Classroom Discourse Analysis: Gender in Algerian EFL Classroom Interaction

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ABSTRACT

This thesis investigates the role of gender in Algerian EFL (English as a Foreign Language) classroom interaction. Its main foci are twofold. First, it investigates gender patterns in both teacher- student discourse and student- teacher discourse to explore the potential effect of teacher differential treatment and gender differences in classroom language interaction. Second, it examines the gendered classroom discourses and their relation to the wider social context.

Based on a broad qualitative research design, the data was obtained through a broad ethnographic approach to classroom observation along with transcripts of audio recordings of the classroom observation, semi structured interviews with the students, and field notes. The study took place in two EFL classrooms consisting of 23 women and man students along with their woman and man teachers of two different subjects (Oral Expression and Phonology, respectively) at the university level. The data was analysed based on different approaches namely, an adopted version of Tsui (1994) framework, and CDA.

The main conclusions drawn from the study is that woman students interacted more with both teachers while the man students rarely contributed to the interaction. This is argued to be related to power relation and gendered ideologies in the society. For the teachers' discourse, the discourse acts used by both teachers demonstrated that the woman teacher enacted power overtly while the man teacher enacted power covertly during the classroom sessions. The analysis also demonstrated that the classroom was a site for constructing and perpetuating gendered discourses such as 'gender differences discourse', 'back-row students', and 'diligent women students discourse'.

Dedication

This thesis is dedicated to my constant source of strength and inspiration, my parents

Zohra BenGhida and Brahim

To my beloved sisters and brothers: Nadira, Manel, Hannen, Hajer; Hichem, and Wassim

To my soulmate, Kamel Boutemedjet

To all my family and friends

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List of Abbreviations

CDA- Critical Discourse Analysis

EFL- English as a Foreign Language

LMD- Licence. Master. Doctorat

MT- Man teacher

MS- Man Students

WT- Woman Teacher

WS- Woman Student

CHAPTER 1

INTRODUCTION

1. 1 Introduction

This thesis is about investigating the role of gender in Algerian EFL classroom interaction. It focuses on investigating gender patterns in teacher- student and student- teacher talk in Algerian language classroom context based on both linguistic analysis (Systemic Functional Discourse Analysis) and the social analysis (Critical Discourse Analysis). The thesis also considers the gendered discourses that are constructed and perpetuated in the classroom setting and their relation to power and ideologies. The study takes place in Algerian EFL classrooms at the university level; 23 students along with their two teachers of two different modules (one woman and one man teachers) have been observed. The research is situated within the broad qualitative approach under the confines of postmodernism.

This chapter, therefore, represents a general introduction to the current thesis. It provides an insight into the rationale behind conducting this research and explains the social problem that informs the position of the study from the perspective of Critical Discourse Analysis; as well as explaining the aims and significance of the study. It also provides a general background on the Algerian social context. This introductory chapter is divided into two broad sections: the first one explains the research problem, purpose of the study, research questions and the significance of the study; while the second part is devoted to introducing aspects of the Algerian social context. Because the central concern of the current thesis is gender identities and relations in Algerian EFL classrooms, it is important to situate the research setting in the broader social structures, which would also help in making sense of the micro processes at the level of the classrooms.

1. 2 Rationale for the research

In many societies gender, or more accurately sex, is an organizing principal for social structures (Oakley, 1972; Connell, 2002). These anatomical differences between men and women have been used to justify the social inequalities and divisions in different societies and cultures. Even though the type and degrees of gender inequalities differ from one society to another and across different periods of time, women have generally acquired the subordinate position in the social structure.

Significantly, education has played an important role in enhancing gender equality in general and women's conditions more particularly; access to education has changed women's view of themselves and helped them to have better expectations of themselves and their social roles (Rohllof, 2012). Equally important, gender is still a significant issue in all aspects of education. Various studies have tackled topics on the role of gender in schools, since understanding the classroom environment is important in understanding the wider issues. My argument here is that classrooms are microcosms of society where students' and teachers' gender and power relations are not only a reflection of gender relations in the society, but also are constructing and a construction of them. Schools are not only sites for the transmission of knowledge and learning, but they represent significant socialising structures. Consequently, this research investigates how classroom discourse can be both constructing and constitutive of gender relations and ideologies in the wider context.

The motivation for this study is threefold. First, it is derived from the social issue of women's role and position in society; who, despite the long history of gender equality agenda that aim to promote better opportunities to women and girls at different levels of social structures, are still lacking the privilege that the majority of men have merely for being 'men'. Living in society where education is free and encouraged to both girls and

boys, women and girls are still presented with images that encourage them to perpetuate the traditional stereotypical roles that their 'bodies' are the source of their power. This is explained in the way social ideologies encourage women to care more about their appearance and beauty in order to attract 'a good husband' that would take care of their dreams and demands instead of constructing them as equal individuals who would pursue their dreams by themselves. Also, the 'celebrated' equal opportunities to free education access do not necessarily mean that both men and women are socialised into gender equality. Studies in 'western' societies have shown that being in the same classrooms, studying with the same teacher and materials do not lead to the same learning outcomes and gender is no exception.

In the mainstream discourse, women's increased access to higher education and their outperformance of men at the level of national exams and the results obtained, is viewed as the cause of men's and boy's 'underachievement'. According to Sadker and Zittleman (2009, p. 51), there are many who would argue that "girls have not only achieved equality, but superiority". They further pointed out that for some, gender equity has changed the direction since currently it is boys who are disadvantaged and being discriminated against (Sadker and Zittleman, 2009). This type of discourse is widely circulated in the Algerian social context not only by men but also some women. On social media platforms, most Algerian men complain about women's 'high' access to the work force and they view it as the cause of their lack of work opportunities. In this regard, I remember one of the occasions I have been travelling home from university in a public transportation where the majority of the passengers were young women, one old lady started loudly blaming Algerian young women for the current bad social conditions of men and that women have dominated all aspects of social life and left nothing for men. This led me to reflect about the importance of raising awareness about how our ideologies, or more particularly

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gendered ideologies, are structuring our lives and significantly perpetuating gender inequalities through such kinds

of discourses. Based on that, it is important to raise awareness about the point that women's success should be celebrated rather than being viewed as the cause of men's 'disadvantage' or 'failure'. In order to achieve gender equality, it is important to value what is feminine. Women and men should not be viewed as two 'conflicting polar opposites' in which the gain of one is the failure of the other.

The second motivation for this research stems from the considerable amount of previous literature on gender and classroom interaction presenting that male students tend to dominate classroom interaction, receive more teacher attention, and engage in more interaction with their teachers than the female students do. These studies, however, have been conducted in western societies; gender focused studies in non-western societies are significantly few if not absent in some contexts. Therefore, since gender varies across periods of times and differs from one society to another, it is highly important to consider studies of gender in general and gender and education particularly in various contexts. In this regard, Lazar (2005) raised the point of the danger of using the so called 'liberal ideologies' which assume that the experiences of all women are similar. I decided to conduct this study in a new non- western context to highlight the importance of gender in a different context; though I acknowledge that even in Algerian context women's experiences are not all similar.

The third motivation behind this study is related to my personal experience as a 'former' female student particularly at the university level. At that period of time, I remember one of the woman teachers who used to ask us the women students to sit at the back and leave the front places for male students, and she continually encouraged them to take part in the interaction and tended to give them more opportunities to answer the questions. At that

time, I felt that being woman student I and other women should leave opportunities to men students as education for them is more important than for women because of gender roles in society. Thus, I consider this research as an opportunity to further understand and raise awareness on the significance of 'differential gender treatment' and gender and education in general; especially in relation to the role of classroom discourse in constructing learners' identities.

1. 3 Research questions

The research questions that inform this study are listed as following:

1. Does gender affect the patterns of teacher- student and student- teacher interaction? if yes, how?

2. How do classroom discourses construct 'gender identities', roles and relations of the classroom participants?

The first question is therefore concerned with investigating gender patterns in EFL classroom interaction, while the second question is devoted to investigating the social construction of gender through classroom discourse.

1. 4 Purpose of the study

The research aims firstly to explore the impact of gender on EFL classroom interaction and the extent to which 'differential teacher treatment by gender' might be manifested in foreign language classroom in an Algerian context. The research particularly seeks to investigate, on the one hand, the frequency and type of interaction the woman teacher directs to women and man students compared to that the man teacher directs to women and man students. On the other hand, the research aims to find out the frequency and type of interaction women students produce during classroom interaction compared to that produced by man students. Secondly, this research aims to understand how classrooms are

sites to produce, reproduce and/ or reinforce gendered discourses through classroom interaction and how they shape the gender identities, roles and relations of the participants. In addition to that, this research aims to present how linguistic structures could reveal much on social structures.

1. 5 Significance of the study

This study is significant as it will contribute to the benefit of Algerian society as well as other societies considering that gender plays an important role in organising life. Rising awareness about how gendered ideologies are structuring relations and positioning in the society would, consequently, be a precursor to change and improvements regarding gender equity in Algeria and other countries as well.

More specifically, based on the literature of gender studies in general and gender and education more particularly, it is apparent that most of the work on gender studies and education is the product of 'western' feminists and scholars. Studies on gender in 'developing' countries are relatively few, as a result this research will contribute to the body of knowledge in the field of gender studies in general and gender and education in particular. It is hoped that the results of this research would provide an insight about gender and education in a new context and from the perspective of a 'non-western' researcher and participants.

The current research would also be significant at the level of methodology since it incorporates different approaches of discourse analysis to the study of classroom interaction which as Sauntson (2012), states "current trends in the wider field of discourse analysis are moving towards using multiple analyses of the same data" (p. 203). It is hoped that this research would highlight how linguistic theory could be deployed along with social theory for a better and in depth understanding of gender in classrooms particularly

through the combination of elements from different approaches for the analysis of the data namely, linguistic analysis and critical discourse analysis. The combination of Tsui's (1994) analytical framework and Fairclough's (1993) dimensions of discourse analysis in this study is hoped to provide insights into how gender and power relations are constructed and reflected in the classroom discourse. This would indicate a significant contribution to the field of gender in general and gender and spoken classroom discourse in particular.

Theoretically, the use of critical discourse analysis as a theoretical approach in this research is argued to provide a valuable discussion for the understanding of gender in the classroom. Drawing on power and ideology as an underpinning to the discussion of the data would provide an in-depth understanding of how classrooms are sites for the construction and reinforcement of the social gendered ideologies.

As my research is sponsored by the Algerian government for the purpose of enhancing English language teaching and learning in Algeria, the study is hoped to contribute in bridging a huge gap in the Algerian studies both of EFL and gender studies by adding this qualitative research to the mainstream positivistic research in education and social studies.

In the next section, I provide a general background on the Algerian context in order to familiarise the readers with the socio- cultural structure of the study as well as to provide some insights on gendered ideologies in Algeria.

1. 6 Background on Algerian social context

The People's Democratic Republic of Algeria is the largest African country in the northern part of Africa; it is part of the Middle East and North African region (also known as the Maghreb) known as MENA which in addition to its own unique culture, the shared experiences and history with this vast area contribute to the cultural diversity of Algeria (Laaredj-Campbell, 2015, p. 2), noticed clearly in its traditions and daily life of its citizens.

Clancy-Smith states "North Africa is increasingly recognised for its own singular importance as a crossroads region situated where Islamic, Mediterranean, Atlantic, African, and European histories intersect, the Maghreb has for centuries acted as economic and *cultural mediator*" (2001, p. 1; original emphasis); these multiple dimensions have a significant influence on Algerian social context in general and gender relations and practices in particular. Along with its long history of colonialism, the after independence era also played a significant role in the complexity of Algerian context; as a result, different ideologies still contend in the society.

1.6. 1 Women under Islam

Islam is the official religion of Algeria that is not only a spiritual religion but also regulates and shapes the life of the citizens, it "encompasses a social, legal, and moral code of behaviour" (Kirdar, 2006, p. 191). As it is generally assumed that patriarchy is associated with Islam, I start this section by defining first what it means. According to Lerner (1986, p. 239) patriarchy is "the manifestation and institutionalization of male dominance over women and children in the family and the extension of male dominance over women in society in general", thus, under this social system women are generally under the power of men (father, brother, husband, male relative or other men in society). This system was along established tradition that evolved from 3100 to 600 BC. to become what is known as male domination over women (Learner, 1986, p. 8). Patriarchy has been a social and cultural practice a long time before Islam, it became an integral part of the Arab region practices and has been maintained as a result of attributing it to religion in order to justify and continue their power enactment, as it is explained by Lazreg (1990, p. 756) in the following quote

> With few exceptions gender inequality is attributed to Islam presumed influence upon the lives of women and men in North Africa and the Middle

East. The unstated assumption is that religion is at once the cause of and the solution to gender inequality. Somehow, if religion is done away with, equality between men and women will ensue.

Before Islam, in the region of Arabia women were relatively powerless and they were considered as personal properties under control of men (S. Crocco, Pervez and Katz, 2010, p. 110). In some cases, new born girls were buried alive because they were believed to bring shame and disgrace to the family (Aquil, 2011, p. 23).

With the coming of Islam, the main focus was to improve the social rights and status of women and other subordinated groups such as slaves (Aquil, 2011; L. Esposito, 1998; S. Crocco, Pervez and Katz, 2010). For instance, the act of burying girls was prohibited as it is stated in the following verse from the Quran:

"And when the female (infant) buried alive - is questioned, for what crime she was killed" (Qur'an 81:8-9).

Many other passages in the two basic sources of Islam, the *Qur'an* and *Hadith* (the sayings of the prophet Muhammed *PBUH*) "specifically addressed the rights of women and tried to change practices and attitudes found in the region before the establishment of Islam" (S. Crocco, Pervez and Katz, 2010, p. 110). Examples of rights that Islam granted for women are the right to contract marriage, the right for inheritance and control over her property, the right to keep maiden names, the right to ask for man's hand for marriage, the right for education, and many others (Aquil, 2011; Crocco, Pervez and Katz, 2010; Esposito,1998). This might seem surprising to people who viewed Islam as oppressing, mainly because of Muslim women's status in modern time. However, most of the actions towards Muslim women now are far from what the religion really states but they are rather the result of cultural and traditional norms in those societies (L. Esposito, 1998, p. xii), and also because it was men who interpreted the sacred texts "in ways that were negative for

Muslim women as a means of consolidating their power over women" (S. Crocco, Pervez and Katz, 2010, p. 110). Therefore, I argue that many practices that subordinate women are the result of perpetuated ideologies to maintain unequal power relations using religion because of it spiritual value for the individuals.

During early dates of Islam, women were active in public life and contributed to the development of their societies as it is evident in the various cases of the early pacemaker. For instance, "Aisha Abu Bakr, the wife of the Prophet Muhammad, was known for her intellect and role as an educator. She was a scholar in jurisprudence" (Aquil, 2011, p. 24). In fact education in Islam is mandatory for both women and men. The first verse delivered of the Quran calls for seeking knowledge and critical thinking in our lives:

> Read in the name of your Lord who created, created man from a clinging form. Read! Your Lord is the Most Generous, who taught by means of the pen; taught humankind what he did not know. (96:1-5)

However, through time and because of various factors, economic and social changes as well as the struggle for power, new ideologies stemming from patriarchal social system has been constructed; for example, women's education has been perceived as unnecessary. Consequently, because of these patriarchal ideologies education in Algeria has long been the privilege for men (Ouadah- Bedidi, 2018, p. 1) as it is demonstrated in the following figure:
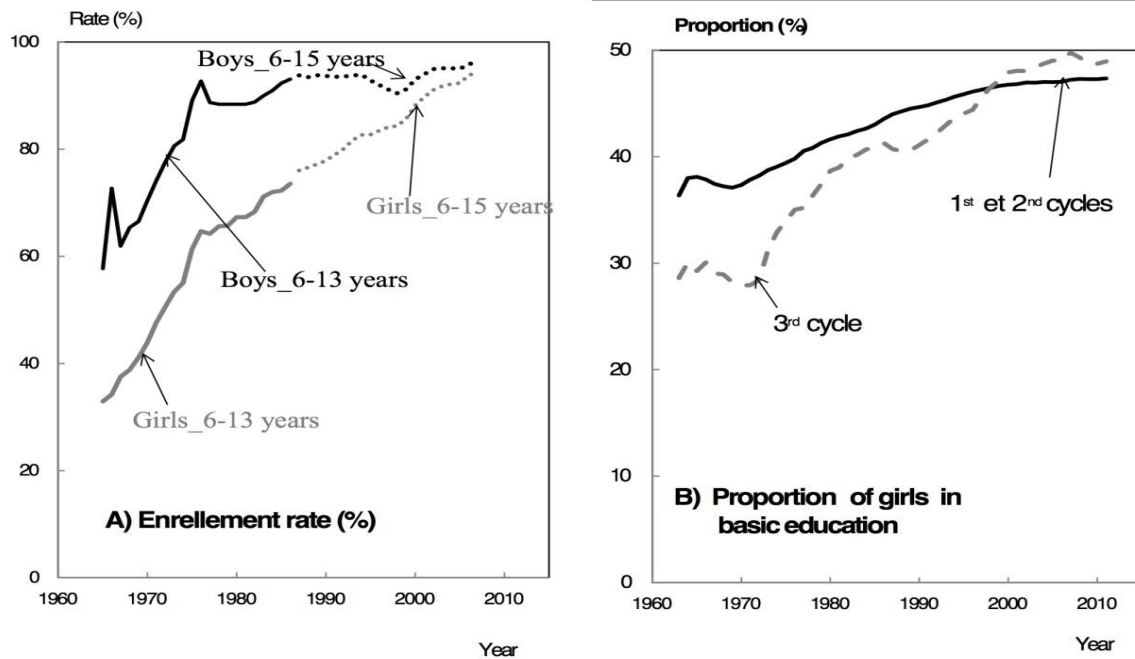
Figure 1: Enrolment rates for children by sex and school year. Children aged 6-13 up to 1986-87, and children aged 6-15 since 1987-88. B) Proportion of girls among enrolled students in the 3 cycles of basic education by school year since 1965-66 (Source Ouadah-Bedidi, 2018, p. 88)

The figure demonstrates how education enrolment rates after independence were relatively low especially for girls; then it increased steadily to reach almost 100% by the year of 2008. In this regard, Amrane-Minne and Abu-Haidar state that "Right up until independence, when Algeria by law consisted of three French departments, education for children between 6 and 14 was not compulsory for Muslim girls; it was compulsory for boys, and only in areas where there were schools" (1999, p. 70). This leads to presenting other reasons for the status of education in Algeria which can be related to the French colonialism era that I shall next discuss and present the role of women during this long period.

1 .6. 2 French colonialism

Before starting the discussion of French colonialism in Algeria, it is important to understand first colonialism in general and its major characteristics. If we go back in history, we can notice many examples of how one nation attempts to subjugate another either using force or other means. Horvath (1972) distinguishes between colonialism and imperialism. According to him "colonialism refers to that form of intergroup domination in which settlers in significant numbers migrate permanently to the colony from the colonising power" (p, 47); hence, the keywords in this definition are domination, settlers in significant number and migrate permanently. Imperialism, on the other hand is "a form of intergroup domination wherein few, if any, permanent settlers from the imperial homeland migrate to the colony" (ibid., p, 47). Therefore, both are forms of domination, yet they differ in the techniques to accomplish this domination as well as the purpose of domination. Butt (2013) identifies three major characteristics associated with colonialism: domination, cultural imposition, and exploitation. Domination is embodied in the subjugation of one nation by the other; cultural imposition is concerned with the attempts to impose the culture and traditions of the coloniser on the colonised; and finally, exploitation is exemplified in making use of and benefiting from the sources of the colonised people.

As far as the relationship between the coloniser and the colonised are concerned, Horvath (1972) identified three basic ones: extermination, assimilation, and relative equilibrium. The third type he identified is the one in which he classified the case of French colonialism of Algeria. He explained it as the case where "settlers and indigenous may live either side by side or apart, but in either case there is a lack of wholesale acculturation eradication (this is not to imply that no culture change occurs)" (p. 47). The 'actual' French colonialism in Algeria has lasted 132 years starting from 1830 to 1962. During this period

social positions and power relations were paradoxical especially in relation to gender as it is further discussed below.

1.6. 2. 1. Algerian women role during French colonialism

For the needs of the current research, the war of independence in 1954 will be the focus of this section. The rationale behind this is that it represents important moments of gender social relations paradox, as the Algerian revolution period witnessed changes in some social orders in regards to women's role. It was the era that is described as the "moment in which gendered, religious, and ethnic identities were challenged" (Vince, 2010, p. 448). In describing Algerian women's situation during the colonialism, Amrane- Minne and Abu-Haidar (1999, p. 62) wrote:

> In 1954, Algerian women were totally excluded from public life. Nearly all illiterate, with only 4.5% among them able to read and write, they did not have access to the world of work except in the sectors that did not demand professional qualifications. Those who had skills had acquired them through experience. Whether they were peasant women or domestic servants, work for them was a part of their struggle for survival. There were no more than 6 women doctors and only 25 teachers at secondary schools, but none in higher education. The University of Algiers had no more than 500 Algerian students, among whom were about 50 girls.

This situation demonstrates how Algerian women suffered during colonialism; they were denied almost all rights and this was one of the reasons that encouraged them to take part in the war of independence in a hope of changing their situation.

During the Algerian revolution (1954 -1962), men and women fought together against the French colonialism. Women participated in the war as "combatants, spies, fundraisers, and couriers, as well as nurses, launderers, and cooks" (Turshen, 2002, p. 890). They combined both traditional roles such as cooking and cleaning with other new roles such as being nurses and combatants; they had an active role during the independence revolution fighting

side by side with Algerian men. According to Leonhardt (2013) "The idealized constructs of gender propagated by both Algerian men and the French colonial regime were used to project a certain image of women's social and political roles that served their own interests during the war, with few tangible benefits for women themselves" (p. 7). From the French perspective and as part of the 'assimilation agenda' women were targeted under the cover of liberating them from the traditional oppression and patriarchal domination. Studies have shown that

> the government and army made specific appeals to Muslim women with promises to "emancipate" them from what was depicted as the oppression of tradition and cloistering, public unveiling, implementing voting rights, installing a Muslim woman in government office, bringing marriage under civil rather than religious jurisdiction, and establishing new schooling and health care programs were among the measures introduced to attract the "Française Musulmane"

> (Vince, 2010, p. 446)

In the above quote, some specific policy examples towards Algerian women were introduced 'as part of the campaign to "win hearts and minds" and to keep Algeria French' (ibid., p. 445). This in a way or another reflects the high importance of women's role in society.

As a reaction to this reform, Algerians responded by emphasising the importance and the role of the family, Islamic values, and more particularly the 'hijab' since clothes constitute an essential part of culture and identity. In describing the power and symbols of the veil, Leonhardt (2013, p. 10) wrote:

> Wearing the veil was both an act of resistance to the colonial powers and a useful tool for carrying out attacks: Fanon praised its "revolutionary value". Despite these powerful connotations Fanon also wrote that most Algerians embraced the wearing of the veil, as "tradition demanded the rigid separation of the sexes."

Therefore, the above quote illustrates how 'the hijab', in addition to its religious meaning, become a symbol of resistance to colonialism as well as a weapon that gave women power. To put it in other words, women during the colonial era were suffering from double oppression: the first was the result of Algerian men and the patriarchal society they leave in and the second was the result of the French colonialism and its maltreatment towards women through neglecting their rights. They viewed women as 'the oppressed of the oppressed' (Cooke, 1989).

According to Leonhardt (2013) "by 1954, when war broke out, women were completely excluded from public life. Only 4.5% were literate, few had jobs or went to school, and they had no voting rights" (p. 45). Furthermore, women during French occupation "were also the first victims of the violence of the French Army: it was women who were raped and who suffered the brunt of the destruction of their homes and forcible displacement" (Interview extract from Vince's Perception of France in Contemporary Algeria). Rape for Algerian women was one of the French revenge methods towards them, since "virginity is highly regarded in Algeria culture as a facet of Islamic religion, rape was a particularly potent method of torture and abuse for women suspected of being nationalists" (Leonhardt, 2013, p. 50); although I agree with this point to some extent, I consider that 'women's virginity' is not really a facet of Islamic religion but a result of the patriarchal ideologies that relates it to 'honour and dignity' not only for women themselves but the family as a whole.

Fanon's (1965, p. 4) quote, on the other hand, explains how the war time has changed the social order and the ones considered double oppressed become more active and reflected their important roles in society:

> The double oppression, social and sexual, of the woman cracks is finally
> shattered; and its essential nature as the social oppression of the family as a

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whole is revealed. It is simply that its weakest parts-the children, the elderly, the women-must bear the most exaggerated forms of oppression. But in the revolutionary struggle, the relative weakness, the apparent defenselessness of these groups disappears. What was formerly a disadvantage becomes an advantage for the revolution...the timid woman hiding behind a veil, the innocent-faced child do not seem to the enemy to be dangers or threats. So they can pass arms, information, medicine. They can prepare surprise attacks, serve as guides and sentries. They can even take up arms themselves. Every sort of cunning is a legitimate weapon to use against the enemy-and an embattled population is not composed solely of men but also of women, children, and old people.

During the Algerian revolution, clothing was one of the essential factors that reflected women's power. In some cases, women adopted the Islamic way of clothing as a useful military tool to mislead the French army, and in others, they adapted the western style in order to pass unnoticed and carry on weapons, Rohloff (2012, p. 8) stated that

Algerian women would transform themselves with makeup and European dress to appear French. One woman, Farida, who was involved in the resistance movement explains, "I had to go unnoticed, be taken for a French person, so as not to arouse any suspicions, since anybody who looked like an Arab was searched and arrested. So, I used to put on make-up and dress in the French way.

To come to the point, colonial period and its harsh moments has brought men and women together and created 'a sense of solidarity' between them which gave women some 'equal' and important status as men, and even the men's views to women has changed in the sense that they showed more respect towards Algerian women. An example of how women's roles changed is explained in the following statement:

For instance, it became more acceptable for women to leave the house without a male escort. Women thrived in their newly-discovered independence, and in some cases women came to occupy a leadership role, In addition to acquiring greater independence in society, Algerian women also obtained an increased level of freedom at home. During the war for independence women "forgot

about domestic duties" and there was less expectation from men that women perform their traditional tasks

(Rohloff, 2012, p. 10)

This social change, freedom and gender equality enjoyed by women during the war of independence was hoped to continue after independence. This leads to the following questions: did this social change and women's new roles really continue after independence? If not, how was the social context in postcolonial Algeria? The next sections will try to answer the above question and introduce some events that affected the social context during the postcolonial era.

1.6. 3. Algeria after Independence

In 5 July 1962, Algeria officially got independence and started the process of reconstruction. For women, they had high expectations for better changes since they took part in the war of independence. However, the situation they lived during the war of independence has changed and they were expected to return to their traditional roles. Helie-Lucas states "Socialism, nationalism, and religion became tools for the elaboration of an anti-women state policy" (2004, p. 104). Thus, in order to maintain their dominance, man policy makers constructed ideologies that help them to keep hold on power as it is explained in the following statement "The appropriation of women's identity for ideological purposes by both Algerian and French forces profoundly influenced how their image and story was portrayed to the world, effectively preventing women's voices from becoming part of an authentic discourse on the war after independence" (Leonhardt, 2013, p. 15).

1.6. 3. 1. Civil War: 'The Black Decade'

The social rights and role of women were highly influenced by the ideologies of the governing system and even the ideological conflicts between political leaders aiming for power. The 1990s are the best example of this, during which Algeria has witnessed a bloody civil war and women were the most affected. Rohloff (2012, p. 16) indicated that "While all of Algeria was affected by the civil war, women in particular suffered the greatest terror during this decade". On a similar vein, Turshen (2002, p. 897) stated that "from the beginning it was clear that women were both targets and pawns in the power struggles between the Islamists and the government". This civil war started as a result of the 1989 new constitution which established, among many other rights, the right to establish new political parties; one of these parties was FIS (Front Islamique du Salut "Islamic Salvation Front") who won the elections of May 1990 but the government cancelled this election and this party was later dissolved in 1992 which led to bloody violence between different parties . Among the demands of this party which had an impact on Algerian women were "the FIS also discouraged women from working outside the home and they pushed for the creation of separate public transportation and beaches for women and men" (Rohloff, 2012, p. 16).

The Algerian government took urgent procedures against the 'terrorists' groups in order to control the situation, such as announcing curfews, providing arms for civilians especially in rural areas to defend themselves. After a long clash (ten years) between the government and the 'terrorist' groups, the government passed an amnesty peace plan in 2000 which resulted in the civil war being subsided and ended in 2002.

After the civil war, a multiparty system was established which led to improvements at different levels of the society. As far as women are concerned, they gained more rights whether socially, economically or politically, "Women took advantage of their new

political activism and began advocating for women's issues, particularly education and women's rights within the family" (Rohloff, 2012, p. 23).

In this regard, education has played a major role in Algerian women's empowerment throughout the years. According to Mernissi (1987, p. XXV) "access to education seems to have an immediate, tremendous impact on women's perception of themselves, their reproductive and sex roles, and their social mobility expectations." On the same vein, Rohloff (2012, p. 13) states how education was primarily "responsible for the reduction of gender barriers" in Algeria.

After independence, one of the basic objectives of the Algerian government was to provide a free and compulsory education for all children regardless of their sex. These procedures have got the results half a century later when the rates of illiteracy have decreased from 62.3 % for men and 85.4 % for women in 1966 to 14.4 % for men and 21.1 % for women in 2010-2011 (Ouadah-Bedidi, 2018, p. 85). This increase in females' enrolment in education was partly a result of the constitutional act of free education to all children, and partly was a result of the Algerian mothers' encouragement of their daughters to be educated and to improve their lives, as they wanted a better situation for their daughters different from the harsh life they had to live during colonialism and after independence. This was and still is one of the discourses that I have grown up hearing from Algerian mothers whether in my family neighbours or through media, they believe that education is the key for better life.

With Regards to the role of education in women's empowerment, Rohloff (2012) explains "women have become increasingly independent through education and entry into the workforce" (Rohloff, 2012, p. 25). It is through education that Algerian women now have access to public life and even the political domains. In this research, I will investigate gender in relation to education, particularly, how classroom discourse constructs and

perpetuates gender relations.

1.7 Organisation of the thesis

This thesis considers the role of gender in EFL classroom interaction and how gender identities and power relations are constructed and perpetuated through classroom discourse from the perspective of a new context. The thesis is organised into seven chapters. The remainder of the thesis is structured as following:

To put the thesis in a theoretical context, chapter two provides a background on critical discourse analysis as the social theory that informs this study and discusses how the basic concepts of discourse, power, and ideology are adopted throughout the thesis. It also provides an insight on language and gender theories and how the concept of gender is employed in this research along with highlighting how language and gender relate in the sense that language is the meaning system that not only reflects butt produces gender.

Chapter three provides a review of the literature concerned with studies on gender and education in general and gender in classroom interaction more specifically. It also tackles the notions of masculinity and femininity in education and how these notions are perceived in an Algerian context. As the thesis focuses on EFL classroom interaction, this chapter also introduces EFL classroom interaction and its main characteristics that relate to this research.

Chapter four is devoted to the methodology drawn upon to conduct the research. It explains the qualitative research design adopted for the data collection and analysis and the ethical considerations and procedures for data collection. In addition, it discusses the analytical frameworks adopted for the analysis of the data.

The findings and discussion of the research are merged together and are presented in chapters five and six. Chapter five is devoted to presenting and discussing the findings of

the transcripts analysis in which gender patterns in teacher- student and student- teacher discourses are analysed. Chapter six is concerned with addressing the second research question related to gender construction in the classroom.

Chapter seven presents the conclusions and implications of the research. It summarises what this thesis contributes to and explains the limitations for the study. It finally provides suggestions for future research.

CHAPTER 2
THEORETICAL BACKGROUND

2. 1 Introduction

In this chapter, I present the general theoretical context of the study. The primary concern of the current research is to investigate how gender influences classroom interaction in terms of power and dominance; how gender is constructed and indexed in both teacher-student talk and student -teacher talk and the role of gender ideologies in shaping students' and teachers' identities in Algerian EFL classroom interaction. Therefore, the purpose of this chapter is to provide a discussion of the fundamental concepts used in this research and the general theoretical background underpinning this thesis. The chapter is divided into three main sections. The first section provides a discussion of critical discourse analysis along with its main concepts namely: discourse, ideology, power and identity; which they act as valid means for building the analysis chapters as well as they present a linking bridge between theory and analysis. In the second section, I shall move on to investigate one aspect of identity particularly the notion of gender, which is the major focus of this study. The section will particularly discuss the concepts of gender and sex in attempt to scrutinise an understanding of these notions. In addition, it provides a synopsis to the key discussions and debates concerning gender identity in a broad sense as well as in relation to education.

2. 2 Critical discourse analysis (CDA)

Critical Discourse Analysis (henceforth CDA) uncovers social norms and values both hidden and transparent ones. It allows going beyond the surface level of language to reveal ideologies, dominance, and power constructed and reflected through and by language. Interms of this research, I consider CDA as an approach that would reveal gender related ideologies that might occur in the classroom interaction. It also allows investigating how

power and dominance are manifested in the language of teachers and students and their relations and impact on the wider social context, chiefly because the discourses produced in the classroom have a profound impact on students in particular and the entire members of the social institution in general. Therefore, in this section, I am going to discuss the key concepts of the research namely, critical discourse analysis (CDA), ideology, power, and discourse; and how they may bridge the gap between the literature and the results of the current research.

2. 2. 1 Background on critical discourse analysis

Compared to other approaches, critical discourse analysis (abbreviated to CDA) is rather a more recent one that has roots in various disciplines such as anthropology, philosophy, psychology, sociolinguistics, literary studies, applied linguistics (Bloor and Bloor, 2007; Wodak, 2001; Wodak and Meyer, 2016). It has emerged out of the field of 'Critical Linguistics' in the 1990s, after a symposium meeting that brought together different Academics namely, Teun van Dijk, Norman Fairclough, Gunther Kress, Theo van Leeuwen and Ruth Wodak who discussed the theories and methods of critical discourse analysis (Wodak and Meyer, 2016, p. 4).

According to Wodak (2001, p. 2) "CDA may be defined as fundamentally concerned with analysing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language". In other words, CDA has a particular interest in examining critically the relation between power and language (or discourse since discourse represents language in use) and how inequalities are manifested through language use, taking into account the broad context. In a similar vein, Van Dijk defines CDA as "a type of discourse analytical research that primarily studies the way social power, abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context" (2008, p. 352). In other words, Van Dijk is

not concerned only with social context, but also with the political one (which is the discipline that he is mostly known for as he relates between society, cognition and discourse). Fairclough (1992, 1995), one of the pioneers of CDA, argues that unlike formal linguistics, the primary aim of CDA is to critically explore the social function of language in social context and to reveal the embodied ideologies.

Synoptically, the above definitions of CDA by the pioneers of this field share similar points concerning the general principles of CDA as it is reflected in the work of Fairclough and Wodak (1997) in which they set out eight basic tenets for CDA. Overall, CDA scholars agree that CDA is a multidisciplinary approach that studies social problems and social inequality, a field "whose overall aim has been to link linguistic analysis to social and ideological analysis" (Richardson, 2004, p. 6). In other words, it is not only concerned with language use but how it relates to social, cultural, political and even economic context; and this is what makes CDA applicable to investigating various social problems, to name but few, racism, sexism, social inequality and so on. CDA scholars also agree on the point that CDA studies the relationship between language and ideology; they view language as both a social and cultural practice that may help in understanding how ideologies are produced mainly through studying discourses, since ideologies are produced through discourse. This point by turn, leads to another important tenet for CDA, which is viewing history as an important aspect for understanding discourse: discourses can be understood only with reference to their historical context. Another key aspect for CDA is the study of the linguistic manifestation of power and how dominance relations are enacted, legitimized and manifested through discourse. Put simply, CDA scholars argue that these power relations are discursive. Coming back to the notion of discourse which relates profoundly to CDA, they believe that discourses are constitutive in the sense that every aspect of language use contributes to reproducing and transforming society. Equally important, the relationship between text (written or spoken) and society is argued to be mediated (I will

further discuss this point later in this section). Despite the above similarities, it is worth noting that CDA does not have a defined theory or set of methods (Van Dijk, 1993); yet, any research which claims to be based on CDA should encompass the above mentioned tenets.

One might ask what the word 'critical' entails for CDA. It should be noted that the term 'critical' should not be understood in its common sense, which is usually related to 'criticising something'; rather as Wodak and Meyer (2001) explain, it is sometimes used differently among scholars and that it is basically related to "having distance to the data, embedding the data in the social, taking a political stance explicitly, and a focus on self-reflection as scholars doing research" (p. 9). These criteria are basically what distinguish it from other disciplines, since CDA researchers are explicit about their position from the beginning through starting from a social problem. The above quotation also reflects the importance of researchers' interpretation and of the social context, which leads us to CDA notion of 'mediation' that I have mentioned above. In this regard, CDA proponents point out that the relationship between language and society should not be viewed as deterministic but 'invokes an idea of mediation' (Wodak and Meyer, 2001, p. 15). Yet, "No such uniform theoretical framework of mediation has been proposed in CDA to date" (Wodak, 2006, p. 181). In other words, mediation between the social and the linguistic is explained in different ways: for Van Dijk (1995), 'mediation' between language and society is based on socio-cognitive approach mainly social cognition and mental models. He defines social cognition as "the system of mental representations and processes of group members" (1995, p. 18); these mental representations during a social interaction are known as 'models' and they "control how people act, speak or write, or how they understand the social practices of others" (p. 2). Whereas, Fairclough explains it in terms of discourse practices; for him, "discourse practice straddles the division between society

and culture on the one hand, and discourse, language and text on the other" (Fairclough 1995, p. 60).

In the case of my research, the fundamental focus will be on uncovering gender ideologies that are perpetuated through classroom interaction and how they may reveal or relate to gender relations and ideologies in the wider Algerian social context mainly through adapting the view of Fairclough (1995) in arguing that the social and linguistic are mediated through discourse practices. Consequently, discourse, ideology and power are the salient concepts in CDA, and as they are notoriously controversial that I shall next provide a review of the various understandings of them and present definitions adopted in this thesis.

2. 2. 1. 1 Discourse

The concept of discourse has been widely used in social science and has been constantly fluid (Fairclough, 2001; Paltridge, 2012; Sunderland, 2004; Wodak, 2012). In a more broad sense, Bloor and Bloor (2007, p. 6) define discourse as "all the phenomena of symbolic interaction and communication between people, usually through spoken or written language or visual representation". Put simply, discourse is viewed as language in use whether written, spoken or any other forms of visual representations such as images. Gee (1999) moves a step further by making a distinction between 'small d' discourse (s) and 'Big D' discourse (s); the former refers to the actual use of language; whereas, the latter refers to the knowledge, assumptions, system of thoughts produced in talk and to the beliefs and actions that make the social practice. In this regard, 'big D' discourses in Gee's understanding is quite similar to 'ideologies' which I shall discuss shortly. Cameron (2001), although she does not use the same linguistic concepts, she similarly makes a distinction between linguistics' understanding of discourse as language above the sentence level; and social theorists' understanding of discourse as social practices that constitute the

objects. The latter is comparable to a CDA understanding of discourse.

Moving on to CDA, the notion of discourse is quite similar to that of Foucauldian discourse, as it is also viewed as social practice. Fairclough and Wodak (1997, p. 258) state that:

> CDA sees discourse – language use in speech and writing – as a form of 'social practice'. Describing discourse as social practice implies a dialectic al relationship between a particular discursive event and the situation(s), institution(s) and social structure(s) which frame it: The discursive events shaped by them, but it also shapes them. That is, discourse is socially constitutive as well as socially conditioned – it constitutes situations, objects of knowledge, and the social identities of and relationships between people and groups of people. It is constitutive both in the sense that it helps to sustain and reproduce the social status quo, and in the sense that it contributes to transforming it [...] Discursive practices may have major ideological effects – that is, they can help produce and reproduce unequal power relations between (for instance) social classes, women and men, and ethnic /cultural majorities and minorities through the ways in which they represent things and position people.

The above quote summarises the major points of discourse according to the view of CDA, namely, discourse is a social practice that is both constitutive and constructed by the discursive event. For example, a discourse about gender roles of men and women in society shapes the way women and men are expected to behave in society. At the same time, society also constructs discourses of how women and men should behave according to social norms and conventions. This relationship is known as a 'dialectical relationship' and is one of the tenets of CDA approach. Moreover, ideology is seen as an important aspect of establishing and maintaining power relations. Another important point to be mentioned is that discourse has no objective beginning and no clearly defined end (Wodak, 1997, p. 6), that is to say discourses are limitless, despite the fact that we sometimes unintentionally

tend to set up boundaries for them (Sunderland, 2004, p. 11). This particularly is not concerned only with the length of discourse, but also it is exemplified in terms of the notion of 'intertextuality' which implies that different discourses are related.

The Foucauldian understanding of discourse is explained in relation to the constitutive relationship between power and meaning in social practice. In other words, he argues that discourses are inherently ideological in the sense that they not only construct the world through language, but also 'subject position' individuals (Sunderland, 2004, p. 8). Relating this back to my research, this subject positioning can be related to gender in the sense that it can be gendered, for instance, positioning women as caring and men as strong by default. For Foucault, dominance by members of institution who have control is maintained through discourses.

Thus, as I stated earlier, the concept of discourse is used differently by different scholars. For the current research, Fairclough's notion of discourse 'as social practice' is deployed to investigate how classroom discourse shapes and reflects gender relations in the society as well as how gender relations in the society are manifested in the classroom interaction through linguistic and social analysis of social practices; and equally important, how classroom discourse positions the participants in terms of gender. Therefore, I align this research with Fairclough's position which "sees social subjects as shaped by discursive practices, yet also capable of reshaping and restructuring those practices" (Fairclough, 1992, p. 45). In other words, although Fairclough agrees with the idea of discourse as constitutive he refuses the point that discourse is entirely constitutive of the social because this would exclude the role of active social agency. Therefore, under this position social change is possible.

2. 2. 1. 2. Ideology

The core idea of the current research is that language is not merely for communication; rather it has an essential role in our understanding of social realities. It is through discourse that people represent not only what they really want to communicate, but also other 'hidden' realities or the different ideologies that they have (whether being conscious of it

or not). As Fowler suggests (1991) "anything said or written about the world is articulated from a particular ideological position" (p. 10). Based on this point, I shall first provide a general overview of the various understandings of the concept, and how they impact our lives. I start with reviewing the different views about ideology, mainly, from the perspectives of Marxism, Neo-Marxism, and socio- cognitive theory. I shall then determine an understanding of ideology that is related to this research.

The term ideology has been used through history and across different disciplines in which it became usually associated with philosophical, political, and social studies (Eaglton, 1991; Sunderland, 2004; Wodak, 2013). The concept first appeared during the late eighteenth century (Thompson, 1990), but later it has been given different meanings and functions. Up till now, the concept in itself has not have a clear shared definition; as Eagleton (1991, p. 1) declares "nobody has yet come up with a single adequate definition of ideology". However, as he further explains, this plurality of the concept or in his words "wealth of meaning" should be viewed as a positive characteristic as it reflects that the concept is really useful and dynamic or to quote his words (1991, p. 1):

> Ideology is a text, woven of a whole tissue of different conceptual strands, it is traced through by divergent histories, and it is probably more important to assess what is valuable or can be discarded in each of these lineages than to merge them forcibly into a Grand Global Theory.

I will highlight it in the upcoming discussion the diverse understandings of ideology mainly from the perspectives that have influenced CDA understanding of the concept.

2. 2. 1. 2. 1. Ideology from a Marxist perspective:

The Marxist core idea about ideology stems from the point that society has an 'appearance' that might be distinct from its 'essence' and the role of ideology is to cover this 'essence'. Ideologies are related to the dominant ideas, which contribute to their persistence. For

Eaglton (1999, p. 5) "ideology has to do with *legitimating* the power of a dominant social group or class". 'To study ideology,' writes Thompson (1984, p. 146), "… is to study the ways in which meaning (or signification) serves to sustain relations of domination." That is, ideology is mediated through our discourse. Thompson further explains that the process of legitimating is manifested through six different strategies, namely:

> A dominant power may legitimate itself by promoting beliefs and values congenial to it; naturalizing and universalizing such beliefs so as to render them self-evident and apparently inevitable; denigrating ideas which might challenge it; excluding rival forms of thought, perhaps by some unspoken but systematic logic; and obscuring social reality in ways convenient to itself.

Based on that, the Marxist view of ideology suggests that it is the dominant class that uses systems of values and beliefs (ideologies) to legitimise the social class inequalities into a 'common sense'. Therefore, creating a hegemonic order in which people in that society will have the same thinking about certain assumptions and they would believe that there is no alternative ways. As a result, these assumptions become unchallenged. It should be noted that Marxist view of ideology implies that it is "a result of certain power relations and social structures" (Polyzou, 2013, p. 40). For instance, gender ideologies in relation to women's and men's roles in society, especially in patriarchal societies, can be viewed as the result of the dominant class (which is usually men) attempt to legitimise their dominance and power over other members of society in general and women in particular.

2. 2. 1. 2. 2. Ideology from a Neo- Marxist perspective:

Fairclough (1989, p. 43), clearly, makes a connection between ideology and discourse through making a distinction between 'power in discourse' (the actual exercise of power through discourse) and 'power behind discourse' (how discourses of power relations construct social structures). He defines ideology as "representations of the aspects of the world which contribute to establishing and maintaining relations of power, domination,

and exploitation. They may be enacted in ways of interaction" (2003, p. 28). That is, ideologies are manifested through our discourses when we interact and they have an essential role in constructing power relations and maintaining domination; mainly through the process of naturalization in which ideologies of those dominating become a 'universal belief' (1989, p. 129). Likewise, the process of naturalisation is also important in CDA. The naturalisation of particular discourse (s) (particularly that of the dominant power) affects the ideology in the sense that it legitimises it into a common sense; consequently, the discourse 'loses' its explicit ideology. Yet, paradoxically, the same discourse will still have a fundamental effect in the sense that its real ideology becomes implicit or as Fairclough (1989, p. 92) explains, "Ideology works through disguising its nature, pretending to be what it is not"; that is, ideologies in society are disguised in forms of traditions, systems of rules and social norms.

2. 2. 1. 2. 3. Ideology from a socio- cognitive perspective:

Van Dijk identifies ideology from four aspects: 'ideologies are clusters of beliefs in our minds' (van Dijk, 1998, p. 26); they are shared, 'social belief systems' (ibid., 1998, p. 29), they constitute the identity of a group; they are dominating force and they are stable (Van Dijk, 2006, p. 116). Therefore, ideologies reside in our cognitive systems; they determine our cultural values and beliefs that we manifest in our daily life.

From the above perspectives, I shall note that the Marxist view of ideology as domination tool used by dominant class to legitimize them and maintain the status quo; both Neo-Marxist and socio- cognitive perspectives imply that ideologies are "pre-existing system of ideas that shapes people's actions and society" (Polyzou, 2013, p. 40). Consequently, ideologies can be held by both dominant and oppressed groups as it is the case of anti-racist ideologies or feminist ideologies which present a form of 'resistance' to the dominant ideologies.

Unlike other approaches, the socio- cognitive approach claims that ideologies do not always have pejorative meanings, they are not necessarily negative. For instance, we may find both racist as well as anti-racist ideologies. This leads us to the second point that they are not always dominant; they could manifest opposition such as the case of feminist ideologies; in other words, it is not a matter of true or false ideologies.

As far as this research is concerned, I align with the Neo-Marxist perspective of ideologies "in the sense of assumptions which are built into practices, which sustain relations of domination, usually in a covert way" (Fairclough, 2002, p. 152).

2. 2. 1. 3. Power

In CDA, power is a salient notion that is fundamentally related to social power rather than personal power. In it is basic sense, power involves control of one group over another which results in, as Van Dijk (1993, p. 254) states, limiting both the actions of others and influencing their minds. In other words, having control on both action and cognition; power, therefore, entails domination.

Foucault (1978) argues that power does not reside in a particular institution but rather it is located in individuals "[power] the name that one attributes to a complex strategical situation in a particular society, power is not an institution, and not a structure, neither it is a certain strength we are endowed with..." (p. 93). He further states that power and resistance are related "where there is power there is resistance" (ibid., p. 95).

For Marxists, by contrast, power resides in the dominant class and it is related to economics. The Italian Marxist thinker Antonio Gramsci (1891-1937) developed the term 'hegemony' in order to refer to the dominance of one social class over another. He explains that the notion of hegemony is not only related to economic and political dominance but also to how the dominant group maintain their ideologies over the subordinates who accept it as 'common sense'; this latter is argues to be flexible and continuously changing so that

it contributes to its persistence. Similarly, Donaldson (1993) clarifies that 'hegemony' involves:

> the winning and holding of power and the formation (and destruction) of social groups in that process. In this sense, it is importantly about the ways in which the ruling class establishes and maintains its domination. The ability to impose a definition of the situation, to set the terms in which events are understood and issues discussed, to formulate ideals and define morality is an essential part of this process. (p. 645)

Thus, it could be said that hegemony is basically unarticulated; it lies beneath the surface and works in the form of 'common sense'. Fairclough (1995, p. 17), believes that power relations are asymmetrical, unequal, and empowering; they belong to a special class or group (mainly the dominant group).

Although Butler's notion of 'performativity' is linked to gender (see section 2.3.2 for further details), it is similar to the notion of hegemony "The theory of performativity is not far from the theory of hegemony in this respect: both emphasize the way in which the social world is made - and new social possibilities emerge - at various levels of social action through a collaborative relation with power" (Butler, 2000, p. 14). They also share the feature of being natural in the sense that performative gender becomes 'natural' through the repetition of certain genders; and hegemony through the repetition of particular assumptions and behaviours identified as 'common sense'.

In relation to language and power, early feminist language researchers argue that men had power over language which was reflected in their use of language. Nevertheless, Weatherall (2002) explains "power can be thought of as part and parcel of language, not as separate from it" (p. 6); that is language both constructs and reflects power, it resides within language. For CDA, it investigates the linguistic manifestation of power as it is most of the time invisible (Wodak and Meyer, 2009, p. 9). They further state that:

- Language indexes and expresses power.

- Language is involved where there is contention over and a challenge to power.

- Power does not necessarily derive from language, but language can be used to challenge power, to subvert it, to alter distributions of power in the short and the long term. (ibid., p. 10).

Language, therefore, is important in CDA's understanding of power as it can be used to express power as well as to resist it.

Overall, power in CDA, is not viewed as only constraining but also productive as it enables the constructions of new discourses (as discussed in section 3. 3. 1. 2. 2 in relation to ideology and 'naturalisation' process). Consequently, the exercise of power and achieving domination cannot be only through exploitation and oppression but also through discourse.

2. 2. 1. 4 Identity

Identity is a complex concept that has been the focus of various disciplines, and Critical Discourse analysis in no exception. Distinct meanings have been allocated to 'identity' which contributed to its ambiguity (Litosseliti and Sunderland, 2002; Buckingham, 2008). From an essentialist point of view, mainly early psychoanalysis theorists, identity was viewed as one's sense of the self. As Olsen (2012) explains "In early and middle parts of the 20th century, the term (identity) was mostly the province of psychoanalysis, used to refer to the individualized self- image any person possesses. In this way identity was framed as mostly autonomous and frequently directed by its owner" (p. 1122). In other words, identity is something unique to each of us, and therefore, it is fixed and relatively continuous over time (see Mead, 1934; Erikson, 1968). Others, mainly poststructuralist and socio- cultural theorist, have rejected the idea of identity as a unique and fixed entity.

Instead, they view it as multiple and dynamic. Ivanic (1998) asserts that "identity is misleading singular ... the plural word 'identities' is sometimes better, because it captures the idea of people identifying simultaneously with a variety of social groups" (p. 11). In this quote, Ivanic emphasises the notion of identity as multiple that results from individuals' affiliation and engagement with different social groups. However, as she further explains, these identities may not all be salient at one time rather one or two identities might be foregrounded depending on the context. For example, a teacher at a particular school could also be a PhD student at another institution and a mother at home, so when being at school her teacher identity is foregrounded while other identities may not be salient in this context.

In this research, I share the view of identity as multiple and changing that develops from individual's relationship with others and that identity also results from "the attributions and ascriptions of others –though ascription may contribute to a resulting identity very different in nature to that intended by the ascribe" (Litosseliti and Sunderland, 2002, p. 7). This view clarifies one argument of this study concerning the role of society in shaping our identities through discourse and ideology as a result of affiliating to particular beliefs and possibilities, yet, which can also be resisted. It also, implies that there are multiple gender identities, i.e. different femininities and masculinities both within individual and across different contexts.

In the next section, I shall present and profoundly discuss one aspect of identity which is at the centre of this research: gender.

2. 3 Gender and language

In order to provide an orientation to the focus of the study, it is crucial to understand what is meant by gender as well as its relation to the concept 'sex'. I shall, therefore, provide a discussion on the use of terminology mainly gender and sex. The section also provides a

review of the relation between language and gender. Finally, I highlight the key debates and issues on how gender identity is constituted as well as the literature related to gender and society in general and gender and schools in particular.

2. 3. 1 Gender and sex: the use of the terminology

Originally, the term gender did not have the same meaning as it is now; its use was limited to grammatical categories in language such as categorizing nouns as male, female, or neuter (Bradley, 2013, p. 15). Richardson (2001) stated that "prior to the 1960, it (gender) was restricted primarily to what is coded in language as masculine or feminine" (cited in Beasley, 2005, p. 12).

It was not until the 1970s when a British feminist Ann Oakley introduced the term in her book *Sex, Gender and Society* in 1972, that the term gender has been adopted as distinct from sex (Beasley, 2005; Bradley, 2013; Colebrook, 2004; Francis et al., 2006; Holmes, 2007; Jule, 2008; Talbot, 2010). According to Oakley (1985):

> 'Sex' is a word that refers to the biological differences between male and female: the visible differences in genitalia, the related difference in procreative function. 'Gender', however, is a matter of culture: it refers to the social classification into 'masculine' and 'feminine ' (cited in Colebrook, 2004, p. 9)

In this quotation, Oakley makes a distinction between sex, which she identifies in relation to the anatomical and biological asymmetries between male, and female; and gender as the social classification of what is considered masculine or feminine. That is, 'sex' is believed to be unalterable and fixed, as Miller (1993) stated "genitals and chromosomes, as sex determinants, do not vary from culture to culture or group to group" (p. 5). In other words, being a male or a female is what you are born with and it does not change from culture to another, being determined as male or female in England or China is the same in Algeria or USA. On the similar vein, Jule (2008) clarifies "except in unusual circumstances, sex is

essentially binary: one is *either* male or female" (p. 5). Consequently, sex is argued to be binary, unalterable, and fixed category; it is the result of natural divisions.

This view has been traditionally used to explain the differences between men and women in the various domains. For example, early research on the differences between girls and boys in schools or subject choices attribute the results to 'sex differences' which implies that it is an unchangeable situation that men or women should accept and adapt to.

As far as gender is concerned, it is viewed as a social construct; according to Talbot (2010) "gender is socially constructed, it is learned. People acquire characteristics which are perceived as masculine and feminine, unlike sex, gender is not binary" (p. 7). This statement indicates that gender is a learned behaviour that should not be understood in binaristic classification. We are not masculine or feminine but both. For example, we may say that a person is more feminine or masculine than the other, but we cannot say that a person is 'maler' or 'femaler' than the other; this indicates that gender is changeable through time and space. Bradley (2013) explains that "being a social construct, gender is not something fixed, but something that varies according to time, place, and culture" (p. 4).

Therefore, sex is traditionally understood as the biological classification of individuals into 'females' and 'males'; whereas gender is defined as the social construction of individuals' behaviours into 'feminine' and 'masculine'. However, as Sauntson (2012) explains "Sex and gender are ideologically linked so that masculine behaviour is expected of biological males and feminine behaviour is expected of biological females. In reality, though, there is no logical relationship between sex and gender – the relationship is purely ideological" (p. 5). The mapping of gender on sex may lead to seeing the social differences between men and women as natural and, therefore, unchangeable or inevitable (Talbot, 2010, p. 9). Critics of this view argue that if gender was a matter of biological sex then gender would be fixed across all cultures and time; that is, we would see "the same displays of gender roles and behaviours across all cultures, across all time periods and across all age groups, but we don't" (Jule, 2008, p. 6).

It should be noted that not all scholars agree with the sex/ gender distinction (see Butler, 1990; Francis, 2000). Influenced by the French philosopher Jacque Derrida, many feminists called for the deconstruction of all categories, as they are oppressive (Bradley, 2013, p. 21). Judith Butler, a post-structuralist feminist, believes that the sex/gender distinction should be collapsed as they are linked to each other and are created through our daily acts of playing male or female roles or what she names 'performativity'; therefore both sex and gender are constructed. According to Butler "gender is the repeated stylization of the body, a set of repeated acts within a highly regulatory frame that congeal overtime to produce the appearance of substance, of a natural sort of being" (1990, p. 33). That is, our repeated act of doing gender makes it look as a natural thing part of our identities. In order to liberate from these gender performativity, Butler argues that we have to challenge the rules through 'transgressive' gender activities (Bradley, 2013, p. 21). The focal point of this view is summarised by Hood-Williams (1999) who asserts that "if sex does not determine gender; gender is a social construction […But…] what would gender be "about" if it flew off and left sex behind? Where would be the maleness of masculinity? The paradox is that gender must be, and cannot be, determined by sex. Neither makes sense" (cited in Francis, 2006, p. 13).

As far as this research is concerned, gender is viewed as fluid and dynamic, it is something we 'become' based on the powerful social structures that shape what femininity is and what masculinity is. Consequently, it is "a potential site of struggle" (Sauntson, 2012, p. 5).

The basic reason behind adopting these views is that they recognize that gender roles in society can be altered and women's position in society could be ameliorated. Accordingly, this understanding of gender can be related to CDA notion of power and domination where the ideology of the powerful elite is the one that is dominant and legitimised. Women's and men's roles in society are the result of the social and cultural norms rather than the natural

biological differences between them. Thus, these views of gender go along with CDA's principles in terms of considering the importance and the impact of discourse and ideologies in constructing gender relations and structures in society which is at the centre of my research. I shall now discuss the relation between language and gender.

2. 3. 2 Gender and language

As this research is about investigating gender in Algerian EFL classroom, it is important to tackle the concept of language and how it relates to gender. Early feminist linguists suggest that there are significant relations between language and gender; understanding theses relations would help in challenging patriarchy and sexism (Weatherall, 2002, p. 2).

In regards to the notion of 'language', Cameron (1992) states that the word 'language' can have different meanings. In a more general sense, it is an abstract term that cannot have a plural, it refers to "a human faculty" (p. 189). That is, it is an entity that assigns meaning to strings of sound, a set of ordered meanings. In a more specific sense, language refers to "specific entities like 'English' and 'Swahili'" (ibid., p. 189) and in this case the term language can be pluralised as in, for instance, 'foreign languages' or 'official languages'. She further emphasized the importance of keeping these two meanings separate as this would help in understanding the fact that English language for example is "a social institution, a cultural artefact with a history, regulated by conventions and by authority" (ibid., p. 189).

For linguists, language is a means of transferring ideas and thoughts between the speaker and the hearer who share a linguistic code through which the hearer would select the appropriate concept in their mind that matches the form produced by the speaker. Admittedly, this is somehow a simplistic view because it indicates that all people have the same set of concepts that they relate to different forms, or in other words that we have the same fixed and shared set of meanings, which is not the case. The linguist Roy Harris

(1998) suggests a new theory to linguistics known as 'international linguistics' which views language in a different way from the previous one, it mainly considers language as a communicative tool that is bounded to context "it is not just a matter of context affecting the system, the system has no existence outside a context" (Cameron, 1992, p. 192). A second point is that it considers language as a creative process; that is, language is not fixed but it is more flexible and adaptable to various new situations. However, this has been also one of the criticisms to this theory of language since if we consider language as totally flexible and undetermined we may fall on the part that mutual understanding is not always guaranteed.

Moving on to the question of how language, gender, and identity are related, Cameron states that the term language is used distinctively. For sociolinguists, it is "a set of learned surface features" (ibid. p. 217) and in terms of gender language is a set of learned surface features that convey the meaning of 'I am a woman' and 'I am a man'. As a result gender identity constituted by language is usually in accordance with the anatomical sex due to sociolinguistic emphasis on cultural norms that lead people to behave in a specific way.

In response to the second important feminist debate or question of whether the identity constituted in language is a matter of dominance or difference, Cameron explains how different sociolinguist have different views on this matter. For some, 'women's language' is a matter of status rather than gender or in other words, low status men may use the so called 'women's language' whereas high status women might avoid using it. Others believe that women's and men's differences in language are a matter of cultural differences rather than power differences.

Coming back to the notion of feminism, Cameron (1992) acknowledges the multiplicity of feminism and states that there is no clear meaning of what its meaning is or what it means to describe an area of study as a feminist. However, despite its multiplicity, they do share

certain concerns. Their ultimate goal is to transfer the world into one in which one gender does not set the standards of the whole world, they are concerned with a radical change of the current world, which is predominantly constructed and set by and according to the interests of the dominant elite. Politically, feminism is seen as a 'movement for the full humanity of women' (p. 4). As an approach, feminism is concerned with understanding the relations between women and men and arguing against its naturalness; these relations are constructed, understanding how they are constructed would help in understanding howthey could be changed. One way to do this is to represent women's conditions both at the present and in the past. The second way is to 'theorise those traditions' (p. 4). In other words, not only describe those conditions but also to give explanations to them, usually, they have done this through the difference approach therefore, paying more attention to the difference between women and men. One example of this could be one of the major themes, basically in sociolinguistics, related to the assumption that men's language is the norm and that of women's is the one that needs explanation or what is known as the 'norm' and 'deviation' approach. One reason of this is the fact that sex differences are naturalised, therefore, a close explanation of these sex differences in linguistic behaviour is required. As a result, various approaches have been founded by feminists in attempt to explain this behaviour; the most know ones are: Deficit, Dominance, and Difference approaches; each one reflecting the social milieu of the time. The common point between all feminist approaches to gender and language is the assumption that language reflects men's power and social advantage on one hand and women's inferiority and disadvantage on the other hand.

More contemporary, language and gender relationship is understood in the sense that language is both effecting and reflecting gender (Sauntson, 2012, p. 5). Much of the 1990s research on language and gender has been influenced by Judith Butler's approach of 'performativity' in which she argues that gender is an 'act' that could be 'performed'

through different media including language. Therefore, language is a social activity through which identities, including gender identities, are constructed and reflected. She further argues that it is through gender performance that ideologies or dominant discourses are constructed. Nevertheless, the notion of performativity also holds a degree of individuals' agency in choosing their performance or even creating a new one. Consequently, viewing gender from the perspective of the theory of performativity is empowering, particularly for women, as gender is changeable. Furthermore, Butler (1993, p. 7) highlights that

> if gender is constructed, it is not necessarily constructed by an 'I' or a 'we' who stands before that construction in any spatial or temporal sense of 'before.' Indeed, it is unclear that there can be an 'I' or a "we" who had not been submitted, subjected to gender, where gendering is, among other things, the differentiating relations by which speaking subjects come into being . . . the 'I' neither precedes nor follows the process of this gendering, but emerges only within the matrix of gender relations themselves.

In this statement, Butler explains that gender is the effect of gender performance rather than the cause; there is no doer of the action but the doer emerges only within and through the performance of the action.

Overall, these concerns about language and gender, traced to both linguistics and feminism, have two distinct messages about the relationship between language and gender. The linguistic message "has been that there are important relationships between gender and language" (Weatherall, 2002, p. 2); while the feminist message was that "those relationships are significant for understanding and challenging sexism and patriarchy" (ibid., p. 2). Therefore, the early feminist concerns about language and gender was related to the significance of sexist language and how not only it reflects men's power, but also perpetuates it. This led many feminists (basically, radical feminists) to call for creating a new language arguing that the entire system belongs to and is constructed by men, as a result, sexism is part of it. Others believed that making minor changes in the surface form

of language is the right way to solve the problem of sexism or what is known as 'theoretical reformism' based on the assumption that it is words that are problematic rather than meaning.

