwill and is typically responded to by a return of goodwill. However, the situation in classroom discourse is slightly different: this initiation can be undoubtedly labelled as greeting; however, the students do not respond and they are, moreover, not expected to do so. In non-classroom conversation it would be rather rude or at least odd not to respond to 'greeting', it is; however, common in classroom interaction.

Handout exercise (utterances (8) to (32))

In the next stage of the lesson, the students are asked to fill in the handouts distributed by the teacher which are targeted at practising days of the week. The subject matter had been already introduced in the previous lesson orally, the students will now practise it both in the written and spoken form. Not until the students cut their handouts and stick them to their exercisebooks, the practise activity can start.

Considering the initiations, the class of directives dominates. Firstly, directives: mandatives: instructions are used at the beginning of the stage to instruct the students what to do with their handouts (8) and in the middle of the stage to explain the task to them ((12), (13), (14)). Secondly, the subclass directive: advisive is much more common than usual: (9), (19), (20), (21) and (31); however, there is a slight difference between these initiations: in (9) and (20) both the action beneficial for the addressee and the desirable consequence are explicitly stated ('When you use scissors it looks much better' and 'When you say 'Can you spell...?' you will know how to write it' respectively). In contrast, in (21) and (31) the action to be carried out is explicitly stated but the desirable consequences of acting accordingly are only implied.

In addition to the most frequent class of directives, we can also observe a few instances of elicitions, requestives, and informatives. Regarding the class of elicitions, there occurred elicit: informs ((11), (26), (27), (28)) and an elicit: confirm (10), realized in the form of an interrogative with a negative polar question tag at the end. The utterance "Are you ready?" in (11), which turns out to be one of the most frequent ones in classroom discourse, is one of those ambiguous initiations discussed in the methodology chapter. This one is classified as an elicit: inform as a result of the teacher's intonation and the students' responses.

In terms of requestives, there have been identified two instances: a requestive: invitation in (17) and a requestive: request for action in (30). The latter initiation is an ambiguous one; however, its structure 'Could you do X?' and a student's non-compliance supports its classification as a requestive. More details can be found in the methodology chapter.

Finally, considering informatives, there are five instances of this class at this stage subsuming all three subclasses: assessment: assessing in (15) used to evaluate the difficulty

of the task to be performed, reports in (16), (23), (29), (32), giving the students more details about the exercise and some additional information which could attract the students' attention and help them to remember the words to be learned, and an expressive in (22), commonly referred to as 'apologizing'. Here we come across a classroom specific fact which has been already pointed out in this analysis: similarly to 'greetings' which are typically responded to by a return of goodwill, 'apologizing' belong to those acts which typically prospect minimizations or acceptances. However, in classroom discourse, there is no minimization or acceptance of the teacher's apology, there is no response to it at all; this feature is likely to be classroom specific since in casual non-classroom conversation it would be impolite not to react to the initiation like this.

The first textbook exercise and discussion (utterances (33) to (60))

The next stage of the lesson is similar to the previous one; however, the students practise names and pronunciation of months instead of days. Moreover, they are supposed to use their textbooks to search for the right answers to be completed in their handouts. This exercise is started by short students' work on their own, followed by checking and correcting their answers and finished by the discussion about their favourite months and reasons for their choice. The teacher's initiations may seem to be little chaotic (see for example the utterance in (38) which seems to be rather odd at this stage of the exercise, or consider the sequence (43) and (44) whose order would probably seem more logical if inverted). Nevertheless, these initiations followed the students' various questions or suggestions and were appropriate when the context of the lesson is taken into consideration.

Turning our attention to the initiations, the first phase of this stage is dominated by informatives: reports ((34) to (37), (39)) and directives: mandatives: instructions ((33), (40), (46), (47)). In the following discussion ((48)-(60)), which lasts until all of the students finish their work, elicitation: elicits: informs prevail whose function is to invite the students to say what their favourite month is and why. This subclass is only rarely replaced by directives: mandatives: instructions ((51), (57)) and informatives: reports ((49), (53)).

At this stage, we can also notice quite frequent use of repetitions in which either the whole sentence is completely repeated ((40), (54)), or some parts of a sentence are repeated,

realized either within one initiation (43), or among various initiations (compare (45) and (46), (48) and (50), (51) and (57)). Regarding their classification, both elicitations and directives tend to be repeated.