A more contemporary understanding of gender and language relationship views it as complex and highly contested. In order to challenge the existing dominant discourses about gender, "intervention needs to happen at the level of social interaction". (Sauntson, 2000, p. 98).

2. 3. 3 Gender and ideology

As I have mentioned in section one, ideology is a key concept in critical discourse analysis. It is understood as a representation of social practices constructed by particular group to maintain their interests and power inequality. The question to be raised is how does gender relate to ideology?

From a feminist point of view, the conception of gender is understood as an ideological structure that divides individuals into men and women and ascribes roles and relations that perpetuate unequal power and dominance. Gender ideology, as Lazar (2007) asserts, is hegemonic in the sense that it spread among people as taken for granted common sense accepted largely by community. As Connell (1987, 1995) argues, the different social institutions are structured in terms of gender ideology even though it is not always tacit. I personally agree with this point and believe that schools as both social and socializing institutions are structured on gender ideologies that are widely spread in society and it is the role of critical discourse "to demystify discourses by deciphering ideologies" (Wodak and Meyer, 2001, p. 10).

2. 4 Conclusion

In this chapter, I have shed light on the general background of the current thesis and

broadly explained my position in terms of CDA. I have identified the basic concepts of CDA namely, discourse, power, and ideology which I draw on for my analysis arguing that gender is a social construct perpetuated and constructed through discourses and ideologies and that discourses are both constitutive and constituted by society.

In the next chapter (Chapter 3), I will provide a review of the literature in relation to my research. I review studies that tackled gender in education in general and classroom interaction in particular. In addition, I shall also introduce the notions of masculinity and femininity in education and how they relate to my research.

CHAPTER 3

GENDER, LANGUAGE, AND EDUCATION: REVIEW OF THE LITERATURE

3.1 Introduction

In the previous chapter I introduced the theoretical background and highlighted the fundamental concepts which underlie this thesis. In this chapter, I will review the literature related to gender, language, and education and provide a review of studies surrounding gender and education in general and gender and classroom interaction in particular. As such, I shall first introduce briefly the education system in Algeria in order to provide a background of the context of the research. Since this research takes place in a language classroom, I will address the concept of language in relation to education and provide a synopsis of the major characteristics of the EFL classroom. After that, a brief discussion about the concept of classroom interaction is provided. Section 3.4 tackles the concept of gender in relation to education and brings together the different elements of literature relating to the role of gender in language and non-language classroom interaction. Finally, the chapter scrutinises the notions of masculinity and femininity in general and their role in education more particularly.

3. 2 Background on the Algerian education system

Education in Algeria is free and compulsory for all children, regardless of their sex, starting from age six to 16 (Article 53, Algerian constitution). The Algerian Educational system has gone through different reforms since independence (1962) as a result of the governments' attempts to improve the quality of the education. The current system is divided into three levels; the primary education divided into five grades starting from age six, the middle or intermediate education lasts for four years, and the secondary education

lasts for three years. This system was implemented in 2002 as part of a national education reform in which the French language was reintroduced into grade two of primary education (at this grade pupils are generally at age 7) while English language is taught in the 1st grade at the middle school (two grades earlier than previously; the students' age at this level is between 11 and 12 years) (Nadia, 2011, p. 1328). This focus on teaching languages could be related to the fact that Algeria is multilingual country where Arabic and Amazigh (the language of the indigenous inhabitants) are the official languages and French is the second language (it is widely used in different domains and even in daily life). For the English language, the majority of learners encounter the language only in the EFL classroom.

At the end of each level, students are required to pass a national exam in order to pass to the next level. The most important one is at the Secondary level known as the 'Baccalauréat' which allows students to pass to higher education level.

For higher education, the Ministry of Higher Education and Scientific Research implemented a three cycle system known as LMD (License, Master, Doctorate) since 2006. Its main advantage, according to Benouar (2013), is "it allows the professors to design their own courses and even license or master degrees and then propose it for accreditation to the specialized groups at the Ministry of Higher Education" (p. 362), therefore it could be said that the teacher is assigned with more power as they have agency to design and produce their own materials.

English as a foreign language (EFL) is, then, taught for seven years (from grade 1 at the middle school to grade 3 at the secondary school). At the university level, students choose a subject to study, depending on the grade they obtain during the national exam and the profession they want to have in the future. The English language is only used as the medium of teaching at the university level for students who are majoring in it. Therefore,

for EFL learners the classroom is almost the only place where they encounter the English language and have the opportunity to practice it through classroom interaction. Having said that, EFL classroom interaction is crucial since it is, as Hall and Walsh (2002) state "classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention" (p. 187).

Because the focus of the current research is on classroom interaction in EFL classroom, it is important to provide an overview of what classroom interaction means. Before that I will briefly introduce the EFL classroom and its major characteristics

3. 3 Language classrooms and their major characteristics

Before discussing the literature around the language classroom, it is important to highlight that I decided to include this section as a result of the data analysis phase in which aspects of classroom management and teachers' roles present significant elements for the discussion. Therefore, I see it both necessary and important to provide a review of literature related to classroom management, layout and humour and their relation to gender in education.

In the recent years, Algerian educational system has moved from a teacher-centred approach to a more learner-centred approach in which the communicative approach (an approach to language teaching developed in 1970s, its main objective is to improve students' use of language in 'real' context) has become the widely adopted approach in different educational institutions, especially in relation to language classroom. As a result, distinct characteristics of language classroom in general and EFL classroom have changed; for example, the role of the teacher, the talking time of both teachers and students, and the role of 'language'. Before proceeding further, I shall first clarify what I mean by a foreign language classroom (FL).

Foreign language classroom refers to teaching and learning a language other than the mother tongue outside the environment where it is generally spoken (Moeller and Catalano, 2015; Sunderland, 1996). According to Sauntson "The study of classroom discourse begins with an acknowledgement that language and learning are interrelated – it is through the linguistic processes which are enacted in classrooms that learning takes place" (2012, p. 13); notably, what distinguishes a foreign language classroom from other classrooms is that language is both the medium and the message. Because both teachers' roles and their classroom management styles present important aspects in the analysis of data, particularly in relation to how the teachers' gender is related to their teaching roles and classroom management styles (see chapter 5), I introduce below a brief overview of the characteristics of foreign language classroom from the perspectives of the teacher role and classroom management.

3. 3. 1 The role of the teacher in FL classroom

In foreign language classrooms, the teacher's role in the classroom learning and interaction could be said to be of vital importance since they are usually considered as the primary source of 'knowledge' and the language learning, as Johnson (1995) claims "the teacher plays a critical role in understanding, establishing and maintaining patterns of communication that will foster to a great extent, both classroom learning and second language acquisition" (p. 90). Recently, as classrooms moved from teacher- centred to a more learned- centred classrooms teachers are now expected to act new roles. For example, teachers under this approach are more likely to act as facilitators allowing for as much talking time for the students as possible; yet they continue to act as the resource person and language model for the foreign language classroom, as it is stated in the following quote:

> It would seem to be two main roles which teachers perform in most traditional modes
> of teaching. The first is that of knower. The teacher is a source of knowledge in terms
> of both the target language and the choice of methodology. In other words, the teacher

is a figure of authority who decides on what should be learned and how this should best be learned. The second role is that of activity organizer: the teacher sets up and steers learning activities in the right direction, motivates and encourages students, and provides authoritative feedback on students' performance.

(Tudor, 1993, p. 24)

Thus, under this approach it could be argued that power relations in the classroom are altered from being explicit in favour of the teacher to being more implicit in the sense that, engaging students in decisions of the classroom material and being allocated much more talk time, would create a sense of 'equal' power relation. This could also explain how power relations in the classroom are not unidirectional but rather dynamic in which the language learners might feel empowered since they are expected to enact more active and participatory roles.

For the current research, although the classrooms were considered learner- centred the results revealed that they were more teacher- led as the traditional teacher roles of being the 'knower' and the one who dominates classroom talk were more salient. (see chapter 5 and 6).

3. 3. 2 Classroom management

Classroom management is closely related to the concept of teacher roles. In the field of education, there has been considerable research that has been done on classroom management (Charles & Senter, 2005; Edwards & Watts, 2004; Evertson & Weinstein, 2013; Manning & Bucher, 2013). It refers to "actions taken to create and maintain an environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement activities)" (Brophy, 2006, p. 17). It is, therefore, concerned with the classroom seating arrangement, and maintaining order and discipline or more broadly organising the classroom to create an atmosphere that enhances both learning and teaching.

In this regard, Froyen and Iverson (1999) suggest that classroom management focuses on three major components: Content Management, Conduct Management and Covenant Management. As far as Content management is concerned, they identify it as the management of "space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies" (p. 128). For example, the teacher could organise the way students sit in the classroom or she/he could choose the lessons that should be tackled. For Conduct management, it refers to "the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom" (ibid., p. 181). An example of conduct management could include the teacher correcting an inappropriate behaviour of students.

The third element of classroom management is Covenant management which, according to Froyen and Iverson (1999), is related to focusing on "the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom" (p. 181). Examples for an effective covenant management include using sense of humour during teaching, taking learners' feedback into consideration in order to improve the teaching and learning environment, establishing good relationships with the students. These elements of classroom management determine the different types of classroom management styles.

Studies have shown different management styles to achieve the ultimate purpose of creating a 'healthy' environment for teaching and learning. A well-known style is known as 'parenting style' which is adopted from Baumrind (1971) classification scheme of characterising parenting styles into three categories namely, authoritative, authoritarian, and permissive based on the two dimensions of demandingness and responsiveness. The former involves firm behavioural control, autonomy support, and expectations. The latter involves warmth and care, provision of resources, and adaptation to individual needs. Variations along these dimensions create the different styles (i.e., authoritative: high on both

dimensions, authoritarian: high demandingness and low responsiveness, and permissive: low demandingness and high-moderate responsiveness).

These styles have been applied to the classroom setting based on two dimensions of: the type of control exercised and the degree of engagement with the students. Baumrind suggested the following styles:

- Authoritative style is characterized by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others are not, and warm student-teacher relationships.

- The authoritarian style tends to be characterized by numerous behavioural regulations, it is often seen as punitive and restrictive because the students have neither a say in their management, nor are they considered to need explanations of the management rules they are only expected to obey them. The permissive style is characterized by a lack of involvement, the environment is non punitive, there are few demands on students, and there is a lot of freedom.

Many other studies have applied the 'parenting style' to different classrooms at different levels in a purpose of confirming the applicability of this framework (see Basset et al., 2013; Walker, 2008). Although this theory dates back to the 1970s, its applicability to education field could help in understanding teacher- student relations in the classroom interaction particularly in relation to power and control, as Walker (2009) states "I believe that this theoretical framework has the potential to explain and predict the interplay among teacher practice, teacher-student relationships, and student engagement and learning" (p. 126).

As far as gender is concerned, some studies have compared between women and man teachers' classroom management strategies. For instance, Meece (1987) suggests that female teachers tend to be more supportive and expressive while male teachers tend to be

more authoritative. Another study conducted by Martin, Shoho, and Yin (2003) (though not directly focusing on gender) investigated differences in classroom management perceptions and beliefs between novice and experienced teachers found that male teachers were more controlling in terms of instructional management and student management. They further suggest that their results corroborate with gender differences studies which show that "Females are more polite and less competitive while males tend to be more assertive, aggressive, and dominant" (ibid., p. 33). Quite similar findings are pointed out by Khan et al. (2011) in their study on gender differences in classroom management in Pakistan, they concluded that:

> Female teachers were facing more severe problems regarding classroom management as compared to male teachers. The more the frequent problems faced by teachers were due their deficiency in managing physical facilities for classroom, time management, gaining cooperation from the community, and handling misbehavior problems. (p. 587)

Interestingly, in this research the case was the opposite: the female teacher tended to be more authoritative while the male teacher was more permissive, yet both of them demonstrated an effective management of their classrooms (see chapter 5).

3. 3. 3 Humour in the classroom

Studies have long investigated the role of humour in the classroom (Pomerantz and D. Bell, 2011; Chaison, 2002; Sev'er and Ungar, 1997; Dundes, 1987). In language classroom interaction, humorous exchanges are common practices that have been interpreted differently but more commonly they are seen as 'disruptions', 'off- task behaviour' and 'a form of resistance to classroom norms'. It should be highlighted that 'humour' can be produced by different parties of the classroom (the teacher as well as the students), however, it is considered legitimate only when produced by teachers. In this regard, Pratt (1991) argues that "only legitimate moves are actually named as part of the system, where

legitimacy is defined from the point of view of the party in authority—regardless of what other parties might see themselves as doing" (p. 38); therefore, teachers' discourse is more privileged as they present the party in authority.

As far as teachers' use of humour in the classroom is concerned, it has been analysed through different lenses. For example, it can be used by the teacher to enhance the learning by presenting the concepts humorously to help the students understand them (Edwards and Gibboney, 1992); it can also be used to create enjoyable classroom and reduce students' anxiety (Zhang, 2005).

From the perspective of studies examining students' humour, the use of jokes and humour is usually viewed as disruptive and off task behaviour. Interestingly, Pomerantz and D. Bell (2011) studied humour in Spanish FL classroom and proposed that "this mode of communication can be used by students to construct a safe house in which to renegotiate linguistic norms, classroom identities, and power relations" (p. 157). Originally, Pratt (1991) defined the notion of 'safe house' as "social and intellectual spaces where groups can constitute themselves as horizontal, homogeneous, sovereign communities with high degrees of trust, shared understandings, temporary protection from legacies of oppression" (p. 40). Canagarajah (2004) elaborated more on this concept in his work of *Subversive identities, pedagogical safe houses, and critical learning* in which he argues that students' off task behaviour as a pedagogical safe house in the sense that they are spaces where the learners who are in powerless position are able to critic the dominant norms and negotiate what is imposed on them by the institution and justifying this by 'I am only joking'. He further identified various examples of physical locations and times that present 'safe houses' for the students in the classroom, such as note passing, peer activities, computer mediated communication, transition times during and between classes, and non-classroom spaces, such as cafeterias or playgrounds (ibid., p. 121). He also emphasises the role of 'safe houses' as productive sites of learning "Safe houses provide a parallel but safe site to

respond to, reflect on, and comment about classroom concerns. The safety of this site, in fact, allows students to adopt alternate perspectives on classroom concerns, as they are able to reconsider classroom activities with a personal and community relevance" (Canagarajah, 1997, p. 190). The notion of 'safe houses', therefore, plays a significant role in creating personal space and a critical distance for the students in order to help students articulate their voices in academic discourse (ibid., p. 192).

In the same vein, Pomerantz and Bell (2011) argue that humour, a particular mode of communication, also serves as an example of safe house in which students renegotiate classroom identities and power relations. They investigated humour in a FL Spanish classroom and conclude that:

> Secure in their safe houses, these learners were then free to address a broad range of concerns: their identities as different kinds of language learners; their relationships both in and out of class to other participants; and the interactional norms of this classroom in relation to other institutional constraints on their daily lives. Moreover, moves that might have been seen as illegitimate or disruptive when made within a serious frame could be done openly, thus illustrating how humor serves to create safe houses that extend beyond the boundaries of time and space. (p. 158)

Finally, it may be concluded that when analysing classroom interaction it is important to consider the different tasks and behaviours which may occur, even the ones that are generally constructed as 'off-task' or 'disruptive'; as it is the case of humour which studies have shown its role in constructing and negotiating identities and power relations as well as being a site for learning in language classroom.

3. 4 The Classroom interaction

Classroom interaction refers to interaction between the teacher and learners and amongst learners in a classroom (Dagarin, 2004; Tsui, 2001; Sunderland, 1996). As far as this research is concerned, it is important to highlight that I am using the term 'interaction' in its broadest sense to mean the discourse that occurs between classroom participants; for

example the teacher and one or more students, the students and the teacher or among the students; it is sometimes used interchangeably with 'talk' although the later includes "all spoken language" (Sunderland, 1996, p. 6).

Early studies on classroom interaction have focused on second and foreign language teaching and learning, mainly on the different methods for effective teaching (Tsui, 2001, p. 120). The focus, then, has changed to the nature of classroom interaction and the factors affecting it.

3. 4. 1 Teacher questioning in the classroom

Teacher questioning is important in the classroom, it can be used to serve different purposes. It could be used to "focusing attention, exerting disciplinary control, getting feedback and most important of all, encouraging students to participate" (Farahian and Rezaee, 2012). Therefore, they are employed to check students' understanding, build up new ideas, getting students to interact, or even to manage the classroom.

In this regard, many studies have shown that the structure of the teacher asking question, students responding, and the teacher providing feedback or what has come to be known as the 'triadic dialogue' or I- R- F (initiation- response- follow up/ feedback/ evaluation) is the common exchange in the classroom interaction (Walsh, 2011; Tsui, 1994, 2001; Seedhouse, 1996; Wells, 1993; Sinclair and Coulthard, 1975). Therefore, it could be suggested that classroom lessons are not only naturally occurring but also interactive in nature; even though in most of the cases the lesson is predominantly consisting of teacher talk. As Pakuła, Pawelczyk, and Sunderland state "more often, the teacher will ask questions and students will usually answer; sometimes students ask the teacher questions; sometimes students interact with each other, in on-task pair or group work; often there will be off-task talk among students. All these are forms of classroom interaction" (2015, p. 11).

For gender studies, classroom interaction is viewed as a fertile ground for exploring gender as well as unequal power relations. According to Sunderland "classroom talk has been the focus of feminist work since the start of the second wave of the Women's Movement" (2004, p. 79); feminist researchers early focus was on interactional differences in the classroom which reflected girls' educational disadvantage. Further details are discussed in the next section.

3. 5 Gender and education

As I mentioned earlier, the second wave feminist movement in the early 1970s influenced research on gender in education (Hillary, 2004; Sunderland, 2004, 1998). Research on language and gender in education has mainly investigated two aspects: the spoken discourse of classroom interaction and the written discourse of textbooks. Johnson & Johnson (1998) concluded that classroom studies can be viewed from the following three perspectives:

- From the perspective of interaction (teacher/ learner, learner/ learner).
- From the perspective of the effects of instruction on language development.
- And from the perspective of whether different methods of instruction have different effects on language development.

For this research, the first perspective of investigating the classroom interaction mainly teacher/ learner and learner/ teacher are the core of the study (it should be noted that I intended to include learner/ learner perspective however the type of the data did not allow for this, as the classrooms observed were mainly teacher led, student- student interaction barely occurred during the whole observed sessions).

As far as the written discourse of the textbook is concerned, the studies conducted during the 1970s to the 1990s as a content analysis revealed that there were some gendered aspect

in the form of lack of female representation in the textbooks and the reinforcement of the stereotypes related to gender roles (Mineshima, 2008; Sunderland, 2004, Abraham, 1989). In this regard, an early study by Weitzman et al. (1972) who examined prize- winning picture books for preschool children found that

> An examination of prize-winning picture books reveals that women are greatly underrepresented in the titles, central roles, and illustrations. Where women do appear their characterization reinforces traditional sex-role stereotypes: boys are active while girls are passive; boys lead and rescue others while girls follow and serve others. Adult men and women are equally sex stereotyped: men en- gage in a wide variety of occupations while women are presented only as wives and mother.

> (ibid., 1972 p. 1125)

Similar findings have been reported by Abraham's (1989) study that investigated sex stereotyping in three school texts related to the subjects of English, French, and mathematics at the secondary level. He further suggested that teachers' ideology could be a factor that influences the development of anti-sexist pedagogy, "only the teachers who feel committed to challenging traditional sex roles seem likely to implement changes in their own curriculum materials" (1989, p. 48). This particular point is important as it highlights how gender ideologies are embedded in the classroom environment be it the classroom material or the interaction; it also emphasises the point that rising awareness of teachers as well as students about gender ideologies in school context could help in challenging them.

On a similar vein, a more recent study conducted by Mohd Yasin et al. (2012) in Malaysia has focused on a visual analysis of English textbooks; the results revealed that there was gender imbalance in favour of males:

> The analysis reveals that the domain relegated to female participants is still the private sphere while male participants are predominately represented in the public sphere usually outdoors. In the textbook analysed, stereotypical gender roles of

wives, mothers and nurturers are allotted to women and they are largely confined to the private world of the home, represented by equally private spaces such as the garden and the back yard   (2012, p. 1879)

These results could demonstrate how gender imbalances in textbooks are still pervasive and mirror those found in studies conducted a long time ago.

Having introduced studies on gender from the perspective of classroom material, I will now review studies on gender and classroom interaction which is the focus of this research. Although the study of gender and classroom interaction "has been the topic of numerous articles" (Sunderland, 2004, p. 222), it is still a field that needs further studies from different contexts.

According to the various literature in this field, gender has been studied not only in relation to different subjects varying from science, mathematics, second and foreign languages, technology (Brandell and Staberg, 2008; Jones and Dindia, 2004; Sauntson, 2000; Sunderland, 1996); but also at different levels for example primary, secondary, and higher education (French and French, 1984; Sadker, Sadker and Klein, 1991; Kim and Sax, 2009) which may reflect the importance this domain has gained in education.

Basically, there have been two distinct perspectives or approaches to the study of classroom interaction in education, the first one is concerned with the difference in the quantity and quality of interaction between girls and boys or women and men; while the second is concerned more with who dominates the classroom interaction and "which particular men and women have the right to speak and to define meaning which remains invisible" (Pavlenko, 2004, p. 58). In other words, the studies of gender in education were based on the two approaches to language and gender: the difference approach and the dominance approach, which were the dominant paradigms during which these studies

occurred. For this research, both perspectives are taken into consideration in which the quantity and quality of interaction in teacher- students and students- teacher are investigated based on the linguistic analysis while the second perspective of classroom dominance is investigated through critical discourse analysis.

The major concern of research in classroom interaction was to investigate what is called 'differential teacher treatment' to male and female students both in the language classroom and the non-language classroom, their main assumption was that classroom dominance by one gender (boys in all the cases) would disadvantage the other gender (girls) in terms of learning opportunities.

3. 5. 1 Studies of gender in education: the Non- language classroom

This section reviews studies that focused on gender on the classroom interaction in different subjects. The major conclusions of earlier studies in a non-language classroom are that the teachers tend to interact much more with male students compared to their interactions with the female learners, along with the fact that teachers talk more than the students. Among the early findings of the 1950s research was that of the two studies about teachers' interaction with boys as opposed to girls conducted by Meyer & Thompson (1956) and Robert L. Spanlding (1963). In both studies, they found that boys get more attention than girls, had more time to answer questions and provided with feedback and praise both from male and female teachers. These findings have been corroborated years later by Carol Dweck et al. (1978) who looked at the kind of the feedback teachers gave for boys vs. girls, they concluded that the feedback given to girls reflected doubts about their intellectual capabilities (cited in Decke- Cornill 2007, p. 77).

One of the most influential pieces of research in this domain, even though it has been criticized for not being explicit about her methodology (Sunderland, 2004, p. 224), is

conducted by Dale Spender (1980) who studied her own class (secondary level) based on the assumption that girls talk less than boys in a mixed class. She audio recorded her lessons and she tried to divide her attention to girls and boys equally. Unexpectedly, she found that:

> sometimes I have . . . thought I have gone too far and have spent more time with the girls than the boys. But the tapes have proved otherwise. Out of ten taped lessons . . . the maximum time spent interacting with girls was 42% and on average 38%, and the minimum time with boys 58%. . . . It is
> nothing short of a substantial shock to appreciate the discrepancy between what I
> thought I was doing and what I actually was doing.   (Spender, 1982, p. 56)

What can be concluded from Spender's study is that usually teachers are unaware of their differential treatment to male and female students. As Myra and Sadker (1992, p. 123) stated, teachers are generally unaware of the biases in their behaviour which means that differential treatment of gender is often unintentional. What the teachers think they do in the classroom and what actually happens may not be the same. Interestingly, Sunderland (2000, p. 159) argued that if a teacher has been asked 'Do you treat your students differently?' the expected answer, particularly if they are unfamiliar with gender in classroom interaction, would be: 'No, I am a professional teacher, I treat my students equally'. This, therefore, demonstrates the importance of raising teachers' awareness about the role of gender in the classroom and how it could be embedded in every aspect of the schools in general and the classrooms in particular.

Another study conducted by Good, Sykes and Brophy (1973) revealed that boys received various types of questions which provided them with more opportunities to respond. The same results have been found by Gore and Roumagoux (1983) who based their research on classes of Mathematics; the results showed that the boys were given more time to answer the questions, and that there were noticeable differences in the wait time given for answering the questions. Furthermore, Swann and Graddol (1988) in a study conducted in

a primary school found that there was difference in the type of questions teachers direct to the students in the sense that the open and challenging questions were more often directed to girls than boys. In addition, the teachers' gaze was found to be directed more towards boys mainly when a question was to be answered. Interestingly, in her meta-analysis study (1988) of eighty-one studies on this issue, Kelly found that boys "get more instructional contacts, more high-level questions, more academic criticism and slightly more praise than girls (p. 29), the analysis indicated that girls received 44% of the classroom interaction while boys received 56%, in statistical words, girls received 32% of criticism related to behaviour, 44% of questions directed to them, 44% of responding opportunities and 48% of praise. She also found that even though the girls volunteered more to answer the question, the boys were more likely to call out the answers.

On a similar vein, Jones and Dindia (2004) in studying the role of students' gender in teacher-initiated interactions found that across 127 empirical studies, it appeared that female and male teachers tend to have more interactions of all kinds with male students than do female students. Similarly, Chen and Rao (2010) conducted a research study on the role of gender in Chinese Kindergarten based on observations of four Chinese kindergartens. The results show that the female teachers paid more attention to the boys than to the girls "Teachers inadvertently granted boys more attention than girls and interacted with boys twice as much as they interacted with girls" (p. 113). The study also revealed interesting findings concerning how the teachers perpetuated gender stereotypes which, according to Chen and Rao, are related to traditional Chinese culture and practices.

Overall, the above-discussed studies of the impact of gender on classroom interaction in different subjects of study, and at different levels indicated that there are differences between boys and girls in terms of interaction in the classroom in favour of male students; they received more attention from both male and female teacher and they have also

interacted more frequently in the classroom. In the following section, the concern will be with studies that focused on gender in the language classroom interaction.

3. 5. 2 Gender in language classrooms

As far as the language classroom is concerned, studies related to gender are relatively few. Many attribute this to females' achievement in language subjects and the belief that girls learn better the languages as it is stated in the following quote by Sunderland "it is the relative success of female language learners that has made language classroom less interesting for gender research" (2004, p. 236). However, some studies do exist, and as Sunderland (2004) reported "regarding student talk to the teacher, findings mirror those of studies of non-language classroom" (p. 226).

In a study by Batters (1986) on secondary school students of modern foreign language, the results revealed that male students dominated the interaction in terms of oral participation and speaking to the teacher in the target language.

Another study that examined the effect of gender in the language classroom is Sunderland's 1996 study of Year 7 German as a Foreign Language classroom in a secondary school. The participants of her study were 14 boys and 13 girls in which she observed the questions the teacher ask, the type of feedback given (positive or negative), students' answers to teachers' questions and teachers' answers to learners' questions. The result indicated that, unlike the previous studies, there was no significant differential teacher treatment in the sense that only two boys out of 14 were responsible of the above average of teacher's attention to male students, and the great amount of this attention was disciplinary. Besides, the girls in this study were asked questions that require longer answers in German mainly because they were perceived as being 'more academic' (ibid., 2006, p. 162). These results raised the importance of considering not only the amount of talk but also the type of attention teachers give to students; that is to say, in a classroom interaction one particular group may

receive more attention from the teacher but the type of this attention may reveal that it was more disciplinary than academic. This also highlights an important point related to the notions of equity and equality; I should point out here that equity in classroom context does not mean equality, it is not necessary that teachers treat students the same in order to ensure equality. A more recent study was conducted by Shomoossi, Amouzadeh, and Ketabi (2008) in an Iranian University. Based on a qualitative method, they focused on the effects of gender on the interaction patterns of both teachers and students in language laboratory classrooms. The results showed that even though the majority of the two classes observed were female students, the male students dominated the classroom interaction in terms of responses to teachers' questions , according to them "through observation, it was found that male and female university students behaved differently in participating in discussions and responding to teachers' questions" (2008, p. 179). The study also revealed that male student volunteered more than females which led them to conclude that:

> pupils play an active part in bringing the gender differences in classroom interaction into being: boys are more likely than girls to create conditions where their contributions will be sought by teachers, and they are more likely than girls to push themselves forward when contributors are not explicitly selected. However, this is not to say that teachers are entirely passive in the process" (2008, p. 180)

Thus, according to this view, both teachers and students are responsible for the gendered patterns of the classroom interaction. A similar pattern of results are reported in my study concerning the point that students play an active role in bringing gender differences in the classroom interaction although in my study it was the female students who were more likely to contribute or to push themselves forward basically through interacting collaboratively (see chapter 5). In a similar context, the study of Rashidi and Rafieerad (2010) in an Iranian university revealed similar findings in which the male students were more interactive in language classroom than the female students.

In a Norwegian context, Aukrust (2008) analysed the participation of girls and boys in

teacher-led classroom conversations across four grade levels. The findings are summarised as following:

1. Boys participated more across all grades. The difference between girls' and boys' participation was least in first grade and relatively greatest in the ninth grade.

2. A greater proportion of the girls' utterances were initiated by the teacher allocating turns.

3. The boys had more overlapping utterances with the teacher than the girls; resulting from the fact that the boys more often overlapped the teachers.

4. With the exception of the first grade, the boys contributed more comments that were not invited by the teacher.

(2008, p. 247)

Thus, these results are similar to the other studies; yet what is interesting is that the boys in this study seemed to enact power through their classroom participation mainly when they provide comments without being allocated the turn by the teacher and even their frequent overlap with the teacher.

Concerning gender discourses in the classroom, there are a number of qualitative studies that have been conducted in language classroom. For example the study of Peterson (2002) examined the way in which gender impacts grade eight students' choices in their writing; the results revealed that through their writing choice the boys positioned themselves within the powerful hegemonic masculinity discourses and avoided in their writing choices that could construct them as feminine. In the case of the girls, the performance of their femininity was exemplified in their writing about topics related to relationships and romance.

Interestingly, Sunderland (2004) documented a diverse selection of gendered discourses in language classrooms; I will briefly refer to them below:

- 'Gender differences discourse': this discourse is mainly related to the early feminist

studies that focused on analysing the classroom talk for gender differences between male and female students in the classroom which relates to the discussed studies where differences in teacher talk to students are identified and the male students domination of the classroom interaction through producing more interaction and receiving more attention from the teachers.

- 'Privileged femininity discourse': Sunderland suggests that this discourse is related to gender equality discourse, it "can be seen as a pro- female discourse, a form of positive discrimination" (2004, p. 83) in the sense teachers for example may provide the female students with a special treatment in an attempt to help them. However, although this might be seen as an opportunity for creating equality it position girls as powerless who need help of others in order to enjoy equality.

- 'The Neat girls discourse': it is related to the idea that girls are expected to write both better than boys and in high standard of neatness (ibid., p. 93)

- 'Boys will be boys discourse': it is closely related to the above discourse as it presents boys as being expected to be untidy, messy, and do childish things in their daily life as well as in the schools.

- 'The Girls as good language learners discourse': this discourse concerns the assumptions that girls do better in languages as they are 'naturally' good language learners. Sunderland (2004) explained how this discourse is non-emancipatory as it encourages the girls to choose language classes that lead them to 'low- paid' jobs (p. 93).

- 'The poor boys discourse': this discourse is a result of boys' underachievement at school and the difficulties they face in the communications skills which the girls don't. Consequently, it constructs boys and girls as two opposites and the gain of one is the loose of the other (see Sunderland 2004; Foster, Kimmel, and Skelton, 2001; Warrington and Younger, 2000).

Sunderland (2004) raises the point that the gendered discourses in the classroom are not necessarily specifically about education, they could be more social which reflects their fluidity (p. 100); as well as how society and classrooms are mediated through discourse.

In summary, the previously mentioned studies indicated in a way or another that issues of gender do exist in classroom interaction. Kelly (1988) argued that girls received less attention than boys by both male and female teachers regardless of the age of students, the country, the social class or the subject matter being taught. Yet, as Sunderland believes, it is not the amount of interaction in the classroom that matters; rather, it is the kind of interaction that may really affect the learning process. As far as gendered discourses are concerned, classrooms are viewed as sites for the construction and perpetuation of gender.

Before proceeding further, a point needs to be mentioned about the fact that most of the studies are undertaken in a 'western' context. Unfortunately, the Asian and African contexts lack studies in this field or they are still unexplored up till date, Sunderland (2000) stated that "regrettably, most of the work reported here is from the UK, USA, Canada, and Australia ... there is still, however, lack of material from developing countries" (p. 203). The purpose behind quoting this statement is not to indicate that there is no research done in non-western contexts, but rather, to emphasize that despite the fact that this statement was almost 20 years ago, there is still a need for more research in this area in different contexts other than the above mentioned in the quotation. For example, there is a study conducted by Farooq (2000) in an Asian context, particularly in Japan in which he analysed a male teacher's attention to students based on an adopted version of Sinclair and Coulthard's (1992) model, he found that the teacher paid more attention to boys than to girls which, according to him, was the result of the perception that girls are more academic and well- behaved learners. In an Algerian context, a recent study conducted by Ouadah-Bedidi (2018) is the only study, to the best of my knowledge, which has tackled gender in

education in Algerian context. In this study, Ouadah- Bedidi examines gender ratio evolution in Algerian education at the different level namely primary, secondary and university. She reported that at the level of compulsory education (6- 15 years) there was almost equal rates between boys and girls however after the compulsory stage it was noticed that gender disparities in enrolment rates have changed in favour of women "In recent years, more girls than boys have attended 'secondary' (i.e. high school) and 'higher' (i.e. university) institutions. This evolution has been remarkable; whereas in 1963-64 girls accounted for barely one-fifth of the total number of high school students, today they account for nearly 60%" (2018, p. 88). Furthermore, the study demonstrated that, at the university level, the majority of the disciplines were dominated by the female students even those that were traditionally male dominated such as 'hard sciences'; she states that:

> the 2009-10 school year, nearly 2 out of 3 graduates have been girls in all areas of study combined. In some disciplines, girls represent an overwhelming majority, making up 65% of graduates in medicine, the social sciences, and the humanities, 80% in the natural and earth sciences, and 83% in languages. Even in a previously male-oriented discipline like "the hard sciences", girls are doing much better than boys, (68% in 2009-10 and 70% in 2010-11). Only 'applied sciences', 'technology' and 'veterinary' remain male-oriented'

> (ibid., p. 91)

Arguably, this point supports the reason why it was not possible in this research to have a classroom with an equal number of male and female students. In general, the statistics reported in Oudah- Bedidi's study may reflect an encouraging picture about women's and girls' progress at the level of education. This can also be linked to the dominant discourse of 'girls' achievement' in other countries such as Britain and France since the mid 1990s when research focus changed from 'girls' disadvantage' to 'boys' underachievement' (Sauntson, 2012; Thampson, 2011; Sunderland, 2004).

Ultimately, the above studies suggest that gender is an influential factor in classroom, as Pakuła, Pawelczyk, and Sunderland comment "many studies of teacher talk in all sorts of

classrooms found that both male and female teachers talked far more to the male than to the female students" (2015, p. 16). Consequently, it is both necessary and important to conduct more studies, quantitative, qualitative, or both in the field of gender and education in order to better understand the complex picture from different contexts, at different levels, and at different subjects. This is one of the reasons that motivates the researcher to conduct this study. In the next section, I will discuss the two important notions of masculinity and femininity in general and their role in education.

3. 6 Masculinity and Femininity

Before starting a discussion of this section, I shall first point out that for some readers and from a feminist point of view, may argue that I am starting my discussion with the notion of masculinity before tackling femininity and falling in the danger of making a binary opposition of masculinity and femininity. But, the ultimate aim is to show how femininity is usually defined in relation to masculinity.

In a daily life and according to the 'common sense', femininity is usually thought of as what women and girls do while masculinity is believed to be what men and boys do which, as I have discussed in the previous chapter (Chapter 2), could be explained in relation to the unconscious, and sometimes conscious, mapping of the two notions of sex and gender. Connell (1995, p. 71) argues that:

> 'Masculinity', to the extent that the term can be briefly defined at all, is simultaneously a place in gender relations, the practices through which men and women engage that place in gender, and the effects of these practices in bodily experiences, personality and culture.

Apparently, Connell (1995) in this statement associates masculinity with gender relations and what men are usually expected to do. Paechter (2006, p. 254) criticises this point claiming that identifying masculinity with what men do is still not helpful and contributes

to the ambiguity of the notion in the sense that we do not really know what men or boys do since there is a lot that they do. Consequently, one would not expect to have only one type of masculinity but different masculinities with 'hegemonic masculinity' being the 'top' both in comparison to other 'subordinate masculinities' and to the notion of femininity in general. 'Hegemonic masculinity' is associated with power and domination as it generally reflects the characteristics of the dominant elite men (Paechter, 1995, p. 254). In other words, it encompasses the various treats that men are desired to have and reflects what masculinity is understood in society. Yet, adherence to these characteristics does not necessarily entail dominance mainly because these treats are set by the dominant elite; despite being a minority, 'hegemonic masculinity' is encompassed by the one who holds power. In Connell's (1995) words, hegemonic masculinity is "The configuration of gender practice which embodies the currently accepted answer to the problem of the legitimation of patriarchy, which guarantees (or is taken to guarantee) the dominant position of men and the subordination of women." (p. 77). In this sense, 'hegemonic masculinity' can be considered as one of the ideologies that contributed to the subordination of women.

Coming back to the notion of femininity, it is understood as a counterpart to masculinity and it also encompasses multiple femininities. Yet, in comparison to the notion of 'hegemonic masculinity', the notion of 'emphasised femininity' (Connell, 1987) does not enact the same valuable status since it mirrors mostly 'hyper-masculinity', which is equal to 'super girly'. Even in the literature it is less conceptualised in the studies of gender compared to the concept of 'hegemonic masculinity' (Budgeon, 2014; Connell and Messerschmidt, 2005). Femininity cannot be hegemonic because being hegemonic is related to being powerful (Peachter, 2006, p. 255). In terms of power, 'emphasised femininity' does not entail any power or domination but just an extreme form of what women and girls are believed and expected to do. In this regard, Paechter (2006) states that "this is because masculinity and femininity are not just constructed in relation to each

other; their relation is dualistic. A dualistic relation is one in which the subordinate term is negated, rather than the two sides being in equal balance" (p. 256). In other words, masculinity and femininity are related in a dualistic relation where masculinity is associated with power and domination while femininity is associated with subordination, with one being what the other is not. Paradoxically, when men decide to distance themselves from 'hegemonic masculinity' they are perceived as empowering themselves but when a woman chooses to detach herself from 'emphasized femininity' it is perceived as claiming for power (ibid., p. 257).

As discussed in the previous chapter (Chapter 2), gender is a dynamic concept that is constructed differently in various cultures. Likewise, the perception of what femininity and masculinity is different from one context to another. Yet, there are some shared understandings of what femininity and masculinity denotes across societies. For example, in examining the construals of masculinities in Greek men's lifestyle magazines Kosetzi and Polyzou (2009) identified the discourse of masculinity in Greek context to be associated with sports "in the Greek context, masculinity is often linked, not only to playing but also to watching sports, especially football. This sub discourse [sporty masculinity] is realised through lexis from the semantic field of football" (p. 157); based on my knowledge of the Algerian context, I believe that this could also be applicable to the Algerian context maybe because both Algeria and Greek belong to the Mediterranean dimension.

 If we take the example of 'emphasized femininity', the same notion is identified in the Algerian dialect known as 'المرأة الفحلة' 'Al- maraa Al- fahla' which is the extreme of what society believes a good and a desired woman should be. In the Algerian context, 'emphasised femininity' encompasses characteristics related mainly to the household work; to name but few, being not just a good cook but also acquiring the different recipes both of traditional and modern food, acquiring the cleaning skills, being obedient to the male

members of the family whether the father, the brother or the husband, walking and talking quietly. As a woman, I remember how I have always been raised to become a good women based on the discourses of emphasised femininities whether from my mother, other family members and neighbours or the society in general. Individuals grow up in societies where different messages of 'this is how a good woman should be' and 'this is how a good man should be' are always present in discourses whether covertly or overtly to the point that they are internalised in the mind and become naturalised. It is the role of CDA to uncover these ideologies and make awareness of them. Consequently, CDA is adopted in this research to investigate gendered ideologies in the classroom and how they are constructed and maintained through classroom discourse.

Being educated, in addition to the previous characteristics would formulate the typical woman according to the social norms. Yet, the opposite, i. e. being educated without being good in household, is viewed negatively. To clarify this point more, I am going to refer to one of the recent incidents that happened in Algeria and went viral in media. On the 4th June 2018, a young Algerian fitness blogger posted a tearful video on social media recounting the harassment she faced while she was out at 6 pm, she was told by a male passer-by that her "place is in the kitchen". When she filed a complaint, she was told she should not have been outside to begin with. Most of the reactions from men and even some women to this video were against the victim confirming that 'yes, your right place is in the kitchen' which reflects how women are still perceived as belonging only to the private sphere and associated with the traditional gender roles. There were however, a counter campaign from women and some men who organised a race in different parts of Algeria holding the slogan 'my place is where I want'. Therefore, this incidence uncovered the social ideologies about women's roles in the society and how some women would resist such ideologies.

The above section demonstrated how masculinity and femininity are identified not only apposite to each other (one is what the other is not), but also in hierarchal order; with 'hegemonic masculinity' classified on the top followed by other masculinities and then femininities on the bottom. In the next section, I shall discuss the notion of masculinity in education and how some studies present it as the outcome of feminist's studies.

3. 6. 1 Masculinity in education

Masculinity in education has become an important subject to be discussed during the recent years due to the widely noticed phenomenon of boys' underachievement in schools (Weaver-Hightower 2009, p. 163), an issue that becomes widely spread in different contexts (UK, Australia, USA, Japan, ...). In the UK, for example, the debates over boys' underachievement are believed to be started in 1995 according to the articles of the national newspapers including the *Times Educational Supplement* (Foster, Kimmel, and Skelton, 2001, p. 2). Connell (1996) argues that this issue is the result of the feminist movement which benefited girls' education, she further stated that:

> Discrimination against girls has ended, the argument runs. Indeed, thanks to feminism, girls have special treatment and special programs. Now, what about
>
> the boys? It is the boys who are slower to learn to read, more likely, to drop out of school, more likely to be disciplined, more likely to be in programs for children with special needs. In schools, it is girls who are doing better, boys who are in trouble and – and special programs for boys that are needed.   (p. 207)

Thus, according to Connell, boys are disadvantaged because of the feminist movement. They are the ones who are facing schooling problems and he called for special programs to overcome the issue.

Foster, Kimmel, and Skelton (2001) explained the three dominant discourses about boys and achievement: 'poor boys'; 'failing schools, failing boys' and 'boys will be boys'. The

'poor boys' discourse is about the positioning of boys as victims of other factors mainly "single families, female-dominated primary schooling, and feminism which has enabled girls success" (p. 4). The 'failing school, failing boys' discourse proponents believe that the failing schools are responsible for failing boys (and girls) and they are unlikely or rarely to direct blame on feminism, the failing school is defined as the one that does not "produce pupils with high level of literacy and numeracy and above average passes in public examinations and or does not achieve set standards laid down in external inspection procedures" (ibid., p. 4). The last one is 'boys will be boys' discourse which describes boys in a prevailing stereotypical determined way. In other words, they argue that this stereotypical presentation of boys is the result of the 'natural differences' that are explained by biology and psychology. Like the 'poor boy' discourse, the 'boys will be boys' discourse attributes the problems encountering boys to feminism and their influence in changing the traditional roles of men and women (p. 5). In order to overcome the problem of boys' underachievement, Lingard and Douglas (1999) have introduced what is known as "recuperative masculinity" strategies which meant that boys need to retrieve the traditional roles that they had to change because of the feminist movement.

To sum up, the main attempts to challenge the problems encountered in education which are related to boys can be explained in Gilbert and Gilbert's (1998, p. 31) words:

> A fascinating aspect of the boys and education issue is its connection with debates about masculinity and in particular with proposals for the reform of masculinity among contemporary men. These proposals range from a rejection of negative aspects of dominant masculinity to a revival of what some believe is a lost tradition of masculine virtues

A further point to be mentioned is that some believe that the schools are investigated because they are considered as places that produce masculinity. However, some researchers disagree with this idea, among them Connell (1996) who states that the schools

are not the only producers of masculinity, but pupils come to school with already fixed behaviours and conceptions of masculinity, to express it in her words, she declared that:

> Since schools are routinely blamed for social problems of every description, from unemployment to godlessness, it is not surprising that they should also be blamed for problems about boys. It is therefore important to register the fact that the school is not the only institution shaping the masculinities, and may not be the most important. (p. 211)

From this view, we can assume that the schools, as social institutions, not only produce some aspects of masculinity but also reinforce and perpetuate them.

3.7 Conclusion

As discussed above, the majority of studies both quantitative and qualitative have concluded that sharing the classroom space does not necessarily result in sharing the same learning experiences. Taking into account gender as their focus for classroom discourse analysis, the majority of the studies showed 'depressing' results as regards to teacher attention to female students. This differential teacher treatment may be the result of teacher's intention as well as it may be the result of unconscious intent of teachers and learners as well. The majority of the studies concluded that male students dominated classroom interaction in terms of turn taking and interruptions, male students also had more social contact with teachers, including jokes. Other studies showed that the teacher's attention to male students was not always an academic one but most of the time it was a disciplinary one which raised the importance of taking into account the quality of interaction instead of only the quantitative one. I have also discussed the notion of masculinities and femininities which compose the gender identity and how they are socially constructed through our discourses. The review of the data has showed that there is a gap in the studies addressing gender and education in 'non- western context'. As far as

the Algerian context is concerned, the field of gender studies is something of novelty, to the best of my knowledge, there is no academic study that has tackled the role of gender in classroom interaction or schools in general.

CHAPTER 4
RESEARCH METHODOLOGY

4. 1 Introduction

Classroom activities have attracted the interest of different researchers who focused on different elements of the classroom. As far as the current research is concerned, the focus will be on classroom interaction, particularly on the potential impact of gender on the interaction among teacher- student and student- teacher, in an Algerian EFL classroom at the university level and the gendered discourses that are perpetuated and embedded overtly or covertly in the classroom interaction. In this chapter, I shall discuss what methodology and methods are adopted in this research and how they would address the research questions in addition to explaining the rationale underpinning the research design. This chapter, accordingly, outlines the research approach and design, data collection procedures, the role of the researcher in the research, ethical considerations of the study, and the data analysis.

4. 2 Research paradigm, strategies and methods

Before I discuss the research methodology, it is important to re-present the research questions so that to clarify further the general 'image' of the study. This research is based on the following questions:

1. Does gender affect the patterns of teacher- student and student- teacher interaction? if yes, how?

2. How do classroom discourses construct 'gender identities', roles and relations of the classroom participants?

Therefore, the research aims firstly, to explore the impact of gender on EFL classroom interaction and the extent to which 'differential teacher treatment by gender' might be

manifested in foreign language classroom in an Algerian context; the research particularly seeks to investigate, from one hand, the frequency and type of interaction a female teacher directs to female and male students as opposed to that a male teacher directs to female and male students; and from the other hand, the research aims to find out the frequency and type of interaction female students produce during classroom interaction compared to that produced by male students. Secondly, this research aims to understand how classrooms are sites to produce, reproduce and/ or reinforce gendered discourses through classroom interaction and how they shape the gender identities, roles and relations of the participants.

In the following sections of this chapter, I shall explain the research methodology and approach adopted to answer these research questions.

4. 2.1 Research paradigm

This section explains the research paradigm and approach of the current study and the rationale behind it. At the beginning, I would first clarify the point that in the literature of research methodology in social science there are different terms used to identify the elements of the research; as Holliday (2016) states "qualitative research is presented under a confusing array of different and variable headings. Different texts on the subject will always deal with these in different ways and use different terms" (p. 13). Therefore in this research, I use Denzin and Lincoln (2000b) concepts of 'paradigm, strategies of enquiry and methods of data collection and analysis' in order to avoid the confusion of the concepts.

I locate this research within the postmodern qualitative research paradigm, with a methodological framework based on a broad ethnographic approach, below I provide a discussion of this and the rationale behind choosing this paradigm.

4. 2. 1. 1 Postmodernist research paradigm

Following Guba (1990, p. 17), Denzin and Lincoln (2005) define paradigm as a "basic set of beliefs that guide action [...]. It encompasses four terms: ethics (axiology), epistemology, ontology, and methodology" (p. 182). A paradigm, therefore, implies the researcher's beliefs about the world. Different researchers classify paradigms differently, for a matter of clarity I follow Guba and Lincoln (1994) distinction between positivist, post-positivist and postmodernist enquiry in which they group postmodernism and post-structuralism within 'critical theory'. Below is a table adapted from Holliday (2016) in which these paradigms are best clarified:

→ →**Paradigm revolution**→→		
Positivism	Postpositivist qualitative (Naturalism)	Postmodern qualitative (Critical theory, constructivism, feminism)
Beliefs Conviction about what it is important to look for Confidence in established research instruments Reality is not so problematic if the research instruments are adequate; and conclusive results are feasible	Reality is still quite plain to see and can be checked out The same basic scientific method applies	Reality and science is socially constructed Researchers are part of research settings Investigation must be in reflexive, self-critical, creative dialogue .What is important to look for should emerge. Research procedures can be developed to fit the social setting as it is revealed Reality contains mysteries to which the researcher must submit, and can do no more than interpret
Steps First decide the research focus (e.g. testing a specific hypothesis) Then	Work out the research questions, devise and pilot the instruments, then go into the field	Initial foray into the social setting leads to further, more informed exploration

devise and pilot research instruments (e.g. survey questionnaire or experiment)	Get the sample, ask the questions, report the answers Describe	as themes and focuses emerge Devise research instruments during the process
Rigour Disciplined application of established rules for statistics, experiment and survey design	The data is self-evident Thorough sampling, coding, member checking, triangulation Probable truth is supported by extensive, substantiated record of real settings and the adherence to verbatim data Researchers do not interfere with real settings The results are the direct answers to the research questions	Principled development of research strategy to suit the scenario being studied as it is revealed Intervention between the research questions and fieldwork to ensure that the unexpected is able to emerge Reflexive struggle with emerging meanings Thick description

Table 4. 1 Research Paradigms (adapted from Holliday, 2016)

As it is explained in the table, postmodernist paradigm is based on the belief that both the researcher and the researched are constructing the social world. Reality is argued to be 'multiple' based on each person's interpretation, as Denzin and Lincoln (1994) state "reality can never be fully apprehended, only approximated" (p. 5). Knowledge, in this paradigm, is neither objective nor universal; it is constructed.

As far as this research is concerned, through a postmodernist paradigm I acknowledge that as part of the research setting I could affect and be part of the data collected in the sense that I am bringing my own ideologies and beliefs into the research setting (I explain this point further in section 4. 7). Further, I recognise that what I observed and what the research participants stated is a 'reality' constructed by the participants in the study and by how I interpret the discourses and behaviours of the participants.

A postmodernist paradigm, also allowed for fluidity in terms of research strategies adopted. As Holliday (2016) explains "within the postmodern paradigm we will always employ whatever means seem appropriate to get to the understandings that we seek" (p. 20). Under this paradigm, it was possible for me to approach the data both quantitatively and qualitatively which, I believe, is the best way to better understand gender construction in classroom interaction.

4. 2. 2 Research approach

Researchers have distinguished between three types of approaches: quantitative, qualitative, and mixed methods (Cohen et al. 2011; Polwright, 2011; Johnson at al., 2007; Creswell, 2009; Punch, 2005). Studies of gender in classroom interaction have been undertaken both within quantitative approach (such as, Chavez, 2001; Dale Spender's self-study, 1982; Sinclair and Coulthard 1975), and qualitative approach, to mention but not limited to, the study of Shomoossi, Amouzadeh, and Ketabi (2008) which investigated classroom interaction in relation to gender and technology in an Iranian university; and Sauntson's (2012) study on gender inequalities in school environment.

With regards to the present research, a broad qualitative research approach is adopted in order to answer the research questions. This approach however is not purely qualitative but includes some elements of the quantitative approach, particularly, at the level of data analysis. More discussions and a rationale for this approach are introduced in the following section.

4. 2. 1. 2 Quantitative, Qualitative and Mixed Methods?

In order to understand the rationale behind adopting a broad qualitative approach instead of a mixed methods one, it is both important and wise to understand the discussions about these three approaches 'quantitative, qualitative and mixed methods'.

4. 2. 1. 2. 1 Quantitative Research Approach

Quantitative research, generally, is characterized by its numerical data and statistics to test a hypothesis based on controlled variables in an experimental setting. Leedy and Ormrod state that "quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory" (2001, p. 102) or briefly it "concerns counting" (Holliday, 2016, p. 2). In social sciences, researchers influenced by the exactness of natural sciences have adopted quantitative methods in order to have standardized measurable data which allows for the generalization of results and the creation of general laws (Flick, 2009, p. 13). On the same stream, Creswell defines quantitative research as "a means for testing objective theories by examining the relationship between variables" (2009, p. 4). In other words, quantitative research tends to focus on a large population to test the cause and effect relationship between variables in order to generate countable data. It is based on statistics and replication i.e. the repetition of the same study with different samples and situation to determine generalisation of findings; and it attempts also to reduce any social contamination, for example, eliminating researcher's influence on the study so that the objectivity of the study is ensured (Creswell, 2009, p. 4; Flick, 2009, p. 13; Holliday, 2016, p. 6).

Quantitative research is based on the epistemology of positivism which 'held that all genuine knowledge is based on sense experience and can only be advanced by means of observation and experiment" (Cohen et al., 2011, p. 7).Those who adopt this paradigm in research argue that there is one objective reality that could be revealed through investigating the cause and effect relationship between variables based on objective observation and experimentation.

4. 4. 1. 2. 2 Qualitative Research Approach

Qualitative research on the other end of the continuum is characterized by its naturalistic

and interpretive nature, that is, the investigation of data in its natural setting and trying to interpret or make sense of phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 2000, p. 3). A general definition is provided by Creswell (2009, p. 4):

> Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data

Therefore, qualitative research basically seeks to answer the how and why for an in-depth understanding of the phenomenon without the intention of generalization. Qualitative research is generally associated with the interpretivist paradigm which holds the idea that reality is multiple and that knowledge is socially constructed rather than determined.

To summarize, quantitative research is based on measurable data that allow for the generation of facts and testing hypothesis. Qualitative research, in contrast, seeks an in-depth understanding of the phenomenon rather than measurement. Both, quantitative and qualitative research are epistemologically related to two opposing worldviews: positivism and interpretivism respectively.

As a result of this opposing relationship between quantitative and qualitative research, mixed methods research emerged in order to 'deconstruct' this dichotomy based on adopting the standpoint that is more likely to answer the research questions be it a quantitative standpoint, a qualitative one, or both. These three approaches can be seen as standing in continuum with quantitative and qualitative approaches on its polarities and mixed method approach standing in the middle of it (Johnson et al. 2007; Newmen and Benz, 1998).

4. 1. 2. 3 Mixed Methods Approach

Mixed methods research approach has emerged as a result of the dichotomous conflict between quantitative and qualitative research paradigms that used to represent one way of classifying research methods into either quantitative or qualitative (Creswell, 2009; Cohen et al. 2011; Denzin, 2008; Johnson at al., 2007; Plowright, 2011; Punch, 2005).

Mixed methods research is based on the idea that quantitative and qualitative approaches should not be considered as two opposites in which the use of one approach restricts us from using elements from the other approach. Instead, they should be viewed as two ends of the same continuum (Newman & Benz, 1998; Johnson et al., 2007). Another point with regards to the use of quantitative and qualitative approach is related to the misconception that researchers should generate either quantitative or qualitative data without the possibility of mixing them (Kitchin and Tate, 2000, p. 40). To overcome what Gage (1989) labeled 'paradigm wars' many researchers suggested the adoption of a third paradigm that "attempts to consider multiple viewpoints, perspectives, positions, and standpoints" (Johnson et al., 2007, p. 113). Proponents of this third approach believe that researchers should adopt any approach that would best answer their research questions which in some cases it requires both quantitative and qualitative approaches. Johnson et al. (2007, p. 123) provided the following definition after their analysis of 19 definitions introduced by leading mixed method research methodologists:

> Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

This definition includes the basic criterion that defines mixed methods research which is the inclusion of both quantitative and qualitative approaches, either at one stage or in

different stages of the research.

Holliday (2016), however, contested this categorisation arguing that social research is "a complex area and any attempts to divide it into hard categories will always suffer from oversimplification. Qualitative research will always involve quantitative elements and vice versa" (p. 2). That is, the major issue, I believe, arises from the rigid simplistic understandings of the definitions of qualitative research as concerned mainly with qualitative data and that of quantitative research solely with 'numbers'. In actual research, there is always the possibility of integrating some elements of quantity in qualitative and quality in quantitative.

He further explains that thinking of mixed methods as a third approach to research is 'pointless' because within the postmodern paradigm, both quantitative and qualitative methods are socially and ideologically constructed; and therefore, researchers are allowed to adopt any methods that would best be appropriate to their research (ibid., p. 20). From a postmodernist point of view, there is no objective reality, even the methods that are claimed to be purely 'scientific' are in fact constructed and ideologically shaped. Ideology is an integral part of our lives and science is no exception. Consequently, the qualitative research can be flexible to include any elements that would best suit the research. To put it concisely, Holliday's critic of mixed methods research is a question of labelling in the sense that there is no need to name a third paradigm as mixed method because in postmodern qualitative research there is a room for using quantitative and qualitative elements within one research which is exactly what mixed methods claims to do.

After reviewing this debate, and based on the research paradigm of postmodernism which informs this study, I align this research with the view of Holliday (2016) concerning research approaches through adopting a broad qualitative approach in which elements from the quantitative approach are also adopted at the analysis level. The rationale behind this is

explained in the next section (4.2.2).

Within the postmodern qualitative research, Holliday (2016) highlight interpretivist approach as the more suitable approach. Under the interpretivist approach, we find 'critical theory, feminism, queer theory, auto/biography, post- structuralism and constructivism' (ibid., p. 15). As far as this research is concerned, critical theory has been adopted to address the role of gender in Algerian EFL classroom interaction.

Basing my research within the postmodern paradigm, I acknowledge that, as Holliday (2016, p. 16) summarises it "reality and science are socially constructed" "research procedures can be developed to fit the social setting as it is revealed" "what is important to look for should emerge". This paradigm fits with critical theory as it views reality as socially constructed which allows for social change.

4. 2. 3 Rationale behind the research approach

There are many reasons that explain why a broad qualitative approach with elements from a quantitative approach is the best option for the current research. This research is predominantly qualitative in the sense that the qualitative approach is the primary approach for research design, data collection and analysis with the inclusion of some quantitative elements at the analysis stage which provides an in-depth understanding of gender in classroom interaction and a complementary image of the results, and therefore, seeking more elaboration and illustration from the quantitative analysis; to put it in Sunderland's words "this combination of quantitative and qualitative data, analysis and findings would

not only provide a richer picture of (in this case) learner gender and the language classroom, but also a level of reliability and sense of conviction for the reader" (1996, p. 108). Sauntson (2012) also highlights the importance of combining different approaches in the study of gender in the classroom.

Furthermore, the rationale behind the adoption of qualitative research is particularly related to the research questions and aims of this research; it allows having a more complete understanding of the research questions. The first question requires predominantly a quantitative analysis that would also generate the basis for a qualitative analysis and an understanding of the impact of gender in classroom. The second question, by contrast, will be addressed qualitatively to deeply understand how classroom interaction constructs and shapes gender identities and relations and highlight the gendered discourses that take part of the classroom interaction. Consequently, the qualitative analysis would provide a deeper understanding of gender as narratives could be more remembered by individuals while the quantitative analysis would provide further evidence and complementary picture of the study since statistics are not only more persuasive especially to policy makers, but also could reveal important structural inequalities.

4. 2. 4 Research strategies and methods

The research strategies are also called methodologies; they represent the "larger entities in the research approach" (Holliday, 2016, p. 13). Examples of that include case studies, ethnography, ethnomethodology, phenomenology, and grounded theory. For the research methods of collecting and analysing data, they represent the tools that we use to carry out our investigation. Methods of data collection include, but not limited to, observations, interviews, field notes, focus groups. Data analysis methods include: personal narratives, conversation analysis, discourse analysis and so on.

As far as this research is concerned, a broad ethnographic approach have been used in which some elements of ethnographic approach are adapted such as 'unstructured data', 'small number of cases' and 'interpretation of meanings and functions'. For data collection tools, the study employed classroom observations, audio recording, semi- structured interviews and field notes. The next section provides further details on this.

4. 2. 4. 1 Linguistic Ethnography

As I stated above, this research employed an ethnographic approach in which the principles of linguistic ethnography are chosen to capture the complexities of gender and power relations in classroom interaction. Linguistic ethnography originated in UK as a result of a special interest group known as Linguistic Ethnography Forum (UK LEF) set up by five members of BAAL (British Association for Applied Linguistics) namely, David Barton, Angela Creese, Janet Maybin, Ben Rampton and Karin Tusting. (Shaw, Copland, and Snell, 2015; Pérez-Milans, 2016). According to Copland and Creese (2015) linguistic ethnography is "an interpretive approach which studies the local and immediate actions of actors from their point of view and considers how these interactions are embedded in wider social contexts and structures" (p. 13). Thus, linguistic ethnography studies the relationship between the micro- level of language practices and the broader context which is at the heart of the current research.

Sauntson (2012) notes that "Ethnographic studies entail the researcher being directly involved in the action and context under study as an 'insider', in order that greater insights can be obtained than would otherwise be possible" (p. 23). This is what I employed in this research which allowed for generating a 'thick description' of the research setting particularly through 'non- participant classroom observation; though, I argue that by just being present in the classroom setting, the researcher is participating in the classroom and therefore the researcher cannot be a 'fully' non-participant observer. This raises the importance of 'reflexivity' in linguistic ethnography where "the researcher is constantly required to be aware of the impact that their presence may be having upon the research context and the data being produced and analysed in that context" (ibid., p. 23). To address this, I devoted a section (as well as throughout the thesis) for reflecting and being critical about my role in this research (see section 4.5). The thick description also helped in

providing a detailed account of the field experience and in capturing a contextual richness of the impact of gender in Algerian classroom interaction.

Some would also argue about the tension that may arise as a result of combining CDA and linguistic ethnography; because, while CDA explicitly defines its political positions, linguistic ethnography starts from apolitical position. In this regard, Sauntson (2012) argues that "if CDA is used as an analytical tool or framework *within* a broadly ethnographic approach, this tension may be reconciled" (p. 24, original emphasis). This is precisely what I employed in this research in which both CDA and SFDA are combined as analytical frameworks under the confines of a broad ethnographic approach. This added a further dimension in the understanding of gender ideologies and power relations in the classroom interaction.

As a conclusion, I agree with Besnier and Philips (2014) who argue that "since the investigation of language and gender involves an understanding of both language as a system and gender as a sociocultural category, ethnography provides a particularly important window in the workings of the latter in relation to the former" (p. 127).

4. 2. 3. 2 Data collection methods

Data collection and analysing methods are "the techniques or procedures used to gather and analyse data related to some research questions or hypotheses" (Crotty, 1998, p. 3). They include, for example, interviewing, observing, describing, conversation analysis, discourse analysis, personal narratives (Holliday, 2016, p. 13). As far as this research is concerned, a broad ethnographic approach to data collection is adapted based on the following tools, classroom observation, semi-structured interviews and field notes in addition to quantitative approach to analysis of audio recordings of the classroom observation. The combination of these tools allowed for the generation of thick description of the research site (Pakuła, Pawelczyk, and Sunderland, 2015, p. 36). In introducing the

concept of thick description, Geertz (1973) states:

> From one point of view, that of the textbook, doing ethnography is establishing rapport, selecting informants, transcribing texts, taking genealogies, mapping fields, keeping a diary, and so on. But it is not these things, techniques and received procedures that define the enterprise. What defines it is the kind of intellectual effort it is: an elaborate venture in, to borrow a notion from Gilbert Ryle, "thick description." (p. 6)

Therefore, Geertz argues that in order to ensure the credibility of the researcher's interpretation, they need to 'thickly' describe the context under the study. The use of thick description in this study helped in strengthening the trustworthiness of the findings.

Overall, the rationale behind combining these tools in this research is, firstly, to have richer data that increase the expressiveness of the data gathered which allow the researcher to be more confident of the result. Secondly, to disclose any contradictions that might occur from one method. Thirdly, it helps to assert the validity of the research. Below I provide a review of the data tools used in this research.

4. 2. 4. 1. 1 Classroom observation

Observation is one of the data collecting methods defined as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study" (Marchall and Rossman, 1989, p. 79). It is an important tool for data collection in social science because sometimes what participants think they do and what they say they do may be different. Consequently, observation can be used to check what participants say they do and what 'really happens'.

In the classroom, observation can be used to explore different aspects such as classroom interaction, teacher talk, students' behavior, and many other aspects. As a result, it might be difficult for researchers to decide what should be the focus of observation. Wragg

(1994, p. 4) argues that "one of the problems faced by both experienced and inexperienced classroom observers is the matter of deciding what should be the focus of attention". To address this problem, I planned to conduct a structured observation or what is also known as systematic observation in which specific events and behaviors are set in categories before starting the observation. However, after thinking about the categories to implement for observation sheet, I realized that this type of observation may 'restrict' my data and may lead to reducing the opportunity of letting the data to 'emerge' by not allowing some unexpected behaviors to be noticed. It also requires a well-trained researcher which was not possible due to the time limit (further discussion on this point will be discussed later in the data analysis section). Therefore, I decided to implement unstructured observation based on some principals of an ethnographic approach, in which I entered the classroom with an open mind and an extened focus on gender-related behaviors.

Another important point that is related to this research is the statement of Sadker, (cited in Yepez ,1994, p. 24), who emphasized the importance of quantifying interaction when studying gender in the classroom; this indicates that when studying gender in relation to classroom interaction, it is important to present some quantitative results related to interaction such as number of those who interact more, length of answering time, and frequency of calling on boys vs. girls, and other categories; since quantification is a way to uncover any gender bias in the classroom interaction, the best example (discussed in chapter 3) is Dale Spender's (1980) self-study in which she believed that she has equally divided her attention between male and female students but the quantitative results were surprising and revealed that she paid more attention to male students. Based on that, I decided to include a quantitative analysis through audio recording the observations which allowed for later quantitative analysis of the transcripts.

 In social research, observation is broadly divided into two categories: participant

observation and non-participant observation. As the name indicates, participant observation is characterized by the researcher taking part in the observed setting, and s/he gets involved with the participants. Newman and Benz (1998) state that in participant observation, "the researcher is a regular participant in the activities being observed" (p. 59). Non-participant observation, on the other hand, is characterized by the researcher not taking part in the observed activity. They observe without interacting or interfering in the activities observed. Another division of observation types is introduced by Plowright (2011, p. 66) who outlined four types of observation based on Junker's (1960) approach to field work: full observer, observer as participant, participant as observer, and full participant; the difference between them is the level of involvement with participants.

As far as this research is concerned, a non-participant observation was implemented in which I avoided contact with the participants during the classroom observation to reduce any potential impact of my role as a researcher on the participants and the patterns of interaction in the classroom, and it also allowed me to be more open minded of what to observe as it allowed for being an outsider and therefore observing events from a different angle. A point to mention here is that the participants were aware that they were being observed (overt and not covert observation). The observations were audio recorded so that the data obtained from the audio recording allowed for both quantitative and qualitative analysis of data. Importantly, I should clarify that some would argue that even in non-participant observation the researcher 'participate' by just being present or what is known as 'the research impact'. To overcome this, I avoided recording the first sessions, one with the woman teacher and one with the man teacher so that the participants get used to my presence. Being a young researcher with almost the same age with the students also helped in the sense that I was a student like them (some women students commented on this in one of the occasions when we were waiting for the teacher). Besides, in one occasion when the women students were waiting outside the classroom for the teacher one of the women

students who was preparing for her presentation in Oral expression module, asked me and her other female friends about some words to use. This could reflect that the students perceived me as one of them and not a stranger or a researcher. They also tended to socialise with me and criticise their teachers and the administration, this also occurred during the interview which could show their trust towards me.

In addition to observation, field notes were undertaken to encounter what was observed both outside and inside the classroom, before and during the lesson. By field notes I refer to any notes I take during my field work including the observation inside the classroom. I tended to jot down the ideas and points as soon as I could in order to be later developed, sometimes I use memo on my phone, especially when I am outside the classroom, or on a notebook when it is possible.

Interviews are the other research method which were deployed to have an in-depth understanding of the impact of gender on classroom interaction and to supplement classroom observation. The following section is devoted to further discussion of interviews as a data collection method.

4. 2. 4. 1. 2 Interviews

Wolcott (1995) suggests that unlike observation, interviews allow the researcher to 'get nosy' they are as defined by Kitchin and Tate (2000, p. 219) "self-reports of experiences, opinions and feelings". That is, the researcher delves into the subject of an interview in order to drive the interviewees to report their experiences, thoughts, and opinions about the research subject.

Interviews have been used in a different range of fields; they are "probably the most commonly used qualitative technique" (Kitchin and Tate, 2000, p. 213). Interviews range in a continuum with structured interviews described as quantitative and the other two i.e.

semi-structured and unstructured are described as qualitative which are characterized by being more flexible (Edwards and Holland, 2013, p. 2).

Interviews can be used either as main data collection, to corroborate or to verify observation. As far as this research is concerned, semi-structured interviews were used to corroborate classroom observation. The main characteristics of semi-structured interviews are their flexibility, and they are sufficiently structured to address particular aims of theresearch (Galletta, 2013, p. 1). Unlike structured interviews that follow certain structured questions that are set before the interview; semi-structured interviews focus on specific themes and tackle them in a conversational form based on open-ended questions so that to retrieve as much data as possible and to delve deeply into the topic. Flick (2009) discusses an important theme concerning interviews which is that of "subjective theory" which is, according to him, "the fact that interviewees have a complex stock of knowledge about the topic under study" (p. 156). If we take this study as an example, the subjective theory might be the interviewees' own knowledge about what gender is, what possible roles of gender that may occur in classroom interaction. This knowledge "includes assumptions that are explicit and immediate and which interviewees can express spontaneously in answering an open question" (Flick, 2009, p. 156). Thus, it is important that the interview structure allows tackling this subjective theory in order to obtain more spontaneous and reliable answers, which is the fundamental aim of conducting interviews in qualitative research.

To document the interviews, different methods are used such as audio recording, video-recording or simply taking notes, with audio recording being the most used method. When audio recording, the interviewer should pay attention to some common factors that might influence audiotape recording, such as low battery, background noise, the placement of the recorder (DiCicco-Bloom and Crabtree, 2006, p. 318)

Based on the discussion above, this research adopts a broad ethnographic approach to data collection based on classroom observation where the researcher is a non- participant observer. Field notes are also employed as supporting tool that allows for documenting contextual and needed data. After conducting observation, audio recorded semi-structured interviews were deployed in order to further understand elements that arose during classroom observation (such as the students' behaviours) and also to back up the results of observation. In addition to that, the audio recordings allowed for transcribing the data for the quantitative analysis.

4. 5 The research participants

The research is conducted in one of the Algerian universities, at the department of English Language. The participants of the study were two classes of second year EFL students studying English as their major, along with their one man and one woman teachers. The total number of the students observed was 23 which included 4 man students and 19 women students (see Table 4.1).

Participants	Number of Men	Number of women	Total
Teachers	1	1	2
Students	4	19	23

Table 4. 2: Research participants

The selection criteria were based on accessibility as well as the gender of the students which means selecting classroom that includes both women and men students (mixed gender classroom). This kind of selection is known as non-probability sampling in which the selection is based on the needs of the research; Cohen et al. (2007, p. 155) indicated that "The selectivity which is built into a non-probability sample derives from the researcher targeting a particular group, in the full knowledge that it does not represent the

wider population; it simply represents itself". However, as it is usually assumed language classrooms are generally characterized by the number of women students exceeding that of man and my classroom was no exception. Consequently, an equal number of men and women students in the classroom as ideally a need for this study was not attainable and the selection criteria altered to having a classroom that includes both males and females regardless of their number.

The participant students were also from the same ethnic group, belonging to almost the same socioeconomic background, and they came from a bilingual background of Arabic and French with English being their foreign language. This would help to eliminate other factors such as ethnicity and class.

4. 6 Description of the research setting

This section is devoted to introducing and presenting the research setting. The rationale behind this is to help the readers to better understand the research context and to provide them with an overview of elements presented in field notes and observations so that they can picture what is described. The field notes provide descriptions at different levels namely, the physical setting (it represents the physical environment of the research and how it is organized), in my research it refers to the classroom; the human setting (it refers to the way humans observed are organised and their characteristics), it is exemplified in my participants namely the teachers and the students; and interactional setting (it concerns the forms of interaction taking place, for example formal or informal, planed or unplanned) in this research , they refer to the classroom interaction between the participants (Morrison, 1993, p. 80).

Broadly speaking, the physical setting of the current study takes place in Faculty of Letters and Languages in one of the universities in east of Algeria; the faculty is composed of three departments: department of Arabic Language and Letters, department of French Language

and Letters, and Letter Department and English Language. The latter is where this research took place. It is divided into two levels: 'Licence' degree in which secondary school students (who obtain BAC degree after passing a national contest) study other three years at the university. The second is known as 'Master' degree, in which students study two further years in a particular speciality namely, English civilisation, English Literature, or Linguistics. This study was conducted with second year Licence EFL students, particularly, two modules were observed. The first one is 'Oral Expression' and it is taught by the female teacher; its aims fundamentally to develop students' English oral proficiency, henceforth, students are expected to speak and interact as much as possible. The second module is 'Phonology' taught by the male teacher, its main objective is to introduce learners to the phonological system of English language and develop their oral proficiency as well.

4. 6. 1 Physical setting of the classroom

The two modules were taught in language laboratory classrooms; the structure of the classroom in general is similar to other classrooms in Algerian schools in which students' tables are fastened to the floor facing the front of the classroom where the teacher's desk is situated on the left corner of the class on a raised platform and just near to it a white board is fixed on the centre of the wall. However, the kind of the tables separated by wooden barrier and including headphone are only for language laboratory classrooms.

Both rooms have two doors: one is located in the front of the room next to the whiteboard in which the teacher from their desk can see outside the room, and the second is at the back of the room near to the students' tables; in both classrooms the back door is closed with keys and only the front door is used maybe because it is one of the classroom management strategies that allows the teacher to control who enters and leaves the classroom especially when they write on the board. On the wall opposite the doors and near the teacher's desk,

there are four large windows with blue and black curtains.

In Oral Expression classroom, students' tables are arranged in two rows, each one containing three places; while in Phonology classroom, the desks are arranged in one row containing five places. Thus, the first room is capable of holding 24 places whereas the second holds 20 places; in both classes other extra unfixed desks with chairs are provided in case the number of the students is larger than the number of the fixed desks.

The next section, I present a brief discussion of studies on classroom layout and how it relates to the current research.

4. 6. 2 The Classroom layout

The physical setting of the classroom is as important as other components of the classroom. Studies have investigated the role of classroom arrangement in enhancing teaching and learning (Meeks et. al, 2013; Haghighi and Jusan, 2012; Fernandez et al., 2011; Wannarka and Ruhl, 2008; Perkins and Weiman, 2005; Burda and Brooks, 1996; Pederson et al., 1987). The studies showed that the students' seating location in the classroom influences how they are perceived; the front rows are usually associated with those interested in the classroom interaction, they engage more and are expected to attain high achievements.

In analysing the relationship between students' seating location in the classroom and achievement motivation, Burda and Brooks (1996) found that "students sitting in the front of the classroom scored higher on a test of achievement motivation than those sitting in the back" (p. 335); they further explain that the students who choose to sit in the front are confident and have high motivation, whereas those who choose to sit at the back are more likely less eager to participate in the classroom. On a similar vein, Perkins and Weiman (2005) examined the impact of seat location on students' performance in Physics at the University of Colorado. The results revealed that the front rows promote more interaction

and engagement in the classroom which leads to high performance.

In this research the classroom arrangement is argued to impact power relations in the classroom. The students' seating location in the classroom is viewed to be gendered in the sense that the female students in this study tend to sit in the front and middle rows whereas the men students tend to sit in the back rows. Below is a picture that represents the physical setting of one of the classrooms where this research took place.
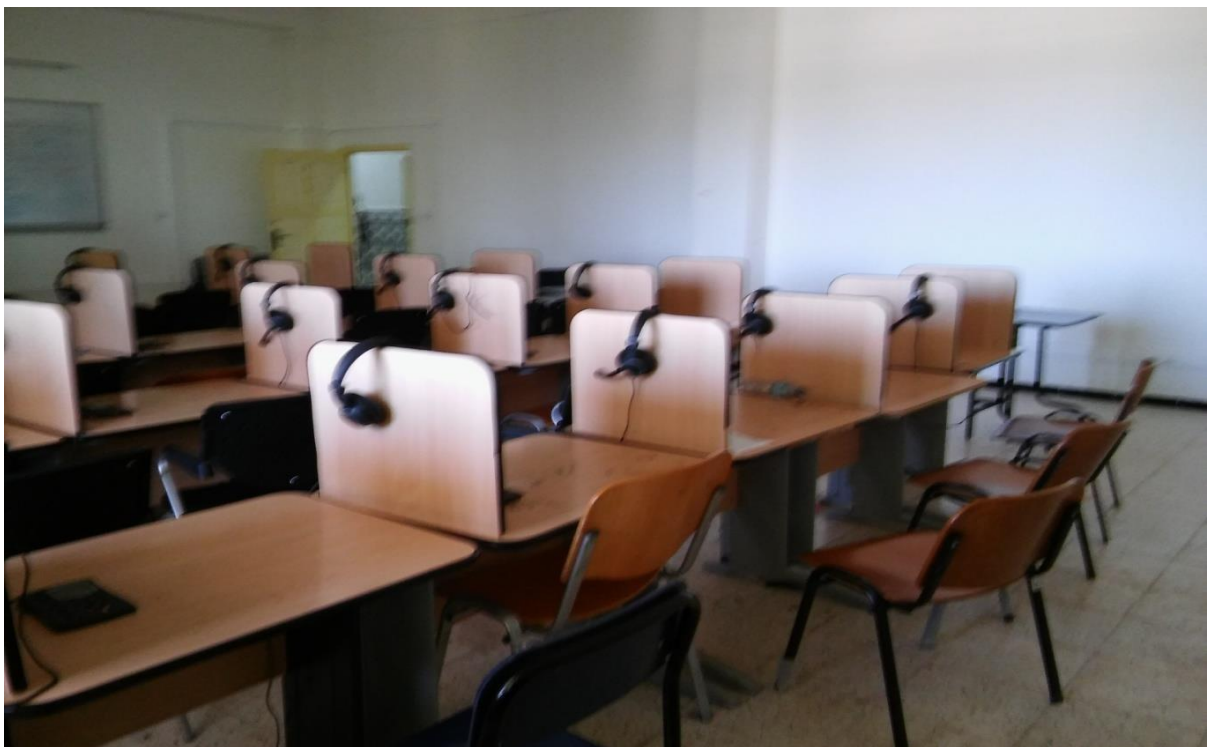
Figure 4. 1: Physical setting of the classroom

The picture shows that the classroom is a small one which eliminates the factor of 'the classroom size' i.e. the students may not interact because they choose to and not because they could not be heard. Although each place is provided by headphones and screens, they were not used by teachers.

The picture also is meant to 'deconstruct' the image that in 'developing countries' classrooms are oversized. In this regard, I remember in one of the seminars in England, one

of the audience asked me about my participants and the classroom size, when I informed him about it he was surprised and commented that 'in Algeria! oh I thought it was a larger classroom with large number of students!'. Another important point that the picture reveals is that the classroom layout encourages 'individuality' as each seat is separated from the other by a 'barrier'; and this type of arrangement might create an atmosphere where the students feel that the student- student interaction is not allowed. A critical look at the classroom arrangement also reveals the embedded power relations in the sense that the teacher desk is located on the classroom stage, the place where the teacher usually stands and explains the lesson; consequently, the teacher is situated in a higher position. This might reflect the classroom hierarchal positions where the teacher is perceived as the most powerful agent at the micro level (the classroom) and also reflecting the authority and powerful agents at the macro level (parents at the level of families and authority at the level of society). The students on the other hand are positioned as less powerful, the individual agents who are expected to respect the classroom rules and conventions. However, as I discussed in the previous chapter, these power relations are not stable or unidirectional; rather the classroom participants are, as Foucault argues, "always in the position of simultaneously undergoing and exercising this power" (1981, p. 98). The power relations can be enacted and contested through discourse as it is exemplified in the case of the men students' silence in the classroom interaction (see chapter 5 and 6) which reflects a resistance to and a contest of power in the classroom.

4. 7 My role in the research

This section is about my role in the research has emerged after conducting my pilot study in two ELT classes at Canterbury Christ Church University. Prior to my pilot study, I was planning to conduct classroom observation as a non- participant observer, however the experience of being a non-participant observer during classroom interaction helped me to

realize that it may not always be the case, as it may happen that the teacher tries to bring you to classroom discussion and this made me take this possibility into account when I did my actual field work.

The second reason is the result of my reflection on my position in the research: besides being a researcher, I am a gendered subject who belongs to the same socio-cultural context of my participants and therefore I share various characteristics with my participants that allowed me to have an insider role and helped me to understand some behaviours that could have different meaning for a person from a different background, such as in the case of jokes or the apology expressions during the interview which occurred when the participants were about to produce a socially unaccepted practice. Yet, being an insider also affect my position in the research in the sense that if for example I was an English researcher, the participants might have behaved differently and the classroom might be more interactive in order to reflect the image that a good learning process is taking place.

Conducting the observation and the interview as a female researcher could also be different from a male researcher especially at the stage of the interviews where the male students could provide more information especially 'non appropriate aspects' to a male researcher than to a female researcher. Being a female researcher also affected the location of the interviews with the male students where both the interviewer and the interviewed agreed for an conducting them in an open space in the university rather than in an empty classroom because it is both socially and part of the university rules inappropriate for a woman and a man to stay alone in an empty classroom.

In addition to being an insider, my experience of studying abroad and living in the UK helped me to have an outsider role and trying to 'make the familiar strange' especially in relation to the gendered ideologies.

4. 8 Data collection procedures

The data collection process was divided into two stages; the first stage included classroom observation in which one second year EFL class in an Algerian university was observed and audio recorded. The observation took place with one male teacher who taught the course of Phonology and another female teacher who taught the course of Oral Expression. Field notes were also used at this stage to complete the overall image of the setting. The group of the students was observed 8 times, 4 with a male teacher and 4 with a female teacher among these 8 observed sessions 6 sessions have been audio recorded (see table 4.2). The first sessions were not recorded in order to familiarize the participants with my presence and with the situation of being recorded. While observing, I was taking detailed notes on what was happening in the classroom and sometimes even outside the classroom. The field notes were written on an ordinary copy book in order to not disturb the participants and also to make them feel that I am part of their classroom and I am not there for making any judgements. Also, I was trying to arrive to the class before them and wait outside the classroom in their usual place of waiting for the teacher to come. The reason behind this was to make them more familiar with my presence in addition to being able to observe them outside the classroom setting. Concerning my physical appearance, it was not really a problem, since what I wore (Islamic clothes: wearing a veil with long sleeve Islamic dress) a style that both teachers and students might wear and indeed the majority of the woman students were wearing the same style. Concerning the appearance I was trying to wear low heel shoes as high heels would present the look of being formal which I did not want, because I wanted to make them feel more comfortable and that I am not there for judging or evaluating them; and therefore, I can gain their trust when interviewing them. After the participants accepted to be observed, I started my observation in which I sat at the back of the classroom on a small blue table with a chair in order not to distract the students' attention and make them forget my presence when they engage in the lesson.

When I entered the classroom, I turned on the recorder and took my notebook to write draft field notes which I rewrote them whenever I go back home, because the university is located in another city different from where I live so I had to travel in public transport for three hours. Each session lasted for one hour and a half. The classrooms were language laboratory classes equipped with headphones and other equipment but they were not working.

Tools used during Observation	Male Teacher' Sessions observed (Phonology)	Female Teacher's Sessions observed (Oral Expression)	Total
Field notes	04	04	08
Audio recording	03	03	06

Table 4.2: Classroom observation sessions.

The second stage of data collection was conducting semi- structured interviews which were also audio-recorded for later analysis; themes of the interview were based on what occurred in classroom observation such as who interacts more, who raises their hands, who enters the classroom first. The interview was basically to answer some observed questions and also to explore if the participants were aware of any gender patterns in the classroom.

The interviews were conducted after the observation was completed and it was only with five students: three males and two females. It was difficult to find a convenient time for the interview as the students' timetable was busy and they had other homework and presentations to do in their free time. So, I had three interviews with the three male students on the same day, the interviews took place in an open space in the university. For the female students, one interview took place in an empty classroom. While the last interview was held at the female student's house on the weekend as she lives in the same area where I live. Each interview lasted for about 15 min to 20 min due to time constraints as students had a busy timetable. The language of the interviews was based on code

switching between English, Algerian Arabic and French in order to make the participants express themselves in the way they felt most comfortable.

Initially, I was planning to have interviews with the teachers too, but due to time constrains as they had busy working timetables, I decided only to interview the students. The process of finding students to take part in my interview was not an easy task as the students also had full timetables it was hard to find a convenient time for them. There were cases where I set up a date for an interview with students but they didn't come and in another occasion students contacted me to cancel our meeting because they decided the whole class could be absent for the day before an Islamic religious event.

4. 9 Ethical considerations

Ethical considerations is an important part of the research process and as Plowright (2011, p. 149) stated "at times, can be fraught with difficulties". The upcoming section will explain ethics process in this research.

4. 9. 1 Informed consent and access

Conducting research with human participants necessitates their approval for taking part in the research; according to Cohen, Manion, and Morrison (2011, p. 77) "much social research necessitates obtaining the consent and corporation of subjects who are to assist in investigations and of significant others in the institutions or organizations providing the research facilities". Consequently, this research was no exception and a consent form was developed based on the requirements of Canterbury Christ Church University ethics committee.

The consent forms have been distributed to both teachers and students who took part in this

research before starting the field research with an emphasis on their total freedom of accepting or not to take part in this research.

Obtaining participants' consent went through two phases: the first was getting gatekeepers' consent as the research took part in an organization, and the second was obtaining the participants' consent. Prior to starting my actual research, I approached firstly gatekeepers (of the university where I chose to conduct my fieldwork) via email explaining my project and my willingness to conduct a fieldwork at their university, I received a prompt reply in which they accepted generously and they sent me a formal letter of acceptance. The second phase was to approach the teachers; I emailed one of the teachers (the man teacher) asking for his consent to observe his class and he happily accepted. Concerning the second teacher, the gatekeeper (Head of the department) suggested one of the woman teachers who teaches

Oral Expression, the module in which classroom interaction is highly expected to take part unlike other modules which, as the gatekeeper stated, are passive. Therefore, I approached the teacher directly before she entered the classroom to start her session; she also accepted to take part and invited me to attend that session. I took the opportunity and asked for the students' consent; I explained to them my research focus (without stating that it was mainly about gender in order to avoid the possibility of making them act according to what they think I need) and assured the confidentiality and anonymity during the field work and throughout the thesis and their right to withdraw at any time. During the next session with the man teacher, I re-explained to them the ethics related to taking part in this research and asked them to sign the consent forms and I collected them before the teacher started the lesson with providing the participants a copy for their own record.

4. 10 Data analysis

At this stage different approaches have been used to analyse the data both quantitatively

and qualitatively in order to answer to the research questions.

4. 10. 1 Analytical frameworks: quantitative and qualitative analysis

In this section, I establish a background for the analytical frameworks used in this research for both the quantitative and qualitative data analysis. The analysis is divided into two apparently separate but deeply related chapters; the quantitative analysis is based on systemic analysis particularly the analytical framework of Tsui (1994) that is used for the analysis of the transcripts of the audio recordings, while the qualitative analysis is implemented through CDA, mainly Fairclough's (1993, 1995a) framework in addition to Sauntson (2012) and Sunderland (2004).

A detailed discussion of these frameworks and how they are adopted in this research is explained in the following sections. But, before I embark on the analytical frameworks, I shall first provide a general overview of three analysis approaches in the field of classroom interaction in addition to the rationale behind the adaptation of discourse analysis approach. I will then spell out the analytical frameworks chosen and the main decisions made during the analysis.

4. 10. 2 Approaches to classroom discourse

The interest in language classroom dates back to 1940s (Sinclair and Coulthard, 1975, p. 15), in which different topics were the focus of the research. Classroom interaction has been one of the major themes in classroom research, and the current research is no exception. The intent of this research is to examine the impact of gender on EFL classroom interaction, particularly; I consider gender in relation to teacher-student talk and student-teacher talk. For the analysis, researchers have identified various analytical frameworks; according to Aleksandrzak (2013), three major frameworks have been established for the analysis of classroom discourse, namely: interaction analysis, discourse analysis, and

conversation analysis (p. 140). Each approach has been argued to contribute widely to classroom research and its complexities, yet, there has been criticism for each one as well. In the following I will explain briefly each approach with its criticism and clarify the reason why it may or may not work for the current research.

4. 10. 2. 1 Interaction Analysis

Interaction Analysis is viewed as an objective way to the study of classroom interaction (Lee, 2011, p. 10). It is based on a systematic observation of classroom interaction using principally real- time coding systems to generate quantitative statistics that could be generalisable. It focuses on observing aspects and categories that are already identified or

structured before starting the observation; examples of the techniques used include ticking boxes, making marks, and recording what researcher observe at regular intervals. Researchers have developed various systems to mention just few of them, Flander's (1970) FIAC (Flander's Interaction Analysis Categories), FLInt (Foreign language interaction) by Moskowitz (1967), FOCUS (Foci for Observing Communication Used in Settings) by Fanselow (1977) and many others. Reviewing all these systems, however, is beyond the scope of the current research (see Lee, 2011 for more details). I will briefly tackle two well-known ones, which I also was planning to use at early stage of the research.

The first model is developed by Flanders (1970), it is known as Flanders Interaction Analysis Categories (FIAC) (O'Leary, 2014, p. 50). In this model, observers should have a data recording sheet that consists of ten categories under the headings of three domains which represent what happens in the classroom namely, teacher talk, pupil talk, and silence. The remarkable feature of that is "the observer records what is happening every three minutes" (Wragg, 1994, p. 8). Another significant instrument for quantifying classroom observation or systematic observation is what is known as INTERSECT (Interactions for Sex Equity in Classroom Teaching) developed by Sadker et al (1984).

This model, according to Jones & Dindia (2006, p. 189), permits coding teacher-student interaction in terms of:

1. Initiation (teacher or student)

2. Receiver (Student, teacher, class, group)

3. Gender of teacher and student

4. Method (hand up, move toward, call out, private)

5. Evaluative type

   a. Praise (positive reaction to students' comment or work)

   b. Acceptance (e.g. "Uh-uhh", "Okay")
   c. Remediation (helping student to correct a comment or work)

   d. Criticism (explicit statement that an answer is correct)

6. Evaluative content (intellectual, content, appearance, other)

Therefore, this system helps in quantifying classroom interaction according to the frequency of teacher/ student initiation, and whether the receiver is teacher-student or the whole class, the type of feedback, with the specification of students' gender.

It must be pointed out here that, at the beginning, I tried to adapt one of these systems for the current research. However, after testing them on a pilot study that I conducted here in UK before conducting my actual data in Algeria, I found that they would not work for this research mainly because they allow only for the collection of quantitative data which will exclude the qualitative one, i.e. the system restricts the observation to pre-established categories which cause missing other data that might be important, also the model analysis interaction only in terms of who initiates interaction, its direction, and type of feedback leaving behind other types of interaction that take place in the classroom. Notably, this was also the major criticism of Interaction analysis approach, i.e. its focus on fixed pre-established categories for analysing different types of classroom interaction and "failing to

give a complete picture of classroom communication and focusing only on what is actually observable or measurable", therefore, "oversimplifying the research context" (Aleksandrzak, 2013, p. 140).

4. 10. 2. 2 Conversation Analysis

Conversation analysis is an academic discipline that was developed by the sociologist Harvey Sacks in the 1960s (Have, 1999; Merrison, Bloomer, Griffiths, and J. Hall, 2014). It is based on "an attempt to describe people's methods for producing orderly social interaction" (Silverman, 2011, p. 286); its major principle is data- driven analysis, that is, the analysis is not based on predefined categories, rather, it allows for the data to emerge or simply it is an inductive approach. Among the characteristics of the investigated interaction through CA are: turn- taking, repair mechanisms, openings, closings, and many others (Merrison, Bloomer, Griffiths, and J. Hall, 2014, p. 21). Another important point for CA is its focus on naturally occurring interaction which could be either audio recorded or video recorded. Conversation analysts use the following descriptive units in describing conversation, according to Tsui (1994, p. 7):

- Turn: is defined as all what a speaker says before another speaker takes the floor.
- Pair: it is basically made up of two turns made by two different speakers, also referred to as 'adjacency pair'.
- Sequence: it is composed of more than one turn.

In conversation analysis, any conversation is argued to be organised into turns which is the basic analytical unit. Sacks et al. (1974) proposed a model composed of universal rules of conversational turn- taking, in which a turn is composed of linguistic unit called "turn constructional units (TCUs), "the basic shapes that TCUs take are sentences or clauses more generally, phrases, and lexical items" (Schegloff, 2007, p. 3). According to Schegloff

(2007), there are, fundamentally, three features of TCU: the first one is grammar which is "an organisational resource in building and recognizing TCUs" (p. 3). The second one is "the phonetic realization of talk" (p. 4). The third feature is that a TCU "constitutes a recognisable action in context" (p. 4) that is to say, any TCU is context dependent. When a TCU is completed, a transition relevance point (TRP) is reached in which a change of speaker may occur, depending on the three possible ways that organize turn- taking in any conversation, as proposed in the model of Sacks et al. (1974):

- The current speaker gives the floor to another person

- Another person takes the floor after the first speaker reaching TRP.

- If none of the above occurs, i.e. if neither the current speaker chooses a next speaker nor the other speaker selects themselves, then the current speaker may start another TCU or they may choose to remain silent.

In conversation analysis, adjacency pairs are observed to characterise most of the talk, for instance, question/answer, invitation/ accept- decline, greeting/greeting and so on. Sometimes, when a problem occurs at one part of the pair, another important component in CA known as 'repair' mechanism might occur; therefore, its main function is to resolve any miscommunication.

I have considered using conversation analysis for data analysis, particularly, to explore interruption and overlap in classroom interaction; unfortunately, as most of the interaction takes the form of a chorus, it was relatively difficult to identify interruptions and overlaps. This type of interaction made it also difficult to identify the exact speakers so I decided to consider all female students as one group and all male students as another group.

One of the major criticisms of Conversation analysis (CA), as Hammersley (2003) explains, is its belief that it is a self- sufficient tool that does not need any other data but the conversation to make its claims, or as Baxter (2002) describes it as 'monolithic' (p.

853), that is conversation analysts tend to use only naturally occurring recordings, they exclude the use of any other tools that might help in the analysis.

4. 10. 2. 3 Discourse Analysis

Analysis based on discourse was first adopted in the 1970s after Zellig Harris (1952), the first to use the term 'discourse', published his paper 'Discourse Analysis' (Paltridge, 2012, p. 2; Yan and Yuayuan, 2012, p. 17). The main interests of Harris were basically to examine language beyond the sentence level as well as the relationship between linguistic and non-linguistic behaviour, i.e. how people are able to interpret or understand what another one is saying based on the situation or the context they are in (Paltridge, 2012, p. 2). Discourse analysis as a recent discipline considers the relationships between language and social and cultural context. In this research, it is viewed as "a way that examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations" (ibid., p. 2).

At the level of classroom, one of the models followed in the discourse analysis approach to classroom discourse is based on exploring the structural and functional aims of classroom interaction in hierarchal units moving from lesson to transaction to exchange to move to act (Lee, 2011, 14). I will provide a definition for each in the upcoming sections These units are the basis of IRF model (Initiation, Response, Follow up) a descriptive framework for spoken discourse analysis developed by Sinclair and Coulthard (1975) in which they "borrowed the concept of a rank scale from Halliday's (1961) descriptive units at the grammatical level" (Tsui, 1994, p. 8). Halliday (1961) suggested four categories of his theory of grammar namely unit, structure, class, and system organised in a rank scale from the largest to the smallest (p. 247). Subsequently, Sinclair and Coulthard (1975) adopted this concept of hierarchy for their IRF model and suggested that initiation, response, and follow up compose a typical exchange.

This model, however, is believed to characterise most likely the teacher- controlled classroom (Yan and Yuayuan, 2012, p. 17). This type of classroom is characterised of the teacher being the main source of information; so, this is one of its major criticism i.e. being "inadequate in examining modern learner centred classrooms where discourse are based more on partnership and equal distribution of rights" (Aleksanderzak, 2013, p. 141).

As far this research is concerned, the above major criticism was not a problem since the classrooms I observed and recorded are teacher controlled classroom, therefore, the application of the model would be an opportunity for applying the model in a new different context as well as a significant tool for answering the research questions. In the next section, I shall introduce the analytical framework adopted in this research for the analysis of the audio recordings.

4. 10. 3 Analytical framework: Tsui (1994)

In order to analyse classroom observation transcripts, Tsui's (1994) taxonomy of discourse acts is adopted. In this model, Tsui borrowed the concepts of exchange, move, and act from Sinclair and Coulthard (IRF) model and the two criteria of 'structural location' and 'prospected response' for analysing discourses; the first one is related to where the utterance is located in an exchange structure, they explain that "it is place in the structure of the discourse which finally determines which act a particular grammatical item is realizing" (1975, p. 29). Notably, this point was also agreed on in Conversation Analysis mainly by Schegloff and Sacks (1973) who name it as 'sequential placement'. The second criterion refers to characterising utterances according to the kind of response they expect. Thus, these two criteria are essential in identifying the function of an utterance.

Based on the idea that the researcher must decide about how to break the text or the conversation into meaningful units, Tsui (1994) adopts acts, moves, and exchanges as the basic units of her taxonomy. An 'exchange' is made up of 'moves'; each move could be

made up of more than one act.

An act is characterised according to its function in the discourse "the discourse value of an item depends on what linguistic items have preceded it, what are expected to follow, and what do follow" (Sinclair and Coulthard, 1975, p. 34). In other words, acts are identified based on their relation to each other in the discourse rather than their function. This is what makes an act in IRF model different from act in Speech Act Theory developed by Austin (1962) who identifies acts in relation to the actions performed when using the language or more specifically an utterance, taking into consideration "the meaning conveyed by the words, and the structures of utterances, the psychological conditions of the speaker, and so forth" (Tsui, 1994, p. 9). In short, the basic difference is that speech act theory does not consider the context of the discourse unlike the act in the IRF model.

Tsui (1994) explains that when a move is made up of more than one act, one of the acts is obligatory and it is known as 'head act' in that it carries the discourse function of the entire move. The other acts are called pre-head act if it precede the head act and post-head act if it follow the head act. (p. 13). She further identified the primary classes of acts based on 'structural location' criterion: the class occurring at the head of the initiating move can be identified as initiating acts, that occurring at the head of the responding move can identified as responding acts and that occurring at the head of follow up move can be identified as follow up acts (p. 52). She also used 'prospected response' criterion in order to identify subclasses of the three primary classes. In the case of the initiating act, she subdivided it into four subclasses: directives, requestives, informatives, and elicitations. Response acts are subdivided into positive, negative, and temporization. Follow up acts are subdivided into endorsement, concession, and acknowledgement. The following is Tsui's definition of each category:

1. Initiations: acts that occur at the head of a move, they are subdivided into the following

four subcategories:

1. 1 Elicitations: they were first introduced by Sinclair and Coulthard (1975) they are intended to elicit a response. Tsui (1994) defines it 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" (p. 81). She further subdivided it into elicit: inform (utterance which requires the addressee to provide a piece of information), elicit: confirm (it is when the addressee is invited to confirm the speaker's assumption, Tsui states that they can be realized through tag interrogatives, declaratives, and positive and negative polar interrogatives (1994, p. 82)), elicit: agree (when the speaker is invites the addressee to agree with their assumption), elicit: commit (it elicits a verbal response and a commitment of some kind), elicit: repeat (when the addressee is invited to provide a repetition), and elicit: clarify (it prospects a clarification of the preceding utterance (ibid: p.

88) .

1. 2 Requestives: they are utterances which solicit non-verbal actions in which the addressee is given the option of carrying out the solicited action, they subsume utterances which are referred to in speech act terms as request, invite, offer, and ask for permission (ibid: p. 90). They are also subdivided into subclasses of request for action, request for permission, request in the form of proposal, request in the form of invitation, and offer.

1. 3 Directives: acts which prospect a non- verbal action from the addressee without giving him/her the option of non-compliance, they subsume utterances such as orders and commands (ibid: p. 116). The two major subclasses are Advisives which include other subcategories advice and warn; and Mondatives (when the speaker attempts to make the addressee to perform, or refrain from performing an action for the benefit of the speaker

(ibid: p. 127) they are also further divided into instruction and threat.

1. 4. Informatives: was first introduced by Sinclair and Coulthard (1975) to refer to a discourse category that has the function of providing information. Tsui (1994) identifies informatives as a category that "covers not only utterances which provide information but also those which report events or states of affairs, recount personal experience, and express beliefs, evaluative judgements, feelings, and thoughts" (p. 135). They are also divided into reports (comprise those which report events or states of affairs, or recount personal experiences); assessments (comprise those which express judgements of some sort including evaluative judgements); and expressive (comprises those which express the speaker's feelings and attitudes towards certain events or state of affairs) (p. 137).

2. Responses: according to Tsui (1994) a response is 'characterized as an utterance which fulfils the interactional expectation set up by the preceding initiating act" (p. 57). They are subdivided into positive response (a fully fitting response); negative response act (not fully fitting); and temporization (a dispreferred response that also contains linguistic features of delay such as fillers, particles, and so on)

3. Follow- ups: a very important element in conversation which has the general function of acknowledging the outcome of an exchange (ibid., p. 194), it is subdivided into: endorsement (enthusiastically endorses the positive outcome of interaction, it can include remarks such as 'good', 'great', 'wonderful') (ibid,. p. 200); concession (it accepts a negative outcome, and mainly used for minimizing face threatening effect) (ibid., p. 203); and acknowledgement (realized by a closed set of items such as 'okay' 'alright' 'yeah' 'oh I see' or a repetition of the preceding response in low key) (ibid., p. 205).

4.1. Turn-passing: it is mainly an act of a second follow up move subsequent to a first follow up move in which items like 'yeah', 'okay', or 'alright' constitute the entire move functions as a turn passing signal (ibid., p. 210). It generally occurs when the current

speaker wants to relinquish the floor when they are entitled to a turn subsequent to a follow up move (ibid., p. 213).

The following table summarises Tsui's (1994) taxonomy of discourse acts:

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

Table 4. 3 Taxonomy of discourse acts (adapted from Tsui, 1994)

4. 10. 3. 1 The use of Tsui (1994) analytical framework in the current research

To start the analysis, the analyst must first transcribe the recording based on some conventions, the most known one are Gail Jefferson's (2004) transcription conventions. These transcription conventions try to represent the talk in the form of written text to act as an "aide memoire for the analyst to be able to more easily 'see' what is going on in the interaction" (Merrison, Bloomer, Griffiths, and J. Hall, 2014, p. 23). However, not all researchers use all the conventions; the choice depends on the research aims and questions, in case of the current research it adopted only few necessary conventions that would help in adopting the analytical framework.

After transcribing the classrooms audio recordings, I had to decide on the analytical features that I should focus on to answer my research questions and also to decide on

which approach would better suit the research. After spending a considerable time reading and reviewing literature related to analytical approaches to classroom discourse and also reading my transcripts and thinking of the best way to approach them for a quantitative analysis and after trying different sample analysis of data, I decided to adapt Tsui's (1994) taxonomy with some modifications that I will discuss in the upcoming sections.

The rationale behind choosing this analytical framework is basically related to two reasons. The first one is that this framework has been used before in different studies related to gender in classroom which, as Farooq (2000, p. 27) explains "it will not only be much easier to arrive at categories with confidence, it will also be possible to develop a general framework that can be utilized by the writer or other researchers for future studies". The second reason is related to time constrains as this will save time for the qualitative analysis of the field notes and classroom observation.

In order to prepare the transcripts for the analysis, I first divide the classroom interaction into teacher-student interaction, student- teacher interaction, so that to facilitate the analysis and also to allow for the comparison of both man and woman teacher talk to students as well as teacher and students talk. It also helped in being able to identify the type of linguistic content and the impact of gender on that. However, after listening and reading the transcripts it was clearly apparent that I should eliminate the category of the student- student interaction since this type of interaction was totally absent in the classroom taught by the male teacher and rarely present in the female teacher classroom mainly because the two classes where teacher led classrooms. Another important point to mention here is related to 'labelling', for a matter of confidentiality, I named the participants as 'WT' when referring to women teacher; 'MT' when referring to man teacher; 'WS' when referring to women students; 'MS' when referring to man students.

I then started with teacher-student talk by identifying the categories based on Tsui's model;

however, I faced some issues in characterising some teacher talk based on Tsui's proposed categories in which some talk couldn't be classified into the proposed categories. Consequently, I decided to borrow some categories from Conversation Analysis and Tsui's (1985) seventeen categories system to overcome the issues. The borrowed categories are listed below along with examples from data:

- Repair: this act was borrowed from Conversation Analysis, to refer to acts when the teacher gives a follow up to the students in terms of acknowledgment through which the teacher not only accepts the student's response but also 'repair' it. For example:

  WS   that comes with this syllable
  MT   that comes with this?
  WS   syllable
  MT   syllable? That starts with this cluster ((Repair))

- Nomination: it was borrowed from Tsui's (1985) seventeen category system, it is "realized by pupils' names or "yes?" or "you". It calls on or gives permission to pupils to give answers" (p. 13). So, its main function is to give floor to students as in the following example:

  WT   ok yes another one yes ((student name))

- Clue: according to Tsui (1985) it is "realized by statements or questions or phrases. This act serves to help pupils to respond to elicitations or comply with directions. It can be performed by providing information or language structures, or allowing pupils to express themselves in L l" (p. 15). e.g.

  WS   the skill
  WT   let's assume you have the experience you have the skill you have the diploma and you want you have finished your studies and you want a job

- Frame: it refers to the act when the teacher informs the student of what they will deal with in the lesson in the form of the future act, it is equivalent to Sinclair and

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Coulthard (1975) category of "Metastatement" in their IRF model, an example of that would be:

MT   today "nshAllah" ((if God will)) will start with the rules governing english stress ok we talked about normally how emm phonetic background of emm stress it means what does stress mean exactly in phonetic () but later on we'll see what it means at the level of phonology and more precisely in the english phonology ok guys first of all we'll start by talking about degrees of stress

- Dictate: the act when the teacher is dictating to the students.

- Recapitulate: "Realized by statements which repeat the information previously expressed. It is often marked by 'So' or 'Right' at the beginning of the statement" (Tsui, 1985, p. 14).

- Joke: this refers to the act when the teacher makes a joke.

- Check: it is also borrowed from Tsui (1985) category system; it is "realized by a closed class of questions such as 'O.K', 'Finished?' and 'Ready?'; It helps the teacher to know the progress of the lesson and usually occurs when the teacher wants to move from one task or topic to another" (p. 14). For example:

WT   so if you don't have experience like your friend has said you need to make researches about this job requirements good yes so this is job description before going to your interview you need to know about this job ok and you choose answers that are linking to the requirements of this job is it clear ((the underlined utterance represents the act of check))

In addition to the above categories that I included in the taxonomy, I also identified the type of elicitation in terms of the type of the questions so that it helps to compare the type of questions female and male students ask to male and female students. Therefore the final framework adopted for the analysis of teacher talk is summarised in the table below:

Head Act	Subclass		
Initiation	Elicitation	Inform	Display Question
			Genuine Question
		Check	/

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		Repeat	/
		Clarify	/
		Confirm	/
		Agree	/
		Commit	/
		Restating Elicit	/
	Informative	Assessement	
		Expressive	
		Report	
		Clue	
		Frame	
		Recapitulate	

	Directive	Mandative :
		     • Instruction
		     • Threat	

		Advisive : • Advice	

		• Warn	
		Nomination	
		Dictation	
	Joke	/	
Response	Positive	/	
	Negative	/	
	Temporization	/	
Follow up	Acknowledgement	Accept	
		Repair	
	Endorsemsnt	positive	
		Comment	
		Negative	
	Concession	/	

Table 4.4: Analytical framework adopted in the research (Teacher – Student interaction)

The coding of the teacher- student interaction was based on the direction of the discourse which was classified into three categories: the one directed to the women students, the one directed to men students, and those directed to the whole class. For the student- teacher interaction, the coding was much clearer and divided by that produced by women students and directed to the teacher and that produced by male students and directed to the teacher. It should be also noted that I analysed the transcripts in terms of turns which I defined as any utterances produced by any speaker during the interaction including 'backchannel'.

After coding data based on the proposed analytical framework, I counted all acts produced by the man teacher, and all those produced by the woman teacher and calculated the percentages for comparative purposes.

After finishing with teacher- student interaction, I conducted the same process with student- teacher interaction, which was much easier and less time consuming because I became more familiar with the analytical framework and also because the students

interaction was both less in quantity, the type of acts produced by the students and the clear cut direction of the interaction. The following table presents the acts used in student-teacher interaction.

Head Act	Subclass	Further class	
Initiation	Elicitation	Inform	Dis. Q
			Gen. Q
		Clarify	
		Repeat	
		Confirm	
	Informative	Report	
	Requestive	Permission	
	Joke	/	
Response	Positive	/	
	Negative	/	
	Temporazatoin	/	
Follow up	Acknowledgement	Accept	
		Comment	
		Repair	
	Endoresement	Positive	
	Backchannel	/	

Table 4.5: Analytical Framework Adopted in the Research (Student- Teacher interaction)

Like in teacher- student interaction, I also borrowed the category of 'Repair' from conversation analysis. The category of 'Backchannel' is also borrowed from CA and defined as "ways recipients/hearers have of showing that they understand that an extended turn-at-talk is in progress and is not yet finished" (Schegloff, 1988, p. 115). The other categories are the same as in Tsui's (1994) analytical framework.

4. 10. 4 Analytical framework: Fairclough (1993, 1995a, 2001), Sunderland (2004), Sauntson (2012)

To approach the data qualitatively, I have also adapted Fairclough's analytical framework which he developed in 1993 and 1995a. In this framework, Fairclough argues that there three dimensions for the analysis of discourse based on CDA. In any discursive event, he attributes three dimensions that are used in the analysis namely, description, interpretation, and explanation. The first dimension is implemented at the textual level; the interpretive one is related to the discursive practice; the explanation is related to social practice and the different levels of social organizations. The following is Fairclough's (2001, p. 21- 2) definition of each dimension:

- Description: is the stage which is concerned with formal properties of the text.

- Interpretation: is concerned with the relationship between text and interaction – with seeing text as the product of a process production, and as a resource in the process of interpretation...

- Explanation is concerned with the relationship between interaction and social context – with the social determination of the process of the production and interpretation, and their social effects.

The following figure explains further the above dimensions.
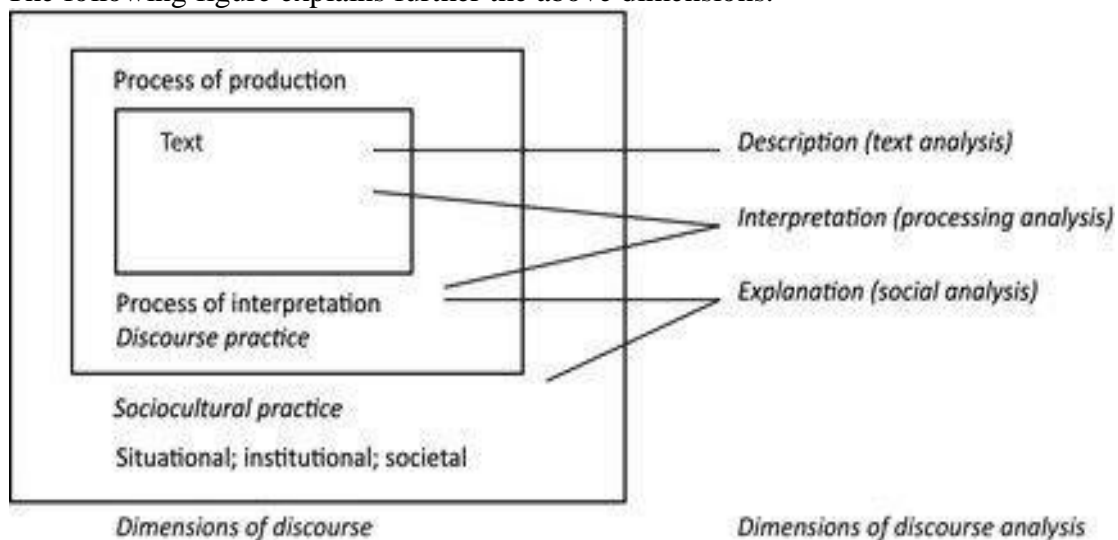
Figure 4. 1: Fairclough's (1993) Dimensions of Discourse and Discourse Analysis

In my study, I have integrated the first framework with the last one particularly at the level of textual analysis since the first dimension is concerned with a descriptive analysis and therefore the results of the first analytical framework can be implemented at the first level. At this level of the analysis, Sauntson's (2012) notions of 'mid' 'high' and 'low' have been used to highlight the similarities and differences among the categories of women and man students talk to the teacher.

At the qualitative analysis in chapter 6, the identification and naming of the gendered discourses were based on Sunderland's (2004) work on gendered discourses. In this regard, she suggests the notion of 'recognizability' for the identification of discourses, "recognition depends on certain social structures and structures of communication being in place" (ibid., p. 28). In addition to recognition, she argues that discourses could be identified through linguistic 'traces' such as in the case of CDA in which analysts "draw on linguistic features such as nomonalisation, pasivation, and sequencing" (p. 31).

For discourse naming, Sunderland (2004) suggests that they could be named either conceptually or formally. For conceptual naming, there are two possibilities 'descriptive' which is often based on descriptive names such as 'classroom discourse'; or 'interpretive' which could refer to the analyst's standpoint such as 'racist discourse'. In this regard, she clarifies that the process of identifying and naming discourses from an interpretive, critical perspective reflect the 'namer' position.

Importantly, she highlights the point of the analyst need to ensure that the identification and naming is not only "the product of the analyst's particular interpretive proclivities" (ibid., p. 47). This could be done through offering the named discourses to a group of

informed others both those in the field of gender and those who are not. In case of my research, the identified and named discourses have been scrutinised by my supervisors.

4. 11 Trustworthiness

This section is devoted to discussing the credibility and rigour of the current research. To ensure the credibility of this research I provided thick description of the research setting, data collection and analysis as well as the research approach and procedures. I also used different methods for obtaining data as well as different approaches for the data analysis. Furthermore, I employed what Rallis and Rossman (2009, p. 269) suggest as elements for trustworthiness in qualitative research, for example 'using a critical friend' and 'using your community of practice'. As far as 'using critical friend' is concerned, my supervisors reviewed and commented on my work at different stages. In 'using your community of practice', I engaged in discussions with my PhD colleagues especially at the analysis stage. The academic conferences and seminars also worked as an insightful source for critical discussion such as 'the Discourse, Power and Society' research seminars conducted collaboratively between Canterbury Christ Church University and Kent University.

4. 12 Conclusion

This chapter discussed the methodology of the current research; it started with discussing the research approach adapted and the rationale behind it based on literature review related to methodology. I explained how this research is located within postmodernist paradigm based on a broad qualitative research approach. Then I identified the research strategies and methods, a broad ethnographic approach is adopted in which non- participant classroom observation, semi structured interviews with students, and field notes were employed as data collection tools. The chapter then provided an overview on the research setting and the participants through which two modules of Oral expression and Phonology consisting of 23 women and man students and taught by a female and male teacher were

observed, the research took place in EFL classrooms at an Algerian university. After that I explained my role in the research as an insider and outsider and the impact of that on my research. The followed section addressed the ethical consideration related to data collection and the study in general. Finally, I explained how the collected data was analysed both quantitatively and qualitatively based on the two analytical frameworks of systemic functional discourse analysis (SFDA) and critical discourse analysis (CDA).

CHAPTER 5

GENDER PATTERNS IN TEACHER- STUDENT (T-S) and STUDENT-TEACHER (S-T) INTERACTION

5. 1 Introduction

The aim of this chapter is to represent the quantitative analysis of the transcripts of the teachers' and students' classroom discourses. The chapter is divided into three sections; the first one is devoted to the results of teacher- student discourse analysis while the second section is concerned with the results of student-teacher discourse analysis. The first two sections are based on systematic analysis in which an adopted version of Tsui's (1994) framework (see Chapter 4, section 4. 7. 3) is employed; the analysis is then explained in terms of the frequency and percentage of each discourse act produced by male and female teachers as well as students. The results are reported in tables along with comments and discussion of the findings at the end of each section. The findings suggest that in teacher to student interaction both the woman and man teachers used the same discourse acts, but in different frequencies and they interacted with the women students more than the man students. For the student to teacher interaction, the results show that the women students interacted with the teachers more frequently than the man students who barely interacted in the classroom, the women students used the 'response acts' more frequently followed by 'follow up' mainly 'backchannels'. The third section is devoted to the critical discourse analysis of the same data based on Fairclough's (1995) framework (see Chapter 4, section 4. 7. 4); at this stage the results of the textual analysis stage are derived from the previous two sections, I shall explain this point in detail in section (5. 4). The results of this analysis show that the discourse act used by the teachers reveal that the woman teacher enacted an authoritative controlling role while the man teacher enacted a more permissive role. For

power relations, the woman teacher enacted power overtly while the man teacher enacted it covertly. The critical analysis of students discourse revealed that the women students were conforming to the classroom rules rather than dominating the interaction while the man students' silence in the classroom is interpreted as an enactment of power.

The chapter is then concluded with a summary of the major findings.

5.2 Teacher-Student (T-S) discourse: presentation of the results

This section examines the 'differential teacher treatment' by gender through analysing two EFL teachers (one woman and one man teacher) discourses. Based on an adopted version of Tsui's (1994) analytical framework (see chapter four, section 4.10.3.1 and 4.10.4 for details about the analytical framework), the classroom interaction was divided into 'teacher to student talk' and 'student to teacher talk'. The teacher to student talk was further divided into 'teacher to women students talk' (WT- WS referring to woman teacher discourse directed to woman student, and MT- WS referring to man teacher discourse directed to woman student), teacher to man students talk (WT- MS or MT- MS, the abbreviation MS refers to man student), and teacher to the class (WT- C or MT – C, the abbreviation C refers to the whole class). This process of categorisation is highly contextual, in the sense that it is through referring back to the context of the interaction that the direction of the discourse was identified especially in the case of the talk directed to the whole class.

Before proceeding with the analysis, it is worth noting that the ratio of the women students and men students in this study is different: the number of women in the classroom is higher than that of the men students, which could raise the effect of a 'majority group' or 'minority group'. To overcome this, I implement the notions of the 'average woman student' and 'average man student' in the analysis. However, I first provide 'raw' total frequencies of the discourse acts produced, because, as Sunderland (1996) suggests "it

gives a 'flavour' of what was going on in the class" (p. 175).

I also acknowledge the possibility of focusing the study on only the women students as the larger group in the class and the valuable observations that could be generated from this, since it is not necessary to have both women and men students in the classroom in order to investigate gender. However, I believe that the inclusion of men students in the study despite being the 'minority' group is important and interesting. The rationale behind this is twofold; first, it would be different if the men students were there or not; by being present in the classroom they do take part in the construction and reflection of gender and power relations in the classroom interaction. Second, they constitute valuable data in the sense that even though they don't talk much in the classroom, they do provide 'critical incidence' (see Tripp, 1993 for further discussion on this concept) when they talk, as it is exemplified in the cases of jokes; or even when they don't talk, as it is the case of silence in the classroom interaction.

Consequently, I decided to include both women and men students in the analysis in order to provide a rich and in-depth understanding of gender, ideologies, and power in the EFL classroom interaction.

The findings are presented in tables where the interaction is classified in terms of discourse acts, their number of occurrence along with their percentage in relation to otheracts. I shall start by presenting the results of each teacher interaction with the students, and then I will compare and discuss the two results based on 'the average of women students' and 'average men students'.

5. 2. 1 Woman teacher to students discourse (WT-S)

As I have mentioned previously, the class that the woman teacher taught is Oral Expression; therefore, more interaction from the students is expected. Table 5.1 shows the classification of interaction in terms of initiations, responses and follow up (I-R-F) (see

section 4.10.3) that were produced by the woman teacher and directed to the women students, men students, or the class as a whole. This classification provides a general picture of the woman teacher's discourse.

Acts	No of occurrence (WT-C)	Percentage (%)	No of occurrence (WT- WS)	Percentage (%)	No of occurrence (WT-MS)	Percentage (%)
Initiation (Total: 467)	232	99.14 %	228	50.33 %	7	24.14 %
Response (Total: 24)	1	0.43 %	22	4.86 %	1	3.45 %
Follow up (Total: 225)	1	0.43 %	203	44.81 %	21	72.41 %
Total	234	100 %	453	100 %	29	100 %

Table 5. 1 Woman teacher I- R- F directed to class, women students, and men students.

The most significant difference is that the majority of the woman teacher interaction with the students is made through initiations (99.14 % of the interaction with the whole class, 50.33% of her interaction with the women students, and 24.14 % of her interaction with the men students). Most of the initiations are directed to the whole class (232 times out of 467 of the total of the initiations the teacher produced), followed by those directed to the women students (228 times), while the men students received significantly the least amount of initiations from the teacher (only 7 times out of 467).

Another significant point is that the woman teacher made more interaction with the women students; in her interaction directed to the women students, she made 50.33 % initiations,

44.81 % follow ups, and only 4.86% responses. The total of the discourse acts directed to the women students is 453 compared with 234 to the whole class and only 29 to the men students. The following extract provides an example of the female teacher's initiation directed to a woman student:

> WT   what was your experience in your previous job Ok the answers now yes the answers you see if you had that bad experience in your previous job and you were responsible for it be careful you don't want to seem that irresponsible person for your new employer so you need to modify, yes
>
> WS   it was really a good experience I had in my previous job
>
> →WT   so why did you leave it?
>
> WS   because I am an ambitious person I mean eemm
>
> WT   she is ambitious and she needs more challenges yes
>
> (Appendix 21: Woman teacher lesson 1)

The arrowed turn represents an initiation by the woman teacher in the form of eliciting a question, which might be a strategy to make the woman student elaborate more.

Concerning the woman teacher talk to the men students, follow ups are the most frequent head acts in a percentage of 72. 41%. Followed by a percentage of 24.14 % of her discourse directed to the four men in the form of initiations; and only 3.45 % for response; which, in terms of numbers, the woman teacher provided a response to the men students only once throughout the three analysed lessons because they asked fewer questions (see section 5.3 .1). The following is an example of the extract for a follow up by the woman teacher and directed to man student:

> MS   could you tell me a little about yourself
>
> →   WT   could you tell me a little about yourself ehhmm
>
> (Appendix 21: Woman teacher lesson 1)

The type of the follow up in this example is an 'acknowledgement' which is realised by a

closed set of items such as 'okay' 'alright' 'yeah' 'oh I see' or a repetition of the preceding response in low key (Tsui, 1994, p. 205); in the example it is realised through the teacher's repetition of the man student response.

Substantially, these general results demand a more detailed analysis of the woman teacher talk in order to better understand the significance of gender in relation to the type and amount of interaction produced. This step is important because it provides in detail the type of the initiations, responses and the follow ups produced in the sense that when we say, for example, that the teacher made initiations through 'informative' utterances is different from when we say that the teacher made initiations in the form of 'elicitation'; in the former the teacher holds the floor and the students are not necessarily expected to take a turn, while in the latter the teacher elicits a response from the students and therefore they are expected to take part in the interaction.

Table 5.2 represents a more detailed analysis of the woman teacher discourse where both the frequency and percentage of each discourse act produced are counted.

Act	Subclass		Further Class	WT- C	Percentage (%)	WT-WS (N= 19)	Percentage (%)	WT – MS (N= 4)	Percentage (%)
Initiation	Elicitation	Inform	Dis. Qs	65	27.78 %	112	24. 72 %	00	00 %
			Gen. Qs	11	4.70 %	32	7.06 %	3	10.34 %
			Restating Elicit	3	1.28 %	2	0.44 %	00	00 %
		Confirm		5	2.14 %	12	2.64 %	1	3.45 %
		Clarify		00	00 %	1	0.22 %	00	00 %
		Repeat		00	00 %	10	2.21 %	00	00 %
		Agree		3	1.28 %	00	00 %	00	00 %
		Commit		19	8.11 %	00	00 %	1	3.45 %
		Check		5	2.13 %	00	00 %	00	00 %
	Informati	Report		69	29.49 %	7	1.54 %	00	00 %
		Clue		5	2.13 %	4	0.88 %	00	00 %
		Frame		5	2.13 %	00	00 %	00	00 %
		Recapitulate		8	3.42 %	00	00 %	00	00 %
	Directive	Warning		8	3.42 %	1	0.22 %	2	6.90 %
		Nomination		2	0.85 %	47	10.37 %	00	00 %
		Instruction		8	3.42 %	00	00 %	00	00 %
		Advice		1	0.43 %	00	00 %	00	00 %
		Dictate		13	5.55 %	00	00 %	00	00 %
	Requestive	Permission		00	00 %	00	00 %	00	00 %
	Joke		/	2	0.85 %	00	00 %	00	00 %
Response	Positive		/	1	0.43 %	21	4.63 %	1	3.45 %
	Negative		/	00	00 %	1	0.22 %	00	00 %
	Acknowledge	Accept		00	00 %	103	22.73 %	5	17.24 %

Follow up		Repair	00	00 %	9	1.98 %	1	3.49 %
	Endorsement	Positive	1	0.43 %	55	12.14 %	7	24.13 %
		Negative	00	00 %	2	0.44 %	1	3.49 %
		Comment	00	00 %	25	5.52 %	6	20.69 %
	Backchannel	/	00	00 %	9	1.98 %	1	3.49 %

Table 5. 2 Detailed classification of female teacher to students discourse (FT- Ss)

As I have previously mentioned, most of the woman teacher's discourse was made through initiations. More precisely, the discourse directed to the whole class was mainly realised through 'elicitations' particularly the discourse act of 'inform' (an utterance which requires the addressee to provide a piece of information) where the teacher asked more 'display questions' in a percentage of 27.78 % of her interaction directed to the whole class, below is an example from the data:

→WT   OK we stop here we have seen eem three questions OK or two?