The second handout exercise (utterances (61) to (91))

The topic introduced in the previous activities is further developed by completing the rest of the handout exercises. The attention is now turned from days in a week and months in a year to various parts of a day, their appropriate use, correct pronunciation and translation into Czech.

In terms of the kind of initiations, three classes are more or less equally frequent: elicitations, directives and informatives. Even the occurrence of the fourth class of our framework, requestives, can be observed at this stage. The initiation in (79), classified as a requestive: offer, is used by the teacher to offer to write a difficult word on the blackboard.

Analysing the elicitations at this stage, all of them invite the students to provide information about some parts of the exercise and hence all of them belong to the only subclass of elicitation: elicit: inform. Some of them consist only of the names of the students who are called to answer ((62), (63)), the others are longer and have either the form of declarative which should be finished by the students ((64), (80)), or most commonly the form of interrogative.

Similar to elicitations, the class of directives is represented by the only subclass: directives: mandates: instructions. Most of them are realized in the imperative form typical of this subclass; however, we can also identify a few ambiguous initiations such as an instruction (71) realized in the form 'Let us do X' characteristic of requestive: proposal and an instruction (85) realized in the form 'Could you do X?' typical of requestive: request for action. These utterances are good examples of the form typical of one class substituted by the form typical of another class for politeness reasons.

Turning our attention to the third mentioned class of informatives, they are not represented by the only subclass as requestives and directives, but some instances of all the subclasses can be identified. The most frequent ones are informative: reports which occurred in four sequences, always consisting of three instances of reports (consider (67) - (69), (72) -

(74), (81) - (83), (89) - (91). The other subclasses were represented by the only initiation: an assessing: criticism in (87) and an expressive commonly referred to as 'apology' in (65).

In terms of the former one (87), the utterance "You made it together with the last one." could be classified differently in different contexts. In this context, the teacher criticises a student for mixing the answers to two questions together; therefore, it is classified as informative: assessing: criticism. Although this subclass could be expected to be rather common in classroom discourse where the teacher has the right to praise and criticise the students and is expected to do so, this is the first and also the only instance of this subclass in all of our analyses.

The expressive in (65) is an example of those expressives in which "the speaker expresses his feelings towards a debt which he has incurred" (Tsui 1994: 153) and which are commonly referred to as 'apologizing'. It has been already pointed out (during the discussion about (23)) that 'apologizing' is, in non-classroom conversation, usually responded to by minimizations or acceptances. This is the second example when the apology is not responded to by the students in any way; however, in classroom it is neither odd nor rude.

The third handout exercise (utterances (92) to (130))

The previous exercises based on filling the gaps are now replaced by the 'matching' type of exercise. The students are given a short time to work on their own and match correct times with correct pictures of a clock. The sequence of initiation relating to their work is interrupted by an elicit: inform (99) the function of which is to find out whether any of the students is going to see a girl who is absent this lesson and needs to practise the subject matter. These initiations are followed by a few initiations aimed at checking the answers prepared ((100) to (105)); however, not all of the students are ready and, therefore, the teacher uses this time to give the students their homework (initiations (106) to (116)). Not until the homework is set and all the students finish their work, the exercise is again checked by the teacher. One more interesting piece of information is given by the teacher in the informative: report in (95) in which the teacher informs her students about sending some more exercises to their internet websites which can and should be done by the students at their homes.

This stage of the lesson is rather heterogeneous in terms of the kind of initiations. All classes of elicitions, requestives, directives, and informatives are used although their frequency is different. There are many instances of initiations involving only the name of a student, or the name and a few other words, whose classification is outlined in the methodology chapter. Let us compare three sequences of initiations: firstly, (101), (102), (104), secondly, (119), (120), (122) and thirdly, (125) - (128). In general, in all of these sequences the initiations are classified according to the first initiation in the sequence. Considering the first sequence, all of its initiations are classified as directives: mandatives: instructions according to the first initiation (101) in this sequence. The other sequences bear a strong similarity to the preceding one; however, they are classified in a different way. The initiations in the sequences (119), (120), (122) and (125) - (128) are classified according to the first initiations ((119), (125) respectively) as elicitions: elicits: informs.