WSs   two

MS   two

WT   two questions describe yourselves and

WS   professional, educational

WT   and professional or educational background yes so the first part describe

(Appendix 21: Woman teacher lesson 1)

In this example the teacher makes an initiation through eliciting an answer from the students which she already knows; this might be one of her strategies to promote interaction and engage the students.

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The other more frequent subclass of acts used by the teacher is 'informative' through which she depends much more on the discourse act of 'report'. These types of discourse acts are typical to classroom interaction where, most of the time, the teacher provides information to the learners and checks on them through elicitations using more frequent display questions. The following is an example of the woman teacher initiating the interaction with the class through the discourse act of 'report':

WT yes double room it depends so once you make the reservation by phone by e-mail through a travel agency you go your day on your day of arrival you go to the desk ( ) to the reception to check in yes check it means that you confirm your reservation and you take your keys okay you take the keys or the key	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report

(Appendix 6: Woman teacher talk to students (WT-S) Lesson 6)

This is more likely one of the strategies to generate interaction with the students. In other words, instead of holding the floor throughout the lesson the teacher allocates turns to the students 'indirectly' (I will return to this point later in the discussion section).

Moving on to the woman teacher's discourse directed to the women students, the most noticeable discourse act is 'elicitation: inform' through which the woman teacher directed 'display questions' more frequently (24.72 %), followed by the discourse acts of both 'acknowledgement: accept' (22.73 %) and 'endorsement: positive' (12.14 %) under the head act of 'follow up'. This shows that the woman teacher interaction with women students was basically in the form of asking questions and providing feedback which is, again, one of the classroom strategies that helps in the flow of the discussion, as it is demonstrated in the following example:

WS the breakfast

WS   the breakfast

WT   the breakfast and dinner yes time

WS   size of room

WT   the size of the room I said single or double bed yes

WS   laundry service

WT   the laundry service

WS   he asks to fill in the form

WT   to fill in the form yes you need to fill in the form and in the form what do we have?

<p align="center">(Appendix 6: Woman teacher talk to students (WT-S) Lesson 6)</p>

So, as the extract shows the female teacher provides the student with a feedback in the form of 'acknowledgement where she 'accepts' their answers by repeating the same utterances which encouraged the female students to produce more answers and engage in the interaction with teacher.

Other frequent discourse acts that occurred in female teacher interaction with female students include: the subclass of directive 'nomination' (10. 37 %); 'genuine questions' (7.06 %) and 'confirm' (2.64 %) under the subclass of 'elicitation'; and 'positive' response with a percentage of 4.63 %. The head act of follow up was the one where its most discourse acts were present in teacher talk; for example, 1.98 % 'Backchannel', 1.98 % 'Acknowledgement: repair', and 5.52 % 'Comment'.

Concerning the woman teacher discourse with man students, the follow up acts occupy the highest percentage, divided into the subclasses of 24.13 % endorsement 'positive', 20.69 % 'comment', 17.24 % acknowledgement 'accept', and the same percentage 3.49 % for each of 'backchannel', 'endorsement: negative', and 'acknowledgement: repair'. The majority of the other discourse acts are absent from the woman teacher's discourse with the man students which is due to the limited amount of interaction that occurred between the woman teacher and man students. The following is an example from the transcript on 'endorsement: positive' directed to a male student (as it is the most directed discourse act

to the man students):

> WT   yes the right words and avoid eemm avoid those prejudices ok yes so let's imagine here we have a job interview so I'm going to ask you this how can you deal with noise in the classroom? Imagine you're a teacher candidate I remember there was a candidate who told me that she can never deal with noise this is a problem and she doesn't have a solution to this problem yes so I told her if she is that authoritative person she uses authority to enforce eeem to enforce peace in the classroom she said no ok so what is the solution according to you

> WS Miss

> WT   yes

> WS   I can put rules in my class and I will be dominating little bit

> WT   dominating

> WS   little bit

> WT   yes how?

> WS   eeemm like if I put my rules

> WT   rules

> WS   yes in my class there is no noise in my sessions if no one will respect my rules he will be out

> and eemm

> WT   there will be punishment

> WS   yes

> WT so this is authority here good, yes

> MS   how about punishment that will help me in the same time the one who makes noise will sit in the front and will do an extra homework

> →WT   make an extra homework yes I like the idea

(Appendix 21: Woman teacher lesson 1)

The example shows how the man student provides a response to a question that the teacher asked earlier and she provides him with a feedback that positively endorses his response (the turn referred to with an arrow). This extract is important as it holds the students' perceptions of classroom management; I will turn to it later for further interpretation based on CDA.

Overall, the most noticeable patterns in the woman teacher interaction with students was that she tends to direct the discourse acts of 'inform', 'report', 'commit' and 'dictate' more frequently in her talk to the whole class. These types of discourse acts are typical to a classroom context in which the discourse acts of 'inform' 'report' and 'commit' aim to produce interaction through explaining the lesson and providing the students with information (report). At the same time the teacher checks the understanding of the students and engages them through asking questions (inform) or inviting them 'not only to a response, but also invites them to an obligatory commitment on the part of the addressee to further interaction' (Tsui, 1994, p. 87). The discourse act of 'dictate' is meant for producing a written text that would be their topic of interaction.

The woman teacher's discourse directed to the female students was mainly achieved through the following discourse acts: 'inform' 'endorsement: positive' 'endorsement: comment' 'acknowledgement: accept' 'acknowledgement: repair' 'nomination' 'confirm' and 'repeat'. These types of discourse acts show how the interaction with the women takes the form of initiating the interaction basically through elicitation and providing feedback to the women's answers.

As far as the teacher's interaction with the man students is concerned, it is less frequent. The teacher directed the following discourse acts to the man students: 'endorsement: positive' 'endorsement: comment' 'acknowledgement: accept' and 'inform'; yet other discourse acts were also present but less frequently in which they occurred only once or twice such as 'confirm', 'commit', 'warning', 'response: positive', 'acknowledgement: repair', 'endorsement: negative' and 'backchannel'. In addition to the limited amount of interaction with the man students, there was also a session where the teacher has not directed any discourse to a particular man.

I shall now provide a description of the man teacher's talk to students and then provide a

comparison between the woman and man teacher interaction with students.

5. 2. 2 Man teacher to students discourse (MT- Ss)

The man teacher taught the same class as the woman teacher but with a different subject, namely 'Phonology'; which is, again, another module that focuses predominantly on the speaking skill and therefore the learners are expected to engage more in the classroom interaction. The man teacher interaction with the students was also divided into three categories: man teacher to class discourse (MT- C), man teacher to woman students discourse (MT- WS), and man teacher to man students discourse (MT- MS). The following table represents a general picture of the man teacher discourse in terms of I-R-F structure.

Head Acts	No of occurrence (MT-C)	Percentage (%)	No of occurrence (MT- WS)	Percentage (%)	No of occurrence (MT-MS)	Percentage (%)
Initiation	495	97.44 %	91	51.70 %	03	50 %
Response	00	00 %	15	8.52 %	02	33.33 %
Follow up	13	2.56 %	70	39.77 %	01	16.67 %
Total	508	100 %	176	100 %	06	100 %

Table 5. 3: Man teacher I- R- F directed to class, women students, and men students

The table above shows that the man teacher has directed his discourse to the whole class more frequently than he did to particular women or man students. In a total of the discourse acts, the man teacher directed his discourse 508 times to the class as a whole compared with 176 times to the women and only six times to the man. Most of the MT –C interaction is done through initiations (97.44 %). The follow up act was the least produced in a percentage of 2.56 %.

Another significant pattern is noticed in man teacher talk to the female students. He produced both initiations and follow ups in a significant percentage (51.70 % or 91 times and 39.77 % or 70 times, respectively). The frequency of the head act of 'response' in

teacher talk to women student was the lowest one (39.77 %).

As far as the man teacher discourse with the man students is concerned, it was noticeably the least frequent one compared to the other categories (only six times); only 3 times which represent 50 % of this interaction was made through initiation head act, 33.33 % responses, and 16.67 % Follow ups.

Overall, the 'initiation' was the most frequent head act in the man teacher discourse in all three categories (MT- C, MT- WS, and MT- MS). The detailed analysis of the man teacher discourse acts reveals the nature of this interaction, it is presented in the following table:

Head Act	Subclass		Further Class	MT- C	Percentage (%)	MT-WS (N= 19)	Percentage (%)	MT –MS (N= 4)	Percentage (%)
Initiation	Elicitation		Dis. Qs	61	12 %	18	10.23 %	0	00 %
			Gen. Qs	8	0.79 %	6	3.40 %	3	50 %
			Restating Elicit	6	1.18 %	9	5.11 %	00	00 %
		Confirm		4	0.79 %	7	3.98 %	00	00 %
		Clarify		00	00 %	8	4.54 %	00	00 %
		Repeat		00	00 %	3	1.70 %	00	00 %
		Agree		00	00 %	00	00 %	00	00 %
		Commit		00	00 %	00	00 %	00	00 %
		Check		122	24.01 %	00	00 %	1	16.67 %
	Informative	Report		189	37.20 %	10	5.68 %	1	16.67 %
		Clue		13	2.56 %	15	8.52 %	00	00 %
		Frame		15	2.95 %	00	00 %	00	00 %
		Recapitulate		7	1.38 %	00	00 %	00	00 %
	Directive Directive	Warning		11	2.16 %	00	00 %	00	00 %
		Nomination		00	00 %	1	0.57 %	00	00 %
		Instruction		24	4.72 %	00	00 %	00	00 %
		Advice		2	0.39 %	1	0.57 %	00	00 %
		Dictate		14	2.75 %	00	00 %	00	00 %

Requestive	Permission	7	1.38 %	00	00 %	00	00 %
	Joke	/	12	2.36 %	4	2.27 %	1	16.67 %
Response	Positive	/	00	00 %	15	8.52 %	1	16.67 %
	Negative	/	00	00 %	00	00 %	1	16.67 %
Follow up	Acknowledgement	Accept	1	0.20 %	29	16.48 %	00	00 %
		Repair	1	0.20 %	8	4.54 %	00	00 %
	Endorsement	Positive	11	2.16 %	23	13.07 %	1	16.67 %
		Negative	00	00 %	2	1.14 %	00	00 %
		Comment	00	00 %	7	3.98 %	00	00 %
	Backchannel	/	00	00 %	1	0.57 %	00	00 %

Table 5. 4 Detailed classification of man teacher to students discourse (MT- Ss)

The detailed analysis of man teacher discourse shows that the high frequency of initiations directed to class were basically realised through the subclass of 'informative' in which the discourse act of 'report' presented the highest percentage (37.20 %), followed by 'frame' (2.95 %), 'clue' (2.56 %) and 'recapitulate' (1.38 %). The following three extracts are examples of the discourse acts 'frame', 'clue', and 'recapitulate' respectively:

MT today "inchAllah" ((by the will of Allah)) will start with the rules governing English stress ok we talked about normally how emm phonetic background of emm stress it means what does stress mean exactly in phonetic () but later on we'll see what it means at the level of phonology and more precisely in the English phonology ok guys first of all we'll start by talking about degrees of stress	Initiation (C)	Informative	Frame

(Appendix 1: Man teacher talk to student (MT-S) Lesson 1)

MT short vowel and if you divide d we have?	Initiation	Elicit (C)	Inform: display question
MT one?	Initiation	Informative (C)	Clue

(Appendix 1: Man teacher talk to student (MT-S) Lesson 1)

MT so last time if you remember guys we talked about affixes in English and normally we started with the suffixes	Initiation (C)	Informative	Recapitulate

(Appendix 2: Man teacher talk to students (MT-Ss) Lesson 2)

The second frequent subclass is 'elicitation' which consists of the discourse acts of 'check' (24.01 %), 'inform: display question' (12 %). The subclass of 'directive' also was significant in male teacher discourse with the whole class. It was realised through the discourse acts of 'instruction' (4.72 %), 'dictate' (2.75 %), and 'warning' (2.16 %). The subclass of 'joke' was also significant in male teacher discourse; it presented 2.36 % from the whole male teacher discourse to the class. The follow up act directed to the whole class were mainly in the form of the discourse act 'endorsement: positive' (2.16 %).

The man teacher interaction with women students is realised more frequently through

initiation and follow up acts. The majority of the initiation acts are realised through the subclass of 'elicitation' which consists of the following discourse acts: 'inform: display question' (10.23 %), 'inform: restating elicit' (5.11 %), 'inform: genuine question' (3.40 %), 'clarify' (4.54 %), and confirm (3.98 %). The subclass of 'joke' is also present in MT discourse to WS with a percentage of 2.27 %. The discourse acts that made up the follow ups are 'acknowledgement: accept', 13.07 % of the discourse act are 'endorsement: positive', 4.54% 'Acknowledgement: repair', and 3.98 % 'endorsement: comment'.

Notably, the head act of 'response' is also present in MT discourse to WS, but it is the least frequent one, it is realised solely through the discourse act of 'positive response' with a percentage of 8.52 %.

For the man teacher discourse to man students, it was barely present throughout the three audio-recorded lessons. The discourse acts that composed this interaction are 'inform: genuine question' (50 %) and 'check' (1.67 %) under the subclass of elicitation. Some other discourse acts were also present but used only one time across the three lessons. This included 'report', 'joke', 'response: positive', 'response: negative', and 'endorsement: positive'.

Ultimately, male teacher interaction was a typical 'teacher led' classroom in which most of the time the teacher directed his discourse to the class as a whole using the discourse act 'report' more frequently. In the following section, I shall present a comparison between female and male teacher interaction in their classroom so as to identify any gender patterns in their discourses along with an interpretation of the analysis presented above.

5. 2. 3 Woman teacher and man teacher discourse: Discussion of the results

In the previous section, I have presented a general description of both the woman and man teacher interaction with the students and highlighted the percentage of the major discourse

acts that each teacher adhered to in their interaction. I shall now provide a comparative analysis of the two teachers' discourses and highlight any linguistic patterns that might reveal the construction of gender identity.

In the following table, the amount and direction of initiations, responses and follow ups produced by both teachers are compared.

	Initiation (I)			Response (R)			Follow up (F)		
	(C)	(WS)	(MS)	(C)	(WS)	(MS)	(C)	(WS)	(MS)
Woman Teacher	232	228	7	1	22	1	1	203	21
Man Teacher	495	91	9	00	15	2	13	70	1

Table 5. 5: Woman and Man Teachers discourses I- R- F

As the table shows, both the woman and man teachers produced more initiations than responses or follow up acts. Yet, the man teacher tends to direct his initiations to the whole class more frequently (495 times) than to a particular student; whereas, the woman teacher directed her initiations to women students and the whole class in almost equal amount (232 times for the whole class vs. 228 times for woman students). Concerning the man students, both teachers produced less 'initiations' with them (7 times for the woman teacher and 9 times for the man teacher).

Moving on to the 'response' act, it was the least frequent type of acts produced by both teachers. Focusing on the direction of the 'response', both man and woman teachers directed them to women students more frequently than the other two categories, the woman teacher directing more 'response' to women students than the man teacher (22times and 15 times respectively). For the man students, 'response' was barley present in the teacher's

discourse to them (only one time from the woman teacher and twice from the man teacher).

As far as the 'follow up' acts are concerned, both woman and man teachers directed more follow ups to the women students than the other two categories. Yet, the woman teacher directed significantly more follow ups to the women students than the man teacher (almost triple of what the man teacher directed to women students). The woman teacher also directed more follow ups to man students than did the man teacher who provided only one follow up to man students across the three recorded lessons.

Although it appears that both teachers interacted more with the women students than with the man students and that they initiated more interaction with them, provided them with more responses and directed to them more follow ups; it is important, before drawing any conclusions, to highlight the importance of using the concepts of 'average female students' and 'average male students' as the number of the two categories is uneven. For example, because the number of the women students is almost five times more than that of the man (19 WS and 4 MS), it would appear that it is logical for the woman students to receive more interaction than the man and therefore one would argue that it is a matter of "participants' number" rather than gender. Based on that, the following table displays the teachers' distributions of initiation, response, and follow up based on the average of woman and man students.

	Woman Teacher (WT)				Man Teacher (MT)			
	Total no. for (WS)	The mean no. for the 'average WS'	Total no for (MS)	The mean no for the 'average MS'	Total no for (WS)	The mean no. for the 'average WS'	Total no. for (MS)	The mean no. for the 'average MS'
Initiation	228	**12**	7	**1.75**	91	**4.79**	9	**2.25**
Response	22	**1.16**	1	**0.25**	15	**0.79**	2	**0.5**
Follow up	203	**10.68**	21	**5.25**	70	**3.68**	1	**0.25**

Table 5. 6: The mean of I-R-F for the average WS and MS produced by both teachers

Overall, both the woman and man teachers interacted more with the average woman student than with the average man student. They directed more initiation to the 'average woman student' than to the 'average man student' (WS: 12 and MS: 1.75 from the woman teacher and WS: 4.79 and MS: 2.25 from the man teacher). They provided them with more follow ups (WS: 10.68 and MS: 5.25 from WT and WS: 3.68 and MS: only 0.25 from man teacher). Though the figures are small compared to 'initiation' and 'follow up', both teachers produced more 'response' to the average woman student than to the average man student (1.16 and 0.25 respectively from WT; 0.79 and 0.5 from MT).

These results may indicate that there is a 'teacher differential treatment' by gender, favouring the women students and disadvantaging the man students. Yet, taking into consideration the field notes I used during the collection of data, both teachers in different occasions stated that they will not 'oblige' any student who is not interested in taking part in the classroom interaction, and that they should just keep quiet without affecting those

who are interested and respect the classroom rules. In other words, this point might indicate that the teachers' more frequent interaction with the women students is due to the women students' engagement in the interaction rather than a matter of teachers' bias. This could be closely linked to 'good female student discourse', as from this perspective, it is the female students who are interested in the class and are engaging more. The following extract is an example of an occasion when the male teacher informed me about one of his classroom policies:

> I turned off the recording, collected my stuff and went to thank the teacher before leaving the classroom, and he asked how my observation was. He asked "was it useful for you?" (he means observing his classroom) I replied "yes of course" and then he carried on saying to me that "I know not all the students are interacting but I have informed them right from the beginning that anyone who is not interested in my class they are not obliged to take part, but they should keep quiet and respect other students who are interested, this is my classroom policy" (Field note MT)

This statement may suggest that the teachers' interaction with the women students more than the man students is not really a matter of 'differential treatment' by gender; but rather based on who take part in their classroom discussion and who is perceived to be more interested in their classrooms, most of the time it is the women students (which is what I have noticed during my observation and it is also what I found in students to teacher discourse in section 5.3).

A second point that the above extract could reveal is, as Swann and Graddol (1988) suggest, providing male students with more attention than female students is more about a collaborative process between the teacher and the students rather than intentional. In my study it is the opposite in that the teacher provided more attention to women students, thus I would argue that it might be a matter of 'visibility' rather than 'gender bias'. These results are different from the previous early studies such as Kelly (1988), Sadker and Sadker

(1985), and Swann and Graddol (1988).

Having explored the differential teacher attention to students within the 'traditional gender differences' framework, I shall now investigate how teachers' linguistic patterns might reveal social discourses and ideologies in the classroom. The next table (5.7) presents a comparison of the main discourse acts used by the man and woman teacher during classroom interaction.

Discourse Act	Female Teacher (WT)		Male Teacher (MT)	
	No. of occurrence	Percentage (%)	No. of occurrence	Percentage (%)
Inform: Display Question	289	40.36 %	79	11.45 %
Inform: Genuine Question	46	6.42 %	14	2.03 %
Check	05	0.70 %	123	17.83 %
Report	76	10.61 %	200	28.98 %
Clue	9	1.26 %	28	4.06 %
Warning	9	1.26 %	11	1.59 %
Nomination	51	7.12 %	1	0.14 %
Instruction	8	1.12 %	24	3.48 %
Permission	0	00 %	7	1.01 %
Joke	2	0.28 %	17	2.46 %
Acknowledgement: Accept	108	15.08 %	30	4.35 %
Acknowledgement: Repair	10	1.40 %	9	1.30 %
Endorsement: Positive	63	8.80 %	35	5.07 %
Endorsement: comment	31	4.33 %	7	1.01 %
Backchannel	10	1.40 %	1	0.14 %
Total	716	100 %	690	100 %

Table 5. 7: The major discourse acts produced by man woman teachers

Basically, both woman and man teachers used almost the same discourse acts in their interaction with students which suggest that the teachers took more portions of interaction in the classroom and of course they were the dominant agents. These types of exchangesare typical to most classrooms, such as in the study of Rashidi and Rafieerad (2010, p. 116) who found that:

analyzing Teacher-Student Talk on the one hand and Student-Teacher Talk on the other, it is shown that the teachers/pupils interaction was rather dominated by the teachers in both male and female classrooms, with the teachers asking questions, calling on the pupils to answer them and the pupils giving answers which were then followed by the teachers' feedback.

This may suggest that gender is not 'really' an influential pattern in teachers' linguistic discourses in the sense that they both used almost the same type of discourse acts. However, a critical look at particular discourse acts reveals embedded ideologies of gender and power relations.

In terms of the direction of the discourse acts, both teachers interacted more with the women students than with the man students. I argue that this difference was not due to 'teacher bias', but to students' visibility as I will further explain in the next section of analysing students' interaction with the teacher.

5. 3 Students to teacher discourse (S- T)

In the previous section, I have presented and discussed teacher to student discourse (T- S) in terms of the role of gender. In this section, I will display and discuss students to teacher (S-T) discourse. The students' interaction is divided into students to woman teacher interaction (S-WT) and students to man teacher (S-MT); each is further divided into women students to woman teacher interaction (WS-WT), men student to woman teacher (MS-FT), women students to man teacher (WS-MT), and men students to man teacher (MS- MT). The results are presented in tables and compared both in relation to the gender of the teacher and the gender of the students.

5. 3. 1 Students' interaction with the woman teacher (S- WT)

As I mentioned in the introduction of this chapter, the classroom discourse is divided into teacher discourse and students' discourse. The following table shows the frequency and

percentage of both women and men students' discourses to the woman teacher in terms of initiation, response, and follow up (I- R-F).

	Number of occurrence (WS-WT)	Percentage (%)	Mean for the average WS	Number of occurrence (MS-FT)	Percentage (%)	Mean for the average MS
Initiation	124	23.13 %	6.53	27	56.25%	6.75
Response	318	59.33 %	16.74	17	35.42 %	4.25
Follow up	94	17.54 %	4.95	4	8.33 %	1
Total	536	100 %	28.21	48	100 %	12

Table 5. 8 the frequency and percentage of students' discourse to the woman teacher (S- T)

Concerning students' interaction with the woman teacher, the women students interacted more frequently than the man students (536 times compared to 48) during the three recorded lessons. The average woman student talked more than double of the average man student interacted (28.21 compared to 12). For the women students' interaction with the woman teacher, the majority of their interactions were made through responses (59.33 % of their interaction were responses to the teacher initiations). They directed 23.13 % of their discourse to the teacher in terms of initiations, and provided only 17.54 % follow ups. The male students on the other hand, made initiations more frequently than other acts (56.25 %), 35.42 % of their interaction with the teacher was realised through responses, and only 8.38 % of their interaction with teacher is 'follow up'.

In comparing the women students' talk to the woman teacher with that of the men students, the results demonstrate that in terms of 'initiation' the 'average' woman and man students produced almost the same amount of 'initiation' with the average man student making initiations with teacher slightly more often than women (6.53 for the average woman student compared to 6.75 for the average man student). Yet, the 'average woman student' produced significantly more 'responses' to the teacher than the 'average man' (16.74 compared to 4.25), and they even provided more 'follow up' to the woman teacher more than the men students did (4.95 compared to 1).

Overall, the women students produced more interaction than the men students in terms of the total amount of I- R- F and in terms of the 'response' and 'follow up' acts. For the 'initiation' act the mean of 'average man student' showed that they produced slightly more initiations than women. In order to better understand these results a detailed analysis of the students' interaction is required. The next table (5. 9) displays the detailed analysis:

Head Act	Subclass	Further class		WS-WT talk	Percentage (%)	MS-WT talk	Percentage (%)
Initiation	Elicitation	Inform	Dis. Q	00	00%	00	00%
			Gen. Q	1	0.19%	00	00%
		Clarify		10	1.87%	1	2.08%
		Repeat		9	1.68%	1	2.08%
		Confirm		2	0.37%	00	00%
	Informative	Report		75	14.02%	23	47.92%
	Requestive	Permission		27	5.05%	00	00%
	Joke	/		00	00%	2	4.17%
Response	Positive	/		296	55.33%	14	29.17%
	Negative	/		21	3.93%	1	2.08%
	Temporisation	/		1	0.19%	2	4.17%
Follow up	Acknowledgement	Accept		27	5.05%	1	2.08%
		Comment		5	0.93%	2	4.17%
		Repair		1	0.19%	00	00%
	Endorsement	Positive		1	0.19%	00	00%
	Backchannel	/		60	11.21%	1	2.08%

Table 5. 9: A detailed analysis of the women and men students' talk to the woman teacher

As the table demonstrates, not all the discourse acts of the adopted analytical framework are present in students' discourse; their interaction was limited to the discourse acts presented in the table. In their initiations with the woman teacher, the women students based their interaction in the form of 'elicitation' through which they asked the teacher 'genuine question' (one time), they asked for 'clarification' (10 times), and 'confirmation' (02 times) and elicited 'repetition' from the teacher (09 times). They also initiated interaction in the form of 'reporting' under the subclass of 'informative (75 times) and asked for 'permission' from the teacher (27 times). The subclass of 'joke' was not present in the women students initiated discourse. Below are examples for the most frequent discourse acts:

- 'clarification':

    WT   for people who had a job or who intend to have a job what is according to
          you the most difficult part in getting a job what is the most difficult part in

getting a job?

Ss   ((whispering)) get in

WT   getting a job getting a job

→SFS   get?

<div align="right">(Appendix 21: Woman teacher lesson 1)</div>

The arrow represents the discourse act of 'clarification' when the women students asked the teacher to clarify whether she means 'getting' or 'get in'.

- 'repeat':

WT   I' ll make sure the job is done even in small wage number two I need to fill this out to fill f i l l to fill this out if I want to get a job if I want to get a job number three

→WS   I need to fill this can you repeat it please

WT   I need to fill this out if I want to get the job ok number three this is a special ability this is a special ability I have to help I have to help me do certain job

→WS   I have to help

WT   I have to help me do a certain job number four I like to work with people I like to work with people number five something something I must have in order to take the job in order to take the job

<div align="right">(Appendix 21: Woman teacher lesson 1)</div>

This extract is an example of 'repeat' discourse act. It generally occurred when the teacher dictates which could indicate the female students' attention to write correctly.

- 'report':

MS   oh really?

WT   yes of course some requirements in job

→WS   as you perfectly work individually or

WT   or in a team work if you're a person who likes to be with people enjoying meeting new people etc. so this is good job for you if you are person who likes to have or to travel to visit new places

<div align="center">163</div>

```
MS    yes
```

The arrow indicates the example of the discourse act 'report' through which the woman student is initiating the interaction by providing information.

- 'permission':

```
WT     yes how long you will be staying with us?
WS     ( )
→WS    miss miss
WT     (WS name)
WS     what size of the room you would like
WT     the size the room yes
```

The arrow is used to refer to the discourse act of 'permission' which the woman student uses to request a permission to provide an answer.

The 'response' act was the most frequent discourse act used by the women students during their interaction. They provided (296) 'positive response', (21) 'negative response' and only one time 'temporisation'. Examples of 'positive response' include:

```
WT      he will be asked questions to know about emm questions about what?
→SWS    about (       ) skills.
→WS     his skills
WT      about his skills
→WS     his experience
WT      his experience
→WS     career
WT      career
→WS     the importance of job for him
WT      the importance of job for him
→WS     what make him choose this
```

WT   yes good okay I will write for you words on the board ok these words constitute
the main vocabulary for job interview ok so these questions will be the big

words will be discussed here through conversation we'll watch about job

interview ok and we'll have an exercise at the end of the session is it clear?

→ SWS   yes

<div align="center">(Appendix 21: Woman teacher lesson 1)</div>

The arrows indicate examples of 'response: positive' discourse act produced by different women students.

The last class of 'follow up' was also present in the women students' discourse through which the 'backchannel' class was the most notable discourse act (60 times) and constituted the high portion of their 'follow ups. Other more frequent discourse acts include: 'acknowledgement: accept' (27 times) and 'acknowledgement: comment' (05 times). The following are examples of the subclasses of follow up discourse acts:

- 'backchannel':

WT   so we are going to see emm another lesson in ( ) of course this lesson is about vocabulary at the hotel the vocabulary you need when you book a room in a hotel okay so this sounds easy for you because you did not experience this but believe me for not eem making a reservation for a non-native speaker is a challenge okay because you are going to hear words that

→WS   you never

WT   that they look not familiar okay we will try to cover many words many new words today

<div align="center">(Appendix 22: Woman teacher lesson 2)</div>

The woman student follows up on the teacher's initiation through completing her sentence, an act that the women students use more frequently in their discourse with the teacher.

- 'acknowledgement accept':

WT   yes, you you know what is your job you know you are having a diploma in English and normally most of you or the majority will be teachers.

<div align="center">165</div>

→SWS   yes

The arrow indicates the discourse act of 'acknowledgement: accept' through which the female students follow up on the teacher's initiation by 'accepting' her statement.

Concerning, the male students' interaction with the female teacher, fewer discourse acts were present in their talk. The most frequent one was 'report' under the subclass of informative (23 times). The remaining of 'initiation' were realised through the two discourse acts of 'joke' (two times), 'clarify' and 'repeat' (one time each). Examples of that include:

- 'report':

    MS   yes it's very good project especially here in Algeria due to the rate of accidents that happen every year it's really eeem it's crazy

    WT   I agree

    MS   yes it is also sad to see such great ideas here in Algeria from young people and to see how the elders trying to make this country bad like eem I went few days ago to school of driving to have my licence and eeem he asked me do you know how to drive I said yes so he said do you want to study for two months and get your licence or to pay extra money and get it in one week

The man student's utterances are examples of the discourse act 'report' under the class of initiation, so he initiates the discourse with the teacher by providing 'information' about the topic of discussion.

- 'joke':

    WT   yes I agree so the money (man student name)
    MS   yeah I will
    WT   will you take a loan from the bank do you have the money
    MS   I will find investors eeem
    WT   there are investors
    →MS   I don't know (woman student name) is rich so she told me she will eem

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SWS   hhhhhh

WT   she will be the investor

<div align="right">(Appendix 23: Woman teacher lesson 3)</div>

The man student in this example made a joke during his interaction with the woman teacher in which she initiated an elicitation about the funds of his project and he replied using a joke.

For the 'response' discourse act, the man students provided 14 'positive response', one 'negative response', and two 'temporisation'. They also made follow ups to the teacher but less frequently, for instance, the discourse act 'acknowledgement: accept' and 'backchannel' were used only once and 'acknowledgement: comment' were used twice. The following is an example of the man student's 'response: positive' discourse act:

WT ok yes another one yes ((student name))

MS emm how it's emm say it in english

WT yes

MS   'optician' emmin england

WT   yes ok so out ((noise)) so eeem did you have the training

MS   ye eem no but eem I work with my uncle I take only the order

WT   yes you were selling things that's all you were not making eeem ((noise)) ( ) things there

MS   yes

<div align="right">(Appendix 21: Woman teacher lesson 1)</div>

What is interesting in this data is that the women students interacted more frequently with the woman teacher than the men students did. Their interaction was mainly 'responding' (59.45 %) and providing 'backchannel' (11.21 %) to the woman teacher. By contrast, the men students produced more 'reporting' (47.92 %) discourse acts which were mostly related to their 'presentation of a particular topic' that they would be assessed for by the teacher. The men students also produced 'jokes' (4.17%) which were totally absent from

the women students' interaction. In view of all that has been mentioned so far in this section, one may suggest that the women were more engaging with the teacher; they responded more to the teacher initiated interaction either by being called on or calling out the answers; they even provided feedback to the woman teacher in the form of 'backchannel' which reflect their interest and engagement in the classroom. The men students seemed less interested in the classroom interaction; they rarely took the opportunities of responding to the teacher initiations. In the majority of the cases, the men students seemed to engage in the interaction only when they feel they want to express their opinion or raise a particular point.

5. 3. 2 Students' interaction with the man teacher (S- MT)

In this section, the women and men students' interaction with the man teacher are analysed and compared. The table below illustrates the students' interaction with the man teacher in terms of 'initiation- response- follow up'.

	Number of occurrence (WS- MT)	Percentage (%)	Mean for the 'average WS'	Number of occurrence (MS- MT)	Percentage (%)	Mean for the 'average MS'
Initiations	35	7.45 %	1.84	3	10 %	0.75
Responses	338	71.91 %	17.79	20	66.67 %	5
Follow ups	97	20.64 %	5.10	7	23.33 %	1.75
Total	470	100 %	24.74	30	100 %	7.5

Table 5. 10: Students' interaction with the man teacher

As can be seen from the table, the women students had more interaction with the man teacher than the men students (the total of 470 vs. 30). The 'average woman student'produced triple discourse acts of what the 'average man student' did in their interaction with the man teacher. The women students produced 'responses' more

frequently than the other acts (71.91 %), followed by 'follow up' acts in a percentage of 20.64 %, the 'initiation' acts were the least frequent one (7.45 %). The men students provided 'responses' more frequently than the other acts (66.67 %), they also provided 'follow ups' to the man teacher (23.33 %) and made initiations with the teacher only three times during the three recorded lessons.

A comparison of the women and men students' interaction with the teacher reveals that they both made fewer 'initiation'. They provided 'response' more frequently; and they both provided 'follow up' to the man teacher. However, taking into consideration the mean of the 'average woman student' and the 'average man student', the comparison shows that the women students interacted significantly more frequently with the man teacher in general (24.74 compared to 7.5) than the man students did, and in terms of the three head acts (I-R-F) as well.

A detailed analysis of the students' interaction is presented in the next table which demonstrates the exact discourse acts the students produced.

Head Act	Subclass	Further class		WS-MT talk	Percentage (%)	MS-MT talk	Percentage (%)
Initiation	Elicitation	Inform	Dis. Q	1	0.2 %	00	00 %
			Gen. Q	2	0.4 %	1	3.33 %
		Clarify		4	0.85 %	00	00 %
		Repeat		16	3.40 %	1	3.33 %
		Confirm		2	0.42 %	1	3.33 %
	Informative	Report		7	1 .48 %	00	00 %
	Requestive	Permission		3	0.63 %	00	00 %
	Joke	/		00	00 %	00	00 %
Response	Positive	/		265	56.38 %	15	50 %
	Negative	/		32	6.80 %	5	16.68 %
	Drill	/		41	8.72 %	00	00 %
Follow up	Acknowledgement	Accept		8	1.70 %	1	3.33 %
		Comment		2	0.42 %	00	00 %
		Repair		00	00 %	00	00 %
	Endorsement	Positive		15	3.19 %	00	00 %
	Backchannel	/		72	15.31 %	6	20 %

Table 5. 11: A detailed analysis of women and men students' talk to the man teacher

As can be seen from the table (and as it is the case with the students' interaction with the woman teacher), not all the discourse acts are present especially in the case of the man students who used a very limited set of discourse acts: 'elicitation: genuine question', 'repeat', 'confirm' and 'acknowledgement: accept' compose only 3.33 % each from the whole interaction. The discourse act 'response: positive' presents the highest percentage (50 %), followed by 'backchannel' (20 %), and 'response: negative' (16.68 %). Examples of each include:

- The discourse act 'response: positive':

MT   ehm so what's the reason?

WS   vowel

WSs   vowel

MT   only vowels

MT   in this example we don't have only vowels

→MS   consonants

MT   good also consonants because the /n/ in that example written sudden that we saw last time remember when we made that practice

<div align="right">(Appendix 19: Man teacher lesson 2)</div>

- The discourse act 'backchannel':

MT   like this written ten ten with an explosion okay like the majority of students but normally it's pronounced without explosion okay there is no explosion of the /t/ here when I say written ten ten say correctly say written in English okay written sudden bottle

→MS   bottle

MT   okay guys so the reason for dividing syllables is based on vowels and

<div align="right">(Appendix 19: Man teacher lesson 2)</div>

- 'response: negative':

MT   what's the definition of pragmatics

WS   ( )

MT   any way the other group they give it to me

WS   ( )

MT   are you really the laziest group

→MS   yes

MT   my God ( )

<div align="right">(Appendix 19: Man teacher lesson 2)</div>

The women students, however, used more discourse acts than the men. As I previously mentioned, the 'response' act was the predominant one in their interaction realised mainly through 'positive response' (56.38 %), 'negative response' (6.80 %) and 'drill' (8.72 %).

For example, the following extract demonstrates the discourse act of 'positive response' from the women students:

MT   normally I have a question for you how many syllabus do we have here?

WS   eight syllables

WS   two syllables

WS   three

MT   so some said three some said two

(Appendix 19: Man teacher lesson 2)

The second more frequent act was 'follow up' which is exemplified in the following discourse acts: 'backchannel' composes the highest percentage of this class (15.31 %), 'endorsement: positive' (3.19 %), 'acknowledgement: accept' (1.70 %). Below is example for the most frequent discourse acts under 'follow up' class:

- 'backchannel':

MT   pauses so somehow you need a pause ex tra

→WS   tra

MT   which divides the word into two syllables but here we did not make a pause and so depending on the vowel now I' am going back to the lady who said three who said here three syllables

(Appendix 19: Man teacher lesson 2)

For the 'initiation' act, which is the least frequent one, it was mainly realised through the discourse acts of 'repeat' and 'clarify' under the subclass of 'elicitation' (3.40 % and 0.85 % respectively), in addition to 'informative: report' (1.48 %) and 'permission' (0.63 %). The remaining discourse acts were used only once or twice, except for 'joke' which was absent from both women and men students' interaction with the man teacher.

The results of students' interaction with the man teacher suggest that the women students interacted more with the teacher. In particular, they call out the responses more often even without being nominated by the teacher (the 'nomination' discourse act was used only once in the male teacher's discourse to students). They also provide 'follow up' to the teacher's discourse predominantly through 'backchannel' which reflects both their understanding of the teacher explanation and their engagement in the lesson. This, therefore, contributes to the flow of the interaction. The women students also initiated interaction with the teacher; however, most of the initiations were in the form of elicitation 'repeat'.

The results related to the men students suggest that they were notably absent from the classroom interaction, they appeared reluctant to participate in classroom discourse and they were unwilling to engage in the interaction or to provide responses to teacher's initiations.

Taken together, the results of students' interaction with both the woman and man teachers show that the women students interacted more with the woman and man teachers, they were more engaging in the lessons. The men students, by contrast, rarely engaged in the classroom interaction and were most of the time silent.

Interestingly, these findings in terms of who dominates the classroom interaction and teacher differential treatment differ from the majority of the previous studies (Chen and Rao, 2011; Aukrusr, 2008, Jones and Dindia, 2004; Jule, 2001; Sadker and Sadker, 1994; Swann, 1992; Kelley, 1989; Graddol and Swann, 1989; Coates, 1986, Good, Sikes and Brophy, 1973). These studies suggest that teachers interact more with men students than with the women and that men students dominate classroom interaction. To better understand gender patterns in classroom interaction and as Sauntson (2012) suggests "if the data show that girls are using particular discursive features substantially more than the boys in the same contexts, or vice versa, this provides a strong 'warrant' for investigating

that part of interaction in relation to gender" (p. 48), one should ask what does the frequent use of particular discourse acts by girls and their substantially more engagement with the interaction reveal on one hand; and what does the men students silence and disengagement from the classroom interaction indicate on the other. The next section, therefore, provides a discussion and interpretations of these findings.

5. 3. 3 Discussion and interpretations of the findings: (S- T) Interaction

Examining the discourse acts produced in their interaction with the teachers, the students used almost the same discourse acts with both the woman and man teachers, yet in different proportions. To understand gender patterns in the classroom interaction, the following table is adopted from Sauntson (2012) where the differences and similarities between the groups are identified on the basis of 'mid' which indicates the similarities between men and women students' discourses, and 'low' and 'high' which represent the key differences between them.

Head Act	Subclass	Discourse Acts		Relative frequency of occurrence	
				Women students	Men students
Initiation	Elicitation	Inform	Dis. Q	Mid	Mid
			Gen. Q	Mid	Mid
		Clarify		High	Low
		Repeat		High	Low
		Confirm		Mid	Mid
	Informative	Report		High	Low
	Requestive	Permission		High	Low
	Joke	/		Low	High
Response	Positive	/		High	Low
	Negative	/		High	Low
	Drill	/		High	Low
	Temporisation	/		Mid	Mid
Follow up	Acknowledgement	Accept		High	Low
		Comment		Mid	Mid
		Repair		Mid	Mid
	Endorsement	Positive		High	Low
	Backchannel	/		High	Low

Table 5. 12: Summary of the results (adapted from Sauntson, 2012, p. 72)

As the table shows, the 'high' and 'low' are more frequent than the 'mid' which signifies that differences between women and men students discourses with their teachers are more prevalent than the similarities. Consequently, this provides a 'warrant for focusing on the differences than the similarities' (Sauntson, 2012, p. 71).

The points of similarity in the discourses of the women and men students were basically related to the discourse acts that are not used frequently by either group; such as, 'inform' 'comment' and 'repair'. This may relate to power relation construction in the classroom context where the teacher is the more powerful agent during the interaction, and the students by using particular discourse acts rather than others, are in fact participating in the construction of power relations (as I will further explain in the coming discussion). The

differences in the students' discourses are apparent both in their interaction with the man teacher as well as with the female teacher. If I take for example 'initiation', the students elicited more 'repeat' from the man teacher, this can be explained in relation to the type of the lessons: 'Oral expression' taught by the woman teacher is much more a 'discussion based class' where the very outset objective is to produce spoken rather than written texts; whereas, 'Phonology', taught by the man teacher, is more or less a 'lesson based class' where the discourse act of 'dictate' is produced more frequently, and a close look at the data demonstrates that most of the 'repeat' acts were used to ask the teacher to repeat utterances when he is dictating. Similarly, the discourse act of 'drill' is present in the interaction with the man teacher and absent from that with the woman teacher because of the nature of the 'Phonology' class where the students need to acquire the pronunciation of the sounds. Moving on to the students' interaction with the woman teacher, the discourse act of 'report' under the subclass of 'informative' is produced much more than with man teacher which is, again, due to the nature of the class. In 'oral expression' the students are required to present topics in front of the class and then generate discussions based on them.

Another act the students produced more often with the woman teacher than with the man teacher is 'permission' (actually it was produced solely by the women students). Based on the data, the majority of the utterances are used to request permission from the teacher to take a turn.

As far as the difference between students' discourses in concerned, table 5.11 demonstrates that the frequency of discourse features used by the men students is 'low', except for 'joke'. Despite the less frequency of the males' engagement in the interaction, 'humour' was present in their limited interaction and totally absent from the females' discourse.

5. 4 Critical interpretive lenses

The initial analysis of students' interaction revealed that the female students dominated the classroom interaction; however, a closer look at the discourse acts produced calls for wearing a critical lens in order to understand what's really going on. The first question that raises itself is do the women students really dominate classroom interaction which make them exhibiting power that the concept 'dominance' usually refer to? The other question is related to the men students, are they really the subordinate group in these classes?

In order to answer these questions and gain insight into the power relations in the classroom interaction and uncover the embedded gender ideologies, I draw on Fairclough's (1989, 2001) three dimensions framework (see Chapter 4, Section 4. 6. 4 for further details). These three dimensions are *description, interpretation, and explanation* which represent the three stages for analysing any text. Therefore, at this stage of my analysis I will draw on only the second and the third dimensions; the above analysis based on Tsui's (1994) framework constitutes the descriptive stage within Fairclough's dimensions as it focuses on the discursive patterns of classroom interaction. In other words, the descriptive stage is "concerned with the formal properties of the text" (ibid. 1989, p. 26; 2001, p. 21), in which he draws on Systemic- Functional Grammar. However, as Sauntson (2012) suggests, "other descriptive frameworks may also be used" I decided at this stage to adopt Tsui's framework for the descriptive stage, and base the descriptive stage on the results of the above systemic analysis.

5.4.1 Teacher to students discourse

Reading between the lines, the linguistic analysis demonstrates how the woman teacher had a more authoritative and controlling role unlike the man teacher who tried to create a friendly environment and to build up rapport with the students. For example, the man teacher used more 'jokes' and 'permission' discourse acts than the woman teacher who produced 'joke' only twice during the three recorded classrooms and did not use any

'permission' discourse act. The extracts below are examples of the woman and man teachers' 'joke' acts:

WT   let's assume you have the experience you have the skill you have the diploma and you want you have finished your studies and you want a job

SWS (   )

MS   ( )

WT   find a?

WS   a job

    ((noise))

WS   ( )

WT   yes?

WT   miss have enough time to meet your friend or emm

WS she's out

WS she is out hhh

→WT   hhh so before getting a job you're thinking about emm the fun time with your friends so I won't have a job, I won't work because I will not have time for my friends ((students laugh)) that's very generous ((students laugh)) you know it's very rare people are isolating themselves now for the sake of having a job and here she's thinking about her friend ((students laugh)) she's considering her friend she is a good friend you know

(Appendix 21: Woman teacher lesson 1)

The woman teacher's joke was based on a woman student's 'out of context' answer. The teacher commented on that in a funny way. Therefore, it could be suggested that the woman teacher's joke was in the form of an 'ironic comment' during the interaction. This is different to the case of the man teacher as is shown in the following examples:

MT let's repeat guys

SS collide collision

MT good

((video: divide division)) SS

divide division ((video:

provide provision))

SS provide provision

((v: describe description descriptive))

SWS describe description descriptive

(v: prescribe prescription prescriptive))

SS prescribe prescription prescriptive

→MT anannan (joke, the teacher imitating the students in a funny way)

SWS hhhhh

MT next

((v: subscribe subscription))

SS subscribe subscription

(Appendix 20: Man teacher lesson 3)

In this example, the teacher turned on a video which shows how to pronounce correctly some words and he asked the students to repeat. After some turns the teacher made a joke with the students by imitating them in a funny way; some women students laughed. The teacher, then, carried on the activity. Later on, during the same session the teacher also made another joke:

MT in English we have what we call phrasal verbs shush and they are verbs just like this one break out prison break the series I don't know whether some of you know it or not

SWS yes

MT all of you

SS yes

→MT I thought you were playing outside hhhh

SWS hhhh

MT anyway so break out is a phrasal verb and of course we have difference between verbs normal verbs and what we call phrasal verbs in phrasal verbs normally whenever we add an article which might ( ) the meaning alters ok guys the meaning of the word changes just like break the original meaning is

what?

Here, the teacher was explaining the meaning of the phrasal verb 'break out' when he mentioned the title of the famous American series 'Prison Break' and asked the students if they know it. The arrowed turn represents the teacher's joke with the students. He told them 'I thought you were playing outside' in reference to the point that they are young and at the time when the movie was displayed they were children playing outside, assuming that they may not know; which is a teasing way to tell the students 'you are still children and not adults'. The teacher then carries on explaining his point. In the two examples, it was the man teacher who initiated the joke and they occurred during his explanation of the lesson.

This particular point can be linked to the point suggested by Holmes and Marra (2002) in their work on 'humour as a discursive boundary marker in social interaction'. They argue that humour is a multi-functional discursive strategy that could be used differently; for instance, it could be used by superiors to reduce the effect of an authoritative behaviour.

Although, their study was mainly related to humour in workplace, it ties well with the current study in the sense that teachers, as the authority in the classroom, may also use humour as a discursive strategy to alleviate their power in the classroom and encourage students to take part of the interaction.

With regards to humour and teacher gender, the results of this study are in accordance with previous studies which suggest that men tell jokes more frequently than women (Dundes, 1987). Furthermore, taking the classroom into account, Statham, Richardson and Cook state that "Male instructors use humour (sometimes lewd humour) to entertain and enliven their classes. Female instructors generally avoid using humour, or they use it reactively to regain control of classroom disruptions" (1991, p. 56). This is consistent with the point made in this

study where the man teacher uses humour more frequently while the woman teacher avoids it.

Another significant point is concerned with the discourse act 'nomination'; the woman teacher tended to produce 'nomination' significantly more frequently (51 times) than the man teacher who produced it only once. Examples of nomination include instances when the teacher chooses particular student or allocates a turn to particular student who raises their hands, as the following extract shows:

WT   good another question

WS   what special skill do you have

WSs   ( )

WS   miss

→WT   yes

WS   what skills you have that help you to get this job WT

      yes skills you have to get this job yes give me skills

WS   I can deal with people easily

WS   miss (asking for permission)

→WT   dealing with people easily yes

WS   I'm very good in computer as much time need and good in ( )

(Appendix 21: Woman teacher lesson 1)

In this example, the students ask for permission before answering and the teacher nominates the one who will take part in the interaction. To better clarify this point I refer to my classroom observation, I can relate this point to the behaviour or the method of answering and interacting in the classroom. The students during the man teacher's classroom tend to answer the questions or make initiations without asking the permission of the teacher. Whereas, during the woman teacher's session, most of the time the students ask the teacher for permission first.

Another example is related to the use or mentioning of the mother tongue in the classroom; the man teacher was more tolerant with using any language other than English which even he himself tend to switch to in different occasions, as the following extract demonstrates:

> MT okay guys so pragmatics deals with the extra meaning or the implicit meaning now going back to our lesson the word accent replaces the word stress if it is used for pragmatic purpose like in Arabic for instance نشربشزئلك ما ما نشرب I focused on the syllable "ما" okay مش انا so this is an accent somehow okay guys it's an ( )stress what we call ( ) stress are you happy? no no I am not happy are you happy unhappy the stress is on the prefix but for that person to understand you repeated it okay guys clear or not?

<div align="right">(Appendix 19: Man teacher lesson 2)</div>

Another extract from the woman teacher reflects her attitude in forbidding the use of Arabic language during her session:

> WT lobby so please if I hear one Arabic word this means you'll be excluded okay I mean it because I have warned you is that clear?

<div align="right">(Appendix 22: Woman teacher lesson 2)</div>

Altogether, these examples support the point made above concerning the woman teacher being more 'authoritative' and 'controlling' while the man teacher being more 'friendly' 'funny' and 'permissive'. This, I argue, could be one of the classroom management strategies the woman teacher adheres to so that students would not feel 'empowered' and cross the lines or misbehave with her. It may also be a discursive practice through which the woman teacher tends to gain power in the classroom, maybe because of the ideology that women are subordinate to men she tends to overtly reflect it; whereas for the man teacher, since he is a man he might be perceived as 'having power' and therefore he does not need to overtly show it. For example, the teacher's frequent use of 'joke' could also demonstrate power. Since the teacher is the powerful agent in the classroom he could make such jokes

with the students, the other way round would not be acceptable. Consequently, it is highly possible that the man teacher is 'covertly' enacting power.

Moreover, the frequent use of the discourse act 'permission' by the man teacher could signify the use of politeness strategies as a way of 'sharing' power with the students, therefore, managing the classroom order and controlling the students implicitly.

At the social level, the teachers' power enactment in the classroom could be understood as a reproduction of the patriarchal ideology in education system, in the sense that while both the woman and the man teachers in the classroom are 'authority symbols' in the classroom, the man teacher wielded power and control implicitly. This is because they already have the privilege which is also similar to the way men in authority perpetuate power in society. By contrast, the woman teacher explicitly exercised power in order to gain control, because in the hierarchal social structure women generally have less power than men. Consequently, she had to overtly control the classroom in order to manage the classroom.

In conclusion, the above discussion investigated gender patterns in teacher to students (T-S) discourse and showed how the linguistic analysis helped in revealing aspects of gender and power in the classroom interaction. The analysis demonstrated that both the woman and man teachers used almost the same discourse acts in their interaction with the students, but in different frequencies. Whilst the discourse acts suggest that the woman teacher was enacting an authoritative controlling role and the man teacher was more permissive and friendly. A critical analysis reveals that both teachers where enacting power, yet in different modes: the woman teacher demonstrated power overtly, while the man teacher demonstrated it covertly. This is interpreted in relation to the patriarchal ideologies that govern the society.

5.4.2 Students to teacher discourse

The previous stage demonstrated that the female students engaged more with the teacher based on the quantitative frequencies of the linguistic discourse acts produced. Below is a

summary of the difference in the discourse acts used by 'the average women student' and the average men student' respectively during their interaction with both teachers (the figures of the women students are presented first):

- Response: positive (29.47 times vs. 7.25 times)

- Backchannel (6.95 times vs. 0.17 times)

- Report (4.35 times vs. 4.75 times)

- Response: negative (2.79 times vs. 1.5)

- Drill (2.16 times vs. 00)

- Permission (1.58 times vs. 00)

- Acknowledgement: accept (1.84 times vs. 0.5 times)

- Repeat (1.31 times vs. 0.5 times)

- Endorsement: positive (0.84 times vs. 00)

- Clarify (0.74 times vs. 0.25 time)

The above discourse acts reveal structured differences in woman and man students' discourses which contribute to the production of 'gender differences discourse' (Sauntson, 2012, p. 130). As I stated before, the linguistic analysis reveals that the women students are 'dominating' classroom interaction and that the men students are disengaged from the interaction. An 'interpretive' analysis of the discourse acts produced by the students, however, suggests that the 'women's engagement' and 'the men's silence' are covertly embedding power relations. That is, the discourse acts produced by the women students reveal that they are complying with the classroom conventions rather than 'dominating' the interaction which closely relates to 'good female student discourse'. Taking the discourse acts into consideration, the women students discourse was chiefly composed of responses to the teacher initiations (29.47 response acts) and following up the teachers' discourse through

backchannels (6.95). From my observation, the women students were more likely to take notes during the teacher explanation which also reflects their interest in the classroom. The presence of the acts 'drill' and 'permission' in their discourse also supports the point that they are more interested and engaged in the classroom and that they are conforming to the classroom environment. In an attempt to pull the threads with the wider social context, it could be argued that the women students are perpetuating aspects of 'femininity' that is socially constructed in the sense that, in Algerian context women and girls are expected to conform to different social rules be it at the family level or wider social level.

Similarly, the men students 'silence' does not reveal that they are 'subordinated' but rather holding power. That is, the men students are disengaging themselves from the classroom rather than 'being disengaged by someone'. During interaction, the men students' engagement varies according to their willingness which reflects their 'personal agency'. The men's significant lack of interaction, and the type of the discourse acts they produced, especially, the use of humour in their limited interaction constructs them as 'powerful' agents; particularly as they are in a classroom setting where the teacher is the powerful agent that reflects institutional 'authority'. 'Personal agency' exemplified in the choice to speak or not is an example of how it generates power. In this regard, the men students' 'silence' during the classroom is seen as 'a no response is a response' and it is a powerful one.

5. 5 Conclusion

This chapter has presented and discussed how gender affects patterns of teacher- student and student- teacher interaction in Algerian EFL classroom. The linguistic analysis revealed that in T-S interaction, both the man and the woman teacher used almost the same discourse acts, but in different frequencies. It also highlighted that both teachers interacted more with women students than with the men students. In this regard, I argue that this was not a result of teachers' bias, rather a matter of 'visibility'. From critical analysis point of view,

the results showed that the woman teacher enacted elements of power overtly, while the man teacher reflected elements of power covertly.

The analysis of students- teacher interaction revealed that the women students interacted more frequently with both the woman and the man teachers. The linguistic analysis showed that there were differences in students' frequency of discourse acts use which reflected the women students as dominating the interaction. However, the critical analysis demonstrated that they were conforming to the classroom conventions rather than dominating the interaction. The analysis also revealed that the man students silence in the classroom is argued to be a reflection of power rather than subordination. Altogether, the result highlights that Algerian EFL classrooms are sites where gender and power relations are constructed and reflected through classroom discourse. The classroom discourses also holds embedded ideologies of gender normativity which restrict the women and men students learning experiences exemplified in the discourses of 'masculinity' and femininity'.

In the next chapter, I will address the second question that underpins this research by analysing the field notes and the interviews with the students for an investigation of gendered discourses in the Algerian EFL classrooms.

CHAPTER 6

GENDERED DISCOURSES AND GENDER CONSTRUCTION IN THE EFL CLASSROOM

6. 1 Introduction

In the previous chapter I have presented and discussed both quantitatively and qualitatively gender patterns in classroom interaction and how the linguistic analysis may reveal 'traces' of social practices in the classroom. This chapter then is set to further discuss how classrooms (re)construct gender roles and relations, and the role of gendered discourses in perpetuating ideologies and power relations. The interpretation and discussion are based on the different data sources (field notes, transcripts of the audio recordings, and the interviews with the students). I draw also on my personal experiences and my knowledge of the wider social context in the interpretation of some elements because as Sunderland states, in CDA "[t]he analyst can, indeed must, rely … also on her own informed insights about wider discursive and social practices – though always with reflexivity and always documenting her stance" (2004, p. 11).

The chapter is divided into three sections; the first section aims to provide a general background about the research setting which, I argue, is an important step that helps in bridging the gap between data and interpretation. The second section is devoted to presenting the basic practices that constitute the discourses in the classroom. The last section is, then, concerned with discussion of the data from a critical discourse analysis point of view.

6. 2 Presentation and interpretation of the results

As I stated in the methodology chapter (chapter 4), I observed 8 lessons, 4 with the man teacher and 4 with the female teacher. 8 of the lessons were audio recorded; each lesson is

90 minutes long. The first part of the field notes represents my observation outside the classroom while the second concerns the observation inside the classroom when the lesson starts.

Before the beginning of each lesson, I arrived to the university about half an hour earlier and I spent it in the university square where students usually sit in their free time; whenever I noticed something, I wrote a quick memo on my phone which allowed me to extend it later when I came back home. I intended to arrive earlier, usually 10 minutes before the lesson starts and I waited in the corridor to observe how students behave outside the classroom. After the students enter the classroom, I tended to enter following them and sit at the back of the classroom taking my notebook and recorder; I start taking notes of what I observed just before entering the classroom in addition to what they were doing before the teacher starts the lesson. Henceforth, in Holliday's (2016, p. 40) terms, this served as a source of my 'peripheral data' that helped in connecting the core setting to the wider context (as I shall discuss in the next sections).

The first thing that can be noticed when visiting the university is that the number of women students exceeds that of men, and this was no exception concerning the group I observed. This might be because the faculty is for 'languages and literary studies' which are fields that usually described as 'feminine subjects', therefore, this could suggest that the men students studying this subject would do better in their studies as choosing a subject that is considered 'feminine' could reflect their interest in studying languages. Yet, this could also mean that the men students may not show interest in the studies as they are in a 'women milieu'.

As far as students' behaviour is concerned, there were some differences between young men and young women, noticeably, that the women students tended to enter to the classrooms first before the men. Whenever they arrive, the women students stand in front of the

classroom, either waiting for the teacher to arrive and open the locked door, or waiting for a previous group to leave the room so they can immediately enter the classroom even if not all the group have left the classroom which creates 'crowding' in front the door of the classroom. This might reflect that they prefer to be in the classroom and get ready before the teacher starts the lesson, and also their eagerness for studies which could be related to the previous point discussed in chapter five about the women students conforming to the rules and schools' conventions.

The men students, by contrast, tend to wait away from the classroom door in a larger space, when all students enter the class and the corridor is less crowded, they enter the classroom. In some cases, the men students even arrive late especially if they were having a session with the man teacher. This attitude, I argue, could be related to their perception of the men teacher as being more tolerant and permissive (as I discussed in the previous chapter); since at many occasions the teacher allowed them to enter the session without commenting on that. In an interview with one of the men students, I asked him about this behaviour of entering the classroom late and waiting far from the classroom, as it is shown in the following extract from the interview:

> R: I've noticed that you tend to arrive late, so why do you arrive late eem I see that the female students usually arrive early while you tend to come late
>
> MS: hhh not early they come more than early hhh we study at 11:00 for example they arrive 10:35 hhh but we boys you know us we meet each other in our way so we stop to have chat hhh and it is almost 11:00 so you know we then have our cigarette 'sorry for that sister' (an Algerian expression used to show politeness and respect towards the female researcher, since the act of smoking is not socially accepted to females and in some s parts, it is seen as a bad behaviour even for males)

<div align="right">(Appendix 24: Interview with the man student)</div>

This extract, then, is a best example of how the discourses of masculinity and femininity are

constructed in opposition to each other. The men students' arrival late to the classroom is part of doing masculinity. In other words, when the men student said 'but we boys you know us...' he constructed the women's and men's behaviour in a dichotomous way 'us' vs. 'them'; especially with the use of 'but' which reflects the assumption that they do the opposite of what the women do. Therefore, since arriving early is what the women do, they might perceive it as a 'feminine practice' that they, as men students, should do the opposite. Furthermore, the man student related the behaviour of being late to other 'masculine practices' that the women, from a social perspective, are not expected to do

such as smoking cigarettes. A close critical view of the men's discourse reveals an implicit ideology of perceiving what is feminine as 'negative' and what is masculine as 'positive', which is exemplified in the man student's derogatory comment on the women students' behaviour of arriving early, particularly when he said 'hhh more than early..'.

This point leads to discussing the discourse of 'diligent women students' and 'naughty men students' which were significantly apparent both from the observations and further supported by the quantitative analysis in the previous chapter.

6. 2. 1 'Back-Row Students Discourse'

This was one of the major discourses constructed during the classroom interaction and even outside it. During the observed sessions, the men students have shown different behaviours that reflected them as 'naughty' and careless about the lessons. The 'back- row students' refers usually to the students who sit at the back of the classroom and are described as disengaging from the classroom interaction, being late, and/or doing off- task activities. However, my use of this discourse is not to stereotyping the back seats, but to show how the linguistic analysis of the men students' discourses in the classroom interaction and their behaviour reflects and constructs them in accordance to this discourse.

In this study men students tend to sit at the back of the classroom in the last row. They enter the classroom unhurriedly heading straight towards their back places even if there were empty places in the row next to them. The back seats are usually perceived negatively, they are usually related to students who disengage from the classroom activities. For example, some studies show that the students sitting at back rows are usually labelled as 'disinterested'(Hillmann and Brooks, 1991) and 'rebellious' (cited in Meeks et al., 2013). This point is also supported by my observations in which most of the time men students pay less attention to the teachers' explanation, they are more often busy with their phones (playing games, taking selfies or checking social media), chatting with each other or sleeping on a head- on- desk position. The following extract from field notes provides an example of that:

> The second video was about self description: the students were watching the video some female students were taking notes about the video in order to answer later the questions. Male students did not take notes, from time to time they seem that they are less interested in the lesson: One male student seemed mentally checked out, another was playing with his mobile phone and taking 'selfie pictures' while the third was sleepy.
>
> (Field note 1, FT)

Equally important, in one of the sessions a man student referred to seating at the front row as 'punishment' as the following extract shows:

> WT yes the right words and avoid eemm avoid those prejudices ok yes so let's imagine here we have a job interview so I'm going to ask you this how can you deal with noise in the classroom? Imagine you're a teacher candidate I remember there was a candidate who told me that she can never deal with noise this is a problem and she doesn't have a solution to this problem yes so I told her if she is that authoritative person she uses authority to enforce eeem to enforce peace in the classroom she said no ok so what is the solution according to you
>
> WS Miss
>
> WT yes
>
> WS   I can put rules in my class and I will be dominating little bit

WT   dominating

WS   little bit

WT   yes how?

WS   eeemm like if I put my rules

WT   rules?

WS   yes in my class there is no noise in my sessions if no one will respect my rules he will be out

and eemm

WT   there will be punishment

WS   yes

WT   so this is authority here good yes

MS   how about punishment that will help me in the same time the one who makes noise will sit in the front and will do a homework

WT   make an extra homework yes I like the idea

(Appendix 21: Woman teacher lesson 1)

This extract shows both women and men students' perceptions of how to control the classroom. The women student suggested being authoritative and establishing rules are the best ways to manage the classroom which could be related to the point of the woman teacher being authoritative (discussed in the previous chapter). The man student suggested that punishing the noisy students through doing homework and making them sit in the front rows is a good way to control the classroom. Interestingly, this could show the man student's perception of those who sit in the front rows as punishment in addition to doing homework. His statement also holds the presupposition that noisy students don't sit at the front rows. Concerning the discourse of 'back- row student', most of the time the young men were chatting with each other even when the teacher was explaining the lesson or a class discussion was going on. An example of that is presented in the following extract from one

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of the field notes:

> When the teacher started introducing the lesson the male students are still chatting with each other.

<div align="right">(Field note 2, MT)</div>

The men students also tend to check their mobile phones in classes more frequently. In this regard, because during the observation I sat behind them I was able to see what they were exactly doing, for example, they tended to play games, check their Facebook accounts or take pictures; in other occasions they just put their heads on the table to sleep which could reflect the point that they are uninterested in the lessons and that they are being careless. Their sitting place is at the back of the classroom somewhere far away from teachers' sight especially with the kind of the classroom tables that are separated by barriers which helped them to distance themselves from the teachers' sight. Below are examples from both teachers' sessions:

> The teacher carried on explaining the lesson and from time to time he writes on the board. Some female students started taking notes, the boys were not interested: one put his head on table as if sleeping, one was playing with his copy book, and the two others were chatting.

<div align="right">(Field note 2, MT)</div>

Another extract is taken from a field note during the female teacher session:

> The second video was about self description: the students were watching the video, some female students were taking notes but male students did not and from time to time male students seem that they are less interested in the lesson. One male student seemed mentally checked out, another was playing with his mobile phone and taking 'selfy pictures' while the third was sleepy. When the teacher started speaking they started again to focus but they seemed bored.

<div align="right">(Field note 1, WT)</div>

This discourse of 'Back-row students discourse' could be linked to the discourse of 'masculinity' in which the men students perceive that being diligent and showing their interests and engagement in the classroom would be seen as a 'threat' to their masculinity as these practices are associated with the women students.

From a CDA perspective, this discourse could be also linked to power relations and status in the sense that the men students are 'challenging' the classroom rules and the teachers' power through nonconformity and deviating from how the students are expected to behave in the classrooms. In terms of the discourse acts discussed in chapter 5, this is demonstrated in the men students' interaction with both the woman teacher and the man teacher. The four men students resisted the classroom interaction through disengaging from the classroom interaction and taking part only when they want; this is also exemplified in the absence of the discourse act 'permission' from their interaction with the teacher especially in the case of the woman teacher who explicitly asked the students to ask for permission before taking a turn.

Another discourse act that could reflect the construction of the 'Back-row students discourse' is that of 'joke' which the man students used despite their limited interaction. This particular point could be related to Canagarajah's (2004) notion of 'pedagogical safe houses' as sites where the men students critique the dominant norms and resist the unfavourable imposed identities on them, it also permits for constructing alternative identities including for example the use of humour as discussed in the previous chapter 5 (see section 3.3.3 for a discussion on the notion of 'safe houses').

The linguistic analysis of the men students' discourse and classroom observation data, therefore, reveal the discourse of 'back-row students'. The critical discourse analysis shows how power relations in the classroom are embedded in the men students discourses.

6. 2. 2 'Diligent Women Students Discourse'

This discourse is concerned with how the women students' gender is constructed and reflected through their practices and language use. Most of the women students tend to be serious during the sessions, they focus on the teachers' explanation and engage in the interaction; even those who do not participate tend to focus with the explanation in order to reflect their seriousness through being quiet and focused. They prefer to arrive on time and be the first to enter the classroom to secure their front places. Whenever teachers ask for students to volunteer for answering or doing other activities, most of them would be eager to engage.

In terms of linguistic analysis, this is particularly exemplified in the type of the discourse acts the women students used in their interaction with their teachers. For example, the frequent use of the discourse acts of 'backchannel', 'permission', and 'response' highlight the woman students' conformity to classroom rules and being 'diligent'.

Thus, in addition to the results obtained from the previous quantitative analysis chapter, the following extract from the field note shows an example of how the female students engage in classroom activities and are willing to volunteer:

> then he (the teacher) told them that he need nine students to distribute the handouts that contain the lessons of the module. Seven girls stood up and counted themselves to see if they were nine or not, then other two girls joined them each one took a part of the handouts and started distributing it beginning from the front row

> (field note 2, MT)

The above quote also embeds a gender related discourse mainly that 'Girls as Assistants'. In this sense, the female students are happy to become 'teacher helpers', which strongly relates

to the study of Walkerdine (1990) who found that the three adjectives of 'nice', 'kind' and 'helpful' are the most common characteristics that student girls believe they should possess (p. 76). From an Algerian wider perspective, this also relates to the gendered ideologies that shape women's social roles, in society in general or at home particularly, where it is women and girls who are expected to do and help their mothers in the household. For example if the mother prepares the dinner it is the girls who are expected to help in preparing the table and washing the dishes. In a similar vein, Hochschild and Machung (2012) discuss what they call 'the second shift' in reference to women's work inside the house in addition to their work outside which can also apply to the women students who in addition to their studies they have to work inside the house unlike the man students.

Another remarkable point which also holds traces of 'gender differences discourse' (see chapter 3 for a definition of this discourse; for further details see Sunderland, 2004), is related to the students' seating location in the classroom. The women students tend to sit in the front places especially those who wait in front of the door to enter first into the classroom. My own interpretation of this is that they may be afraid that if they don't enter first, someone else (most likely another woman student) would take their place. This could reflect competitiveness among the women students for being 'disciplined'. This also relates to the pervious mentioned discussion on the classroom seating arrangement (see section 4.6.2)

According to literature on students seating arrangement, the first rows present those who are interested in the classroom and they are perceived as 'the academic achievers'; they also promote interaction and participation in the classroom (Pederson et al., 1987; Burda and Brooks, 1996; Perkins and Weiman, 2005). This could further support the above discourse of 'diligent female students' in the sense that they are the ones who prefer to sit in the front places and they engage more in the classroom.

Another classroom behaviour that contributes to the construction of the 'diligent women discourse' is note taking. Female students, especially those sitting in the front, are the most likely to take note of teachers' explanation. But whenever teachers start dictation, both male and female students start writing.

Equally important, it should be noted that even though girls tended to 'dominate' the classroom interaction this did not mean that all the women students participated or engaged in the classroom interaction but they still showed interest in the classroom through, for instance, being quiet, following the teachers' explanation, and taking notes. Interaction varied among students. Some talked a lot and others hardly at all. In one of the interviews, I asked one of the women students about taking part in the classroom interaction, she replied that

> WS: last year I used to participate but this year I don't (hhh) I have some emm the teacher is not helping us to participate he is always talking but he never give us the chance to speak or to participate so he just come and give us the lesson explain and eem just go
>
> R: okay and do you think this happens with others students too
>
> WS: eem some students do participate but emm they interrupt the explanation of the teacher
>
> (Appendix 25: Interview with the woman student)

From this extract, it could be argued that the woman student believed that it is the teachers who do not provide them with chances to interact as they dominate the classroom interaction. More importantly, she raised the point that taking part in the interaction is an interruption of the teacher. Consequently this might demonstrate how some women students, particularly those who do not take part of the interaction, might be unwilling to challenge the teachers' power. Interestingly, this point contradicts what the man student's replied when asked the same question as it is shown in the following extract:

R: do you take part in the classroom interaction?

MS: emm not always eem it is because of the girls emm they shout out the answers and emm you know we sit at the back emm you know they always sit in the front even if we wanted to sit at the front the sits are always occupied by the girls because you know we come late we go to have coffee from the vending machine.

(Appendix 24: Interview with the man student)

The man student in the above extract attributes their lack of interaction to women's domination of the classroom interaction as well as to their seating place at the back of the classroom. The man student's answer carries the discourse of 'Poor boys' which has been identified in various studies (Sunderland, 2004; Foster, Kimmel, and Skelton, 2001; Warrington and Younger, 2000), it is produced in relation to boys' difficulties at schools that are in part the result of "girls in humiliating contrast seem to have less trouble with this" (Sunderland, 2004, p. 95). The man student's statement 'eem it is because of the girls' clearly reflects this discourse.

A close look at the above extract also reveals how fulfilling 'hegemonic masculinity' norms through the 'back-row students discourse' is impacting 'negatively' man students' learning process. This is explained in that arriving late is what hinders them from sitting in the front places that are usually occupied by the women who arrive early (arriving early is also part of the 'diligent women students' discourse').

Overall, the two discourses of 'Diligent women students' and 'Back-row students' show how discourses can be both constitutive and constructive of students' masculinities and femininities as well as the power relations in the classroom interaction. In other words, the 'diligent female discourse' implies some embedded ideologies of how femininity is perceived in society as well as it constructs the women students as 'subordinate' to authoritative agents (teachers at school for example) which also reflects their subordinate

status in society. Concerning the 'back-row students' discourse, it reflects how it both constructs and is constructed by ideologies of masculinity and power relations in the sense that it acts as a resisting discourse to the powerful authority in the classrooms.

6. 3 Gender patterns in interactional behaviour

In this section, I will further identify and discuss gendered discourses that took place during the students' presentation and discussion of topics of their choice. As part of students' classroom evaluation in Oral expression module, the students are asked to present orally a chosen topic related to general theme they dealt with in the lessons. The major theme was mainly about imagining themselves in a situation where they have to set up a business project. Each student chose a topic of their own, made further research on it and then each session they are asked to present and discuss it in front of their teacher and friends. The following are examples of topics chosen by the women students:

'Child Care Excellence' was about setting up a kindergarten to take care of children; 'Ideal School' a school that combines between religion and sociology for different ages even for children instead of kindergarten schools in order to teach children at early ages principles of religion as well as sociology, this school is based on single sex classes; 'Gardening' in which they set up a team specialised in decorating gardens of houses or schools; 'SIM card for cars' this SIM card will help to fasten the connection with emergency in case of accidents; 'X-Large' a shop that is directed to selling fashion clothes for women with large size, the shop staff are imagined to be only women; 'Wedding Cakes' a shop that is specialized in preparing wedding cakes and delivering them; 'Home Delivery Restaurant' which will employ 'charming handsome' men to deliver food while women will be hired as waitress; 'Transportation in University' her main idea was to make single gender buses i.e. some buses for females only others for males only and as the number of females exceeds

that of males she suggested that more females' buses should be supplied; 'Mobile

Food Truck' this will sell fast food based on menu that was created manually with pink

colour and roses; 'YouTube Channel' for beauty tips and make up.

For the man student, there was only one of them who chose and presented a topic, the others

were absent during the session of presentation. The chosen topic was about 'GK Park' which

is amusement park for people to go in their free time or for leisure which he chose based on

his own experience explaining that there are no places to go to in their free time.

6. 3. 1 'Students' Gendered topics'

The first noticeable aspect of the students' choice of their topics for the presentation is that

they were manifestations of women's and men's social roles. In other words, the women

students' choice of topics was an extension to the traditional female roles which they were,

for instance, related to cooking, taking care of the children, caring about their beauty, caring

about fashion and their body size. In this regard, Bischoping (1993) refers to Henry Moore

(1922) argument that men's and women's choice of topics was a manifestation of their

"original nature" (p. 1). Yet, it should be noted that this statement was during the 1920's

were the concept of 'gender' have not been coined and only the concept of 'sex' was used;

therefore, his statement could be read in the sense that women's domestic roles are related to

the biological nature which is the 'traditional' essentialist ideologies of gender roles in

society.

In an investigation of gender in the students' topic discussion, it was both implicitly and

explicitly apparent gender related ideologies stemmed from the social and cultural aspects.

The below extract from one of the woman student's presented topics demonstrates how

gender ideologies are perpetuated through discourse:

WS so I am going to hire basically three guys to do the delivery service they will be chosen through a casting according to whether they eeem are handsome or not according to fitness fast and speed eeem they will be using motorcycles and ( ) it depends on the costumers and he may order by phone or eeem online and you can always make your reservation ( )and you just imagine the bells ringing and you will open the door and you will find a handsome smiling face holding your meal that you ( )all the day and say to you have a nice meal and you can do nothing about it except ( ) eem

WS yes concerning the kitchen it will be an open one so that the guest will be able to see where all the magic happen I usually keep wondering about what is going on behind these closed doors the waiters will be chosen through a casting as well as waitress eem there will be no waiters only waitresses this is because the restaurant will be divided not really big walls but rather a small woody barriers the reason is in case someone would love to have privacy

From a critical point of view, the female student's discourse holds two related gender ideologies. The first one relates to allocating 'the outside' work to men "I am going to hire three guys to do the delivery"; while women were allocated the 'inside' work "the waiters will be chosen through a casting as well as waitress eem there will be no waiters only waitresses". The student stated first that she will hire both waiters and waitresses, and then she corrected herself stating that she would hire only waitresses as she will create private space in the restaurant. This strongly relates to the social beliefs and assumptions that women are generally expected to do the work in the 'private sphere' while men are expected to do the work outside the house, this is exemplified in the woman student's choice of men for 'delivery' while she chose women for working inside the restaurant as waitress . Even though 'waiters' is also an option for men in Algeria, she preferred to choose the 'outside' work for men; maybe because she thought that 'delivery' is not a choice for women, since in Algeria this is not socially acceptable, therefore, she divided the work based on the what is socially accepted.

A second point is concerned with the woman student's intention to create a private space for

the clients were only females can have access. To clarify, if a family for example would love to have a private space in the restaurant it is more socially accepted to be served by a woman rather than a man which is related to 'sacredness' or what is known in Algerian Arabic as 'El Hurma' 'الحرمة' which stems from the social belief that it is inappropriate for other men to socialise or in some cases see another men's wife or sister; this could be linked to the ideologies of perceiving women and girls as representing the 'honour' of the family.

As far as men students are concerned, one of the man students chose a topic that is more concerned with leisure and space for enjoying their free time, based on his experience. He was interested in creating a public space where they can spend their leisure time because in the Algerian social context or other patriarchal societies, men spend much of their time in public spaces (or more accurately they are allowed to access public space at any time) as it is shown in the following extract from the transcript of the audio recording:

> MS today I am going to present to you my project which I name J A park I will tell you about it later every day when I finish school and courses I go straightly to my home open my facebook account watch movie or meet my friends it's not eem days after
>
> WT   you can say same routine
>
> MS same routine again again and again so I eeem we all know that (city name) is boring and dead city
>
> WS YES
>
> MS   so maybe you like my project I promise I eem (woman student name) I know will invest in me
>
> SWS hhh
>
> MS   so my eeem it's eeem I eem amusement park
>
> (Appendix 23: Woman teacher lesson 3)

As I mentioned above the man student chose to create a public space for their own as well as

for families in general because of the lack of entertainment of facilities. In further discussing his project and the facilities to be included, the man student mentioned setting up a gym for men only as well as opening a separate restaurant for families as the following extract demonstrates:

> MS   and it will be supported of course with restaurants so maybe I made partnership with (female student name) so she open her eem I don't know maybe Algerian restaurant
>
> SWS   hhh
>
> WT   for ( ) hhh
>
> MS   and coffee shops and cinema and separated coffee shops for families and may be old people and of course ( )
>
> SWS hhhh
>
> WS   these are not normal
>
> MS   with of course little bit ( ) through gym sport for the boys ok and it will be situated in ( )

(Appendix 23: Woman teacher lesson 3)

Looking at the extract from a critical lens, it could be said that it carries embedded gender ideologies exemplified in the man student's discourse about the setting up of a separate space for restaurant dedicated to families. This stems, according to my background knowledge of the social context, from the ideology that it is not appropriate for a man for example a husband with his wife, a father with his daughter, or brother with his sister to enter to a restaurant or coffee shop that only males go to; restaurants usually tend to allocate parts for families. However, it should be noted that the public space in Algeria is complex and controlled by embedded ideologies. For example there are mixed restaurants in Algeria especially fast foods, but, for example, if the fast food is full with men clients it might be awkward for women to enter and vice versa. In this regard, I relate this type ofideology to

one of the experiences that I had when I went to an 'Arab' street in London in order to have lunch. I entered one of the restaurants which had only Arab men clients I remember the discomfort I felt despite the fact that I had been in London before and I have many times been in restaurants where there were men clients. When I critically thought about this, I realised that it is the shared hidden ideologies that affect our practices. In my case, the ideology was that it is inappropriate for women to be in places where only men exist particularly when I unconsciously assumed that this ideology is shared in that place because they are Arabs. Therefore, it is argued that ideologies are not tied to geographical contexts, but to the fact that they are shared despite that they are sometimes covert. This point can be related to Litosseliti and Sunderland's argument that "it is quite possible for an individual not to be conscious of particular identity until it becomes contextually salient. For example, a white woman may not experience the sense of whiteness, and indeed 'otherness', until she attends a women's meeting in which every other woman is black" (2002. p. 8). Even though this statement is not directly related to ideology, I would argue that it is significantly relevant to ideologies as well in the sense that individuals might not be aware of particular 'naturalised' behaviours and assumptions, until they are experienced (such as my experience in London) or come in contact with other different and sometimes opposed ideologies (for example, being in a society where a particular social practice is accepted for women). This also echoes Fairclough's notion of ideologies "such assumptions are quite generally naturalised and people are generally unaware of them and of how they are subjected by/ to them" (Fairclough, 1995, p. 23). Thus, coming back to the students' discourses, the embedded gendered ideologies smoothly flow through their classroom discourses which, I believe, they were unaware of them.

A second important point in the man student's discourse is his reference to setting up a gym for men; this discourse holds the gendered ideology that it is usually men that have the right

to practice sport and go to the gym as he excluded women and girls in his statement. At the social level, this links to some shared beliefs that it is inappropriate for women to practice sports and the best example is the incident I mentioned earlier concerning the young Algerian lady who went out for jogging, but she has been harassed by young men who told her 'your place is in the kitchen'. This discourse reflects how it is still socially unaccepted for women to practice sports.

The man student's discourse could be also linked to the discourse of 'sporty masculinity' identified in Kosetzi and Polyzou (2009) work, according to them "In the Greek context, masculinity is often linked, not only to playing but also to watching sports, especially football. This sub discourse [sporty masculinity] is realised through lexis from the semantic field of football" (p. 157); in the Algerian context this is also similar, which in the case of the man student discourse the lexis from the semantic field of football include gym and sport.

To pull the threads together, students' choices of the topics for their oral presentations reflect gender differences concerning jobs and domains of interest based on both women's and men's roles as gendered agents in society. The different topics that the women students have chosen were particularly related to social roles expected from women, mainly the discourses of women being emotional, taking care of children, taking care of their beauty, being good cooks. These also construct discourses of 'femininity'. The man students, on the other hand, showed interests linked to socially constructed characteristics of being leaders, good in technology related stuff. These are also part of the socially constructed discourses of 'masculinity'. The discourses of 'private' and 'public' spheres were also embedded in the students' discourses in the sense that both the women and men students allocated 'private sphere to women while the 'public' sphere was allocated to men, this isargued to be a

reflection of the social belief and assumptions of what is appropriate to women and what is appropriate to men. In terms of power relations, theses gendered ideologies embedded in students' choices of their topics contribute to maintaining power relations in society in the sense that it reinforces the status quo of gender roles in Algerian society.

6. 3. 2 'Discourse clashes: Women are bad drivers vs. Women are good drivers stereotypes'

One of the gendered discourses linked to gender differences that arose during classroom interaction was during the discussion of one of the women students' presentation about 'SIM card and accidents'. 'Women are bad drivers', a statement launched by one of the men that was supported by the other men students and rejected by the women students, as well as the woman teacher. This represented one of the examples of gender stereotypes constructed in society and brought to the classroom interaction through discourse. Below is an extract from the field note which exemplifies this point:

> After the girl finished her comment, the teacher started giving her personal opinion about car driving in Algeria and its problems and that people don't respect the driving rules, one boy interrupted her and said 'especially womens, Madam!' the teacher didn't pay attention to what he said but the girls turned to him and told him you are wrong, one of them told him it is the opposite women are good drivers, they obey the rules but he insisted on his words, another girl raised her hand to give comments at the same time the boy carried on discussing his idea with his male friend and told him about a story they witnessed related to a women driving a car but she did not know how to park.

> (Field Note 3, FT)

The extract demonstrates two conflicting discourses, the first one relates to the man student's 'challenging discourse' exemplified in the stereotype of "women are bad drivers"; it is challenging in the sense that despite the majority of the classroom were women and taught by a woman teacher, he produced this stereotype. The second discourse is a 'resistance discourse' of "the opposite women are good drivers". The women students

resisted the challenging discourse of the man student through producing a counterdiscourse. Notably, both the man and women students tended to justify their points based on what each of them believes of what constitutes good driving .For the woman student, she believes that obeying the rules is a criterion for good driving. Whereas, for the man student, witnessing a woman being unable to park well is a sign for 'bas driving'.

The woman teacher also resisted the male student's discourse through ignoring his statement and carrying on the discussion with female students as the below example shows:

WT yes the problem lays in our Algerians our citizens you see them how they drive

SWS yes

WT do you see how they drive

SWS yes

WT and the problem is not only with youth ok

MS yes

WT who normally are excited the problem is even with old people who do not obey

WS obey

WT the rules

MS especially womens madam

WT it is a culture but we don't have this culture the problem lies in people

WS madam

WT yes (woman student name)

WS it's ( ) investments in the project but I just want to ask if this device you mentioned is it original

(Appendix 23: Woman teacher lesson 3)

The students' discourses on good and bad driving shows how gender ideologies in the wider context are brought to the classroom interaction through discourses that may look natural but they embed ideologies and power relations; particularly in the case of stereotyping in which the man student's gendered stereotype in a context where the majority are women is a reflection of power enactment. In addition to that, stereotypes are embedding both power and hegemonic struggle, because they are usually directed at subordinate groups who are expected to act according to them. As a result, the woman student's resistance of the gendered stereotype is another form of power enactment.

Broadly speaking, these type of discourses could be also related to Sunderland's statement that some gendered discourses that occur in the classroom does not have to be related to education, they are "technically not being 'classroom discourses' at all, but have nevertheless been produced in the classroom – a reminder of gendered discourses' crucial fluidity" (2004, p. 100).

6. 3. 3 Importance of students' physical appearance: femininity and masculinity discourses

This section is related to how students appearance could be interpreted us 'construal' (Fairclough, 2009) of 'femininity' and 'masculinity' discourses. The students' importance of their physical appearance has been noticed throughout the observation sessions. The behaviour and practices that reveal the importance of physical appearance took place more frequently, at the end of the sessions when the teacher is calling on students to confirm their presence and even during the lesson when the teacher is explaining. Women students are more likely to exhibit this behaviour but men students do it as well. Some examples include: taking out mirrors from their bags, fixing their makeup, fixing their scarves, or wiping shoes. These practices could be related to 'femininity discourse' that constructs women's and girls', starting at early stages, gender identity. In the 'femininity discourse', women are

expected to 'keep up' with the social constructions of particular behaviours that define femininity such as 'caring about the appearance and beauty'. This could also be linked to the discourse of 'diligent women students' in the sense that they are 'diligent' by trying to look good. In terms of power, women are unconsciously being subversive to power enactment under the form of social pressure through their conformity to one of gender ideologies 'beauty requirements'.

Men in the current 'hegemonic masculinity discourse' are also expected to take care about their physical appearance, but not as much as women are expected to do. In this regard, the following extract from the interview with one of the man students demonstrates this point:

> R what behaviours in the classroom that you think are particularly associated with female or male students?
>
> MS emm girls! emm commenting I would say commenting emm whatever you do they comment on you if you dress well they comment but we boys we don't have that we don't care about appearance emm yeah it is good for both boys and girls to take care about their appearance and dress well but for the boys it is not good to take care too much about their appearance for example the weird haircuts or colouring their hairs or whatever the fashion says emm and the girls 'sorry sister'(a polite expression when saying something bad) they don't have to wear emm indecent clothes to look good emm that's it

(Appendix 24: Interview with the man student)

In the above extract, the man student's discourse holds gendered ideologies related to the behaviours and attributes of girls and boys. At the beginning he identifies girls' and boys' behaviour in a dichotomous way in which the girls care more about the physical appearance unlike the boys who don't. Then, the discourses of 'masculinity' and 'femininity' become apparent when he identifies what is appropriate to men and women concerning physical appearance. Interestingly, the male student apologised to me when he referred to the type of the clothes that some girls wear, which as an insider and sharing the same cultural and social

ideologies, I was able to make sense of his implicit critique of girls in the sense that tight clothes for women are inappropriate in the majority of the contexts in Algeria. In relation to power, the man student discourse also reveals an enactment of power, because identifying what is appropriate for women to wear and what is not is a form of exercising power that impact women's lives in society. Consequently, these kinds of discourses construct another form of power exemplified in 'social pressure' which determines how men and particularly women should act and behave.

Another extract from the field notes provides an example of physical appearance:

> After finishing dictation, students were given five minutes to answer the questions. The teacher went out for few minutes so the students started making noise, some females were discussing the exercise while male students were playing with their phones and chatting in Arabic. Then, one male student called
>
> on a female student and asked her if she has a wipe (using Arabic) she said that she doesn't have and he asked her to ask her other woman friends but no one had

(Field note 1, FT)

The act of the man student asking for a wipe (in order to clean his shoes) from a woman student rather than his men friends, holds the assumptions that women students are expected to carry with them beauty tools including 'wipes' which they usually use to fix their make up as part of caring about their physical appearance. For the men, as their care about their appearance is less compared to women, they are not expected to carry with them wet wipes. This then, supports the point that women students are constructed as caring about their appearance which is part of 'femininity discourse'. This is another example of power enactment in the form of 'social pressure'. By presupposing that women carry beauty tools, the man student is implicitly contributing to the power of 'social pressure' on women, which could lead to the woman student assuming that she is supposed to carry 'beauty tools' in her bag.

6.3.4 Gender segregation discourse

This discourse has been particularly recurrent in students' presentations; it is related to separating individuals based on their gender. For example, one of the women students proposed establishing single sex schools, another student suggested creating separate university buses based on the students' gender as it is shown in the following extract:

> One of the points she raised is to make gender busses by splitting the current ones into those dedicated to males and others to females, the other students liked the idea mainly girls. The girl said that they should make six busses for females a male student MS interrupted her and said "and only one for males" he said it in a funny way the girl responded him 'No!' six busses for girls and four for boys. The teacher was sitting on her desk and taking notes. The other students seemed interested by the presentation and were following their friend explanation.

> (Field note 3, FT)

This discourse could be said to be linked to Algerian social and religious beliefs that it is inappropriate for men and women to mix up although nowadays it is not as subtle as it used to be. For example, for most of the Algerian families when they have guests of mixed gender or even in weddings and occasions, men and women tend to sit in separate living rooms. Interestingly, these gendered ideologies seem to affect women more than men in the sense that the mixed buses for the students usually carry sexual harassment for the females especially when they are overloaded which creates discomfort for the women students. This might explain why gender segregation was suggested by the female students.

Though not explicitly linked to power relations, the woman student's demand for segregation of buses based on gender is another form of power enactment in the sense that she stood up against sexual harassment by suggesting the creation of spaces for women.

6. 4 Conclusion

In this chapter I have presented and discussed the construction and perpetuation of the

gendered discourses in the classroom. The chapter discussed the gendered behaviour that occurred in the classroom such as the women students arriving early to the classroom, while the man students tended to arrive late. These behaviours are argued to construct and perpetuate gendered discourses such as 'femininity discourses' and 'masculinity discourses'. I have then addressed the gendered discourses in the classroom and their relation to social ideologies and power relation. Example of theses discourses include 'the gender differences discourse' such as 'the diligent female student', 'back- row students', 'the students' gendered topics', and 'gender segregation discourse'. The chapter, therefore, demonstrated how the classroom context is a site where gender ideologies are embedded in the classroom discourse and how power relations are constructed through discourse.

CHAPTER 7
CONCLUSION

7. 1 Introduction

The focus of this thesis was to explore the relationship between gender and language classroom discourse, in terms of how teacher-student talk and student-teacher talk are related to gender, and how gender may itself be (re)constructed by language classroom discourse. In chapter one of the thesis, I introduced the rationale behind conducting this research and presented the research questions. The theoretical background and the literature related to the study were elaborated upon in the two subsequent chapters (2 and 3). In chapter four I presented the research methodology that guided the research. Chapter five and six presented and discussed the data analysis.

The focus of this chapter is to provide conclusion to the findings obtained in this research. It starts first by section 7.1 that aims to address the research questions presented in chapter one by providing the key findings. Section 7.2 provides implication of the research at the theoretical and methodological level. Section 7.3 explains the research limitations, and finally section 7.4 suggests some directions for future research.

7. 2 Revisiting the research questions

Based on a triangulation of data collection methods (classroom observations, audio recordings of the classroom talk, semi-structured interviews with the students, and field notes), the research aimed to investigate gendered classroom discourse in the language classroom. I conducted a broad ethnographic study in which I observed 23 students learning EFL at the university level. The observation took place in two classrooms of two different subjects, 'Oral expression' taught by the female teacher and 'Phonology' taught by the male teacher during the first term of the academic year 2016/ 2017 from October to

mid-December. To address the research questions and provide an in-depth understanding of gender in classroom interaction linguistic and social theories were adopted namely Systemic Functional Discourse Analysis and Critical Discourse Analysis. The main research findings are summarised below based on addressing each research question:

➢ R Q 1. Does gender affect the patterns of teacher- student and student- teacher interaction? If yes, how?

To address this question, a SFDA framework was adapted based on a modified version of Tsui's (1994) taxonomy of discourse analysis. The applied framework incorporated elements from conversation analysis and discourse analysis as a result of data requirements, the linguistic analysis results were further interpreted based on CDA particularly Fairclough's (1995) analytical framework. Below are the major findings in relation to teacher to students discourse:

• Both the woman and man teacher used almost the same discourse acts when interacting with their students, yet in different frequencies

• Based on the linguistic analysis results, the CDA analysis revealed that the woman teacher enacted an authoritative controlling role while the man teacher enacted a more permissive role

• The discourse acts used by both teachers demonstrated that the woman teacher enacted power overtly through the frequent use of directives such as 'nomination', while the man teacher enacted power covertly exemplified in the frequent use of 'joke'.

• Both teachers interacted more with the woman students than with the man students which I argue was a matter of 'visibility' rather than the result of 'teacher bias', since the women students were more engaging in the classroom interaction whereas the men students rarely involved in the interaction.

As far the students -teacher discourse is concerned, the same steps of analysing teacher talk

were followed; the main results are as follow:

- The women students interacted with both the woman and man teachers more frequently than the man students.

- In their interaction with both teachers, the women students produced the 'response' act more frequently followed by 'follow up' to the teacher's utterances mainly through the discourse act of 'backchannel'. The discourse act of 'initiation' was the least frequent one.

- The types of the discourse acts produced by the women students suggest that they were conforming to the classroom rather than dominating it.

- In their interaction with the teachers, the women students produced the discourse act 'permission' more frequently with the woman teacher. This further supports the point that the woman teacher enacted an authoritative and controlling role as the students need to take permission before they take part in the interaction or do any particular behaviour.

- The men students rarely took part of the interaction.

- The critical analysis of men students discourse suggests that their silence in the classroom is a reflection of power in the sense that the men students took part in the interaction based on their agency and not because they are told by the teachers. In addition to that, the type of the discourse acts they produced particularly the discourse act of 'joke' was present in their discourse despite their relatively limited interaction also could be said to support the point of enacting power.

- ➢ RQ 2. How does classroom discourses construct 'gender identities', roles and relations of the classroom participants?

To address the second main research question of this research, an analysis of the data sources mainly field notes, transcripts of the audio recordings, and the interviews with the students in addition to my personal experiences and knowledge of the context were draw

upon to identify gendered discourses in the classroom and then discussed and interpreted from CDA point of view. The main findings are summarised below:

- Some of the students' behaviours reflected discourses of 'masculinities' and 'femininities' such as the women students arriving early to the classroom while the men tend to arrive late or the women students setting in the front rows whereas the male sit at the back rows. This could also be related to 'gender differences discourse' as they position themselves in a dichotomous way of 'us vs. them' and constantly comparing and constructing men and women as different.

- The major discourses constructed in the classroom setting are 'Back- Row Students Discourse' which is exemplified in their disengagement from the classroom as well as their behaviours during the classroom sessions (chatting with each other, surfing on the net, taking selfies); 'Diligent Women Students Discourse' exemplified in their engagement in the classroom and showing interest in the studies. These discourses are argued to be also closely related to 'gender differences discourse' and that they hold embedded social ideologies about gender roles and positions in the society. They also reflect how gender is constructed in a polarised, binaristic way.

- The students chosen topics for the presentation demonstrated their gendered nature and the embedded ideologies such as relating the public sphere with men and the private one with one; choosing jobs that are an extension of traditional gender roles in the society. The gendered stereotypes also were revealed through their topics such as 'women are bad drivers'.

Overall, the research results demonstrated how classrooms are sites for gendered discourses and power relations, as well as how through discourse we reveal our embedded ideologies.

For the students' gender, it has been revealed that the social discourses of masculinity and

femininity could significantly impact the students learning experiences at universities. The teachers' performance of their teacher identity also demonstrated how it intersects with their gender identity to reveal dimensions of power enactment.

7. 3 Significance and contribution of the study

The findings of the current study make a significant contribution to the field of gender and education by providing an insight to an under researched context. Given the lack of existing work on gender and classroom interaction in an Algerian context, the findings of the current study provide some valuable insights into the role of classroom discourse in reinforcing gender roles and perpetuation of gendered ideologies and power relations in an Algerian EFL classroom. It is argued throughout the thesis that classrooms are sites for constructing and perpetuating gender ideologies and roles through language use and social practices. The use of critical discourse analysis as a theoretical framework demonstrated that power relations are perpetuated in the classroom context through embedded gender ideologies. For example, the analysis of teachers discourse showed that the woman teacher constructed an authoritative teacher role, and the man teacher a permissive role. However, the critical analysis revealed that they both were enacting power over the students, but in different modes: the woman teacher wielded power overtly and the man teacher exercised it covertly. This is argued to be a reflection and a construction of the social gendered ideologies in the classroom setting. In relation to gender, the critical analysis of classroom interaction revealed that gendered discourses produced in the classroom perpetuate traditional gender roles through the embedded gendered ideologies underlying gendered discourse.

This thesis contributes also to the field of gender and spoken classroom interaction. It shows how combining different approaches to the analysis of classroom discourse helped in generating more explanatory insights to gender and power in an Algerian EFL classroom. The combination of linguistic analysis with critical discourse analysis in this research

demonstrated how the limitations of one approach can be addressed through the implementation of another approach, as Sauntson (2012) states "[n]o single approach can provide a comprehensive account of what is happening in a particular data-set. And each approach has its own set of limitations and critiques. Through a pragmatic combination, some of these limitations may be effectively addressed." (p. 203). In this research, for example, the use of Tsui's (1994) framework in the linguistic analysis helped in generating quantitative data. These data showed that the women students dominated the classroom interaction in the sense that they interacted more frequently with both the man and woman teachers. The men students in this study were almost absent from the interaction. Basing the research on these results only could provide misleading conclusions about gender in the classroom. Therefore, the combination of critical discourse analysis for the qualitative analysis revealed that the women students were conforming to the classroom rules and the discourses of femininity rather than dominating the interaction. This was particularly explained through the type of the discourse acts used by them as well as their behaviour in the classroom. I also argue that the men students were enacting power rather than being subordinated. Their silence in the classroom and the type of the discourse acts used reflect on form of power enactment in this context.

Overall, the results showed how the linguistic analysis can reveal traces of the social practices which provides an in depth understanding of gender in education in general or in classroom more particularly. Therefore, the way I approached my data for the analysis of gender in Algerian EFL classroom provides a significant contribution to the field.

7. 4 Limitations of the study

Although this study addressed what it aimed for, it is important to highlight the potential limitations.

The first limitation of this study lies in the categorisation of the students into two groups of

women and men students. This was mainly the result of the practical problem of identifying the speaker as a result of the use of audio recordings which did not allow recognising who exactly produced particular utterance especially when the students talk altogether. Therefore, the use of video recordings could have prevented this. This particular point has also impacted the exclusion of interruption and overlaps in this study that I was intending to consider at the beginning of the research. The use of video recordings could have also allowed the inclusion of non-verbal data such as teachers' gaze and facial expression.

A second limitation concerns teachers' perceptions about gender in the classroom. Although the interviews were implemented as a supporting tool, conducting interviews with the teachers would have enriched the data and provided a part of the image of how the teachers perceive the role of gender in the classroom as well as their perception of their female and male students. For example, they could have provided their perceptions of the women students more frequent engagement and the men students' disengagement from the classroom interaction, or the gendered ideologies they might produce through their discourse during the interview. For the interview with the students, they were relatively brief due to their busy schedules; a longer time for the interview in addition to interviewing more students could have generated more data about gendered ideologies and power relations.

Time constraints is another limitation for this study. As this research is limited by time, the ethnographic observation could have been lasted longer in order to investigate whether the students' engagement in the classroom would change over time. Due to time constraints, it was not possible to have a larger number of participants.

Due to the type of the classroom (teacher- led), student- student interaction was not possible to be included in this research. Therefore, observing other classrooms could have allowed for providing insights about the student- student interaction.

7. 5 Suggestions for future research

The discussion of the implication and limitations of the study have already provided some impetus for further research.

According to Sauntson (2012) "gender is still a key issue in all aspects of education, including the interactions that happen on a daily basis inside classrooms" (p. 203), therefore further studies about gender in education could be conducted at other less studies contexts. Future studies on gender in Algerian context could significantly contribute to understanding issues about gender in Algeria as well as contributing to the field of gender. I also suggest that future studies consider conducting research on gender at the different levels of education such as primary schools, middle schools, secondary schools and even universities.

The research conducted for this thesis was predominantly concerned with gender in the EFL classrooms. Other studies on gender focusing on other subjects such as Arabic language, science, or history could be an interesting opportunity to further understand gender patterns in the classroom interaction and their relations to the subject in the Algerian context.

I suggest that similar studies could be conducted in the future in different contexts in Algeria to provide an understanding of how gender ideologies are deeply embedded within classroom discursive practices; for example studies about gender in rural areas and others in urban areas might help in understanding the different gender ideologies that may change from one place to another in the same broader context.

Moreover, studies could be conducted in Algeria based on not only the spoken language but also on the written one, for example analysis text books of the different educational levels for the gender representations and any potential gender bias. This could not only be limited to EFL textbooks but also other language subjects such as Arabic or French.

I would also suggest that future studies could incorporate the pattern of 'silence' in the

investigation of classroom interaction and its relation to power relation and ideologies among the participants as it would provide a more nuanced perspective on classroom interaction and gender.

Last but not the least, future research could also conduct a study based on the same data of the current research while using other analytical frameworks especially at the level of systemic analysis.

7. 6 Implication of the study

This research has valuable implication to gender studies in general and gender in education in particular, both at the theoretical and practical level.

Practically and theoretically, this study could be useful to those interested in gender and education field as well as discourse analysis field as it demonstrated how combining different approaches to classroom discourse analysis could provide a comprehensive account of the role of gender in education and help in generating more explanatory insights into the education system's role in reinforcing traditional gender discourses through its practices. As Sauntson (2012) states "No single approach can provide a comprehensive account of what is happening in a particular data-set. And each approach has its own set of limitations and critiques. Through a pragmatic combination, some of these limitations may be effectively addressed" (p. 203); in this study, this has been achieved through combining elements from systemic functional discourse analysis, and critical discourse analysis. Therefore, I would encourage future studies to continue implementing different approaches particularly in the study of gender as a complex construct. The research also provides significant implication to the field of gender as it provides insights about gender from the perspective of a 'non-western' context.

At the practical level, this research attempts to add a new perspective to gender equality in

Algerian context and other contexts through raising the teachers', students', and policy makers' awareness about the role of gender in education in general and EFL classrooms in particular, and how they are sites where embedded ideologies about gender normativity and power relations are constructed and reinforced. I recommend that teachers should be provided with training courses and workshops on observing their own classrooms to address gender inequalities as well gendered discourses and ideologies. Educational system should encourage practices of masculinities and femininities instead of the hegemonic masculinity or the emphasised femininity; this could be achieved through training teachers and educators about gender practices.

For the students, it is important to make them aware about role of gender and the extent to which it affects every aspect of our life. This could be implemented through encouraging the students to be critical about the gendered discourses in the classroom setting or schools in general, and how our discourses are powerful means for constructing and producing our gender identities and roles. Encouraging students' criticality about gendered discourses would also help them to recognise the gender ideologies that we are unconscious about them through the process of 'naturalization'.

Although there are some universities in Algeria that teach gender studies as a module, it is important to include this module at a large scale of universities so that students become more aware of gender as a social phenomenon. This would also contribute to changing the views about gender studies as being concerned only with women and girls or being against men and boys.

Equally important, as discourses are constructive, sustaining, and embodying gender attitudes and roles whether in the classroom setting or every aspect of our life; and as I argued in this study that gender is socially constructed and dynamic, I recommend that discourses could also be used to eliminate the gendered discourses (therefore ideologies) and

inequalities at the level of the different social institutions through constructing and producing discourses that encourage gender equality.

I also suggest that social media could be a powerful tool for raising awareness about gender and to curtail the restricting effects of gendered discourses and social practices related to them.

At the personal level, this research provided a solid background for my future role as a teacher educator in the sense that it enriched my knowledge about addressing gender inequalities that could be the result of gendered discourses that might arise during the classroom.

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Appendices

Transcription key:

- ➢ Capitals: Shouting

- ➢ (( )): Researcher's explanation.

- ➢ ( ): Unclear words.

- ➢ "   ": Words in French

- ➢ ' ': Words in Arabic

- ➢ Shshsh: Sushing

- ➢ Hhhhh: Laughter

Appendix 1: Man teacher talk to student (MT-S) (Lesson 1)

MT: Man teacher   C: whole class

WS: Woman student   MS: Man student

Utterance	Head Act	Subclass	Further class
MT so last time if i remember we talked about our first lesson in the syllabus which is stress we saw the definition of stress in your lesson we checked and we found many definitions according to different researchers even french scholars later on we moved to the criteria governing the assignment of stress of second syllable how to discover whether the second syllable is stressed or not we said that normally we have four criteria ok what are these criteria?	Initiation + Initiation	Informative (C) + Elicitation (C)	Report + Inform : Display question
MT the first one is ( ) the second one is ( ) the third one is speech and the fourth one which is dismissed by many researchers in your lesson you will find just two of them ok normally eeeem it is the vowel order all of these criteria will help us detect whether a word is stressed o:r not	Initiation	Informative (C)	Report
MT today "nchAllah" ((by the will of Allah)) will start with the rules governing english stress ok we talked about normally how emm phonetic background of emm stress it means what does stress mean exactly in phonetic () but later on we'll see what it means at the level of phonology and more precisely in the english phonology ok guy first of all we'll start by talking about degrees of stress normally for stress we have 4 degrees according to many researchers the first one is called primary the second one is called secondary the third is called tertiary and and the last one is called ( ) so what is the difference between the ( ) of course when we have the case of mono syllabic words one syllable we get problem here stress is on that syllable but the problems occur whenever we talk about disyllabic and more syllabic words ok where to put stress exactly this is the question when we have more	Initiation	Informative (C)	Frame

MT	syllables in the case of more syllables we have these kinds of stress what do i mean by primary stress primary stress normally is the strongest stress in the word secondary is the second strongest one in the word and tertiary is the third strongest it is short and the weakest ok guys? clear?	Initiation + Initiation	Informative (C) + Elicitation (C)	Report Check
MT	primary stress is normally the strongest in the word secondary is the second tertiary is the third and the last one is when there is no stress at all we have an example we'll see later on	Initiation	Informative (C)	Report
MT	so if we take this word when i pronounced somehow is going to be	Initiation	Informative (C)	Report
MT	represented like this sensitivity normally stress is going to be put the highest pick the highest longest or strongest one or the primary stress is going to be put on the T sensiTivity ok	Initiation	Informative (C)	Report
MT	clear sensitivity the strongest one is on the T the second strongest one is going to be On SEN SENsiTivity the third strongest one tertiary is going to be on TY and the weakest one are SI and	Initiation	Informative (C)	Report
MT	vi well ( ) sensiTivity ok guys i personally see the ( ) depends on the speaker what matters is mainly the primary and the secondary because if you know these the rest are super clear ( ) ok because these might change the meaning of the whole word ok guys clear for this or not	Initiation + Initiation	Informative (C) + Elicitation (C)	Report check
MT	this is what do we mean by primary secondary ( ) and unstressed at all of course we can have one word just like the other asked me (0.) and normally the primary stress no need to put it because there ( )it's very strong but when we have two and more we need to sign stress they say DAdy or daDY?	Initiation + Initiation	Informative (C) + Elicitation (C)	Report Inform: Display question
MT	of course i'm just giving an example so here when have two syllables and more from ( ) especially english because the stress in english is highly somehow ( ) unpredicted ok? clear?	Initiation + Initiation	Informative (C) + Elicitation (C)	Report Check

	researchers have searched the rules such as these that we need to follow in order to sign stress to the appropriate syllable clear	+ Initiation + Initiation	+ Informative (C) + Elicitation (C)	Report Check
MT	"كلكم" ((all of you))?	Initiation	Elicitation (C)	Check
MT	is this your first lesson session I mean today	Initiation	Elicitation (C)	Inform: Genuine question
MT	"aliha" (small laughter)	Follow up	Acknowledgement (WSs)	Accept
MT	now we move from degrees of stress ( ) now for the representation of stress how do we represent stress do we[represent	Initiation	Elicitation (C)	Inform
MT	like that on the ( )	Initiation	Elicitation (C)	Inform
MT	we have different representations the first one is called the binary branching trees(.) i don't know if it is clear for you especially those at the back since you don't have the lesson here	Initiation	Informative (C) + Elicitation (C)	Report Check
MT	and ( ) check your facebook if you are members of second year group you will find miss X ((a FB pseudonym of one of female students from another group)) put my lesson there ok guys	Initiation	Directive (C)	Mandative (Instruction)
MT	any way this is the first part called binary branching trees while this we have this word centre how many syllables do we have here	Initiation	Informative (C) + Elicitation (C)	Report Inform: Display Q
MT	two how do i divide it	Follow up + Initiation	Acknowledgement (WS) + Elicitation (WS)	Accept Inform: Display q
MT	CEN	Initiation	Informative (C)	Clue
MT	so like this?	Initiation	Elicitation (WS)	Inform: Display Q
MT	is there another possibility?	Initiation	Elicitation (WS)	Inform: Display Q
MT	SO we were saying is this the only possible division ( )?	Initiation	Elicitation (C)	Inform: Display Q

MT	shshsh ((to ask students making noise to stop))	Initiation	Directive (C)	Warning
MT	shshsh	Initiation	Directive (C)	Warning
MT	good so we have another division which is CENT?	Follow up + Initiation	Endorsement (C) + Elicit (C)	Positive Inform: Display question
MT	er and this is the best division ok because the original word is?	Initiation	Informative (C)	Report
MT	they add only	Initiation	Informative (C)	Report
MT	the suffix ER ok the first ( ) good do we have ( )	Initiation + follow up + Initiation	Informative (C) Endorsement (WS) Elicitation (C)	Report Positive Inform: Display Q
MT	which one	Initiation	Elicitation (WS)	Clarify
MT	do we have another one	Initiation	Elicitation (C)	Inform: Display Q
MT	this one is not acceptable	Initiation	Informative (C)	Report
MT	why	Initiation	Elicitation(WS)	Inform: Display Q
MT	WHY what's the phonological reason who said no and yes it's incorrect but why we saw the reasons last time cause some of you said they didn't study syllables last year so we try to somehow quickly	Initiation + Follow up	Elicit (WS) + Endorsement (WS)	Restating elicit Positive
MT	it's hard to ( ) we have three words this ( ) called syllable is correct the second one is incorrect why is it incorrect	Initiation	Elicit (C)	Restating elicit
MT	express yourself in arabic if you can add something on you said there is no English word	Initiation	Informative (WS)	Clue

MT	that comes with this?	Initiation	Informative (WS)	Clue
MT	syllable? that starts with this cluster	Follow up	Acknowledgement (WS)	Repair
MT	we cannot find a word that starts with nd /nju/ just like new but we can never find nd ok guys this is the reason why it is not possible anyway this is my division according to the first one which is called the binary branching	Initiation	Informative (C)	Report
MT	trees the strongest syllable is the sign the s letter and the secondary stress one or the weakest one is the ( ) ok guys or not	Initiation	Informative (C) + Elicitation (C)	Report Check
MT	there	Initiation	Informative (C)	Report
MT	i said the binary branching trees or just called binary like in computer science 'binaire' binary so two symbols sw branching we have branch and branching tree divide it like this ok guys or not	Response + Initiation	Positive (WS) + Elicitation (C)	Check
MT	all of you	Initiation	Elicitation (C)	Check
MT	now if the syllable of course the the the average to be ( ) where the syllable starts and ( ) the arrow to ( ) so the strongest one assigned the letter s and the weakest one ( ) the letter	Initiation	Informative (C)	report
MT w but	ok now this is super easy but the problem is that when we have not two syllables	Initiation	Informative (C)	report
MT	many syllables such as this one how should i divide this one according to these binary branching trees shall i divide it for example like this	Initiation	Informative (C)	report
MT	no normally it is like this they divide this ok and later on they divided it like this	Follow up + Initiation	Acknowledgement (WS) Informative (C)	Accept Report
MT	and here i put s like this and then another w as we said stress is divided into two binary ok and then this one will be divided into two w and s ( ) this s of cen and this	Initiation	Informative (C)	Report

	w is of t of course whenever pitch is here there is ( )writing the syllable ok here they write nc ok here n and here bc ok guys anyway the same thing here we have two ( ) and ( ) is divided into=			
MT	v and d ok as you can see super weird s and s here and more than this imagine a Dictionary like this for one word we will need one	Initiation	Informative (C)	Report
MT	sheet ok guys so it is impossible to apply this one in a dictionary ok guys that is why it is dropped out clear?	Initiation + Initiation	Informative (C) Elicit (C)	Report Check
MT	the second way of representation is this one the same words ( ) as you can see these are	Initiation	Informative (C)	Report
MT	(cards) ok guys so we take the same words to do this and it is called symmetrical rhythm where we measure the density or the stress of the syllable ok and assign more stars to the strongest one and less stars to the	Initiation	Informative (C)	Report
MT	weakest one ok so sensitivity the strongest syllable is?	Initiation	Elicit (C)	Inform: Display question
MT	t so anyway i keep well the best way is to start on the weakest one the weakest one are si and	Follow up + Initiation	Acknowledgement (WSs) Informative (C)	Accept Report
MT	so i keep them too according to this diagram the black diagram which one is the weakest one and strongest one or stronger than that	Initiation	Elicit (C)	Inform: Display question
MT	the si and vi they have two stars	Follow up	Acknowledgement (WS)	Repair
MT	what is the next one	Initiation	Elicit (WS)	Inform: Display question
MT	from the low to the ()	Initiation	Informative (WS)	Clue
MT	good now i put two stars then next one	Follow up + Initiation	Endorsement (WS) Elicit (c)	Positive Inform: Display question

MT	sen and i put three stars and then	Initiation	Informative (C)	Report
MT	the last one	Initiation	Informative (C)	Report
MT	i give it	Initiation	Informative (C)	Report
MT	four	Initiation	Informative (C)	Report
MT	ok guys	Initiation	Elicit (C)	Check
MT	what?	Initiation	Elicit (WS)	Repeat
MT	yes ok guys some even they omit star from the ( ) but for me normally they have the Same pronunciation it depends on the accent and the pronunciation of the speaker ok so the symmetrical rhythm representation is better than first one ok but still it is impractical why?	Follow up + Initiation + Initiation	Acknowledgement (WS)+ Informative (C) + Elicit (c)	Accept Report Inform: Display question
MT	shhh it is not practical guys why because the same thing it needs more space ok on sheet for one word we need huge space ok guys and the only representation which was accepted in the dictionaries is the one of etymological appliance ok guys pay attention to oxford dictionary or any other dictionaries when stress is assigned to the syllable we put this symbol ok guys	Directive + Initiation + Initiation	Warning (C) Informative (C) Elicit (C)	/ Report Check
MT	just like the noun daddy since we have two syllables stress one we should put the vertical line ok above the line where we write and just before the onset of the stressed syllable ok it means where the stress syllable starts ( ) ok clear	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT	now when we have more syllables we need other types of stress lets write it here cause we ( ) this word here the strongest ( ) T	Initiation	Informative (C)	Report
MT	so i put stress here the second one	Initiation	Informative (C)	Report
MT	SEN so normally just like this secondary stress is the same just like the primary stress the vertical lines but it' s put between the ( ) and before the start the secondary stressed syllable so clear for this	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check

MT	all of you	Initiation	Elicit (C)	Check
MT	sure	Initiation	Elicit (C)	Check
MT	so the secondary just like this for the territory stress if we check oxford dictionary you won't find it cause they don't use ( ) they just use the primary and secondary because they ( ) but still in some books you find this symbol a dot but that dot is not on the line ok but just above the line ok clear (0.) BUT you should know when you write a long vowel right like this	Initiation	Informative (C)	Report
MT	with two dots normally if you pay attention to the books you won't find two dots you' ll find ( ) ok guys	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT	why ( ) is to avoid the confusion between these dots because in other languages we don't have only one vowel but also have long vowels	Initiation	Informative (C)	Report
MT	ok	Initiation	Elicit (C)	Check
MT	we have	Initiation	Informative (C)	Report
MT	short vowel schwa for instance ( ) long vowel half long vowel and we have even what we call extra short vowel ok we have four levels of them but of course in English we differentiate just between	Initiation	Informative (C)	Report
MT	two short and long we have other languages which differentiate between	Initiation	Informative (C)	Report
MT	four ok guys or not ok anyways so to avoid the confusion between the dot this one and this one cause this one it should be normally triangle but when we write down it's easier to put dots than to draw a triangle ok outside one ( ) and ( ) they drop directly the tertiary stress ok guys	Initiation + Initiation	Elicit (C) Informative (C)	Check Report
MT	normally this way of representing stress was adopted by the IPA ok clear guys	Initiation + Initiation	Informative (C) Elicit (C)	Report Check
MT	the IPA or the ( ) clear for this it was adopted by ( ) not only the IPA but also the ( ) eemm ways of transcribing eeemm languages ok guys some are ( )	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT	clear for this all of you clear	Initiation	Elicit (C)	Check

MT now we move to stress in languages in other languages we did not reach eeemmm the ( ) the English stress yet but we will see later on SO stress in languages of course if you remember last time we talked about sound system we said that some languages might share the same sound system they might share the same vowels the same consanants but they differ on the rules limits ( ) rules that apply on their distribution or their emmm lets say eeemmm sequence ok or their cluster ok it depends on the rules that the language eeeemmm that the language makes use of like stress stress normally is find in all languages ok except some ( ) say that the Swedish doesn't possess really stress but the melody ok rather than stress but still some phonologists they say the Swedish also possesses stress because that pitch or melody shows that syllable is stressed anyway so eeemm as I was saying they all have stress but every language ok applies different rules to that stress for instance you have it on your in your lesson here shall I raise this ( )	Initiation + Initiation + Initiation	Informative (C) + Informative (C) Request(C)	Frame Report Permission
MT for instance all these six languages we have Czech finish with double m normally stress is put on the first syllable	Initiation	Informative (C)	Report
MT Spanish and Welsh normally is put on the consonant syllable and Turkish and French is put on the last syllable what do we mean by penilogical syllable?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Inform: Display question
MT the other group they told me they saw it in the high school ( )	Initiation	informative (C)	Clue
MT "لقوها" ((they found it))	Initiation	Joke (C)	
MT what do we mean by penultimate	Initiation	Elicit (C)	Inform: Display questions
MT and antepenultimate	Initiation	Elicit (C)	Inform: Dis q
MT yes it comes normally at the end so it'sss	Follow up + Initiation	Acknowledgement (WS) Elicit (WS)	Accept Clue

MT SO	Initiation	Elicit (WS)	Clue
MT and antepenultimate	Initiation	Elicit (WS)	Inform: Dis q
MT yes it comes normally at the end so it'sss	Follow up + Initiation	Acknowledgement (WS) + Elicit (WS)	Accept Inform: Dis q
MT SO it's before the last one ( ) no need to say to come from the last and ( )	Follow up	Comment (WS)	/
MT so it's the one before	Initiation	Elicit (C)	Inform: Dis q
MT before the last ok guys and antepenultimate is the one?	Follow up + Initiation+ Initiation	Acknowledgement (WS) Elicit (C) Elicit (C)	Accept Check Inform: Dis q
MT antepenultimate	Initiation	Elicit (C)	Clue
MT before the last one before the last before the one before the last one	Initiation	Informative (C)	report
MT ok guys	Initiation	Elicit (C)	Check
MT clear	Initiation	Elicit (c)	Check
MT so in Czech and Finnish normally the ( ) at the beginning ok Spanish and Welsh the language of Wales ok Wales Welsh we have stress on the penultimate syllable and Turkish and French on the last syllable ok so every language possesses its own ( ) own rules and properties concerning stress	Initiation	Informative (C)	Report
MT mainly these languages whenever you mispronounce or miss put somehow the stress	Initiation	Informative (c)	Report

the whole meaning won't change ok like in French we say 'PROduction' for 'production' just like the French singer ( ) is going to sound strange and you are going to reveal yourself that you are not native speaker ok but still there is no danger when it comes to meaning			
MT by Spanish even though it is always on the penultimate but there is difference between ( ) and ( ) in Spanish I don't know whether some here know Spanish or not	Initiation	Informative (C)	Report
MT Como and como no? Como is "comment" in French and como it means I am coming ok guys ANYWAY so if you miss put the stress your meaning is going to change just like in English when we say perfect and perfect it is not the same meaning ok guys clear	Initiation + Initiation + Initiation	Elicit (C) Informative (C) Elicit (C)	Inform Genuine q Report Check
MT which one? these are just examples I said like all languages they put they have stress but every language has its own way of assigning stress like in French we have very simple rule any new word we put stress directly to the last syllable	Initiation + Response	Elicit (WS) Positive (WS)	Clarify /
MT if you find a new word stress is directly on the last syllable maybe in some cases it's on the penultimate when we add schwa at the end "ou je" ok when we put schwa but still it's always on the last syllable ok "produire" "producteur" "producton" it is always at the end but in other languages we don't have we have other rules ok and normally they are stable but English is one of the languages where stress is not stable we have many rules and many exceptions ok guys or not	Initiation + Initiation	Informative (C) Elicit (C)	Report Check
MT clear	Initiation	Elicit (C)	Check
MT especially when it comes to accent every accent they have their own normally	Initiation	Informative (C)	Report
MT every accent they have normally their own rules sometimes ok guys some people they say controVErsy ok some they say contROversy the same word with different variation and pronunciation ok some they say Mellichia some they say Mellisia it depends on the accent ok	Initiation +	Informative (C)	Report

guys clear	Initiation	Elicit (C)	Check
MT so English is very hard when it comes to its stress it is one of the phenomena that made English super hard to understand ok guys or even to pronounce clear now we move to English stress we start by disyllabic words	Initiation + Initiation + Initiation	Recapitulate (C) + Elicit (C) + Informative (C)	/ Check Frame
MT can I clean this part here	Initiation	Requestive (C)	Permission
MT so now we have to ( ) English stress ok one of the phonologists one of the phonologists ( ) says something about the English stress listen up he says (N. B.) have said that English words stress is so difficult to predict that it is best to treat stress placement as a property of the individual word to be learned with word itself is learned	Initiation	Informative (C)	Report
MT ok guys have you ( ) is trying to say here? they said that English stress is so difficult to the point that is better to acquire it while acquiring a new word so whenever you hear a word it's better to know the correct pronunciation plus the correct stress placement or the position ok guys or not	Initiation + Initiation + Initiation	Elicit (C) Informative (C) Elicit (C)	Check Report Check
MT clear	Initiation	Elicit (C)	Check
MT all of you ( ) the first word ( ) of phonology I found a word phonology like this for instance I read the sounds etc but later on I need to find the stress and according to (P) the best way is to learn it as you heard it the first time you need to look for its pronunciation and it is phonology you should keep it that way	Initiation + Initiation	Elicit (C) + Informative (C)	Check Report
MT ok guys	Initiation	Elicit (C)	Check
MT we don't question ( ) we just know ( ) just like write by w not pronounced ok or gh in	Initiation	Informative (C)	Report

right ok why just like that the same thing for stress sometimes we have rules that might justify sometimes we don't ok guys now we will see the rules concerning disyllabic vs an adjective why because they follow the same rule ok guys they have the same rules somehow so the first rule states that stress is to be put on the first syllable of the verb or adjective that possess two syllables if the second syllable contains a short vowel the diphthong ou and ends with one or zero consonant we will see examples ( ) ((teacher writing)) we have the verb follow and the verb power stress is on the first syllable why cuase they have ( ) the same	+ Initiation + Initiation	Informative (C) Informative (C)	Frame Report
MT if the second syllable possess ou ok stress is going to be put on the first syllable and we don't have any consonants ( ) follow ok so stress is going to be on the	Initiation	Informative (C)	Report
MT now for the adjective	Initiation	Informative (C)	Report
MT lovely lovely two syllables we have love and ly i the short vowel and zero consonant one or less consonants ok so stress should be assigned to the first syllable ok guys clear?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT who said no? which part?	Initiation + Initiation	Elicit (C) + Elicit (WS)	Check Clarify
MT who said no I' m going to explain it	Initiation	Elicit (C)	Check
MT no? clear? anyway good the second the second one is	Initiation + Follow up	Elicit (C) + Endorsement (WS)	Check Positive
MT what?	Initiation	Elicit (WS)	Clarify
MT ((a joke in Arabic with the female student))	Initiation	Joke (WS)	/
MT hhhh I will repeat that together anyway if the second is the opposite the stress is going to be put on the second syllable if it contains a long vowel a diphthong of course not ou and	Response	Positive (WS)	/

ends with two or more consonants like we have here the verb attract and correctly ( ) and the adjective alive if the second syllable possesses a long vowel the diphthong apart from ou ok all the rest of the diphthong ( ) end with two or more consonants stress is going to be put on that syllable MT like the verb for instance attract attract contains the short vowel MT contains the short vowel ok but it contains two consonants and because of that stress is put on that syllable ok alive contains one consonant ok contains one consonant but it contains any diphthong so stress should be put on that second syllable ok guys clear?	+ Initiation	+ Elicit (C)	 Check
MT yes ( ) the conditions between ( ) the best way is to memorise them honestly but still guys they did not say that this rule can be applied to every language still they have the exception just like the exception of this word or ( ) how do we pronounce this one?	Initiation + Initiation	Informative (C) Elicit (C)	Report Inform: display question
MT this one is the verb to commit to do something ( ) is the noun but if you pay attention to the rule it doesn't contain a short vowel we have here short and we have one consonant normally the stress is to be put	Initiation + Initiation	Informative (C) Elicit (C)	Report Inform: display question
MT but here we have exception normally it applies to many verbs but still we have exception why because in English they permit ( )	Initiation	Informative (C)	Report
MT ok guys	Initiation	Elicit (C)	Check
MT because the	Initiation	Elicit (C)	Inform: display question
MT NO we are ( ) the same thing for the others ( ) but still they have another vowel the diphthong so I followed ( ) ok	Follow up	Endorsement (WS)	Comment
MT but as I said still we have exceptions for some verbs and adjectives because they follow both the same rule ok or not	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check