In addition to the common classroom subclasses of initiations such as directives: mandatives: instructions, elicitions: elicits: informs or informatives: reports, which are also very frequent at this stage, we can identify a few instances of less common subclasses such as an elicit: confirm (98), an elicit: repeat (123), requestive: invitations ((94), (113), (115)), a requestive: request for action (124), or an informative: assessing: assessment (130). Regarding the first of these initiations, it is an ambiguous one - taking the teacher's intonation and gestures into consideration we are convinced that she assumes that the student is ready, and therefore we classify it as an elicit: confirm.

The second textbook exercise (utterances (131) to (145))

The last but one stage of the lesson is devoted to the practice of the same items but by means of the textbook exercise. The students were asked to look at the pictures in their textbooks and say what the time was according to these pictures. In terms of the initiations, the stage was rather homogenous, being dominated by the subclass of directive: mandative: instruction. Some of the initiations of this subclass are realized in the form of imperative (131) and easy to classify, the others ((133) in the form typical of a proposal, (134) and (136)) in the form of requestive: request for action) brings some difficulties. The other present subclasses are elicits: informs and an informative: assessing: assessment (132).

The sequences of the initiations (136) - (137) and (139) - (145) remind us the sequences of initiations discussed in the previous paragraphs and the same treatment is applied. The

initiation (137) is classified in accordance with the preceding initiation (136) as a directive: mandative: instruction whereas the initiations (140) - (145) are classified in accordance with the first initiation in this sequence as elicitations: elicits: informs.

Checking homework (utterances (146) to (153))

The last stage of the lesson is a very short one the function of which is to check whether all the students did their homework and afterwards to comment on and correct their answers. One more sequence of initiations classified according to the first one occurs - being started by a directive: mandative: instruction in (148), the following initiations consisting mainly of names ((149), (150), (152)) are classified in the same way. The stage and the whole lesson as well are finished by an informative: report, informing the students that their work will be finished in the next lesson, and a directive: mandative: instruction, reminding the students of their homework.

7.4.2 Methodological analysis

Grouping the students

In terms of our first methodological criterion of grouping the students, the lesson was very simple from this point of view: the teacher did not let the students work in pairs or groups at all. For some time they worked on their own when they were preparing their answers or doing their textbook or handout exercises; however, the majority of the lesson was fully controlled by the teacher. The only tendency that could be observed when considering this criterion is that before and during the students' own work, the prevailing subclass of initiations is directive: mandative: instruction, whereas during checking the students' answers, the subclass of elicitation: elicit: informs dominates.

Language skills

Considering our second methodological criterion, four basic language skills and their use in the lesson, it is also difficult to find any stages which would be aimed at practising solely one of these skills. Most of the activities carried out during the lesson consisted of the first 'preparation' stage, in which the students worked out their handout and textbook exercises and prepared their answers, and the second 'checking' stage, in which the students' answers were checked, corrected and commented on. Therefore, in terms of productive skills, the students were supposed to speak when they wished to gain some

information, and wrote their answers, in terms of receptive skills, they listened to the teacher's answers and comments as well as to their classmates' questions and read the instructions of the exercises. However, none of these skills was practised at the expense of another one.

As a result, the only stage targeted at practising one skill more than the others was the discussion (utterances (48) to (60)) about the students' favourite months and the reasons for their preference. Most of the teacher's initiations were classified as elicitation: elicit: informs (9 instances), the rest of them belong to the subclasses of directive: mandative: instruction and informative: report. Both directives: mandatives: instructions have been realized in the form of imperative and were very similar to each other ('Tell me why' in (51) and 'Tell me, Veronika.' in (57)). Both informative: reports have the form of declarative and their function is to provide the students information either about the course of the lesson (49), or to give more details about the item discussed (53).

At the beginning of the stage the elicits: informs were rather long and towards the end of the lesson they tend to be much shorter (compare (48), (50) and (52), (58), (59), etc). The students have already heard the question a few times and it would be redundant and inefficient in terms of the teacher's energy and time to say it again. At the same time, we can observe a repetition of the whole sentence in (54) which was the reaction to a student not paying attention to the teacher.