MT now the last one concerns the nouns can I clean that part	Initiation	Requestive (C)	Request for permission
MT can I clean it?	Initiation	Requestive (C)	Permission
MT yeah we have it but not this conversation ok and in the lesson we don't have theses tables these are just my explanation ok	Response	Positive (WS)	/
MT now disyllabic nouns	Initiation	Informative (C)	Report
MT the rules are super easy and stress can have two cases the first syllable here if the last one contains short vowels (0. 6)	Initiation	Informative (C)	Report
MT and on the second syllable we find everything else ok as I said for nouns the rule is over easy if the second syllable possesses short vowel I directly assign stress to the first syllable just like the word money ok ( ) so stress is on the first syllable but if I don't find a short vowel ( ) everything else I put stress on that the second syllable just like the word ( ) ok clear guys	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT what's the weird?	Initiation	Elicit (WS)	Clarify
MT all of it? which part ?	Initiation	Elicit (WS)	Clarify
MT eeemm first of all shshsh do you understand the table first	Initiation	Elicit (WS)	Inform: Genuine question
MT what is syll 1 syll 2? what is that syll 1 syll 2?	Initiation	Elicit (WS)	Inform: display question

MT shshsh for her what is syll 1 syll 2? what is this one what does it mean syll 1	Initiation	Directive (C)	Warning
	Initiation	Elicitation (WS)	Restating elicit
MT syllable what?	Initiation	Elicit (WS)	Inform: display question
MT good and it's long now first ( ) what do we mean?	Follow up + Initiation	Endorsement (WS) + Elicit (WS)	Positive Inform: display question
MT second	Initiation	Informative (WS)	Clue
MT secondary so we have nouns here of two syllables the rule says that the second syllable contains short vowel I put ( ) on the first one money i can not say moNey why because it contains a short vowel money i i this "فهمتي" ((is it clear)) so eeeemm this is the same thing like the other one so money or for instance	Initiation Initiation	Informative (WS) Elicit (WS)	Report Check
MT another example honey	Follow up	Acknowledgement (WS)	Accept
MT s(hh)o all of them they have a short	Initiation	Informative (C)	Report
MT vowel so stress is going to be on the	Initiation	Elicit (C)	Inform: display question
MT first IF the second rule now I go to find a short vowel for instance ( ) everything else is long vowel short vowel and eem diphthong I put stress on that syllable just like design ok I have ai deSIGN ai it's a diphthong so stress is going to be put there ok	Initiation	Informative (C)	Report
MT clear because the ( ) here not the three syllables clear for you guys the two (.) syllabic words disyllabic one all of you	Initiation	Elicit (C)	Check
MT now we have the case of trisyllabic words	Initiation	Informative (C)	Frame

MT ok and here the adjective they do not follow the example of the verb but they follow the example of nouns it doesn't follow the rules of the verb but it ( ) to follow the rule of the	Initiation	Informative (C)	Report
MT nouns ok guys or not	Initiation	Elicit (C)	Check
MT pay attention to that table with me pay attention to that table this table contains nouns	Initiation	Directive (C)	
MT three colons of three syllables besides of course the example so here	Initiation	Informative (C)	Report
MT the first syllable it doesn't ( ) ok example of this the first syllable we don't care about the second syllable also we don't care about ( ) the rule the third one is the most important one and you need to pay attention to it only ok so the first was that the last syllable	Initiation	Informative (C)	Report
MT excuse me guys	Initiation	Requestive (C)	Permission
MT so excuse me guys going back to the rule as I stated for disyllabic verbs only ok you pay attention to the last syllable if the last syllable possesses a short vowel and ends with one or zero consonants we assign stress on the penultimate syllable on the syllable just before it we 've got the example encounter encounter it possesses a short vowel and zero consonant	Initiation	Informative (C)	Report
MT just like in the ( ) the last one contains a diphthong so I so the last one should be stressed clear guys for this or not yet?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT no? what's the weird thing here? what's the unclear here or the vague for you?	Initiation	Elicit (WS)	Inform: genuine question

MT ((shouting in funny way)) 'اهدروا' ((SPEAK UP))	Initiation	Joke (WS)	/
MT what's the unclear	Initiation	Elicit (WS)	Inform: genuine question
MT what is it what's the problem everything? guys everything?	Initiation	Elicit (C)	Inform: Genuine question
MT the rules is super easy and simple stress is put on the second syllable if the last contains a short vowel one consonant or zero and on the last syllable if that syllable contains a long vowel a diphthong or two or more consonants ok guys or not	Initiation	Informative (WS)	Report
MT ahhm? what's the weird here they have a rule and you follow it of course as I said before they have exceptions as well	Initiation	Elicit (WS)	Inform: genuine question
MT shall we move on or not' we pass to another one?	Initiation	Elicit (C)	Check
MT some of you said no who said no have you understand or not	Initiation	Elicit (C)	Check
MT what's the weird about it? which one?	Initiation	Elicit (WS)	Inform: genuine question
MT you don't understand my explanation? (0.12) my explanation is not clear for you?	Initiation	Elicit (WS)	Confirm
MT shshsh	Initiation	Directive (C)	Warning
MT it become clear are you sure?	Initiation	Elicit (WS)	Check

MT don't be shy really guys?	Initiation	Elicit (C)	Check
MT now because the disyllabic or ( ) now we move to disyllabic adjectives and nouns as I said disyllabic adjectives they follow the rule of nouns ok not of verbs just like the disyllabic ok now somehow the opposite and here we have just two options normally stress is always on the first syllable or the second ok it is always on the first or?	Initiation +	Informative (C) +	Report
	Initiation	Elicit (C)	Inform: display question
MT the second the third case we will see secondary stress anyway for verbs and nouns sorry for nouns and adjectives if the last syllable contains short vowel or əʊ as you can see there and the second syllable contains a long vowel a diphthong or two or more consonants stress is going to be put on that syllable ok guys like the example of potato to contains the vowel o the second syllable contains the diphthong which is ei tei ok so stress is going to be put in the second syllable potato clear for this guys or not	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT now the second rule is that if the last syllable contains a short vowel and the second one contains a short vowel one or zero consonants stress is going to be put directly on the first syllable just like the word quantity I have i i quan ti ty short vowel short vowel zero consonant in the second syllable so the stress is going to be put on the	Initiation	Informative (C)	Report
MT first ok guys now	Initiation	Elicit (C)	Check
MT who said no? who said no? who said no guys? in order not to move on to the next one who said no?	Initiation	Elicit (C)	Inform
MT yeah which one?	Initiation	Elicit (WS)	Clarify
MT the second one or the third?	Initiation	Elicit (WS)	Confirm

MT it's trisyllabic	Response	Positive (WS)	
MT ( ) a trisyllabic ( ) ok guys three syllables so as I was saying for the second rule the last syllable contains short vowel just like this verb and the second one it is a short vowel and has one or zero consonants because if we have two consonants we have the ( ) ok guys or not clear if we have two consonants it becomes ( ) that is why it is important to have one or zero consonants so I have here zero consonants and we have a short vowel stress is going to be put on the first QUANtity quntity now the first one still stress is going to be put only on	Initiation	Informative (WS)	Report
MT the first but we have case of secondary stress the syllable is somehow ( ) the secondary stress syllable ok it is the second strongest syllable in the whole word if it contains a diphthong or two or more consonants	Initiation	Informative (WS)	Report
MT so let's try the example of intellect we cannot say inteLLEct but they sau INtellect so intellect in is the strongest one and lect is the secondary strong syllable ok guys clear these are the three rules of eemm stress in trisyllabic nouns and adjectives and s I said guys we have exceptions as well but these are somehow eemm the rules that will be applied to many piecework ok and as ( ) state the best way to learn stress as ( ) directly the word we have shshsh if we have accounted the word for the first time should acquire its correct pronunciation at the same time correct stress position ok clear?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT all of you	Initiation	Elicit (C)	Check
MT like some students for example they say Occur	Initiation	Informative (C)	Report
MT ( ) they say Occur the verb to occur ok the verb is pronounced occur not Occur ok so	Initiation	Informative (C)	Report
MT so do you have any questions guys	Initiation	Elicit (C)	Check

MT any other ( )	Initiation	Elicit (C)	Check
MT ssshhh which one which example?	Initiation	Elicit (WS)	Clarify
MT disa(hhh)ster date hhh anyway you remember that emm	Initiation	Joke (C)	/
MT mtv yes ( ) disaster date hhh especially the date between ( ) and ( )	Initiation	Joke (WS)	
MT anyway the word now disaster in British English shshsh it is pronounced like this disaster shshsh disaster first of all ( ) the stress pay attention the ( ) a diphthong di sas .ter or	Initiation	Informative (WS)	Report
MT both are correct which one you chose is up to you whether it is disast er or disas ter ok or even disa ster because I can have ( ) the words that ( ) anyway here the last syllable what does it contain exactly?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Inform: display question
MT so it contains sv sv is short vowel ok guys	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT so the first condition is fulfilled just like this one just like this one but still it is not this one which is going to be applied but rather this one so the first case just like each other short vowel short vowel ok now the second syllable it contains which vowel?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Inform: display question
MT it contains a long vowel if you divided it disast it is two consonants it becomes two consonants if we divide disast ok guys or not	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check
MT but still even in that ( ) we don't need them so if we have a diphthong in that syllable and short one here stress is going to be put on that syllable that contains the diphthong just	Initiation	Informative (C)	Report

like this ( ) to pronounce it			
MT disaster ok clear	Initiation	Elicit (C)	Check
MT now for quantity let me see another example custody what does it mean custody? in movies you might heard the word custody ( ) between parents	Initiation	Elicit (C)	Inform: display question
MT the right to keep the children good so the word custody	Follow up	Endorsement (WS)	Positive
MT excuse me guys	Initiation	Requestive (C)	Permission
MT so this word how to divide it first?	Initiation	Elicit (C)	Inform: display question
MT I can say custu dy or even ( ) it depends custd or cust ok so whether which one you choose is up to you ok this one or like this one so it can be it can be it can be ends in d as well it can be here so we have different versions ok anyway all of them are accepted so even with this case what do we have here?	Initiation + Initiation	Informative (C) + Elicit (C)	Report Inform: display question
MT short vowel so we have an sv short vowel the second one even if we take the d with it what do we have second one	Initiation + Initiation	Informative (C) + Elicit (C)	Report Inform: display question
MT short vowel and if you divide d we have?	Initiation	Elicit (C)	Inform: display question
MT one?	Initiation	Informative (C	Clue

MT consonant if we add d here we divide it cust edy so I still have one consonant ok so if this one contains a short vowel this one short vowel and also here one consonant the stress is going to be put on the first syllable so we say CUStody not castoDY or ( ) ok guys clear	Initiation + Initiation	Informative (C) + Elicit (C)	Report Check

Appendix 2: Man teacher talk to students (MT-Ss) (Lesson 2)

Utterance	Head Act	Primary class	Subclass
MT so last time if you remember guys we talked about affixes in English and normally we started with the suffixes honestly I don't know where we stopped depending on the groups some are leaning behind some are really moving on so I don't know where we stopped exactly guys for those of course who where mentally present with me	Initiation (C) Initiation (C)	Informative Elicitation	Recapitulate Inform: Genuine Q
MT if you remember guys last time we said normally we have two pre( )ok ((students sill making noise)) 'I gave you almost 20 minutes talking to each other but you are still talking isn't it enough' SO if you remember last time we said affixes posses three ( )whenever they are added to an English word normally sometimes they don't change anything sometimes they alter	Initiation (C) Initiation Initiation	Informative Directive Informative	Recapitulate Recapitulate
MT shift the stress placement sometimes they carry themselves stress and in all case as I said shared by three normally ( )sometimes they might alter also pronunciation sometimes they shift stress without altering sometimes they take stress plus altering and sometimes they do not change at all stress sometimes they also change pronunciation and sometimes they do not change pronunciation but they just those three rule ok clear guys so normally you know three ( )cases somehow for this one ok	Initiation (C) 	Informative Elicitation	Report Check
MT anyway today we'll see cases of the suffixes that alter pronunciation ok here we have the first example we have extreme when we add ty it become extremity we have derive when we add ative it become	Initiation (C)	Informative Elicitation Informative	Frame Check Report
MT derive becomes?	Initiation (C)	Elicitation	Inform: Display q

MT derive it becomes?	Initiation (C)	Elicitation	Inform: Display q
MT 'are you ( ) or not'	Initiation (C)	Elicitation	Inform:
MT derivative good	Follow up (WS)	Endorsement	Positive
MT it's not i so it changed extreme extremity	Follow up (WS) Initiation (C)	Acknowledgement Informative	 Inform
MT so excuse me for the ladies who are sitting there you cannot see the slide so please guys change your places because it will be very tiring SO here the vowel quality changes and you have here a table of some words where the vowel occurs for instance we have bible it becomes	Initiation (WS) Initiation (C)	Directive Informative	Advisive: Advice Report
MT biblical well in some accents it's ( ) ok cycle cyclical but normally any way we have those altering to ( ) explore exploratory exploratory ok guys we have those that change to ( ) like nature and .natural	Initiation (C)	Informative	Report
MT we have those that change from i like complete sorry compete .competitive	Initiation (C)	Informative	Report
MT we ume like assume it becomes assumption ok guys like ( ) ok shshshsh so let's listen	Initiation (C)	Informative Directive	Report Mandative: Instuction
MT extreme extremity listen carefully guys	Initiation (C)	Informative	
MT let's repeat	Initiation (C)	Directive	Mandative: Instruction
MT good	Follow up (WS)	Endorsement	Positive
MT good now ive	Follow up (WS)	Endorsement	Positive
MT good	Follow up (WS)	Endorsement	Positive
MT next	Initiation (C)	Informative	Frame

MT good	Follow up (WS)	Endorsement	Positive
MT just like group (hhh)	Initiation (C)	Joke	
MT next	Initiation (C)	Informative	Frame
MT good intervene guys I've heard some of you said entervene try to pronounce it intervene ok here ( ) I don't know why they put there they put it by mistake ok guys the line should be underneath not above it ok guys	Follow up (WS)	Endorsement Acknowledgement (C)	Positive Repair
MT the table I mean it should be in the colon above it ok so they made mistake here	Initiation (C)	Informative	Report
MT of course I won't bring you this but what matter is really the stress placement ok guys	Initiation (C)	Informative Elicitation	Report Check
MT here we have certain remarks about the alternation that occur not only on vowels but also on	Initiation (C)	Informative	Report
MT consonants ok guys clear here we have the verb ignite when we add ion	Initiation (C)	Elicitation	Check
MT IT become ignition the vowel changes from i to e and the t altered into sh ignite ignition we have sign where there is no g sound and the i is pronounced ai it became signature the ai altered to i and the g become not silent and pronounced g ok produce production the c became k ok production and introduce introduction where the c also become k ok let's listen	Initiation (C)	Informative Directive	Report Mandative: Instruction
MT good another case just like these but normally as well the change in vowel like bible biblical but also in the spelling of the consonants just like ?	Follow up (C) Initiation (C)	Endorsement Elicitation	 Inform: Display Q

MT is this your first session? because I remember ( )	Initiation (C)	Elicitation	Inform: Genuine Q
MT anyway here we don't have shshsh guys a changing vowel but also into consonant in the written form just like the first verb when we have collide collision where the d changes totally into s not just like in produce where we have c production or sign signature the letters alter themselves	Initiation (C)	Informative	Report
MT OK guys why because as we know due to certain etymological reasons history of English because the original word is not really ( )ok guys or not	Initiation (C)	Elicitation Informative	Check Report
MT clear	Initiation (C)	Elicitation	Check
MT so let's listen to this guys and then repeat	Initiation (C)	Directive	Mandative: Instruction
MT let's repeat guys	Initiation (C)	Directive	Mandative: Instruction
MT good	Follow up (C)	Endorsement	Positive
MT ((anannan))	Initiation (C)	Joke	
MT next	Initiation (C)	Informative	Frame
MT good	Follow up (C)	Endorsement	Positive
MT good as you see here the vowel sometimes change and even the letters of the consonants they alter from d to s from b to p ok example with a it become i retain with ai became e explain with ai it became only with a ok and apply where we have the y changing to	Follow up (C) Initiation (C)	Endorsement Informative	Positive Report
MT i no wonders ( ) how do you spell explanatory ok guys now guys let's move to prefixes prefixes just like the affixes also they do the same thing we're not going to see all of them of course but just like the suffixes if you remember last time guys when I talked about eem I don't know whether we ( )about this or not remember I said small ( ) change the meaning where I said the word ( )less ( ) any way the	Initiation (C)	Elicitation Informative Informative	Check Frame Report

suffixes less is one of the suffixes where we don't alter the stress place in the word and the suffixes doesn't change stress ok so stress is not ( ) on that suffixes but sometimes for pragmatic purposes for conversational purposes stress might be put on the suffixes itself just like the example of unhappy un is not stressed but sometimes some people they might misunderstand you or miss hear you sometimes you tend to emphasise the prefixes for example I say I am UNhappy not happy ok guys here for conversational purposes you might stress it ok just like in the conversation normally the verb dislike the stress is on?		Elicitation	Inform: Display Q
MT the second part dislike we don't say DISlike ok but for conversational purposes you might alter the stress you might alter the stress so sometimes when you hear it do not get choked but sometimes as I said for conversational purposes for ( ) stress or putting accent in social linguistics I don't know whether you talked about this	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report
MT sometimes in certain accent on certain ()of the word just like here he said do you enjoy driving he said no I really dislike it well I thought you LIKE driving no I DISlike it ok to emphasise that part ok let's listen to it why not(0.) pay attention guys to this model conversation	Initiation (C)	Informative	Report
MT so they emphasise the prefixed is in order to highlight the meaning of the word ok guys	Initiation (C)	Informative Elicitation	Report Check
MT clear of course we have many suffixes that do not alter the stress just like here disintegrate discourage disintegrate as if they don't have them ok guys clear now what interests me guys is this part this part is going to be in your test 'inshaAllah'	Initiation (C)	Informative	Report
MT yes in your exam or test and yeah by the way guys	Response (MS)	Positive	
MT anyway we'll discuss it later on	Initiation (C)	Informative	Frame
MT about something secret	Response (MS)	Positive	
MT so here you might want to write down these examples guys as I said I'll bring	Initiation (C)	Directive	Advisive: Advice

them in the exam or test			
MT so here we have the prefix pre this prefix guys possesses two pronunciations normally we have ((writing on the board and the students making noise))so these guys possesses two pronunciation ok normally ( ) and ( )the ( ) of the word what do I mean by this I believe shshshs all of you know the word receive	Initiation (C)	Informative	Report
MT it contains re can we say re and ceive?	Initiation (C)	Elicitation	Inform: Display Q
MT no we don't have a word in English that constitute c e i v e	Follow up (WS)	Acknowledgement	Accept
MT ok guys	Initiation (C)	Inform	Check
MT so it's impossible it's just part of the word so it is part of the word normally pronounced re but when it is a prefix normally the first pronunciation is re ok guys so re it means ((writing on the board)) again	Initiation (C)	Informative	Report
MT just like these examples where we have guys here	Initiation (C)	Informative	Report
MT yes where we have that guide here the first ( ) we have REcover and we have recover both they are written in the same way but depending on your meaning	Initiation (C)	Informative	Report
MT if it is to put a cover on something .again here we should say	Initiation (C)	Informative	Report
Mt REcover it and if you mean to heal to mend ok to get well here we should say recover without focusing really on re because why it's not separable here	Initiation (C)	Informative	Report
MT yes and these words are not separable if they mean this if they mean if they have this meaning we cannot separate them if they have this meaning we could decompose them ok guys	Follow up (WS) Initiation (C) Elicitation	Acknowledgement Informative	Accept Report Check
MT clear	Initiation (C)	Elicitation	Check
MT clear or not	Initiation (C)	Elicitation	Check

MT yes so here we have recover which is cover again and recover Recount it means count again and recount tell your story describe REform to form .again ok	Initiation (C)	Informative	Report
MT and we have reform which .is to improve ok	Initiation (C)	Informative	Report
MT ( )ok in French we "reform reformer" and we have "reform" I don't know whether you know this or not in French it is not separable but "reformer" is prounounced "gh" it means to do something again in French in English it is pronounced reform ok guys	Initiation (C)	Informative Elicitation	Report Check
MT so re is really ( ) the next one we have remark which is to put mark on something again but the second one we have a remark just a note on something observation we have REstore it may be on your laptop on your mobiles you find the word sort "trier" to sort something out to sort by days by noun whatever ok guys	Initiation (C)	Informative Elicitation	Report Check
MT ok guys or not so that was resort but the second meaning when it's pronounced z resort which means to have refuge to go somewhere place to where you really run away of something just like the other group they told me spa ok	Initiation (C)	Elicitation Informative	Check Report
MT spa is a kind of resort ok guys the last example here we have RESIGN it means to sign again to make another sign ok and the next word is pronounced with z resign to	Initiation (C)	Informative	Report
MT to quite a job give up to stop doing something ok CLEAR GUYS?	Initiation (C)	Informative Elicitation	Report Check
MT these are going to be 'inchaAllah' in your test or exam so let's listen to the audio version	Initiation (C)	Informative	Frame
MT let's repeat	Initiation (C)	Directive	Instruction
MT good	Follow up (C)	Endorsement	Positive

MT now	Initiation(C)	Directive	Instruction
MT REcount recount	Initiation (C)	Informative	Report
MT again repeat Recount recount	Initiation (C)	Directive	Instruction
MT next	Initiation (C)	Directive	Instruction
MT good sometimes also guys they have this case after you finish writing those examples write these two examples an interest is likely to decrease and the second one there will be a decrease in interests you write them	Follow up (C) Initiation (C)	Endorsement Directive	Positive Instruction
MT so coming back to the point as I said this one alters stress but sometimes we have cases just like the example Perfect and .perFect	Initiation (C)	Informative	Report
MT sometimes stress depends on the category of the word itself just like here where we have decrease some would say decrease as well where it's used as a verb the final one is stressed but when it's treated as a noun they say Decrease ok guys the final stress is on the	Initiation (C)	Informative	Report
MT prefix itself ok guys clear	Initiation (C)	Elicitation	Check
MT you should put it here sometimes just like the de prefix when it's added to a verb it doesn't change the stress but when it is used to ( ) a noun the primary stress is on it	Initiation (C)	Informative	Report
MT just like the example of perfect and pefect	Initiation (C)	Informative	Report
MT present and present ok guys	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Check
MT no that's just changed the ( ) I 'm talking about stress placement clear guys now we move to other series and you should write them down guys ok you should write these seven prefixes co sub counter super under hyper and inter you write this this prefixes co sub counter super under hyper inter they take primary stress you write	Follow up (WS) Initiation (C)	Acknowledgement Directive	Repair Mandative: Instruction

down they take primary stress			
MT 'just leave for them space they are seven leave a space' they take primary stress and they are used to create nouns	Follow up (WS)	Endorsement	Comment
MT "c'est bon" ( )	Initiation (C)	Elicitation	Inform: Genuine Q
MT so prefixes	Initiation (C)	Directive	Dictation
MT they take primary stress when they are used to create nouns normally of course they have exception but the majority if you see them as noun you put directly stress on them	Response (WS)	Positive	
MT yes so co-driver co write counterattack counterclaim hyperspace hypertext interchange interlay subsection subtext subsoil supermarket superstructure supermodel underground underwater ok guys	Response (WS) Initiation (C) Elicitation	Positive Directive 	/ Dictation Check
MT BUT but you write but they take secondary stress they take secondary stress when they are used to create adjectives when they are used to create adjectives of course we have exceptions as well ok guys	Initiation (C) Elicitation	Directive 	Dictation Check
MT but anyway in my test I won't bring you any exceptions except those that I had explained them ok just like ( ) but any way whenever we create nouns they take primary stress but when they are used as adjectives they take secondary stress ok guys	Initiation (C) Elicitation	Informative 	Report Check
MT let's listen to the pronunciation	Initiation (C)	Directive	Mandative: Instruction
MT let's repeat guys	Initiation (C)	Directive	Mandative: Instruction
MT SUBway SUPERpower let's repeat guys SUBway	Follow up (C)	Acknowledgement	Accept

MT SUPRpower good next	Follow up (C)	Endorsement	Positive
MT good next	Follow up (C)	Endorsement	Positive
MT good next	Follow up (C)	Endorsement	Positive
MT good fourth series	Follow up (C)	Endorsement	Positive
MT guys when you pronounce the r pronounce it r not rr in British English we say enteplay I heard some of you say interr	Follow up (C)	Acknowledgement	Repair
MT ok guys anyway fifth series	Initiation (C)	Elicitation	Check
MT good here it's the opposite case where stress is not on the prefix but on the second element	Follow up (WS)	Endorsement	Positive
MT good of course whenever we have them as adjectives we put secondary stress on the prefix and normally in conversations we have just like suffixes they also would be called stress shift last time if you remember we saw ( ) Japanese which is a Japanese journalist the stress shift from nese to jap JAPense journal the same thing happens in here her answer was emphasised but she gave an EMphasised answer stress shifts from the last syllable to the prefix em the second one is hyperactive but whenever they have a word that is stressed at the beginning we have a kind of stress shift the last one he disagreed he DISagreed strongly ok guys let's listen up	Follow up (WS) Initiation (C) Elicitation	Endorsement Informative	Positive Report Check
MT let's repeat guys	Initiation (C)	Directive	Mandative: Instruction
MT good all of them they have normally ( )on the second somehow let's listen to this conversation	Follow up (C)	Endorsement	Positive

MT good so sometimes when you hear the shift guys do not think that it's incorrect but rather one of the phenomenon that are used to ease the pronunciation in English ok guys NOW another case concerning phrasal verbs in English	Initiation (C)	Informative	Report
MT in English we have what we call phrasal verbs shshsh and they are verbs just like this one break out prison break the series I don't know whether some of you know it or not	Response (WS)	Positive	
MT all of you	Initiation (C)	Elicitation	Inform: Genuine Q
MT I thought you were playing outside hhhh	Initiation (C)	Joke	
MT anyway so break out is a phrasal verb and of course we have difference between verbs normal verbs and what we call phrasal verbs in phrasal verbs normally whenever we add an article which might ( ) the meaning alters ok guys the meaning of the word changes just like break the original meaning is what?	Initiation (C)	Informative Elicitation	Report Inform: Display Q
MT 'break' "tres bien" but when we add out it became	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Restating Elicit
MT space? Space?	Initiation (WS)	Elicitation	Clarify
MT break out	Initiation (WS)	Elicitation	Restating Elicit
MT to escape good to break out something ok clear	Follow up (WS)	Endorsement	Positive
MT yeah to be relived another synonym ok guys so the meaning changes totally so if the meaning changes we could call it a phrasal verb and there is a rule in English if the meaning changes it means that the ( ) is important because it's the one that changes the meaning of the verb and here the particle should be stressed breakOUT ok break is the verb it should be stressed but the primary stress is on out ok guys or not	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report

		Elicitation	Check
MT but if the meaning doesn't change doesn't become a phrasal verb just like dream and hear ok guys dream if I say dream of or dream the same thing dream dream the fact of fantasising of something ok guys clear hear of hear from is the same thing I am hearing something ok guys or not SO if the meaning doesn't change we do not stress the preposition or the adverb ok but if it changes I should stress it just like these examples we have the verb live I guess all of you know this verb	Initiation (C)	Informative Elicitation	Report Check
MT but as you know we have the preposition of just straight after it if it means to live normally stress is on live to live on but if it means the second meaning that is continue surviving stress is to be put on on live On ok I should stress that particle ok guys clear the second one we have come the verb to come ok if it means come normal like the example how much does all that come to it means the sum of it it means we stress the come but if it means another thing just like in here she hasn't come to yet after the accident means to awake ok to gain consciousness ok to realize something also here the stress is put on the to ok guys or not	Initiation (C)	Informative Elicitation	Report Check
MT live on or to live normally but the second one is to continue to survive regardless of the circumstances ok	Follow up(WS)	Endorsement	Comment
clear guys we will listen to the audio version and here we have also another example yes here heard of or heard from is not a phrasal verb why? why it's not really a phrasal verb guys here when we say heard of or heard from they are not phrasal verbs why?	Initiation (C)	Elicitation Informative Elicitation	Check Report Inform: Display Q
MT yes the meaning doesn't change not like live and live on ok because the meaning doesn't change but if you notice here in this conversation we put of and from in capital letters it means they are (.)	Follow up (WS) Initiation (C)	Endorsement Elicitation	Comment Inform: Display Q
MT stressed normally they are not stressed we should say heard of it heard from it ok but in this conversation they are both stressed why it's because pragmatic	Initiation (C)	Informative	Report

purposes but sometimes we may focus on the particle even though it's not part of it the second ( )ok guys this one breakout for instance it means another one breakout of			
MT ok of is not part of it ok heard of is not a part of the verb ok guys clear but in this case they are part of the verb if you omit them they change the meaning but hear of from they should not be stressed but because the other one ( )the speaker wanted to highlight the fact that he said from not of ok or not	Initiation (C)	Informative	Report
		Elicitation	Check
MT clear	Initiation (C)	Elicitation	Inform: Display Q
MT let's listen	Initiation (C)	Directive	Mandative: Instruction
MT so it's said dream of	Initiation(C)	Informative	Report
MT now let's take this example of ( ) and listen now to the pronunciation of OF and FROM	Initiation (C)	Directive	Mandative: Instruction
MT here smell of is the same thing smell smell ok let's listen	Initiation (C)	Informative	Report
MT ok clear	Initiation (C)	Elicitation	Check

Appendix 3: Man teacher talk to students (MT-S) (Lesson 3)

Utterance	Head Act	Primary Class	Subclass
MT lets start by our very first theoretical lesson if you remember last weeks we delt with revision about what you did last year okay in phonetics	Initiation (C)	Informative	Frame
MT today we will start with the very first theoretical lesson as you can see here on the board it's written stress before we talk about stress I wrote here a word which I believe it is super easy to pronounce the word extra and I transcribed it here phoneticly as you see that okay with the IPA system	Initiation (C)	Informative	Frame
MT normally I have a question for you how many syllabus do we have here?	Initiation (C)	Elicitation	Inform: Display Q
MT so some said three some said two	Follow up (WS)	Endorsement	Comment
MT those who those who support the minimum having just two would you justify the reason and those who said three would you ( ) as well	Initiation (WS)	Elicitation	Inform: Display Q
MT so how many	Initiation (WS)	Elicitation	Inform: Display Q
MT but what's the scientific reason behind out 'c'est un autre reson'	Initiation (WS)	Elicitation	Restating Elicit
MT because normally here when I emm when I normally understand your answer you said EX tra so you divide the word into twe segments into two parts it's because of this normally the pronunciation of the parts that you speculate that you have two ehm if I take for instance lets choose another word shshshsh	Initiation (WS) Initiation (C)	Informative Directive	Clue Advisive: Warn
MT lets choose the word written for instance the word written how many syllabus we have	Initiation (C)	Elicitation	Inform: Display Q

MT because depending on your ansewrs you said ex and tra and here lets see the word written	Initiation (WS)	Informative	Clue
MT of course it's not a totaly correct transcription cause I want you to understand from where I came exactly so written how many syllabales	Initiation (WS) Initiation (WS)	Informative Elicitation	Report Inform: Display Q
MT depending	Initiation (WS)	Informative	Clue
MT you have here one the vowel so you have changed your mind and you said here depending on the vowel and here you said this event depending on somehow ( ) ( ) or let's say the pronunciation	Follow up (WS)	Endorsement	Comment
MT pauses so somehow you need a pause ex tra	Initiation (WS)	Informative	Report
MT which divides the word into two syllabus but here we did not make a pause and so depending on the vowel now I'am going back to the lady who said three who said here three syllables	Initiation (C) Initiation (WS)	Informative Directive	Report Nomination
MT you said three?	Intiation (WS)	Elicitation	Confirm
MT what's the reason exactly	Initiation (WS)	Elicittion	Inform: Display Q
MT you said three so what is the reason because you pronounced the ( )	Initiation (WS)	Elicitation	Restating Elicit
MT so how many normally	Initiatioin (WS)	Informative	Clue
MT two anyway normally the correct one is ( ) now going back to the reason your classmate here stated that it depends on the pause this word and the second one we have the vowel even	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report

though this one is incorrect okay guys this one is incorrect we have			
MT two syllabus we will go back to this example later on lets first talk about the word extra so we divide the words only according to pauses or when we make a certain pause?	Initiation (C)	Elicitation	Inform: Dispaly Q
MT my name is ( ) is it because of this reason when I talk of course?	Initiation (C)	Informative	Clue
MT ehm so what's the reason?	Initiation (WS)	Elicitation	Restating Elicit
MT only vowels?	Initiation (WS)	Elicitation	Inform: Display Q
MT in this example we don't have only vowels	Initiation (WS)	Informative	Clue
MT good also consonants because the /n/ in that example written sudden that we saw last time remember when we made that practice	Follow up (MS)	Endorsement	Positive
MT written sudden remember syllable consonant	Initiation (C)	Elicitation	Check
MT here we considered it as one syllable so the word written or the executive written is two syllables	Initiation (C)	Informative	Report
MT why? the first one we have a vowel while the second we have the ( ) consonant	Initiation (C)	Informative	Report
MT in English normally we don't say we don't pronounce it	Initiation (C)	Informative	Report
MT like this written ten ten with an explosion ok like the majority of students but normally it's pronounced without explosion okey there is no explosion of the /t/ here when I say written tenten say correctly say written in english okay written sudden bottle	Initiation (C)	Informative	Report
MT okey guys	Initiation (C)	Elicitation	Check

so the reason for dividing syllables is based on vowels and	Initiation (C)	Informative	Recapitulate
MT consonants okey guys so this is true the word extra contains two syllables why? because in this case it contains two vowels we don't have syllabic consonant so a and e okey these vowels normally what we call them in syllable?	Initiation (C)	Informative	Report
	Initiation (C)	Elicitation	Inform: Display Q
MT the centre of the syllable is called what?	Initiation (C)	Elicitation	Restating Elicit
MT what are the components of the syllable the syllable contains three components what are they last year guys you saw them I think	Initiation (C)	Elicitation	Restating Elicit
MT ( ) coda and consonant good so we've got the consonant we've got the ( ) or I'd like to call the ( ) and we've got the coda	Follow up (WS)	Endorsement	Positive
MT who was your tutor last year?	Initiation (C)	Elicitation	Inform: Genuine Q
MT normally you reach the syllable no?	Initiation (C)	Elicitation	Confirm
MT you didn't reach them? they don't have enough time to reach the syllable?	Initiation (C)	Elicitation	Confirm
MT because the others with Mrs ( ) they told me they even reached stress	Initiation (C)	Informative	Report
MT I do remember when we start with the very first session I asked you about last year last lessons we talked about stress and I said syllable you said yes that mean you reached the syllable	Initiation (C)	Informative	Report
MT I mean ( ) onset ryhme ( )	Initiation (C)	Informative	Clue

MT anyway take it as follows okey any syllable we are using "مقطع" 'syllabe' in french any syllable phonologicaly speaking is composed of onset+ a necleus+ a coda the onset contains always consonant the nucleust is always a vowel except in the case of syllabic consonant okey and the coda always composed of consonant okey so write thisdefenition of syllables	Initiation (C)	Informative	Report
MT so as I stated here guys any syllable should contain onset nucleus and the coda	Initiation (C)	Informative	Recapitulate
MT but this is of course not the obligatory composition of any syllable the obligatory one is just the nucleust because sometimes you find syllables without onset and others without coda and some without both only the nucleus just like this example we have the pronoun I and the verb to ( )in American english we say ( ) so both they have only the nucleus they don't have onset or codas what's the onset? the onset is all the concepts before nucleus and the coda is all the concepts after the nucleus so here we have is and they contain nucleus plus coda only and here the same thing and in the second case say or the verb to say we have onset plus nucleus only we don't have coda and the last one?	Initiation (C) Initiation (C)	Informative Elicitation	Report Inform: Display Q
MT the opposite O and C good okay guys	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Check
MT so in English it's not obligatory to have an onset or coda but it's an obligation to have	Initiation (C)	Informative	Report
MT the nucleus okey and as I stated sometimes the nucleus can be a consonant okey okey guys but in very few words clear for this now the problem doesn't occur in monosyllabic words when we have only one syllable monosyllabic words it occurs when we have bisyllabic or trisyllabic words or more okey quatry okey all the rest of the ( ) okey so the problem as I state is not with the word that	Initiation (C) Initiation (C)	Elicitation Informative	Check Report

contains one syllable so the problem occurs with word that contain two or three or more syllable okey such as we take the example here of this board extra it's not something extra to (joke)	Initiation (C)	Joke	
MT o(hhh)k guys but try to give me the answer guys if you could here the word extra you said it is composed of two syllabus and this is super correct now the problem occurs where is where do I set the limit of the coda of the first syllable and the start of the onset of	Initiation (C)	Elicitation	Inform: Display Q
MT the second syllable have you got me guys or not?	Initiation (C)	Elicitation	Check
MT the problem here the problem here guys lies with these consonants or are they all the coda of the first syllable? or are they all the onset of the second syllable? or are they shared or mixed? two here two there	Intiation(C)	Elicitation	Clue
MT normally normally how do we pronounce this word?	Initiation (C)	Elicitation	Inform: Display Q
MT would you divide it to me	Intiation (WS)	Elicitation	Inform: Display Q
MT ex and tra ahm	Follow up (WS)	Acknowledgement	Accept
MT this is the only possible division?	Initiation (WS)	Elicitation	Inform: Display Q
MT ehm so your colleague stated ext and ra ehm ok write your devisions so ex and tra ext	Follow up (WS)	Acknowledgement	Comment
MT and ra ehm do we have another option	Follow up (WS) Initiation (WS)	Acknwoledgement Elicitation	Accept Inform: Display Q
MT you stated ec and	Initiation (WS)	Informative	Clue

MT stra is there another possible one	Initiation (WS)	Elicitation	Inform: Display Q
MT ehm no possible other one?	Initiation (C)	Elicitation	Inform: Display Q
MT these normally these normally are the five possible divisions of the five word of this word sorry the five possible division of this word and of course not all of them are correct okay guys	Initiation (C) Initiation (C)	Informative Elicitation	Report Check
MT which ones are the correct one and why?	Initiation (C)	Elicitation	Inform: Display Q
MT ex tra you said this one only? the others are incorrect?	Initiation (WS)	Elicitation	Restating Elicit
MT this one ehm so when she somehow came very ( ) the others agree with her I don't know they are too afraid to say to admit it ehm only these these are the only ones why exactly are these the correct ones not the others? what's the reason what are the reasons behind this	Initiation (WS)	Elicitation	Restating Elicit
MT you reached normally the stress you finished the syllable any way this one is as you stated guys correct the second one is also correct and this one also is correct whereas these are	Initiation (C)	Informative	Report
MT incorect options okay now we go to the reasons why normally last year you skipped syllable so in english for phonologists you have what we call or any kind of phonologists we have what we call phonotactics and we have an example here we have phono tactics tactic it's a strategy plan okay phono means sound so plan for your sounds you can find some languages that share the same sounds oky but their distribution the way they deal with these sounds is not the same okay guys they are totally different only listen good for instance in english in any language we have these components onset nuclues and coda in arabic for instance in classical arabic the onset must contain only one consonant	Initiation (C)	Informative	Report

and not contain more than one okey the onset you can never find an arabic word or an arabic syllable that starts with more than two consonants all syllables they start with the one consonant okay guys now for the coda maximum is two you can find two consonants in coda in english in arabic phonologicalsystem whereas in english or the onset you can find up to three consonants okey guys			
MT three consonants are possible or what we call what's the word	Initiation (C)	Elicitation	Inform: Display Q
MT cluster good what do we mean by cluster	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Inform: Display Q
MT good two or more okay guys two or more consonants so a sequence of consonants okay guys we don't care about the number just starting from two of consonants ok so two and more because in other language you can find even up to seven or eight in the onset just like in Polish language okay guys "Polish language" you have even seven consonants ( ) any way in english we have three you can find the nucleus here and the coda we have up to four	Follow up (WS) Initiation (C)	Endorsement Informative	Positive Report
MT okay guys in French we have three three in Arabic we have one two okay in some languages we have one one okay guys some languages they do not listen tolerate coda at all we don't find coda in them so we divide we divide also with what with vowels okey depending on the phonotactic of the language okey guys	Initiation (C) Initiation (c) Initiation (C)	Elicitation Informative Elicitation	Check Report Check
MT clear for this	Initiation (C)	Elicitation	Check
MT now since I said three vowel and four we have this word here extra we said that the problem is laying in this four consonants these are the correct ones okay whereas these	Initiation (C)	Elicitation	Inform: Display Q

are incorrect why these are incorrect according to you lets start by this option what's the reason behind that?			
MT in what in what	Initiation (WS)	Elicitation	Repeat
MT not the onest the onset good is it the onset though? are you sure?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Repair Inform: Display Q
MT the first one which is incorrect in the nucleus four consonants the first syllable the second syllable has no onset or coda it's possible in English we have syllables that they do not possess any coda or onset but the first one contains four okay but still incorrect	Initiation (C)	Informative	Report
MT in English we said it's possible four consonants could you give me a reason why?	Initiation (C)	Elicitation	Inform: Display Q
MT no no why this somehow possible pronunciation is incorrect in English according to many speakers and according to the English phonological system	Initiation (WS)	Elicitation	Restating Elicit
MT no clue? any way before we answer that lets move to the second one the second one ( ) why it's incorrect? the second one	Initiation (C)	Elicitation	Inform: Display Q
MT contains four good and the second one is a nucleus this one is inacceptable why? because the onset should contain only three in English and here we have four it's something ( ) in English phonological system okay now let's go back to the first one the first one eventually I have to answer it by myself it's unacceptable first it's acceptable because we have four consonants but later on it became unacceptable simply why because before we talk about four consonants lets talk about lets say two consonants in an onset in English we have words that contain two consonants there are vowels can I find a word that starts with onset or a syllable that starts with an onset	Follow up (WS) Initiation (C)	Endorsement Informative	Positive Report

MT flue ehm other examples	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept
MT flame ehm	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept
MT good so we have it now give me another one with vl of course do not give me words with Russian names ( ) something like that	Follow up (WS) Initiation	Endorsement Elicitation	Positive
MT English words with vl	Initiation (C)	Informative	Clue
MT valentine that's va lintine va with a vowel give me example with sl	Follow up (WS)	Acknowledgement	Repair
MT slowly s lo wly ((joke))	Initiation (WS)	Joke	
MT ehm what else only slow	Initiation (C)	Elicitation	Inform: Display Q
MT slave now give me an example with zl "zlat"	Follow up (WS) Initiation (C)	Acknowledgement Joke	Accept
MT ehm do you have an example	Initiation (C)	Elicitation	Inform: Report
MT with zl	Intiation (C)	Informative	Clue
MT something else the same thing for vl what does this imply? it implies that in English or in any other language even if you tolerate two consonants not all combinations or clusters of consonants are possible okey guys	Initiation (C) Initiation (C)	Informative Elicitation	Report Check
MT clear not	Initiation (C)	Elicitation	Check

all clusters or sequences of consonants are possible in any certain language as I stated in English we find two consonants but not all of them ok clear guys	Initiation (C)	Informative	Report
	Initiation (C)	Elicitation	Check
MT so is it clear?	Initiation (C)	Elicitation	Check
MT the same thing for four in English if we have the first one /k/ the second one /s/ and the third one is /t/ just like this case the last one will not be /r/ it's a rule it's always /s/ text	Initiation (C)	Informative	Report
Mt an example text texts ok	Initiation (C)	Informative	Report
MT we can never find a word with xtr like this first of all in British English they do not have /r/ here in the following /r/ in final position is not pronounced	Initiation (C)	Informative	Report
MT like earch ok father so this one for British it's impossible lets go to American English in American English /r/ sound is pronounced at the end but still we cannot find it here like this because the rule states that if the first one is /k/ the second /s/ and the third/t/ the only one is only /s/ why? because we have only words like that just like the example of text texts clear guys for this or not ?	Initiation (C)	Informative	Report
	Initiation (C)	Elicitation	Check
MT clear for instance we have others like for instance the verb prompt what does it mean prompt?	Initiation (C)	Elicitation	Inform: Display Q
MT prompt prohibit somehow push not push push like stimulate when I say prompts	Initiation (C)	Informative	Report

we have four but we can never find prompts like this			
MT the /p/ we cannot find cluster like this okay guys in English words clear these are acceptable but these are unacceptable just like the case of /g/ even though it's super easy to pronounce but in English it doesn't exist ok guys clear so the reason why this one is omitted simply because we don't have( ) ok guys clear for this this is the reason why the second option is omitted clear all of you guys	Initiation (C) Initiation (C)	Informative Elicitation	Report Check
MT sure now what's the big deal behind dividing words if you don't divide the word you won't assign the appropriate stress syllable because sometimes English especially books they depend on the number of consonants ok guys clear so depending on the number of consonants the stress might differ clear for this	Initiation (C) Initiation (C)	Informative Elicitation	Report Check
MT that's why it's better to study syllable before moving to stress because thanks to the division of syllables we don't divide just like that we need to follow certain rules ok guys even in French in Arabic we have certain rules to follow clear for this guys t hese are the reasons why these conditions are acceptable simply why because here lets talk about the possible ones /x/ and /tr/ I can find a word that ends with x like ex x ok or the letter x /tr/ try so correct I can find a word that ends with /st/ just like the example of your colleague text I can find a word that starts with /r/ right	Initiation (C) Initiation (C) Initiation (C)	Informative Elicitation Informative	Report Check Report
MT hhh yes and the third one I can find a word that ends with /k/ make cake and I can find a word that starts with /str/ strike struggle straight ok	Follow up (WS) Initiation	Acknowledgement	Accept
MT ok street clear guys for the others it's not possible	Initiation (C)	Elicitation	Check

MT clear for this	Initiation (C)	Elicitation	Check
MT all of you now we move to the lesson of today which is entitled stress Of course this stress is not psychological one	Initiation (C) Initiation (C)	Informative Joke	Frame
MT or mechanical it's phonological so who can provide me with that small definition of stress any ( )	Initiation (C)	Elicitation	Inform: Display Q
MT no body the other group they gave me many definitions separately try to pronounce a word with stress even in Arabic and then give the definition what makes a syllable stressed than others	Initiation (C)	Informative	Clue
MT what is that a dictionary	Initiation (WS)	Elicitation	Confirm
MT a handout of last year or aaa you have a handout there yes so come again would you remind me	Initiation (WS)	Elicitation	Repeat
MT ehm word or syllable	Follow up (WS)	Backchannel	
MT ok but this is somehow definition of syllable by the end ok somehow by the end when you talked about the two preceding any way about the position of stress for instance directly so somehow ( ) so as you stated normally stressed syllables we are knowing the definition is that the stressed one are produced with more energy with force ok guys clear in comparison to the other syllables ok guys clear	Follow up (WS) Initiation (C)	Acknowledgement Informative Elicit (C)	Repair Report Check
MT so when I say for instance phonology I believe phono no logy here is the stressed syllable ok due to the fact that I raised my voice when I reached the pronunciation of that syllable ok guys phono logy clear for this guys anyway	Initiation (C)	Informative	Report
MT normally the handouts are not ready due to some administrative constrains I am terribly sorry for that I have to dictate ok guys who ever wants to take notes ok they could	Initiation (C)	Informative Informative (C)	Frame Report

of course the others wh are not interested as I stated my classroom policy( )they just listen ok guys so those who are interested in my course they can take down what I am going to dictate normally before I come to this we have four criteria emerged in stress syllable that they are written here we've got length loudness pitch and the last one which is dismissed by many phonologists which is the quality the vowel quality ok guys ok we have four criteria as I stated length loudness and pitch and this three they are found in monotextual of phonology verse but the last one quality of the vowel or the vowel quality it's found only in some verse ok			
MT Now let me explain the length here whenever you normally noticed eemm a stressed syllable you will find that normally a stressed syllable they are longer than the ( ) syllables ok guys I don't know if you heard when I said the syllabuses	Initiation (C)	Informative	Report
MT ok I still tripped with syllables so as I stated stressed syllables they tend normally to be longer to take long period of time for instance to surround the ( ) syllables ok guys just like the word phonology ok even though it's a short vowel but still it takes longer time than the rest of the syllables ok clear guys clear clear	Initiation (C)	Informative Joke Elicitation (C)	Report Check
MT clear	Initiation (C)	Elicitation	Check
MT (MS name) clear are you certain than that any way so this is the length the second criteria is the loudness louded means to raise your voice ok	Initiation (MS)	Elicitation Informative (C)	Check Report
MT ( ) it's not high by shouting like that but still you sense that the syllable yes the volume of your voice is some how	Initiation (C)	Informative	Report
MT high ok guys clear another one is the pitch sometimes when you talk in low and then you raised directly one ok ok for instance you talk like this and then you raised it will you hear? I changed here somehow well here we talked about not within the stress but really word stress but still you notice that the word here is somehow stressed in	Initiation (C)	Elicitation Informative	Check Report

comparison to the rest of the group just ( ) I did not raise my voice ( ) because some students somehow they confuse pitch and loudness ok guys we have sometimes loudness and pitch they ( ) orally because when you raise your voice the pitch is high but still I could have a pitch without raising my voice okay or the opposite I keep on talking like that then I lower in one of them even that very different tone ok each may give you a clue that that syllable is stressed ok guys and the last one which I said normally dismissed in many books is the vowel quality which for instance when I say I take this example/bebeba//bebeba/ or /bababe/ /bababe normally simply we say that the change of quality might dictate that that vowel or that syllable is stressed so /bababe/ normally /be/ is the stressed one /bebeba/ or /bebabe/ normally ba is the stressed one normally but they dismissed why because they say sometimes for words they contain four vowels different vowels to discriminate between four ok			
MT imagine that /bebabobe/ we don't have the same quality and you are going to be confused that's why some researchers they omitted the criterion of vowel quality ok guys clear	Initiation (C)	Informative Elicitation	Report Check
MT now lets write now the definition of stress definition: linguists	Initiation (C)	Informarive	Frame
MT you write first subtitle definition linguists admit that linguists admit that finding an accurate definition finding an accurate double c definition means exact accuracy the name accuracy you know this word don't you know the name accuracy	Initiation (C)	Directive Elicitation	Dictate Confirm
MT yes accurate so	Follow up (WS)	Acknowledgement Directive	Accept Dictation
MT "auditory" good auditory yes with so what's up in this matter in this matter Katamba with k ka tam ba as it's pronounced Russian linguist katamba with K yes katamba says that	Follow up (WS) Initiation(C)	Endorsement Directive	positive Dictation

MT in this matter Katamba says that you open convert comas katamba says that you open convert comas an element an element that is stressed is highlighted highlighted lighted so that it becomes so that it becomes	Initiation (C) Response (WS)	Directive Positive	Dictation
MT highlighted so that it becomes auditory auditory auditory more silient more silient ent at the end ient silient silient means ( ) it means ( ) is silient it can be seen so than the rest than the rest than the rest of the elements in the strain the rest of the elements in the strain of which it's part	Response (WS)

Initiation (C) | Positive

Directive |

Dectation |
| MT   Iam going to repeat don't worry than the rest of the elements in the strain of which it is part part | Response (C) | positive | |
| MT   of which it is part you close the inverted comas 1989 colon 221 1989 colon 221. I believe your writing slowly because the other group they reach the criteria | Response (WS) Initiation (C) | Positive

Directive |

Dictation |
| MT   So and and and capital M full stop and Léon not lion Léon Léon with é french Léon with é 'avec accant' no need its names . M full stop I mean period then Léon ok guys L e o n and the e is written with accant oket.al do you know how to write et.al? | Initiation (C) | Directive

Elicitation | Dictation

Confirm |
| MT   et. al no? Anyway e t e t you write e t full stop a l full stop full stop a l ok italics normally you writen abreviation which means with other co-wrkers or co-authors ok guys ? | Initiation (C) | Informative

Elicitation | Report

Check |
MT another participant I asked the other group whether they saw this in methodology or not they told me they declined they said no	Initiation (C)	Informative	Report
MT you've seen it yet anyway normally these are parts of some forms ok some somehow conventional structures are used in our case APA in linguistics to write down references ok guys	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report
MT so and Léon Léon see that stress	Initiation (C)	Directive	Dictation

FT see that see that stress is the result see that see that stress is the result of a physiological effort see that stress is the result of a physiological effort see that stress is the result of a physiological effort that's manifested	Response (WS) Initiation (C)	Positive Directive	Dictation
MT effort is the result of a physiological effort that is manifested that is manifested by an increase of length of length comma intensity intensity and frequency and frequency and frequency full stop	Initiation (C)	Directive	Dictation
MT frequency full stop concerning the terminology of the words excuse me guys I will be right back concerning	Response (WS) Initiation (C)	Positive Requestive	Permission
MT yes lets go back concerning the terminology of the word stress of the word stress	Initiation (C)	Directive	Dictation
MT shshshsh concerning terminology of the word stress comma it's replaced in some books it's replaced in some books by the word between inverted commas accent	Initiation (C)	Directive Directive	Warning Dictation
MT by the word between inverted commas accent not the group of singers of course ok guys do you know accent the group of singers?	Initiation (C)	Joke	
MT for pragmatic purposes	Initiation (C)	Directive	Dictation
MT purposes clear so here according to you guys when I said that stress involves making sylabuses syllables sorry auditory prominant so at the level of listening we feel that those stressed syllables they are very prominant they stand out okey they are different from the rest of the syllables okey whereas insome other books as I stated here some researchers use the word accent okey for the word stress normally stress in French is called 'accentuation' okey in French we have 'accentuation' and we have the word accent of course I am not talking about accent in socio linguistic field I am talking about accent in phonology accent in phonology is just like in French 'l'accen't but it has different	Response (WS) Initiation (C)	Positive Informative	Report

meaning some books they use it as synonym to stress but the majority of other books they don't use them as synonyms okey they are not synonymous they are different why? because accent normally in the normall use of the word in phonology it has a pragmatic property okey first of all before explaining what is pragmatic property what do we mean by pragmatics?		Elicitation (C)	Inform: Dis Q
MT what's the definition of pragmatics?	Initiation (C)	Elicitation	Restating elicit
MT are you really the laziest group?	Initiation (C)	joke	
MT my God ( )	Initiation (C)	Joke	
MT what's pragmatics normally you saw it last year in linguistics	Initiation (C)	Informative	Clue
MT semantics pragmatics syntax at least one of the students of the other group before they gave me the definition of pragmatics he defined for me the adjective pragmatic the pragmatic pragmatic person what do we mean by pragmatic? pragmatic no one in this group "بح" everything is gone	Initiation (C)	Elicitation	Restating elicit
MT ( ) you remember only the songs plastic is ready hhh	Initiation (C)	Joke	
MT it is totally the opposite hhhh so your friend here gave me the definition of semantics somehow it deals with the meaning of words in you said reality or real as they are word by word this is the field of semantics pragmatics is somehow the meaning of? pragmatics is normally the extra meaning yes the contextual meaning okay sometimes look at me look at me guys all of you look at me (MS name) look at me and I am going to address you pragmatically wait (MS name) emm I love you so much	Follow up (WS) Initiation (C) Initiation (MS)	Acknowledgement Directive Informative	Repair Instructive Report
MT those who have taken a look at my face and heard what I have just said now	Initiation (C)	Informative	Report
MT what does it mean I love you so much?	Initiation (C)	Elicitation	Inform: Dis Q

MT yes	Follow up (WS)	Acknowledgement	Accept
MT really? Iam not a good actor then Iam not a good actor I said emm I love you so much	Follow up (WS)	Endorsement	Negative
MT the opposit guys it means I hate you I hate you so much	Initiation (C)	Informative	Report
MT yes exactly it's sarcastic expression just like in Arabic when you say to someone " راك قاوي بزاف" it's totally the opposit in pragmatics in pragmatics no means yes yes	Follow up (WS)	Endorsement	Positive
MT and yes means no okey guys "راك قاوي بزاف"	Initiation (C)	Informative	Report
MT okay guys so pragmatics deals with the extra meaning or the implicit meaning now going back to our lesson the word accent replaces the word stress if it is used for pragmatic purpose like in Arabic for instance ما نشربش ما نشربش قتلك ما نشربش I focused on the syllable "ما" okey مش انا so this is an accent somehow okay guys it's an ( )stress what we call ( ) stress are you happy? no no Iam not happy are you happy unhappy the stress is on the prefix but for that person to understand you repeated it oky guys clear or not?	Initiation (C)	Elicitation Informative Elicitaion	Check Report Check

Appendix 4: Woman teacher talk to students (WT-S) (Lesson 1)

Utterance	Head Act	Subclass	Further class
WT do you have any work experience?	Initiation	Elicitation (C)	Inform: Genuine question
Ok ladies first	Initiation	Directive (WS)	Nomination
WT interesting did you have a training in doing this, a diploma or it doesn't need	Follow up + Initiation	Endorsement (WS) + Elicitation (WS)	positive Inform: Genuine question
WT or it doesn't require a emm	Initiation	Elicitation (WS)	Inform: Genuine question
WT ok yes another one yes ((student name))	Follow up + Initiation	Acknowledgement (WS)+ Directive (MS)	Accept Nomination
WT YES?	Initiation	Elicitation (Ms)	Repeat
WT yes OK so out ((noise)) so eeem did you have the training?	Follow up + Initiation	Acknowledgement (MS)+ Elicitation (MS)	Accept Inform: Genuine question
WT yes you were selling things that's all you were not making eeem	Follow up + Initiation	Acknowledgement (MS) + Elicitation(MS)	Accept confirm
WT ok another one another one ((noise)) yes the others no job experience	Follow up + Initiation	Acknowledgement (MS)+ Directive (c)	Accept Nomination
WT for people who had a job or who intend to have a job what is according to you the most difficult part in getting a job? what is the most difficult part in getting a job?	Initiation	Elicit (C)	Inform: Genuine question
WT getting a job getting a job	Response	Positive response (C)	Positive

WT the experience you need to have an experience	Follow up	Acknowledgement (WS)	Positive

WT let's assume you have the experience you have the skill
     you have the diploma and you want you have
     finished your studies and you want a job
	Initiation	Informative (C)	Clue

WT find a?	Initiation	Elicitation (WS)	repeat
WT yes?	Initiation	Elicitation (WS)	Repeat

WT   so before getting a job you're thinking about eeem
      the fun time with your friends so i won't have a job
      i won't work because i will not have time for my friends
      that's very generous
      You know it's very rare people are isolating
      themselves now for the sake of having a job and here
      she's thinking about her friend
      she's considering her friend she is a good friend you
      know
	Initiation	Joke (WS)	/

WT yes so	Follow up	Acknowledgement (WS)	Accept
WT she is good so what is the hardest part in getting a job?	Follow up + Initiation	Endorsement (WS)+ Elicitation (C)	Positive Inform: Genuine question
WT let's emm Yes! finding a job the same thing finding a job getting a job yes	Follow up	Endorsement (WS)	Comment
WT choosing the right job for you	Follow up	Acknowledgement (C)	Accept

WT   yes, you you know what is your job
     you know you are having a diploma in English and
      normally most of you or the majority will be teachers.
	Initiation	Informative (WS)	Clue

WT what is the opportunity?	Initiation	Elicitation (WS)	Inform: Display

			question
WT competition there is a competition there is a contest	Follow up	Acknowledgement (WS)	Accept
WT very good yes so some jobs require competition and contest others require an	Follow up	Endorsement (WS)	Positive
WT interview	Initiation	Informative (C)	report
WT yes interview what is an interview? what is job interview?	Initiation	Elicitation (C)	Inform: Display questions
WT between the boss or anyone who is specialised in this in the company and	Follow up	Acknowledgement (WS)	Accept
WT and the candidate	Initiation	Informative (C)	report
WT the candidate not the ( ) he's the candidate ok so	Follow up	Acknowledgement (WS)	Repair
WT he will be asked questions to know about questions about what?	Follow up + Initiation	Acknowledgement (WS)+ Elicit (WS)	Accept Inform: Display q
WT about his skills	Follow up	Acknowledgement (WS)	Accept
WT his experience	Follow up	Acknowledgement (WS)	Accept
WT career	Follow up	Acknowledgement (WS)	Accept
WT the importance of job for him	Follow up	Acknowledgement (WS)	Accept
WT yes good ok i will write for you words on the board ok these words constitute the main vocabulary for job interview OK? so these questions will be the big words will be discussed here through conversation we'll watch about job interview OK and we'll have an exercise at the end of the session is it clear?	Follow up + Initiation + Initiation	Endorsement (WS) + Informative (C) + Elicitation (C)	Positive Frame Check

WT so you write the words with me then we will Watch the video	Initiation	Directive (C)	Mandative: instruction
WT VOCABULARY OF JOB INTERVIEW vocabulary of job interview OK so first word we have experience second we have skills	Initiation	Directive (C)	Dictate
WT we have qualification of course we have other words	Initiation	Directive (C)	Dictate
WT ok skills, we have qualifications ((writing on the board)) qualifications we have application ((writing on the board)) application (pause reading from the paper)) we have flexible (writing on the board) we have willingness ((writing on the board) dependable (writing on the board)) salary ((writing on the board) availability ((writing on the board)) we have wage is it clear? is my writing clear?	Initiation + Initiation	Directive (C) + Elicit (C)	Dictate Check
WT candidate ((writing on the board)) we have attention to detail attention to detail (writing on the board) we have requirements ((writing on the board)) requirements and the last one is preference, preference ((writing on the board)) ok? So these are words related to the field of business or job interview SO whenever you have a job interview	Initiation + Initiation	Directive (C) + Informative (C)	Dictate Report
WT yes	Initiation	Directive (WS)	Nomination
WT attention to detail to detail requirements preference SO whenever you have or you attend job interview you're expected to be asked things about these words on the board OK they will ask about your skills your experience the salary you want if you are dependable if you are flexible if you'll be available the qualification you have ok SO these things are really intrinsic in the job eeem field OK	Response + Initiation	Positive (WS) Informative (C)	/ Report
WT So we will watch a video now and whenever you hear a word in the video that's written on the board you write it down OK? write down the words that you hear in the conversation and that are written on the board and just you'll have to write the questions that are asked and some of the answers, OK? you need to write questions and answers, we have a lot of questions about eem a lot of manners of asking the same question OK? and different answers of course	Initiation	Informative (C)	Frame
WT any questions before starting	Initiation	Elicit (C)	Inform: Genuine question
WT requirements	Response	Positive (WS)	/
WT preference preference preference	Response	Positive (WS)	/
WT OK we stop here we have seen eem three questions OK or two?	Initiation	Elicit (C)	Inform: Display

			question
WT two questions describe yourselves and	Follow up	Acknowledgement (WS+ MS)	Accept
WT and professional or educational background yes So the first part describe	Follow up + Initiation	Acknowledgement (WS) Informative (C)	Accept Report
WT yourself well this is a very difficult question OK if the candidate is not well prepared for such question he or she will miss his or her chance in having that job do you agree?	Initiation	Elicit (C)	Inform: Genuine Question
WT yes?	Initiation	Elicit (MS)	Repeat
WT it is very simple question! yes SO when I ask you now describe yourself can you describe yourself?	Follow up + Initiation	Temporization (MS) Elicit (MS)	/ Inform: Genuine question
WT you see I said the candidate should be prepared	Follow up	Endorsement (MS)	Negative
WT for this question ok so when	Initiation	Informative (C)	Report
WT which information he should mention because there are a lot of information OK	Follow up	Acknowledgement (WS)	Accept
WT about yourself you choose the right ones what are the right ones?	Initiation	Elicit (C)	Inform: Display Question
WT that, that related to the job, good yes, so there are a lot of manners in asking the same question	Follow up	Endorsement (WS)	Positive
WT give me one more Yes	Initiation	Elicit (C)	Cue
WT good could you tell me something about yourself	Follow up	Endorsement (WS)	Positive
WT could you describe yourself same thing	Follow up	Acknowledgement (WS)	Accept
WT could you describe your personality yes	Follow up	Acknowledgement (WS)	Accept
WT could you tell me a little about yourself ehhhmm	Follow up	Acknowledgement (MS)	Accept
WT may I ask how old are you so you see there are some sub questions as we say that may guide the candidate in his answer OK? yes	Follow up +	Acknowledgement (WS)	Accept

		Initiation + Initiation	Informative (C) + Directive (WS)	Recapitulate Nominate
WT	briefly yes	Follow up	Acknowledgement (WS)	Accept
WT	can you describe yourself can you	Follow up	Acknowledgement (WS)	Accept
WT	describe yourself yes thank you	Follow up	Acknowledgement (WS)	Accept
WT	describe your personality yes	Follow up	Acknowledgement (WS)	Accept
WT	yes here we ask about the university deg	Follow up	Acknowledgement (WS)	Accept
WT	this is laying to the second questions yes educational background so when you describe yourself the answers that this candidate had provided what are the answers? give me one of the answers	Follow up + Initiation	Acknowledgement (WS) Elicit (C)	Accept Inform: Display Question
WT	the name they start by mentioning their names	Follow up	Acknowledgement (WS)	Accept
WT	firstly the names the age	Follow up	Acknowledgement (WS)	Accept
WT	single or married the social status	Follow up	Acknowledgement (WS)	Accept
WT	family obligations having children	Follow up	Acknowledgement (WS)	Accept
WT	yes their birth place yes eehhhm	Follow up	Acknowledgement (WS)	Accept
WT	so this is briefly	Initiation	Informative (C)	Recapitulate
WT	yes	Initiation	Directive (WS)	Nomination
WT	let's stick to the questions seen in this video as you see they start by describing the self because latter on we'll talk about qualifications and skills of this job OK so eemm try to keep this in a chronological order ok you start by describing yourself ok you see the name the age eeemm the social status the birth place eeemm family obligations for example ok and then we move to	Follow up + Initiation	Concession (WS) Informative (C)	/ Recapitulate

WT we move to the second question that was related to the educational background yes so what is the educational background or give me	Initiation	Elicit (C)	Inform: Display Question
WT yes questions about eem	Follow up	Acknowledgement (WS)	Accept
WT yes	Initiation	Directive (WS)	Nomination
WT tell me something about your education	Follow up	Acknowledgement (WS)	Accept
WT which university and why you chose this yes	Follow up	Acknowledgement (WS)	Accept
WT formal education yes	Follow up	Acknowledgement (WS)	Accept
WT did your educational help you with this yes	Follow up	Acknowledgement (WS)	Accept
WT the experience in the university (.) yes	Follow up	Acknowledgement (WS)	Accept
WT yes good	Follow up	Endorsement (WS)	Positive
WT good very good so the relationship between education and the job ok you're applying for yes	Follow up + Initiation	Endorsement (WS) Directive (WS)	Positive Nomination
WT how was your experience while you were in university yes answers give me answers	Follow up + Initiation	Acknowledgement (WS) Elicit (C)	Accept Inform: Display question
WT your answers answers you have heard in the video yes the answers	Initiation	Restating elicit (C)	/
WT le.. yes let's imagine the situation here ok you're you have finished your studies and you're applying for a job and this employer has asked you this question about educational background so what is your answer? based on imagination of course because you're still studying here	Initiation	Restating elicit (C)	/
WT yes	Initiation	Directive (WS)	Nomination
WT good	Follow up	Endorsement (WS)	positive

WT good	Follow up	Endorsement (WS)	positive
WT of course ( ) she's ambitious yes yes	Follow up + Initiation	Endorsement (WS) + Directive (WS)	positive Nomination
WT shshshh yes	Initiation	Directive (C)	warning
WT yes you know this field	Follow up	Acknowledgement (WS)	Accept
WT well is it in Washington?	Initiation	Elicit (WS)	Inform: Genuine question.
WT so another one ((noise)) another one another one	Initiation	Directive (C)	Nomination
WT I see that people are not aiming for teachers job	Initiation	Elicit (C)	Confirm
WT really so let's imagine the scene	Initiation		
WT yes private school	Follow up	Acknowledgement (WS)	Repair
WT how does your education help you in doing this job? so you have diploma in English and you're applying for eeemm a job of English teacher teacher of English yes so how? Can you relate your education to your job? you see this question is about relating your educational background to the job you are applying for	Initiation	Elicit (WS)	Inform: Genuine question
WT yes	Initiation	Directive (WS)	Nomination
WT yes yes	Follow up + Initiation	Acknowledgement (WS) + Directive (WS)	Accept Nomination
WT you are taking now courses a lot of courses how to teach	Initiation	Informative (C)	report
WT you're taking your teachers as role model for you good so describing yourself as I have said is not really that easy question	Follow up + Initiation	Acknowledgement (WS) + Informative (C)	accept Recapitulate
WT you need to know the employer's needs OK so he's the employer and he wants a special candidate ok and he wants to have a qualified candidate ok so you need to impress him or her you need to show your skills, capacities, knowledge that suit the job you're applying for ok so	Initiation + Initiation	Informative (C) Informative (C)	Recapitulate Frame

we will watch a video about this question of self description ok to show you that it's not really something easy as some of people here think			
WT thank you for watching the video well as you see there are some important feedbacks here for answering in correct manner this question of describe yourself ok so the first thing that this speaker has stressed is	Initiation	Informative (C)	Report
WT keep professional yes as you see eeemm we have seen someone applying for a job and he is asking this question but this person	Initiation	Informative (C)	Report
WT eeem does no(hhh)t provide the appropriate answer ok he was talking about his dogs his hobbies which is not really needed in this situation so when you're asked describe yourself you need to make it professional which means that you need to talk to mention things about yourself that are related to this job	Initiation	Informative (C)	Report
WT specific questions to this job like what?	Initiation	Elicit (WS)	Inform: Genuine question
WT the skills	Follow up	Acknowledgement (WS)	Accept
WT educational back ground	Follow up	Acknowledgement (WS)	Accept
WT yes achievements you made in this field ok the qualities the characteristics	Follow up	Acknowledgement (WS)	Accept
WT or the personal treat and characteristics that you have ok it's ok to talk about your personality ok but be careful he doesn't want to hear what is your favourite colour for example	Initiation	Informative (C)	Report
WT do you love the see or I don't know so he has to hear things that are related or help	Initiation	Informative (C)	Report
WT help you to get a job like what for example? you say you might say I am a very organised person	Initiation	Elicit (C)	Inform: genuine
WT I am hard worker	Follow up	Acknowledgement (WS)	Accept
WT I love challenges challenging works	Follow up	Acknowledgement (WS)	Accept
WT I m dedicated to this	Follow up	Acknowledgement (WS)	Accept

WT very excited motivated person ok so you try to ovoid things that will harm you ok like for example I'm a very nervous person	Initiation	Directive (C)	Advice
WT yes I have a friend whose who was applying for a job in teaching of course in university and she was asked this question what are your weakness point ok and she said I am a nervous person ((laugh)) ok so you're a nervous person and you're going to deal with people with students ok human beings with different mentalities different needs personalities and desires so this is very risky here ok	Initiation	Informative (C)	Report
WT yes so I was in job interview for two times in this university ok and I was asking things that are related to psychology ok and one of the most recurrent questions was your personality treats what is your strength point here and your weakness point ok and of course we are hiring teachers and the most important question was how can you deal with noise in the classroom	Initiation	Informative (C)	Report
WT ok yes so a lot of candidates have failed in answering this why? because of course they lack experience ok and many of them they show these eemm signs of being a very nervous ok person so eemm here you cannot expect success in this situation ok you know how to fashion refashion your answer ok to suit your employer ok even if you don't have the experience you need to	Initiation	Directive (C)	Advice
WT yes the right words and ovoid eemm ovoid those prejudices ok yes so let's imagine here we have a job interview so I'm going to ask you this how can you deal with noise in the classroom? Imagine you're a teacher candidate I remember there was a candidate who told me that she can never deal with noise this is a problem and she doesn't have a solution to this problem yes so I told her if she is that authoritative person she uses authority to enforce eeem to enforce peace in the classroom she said no ok so what is the solution according to you	Follow up + Initiation	Acknowledgement (WS) Elicit (C)	Accept Inform: Genuine question
WT yes	Initiation	Directive (WS)	Nomination
WT dominating	Follow up	Acknowledgement (WS)	accept
WT yes how?	Initiation	Elicit (WS)	Inform: Genuine question
WT rules?	Initiation	Elicit (WS)	Clarify
WT there will be punishment	Follow up	Acknowledgement (WS)	accept

WT so this is authority here good yes	Follow up + Initiation	Endorsement (WS) Directive (MS)	positive Nomination
WT make an extra home work yes I like the idea	Follow up	Endorsement (MS)	Positive
WT try to involve them more and to engage them yes	Follow up	Acknowledgement (WS)	Accept
WT you give them so every session there are five minutes given to students (laugh)	Follow up	Acknowledgement (WS)	Accept
WT yes so these are good ideas so we'll see if one day you'll be able to apply them in reality because you know reality is different from this ideal situation from this imaginary situation students sometimes can act like monsters	Follow up	Endorsement (C)	Positive
WT a little monsters ok so eeemm we've been talking about	Initiation	Informative (C)	Recapitulate
WT yes keep it professional you need to only things that are	Follow up	Acknowledgement (WS)	Accept
WT yes related to the job ok second?	Initiation	Elicit (C)	Inform: Display question
WT we have to organize our ideas in a chronological order ok so eeeemm you're mentioning your educational experience for example you cannot start by talking about eeem your Magister or PhD dissertation and then you go back to your high school ok	Follow up + Initiation	Acknowledgement (WS) Directive (C)	Accept Advisive
WT you need to talk in a chronological order because you know you will or you may confuse the employer ok so chronological order professional what else?	Initiation	Elicit (C)	Inform: Display question
WT eemmm you need a job description what is a job description? (.) what is a job description? So you need to know about the needs and goals of this job ok for example your working emmm we had talked about eemmm this in ( ) ok schools for children	Initiation + Initiation	Elicit (C) Informative (C)	Inform: Display question Clue
WT ok and you know children have special needs here ok so how can you describe this job?	Initiation	Elicit (C)	Inform: display question
WT challenging	Follow up	Acknowledgement (WS)	Accept
WT hard why? what are the skills required for this job?	Initiation	Elicit (WS)	Clarify
WT to be trained	Follow up	Acknowledgement	Accept

			(WS)	
WT this is for educational background you mean knowledge yes	Follow up	Acknowledgement (WS)	Accept
WT you have dealt with experience eemm chi..	Follow up	Acknowledgement (WS)	Accept
WT to be patient yes experience patience eehhmm calm you need to be calm	Follow up	Acknowledgement (WS)	Accept
WT polite yes very good ((laughs)) because I said last time they imitate they are in the process of imitating the language so be careful	Follow up	Endorsement (WS)	positive
WT needs yes	Follow up	Acknowledgement (WS)	Accept
WT so if you don't have experience like your friend has said you need to make researches about this job requirements good yes so this is job description before going to your interview you need to know about this job ok and you choose answers that are linking to the requirements of this job is it clear?	Initiation + Initiation	Informative (C) Elicit (C)	Recapitulate Check
WT yes so we'll finish eeemm our course conversation we have stopped at eeemm	Initiation	Informative (C)	Frame
WT ok so thank you for watching this well we have three questions the first one was about?	Initiation	Elicit (C)	Inform: display question
WT yes past experience of job the second one?	Follow up + Initiation	Acknowledgement (WS) Elicit (C)	Accept Inform: display question
WT the skills and the third one?	Follow up + Initiation	Acknowledgement (WS) Elicit (C)	Accept Inform: display question
WT yes applying for job give me questions about the first yes	Follow up + Initiation	Acknowledgement (WS) Elicit	Accept Inform: display question
WT tell me about your job experience yes	Follow up	Acknowledgement (WS)	Accept
WT tell me about your past work's history yes	Follow up	Acknowledgement (WS)	Accept
WT yes	Follow up	Acknowledgement	Accept

		(WS)	
WT what was your experience in your previous job Ok the answers now yes the answers you see if you had that bad experience in your previous job and you were responsible for it be careful you don't want to seem that irresponsible person for your new employer so you need to modify yes?	Follow up + Initiation	Acknowledgement (WS) Elicit (C)	Accept Inform: Display question
WT so why did you leave it?	Initiation	Elicit (WS)	Inform: Display question
WT she is ambitious and she needs more challenges yes	Follow up	Acknowledgement (WS)	Accept
WT to meet new people yes maybe the previous job was not really eeem	Follow up	Acknowledgement (WS)	Accept
WT or not really fit my needs my desires my characteristics I am an ambitious person who or I want to work with people so there is no service customer service in that company	Follow up	Endorsement (WS)	Comment
WT or I want a better salary ok I am a qualified person and I need a better wage ok so this for the first question the second one the skills yes	Follow up + Initiation	Endorsement (WS) + Elicit (C)	Comment Inform: Display question
WT good another question	Follow up + Initiation	Endorsement (WS) + Elicit (C)	Positive Inform
WT yes	Initiation	Directive (WS)	Nomination
WT yes skills you have to get this job yes give me skills	Follow up + Initiation	Acknowledgement (WS) Elicit (WS)	Accept Inform: genuine question
WT dealing with people easily yes	Follow up	Acknowledgement (WS)	Accept
WT computer and languages yes	Follow up	Acknowledgement (WS)	Accept
WT he doesn't really want to know about your eem piano unless unless the job requires it you know this	Initiation	Informative (C)	Report
WT languages good yes	Follow up + Initiation	Endorsement (WS) Directive (WS)	Positive Nomination

WT in?	Initiation	Elicit (WS)	Repeat
WT selling yes you have the capacity	Follow up	Endorsement (WS)	Comment
WT you can type sixty words in a minute can you do that really?	Follow up + Initiation	Acknowledgement (WS) Elicit (WS)	Accept Inform: Genuine question
WT yes yes ok so this is about the skills eeemmm third one what is your ideal job so the ideal job is the perfect job for you the job that you want to have ok so what is your ideal job? you know when we talk about ideal you need to mention for example the salary you aim to have the hours	Initiation	Informative (C)	Report
WT yes of course some requirements in job	Response	positive (MS)	/
WT or in a team work if you're a person who likes to be with people enjoying meeting new people etc. so this is good job for you if you are person who likes to have or to travel to visit new places	Initiation	Informative (C)	Report
WT so this is suitable for you and the opposite so hours you have daily regular hours or you can work in weekends for example ok so this is the ideal job ok so we stop here and I will give you this exercise I told you about so write down some sentences here	Initiation + Initiation + Initiation	Informative (C) + Informative (C) + Directive (C)	Report Frame Mandative
WT ok you write the sentences	Initiation	Directive (C)	Order
WT so the question is it's all about vocabulary of job interview some of the words are written here on the board put the letter	Initiation	Directive (C)	Dictation
WT put the letter of the correct word put the letter of the correct word in the space in the space next to the sentence in the space next to the sentence so let's dictate the sentences here number one number one sentence number one I make sure I make sure the job I make sure the job is done correctly even in the small wage even in the small wage this is sentence number one	Initiation	Directive (C)	Dictation
WT I' ll make sure the job is done even in small wage number two I need to fill this out to fill f i l l to fill this out if I want to get a job if I want to get a job number three	Initiation	Directive (C)	Dictation

WT I need to fill this out if I want to get the job ok number three this is a special ability this is a special ability I have to help I have to help me do certain job	Initiation	Directive (C)	Dictation
WT I have to help me do a certain job number four I like to work with people I like to work with people number five something something I must have in order to take the job in order to take the job	Initiation	Directive (C)	Dictation
WT ok which number?	Initiation	Elicit (WS)	Clarify
WT six this is how this is how much money this is how much money I make in an hour number seven this is how much money I make in year this is how much money I make in year number eight number eight I don't have special education I don't have special education for this job but I have done the job before but I have done the job before ok? number nine I can work whatever hours my boss needs me to work I can work whatever hours my boss needs me to work number ten my boss	Response + Initiation	Positive (WS) Directive (C)	/ Dictation
WT yes needs me to work my boss number ten my boss can trust me to do a good job all the time my boss number ten my boss can trust me to do a good job all the time number eleven	Response + Initiation	Positive (WS) + Directive (C)	/ Dictation
WT can trust me do the job all the time number eleven I'm excited I'm excited about learning new things I'm excited I'm excited about learning new things number twelve I don't miss a lot of work because I make sure because I make sure I'm there when they need me	Initiation	Directive C)	Dictation
WT I make sure I'm there when they need me number thirteen number thirteen a person who might get a certain job a person who might get a certain job number fourteen any special training any special training or experience I have to help me do my job well to help me do my job well ok? so now we move to the letters words ok A the first word a letter a wage wage w a g e wage b b flexible flexible it is in the board	Initiation	Directive (C)	Dictation
WT yes it is here flexible number c eeeemm letter c letter c willingness it is on the board too willingness (pause) willingness d d attention to details attention to details ok e e reliable reliable r e l i a b l e reliable f f salary g candidate candidate h experience i requirement requirement j dependable dependable k customer service customer service l applicatiom m skill and the last one n qualifications so you put the write word in the write sentence you have five minutes to do the job OK	Initiation	Directive (C)	Dictation
WT yes now of course	Response	Positive (WS)	/

Appendix 5: Woman teacher talk to students (WT-S) (Lesson 2)

WT so we start yes you start please	Initiation (C) 	Directive Nomination (WS)	Mandative: Instruction /
WT (student name) will go the first one she's so excited	Response (WS)	Negative	
WT shshshsh stop talking	Initiation (C)	Directive	Warn
WT shshsh	Initiation (C)	Directive	Warn
WT ehm	Follow up (WS)	Back channel	
WT thank you your questions	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Commit
WT yes do you have questions yes yes please	Initiation (C)	Elicitation Directive (WS)	Commit Nomination
WT why did you choose the project the reason behind this	Follow up (WS)	Acknowledgement	Accept
WT eehm	Follow up (WS)	Backchannel	
WT you mean teachers educators	Initiation (WS)	Elicitation	Confirm
WT yes ok another question don't you have questions?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Commit
WT yes (student name)	Initiation (WS)	Nomination	
WT ehmm what are the results of your research?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT ok	Follow up (WS)	Acknowledgement	Accept
WT imaginary research	Follow up (WS)	Endorsement	Comment
WT in your area in your region	Initiation (WS)	Elicitation	Confirm

WT do you have competitors are there any kinder gardens schools in your region	Initiation (WS)	Eliciation	Inform: Genuine Q
WT and eemm so she has competitors what are you going to offer a new and better service in your kinder garden school	Initiation (WS)	Elicitation	Inforl: Genuine Q
WT they just keep them kinder gardens	Initiation (WS)	Elicitation	Confirm
WT yes eem ok no questions? (0.3) thank you (student name)	Initiation (C) Follow up (WS)	Elicitation Acknowledgement	Commit Accept
WT yes please	Initiation (WS)	Directive	Nomination
WT good morning	Response (WS)	Positive	
WT thank you yes so what's your view about this ideal school that eeem applying eem she is trying to join Islam eemm Islam eeem in education with sociology and psychology so do you see that this an interesting idea. It is an important idea	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Inform: Genuine Q
WT yes (student name)	Initiation (WS)	Directive	Nomination
WT it's private	Initiation (WS)	Informative	Report
WT good	Follow up (WS)	Endorsement	Positive
WT yes good another one	Follow up (WS) Initiation (C)	Endorsement Directive	Positive Commit
WT thank you another one another one yes (student name M)	Follow up (WS) Initiation (C)	Endorsement Elicitation Directive	Positive Commit Nomination
WT they are already	Follow up	Acknowledgement	Accept

	(MS)		
WT more scientific she's really ( ) to psychology and sociology	Follow up (WS)	Endorsement	Comment
WT yes (student name Afef)	Initiation (WS)	Directive	Nomination

WT   good
   another one
   yes
	Follow up (WS)
	Initiation (C)
		Endorsement
		Elicitation
		Directive (WS)
			Positive
			Commit
			Nomination

WT the western	Initiation (WS)	Informative	Clue
WT good yes (female student name)	Follow up (WS) Initiation (WS)	Endorsement Directive	Positive Nomination
WT good (female student name) and our children our youth are not to be blamed you know this is a whole policy	Follow up (WS)	Endorsement	Positive
WT this is ( ) of government you know our prime minister said that eeem we don't need any more literary eemm fields	Initiation (C)	Informative	Report
WT we should focus instead on scientific stream instead of literary stream because literary stream has no benefit	Initiation (C)	Informative	Report
WT so do you agree?	Initiation (C)	Elicitation	Agree
WT people in Asia people in Asia are really developing themselves why because they give such a great importance to the humanities	Initiation (C)	Informative	Report
WT we should first take care and consider the human before talking about technology so the human is our interest which is really which is the thing neglected and overlooked in our societies ok so we want to be a developed country but we are ignoring the most important element in the society which is the human ok so this is the prime minister and ( )is(.)	Initiation (C)	Informative	Report

WT yes there is a battle you know a battle is going on	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report
WT against against Islam here so it's really important you know to teach courses of sociology and psychology we are not going name them courses of sociology and psychology at least we give them an introduction and we relate those eeem topics to eem real life ok to make them practical courses because we really need education people are suffering and not only youth believe me the problem lies in old people	Initiation (C)	Informative	Report
WT more than youth because old people are producing youth ok so eeemm the majority are suffering from a crisis of identity here it's huge crisis of identity that as a postcolonial society we suffer from you know it's that dilemma as your friend said between imitating the westerners keeping our traditions and culture which is very difficult ok so thank you no questions? Yes	Initiation (C) Follow up (WS) Initiation (WS)	Informative Endorsement Directive	Report Positive Nomination
WT the location the geographical location	Follow up (WS)	acknowledgement	Accept
WT here in (city name) is it a big school a small school emm how many courses for example student can take per week yes and are there levels?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT yeees ahm	Follow up (WS)	Acknowledgement	Accept
WT ehm questions yes please	Initiation (C)	Elicitation Directive (WS)	Commit Nomination
WT investor yes investments so money the school needs money teachers instruments books etc the location so who will give you money	Follow up (WS) Initiation (WS)	Acknowledgement Elicitation	Accept Inform: Genuine Q

WT this is the location you know you have a location but for the materials for example and its tools of teaching etc	Follow up (WS)	Endorsement	Comment
WT ehm so you will take a loan from the bank	Initiation (WS)	Elicitation	Confirm
WT yes please	Initiation (WS)	Directive	Nomination
WT attend your school	Follow up (WS)	Backchannel	
WT yes yes	Follow up (WS) Initiation (WS)	Endorsement Directive	Positive Nomination
WT do you have a strategy to attract people to your school	Initiation (WS)	Elicitation	Inform: Genuine Q
WT what is your strategy	Initiation (WS)	Elicitation	Inform: Genuine Q
WT shshsh yes	Initiation (C)	Directive Directive	Advisive: Warn Nomination
WT the purpose is a noble purpose and a lot of people	Follow up (WS)	Acknowledgement	Comment
WT their children education yes good your name? Emm (student name) thank you yes	Follow up (WS) Initiation (WS) Initiation (WS)	Endorsement Elicitation Directive	Positive Inform: Genuine Nomination
WT good morning	Response (WS)	Positive	
WT ahm	Follow up (WS)	Back channel	
WT your ( )	Follow up (WS)	Acknowledgement	Repair
WT ahm	Follow up (WS)	Backchannel	
WT good	Follow up	Endorsement	Positive

	(WS)		
WT yes of course	Response (WS)	Positive	
WT well interesting gardening are you interested in gardening	Follow up (WS) Initiation (WS)	Endorsement Elicitation	Positive Inform: Genuine Q
WT all of you?	Initiation (C)	Elicitation	Confirm
WT we do not have gardens here GARDENS	Initiation (C)	Informative	Report
WT yes	Follow up (WS)	Acknowledgement	Accept
WT yes	Followw up (WS)	Acknowledgement	Accept
WT they agree ( ) people when eem I don't think so	Follow up (WS)	Endorsement	Comment
WT be careful no it's risky you know	Initiation (WS)	Directive	Advisive: Warn
WT is it a long video?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT well many programs in France where they where people ( ) call specialised persons in gardening to decorate their gardens and eem believe me it's a fantastic work	Initiation (C)	Informative	Report
WT the result is ( ) amazing (0.) it's really beautiful (0.) it's beautiful and helps to relax you know=	Initiation (C)	Informative	Report
WT a genius ( ) for relaxation you know	Initiation (C)	Informative	Report
WT I am really interested in this I told you	Initiation (C)	Informative	Report
WT yes as n idea it is really interesting idea	Follow up (WS)	Endorsement	Comment

WT fantastic so your questions	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Commit
WT yes	Initiation (WS)	Directive	Nomination
WT I agree yes	Follow up (WS)	Endorsement	Positive
WT not all of them please	Follow up (WS)	Endorsement	Comment
WT the majority the majority yes	Follow up (WS)	Acknowledgement	Accept
WT people when they plan to have house the last thing they think about is	Initiation (C)	Informative	Report
WT is having the garden they want large space many rooms but for a space to relax and eem well they don't care about this yes I believe eeem it's cultural you know this is cultural	Initiation (C)	Informative	Report
WT yes	Follow up (WS)	Acknowledgement	Accept
WT and it is good you know	Initiation (C)	Informative	Report
WT it's very good em to eat vegetables fresh vegetables an fruits from your garden it is healthy it is beautiful and eem	Initiation (C)	Informative	Report
WT we don't have garden yes I wish eemm	Follow up (WS)	Endorsement	Comment
WT yes (student name)	Initiation (WS)	Directive	Nomination
WT good	Follow up (WS)	Endorsement	Positive
WT yes	Follow up (WS)	Acknowledgement	Accept
WT I agree I strongly agree you know we love this thing but we don't have knowledge you know they s	Follow up(WS)	Endorsement	Comment

WT they eem we need knowledge we need someone who's specialised in this to teach us yes (student name)	Follow up (WS) Initiation (WS)	Endorsement Directive	Comment Nomination
WT and since here many people are imitating the westerners how they dress how they eat eem how how they eeem lot of things	Initiation (C)	Informative	Report
WT so we need to imitate them in gardening	Initiation (C)	Informative	Report
WT yes thank you your name?	Follow up (WS) Initiation (WS)	Endorsement Elicitation	Positive Inform: Genuine Q
WT ok yes please	Initiation (WS)	Directive	Nomination
WT thank you yes your questions	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Commit
WT good	Follow up (WS)	Endorsement	Positive
WT I agree	Follow up (MS)	Endorsement	Comment
WT yes	Follow up (WS)	Acknowledgement	Accept
WT well I don't think the problem lies in help services emergency services the problem lies in our culture it's culture driving is culture and we don't have this culture	Follow up (WS)	Endorsement	Comment
WT yes the problem lays in our Algerians our citizens you see them how they drive	Initiation (C)	Informative	Report
WT do you see how they drive?	Initiation (C)	Elicitation	Agree
WT and the problem is not only with youth ok	Initiation (C)	Informative	Report
WT who normally are excited the problem is even with old people who do not obey	Initiation (C)	Informative	Report

WT it is a culture but we don't have this culture the problem lies in people	Initiation (C)	Informative	Report
WT yes (student name)	Initiation (WS)	Directive	Nomination
WT yes very good what about this device you know this is technological advanced sophisticated device from where did you get this idea?	Follow up (WS) Initiation (WS)	Endorsement Elicitation	Positive Inform: GenuineQ
WT ( )	Initiation (WS)	Elicitation	Confirm
WT where?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT Germany	Follow up (WS)	Acknowledgement	Repair
WT yes	Follow up (WS)	Acknowledgement	Accept
WT ahm	Follow up (WS)	Backchannel	
WT ok no questions thanks ( ) next one next one one of you? yes	Initiation (C) Follow up (WS) Initiaion (C)	Elicitation Endorsement Directive	Confirm Positive Nomination
WT ahm	Follow up (WS)	Back channel	
WT ahm	Follow up (WS)	Back channel	
WT yes	Follow up (WS)	Acknowledgement	Accept
WT your questions	Initiation (C)	Elicitation	Commit
WT what is?	Initiation (WS)	Elicitation	Repeat
WT the new in your project	Initiation (WS)	Elicitation	Restating elicit

WT shshsh	Initiation (C)	Directive	Advisive: Warn
WT I agree yes	Follow up (WS)	Endorsement	Positive
WT yes so why this term extra large	Initiation (WS)	Elicitation	Inform: Genuine Q
WT and why why did you choose it	Initiation (WS)	Elicitation	Inform: Genuine Q
WT you want just to relate this business to magazine	Initiation (WS)	Elicitation	Confirm
WT to show that eem you may give ( ) served be qualified services	Initiation (WS)	Elicitation	Confirm

WT ( )yes
    any question no
    your name
	Follow up (WS)
	Initiation (C)
	Initiation (WS)
		Acknowledgement
		Elicitation
		Elicitation
			Accept
			Commit
			Inform

WT next one next one so I call	Initiation (C)	Elicitation	Commit
WT shshsh	Initiation (C)	Directive	Advisive: Warn
WT yes	Follow up (WS)	Acknowledgement	Accept
WT why are you studying	Follow up (WS)	Acknowledgement	Accept
WT shshsh	Initiation (C)	Directive	Advisive: Warn
WT yes your questions	Initiation (C)	Elicitation	Commit
WT ahm questions are you interested in this project	Initiation (C)	Elicitation	Inform: Genuine Q
WT why	Initiation (WS)	Elicitation	Inform: Genuine Q
WT we don't have what?	Initiation (WS)	Elicitation	Repeat

WT so why this project why did you choose cakes?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT because we don't have big shop for cakes	Follow up (WS)	Acknowledgement	Accept
WT you're specialised for wedding cakes	Initiation (WS)	Elicitation	Confirm
WT and you will deliver your eeem product to three wilayas here in Algeria	Initiation (WS)	Elicitation	Confirm
WT how are you going to deliver this product so you are living in (city name) yes and how can people from (city names) hear about it?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT yes so why why did you choose to extend your business from the very beginning why you don't start here in (city name) and then you'll gain popularity of course and extend your business why did you think about these long term goals before the short term ones what is your quality here do you think that people in(city name) are not interested in having cakes in making wedding cakes	Initiation (WS)	Elicitation	Inform: Genuine Q
WT I want her to answer not your answer this her project yes why people in (city names) and not people from your region you know when you talked about creating a business we said we want to create a business to solve problem in our environment yes so why did you think what makes you think of (three city names) and not here in (city name)	Initiation (WS) Initiation (WS)	Directive Elicitation	Mandative: Instruction Restating Elicit
WT aaa ok so as a short term goal you will start here then you will extend your business this is the idea	Initiation (WS)	Elicitation	Confirm
WT eem yes	Follow up (WS)	Acknowledgement	Accept
WT hhh I was not following	Initiation (C)	Joke	
WT today's cake ( ) flowers ( )there is really development	Initiation (C)	Informative	Report
WT today you know I had a student three years ago she was in this department her	Initiation (C)	Informative	Report

name is (name) I don't know if you know her and she is excellent you know			
WT she makes amazing cakes amazing wedding cakes she is professional	Initiation (C)	Informative	Report
WT you know it's easy to learn these things today because we have these programs Yes yes (student name)	Initiation (C) Initiation (WS)	Informative Directive	Report Nomination
WT YES	Follow up (WS)	Acknowledgement	Accept
WT thank you and the last one is the last one is (man student name)harry up we need to finish this today	Follow up (WS) Initiation (MS)	Endorsement Elicitation	Positive Commit
WT you can say same routine	Follow up (MS)	Acknowledgement	Repair
WT good	Follow up (MS)	Endorsement	Positive
WT and where is its location	Initiation (MS)	Elicitation	Inform: Genuine Q
WT good	Follow up (MS)	Endorsement	Positive
WT yes have you heard about this	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Genuine Q
WT about that park the dream as ( ) yes	Initiation (C)	Informative	Report
WT for ( ) hhh	Follow up (MS)	Endorsement	Comment
WT good	Follow up (MS)	Endorsement	Positive
WT very good ( )	Follow up (MS)	Endorsement	Positive
WT yes for the services you going to offer it's reasonable	Follow up (MS	Endorsement	Comment

WT yes I agree so the reasons behind his business are very clear there is a problem and he's solving this problem by finding this park but questions yes your questions very ambitious project because it's very big it's very large it needs money it needs people yes yes (male student name)	Follow up (MS) Initiation (C) Initiation (MS)	Endorsement Elicitation Directive	Comment Commit Nomination
WT you think because the space ( ) are imagining your park where exactly	Initiation (MS)	Elicitation	Inform: Genuine Q
WT yes I agree	Follow up (WS)	Acknowledgement	Accept
WT it's very touristic people are going there especially in winter and you know we don't have really qualified places to relax eeeem we don't have security s well	Initiation (C)	Informative	Report
WT (city name) is not really a dead city if we had principles and responsibles eeem will cover the needs of its citizens not really dead because we have a lot of good touristic eeem	Initiation (C)	Informative	Report
WT sites here in (city name) yes	Follow up (WS)	Acknowledgement	Accept
WT yes I agree so the money (male student name)	Follow up (WS) Initiation (MS)	Acknwoledgement Elicitation	Accept Inform: Genuine Q
WT will you take a loan from the bank do you have the money	Initiation (MS)	Elicitation	Inform: Genuine Q
WT there are investors	Follow up (MS)	Endorsement	Comment
WT she will be the investor	Follow up (MS)	Endorsement	Comment
WT yes	Follow up (WS)	Acknowledgement	Accept
WT a park?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT ahm so it's a project	Initiation (WS)	Elicitation	Confirm

WT questions	Initiation (C)	Elicitation	Commit
WT yes as a project it's very good yes for everybody for the investor for the customers=	Follow up (MS)	Endorsement	Positive
WT yes thank you (male student name)yes (female student name)the last one	Follow up (MS) Initiation (WS)	Endorsement Directive	Positive Nomination
WT yes	Follow up (WS)	Back channel	
WT thank you yes (male student name)	Follow up (WS) Initiation (MS)	Endorsement Directive	Positive Nomination
WT ahm	Follow up (MS)	Backchannel	
WT yes	Follow up (WS)	Acknowledgement	Accept
WT what do you mean by putting home notifications	Initiation (WS)	Elicitation	Clarify
WT yes so let's imagine this do we call you t ten o'clock for example and we say that we want eeem pasta for example for lunch and the ( ) of course of the meal eeem so eem we imagine you doing that job	Initiation (WS)		
WT alone			
WT yes you'll be the chief so are you the manager the chef what is your position	Initiation (WS)	Elicitation	Inform:Genuine Q
WT so you're the manager of the restaurant	Follow up (WS)	Endorsement	Comment
WT yes good	Follow up (WS)	Endorsement	Positive
WT WHAT'S?	Initiation (WS)	Elicitation	Repeat

WT the name of the restaurant	Follow up (WS)	Acknowledgement	Accept
WT no mad ( )	Follow up (WS)	Acknowledgement	Accept
WT ahm yes questions	Initiation (C)	Elicitation	Commit
WT the money	Follow up (WS)	Acknowledgement	Repair
WT so the prices are not cheap	Initiation (WS)	Informative	Report
WT yes good HOME DELIVERY the price of home delivery	Follow up (WS) Initiation (WS)	Endorsement Elicitation	Positive Inform: Genuine Q
WT so it depends	Follow up (WS)	Endorsement	Comment
WT there are a lot of people especially in Algeria would not have this culture of giving a tip so you do not rely on this	Initiation (WS)	Informative	Report
WT you need to include the price of home delivery in the dish you know	Initiation (WS)	Informative	Report
WT yes? WT no questions	Initiation (WS) Initiation (C)	Elicitation Elicitation	Repeat Commit
WT thank you (student name) so did you bring your topics	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Inform: Genuine Q

Appendix 6: Woman teacher talk to students (WT-S) (Lesson 6)

Utterance	Head Act	Primary Class	Subclass
WT so we are going to see emm another lesson in ( ) of course this lesson is about vocabulary at the hotel the vocabulary you need when you book a room in a hotel okay so this sounds easy for you because you did not experience this but believe me for not eem making a reservation for a non native speaker is a challange okay because you are going to hear words that	Initiation (C)	Informative	Frame
WT that they look not familliar okay we will try to cover many words many new words today	Initiation (C)	Informative	Frame
WT you'll watch three videos then will have an exercice the exercice will have a title exercice that you will see in exams and it's filling the gaps based on the listening emm and students told me that it's not something new you are used to have listening in oral expression exams	Initiation (C)	Informative	Frame
WT good	Follow up (WS)	Endorsement	Positive
WT yes so here the guest of course the guest is the person who comes at a hotel to make reservation or to another term another term for making reservation is?	Initiation (C)	Elicitation	Inform: Display Q
WT to book a room to book a room yes so the guest here comes and eemm he is in front of what? the reception or or? another term the reception the desk helper this term you have seen this before yes so and he is making?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT he is check in yes so we have new terms new vocabulary what are the new words we have seen?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT the registration book yes	Follow up (WS)	Acknowledgement	Accept

WT the key card the key card or the keys	Follow up (WS)	Acknowledgement	Accept
WT yes	Initiation (WS)	Directive	Nomination
WT to check in so what is to check in? you have seen check in in a	Initiation (C)	Elicitation	Inform
WT yes what what do you check in in in the airport?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT in the airport	Responce (WS)	Positive	/
WT the passport so you check in your luggage to check in your package and you confirm information on your passport and ticket while in a hotel you check in	Follow up (WS) Initiatiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT your room you confirm your reservation	Follow up (WS)	Acknowledgement	Accept
WT sorry and this reservation was made through what?	Initiation (C)	Elicitation	Inform: Display Q
WT yes?	Initiation (WS)	Elicitation	Repeat
WT yes online or or?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT or by phone or?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT through a travel agency very good okey	Follow up (WS)	Endorsement Elicitation	Positive Inform:

so you go to the desk ( ) to the reception and you confirm your reservation okey so what are the questions asked during the checking process?	Initiation (C)		Display Q
WT do you have a reservation yes I have a reservation the next question	Follow up (WS) Initiation (C)	Acknowledgement	Accept
WT Under what name good yes then	Follow up (WS)	Endorsement	Positive
WT to sign in the registration book yes then?	Follow up (WS)	Acknowledgement	Accept
WT good time of booking time eemm good durity of the stay okey in other videos we have this question and their departure for exemple yes and then the guest has the right to ask some questions what are the questions?	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Inform: Display Q
WT the location information about the location yes location he is it intersted in what? as a guest he is interested in what you are guest	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT and you are new in this town you are interested in shops shops restaurants cofees	Follow up (WS)	Acknowledgement	Accept
WT yes the view views the beautiful view the sea the( )okay yes what else? things that are not in this video things as a guest you are interested to have in a hotel yes	Follow up (WS) Initiation (C) Initiation (WS)	Acknowledgement Elicitation Directive	Accept Inform: Genuine Q Nomination
WT the food	Follow up (WS)	Acknowledgement	Accept
WT the pool good swimming pool yes there are hotels that have swimming pools	Follow up (WS)	Endorsement	Positive
WT yes yes in a room or that common communal one yes	Follow up (WS) Initiation	Endorsement Directive	Positive Nomination

	(WS)		
WT yes entertainment shops yes	Follow up (WS) Initiation (WS)	Acknowledgement Directive	Accept Nomination
WT ehm internet connexion ehm ( )	Follow up (WS)	Acknowledgement	Accept
WT yes okay so let's see another video	Initiation (C)	Directive	Mandative: Instruction
WT so our guest has made a reservation by phone and he was asked ask some questions what are the questions by phone yes	Initiation (C)	Elicitation	Inform: Display Q
WT room yes ahm ahm yes	Follow up (WS) Initiation (WS)	Acknowledgement Directive	Accept Nomination
WT yes how long you will be staying with us?	Follow up (WS)	Acknowledgement	Accept
WT (WS name)	Initiation (WS)	Directive	Nomination
WT the size of the room yes	Follow up (WS)	Acknowledgement	Accept
WT so after making the reservation of course making the reservation by phone the most important question is the day of arrival and departure the duration of the stay	Initiation (C)	Informative	Report
WT yes the type of room is it a single bedroom it is a case	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report
WT yes double room it depends so once you make the reservation by phone by e-mail through a travel agency you go your day on your day of arrival you go to the desk ( ) to the reception to check in	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report

yes check it means that you confirm your reservation and you take your keys okay you take the keys or the key			
WT card the key card to have access to your room okay so what are the questions the guest asks while he is or she's checking yes you	Follow up (WS) Initiation (C) Initiation (WS)	Acknowledgement Elicitation Directive	Accept Inform: Display Q Nomination
WT ehm	Follow up (C)	Backchannel	
WT yes	Follow up (WS)	Acknowledgement	Accept
WT anyway so he asks for the food	Follow up (WS)	Endorsement	Comment
WT he asks for the gym he asks for	Follow up (WS)	Acknowledgement	Accept
WT yes the laundry ahm	Follow up (WS)	Acknowledgement	Accept
WT and the desk ( ) asks him whether he wants smoking or non smoking room	Follow up (WS)	Acknowledgement	Accept
WT a single or a double room yes	Follow up (WS)	Acknowledgement	Accept
WT the breakfast and dinner yes time	Follow up (WS)	Acknowledgement	Accept
WT the size of the room I said single or double bed yes	Follow up (WS)	Acknowledgement	Accept
WT the laundry service	Follow up (WS)	Acknowledgement	Accept
WT to fill in the form yes you need to fill in the form	Follow up (WS)	Acknowledgement Elicitation	Accept Inform:

and in the form what do we have?	Initiation (C)		Display Q
WT the name	Follow up (WS)	Acknowledgement	Accept
WT yes the number of the flight date	Follow up (WS)	Acknowledgement	Accept
WT good lets see the last video	Follow up (WS) Initiation (C)	Endorsement Directive	Positive Mandative: Instruction
WT thank you for watching so we have seen very useful expressions for a non native speakers	Initiation (C)	Informative	Recapitulate
WT you know that might look basic but it's not really basic because as you see non native speakers are not used to hear such expressions as give me an example as?	Initiation (C) Initiation (C)	Informative Elicitation	Report Inform
WT ( )	Follow up (WS)	Acknowledgement	Accept
WT breaking up	Follow up (WS)	Acknowledgement	Accept
WT ( )	Follow up (WS)	Acknowledement	Accept
WT yes breaking up breaking up yes so here do you agree that spelling your name on the phone can be a challenge for non native non native speakers?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Agree
WT yes	Follow up (WS)	Acknowledgement	Accept
WT and numbers as well good so she had asked him about what? she had asked him some questions yes	Follow up (WS) Initiation	Endorsement Elicitation	Positive Inform:Display Q

	(WS)		
WT under what name of course you start with name	Follow up (WS)	Acknowledgement	Accept
WT and then?	Initiation (WS)	Elicitation	Inform: Display Q
WT she asks him about his name and then	Follow up (WS) Initiation (WS)	Acknowledgement Elicitation	Accept Inform: dispaly Q
WT the way of making reservation yes	Follow up (WS)	Acknowledgement	Accept
WT then the number of credit card and then the expiry date of the cridit card yes	Follow up (WS)	Acknowledgement	Accept
WT yes ehm and then?	Initiation (C)	Elicitation	Inform: Display Q
WT she realised that there has been a mistake in the system and as a result this guest is not really booked the day he wants so she?	Initiation (C)	Elicitation	Inform: Display Q
WT upgrade upgrades him in or to a spa suit yes and when she made that exchange that change he asks about something	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT what difference the difference the rate is there a difference?	Follow up (WS) Initiation (WS)	Acknowledgement Elicitation	Accept Inform: Display Q
WT free of charge yes ehm yes that's all that are all the questions there is something	Follow up (WS) Initiation (WS)	Acknowledgement Informative	Comment Clue
WT yes when she rate when she checked the information she said that we have no ( ) which means that there is no?	Initiation (WS)	Elicitation	Inform: Display Q

WT no room okey so ( )is room yes so this is the conversation well we move to ehm vocabulary so you write all the vocabulary we have seen and things we haven't seen on the video	Follow up (WS) Initiation (C)	Acknowledgement Informative	Comment Frame
WT So write with me	Initiation (C)	Directive	Mandative: Instruction
WT the joining rooms bagage	Response (WS)	Positive	
WT amnities a m n i t i e s	Response (WS)	Positive	
WT to book to check in to check out ( )	Response (WS)	Positive	
WT bellboy yes b e double l boy	Response (WS)	Positive	
WT book booked yes hostel hotel manager house keeping swimingpool king size bed kitchenette	Response (WS)	Positive	
WT kitchenettes	Response (WS)	Positive	
WT yes	Initiation (WS)	Directive	Nomination
WT I will read I will read them and explain word by word okey	Response (WS)	Positive	
WT they charge ( ) luggage card maximum capacity motels ( ) rate reservation room service single bed sofabed the weekend balley the queue and the last one workout room workout room so write down your words and then we will explain them	Initiation (C) Initiatoin (C)	Directive Directive	Dictation Mandative: Instruction
WT So concerning the presentation I hope that this week so bring me your written form this week okay yes on Wednesday two pages written in a correct clear organized clean okay way two pages you summarize your project yes the project you have presented and	Initiation (C)	Directive	Mandative: Instruction

Let's see a make I m planning a makeup session make up sessions yes and with you I have only two sessions so let's see your free time when will you be free this week? This week? give me your time table yes give me your time table from Sunday to Thursday	Initiation (C)	Elicitation	Inform: Genuine Q
WT yes	Response (WS)	Positive	
WT this is when you study	Initiation (WS)	Elicitation	Confirm
WT from 9.00 to 14.00 pm	Initiation (WS)	Elicitation	Confirm
WT I think it's not suitable Sunday yes so Monday	Follow up (WS)	Acknowledgement	Comment
WT from nine to to eleven yes so Monday you have Monday from so I will take many sessions and see with the administration you know because we have problem of rooms so will see Monday from 9 :30to 11:00 yes and Tuesday	Initiation (C)	Informative	Frame
WT okey so let's see are there new words you have seen on the board	Initiation (C)	Elicitation	Inform: Genuine Q
WT new?	Initiation (WS)	Elicitation	Confirm
WT yes all of them?	Initiation (WS)	Elicitation	Inform: Genuine Q
WT few?	Initiation (WS)	Elicitation	Confirm
WT most of them	Follow up (WS)	Acknowledgement	Accept
WT yes the same thing as the previous group so lets start with the joinning rooms so what are the joining rooms from the word the joining	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Comment Inform: Display Q
WT two rooms that are bordered together by what? by one door okey	Follow up (WS)	Acknowledgement	Comment

	Initiation	Elicitation	Check
WT we have we have a lot of homes have this kinds of rooms	Initiation (C)	Informative	Report
WT yes amenities amenities so what are the amenities? when you go and you make a reservation you usually ask the desk ( ) about the amenities which means the local facilities like stores like super markets like shops like restaurants in the area of the hotel	Initiation (C)	Informative	Report
WT amenities stores shops restaurants in the area where the hotel is situated you know a lot of people are new in this town and they don't have emm information about the scores the shops ect so you ask for amenities yes	Response (WS)	Positive	
WT attractions yes many tourists go to particular town for attractions like parks like museums like gardens	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report
WT okey baggage	Initiation (C)	Elicitation	Inform: Display Q
WT luggage bags your bags ok	Follow up (WS)	Acknowledgement	Accept
WT bed and breakfast bed and breakfast you know bed and breakfast it's not the way you think bed and breakfast it is a sort of home home that serves bed and breakfast it's cheap it's a sort of a cheap hotel ok so it is called bed and breakfast there are no other services only bed and breakfast no dinner no( ) no laundry	Initiation (C)	Informative	Report
WT it's not motel in motel we find dinner for example we find other services but this is strictly bed and breakfast okey	Follow up (WS)	Acknowledgement	Repair
WT and it is called like this bed and breakfast bellboy who is the bellboy? we have seen this word in a conversation	Initiation (WS)	Elicitation	Inform: Display Q
WT yes who helps you to carry your luggage yes yes	Follow up	Acknowledgement	Accept

and you need to give him what?	(WS) Initiation (WS)	Elicitation	Inform: Display Q
WT yes to book to book to book to make reservation	Follow up (WS) Initiation (C)	Acknowledgement Informative	Accept Report
WT to arrange your stay in the hotel booked booked I am afraid that the hotel is booked	Follow up (WS)	Acknowledgement	Accept
WT yes very good 'brochure' 'brochure' we have seen this yes in translation	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Inform: Display Q
WT it's about what it's about sites of amenities attractions tourists all the guest needs okey especially people who are new in a town	Initiation (C)	Informative	Report
WT yes	Follow up (WS)	Acknowledgement	Accept
WT 'brochure' it's a kind of a catalogue ehm catalogue yes it's a kind of catalogue that contains all information services sites of attractions its restaurants	Initiation (C)	Informative	Report
WT parks amenities of attraction check in check in	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT you go to the front desk and you confirm your reservation and you take your keys or your key card ok check out	Initiation (C) Initiation (C)	Informative Elicitation	Report Inform: Display Q
WT it's when you're going to leave it's to return back the key and?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT and take the bill yes Complemantary?	Follow up (WS)	Acknowledgement Elicitation	Accept Inform:

	Initiation (C)		Display Q
WT Complemantary things are things that are free of charge things that you find in a room you can use free like soap like shampoo towels ( ) etc and you know when you go to the luxerious hotels you find a lot of brands yes so you can ( ) your salary	Initiation (C)	Informative	Report
WT yes damage charge damage charge	Initiation (C)	Elicitation	Inform: Display Q
WT if you broke something yes you pay for yes you need to pay the damage charge deposit	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT half price to make sure that this is your room	Initiation (C)	Informative	Report
WT yes this is the deposit yes deposit	Follow up (WS)	Acknowledgement	Accept
WT yes yes yes it is	Follow up (WS)	Acknowledgement	Accept
WT so we are trying to escape Arabic but no way	Initiation (WS)	Informative	Expressive
WT double bed double bed so it's a bed for two people	Initiation (C)	Informative	Report
WT yes floor floor	Initiation (C)	Elicitation	Inform: Display Q
WT good the flat desk the front desk it's the desk in front of the reception	Follow up (WS) Initiation (C)	Endorsement Informative	Positive Report
WT yes the geust the geust it's the person who's stayin in the hotel hostel hostel	Follow up (WS) Initiation (C) Initiation (C)	Acknowledgement Informative Elicitation	Accept Report Inform: Display Q
WT we usually find youth hostel	Initiation (C)	Informative	Clue

WT 'auberge auberge' hostel so it's a type of cheap hotel where you do not expect	Initiation (C)	Informative	Report
WT many services okey 'un auberge' in every town we have hostel	Initiation (C)	Informative	Report
WT it's very cheap usually for young people who like to mix up with others	Initiation (C)	Informative	Report
WT there is no privacy yes hotel manager? so the hotel manager is the one who who's in charge housekeeping house keeping the mate the mate responsible for cleaning the house cooking food exetra indoor pool the indoor pool?	Follow up (WS) Initiation (C) Initiation (C)	Acknowledgement Informative Elicitation	Accept Report Inform: Display Q
WT yes where the guests can swim the inn the inn	Follow up (WS) Initiation (WS)	Acknowledgement Elicitation	Accept Inform: Display Q
WT the inn yes it's a hotel it's another term for a hotel	Response (WS)	positive	
WT cheap no well it's not very cheap hotel it's a hotel it's emm one of the ( ) of a hotel yes king size bed	Response (WS) Initiation (WS)	Positive Elicitation	 Inform: Display Q
WT extra large very large Kitchenette from?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT kitchen which means that some rooms have an area for cooking small fridge for example kitchenette late charge late charge	Follow up (WS) Initiation (C) Initiation (C)	Acknowledgement Informative Elicitation	Accept Report Inform: Display Q

WT so normally you check out at eight oclock today but you are late you went to the front desk at twelve so you need to pay the late charge	Initiation (C)	Informative	Report
lineage lineage the lineage things you find in your bed on your bed like?	Initiation (C)	Elicitation	Inform: Display Q
WT pillow sheet blankets ok the lobby	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT lobby so please if I hear one Arabic word this means you' ll be excluded okay I mean it because I have warned you is that clear?	Initiation (WS)	Directive	Mandative: Threat
WT so lobby the lobby	Initiation (C)	Informative	Clue
WT that fixed the free space it's a large open area in front of a hotel	Initiation (C)	Informative	Report
WT ok luggage card we have seen this word in airport it's? we have seen this in airport	Initiation (C)	Elicitation	Inform: Display Q
WT so what	Initiation (C)	Elicitation	Restating Elicit
WT it's a device yes it's a machine yes that helps you to carry your bagage maximum capacity?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Comment Elicit: Inform
WT well the desk ( ) tells you the maximum capacity of this room is two people	Initiation (C)	Informative	Clue
WT so no more than two people are allowed in this room yes motels	Initiation (C) Initiation (C)	Informative Elicitation	Report Informative

WT yes small hotels that are cheaper cheaper ofcourse parking pass it's a piece of paper yes that you give to a person you will know the name of the person here to park your car yes pay per-view movie it's the amount of money you pay to watch movies in your rooms and rate it's the cost of renting a room the cost of renting a room reservation yes so we request to save a room in a hotel room service room service?	Follow up (WS) Initiation (C) Initiation (C)	Acknowledgement Informative Elicitation	Accept Report Inform: Display Q
other services? sauna or sawna it's a lake where guests can relax and it is field with what ?	Initiation (C)	Elicitation	Inform: Display Q
WT with steam very good single bed	Follow up (WS) Initiation (C)	Endorsement Elicitation	Positive Inform: Display Q
WT it's a bed for one person sofa bed	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT good it is a sofa that could be contrasted into a bed yes	Follow up (WS)	Endorsement	Positive
WT it's a? ( ) room it's an adjective ( ) yes ( ) free valet the valet or the valet	Initiation (WS) Follow up (WS) Initiation (C)	Elicitation Acknowledgement Elicitation	Repeat Repair Inform
WT no it is a person a person who parks your car ok?	Follow up (WS)	Endorsement	Negative
WT the person who parks your car the vend machine	Response (WS) Initiation (C)	Positive Elicitation	/ Inform: Display Q
WT we have vending machine here	Initiation (C)	Informative	Clue

WT yes the view	Initiation (C)	Elicitation	Inform: Display Q
WT from your window wake up part	Follow up (WS)	Acknowledgement	Accept
WT it is the morning corn that some guests ask to have okey so you have an appointement at seven o'clock and you ask them to give you a wake up part at 7o'clock so the workout room is?	Initiation (C) Initiation (C)	Informative Elicitation	Report Inform: Display Q
WT the gym it's the gym good now you have all the vocabulary so write the conversation and then we listen and you fill in the gaps	Follow up (WS) Initiation (C)	Acknowledgement Directive	Accept Instruction
WT have you finished writing?	Initiation (C)	Elicitation	Confirm
WT so you present during your presentation on Wednesday so let's hear the conversation it sounds fast but then it's very simple	Initiation (C)	Directive	Frame
WT is it clear for everyone?	Initiation (C)	Elicitation	Check
WT so this is the conversation fill in the gaps it takes two minutes	Initiation (C)	Directive	Mandative: Instruction
WT yes so let's correct	Initiation (C)	Directive	Mandative: Instruction
WT yes	Initiation (WS)	Directive	Nomination
WT yes	Follow up (WS)	Acknowledgement	Accept
WT Tom? you said Tom there is no Tom	Follow up (WS)	Endorsement	Negative
WT he said thanks for coming brade hotel how may I help you?	Follow up	Acknowledgement	Comment

	(WS)		
WT where is Tom	Follow up (WS)	Acknowledgement	Comment
WT any way the second one yes	Initiation (C) Initiation (WS)	Elicitation Directive	Commit Nomination
WT I'd like to rent a room how much would you charge me	Follow up (WS)	Acknowledgement	Accept
WT how much?	Initiation (WS)	Elicitation	Repeat
WT how much do you charge a night how much do you charge a night third our prices?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Repair Commit
WT numbers	Initiation (WS)	Informative	Clue
WT seventy nine dollars seventy nine dollars? a night seventy nine dollars a night for standard room yes ahm then yes	Initiation (C) Initiation (C) Initiation (WS)	Informative Elicitation Directive	Report Commit Nomination
WT are you coming in what day are you coming in and he said?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Accept Inform: Display Q
WT I will be checking in August third and then she asks him yes (WS name)	Follow up (WS) Initiation (C) Initiation (WS)	Acknowledgement Elicitation Directive	Accept Inform: Display Q Nomination
WT good how many days do you need a room for	Follow up (WS)	Endorsement	Positive

WT	I need it for three days three nights for three nights okey I have you come in on?	Follow up (WS) Initiation (C)	Acknowledgement Elicitation	Repair Inform: Display Q
WT	the third of august the third august ehm	Follow up (WS)	Acknowledgement	Positive
WT	and checking out on the sixth and checking out on the sixth which means leaving on the six	Initiation (C)	Informative	Report
WT	is that correct?	Follow up (WS)	Acknowledgement	Accept
WT	yes then how many?	Initiation (C)	Elicitation	Inform: Display Q
WT	how many total adults how many total adults? b two?	Initiation (C) Initiation (C)	Informative Elicitation	Report Inform: Display Q
WT	two adults and two kids two adults and two kids	Follow up (WS)	Acknowledgement	Repair
WT	ten and twelve	Follow up (WS)	Acknowledgement	Accept
WT	would you like one room or two rooms	Follow up (WS)	Acknowledgement	Accept
WT	just one is fine good	Follow up (WS)	Endorsement	Positive

Appendix 7: Women students talk to man teacher (WS-MT) (Lesson 1)

Utterance	Head Act	Primary Act	Subclass Act
FS ( )	Response		
SFS syllables	Response	Positive	
FS strongest	Follow up	Backchannel	
SFS yes	Response	Positive	
SFS sensitivity	Follow up	Backchannel	
SFS vi	Follow up	Backchannel	
SFS yes	Response	Positive	
SFS DAdy	Response	Positive	
SFS yes	Response	Positive	
SFS no	Response	Positive	
FS no	Response	Positive	
FS there are some points ( )	Response	Positive	
FS which one	Initiation	Elicitation	Clarify
FS TWO	Response	Positive	
SFS two	Response	Positive	
FS two syllables	Response	Positive	

SFS CEN TER	Response	Positive	
FS CEN TER	Response	Positive	
FS CEN	Response	Positive	
SFS CEN TER	Response	Positive	
FS CEN	Response	Positive	
FS CEN	Response	Positive	
SFS CEN TER	Response	Positive	
SFS YES	Response	Positive	
FS yes cen ter	Response	Positive	
FS NO	Response	Positive	
FS CENter	Response	Positive	
FS the second	Response	Positive	
FS we have second	Response	Positive	
FS center	Response	Positive	
FS CEnter	Response	Positive	
FS sir	Initiation	Requestive	Permission
FS CENT er	Response	Positive	
FS cent er	Response	Positive	

FS the third	Response	Positive	
SFS er	Response	Positive	
SFS CENTER	Response	Positive	
FS er	Follow up	Backchannel	
SFS ( )	Response	Positive	
FS ( )	Response	Positive	
FS ()	Response	Positive	
FS NO	Response	Positive	
SFS ce	Reponse	Positive	
FS NO	Response	Positive	
FS ( ) 'je pense'	Response	Positive	
FS sir ( )	Response	Positive	
FS because there is no eemm in English word that ( )	Response	Positive	
FS that comes with this syllable	Response	Positive	
FS syllable	Response	Positive	
SFS aaa cluster	Follow up	Acknowledgement	
FS tree	Follow uo	Backchannel	
FS could you repeat it please	Initiation	Elicitation	Repeat

SFS	yes	Response	Positive	
SFS	yes	Response	Positive	
FS	w	Follow up	Backchannel	
SFS	more than	Follow up	Backchannel	
FS	no	Response	Positive	
FS	v and d	Follow up	Backchannel	
FS	paper	Follow up	Backchannel	
SFS	yes	Response	Positive	
FS	(cards)	Follow	Backchannel	
FS	weakest	Follow up	Backchannel	
SFS	T	Response	Positive	
FS	si	Response	Positive	
SFS	( )	Response	Positive	
SFS	yes	Response	Positive	
FS	sen	Response	Positive	
SFS	t	Response	Positive	
SFS	sen	Response	Positive	
FS	t	Response	Positive	

FS four	Response	Positive	
SFS four	Follow up	Backchannel	
SFS yes	Response	Positive	
FS yes	Response	Positive	
SFS T	Follow up	Backchannel	
SFS SEN	Response	Positive	
SFS yeah	Response	Positive	
SFS yeah	Response	Positive	
SFS sure	Response	Positive	
FS yes	Follow up	Backchannel	
SFS yes	Response	Positive	
FS half ( )	Response	Negative	
SFS two	Response	Positive	
SFS four	Follow up	Backchannel	
SFS yes	Response	Positive	
SFS yes	Response	Positive	
FS ( )	Follow up	Backchannel	
SFS yes	Response	Positive	
SFS yes	Response	Positive	
FS syllable	Follow up	Backchannel	
FS YES	Response	Positive	
FS penoli	Response	Positive	
FS ( )	Response	Positive	

FS ( )	Response	Positive	
SFS before the second	Response	Negative	
FS BEFORE THE LAST ONE	Response	Positive	
FS penultimate	Response	Positive	
FS the last one	Response	Positive	
FS before the last	Response	Positive	
FS before the last	Response	Positive	
SFS ( )	Follow up	Backchannel	
FS yes	Follow up	Backchannel	
SFS =yes	Response	Positive	
SFS yes	Response	Positive	
FS stress	Follow up	Backchannel	

FS meaning	Follow up	Backchannel	
FS no	Response	Negative	
SFS yes	Response	Positive	
FS ( )	Initiation	Elicitation	Clarify
SFS ( )	Follow up	Backchannel	
SFS yes	Response	Positive	
FS yes	Response	Positive	
FS rules	Follow up	Backchannel	
FS YES	Response	Positive	
SFS YES	Response	Positive	
SFS yes	Response	Positive	
SFS yes	Response	Positive	

FS ( )	Follow up	Backchannel	
FS yes	Response	Positive	
FS ( )	Follow up	Backchannel	
SFS first	Response	Positive	
FS power	Follow up	Backchannel	
FS no	Response	Negative	
FS no	Response	Negative	
FS could you repeat sir	Initiation	Elicitation	Repeat
FS could you repeat	Initiation	Elicitation	Repeat
SFS hhhhh	Follow up	Backchannel	
FS syllable	Follow up	Backchannel	
FS sir ( )	Initiation	Elicitation	Inform: Genuine question

SFS ( )	Response	Positive	
SFS on the second	Response	Positive	
FS sir	Initiation	Requestive	Permission
FS ( )	Initiation	Elicitation	Inform: Referential question
FS yes	Response	Positive	
FS not the one on the left	Response	Positive	
FS ( )	Initiation	Informative	Report
FS no	Response	Negative	
FS last noun	Response	Positive	
FS yes	Response	Positive	
FS the first	Initiation	Informative	Report
FS syllable	Response	Positive	

FS1 no "كيشغل" ( ) the first syllable	Response	Positive	
FS1 the short eeemm	Response	Positive	
FS1 secondary	Response	Positive	
FS honey	Follow up	Backchannel	
FS monkey donkey	Initiation	Informative	Report
FS vowel	Follow up	Backchannel	
FS on the first	Response	Positive	
FS yeah	Response	Positive	
SFS yes	Response	Positive	
FS three	Follow up	Backchannel	
FS NOUN	Response	Positive	

FS	yes	Response	Positive
FS	three	Follow up	Backchannel
FS	consonant	Follow up	Backchannel
FS	or more consonants	Follow up	Backchannel
FS	not yet	Response	Negative
FS	not yet	Response	Negative
FS	yeah	Response	Positive
SFS	yeah	Response	Positive
FS	YES	Response	Positive
SFS	NO	Response	Positive
FS	yes	Response	Positive
FS	it become clear	Response	Positive