Instructional sequences

Finally, let us turn our attention to the last methodological issue to be discussed. Investigating Woodward's sequences of instructions, two of them can be hardly applied to this lesson: firstly, neither *pre-*, *in-*, *post-* stages for receptive skills can be identified since there were no stages devoted to the practice of the receptive skills of speaking and writing, and secondly, nor the *task-based learning* model can be applied since there was no task to be performed by the students the language of which would be afterwards commented and corrected. The other Woodward's sequences can be observed in this lesson; however, they are not typical examples of these models and are somewhat modified or shortened.

To demonstrate these two sequences transparently, let us examine the lesson chronologically. The first application of Woodward's 'Test, teach, test' model can be

found at the stage referred to as 'Handout exercise' in our analysis (utterances (8) to (32)). At the first 'test' stage ((8) to (16)), the teacher asks her students to fill in an exercise in their handouts to find out whether they know all the days in a week, their translation, spelling and pronunciation. At this stage, she mostly uses elicitation: elicit: informs. In the second 'teach' stage ((18) to (33)), the teacher allows the students to ask questions about the days they are not sure about, in fact encourages them to ask about anything they are interested in, gives them examples of the questions they can use to ask, provides them with new information relating to single days, their sequence, etc. At this stage, several instances of all of the classes could be identified (including rather rare subclasses such as requestive: invitation, requestive: request for action, informative: expressive, directive: advice: directive: advice: warning). However, the final 'test' stage is missing at this moment, but the subject matter will be further practised in the next lessons and by means of internet exercises set by the teacher.

This 'test, teach' stage is followed by the stage referred to 'The first textbook exercise and discussion' in our analysis (utterances (33) to (60)). Its instructional sequence provides a good example of Jim Scrivener's ARC model, consisting of the 'authentic use' stage, 'restricted use' stage, and 'clarification and focus' stage. This stage can be described as the CRA model.

Firstly, the 'clarification and focus' stage can be observed in the utterances (34) to (44) during which the students become clearer about a language item (months in English) and come to understand its meaning, form and use better. In terms of initiations, this stage mainly involved informatives: reports, but also directives: mandates: instructions and elicitations: elicits: informs.

Secondly, during the 'restricted use' stage ((45) to (47)), the students are asked to pronounce all the months correctly; their language is restricted in that way that it is clearly defined what they should say (the list of twelve months in the right order). This stage consisted of the instances of the only subclass - directives: mandates: instructions.

Thirdly, the stage is finished by the 'authentic use' stage ((48) to (60)), during which the students can choose the month they wish to speak about and give more details about his/her reasons to prefer this month. This stage was totally dominated by another subclass

- elicitation: elicit: informs.

In the rest of the lesson, most time is devoted to practise some language items; however, presentation or produce stages are not involved since the subject matter had been already introduced and explained during the previous lessons and some freer exercises, allowing the students to contextualise the new words, will be provided in the internet exercises and in the next lessons (the teacher mentions, for examples, some competitions (91) which will be organized to practise the new vocabulary in a free and attractive way).

7.4.3 Conclusion

The quantity of initiations uttered by this teacher was lower than the quantity of initiations uttered by other teachers. Taking the whole lesson into consideration, the most frequent class was elicitation (54 initiations), slightly less frequent classes were directives (49) and informatives (45), and the least frequent class was undoubtedly requestives (7).

Regarding the elicitation, they were totally dominated by the subclass of elicit: inform - 49 out of 54 elicitation belonged to this subclass, the others are classified either as elicit: repeat, or elicit: confirm. There were no instances of elicit: agrees, elicit: commits and - what may be surprising - no instances of elicit: clarifies at all.

A very similar ratio between the instances of a particular class and instances of one of its subclasses can be observed when analyzing the class of informatives - 37 out of 45 informatives belong to the subclass of informative: report. The classification of the rest of the informatives was heterogeneous - a few instances of both assessments (three instances of assessing - assessments, one example of assessing - criticism) and expressives (two instances of expressives commonly referred to as 'apologizing') were identified. This was the first time in all of our analyses, when the subclass of informative: expressive: criticism was identified (87).

Among directives, the dominance of one subclass was also obvious although it was not so convincing as in the classes of elicitation and informatives: 35 out of 49 directives belong to the subclass of directive: mandative: instruction whereas the others were identified as directive: advise: advises and warnings with the desirable or undesirable consequences

usually only implied. Moreover, what was characteristic of the speech of this teacher was the high frequency of the word 'please' ((8), (34), (39), (93)) in directives: mandatives: instructions which make these initiations more polite and acceptable for the students.

In terms of the least frequent class of requestives, the most common subclass was requestive: invitation, the less frequent one request for action, and the least frequent one request: offer. There were no examples of requests for permission or proposals. It should be pointed out that some of the initiations were realized in the form 'Let us do X.' typical of proposals but they were classified as directives: mandatives: instructions ((71), (133), (147)).

To sum up the features which this lesson was characteristic of we can come to the following conclusions. Firstly, the frequency of informative: reports was higher than usual and this subclass was the second most frequent one (37 informative: reports). Secondly, the high number of repetitions can be observed, in some cases within one initiation a few words or even the whole sentence are repeated, in other cases, the whole initiation or its part is repeated as a part of another initiation.

Thirdly, two informative: expressives ((23), (65)) were identified, commonly referred to as 'apologizing'; however, this subclass seems to be very rare in classroom conversation. Moreover, these expressives typically prospect minimizations or acceptances. But in classroom discourse, there is no minimization or acceptance of the teacher's apology, there is no response to it at all; this feature is likely to be classroom specific since in casual non-classroom conversation it would be impolite not to react to the initiation like this. Similarly, the 'greeting' uttered at the beginning of the lesson is typically responded to by 'greeting' as well; however, in classroom discourse they are not responded to any way and it is considered as standard.

From the methodological point of view, this teacher does not rely only on the textbook, but creates her own handouts for the students and uses internet resources to allow the students to improve their English at home. In terms of our methodological issues, during the lesson the teacher did not let the students work in pairs or groups at all and only for a short time on their own. The only tendency that could be observed in the initiations that she has used is that before and during the students' own work, the prevailing subclass of initiations is

directive: mandative: instruction, whereas during checking the students' answers, the prevailing one is elicitation: elicit: inform.

Considering four basic language skills and their use in the lesson, it is also difficult to find any stages which would be aimed at practising solely one of these skills; most of the activities carried out during the lesson involved practising two, three or all four skills at the same time. The only stage targeted at practising a specific skill was the discussion about the students' favourite months and the reasons for their preference (utterances (48) to (60)), dominated by elicitations: elicits: informs (9 instances).

Turning our attention to Woodward's instructional sequences, two of them - 'Test, teach, test' model and Scrivener's 'ARC' model - could be applied to this lesson. Applying the first model, the first 'test' stage ((8) to (16)) was dominated by the subclass of elicitation: elicit: inform whereas in the second 'teach' stage ((18) to (33)), several instances of all of the classes could be identified (including rather rare subclasses such as requestive: invitation, requestive: request for action, informative: expressive, directive: advisive: advice, directive: advisive: warning). The final 'test' stage was missing at this moment, but was promised to be further practised in the next lessons and in internet exercises set by the teacher.

Applying Jim Scrivener's CRA model, the 'clarification and focus' stage involved mainly informatives: reports, but also directives: mandatives: instructions and elicitations: elicits: informs; the second 'restricted use' stage consisted of the instances of the only subclass - directives: mandatives: instructions; finally, the third 'authentic use' stage was totally dominated by another subclass - elicitations: elicits: informs.

8 Conclusion

The purpose of this thesis is to contribute to the linguistic analysis of classroom discourse and especially to find out whether the classification of initiating acts suggested by Amy B.M. Tsui can be applied to classroom discourse. The linguistic analyses and interpretations are followed by the methodological ones, searching for any correlations between the kind, frequency and sequence of initiations on the one hand and grouping of students, basic language skills, and instructional sequences on the other hand.

The theoretical background of the thesis was provided by Amy B.M. Tsui and her *English conversation* (1994) in which she proposes a detailed analytical framework for classification of initiating, responding and follow-up acts, identified on the criteria of structural location and prospected response. Regarding the initiating acts, she suggests four primary classes: elicitations, requestives, directives, and informatives. Tsui's category of elicitations subsumes those utterances whose function is to elicit an obligatory verbal response or its non-verbal surrogate. The category of requestives includes those initiations in which the addressee is expected to respond by a non-verbal action and is given the option of compliance or non-compliance. The category of directives solicits non-verbal actions as well; however, the addressee is not given the option of carrying or not carrying out the action. The last subclass of informatives includes those utterances which provide information, report events and state-affairs, recount personal experience, convey evaluative judgements, or express beliefs, feelings, and thoughts.

From the methodological point of view, the study examines three major issues: firstly, common ways of grouping students (whole-class teaching, pairwork, groupwork, students working on their own), secondly, four basic language skills (reading, listening, writing, and speaking), as suggested by most methodologists, and thirdly, four most frequent instructional sequences offered by Tessa Woodward (Woodward 2001: 123-128) (Test, teach, test; Pre-, in-, post- stages for receptive skills; Presentation, practice, production; and **Task**-based learning).

In terms of the data collected for our research, they were collected at two secondary schools in Prague and Kladno where four lessons taught by four different teachers were recorded for the purpose of our study. All the teachers are female Czech experienced

teachers, two of them teach at the lower level, and two of them at the higher level of secondary school. Having recorded these data, we conducted the analyses and interpretations of individual teachers' initiations, compared and contrasted their results, and attempted to sum up those tendencies or regularities which seem to be classroom specific or specific for a lower or higher level of secondary school.

Firstly, let us sum up the features that occurred in all of the lessons examined. Concerning the frequency of particular classes, there were three classes - elicitations, directives, and informatives - whose frequency was much higher than the frequency of the fourth class of requestives. Within the primary classes, the following subclasses were more frequent than the others: among elicitations, elicits: informs were obviously the most frequent ones, being followed by elicits: clarifies, elicits: repeats and elicits: confirms; among requestives, three subclasses of request for action, offer, and invitation occurred; among directives, there were a great amount of mandates: instructions and a few instances of advisives: warnings and advisives: advice; and finally, among informatives, the majority belonged to the subclass of reports, whereas the rest of them to assessments (assessing and criticism) and expressives. Overall, two subclasses turned out to be the most frequent ones in classroom discourse: elicitation: elicits: informs and directive: mandates: instructions.

Nevertheless, it was not possible to classify all of the teachers' initiations. There were many utterances in our analyses whose classification was dependent on the context; these cases have been marked as ambiguities. We are inclined to offer two possible ways of their classification which we consider as the most likely ones; however, we realize that our classification is not the only one and the reader may suggest different treatments of these ambiguous utterances. Hence, our classification rather attempts to show the complexity of **classroom**-discourse initiations than to unambiguously classify all of them.

Moreover, in classroom discourse, the quantity of these ambiguous initiations turned out to be rather high; one of the most frequent examples of ambiguous initiations were those realized in the form typical of another subclass or even another class for politeness reasons. This linguistic phenomenon was mainly represented by invitations realized in the form of proposals (within the class of requestives) and directives: mandates: instructions realized in the form of requestive: request for action, invitation, and proposal (among different classes).

On the basis of our analyses we have also identified a few classroom specific features which would be considered rather odd or impolite when uttered in non-classroom interaction. Firstly, there were many instances of initiations which would be classified as requestives in non-classroom discourse. However, considering Tsui's opinion that in classroom "pupils are expected to comply with the teacher's directions" (Tsui 1994: 94), most of these initiations were classified as directives in accordance with this opinion.

Secondly, we have observed another feature relating to the class of expressives which turns out to be classroom specific as well. The kind of expressives commonly referred to as 'apologizing' typically prospects minimizations or acceptances. However, in classroom discourse, there were neither minimization, nor acceptance of the teacher's apology; there were no responses to them at all. Similarly, the speaker's 'greeting' is typically responded to by 'greeting' as well (or in general, the act expressing goodwill is typically responded to by a return of goodwill); however, in classroom discourse these acts of 'greeting' uttered by a teacher at the beginning of a lesson were not responded to at all. Both cases of not responding would be considered as impolite in non-classroom conversation; however, in classroom discourse their occurrence is acceptable.

Furthermore, we should also sum up the methodological aspects of this thesis. However, it should be mentioned already at the beginning that the classification was rather heterogeneous and, taking all the exceptions into consideration, we dare not formulate any rules, but we prefer labelling them as tendencies or regularities.

Firstly, regarding the grouping of the students, the whole-class teaching was the most preferred way; in terms of initiations, there was no obvious correlation between the whole-class teaching and any kind of initiations. All classes of initiations were used with the higher frequency of elicitations, directives, and informatives in comparison to requestives. Pairwork and groupwork occurred only occasionally; they were typically started and held by a sequence of directives: mandates: instructions and finished by a sequence of elicitations: elicits: informs. Finally, when the students were supposed to work on their own, the sequence of teachers' initiations bore a close similarity to the pairwork and groupwork - directives: mandates: instructions at the beginning and elicitations: elicits: informs at the end of these stages.

Secondly, we have examined four basic skills and their potential correlation with the initiations used. During our four lessons we could observe activities aimed at practising two productive skills of writing and speaking and one receptive skill of listening. According to our research, writing activities tend to be more associated with the classes of directives and informatives, speaking activities tend to be more connected with elicitations, and listening activities appear to correlate with directives and elicitations.

Thirdly, regarding Woodward's instructional sequences, we have identified applications of the following models; 'test, teach, test' model (three times), 'engage, study, activate' model, 'pre-, in-, post-stages for receptive skills', 'task-based learning', and Scrivener's 'CRA' model ('authentic use, restricted use, clarification and focus'). In terms of their correlation with initiations, the following regularities have been observed:

- 1) Considering 'pre-, in-, post-stages for receptive skills', the pre-stage was dominated by elicitations: elicits, informs, directives: mandates: instructions, and informatives: assessments: assessments. The in-stage subsumed instances of all four classes. The post-stage was not finished during the lesson.
- 2) The 'test, teach, test' model was dominated by the classes of elicitations and directives. The first and the third test-stages turned out to be more homogenous than the second one: most of the test-stages initiations were classified as elicitations: elicits: informs and directives: mandative: instructions whereas the initiations during the second teach-stage belonged to a number of classes and subclasses.
- 3) Scrivener's CRA model subsumed the following classes of initiations: the clarification and focus stage seemed to be the most heterogeneous one with most of the initiations belonging to informatives: reports, directives: mandates: instructions, and elicitations: elicits: informs. The restricted use and authentic use stages were homogenous, being dominated by directives: mandates: instructions and elicitations: **elicits; informs respectively.**
- 4) Finally, there were no correlations observed between 'engage, study activate' and 'task-based learning' models and the kind, frequency and sequence of initiations.

Finally, we should compare and contrast the classification of initiations at the lower and higher secondary school. The higher level was represented by the first two analyses, whereas the lower one by the third and fourth analyses. We have observed the following similarities and differences:

- 1) In general, the quantity of initiations uttered by both teachers at the higher level was much higher than that in lower secondary school classes. Moreover, in higher classes the initiations tended to be much longer. In comparison, in lower classes, more initiations or their parts were commonly repeated.
- 2) The most frequent kinds of elicitations were identical at both levels: elicitation: elicits: informs and directives: mandatives: instructions. At the same time, the subclasses of initiations which have not been uttered by any of the teachers can be summed up: among elicitation the subclasses of elicit: agree and elicit: commit, among requestives a request for permission, among directives a mandative: threat, and among informatives an assessment: compliment, a self-denigration and self-commendation.
- 3) The techniques concerning the politeness strategy occurred at both levels as well, being dominated by directives: mandatives: instructions realized in the form of request for action, invitation, or proposal, and requestives: invitations realized in the form of proposal.

At the very end, we should mention that we have worked with a relatively small data sample collected at two secondary schools and uttered by four teachers of English. Our results should be further tested and confirmed by a greater data sample and a greater variety of teachers, classes, and schools. The further research should, in particular, take into consideration other relevant factors such as the age of the students, their abilities and level of English, the size of the class, topic of a lesson, teacher/student familiarity, etc. However, our insight could provide a good starting point for those interested in classroom interaction and motivate them to examine this specific conversation more thoroughly.

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