FS yes	Response	Positive	
FS yes	Response	Positive	
FS the second	Response	Positive	
FS yes	Response	Positive	
FS first	Response	Positive	
FS no	Response	Negative	
FS ME	Response	Positive	
FS ( ) no under	Response	Positive	
FS the syllabic nouns and adjectives the second potato and emm potato	Response	Positive	
FS no emm	Response	Negative	
FS the first	Response	Positive	

SFS consonants	Follow up	Backchannel	
SFS YES	Response	Positive	
SFS yeah	Response	Positive	
FS what?	Follow up	Backchannel	
FS NO	Response	Positive	
FS ( )	Initiation	Elicitation	Clarify
FS emm potato and quantity POTATO AND QUANTITY	Response	Positive	
SFS hhhhh	Follow up	Backchannel	
FS yes in mtv	Response	Positive	
FS YES	Follow up	Backchannel	
FS ter	Follow up	Backchannel	
FS ter	Follow up	Backchannel	

FS short vowel	Response	Positive	
FS short vowel	Response	Positive	
SFS yes	Response	Positive	
FS long vowel	Response	Positive	
FS yes	Response	Positive	
FS se	Follow up	Backchannel	
FS yes	Response	Positive	
FS eemm children	Response	Positive	
FS emm the right to keep the children	Response	Positive	
SFS cus	Response	Positive	
FS short vowel	Response	Positive	

FS short vowel	Response	Positive	
FS short vowel	Response	Negative	
FS vowel	Response	Negative	
SFS yes	Response	Positive	

Appendix 8: Women students talk to man teacher (WS-MT) (Lesson 2)

Utterance	Head Act	Primary class	Subclass
SWS ( )syllable	Response	Positive	
SWS hhhh	Follow up	Endorsement	Positive
WS we saw it	Response	Positive	
WS 'no no no'	Response	Negative	
WS yes	Response	Positive	
WS we saw it	Response	Positive	
WS the agreement ( )	Response	Positive	
SWS ( )	Response	Positive	
SWS no	Response	Positive	
SWS yes	Response	Positive	
WS shift	Follow up	Backchannel	
WS yes	Response	Positive	
WS derivative	Response	Negative	
WS derive	Response	Negative	
WS derivative	Response	Negative	
SWS derivative ((different pronunciations))	Response	Negative	

SWS derivative ((different pronunciations))	Response	Negative	
WS derivative	Response	Positive	
WS aaa derive	Response	Negative	
WS it's not i	Initiation	Informative	Report
WS biblical ((wrong pronunciation))	Response	Negative	
SWS nutural	Follow up	Backchannel	
WS competitive	Follow up	Backchannel	
WSs extreme extremity	Response	Drill	
WSs derive derivative	Response	Drill	
WSs bible biblical	Response	Drill	
WS type typical ((wrong pronunciation))	Response	Drill	
WSs type typical	Response	Drill	
WSs wise wisdom	Response	Drill	
WS knowing	Response	Negative	
WSs know knowledge	Response	Drill	
WSs nation national	Response	Drill	

WSs defiant defiantry	Response	Drill	
WSs compare comparative	Response	Drill	
WSs declare declarative	Response	Drill	
WSs drama dramatise	Response	Drill	
SWS hhh	Follow up	Endorsement	Positive
SWS yes	Response	Positive	
WS assumption	Follow up	Backchannel	
WS presumption	Follow up	Backchannel	
WS yes	Response	Positive	
WS ( )	Response		
WS ignition	Response	¨Positive	
SWS no	Response	Negative	
SWS yes	Follow up	Backchannel	
WS yes	Response	Positive	
WS yes	Response	Positive	
SWS describe description descriptive	Response	Drill	

SWS hhhhh	Follow up	Endorsement	Positive
WS repeat repetitive	Response	Drill	
WS e	Response	Negative	
WS the second	Response	Positive	
WS yes	Response	Positive	
WS hhhh	Follow up	Endorsement	Positive
WS really	Initiation	Elicitation	Inform:Genuine Q
WS NO	Response	Positive	
SWS no	Response	Positive	
WS yes	Follow up	Endorsement	Positive
SWS yes	Response	Positive	
WS again	Follow up	Back channel	
WS ( )	Follow up	Endorsement	Comment
SWS yes	Response	Positive	
SWS yes	Response	Positive	
SWS yes	Response	Positive	
WS again	Follow up	Backchannel	

WS to improve	Follow up	Backchannel	
SWS yes	Response	Positive	
WS yes	Response	Positive	
SWS spa?	Initiation	Elicitation	Inform: Ginuine Q
WS =give up	Follow up	Backchannel	
SWS recount recount	Response	Drill	
SWS REcount recount	Response	Drill	
WS resign	Response	Drill	
WS PERFECT	Follow up	Backchannel	
WS prefix	Response	Positive	
WS NO	Response	Negative	
WS yes	Follow up	Acknowledgement	
WS present and present	Initiation	Informative	Report
WS used and useful	Initiation	Informative	Report
WS 'not yet'	Response	Negative	
WS they take?	Initiation	Elicitation	Repeat

WS they take?	Initiation	Elicitation	Repeat
SWS they take?	Initiation	Elicitation	Repeat
WS the majority	Initiation	Elicitation	Confirm
WS yes	Response	Positive	
WS yes	Response	Positive	
WS yes	Response	Positive	
WS subway	Response	Drill	
WS COdriver	Response	Drill	
WSs hypertext	Response	Drill	
WSs interface	Response	Drill	
WSs interchange	Response	Drill	
WSs interplay	Response	Drill	
SWS hhhh	Follow up	Endorsement	Positive
WSs subsection	Response	Drill	
WSs subtext	Response	Drill	
WSs subsoil	Response	Drill	

WSs supermarket	Response	Drill	
WSs superstructure	Response	Drill	
WSs supermodel	Response	Drill	
WSs coeducation	Response	Drill	
WSs cooperate	Response	Drill	
SWS coexist	Response	Drill	
WSs hyperactive	Reeponse	Drill	
SWS hypersensitive	Response	Drill	
WSs hypercritical	Response	Drill	
WSs interchangeable	Response	Drill	
WSs interactive	Response	Drill	
SWS subconscious	Response	Drill	
SWS supernatural	Response	Drill	
SWS superimpose	Response	Drill	
SWS underline	Response	Drill	
WS 'I don't understand'	Initiation	Elicitation	Clarify
SWS yes	Response	Positive	

SWS hhhh	Follow up	Endorsement	Positive
WS to break	Response	Positive	
WS 'break'	Response	Positive	
WS space time	Response	Negative	
WS to escape	Response	Positive	
WS relieved	Response	Positive	
WS yes	Response	Positive	
SWS yes	Response	Positive	
WS to live and live on	Follow up	Endorsement	Comment
WS the meaning doesn't change at all	Response	Positive	
WS stressed	Response	Positive	
WS of	Follow up	Backchannel	
WS yes	Response	Positive	
WS yes	Response	Positive	

Appendix 9: Woman students talk to man teacher (Lesson 3)

Utterance	Head Act	Subclass	Further clss
WS eight syllabus	Response	Positive	
WS two syllabus	Response	Positive	
WS three	Response	positive	
WSs two	Response	Positive	
WS eight syllabus	Response	Positive	
WSs two	Response	Positive	
WSs two vowels	Response	Positive	
WSs two	Response	Positive	
WS one	Response	Positive	
WS one	Response	Positive	
WS two	Response	Positve	
WS one	Response	Positive	
WS vowel	Response	Positive	
WS tra	Follow up	Backchannel	
WS yes	Response	positive	
WS c tra	Response	Positive	

WS Two	Response	Positive	
WS no	Response	Positive	
WS no	Response	Positive	
WS vowel	Response	Positive	
WSs vowel	Response	Positive	
WS yes	Follow up	Acknowledgement	Accept
WSs yes	Follow up	Acknowledgement	Accept
WS yeah	Follow up	Backchannel	
WS syllables	Follow up	Backchannel	
WS consonant	Follow up	Backchannel	
WS cluster	Follow up	Backchannel,	
WSs consonants	Follow up	Backchannel	
WS what's the coda	Initiation	Elicitation	Inform : Dis Q
WSs miss ( )	Response	Positive	
WSs no	Response	Negative	
WSs yes	Response	Positive	

WS no	Response	Negative	
WS may be not ( ) these terms	Follow up	Endorsement	Comment
WSs no	Response	Positive	
WS coda	Follow up	backchannel	
WSs opposite	Response	Positive	
WS yes	Response	Positive	
WSs nucleus	Follow up	Backchannel	
WS the second one	Follow up	Backchannel	
WSs no	Response	Negative	
WS yes two	Response	Positive	
WSs two	Response	Positive	
WS extra	Response	Positive	
WSs ex tra	Response	Positive	
WSs ex and tra	Response	Positive	
WS yes so emm	Response	Positive	
WS ext ra	Resposne	Positive	

WS	ec	Response	Positive
WS	no	Response	Positive
WS	stra	Response	Positive
WS	ex tra	Response	Positive
WS	yes	Response	Positive
WS	I think ex tra	Response	Positive
WS	incorrect	Follow up	Backchannel
WS	cluster	Follow up	Backchannel
WSs	cluster	Response	Positive
WS	three consonants	Response	Positive
WS	two	Response	Positive
WS	two consonants or more	Response	Positive
WSs	four	Follow up	Backchannel
WS	yes	Response	Positive
WSs	yes	Response	Positive
WS	we have four consonants	Response	Positive
WSs	we have four	Resposne	Positive

WS in the onest	Response	Positive	
WS the onset	Response	Positive	
WS maybe	Response	Negative	
WS yes	Response	Positive	
WS no the coda	Response	Positive	
WS syllabic ( )	Response	Positive	
WS onset contains four	Response	Positive	
WS flue	Response	Positive	
WS flue	Response	Positive	
WS flour	Response	Positive	
WS flame	Response	Positive	
WS fly	Response	Positive	
WSs hhhh	Follow up	Endorsement	Positive
WS valentine	Response	Positive	
WS slowly	Response	Positive	
WSs slowly	Response	positive	

WSs hhhh	Follow up	Endorsement	Positive
WS slave	Response	Positive	
WSs hhhhh	Follow up	Endorsement	Positive
WS no	Response	Negative	
WS no	Response	Negative	
WS yes	Response	Positive	
WS yes	Response	Positive	
WSs yes	Response	Positive	
WS text	Follow up	Backchannel	
WS yes	Response	Positive	
WS yes	Response	Positive	
WSs yes	Response	Positive	
WS yes	Follow up	Backchannel	
WSs yes	Response	Positive	
WS yes	Response	Positive	
WS rubish	Follow up	Backchannel	
WS street	Follow up	Backchannel	

WS possible	Follow up	Backchannel	
WSs yes	Response	Positive	
WSs hhhh	Follow up	Endorsement	Positive
WS stress is an extra voice when pronouncing a particular word or syllable	Response	Positive	
WS no	Response	Positive	
WS stress is an extra voice when pronouncing a particular word or syllable	Response	Positive	
WS is any of information provided ( )	Response	Positive	
WS yes	Response	Positive	
WSs hhhh	Follow up	Endorsement	Positive
WS yes	Response	Positive	
WS yes	Response	Positive	
WS increased	Follow up	Backchannel	
WS yes	Response	Positive	
WS "wait a minute"	Initiation	Requestive	
WS accuracy yes	Response	Positive	
WS "auditory"	Response	Positive	

WS in this?	Initiation	Elicitation	Repeat
WS highlighted	Follow up	backchannel	
WS than the	Initiation	Elicitation	Repeat
WS of	Initiation	Elicitation	Repeat
WS e?	Initiation	Elicitation	Repeat
WSs yes	Response	Positive	
WS yes	Follow up	Backchannel	
WS we saw it	Initiation	Informative	Report
WS see that stress	Initiation	Elicitation	Repeat
WS would you go slow	Initiation	Requestive	
WS and?	Initiation	Elicitation	Repeat
WSs terminology	Response	Positive	
WS terminology	Response	Positive	
WS sorry	Initiation	Elicitation	Repeat
WS by the word?	Initiation	Elicitation	Repeat
WS prominent	Initiation	Elicitation	Repeat
WS for pragmatic?	Initiation	Elicitation	Repeat

WS yes	Follow up	acknowledgement	Accept
WSs hhh	Follow up	Endorsement	Positive
WS yes	Follow up	Acknowledgement	Accept
WSs hhhh	Follow up	Endorsement	Positive
WS yes	Follow up	Acknowledgement	Accept
WS ( ) ((answering the teacher))	Response	Positive	
WS what you said	Response	Positive	
WS feeling what does it mean	Response	Negative	
WS someone love	Response	Positive	
WS the opposite	Response	Positive	
WS so its sarcasm	Initiation	Elicitation	Confirm
WSs yes	Follow up	Acknowledgement	Accept
WSs hhhh	Follow up	Endorsement	Positive
WSs yes	Response	Positive	
WSs yes	Response	Positive	

Appendix 10: Women students talk to Woman teacher (WS-WT) (Lesson 1)

Utterance	Head Act	Primary class	Subclass
WS ( ) correct the plans and emm i make emm	Response	Positive	
WS no miss emm she she teach me how to correct and emm	Response	negative	
SWS no	Response	positive	
SWS get?	Initiation	Elicitation	Clarify
WS the experience	Response	positive	
WS the skill	Response	positive	
WS a job	Response	positive	
WS ( )	Response	negative	
WS miss have enough time to meet your friend or	Response	negative	
WS1 she's out	Initiation	Informative	Report
WS2 she is out	Initiation	Informative	Report
WS yes	Follow up	Acknowledgement	accept
WS she is a good friend	Initiation	Informative	Report
WS to find a job!	Response	negative	

WS choose the right job for you	Response	positive	
WS to know what is your field and emm	Response	Positive	
SWS yes	Follow up	Acknowledgement	Accept
WS we have to wait the opportunity	Response	positive	
WS emm to emm miss competition	Response	positive	
WSs yes	Follow up	Acknowledgement	accept
WS experience	Response	Negative	
SWS yeah	Follow up	Acknowledgement	accept
WS1 between the boss and emm	Response	Positive	
SWS and the ( )	Response	Negative	
WS he will be asked questions	Response	positive	
SWS about ( ) skills.	Response	Positive	
WS his skills	Response	Positive	
WS his experience	Response	Positive	
WS career	Response	Positive	
WS the importance of job for him	Response	Positive	

WS what make him choose this	Response	Positive	
SWS yes	Response	Positive	
WS proficient	Initiation	Informative	Report
WS concept	Initiation	Informative	Report
WSs yes	Response	Positive	
WS Miss?	Initiation	Requestive	Permission
WS eem sorry, attention? detail?	Initiation	Elicitation	Clarify
WS requirements and	Initiation	Elicitation	Clarify
WS eeem the last one	Response	positive	
WSs two	Response	positive	
WS professional, educational	Follow up	Backchannel	
WS yourself	Follow up	Backchannel	
WSs yes, yeah, no	Response	Positive	
WS before	Follow up	Backchannel	
WS to know which information he should mention	Initiation	informative	Report
WS about it	Follow up	Backchannel	
WSs that related to the job	Response	Positive	

WSs yeah, yes	Follow up	Backchannel	
WS could you tell me something about yourself?	Response	Positive	
WS could you tell me eeem or could you describe yourself?	Response	Positive	
WS could you describe your personality treats?	Response	Positive	
WS may I ask how old are you?	Response	Positive	
WS can you eemm describe yourself briefly	Response	Positive	
WS could you tell me about eemm your education and about yourself?	Response	Positive	
WS Miss Miss	Initiation	Requestive	Permission
WS can you describe your personality	Response	Positive	
WS tell me a little about your your university background	Response	Positive	
WS ( )	Response	Negative	
WS about the name	Response	Positive	
WSs age	Response	Positive	
WS were they married	Response	Positive	
WS family obligations	Response	Positive	
WS yes	Follow up	Backchannel	

WS aaa Miss	Initiation	Requestive	Permission
WS maybe eeem talk about eeemm why why why may he choose this job?	Response	Negative	
WSs educational background	Follow up	Backchannel	
WS question	Response	Positive	
WS MISS	Initiation	Requestive	Permission
WS tell me something about your education	Response	Positive	
WS which university you studied and why you chose this	Response	Positive	
WS have you ever studied out of the university (.) yes	Response	Positive	
WS Miss	Initiation	Requestive	Permission
WS tell me about your formal education	Response	Positive	
WS did your education helped you with this work?	Response	Positive	
WS how was your experience in the university you have chose?	Response	Positive	
WS have you finished your studies?	Response	Positive	
WS how your education helps you in your position?	Response	Positive	
WS how was your experience there?	Response	Positive	
WS I graduated about two months ago and eeemm	Response	Positive	

WS my eemm my education helped helps me to learn about the society and eemm know what if eeem lot of business tips to get eeem to get a job	Response	Positive	
WS and eeemm I m new in the domain and eeemm why I'd like to have this job because I have a good diplome marks in my diplome and I am the first in my class so (laugh)	Response	Positive	
WS this is ( )	Follow up	Comment	
WS I have graduated from Washington's college	Response	Positive	
WS and I eeem I have a diploma in political eeem	Response	Positive	
WS science	Follow up	Backchannel	
WS science and I work	Response	Positive	
WS no and I have worked for six years in hotel managements and I wish to get this job	Response	Positive	
WSs yes	Response	Positive	
WS I was a major in my university and I have experience in teaching eemm in private education	Response	Positive	
WS private school and I know how pupil behave so I hope	Response	Positive	
WS Miss	Initiation	Requestive	Permission
WS I learned a lot about teaching tips in my university	Response	Positive	
WS it helps	Follow up	Comment	
WSs yes	Follow up	Backchannel	

WS even from our teachers itself himself	Initiation	Informative	Report
WSs yeah	Follow up	Backchannel	
WSs keep professional	Response	Positive	
WS candidate	Follow up	Backchannel	
WS specific	Initiation	Informative	Report
WS your skills	Response	Positive	
WS the educational background	Response	Positive	
WS awards the experience you have	Response	Positive	
WS awards that you may have	Response	Positive	
WSs yes	Follow up	Backchannel	
WS work hard	Response	Positive	
WS love challenge	Response	Positive	
WS I am serious	Response	Positive	
WS I am dedicated to job to work	Response	Positive	
WSs ( )			
WSs yes ((laugh))	Follow up	Backchannel	

WS for her	Follow up	Backchannel	
WS chose the right words	Follow up	Backchannel	
WS Miss	Initiation	Requestive	Permission
WS I can put rules in my class and I will be dominating little bit	Response	Positive	
WS little bit	Response	Positive	
WS eeemm like if I put my rules	Response	Positive	
WS yes in my class there is no noise in my sessions if no one will respect my rules he will be out and eemm	Response	Positive	
WS yes	Response	Positive	
WS I' like attract their attention for example use technology for studies watching videos making to involve them more	Response	Positive	
WS give them five minutes to talk	Response	Positive	
WS to talk			
WSs yes	Follow up	Backchannel	
WS keep it professional			
WSs suits, related	Follow up	Backchannel	
WS organize your	Response	Positive	

WSs yes	Follow up	Backchannel	
WS don't mention ( )	Response	Negative	
WSs yeah	Follow up	Backchannel	
WS challenge	Response	Positive	
WS hard	Response	Positive	
WS to be trained	Response	Positive	
WS ( )	Response	Positive	
WS no to be or to have experience that you have dealt with the children before	Response	Negative	
WS to be patient	Response	Positive	
WS polite Miss	Response	Positive	
WS should made research about the kids eemm nee	Response	Positive	
WS yes	Response	Positive	
WSs the experience	Response	Positive	
WSs the skills	Response	Positive	
WSs applying the job	Response	Positive	
WS tell me about the job experience	Response	Positive	

WS	how do you describe your job experience yes	Response	Positive	
WS	tell me about your past work's history	Response	Positive	
WS	tell me about your previous job yes	Response	Positive	
WS	which companies were you working ( )	Response	Positive	
WS	what was your experience in your previous job?	Response	Positive	
WS	it was really a good experience I had in my previous job	Response	Positive	
WS	because I am an ambitious person I mean	Response	Positive	
WS	it was beneficial experience I got promoted twice eeemm I left because I want to work with higher company to meet new people	Response	Positive	
WS	big	Follow up	Backchannel	
WS	or I deserve more than this	Initiation	Informative	Report
WS	do you have any skill that may help you in your work?	Response	Positive	
WS	what special skill do you have	Response	Positive	
WS	MISS	Initiation	Requestive	Permission
WS	what skills you have that help you to get this job	Response	Positive	
WS	I can deal with people easily	Response	Positive	
WS	MISS	Initiation	Requestive	Permission

WS I'm very good in computer as much time need and good in ( )	Response	Positive	
WS I can speak English and Japanese	Response	Positive	
WS good in selling	Response	Positive	
WS selling	Response	Positive	
WS ( )	Response	Positive	
WS no	Response	Positive	
WS as you perfectly work individually or	Initiation	Informative	Report
WS ( )	Initiation	Elicitation	Repeat
WS I have to help?	Initiation	Elicitation	Repeat
WS ( )	Initiation	Elicitation	Repeat
WSs six	Response	Positive	
WS needs me?	Initiation	Elicitation	Repeat
WS can trust me?	Initiation	Elicitation	Repeat
WS I make sure?	Initiation	Elicitation	Repeat
WS written on the board Miss	Initiation	Informative	Report
WS now?	Initiation	Elicitation	Inform

Appendix 11: Woman students talk to Woman teacher (WS-WT) (Lesson 2)

Utterance	Head Act	Primary Class	Subclass
SWS yes	Response	Positive	
WS we start miss?	Initiation	Requestive	Permission
WS madam	Initiation	Requestive	Permission
WS I am going to talk about my topic which is (hhh) which is I am going to talk emmm about my topic which is about opening creche as you know there are a lot of creches ( )but I ( )something about( )for instance they do not care about the( )emm	Initiation	Informative	Report
WS also they do not look in their job ( )and eemm they are more ( ) into the field of children also parents complain about the distance they cannot take their children eemm everyday eemm(hhh)they stick to older ( ) or ( )so I have been thinking about that to make a special ones I wanted to be unique eemm can make new ( ) new bruches and all that is for children and parents to be more happy and comfortable in their minds and I would like to build I would like to build generation based on values and ethics and eemm ethics like in Japan that's why I adore this project so if you asking yourselves why I have chosen this name CCE child care excellence the slogan is beautiful place to go is eeeem eeemm is to drive our clients attention and easier to memorise so the location it's not easier to like oh to open a creche you should have a large a lot of budget so I have to take a loan from the bank and loan from some of my friends eem also this project will be a in the city center close to the public facilities in order to facilitate the process of going to it the area will be 1400 meter it will consist of more eem ( )means and every mean contain( )chalk to play and draw for children also three ( ) for administrative service in addition to that it will has bathrooms for males and females equipped with all cleaning tools wipes soaps eemm disinfectant against microbe and baby diaper for the special care and I will teach them how to clean themselves in all cases this creche will be equipped with a window kitchen eeem especially for babies as you know babies means eeem every two hours babies eemm needs milk or something to eat eem that's why eem the kitchen is basic nursery also ( ) for eem parents after that eem I will cont eem it will contains a big garden equipped with all toys including the city of games for eem them I will make efforts to provide this garden by sand and planting grasses to ovoid chock chockes ( ) as much as possible to protect them from the sun but inside there will be a room to practice a light exercise eemm one exercise and will teach them the rules of playing for instance eem	Initiation	Informative	Report

football basketball since the childhood to eeem show them the importance of being more active and healthy there is also a rule to teach them the Islamic religion we will encourage them to memorise the Koran and make gifts for those who memorise it we will also			
WS teach them how to pray in order to grow on Islamic values also room for foreign languages room for computer how to use it and a room to teach the ( )finally I will make effort to bring specialised teachers and equipment of children and before I forget the price will be ((writes on the board))for babies from 6 months to 12 months	Initiation	Informative	Report
WS and for kids 1 2 3 and for kids from two years to five years and eeem the salary will be eem 30000 Dinar eem for the teachers so at the end I eemm would to say the aim of this project is to establish and create a good generation and a small advice you should love your business to keep going with it thanks for listening	Initiation	Informative	Report
WS yes eemm because eeemm miss actually I have eeem a problem	Response	Positive	
WS when my eeem my sister ( )crèche emm and they did not do anything for example when we gave her food or something eem they eat it	Response	Positive	
WS yes and they do not eem change eem	Response	Positive	
WS the diapers and they are not eemm	Response	Positive	
WS well emm equipped and qualified	Response	Positive	
WS miss	Initiation	Requestive	permission
WS miss I found eemm I made a research ( ) and I found eemm miss from imagine	Response	Positive	
WS I found that eemm	Response	Positive	
WS yes (hhh)	Response	Positive	
WS it's good miss	Response	Positive	

WS yes	Response	Positive	
WS yes	Response	Positive	
WS I eem will eem ( ) in (3 names of the cities) they do not care about children eemm especially for education eemm ethical	Response	Positive	
WS yes	Response	Positive	
WS welcome	Follow up	endorsement	Positive
WS miss	Initiation	Requestive	Permission
WS eemm before I start to speak about my topic I give you a short introduction emm so in ( ) a lot of schools are interested in teaching the modules that are eemm the scientific module and the historical one and other like geography and so on this paper are so important as far as we need more focus on the module that have relation with our Islamic religion eemm a negative side of the past ( ) we study Shariaa just eemm( ) session in the week and if eem some of us choose it a branch at the university we study it in order to get a diploma and find a job in addition to small schools eeem which eem only teach Koran eemm from this idea(0.3) eemm our public school did not eem neglect only the Islamic side but also there is another side which is missing in our system this side is sociology and psychology so from this I decided to open private school under the name of ideal school based on teaching Shriaa in addition to sociology and psychology in this school I will give a big importance to external and internal appearance of the school from the essential materials ( ) the materials also I provide the school with a place for relaxing surrounded by different kinds of flowers and plants eem in addition to study this school care about the environment and passing time in doing entertainment so an open place for eating and practicing and the different sports by joining fittings in addition to competitions and ( ) and giving gifts for winners in order to make enjoyment and show that our religion Islam is not against this idea ((turning the paper)) this would accept people from all educational levels from different ages and each member should have a personal logo under this school and should pay 2000 dinar in order to attend the course eemm I gother between Shariaa and sociology at this ( ) because I believe in the human who is the most important part in the life so each one of us should or need to learn these modules in orded to learn ( ) and improve our behaviour eemm so to face all these problem in our daily life we need to ( ) more emphasis to our Islamic religion ( )contains more details about our life eemm Islam help us to know our principals and ethics especially ethics and how we should deal with a mother a father a husband wife and how to raise our children according to the rules of Islam also it help us to know how to be patient strong and successful person and I like sociology and psychology eemm this help us to	Initiation	Informative	Report

understand our feeling act ( ) and the way of dealing with other person without without problems like hearting each other because of misunderstanding eem in addition to take care of each other this will help you to have strong personality by being hopeful ambitious person eemm this will also can help working mother to bring their kids to here instead of letting them in kinder gardens to waste a lot of time in playing or those who are obsessed with technology so we need to reduce the use of internet and return back to our simple way of teaching with an experienced teacher who ca lesson help and why not to solve your problems also we give you the advice and convince you to be in the right way so from the beginning we need to be to raise our children in the Islamic environment in order to take pure ethics and ( ) from it to obtain a better society			
WS yes	Response	Positive	
SWS yes it is important	Response	Positive	
WS yes I see it is important sometimes we forgot about our Islam and get away from our religion so it is good to find a school but public school	Response	Positive	
WS a private school to to eem make up children there that goes to drugs	Response	Positive	
WS so it's eemm	Response	Positive	
WS very motivating	Response	Positive	
WS miss	Initiation	Requestive	permission
WS it's great idea cause we need to learn how to apply our Islam in real life so this might help us to achieve it	Response	Positive	
WS actually it is good idea cause eem this is what we are in need in our days eemm lots of us are eemm	Response	Positive	
WS are far from those ( )we are just imitate eemm	Response	Positive	
WS the westerns yeah=	Follow up	Acknowledgement	Accept
WS I think it is very interesting because eem as we know the world generation nowadays is suffering from a morals corruption we are paying attention to science to other sub ( ) and we are forgetting the	Response	Positive	

important thing since we are Muslim people so we should pay attention more to such thing that we are going to really need ( )			
WS yes	Follow up	Acknowledgement	Accept
SWS yes	Follow up	Acknowledgement	Accept
WS yes	Follow up	Acknowledgement	Accept
SWS no	Response	Positive	
SWS yes	Follow up	Acknowledgement	Accept
WS ( )			
WS ( )			
WS against Islam	Follow up	Backchannel	
WS yes	Follow up	Acknowledgement	Accept
WS here in (city name)	Response	Positive	
WS eeem I want to separate classes eemm for girls and boys	Response	Positive	
WS eeemm also the days eeemm different eemm two days for girls and two days for boys eeem the other maybe for children	Response	positive	
WS eeemm we have our house eemm so I use it and maybe eemm	Response	Positive	
WS take a loan	Response	Positive	
WS yes	Response	Positive	
WS miss	Initiation	Requestive	Permission

WS I take eemm experienced teachers who really eemm attract eemmm	Response	Positive	
WS miss	Initiation	Requestive	Permission
WS miss the purpose behind this project is attractive eeemm to go to this .private school	Initiation	Informative	Report
WS yes there are a lot of parents who care a lot for their children	Follow up	Acknowledgement	Accept
WS I would like to introduce my ( ) which is gardening well I love nature and I am crazy about it so gardening is the appropriate work for me WS all people here are ( )to which is very important that it is good for wider party it is great from its inside hiding from the ( ) stress and depression so my job is eemm my job is to build and design different grounds around their houses gardening can be done outside house it can be done in schools hospitals museums etc but for me I work only for schools and eem houses eemm (0.3) I'm going to going to work with my assistant which is the which is the expert in agriculture I will decorate houses with eem artificial plants ( ) and many flowers and different types of trees I'll make it more comfortable and based on their desires and eeem as any gardener needs tools I will use those tools to diy the soil it includes eeem a hoes a water can basket a hose a trowel and a wheelbarrow then this will be my symbol	Initiation	Informative	Report
WS of my visit card my visit card and my company and ( ) go green because green is the dominant colour in nature then I post my advertisement in eeem in public place gardens walls in street in restaurant where so much people gathered in one place and eem I'll start in my home town (name of the town) where my father is going to help me buying all the materials and eeem the tools and the social media of course will be my last choice	Initiation	Informative	Report
WS finally I can say my gardening can go totally green and green together	Initiation	Informative	Report
WS emm I have video if you don't mind	Initiation	Requestive	Permission
SWS yes	Response	Positive	
SWS yes	Response	Positive	
SWS ( )			
WS we don't have gardens and eem miss	Follow up	Acknowledgement	Accept
WS miss	Initiation	Requestive	Permission

WS ( )			
WS ( )for the garage	Initiation	Informative	Report
WS and room for guests	Initiation	Informative	Report
WS the video is about the same idea I can use it for my job	Initiation	Informative	Report
WS no	Response	Positive	
SWS yes	Follow up	Backchannel	
SWS yes	Follow up	Backchannel	
WS I have emm emm	Initiation	Informative	Report
WS yes	Follow up	Acknowledgement	Accept
WS it's a comment	Initiation	Informative	Report
WS emm I really like her idea it's a ( ) to wake up in the morning and see eeem that beautiful view and flowers to give you the energy to study=	Initiation	Informative	Report
WS yes it's something new here we have garden because all houses in Algeria they miss gardens they all have eeem	Initiation	Informative	Report
WS yeah the	Follow up	Acknowledgement	Accept
WS ( )			
WS the garden	Follow up	Backchannel	
WS ( )gardening about forests and mountains	Follow up	Endoresement	Comment
WS ( )			

WS yes miss	Follow up	Acknowledgement	Accept
WS we have garden miss in our house	Initiation	Informative	Report
WS we have gardens in our house	Follow up	Acknowledgement	Repair
WS miss	Initiation	Requestive	Permission
WS I loved her presentation a lot because today as Muslim eeem in our Algeria of course we are gaining this culture a lot because many houses have gardens but we don't use them for example I love gardening I was in love for gardening and eemm	Initiation	Informative	Report
WS in my house we have garden so I was planning to have some plants but it didn't work like this so it's amazing to have someone who's expert at this	Initiation	Informative	Report
WS we will call him at this stage we will call him because we are really in need for this culture ( )	Initiation	Informative	Report
WS yes	Follow up	Backchannel	
WS her presentation is very interesting her project eem because last year I remember that we did a presentation about eem the difference between American and British culture and eem it was mentioned that eem it is mentioned that under the British culture they have special decoration for their houses and gardening is one of them so it is eemm supposed to be of a eemm	Initiation	Informative	Report
WS a culture so I think it is ( )	Initiation	Informative	Report
SWS yes (hh)	Follow up	Acknowledgement	Accept
WS yes	Follow up	Acknowledgement	Accept
WS (her name)	Response	Positive	
WS MISS	Initiation	Requestive	Permission
WS I will start with a small introduction that may help you to guess my project so eem the world the world today has changed a lot comparing to the last years with changes eemm changing facilities came	Initiation	Informative	Report

as we know technology has developed and ( ) a lot and as we know cars are the most popular means of transportation eeem also they are an amazing invention yet everything has its risks so in the recent years the number of accidents that's new ( )4000 victims per year and this project will be under the name of ((writing on the board))my project name is			
WS yes and it is accompanied with a logo where is hope there is a new life eeem I know most of you are wondering about eeem what does it mean hope and what's its relation with accidents well hope is a sim card that only exists in vehicles i.e. it's a technology which contains a mobile phone with a sim card designed to transmit location eem the vehicles location to emergency services in the event of crash besides that this device which is a mobile phone will contain a sos button which is ( ) this technology will ( ) with gps sensor gps means global positioning system this system will send the precise location of the car in the event of the crush of course how eem how does this technology work the sim card will automatically activated when the accident just happens an it will send the location as I said before of the accident without waiting for someone to call the emergency services or inform them eeem if you noticed that in eeem the normal conditions where someone do a does a eem accident we are eem he waits for someone who witnessed this eeem to call emergency service eeem this sim card will automatically activated as I said and eem it has a relationship with the air bags when they are deployed to be activated with certain technology eem now about the sos button the sos button is related to the sim card allows the driver to call the emergency services quickly but in this case the driver is the one who press this button eeem and the difference here for example eemm in this case the driver is the one who must press this button before the accident happens i.e. if the driver felt that there is something wrong in this car and he can't control it anymore at least he can raise his hand and press the button and send his location eem now you are all wondering about the benefits of this project=	Initiation	Informative	Report
WS so I wanna you to imagine a situation to eem know or realize the benefits from it imagine yourself driving a car in a eem an isolated area or you are stuck in a remote control road and suddenly you lost the control of your car and of course it's an isolated area where there is no one to help you yes so what will you do? Here from the situation you can eem you can realise the benefits of this technology because it help you it helps you to call eem the emergency services without waiting for someone to call	Initiation	Informative	Report
WS yeah eeem I wanna add that the interior minister states that the government spends above one billion to cover the damages of eeem accidents so I eeem so the government can reduce such huge amount of money to eeem	Initiation	Informative	Report
WS yeah to save many lives by speaking up emergency services response sign eeem finally for answering eem the question of who will invest my project or will work on my project it's obvious tha the government is the best investor because I don't think so eem any eem any one can give eemm WS	Initiation	informative	Report

can give such huge amount of money I don't think they have eem this money eemm and about the workers the answer is in our colleges there we will find so many young talented people such as electronic and mechanic engineers who all what they want is the chance to show their capacities and this project is the perfect chance for them to explode their talents and save hundreds of many lives in other hand this project is also may reduce the problems ( ) other ( )			
WS it's great idea because as we know Algeria placed in the first places in car accidents	Initiation	Informative	Report
WS in the world we put so many lives every year eem because the help eem services don't get in time making eem	Initiation	Informative	Report
WS yes	Follow up	Acknowledgement	Accept
SWS yes	Response	Positive	
SWS yes	Response	Positive	
WS ( )			
WS obey	Follow up	Backchannel	
WS madam	Initiation	Requestive	Permission
WS actually I eem I thought about this idea to present it to eem you today but what I made my researches I found that the European world eeem has already eem did bout this project	Response	Positive	
WS yes they decided to apply it at maybe in next year in 2018	Response	Positive	
WS eem I think in German	Response	Positive	
WS yes they eeem they want to apply it in eem BMW	Response	Positive	
WS the new version	Initiation	Informative	Report
WS SO I think if we brought technology from them or at least we can try to do this eem this technique technology it will be original	Initiation	Informative	Report

WS hello I am going to talk about my future business today which is about underwear and ( ) for women eem	Initiation	Informative	Report
WS his name is ((writing on the board)) I choose this name from eem a big magazine from America for women of course eeem and it is eem and it is very short and ( ) to find in eem social media account or eem something like that as it is eem interesting eem mainly eem I select this job for many reasons of course the first one is to collect money by simple way without much effort and eem the second thing is eeem my job are directed eeem for only women and my employees eeem they will only women and eemm so there will be more control eeem to job and not be shy to ask about size or anything related to this private	Initiation	Informative	Report
WS the price will be eem I said before will be for the underwear and eem but but it will ( ) for eem for eeem the perfume since they are eeem	Initiation	Informative	Report
WS original ( )the location eeem will be in the center of the city of (city name) because it's a big city with huge population	Initiation	Informative	Report
WS and it is eeem it is touristic somehow my family promised eem promised that they would help me to establish my own project and eem they provide me eem to cover all my financial fees actually they loved the idea and very excited for it yet that would happen after I finish my studies eemm according eem ( )this uses also the media accounts and ask help from friends and family to invite new people maybe I do eeem have party and that's all	Initiation	Informative	Report
SWS miss miss	Initiation	Requestive	Permission
WS I think the new about her idea is make women feel more comfortable and ( ) in her body instead of trying to transform them	Initiation	Informative	Report
WS it's her customer	Initiation	Informative	Report
WS I like eem that ( )	Response	Negative	
WS it's more comfortable she said ( )	Initiation	Informative	Report
WS for me I don't like ( )	Initiation	Informative	Report

WS ( ) there a lot of women who( ) to buy some clothes miss	Initiation	Informative	Report
WS miss eem xl is a magazine in America	Response	Positive	
WS I know this magazine and eeem	Response	Positive	
WS she wants to express her idea	Initiation	Informative	Report
WS yes	Response	Positive	
WS (student name)	Response	Positive	
WS cakes first of all marriage cakes is a big shop containing two parts wedding cakes and birthday cakes eem I start my business in cooperation with my brother who brings goods for me and I make cakes and ( ) under this time I create a facebook page and youtube channel in order to achieve eem ( )	Initiation	Informative	Report
WS and after developing this work I buy big shop to work in this shop will contain two stages the first stage is eem for wedding cakes and the second one will be for birthday cakes it will be the biggest shop ever eeem it will make cakes for everyone depending on their money then I develop it and divide it into different places (names of three Algerian cities)eem well I know that you're asking what is special about my shop my shop is the only shop which make healthy cakes and ( ) to eem the costumers eeem finally I hope you like my project	Initiation	Informative	Report
WS miss	Initiation	Requestive	Permission
WS MISS	Initiation	Requestive	Permission
WS there is ( ) contain sugar for ( ) old people or	Initiation	Informative	Report
SWS yes	Response	Positive	
WS we don't have ( )	Response	Positive	
WS eeem because we haven't big shops	Response	Positive	
WS yes	Response	Positive	

WS yes	Response	Positive	
WS I said I will create a facebook page and a youtube channel	Response	Positive	
SWS we are interested	Initiation	Informative	Report
WS I start here and later I extend	Response	Positive	
WS yes	Response	Positive	
WS it's great idea because miss when we take eem cake of 1980's we find it the same of today	Initiation	Informative	Report
SWS yes	Follow up	Acknowledgement	Accept
WS well I think it's good idea because eem in outside let's say U.S it's huge ( ) to pick a cake	Initiation	Informative	Report
WS it's not an easy to pick your wedding cake like your father go and order it for you I'd love to go and pick my wedding cake and it taste and ( ) so I think it's great idea	Initiation	Informative	Report
SWS ( )			
WS when they promise you you have to cross fingers	Follow up	Endorsement	Comment
SWS YES	Response	Positive	
SWS yes	Follow up	Acknowledgement	Accept
WS it's very touristic	Initiation	Informative	Report
SWS yes	Follow up	Acknowledgement	Accept
WS places	Follow up	Backchannel	
WS miss I guess the other point interesting in his job is it's going to offer work for the jobless eem young people	Initiation	Informative	Report

WS because there are a lot who are jobless	Initiation	Informative	Report
WS I'm not rich miss	Initiation	Informative	Report
WS normally there is one here in (city name)	Initiation	Informative	Report
WS yes	Response	Positive	
WS MISS I went to ( ) in Tunisia you have no idea how much money they get and in the whole season whether winter spring summer and everyone came only ( ) it going to be successful	Initiation	Informative	Report
WS so what could be a nice delivery for you after a long hard work day leaning while eating while you are ( ) and guess what you will not be the one who cook it it would be delivered right to your home and eeem so basically my project will be a restaurant but it have home delivery services so let's begin with the home delivery service I think it's quit new phenomena here in Algeria or at least in (city name) eeem we are so late here compared to the other Arab world eeem Arab countries sorry so I am going to hire basically three guys to do the delivery service they will be chosen through a casting according to whether they eeem are handsome or not according to fitness fast and speed eeem they will be using motorcycles and ( ) it depends on the costumers and he may order by phone or eeem online and you can always make your reservation ( )and you just imagine the bells ringing and you will open the door and you will find a handsome smiling face holding your meal that you ( )all the day and say to you have a nice meal and you can do nothing about it except ( ) eem ok so let's move to the restaurant I think you all would say and what's the new about it well it's not any restaurant welcome to ( ) first I think you all tired from the same miserable food the same miserable treatment over different places that's why I thought of a restaurant that makes you feel like home personally I like always ( )and cosy ( ) that's why the theme of the material decorations will be woody tables will be ( ) there will be also small water fall to keep your mood and eeem the wall and ( ) will be transparent especially in the winter it will be a amazing experience eeem	Initiation	Informative	Report
WS yes concerning the kitchen it will be an open one so that the guest will be able to see where all the magic happen I usually keep wondering about what is going on behind these closed doors the waiters will be chosen through a casting as well as waitress eem there will be no waiters only waitresses this is because the restaurant will be divided not really big walls but rather a small woody barriers the reason is on case someone would love to have privacy for example if guys there ( ) want to have a lunch together they would pick a corner eem they will have their lunch and eem maybe a shisha or some kinds of ( )	Initiation	Informative	Report

WS so eem it would be quite interesting and eeem so eem also in case you have special occasion special proposal a confession to someone we would love to say or simply you can rent the whole eem the whole restaurant and eem since the restaurant will make you feel like home the costumer will be involved in choosing the menu each Saturday will be going online going sometimes on Friday you will be able to taste new dishes from various cuisines from all over the world and eem we will take in a trip for ( ) and entertainment plus a free dinner for two people eem to the winner of course of an online competition so I hope you enjoyed my presentation and we are thrilled to serve you and welcome to ( )	Initiation	Informative	Report
SWS miss miss	Initiation	Requestive	Permission
WS I see her restaurant is based on her romance and she wants to show it inside her project so it's not a big deal (0.) she want to make her restaurant ( )	Initiation	Informative	Report
WS for example miss black pepper more cheese less salt that kind	Response	Positive	
WS yes	Response	Positive	
WS no	Response	Positive	
WS guys will be the delivery service ( ) the waitresses inside the restaurant girls and eem the chef ( ) eem	Response	Positive	
WS they will eem and me I will take the management	Response	Positive	
WS so you just have to call give your address and you pay when you get the food	Response	Positive	
WS yes	Response	Positive	
WS yes it ( ) registration ( )	Response	Posititve	
WS it depends on the distance	Response	Positive	
WS well I see	Follow up	Acknowledgement	Accept
SWS yes	Follow yp	Backchannel	
WS I think it's ( ) culture home delivery so if you want to get your meal to your house you need to pay	Initiation	Informative	Report

for it			
WS we have delivery service	Initiation	Informative	report
WS we already have home delivery service	Response	Positive	
SWS no	Response	Positive	
SWS yes	Response	Positive	

Appendix 12: Women students talk to Woman teacher (WS-WT) (Lesson 3)

Utterance	Head Act	Primary Class	Subclass
WSs Good afternoon	Response	Positive	
WS you never	Follow up	Backchannel	
WS YES	Follow up	Backchannel	
WSs yes	Follow up	Backchannel	
WS to chek in	Response	Positive	
WS booking	Response	Positive	
WSs to book	Response	Positive	
WS check in	Response	Positive	
WSs Check in	Response	Positive	
WSs registration	Response	Positive	
WS registration book	Response	Positive	
WS the key card	Response	Positive	
WSs the key card	Response	Positive	

WSs	yes	Follow up	Backchannel	
WS	check in	Response	Positive	
WS	reservation	Response	Positive	
WSs	( )	Response	Positive	
WSs	( )			
WS	the passport	Response	Positive	
WSs	room reservation	Response	Positive	
WS	online	Response	Positive	
WS	online	Response	Positive	
WSs	phone	Response	Positive	
WS	personal	Response	Positive	
WSs	do you have a reservation?	Response	Positive	
WS	do you have a researvation?	Response	Positive	
WS	the name of	Response	Positive	
WS	asking	Response	Negative	

WS confirm	Response	Negative	
WSs sign	Response	Positive	
WS the time	Response	Positive	
WSs ( )	Response		
WS asking about time	Response	Positive	
WS time	Response	Negative	
WS food	Response	Positive	
WS the location	Response	Positive	
WS shops	Response	Positive	
WSs shops	Response	Positive	
WSs ( )	Response	Positive	
WS food	Response	Positive	
WS pool	Response	Positive	
WS whether the shower will be individual shower or eem	Response	Positive	
WS if there is entertainment shops	Response	Positive	
WS restaurant	Response	Positive	

WS wifi	Response	Positive	
WS disco	Resposne	Positive	
WS please I would emm I would like to book a room?	Response	Positive	
WS how long you will be staying	Resposne	Positive	
WS ( )	Response	Positive	
WS Miss Miss	Initiation	Requestive	Permission
WS what size of the room you would like	Response	Positive	
WS the view	Response	Positive	
WSs stay	Follow up	Backchannel	
WS double	Follow up	Backchannel	
WSs card	Follow up	Backchannel	
WS I need to check in	Response	Positive	
WS he asks about the laundry service	Response	Positive	
WS and about emm ( )	Response	Positive	
WSs ( )	Response	positive	

WSs the laundry service	Response	Positive	
WSs smoking or not smoking	Response	Positive	
WSs yes	Follow up	Backchannel	
WSs yes	Follow up	Backchannel	
WS the breakfast	Response	Positive	
WS the breakfast	Response	Positive	
WS size of room	Response	Positive	
WS laundry service	Response	Positive	
WS name	Response	Positive	
WS departure time	Response	Positive	
WSs email address	Response	Positive	
WSs yes	Follow up	Backchannel	
WSs ( )	Response	Positive	
WSs breaking up	Response	Positive	
WSs ( )	Response	Positive	
WSs ( )	Response	Positive	

WS yes	Response	Positive	
WSs yes	Response	Positive	
WS and numbers	Initiation	Informative	Report
WS under what name	Response	Positive	
WSs yes	Follow up	Backchannel	
WS the way of making reservation	Response	Positive	
WS and then the credit card	Response	Positive	
WS she write the information	Response	Positive	
WSs upgrade	Response	Positive	
WS the money	Response	Positive	
WS difference	Response	Positive	
WSs no	Response	Positive	
WS reservation	Response	Positive	
WS the joining?	Initiation	Elicitation	Clarify
WS amnities	Initiation	Elicitation	Clarify

WS miss bellboy	Initiation	Elicitation	Clarify
WS bo?	Initiation	Elicitation	Clarify
WS kitchen?	Initiation	Elicitation	Clarify
WS miss	Initiation	Requestive	Permission
WS I cannot see	Initiation	Informative	Expressive
WSs Sunday?	Initiation	Elicitation	Confirm
WS Sunday "we study from 9.30 to 14.00"	Response	Positive	
WSs yes	Response	Positive	
WSs yes	Response	Positive	
WSs Mis ( )we don't have a teacher from	Initiation	Informative	Report
WSs yes	Response	Positive	
WSs from 8:00 to 14:00 Tuesday	Response	Positive	
WSs 8:00 to 12:30 of grammar	Response	Positive	
WSs yes	Response	Positive	
WSs two	Response	Positive	
WSs no no so this week will be the first session yes and the next one	Response	Positive	

WSs yes	Follow up	Backchannel	
WS yes	Response	Positive	
WSs yes	Response	Positive	
WS no	Response	Positive	
WSs most	Response	Positive	
WSs yes	Follow up	Backchannel	
WS two	Response	Positive	
WS two rooms	Response	Positive	
WSs yes	Follow up	Backchannel	
WS yes	Follow up	Backchannel	
WS this is what?	Initiation	Elicitation	Repeat
WS attractions	Initiation	Informative	Report
WS castles	Initiation	Informative	Report
WS luggage	Follow up	Backchannel	
WS yes	Follow up	Backchannel	
WS motel?	Initiation	Elicitation	Confirm

WS just ( )	Follow up	Backchannel	
WS who holds bags	Response	Positive	
WSs money money	Response	Positive	
WSs tips	Response	Positive	
WSs "tips"	Response	Positive	
WS to arrange	Response	Positive	
WS full	Response	Positive	
WSs is full	Response	Positive	
WSs yes	Follow up	Backchannel	
WSs ( )	Follow up	Backchannel	
WS 'brochure'	Initiation	Elicitation	Clarify
WS aminities	Follow up	Backchannel	
WS confirm	Response	Positive	
WS confirming	Response	Positive	
WSs go out the hotel	Response	Positive	

WS card	Response	Negetive	
WS the card	Response	Negative	
WS and bill	Response	Positive	
WSs hhhh	Follow up	Back channel	
WS when you break something	Follow up	Acknowledgement	Comment
WSs what?	Initiation	Elicitation	Repeat
WS when you emm	Response	Temporisation	
WSs aaa "deposit" "deposit"	Response	Negative	
WSs "deposit deposit"	Follow up	Backchannel	
WSs hhhhhh	Follow up	Backchannel	
WSs hhh	Follow up	Backchannel	
WSs yes	Follow up	Backchannel	
WSs ( )	Response	Positive	
WSs the reception	Follow up	Backchannel	
WS "host"	Response	Negative	
WS "the host"	Response	negative	

WS receptionist?	Response	Negative	
WSs aaa	Follow up	Backchannel	
WS yes	Follow up	Acknowledgement	Accept
WS no privacy	Follow up	Acknowledgement	Comment
WS the out the inside pool	Response	Positive	
WSs the inn?	Initiation	Elicitation	Clarify
WS another cheap hotel?	Initiation	Elicitation	Confirm
WS extra large	Response	Positive	
WSs kitchen	Response	Positive	
WS emm pillow	Response	Positive	
WS pillow	Response	Positive	
WSs yes	Response	Positive	
WS ( )	Response		
WS have drinks	Follow up	Acknowledgement	Comment
WS yes	Follow up	Acknowledgement	Accept

WS	yes	Follow up	Acknowledgement	Accept
WS	the one that holds bagage	Response	Positive	
WS	yes	Follow up	Backchannel	
WS	small hotels	Response	Positive	
WS	food	Response	Positive	
WS	steam	Response	Positive	
WS	one bed	Response	Positive	
WSs	one bed	Response	Positive	
WS	a bed that contrast for a sofa	Response	Positive	
WSs	room ( )	Response	Negative	
WS	the green ( )	Response	Negative	
WSs	aaa	Follow up	Acknowledgement	Accept
WS	who?	Initiation	Elicitation	Repeat
WS	a machine where you food ( ) breaks	Response	Positive	
WSs	yes	Follow up	Acknowledgement	Accept
WS	what you see from the window	Resposne	Positive	

WS the gym	Response	Positive	
WSs yes	Response	Positive	
WS no miss	Response	Negative	
WS yes	Follow up	Backchannel	
WS miss Tom how may aaa how may I help you	Response	Positive	
WSs hhhhh	Follow up	Backchannel	
WSs yes	Follow up	Backchannel	
WSs (hhh)	Follow up	Back channel	
WS I'd like to rent a room how much would you charge me	Response	Positive	
WS charge	Response	Positive	
WS seventy	Response	Positive	
WS seventy nine	Response	Positive	
WS what day you are coming	Response	Positive	
WS what day are you coming in?	Response	Positive	
WSs I will I will be checking in August third	Response	Positive	

WS how many days do you need	Response	Positive	
WS only for three days	Response	Positive	
WSs the third	Response	Positive	
WS and is that correct	Response	Positive	
WS is that correct?	Follow up	Backchannel	
WS yes	Response	Positive	
WSs how many	Response	Positive	
WSs two adults	Response	Positive	
WS how old are the children? how old are the children ?	Response	Positive	
WS ten	Response	Positive	
WSs would you like one room or two	Response	Positive	
WSs just one just one	Response	Positive	

Appendix 13: Men students talk to man teacher (MS-MT) (Lesson 1)

Utterance	Head Act	Primary class	Subclass
MS on the last one	Follow up	Backchannel	
MS yes	Response	Positive	
MS yes	Response	Positive	
MS on the last one	Response	Negative	
MS center	Response	Positive	
MS er	Response	Negative	
MS vi	Response	Positive	
MS five	Response	Negative	
MS four	Response	Positive	
MS ( )	Response	Positive	
MS learned	Follow up	Backchannel	
MS YES	Response	Positive	

Appendix 14: Men students talk to man teacher (MS-MT) (Lesson 2)

Utterance	Head Act	Primary class	Subclass
MS YES	Response	Positive	
MS ( )	Initiation	Elicitation	Confirm
MS yes	Follow up	Backchannel	
MS about what	Initiation	Elictation	Inform : Genuine Q
MS yes	Follow up	Acknowledgement	Accept
MS yes	Follow up	Backchannel	
MS yes	Response	Positive	
MS .no	Response	Negative	
MS what	Initiation	Elicitation	Repeat

Appendix 15: Men students talk to man teacher (MS-MT) (Lesson 3)

Utterance	Head Act	Subclass	Further class
MS consonants	Response	Positive	
MS bottle	Follow up	Backchannel	
MS no	Response	Positive	
MS ra	Follow up	Backchannel	
MS stra	Response	Positive	
MS clear	Response	Positive	
MS yes	Response	Positive	
MS yes	Response	Negative	
MS yes	Response	Positive	

Appendix 16: Men students talk to woman teacher (MS-WT) (Lesson 1)

Utterance	Head Act	Primary Class	Subclass
MS emm how it's emm say it in english	Response	Temporization	
MS 'optician' emm in england	Response	Temporization	
MS yeah no, but I work with my uncle I take only the order	Response	Positive	
MS yes yeah	Response	Positive	
MS miss to get in job or eeem getting a job?	Initiation	Elicitation	Clarify
MS two	Response	Positive	
MS but it is simple question	Follow up	Comment	
MS it is simple question	Response	Positive	
MS I am not prepared	Response	Positive	
MS could you tell me a little about yourself?	Response	Positive	
MS political science ( )	Follow up	Comment	
MS how about punishment that will help me in the same time the one who makes noise will sit in the front and will do an extra homework	Response	Positive	
MS yes	Follow up	Backchannel	
MS put?	Initiation	Elicitation	Repeat

Appendix 17: Men students talk to woman teacher (MS-WT) (Lesson 2)

Utterance	Head Act	Primary Class	Subclass
MS but the they eem already teaching them in Mosques	Initiation	Informative	Report
MS ( )			
MS yes	Response	Positive	
MS yes it's very good project especially here in Algeria due to the rate of accidents that happen every year it's really eeem it's crazy	Initiation	Informative	Report
MS yes it is also sad to see such great ideas here in Algeria from young people and to see how the elders trying to make this country bad like eem I went few days ago to school of driving to have my licence and eeem he asked me do you know how to drive I said yes so he said do you want to study for two months and get your licence or to pay extra money and get it in one week	Initiation	Informative	Report
MS this is the cause of the problem	Initiation	Informative	Report
MS yes	Follow up	Acknowledgement	Accept
MS especially womens madam	Initiation	Informative	Report
MS today I am going to present to you my project which I name J A park I will tell you about it later every day when I finish school and courses I go straightly to my home open my facebook account watch movie or meet my friends it's not eem days after	Initiation	Informative	Report
MS same routine again again and again so I eeem we all know that (city name) is boring and dead city	Initiation	Informative	Report
MS so maybe you like my project I promise I eem (female student name) I know will invest	Initiation	Informative	Report

in me		Joke	/
MS so my eeem it's eeem I eem amusement park	Initiation	Informative	Report
MS so which contain ( ) ( ) ( )and ( ) these are eem ((writes on the board))	Initiation	Informative	Report
MS in (city name) of course	Response	Positive	
MS and	Initiation	Informative	Report
MS YES	Response	Positive	
MS and it will be supported of course with restaurants so maybe I made partnership with (female student name) so she open her eem I don't know maybe Algerian restaurant	Initiation	Informative	Report
MS and coffee shops and cinema and separated coffee shops for families and may be old people and of course ( )	Initiation	Informative	Report
MS with of course little bit ( ) through gym sport for the boys ok and it will be situated in ( )	Initiation	Informative	Report
MS so eem the price	Initiation	Informative	Report
MS eeem under age of six is free from 6 to 15 is for 500 dinars over is for 800 it's reasonable	Initiation	Informative	Report
MS yes so I hope everyone eeem will like the park because it's good place to spend with families and friends and my city need a project like that	Initiation	Informative	Report
MS this place here in (city name)	Response	Positive	
MS yeah I will	Response	Positive	
MS I will find investors eeem	Response	Positive	

MS I don't know (female student name) is rich so she told me she will eem	Initiation	Joke	
MS this will give an opportunity for many eeem projects here to work with (male student name) like to work with me with ( )	Initiation	Informative	Report
MS there is a problem concerning the home delivery	Initiation	Informative	Report
MS if I go to the house aa if I was father of my daughter and I go to the house and found smiling boy for my daughter I will kick him	Initiation	Informative	Report
MS even if he is smiling for me I will shoot him	Initiation	Informative	Report
MS too much too much	Initiation	Informative	Report
MS I won't give a tip	Initiation	Informative	Report
MS no	Response	Positive	
MS NO madam	Response	Negative	

Appendix 18: Man teacher lesson 1

stress

we saw the definition of stress in your lesson we checked and we found many definitions according to different researchers even french scholars later on we moved to the criteria governing the assignment of stress of second syllable how to discover whether the second syllable is stressed or not we said that normally we have four criteria ok what are these criteria?

WS (low voice) ( )

MT the first one is () the second one is () the third one is speech and the fourth one which is dismissed by many researchers in your lesson you will find just two of them ok normally eeeem it is the vowel order all of these criteria will help us detect whether a word is stressed or not

MT today "nchAllah" ((by the will of Allah)) will start with the rules governing english stress ok we talked about normally how emm phonetic background of emm stress it means what does stress mean exactly in phonetic () but later on we'll see what it means at the level of phonology and more precisely in the english phonology ok guy first of all we'll start by talking about degrees of stress normally for stress we have 4 degrees according to many researchers the first one is called primary the second one is called secondary the third is called tertiary and and the last one is called () so what is the difference between the eem of course when we have the case of mono syllabic words one syllable we get problem here stress is on that syllable but the problems occur whenever we talk about disyllabic and more syllabic words ok where to put stress exactly this is the question when we have more

SWS syllables

MT syllables in the case of more syllables we have these kinds of stress what do i mean by primary stress primary stress normally is the strongest stress in the word secondary is the second strongest one in the word and tertiary is the third strongest it is short and the weakest ok guys? clear?

WS *strongest*

SWS *yes*

MT primary stress is normally the strongest in the word secondary is the second tertiary is the third and the last one is when there is no stress at all we have an example we'll see later on (some female students voices, while the teacher is writing on the board)

MT so if we take this word when i pronounced somehow is going to be

MS on the last one

MT represented like this sensitivity normally stress is going to be put the highest pick the highest longest or strongest one or the primary stress is going to be put on the T sensiTivity ok

SWS sensitivity

MT clear sensitivity the strongest one is on the T the second strongest one is going to be on SEN SENsiTivity the third strongest one tertiary is going to be on TY and the weakest one are SI and

SWS vi

MT vi well ( ) sensiTivity ok guys i personally see the ( ) depends on the speaker what matters is mainly the primary and the secondary because if you know these the rest are super clear ( ) ok because these might change the meaning of the whole word ok guys clear for this or not

SWS yes

MT this is what do we mean by primary secondary ( ) and unstressed at all of course we can have one word just like the other asked me (0.) and normally the primary stress no need to put it because there ( )it's very strong but when we have two and more we need to sign stress they

	say DAdy or daDY
SWS	DAdy
MT	of course i'm just giving an example so here when have two syllables and more from ( ) especially english because the stress in english is highly somehow ( )unpredicted ok clear researchers have searched the rules such as these that we need to follow in order to sign stress to the appropriate syllable clear
SWS+ MS	yes
MT	"كلكم" ((all of you))
SWS+ MS	yes
MT	is this your first lesson session I mean today
SWS	yes
MT	"عليها" ((that's why)) (small laughter)
MT	now we move from degrees of stress ( ) now for the representation of stress how do we represent stress do we represent
MS	on the last one
MT	like that on the ( )
SWS	no
MT	with the ( ) as it is hold in the () of size
WS	no
MT	we have different representations the first one is called the binary branching trees i don't know if it is clear for you especially those at the back since you don't have the lesson here
WS	there are some points ( )
MT	and ( ) check your facebook if you are members of second year group you will find miss x ((a pseudonym of one of female students from another group)) put my lesson there ok guys
WS	which one
MT	any way this is the first part called binary branching trees while this we have this word center how many syllables do we have here
WS	TWO
SWS	two
WS	two syllables
MT	two how do i divide it
SWS	CEN TER
WS	CEN TER
WS	CEN
MT	CEN
SWS	CEN TER
WS	CEN
WS	CEN
SWS	CEN TER
MT	so like this
SWS	YES
WS	yes cen ter
MT	is there another possibility
WS	NO
	((the door is knocked))
MT	excuse me
SWS	cen ter cen ter
	((students making noise))
MT	SO we were saying is this the only possible division ( )
WS	CENter
MT	shshsh ((to ask students making noise to stop))
WS	the second
WS	we have second
WS	center
MS2	center
WS	CEnter

MT   shshsh
WS   sir
MT   division possibly
WS   CENT er
WS   cent er
WS   the third
MT   good so we have another division which is CENT?
SWS   er
MT   er and this is the best division ok because the original word is
SWS   CENTER
MT   they add only
WS   er
MT   the suffix ER ok the first ( ) good do we have another devision
SWS   ( )
MS   er
WS   ( )
MT   which one
WS   ()
MT   do we have another one
WS   NO
MT   this one is not acceptable
SWS   ce
WS   NO
MT   why
SWS   ( )
MT   WHY what's the phonological reason who said no and yes it's incorrect but why we saw the
            reasons last time cause some of you said they didn't study syllables last year so we try to
            somehow quickly
WS   ( ) 'je pense'
MT   it's hard to (   ) we have three words this ( ) called syllable is correct the second one is
            Incorrect why is it incorrect

SWS   ((talking together with low voice discussing the question))
MT   ((unclair words in Arabic))
WS   sir ( )
WS   because there is no eemm in English word that ( )
WS   no
MT   express yourself in arabic if you can add something on you said there is no English word
WS   that comes with this syllable
MT   that comes with this?
WS   syllable
MT   syllable? That starts with this cluster
SWS   aaa cluster
MT   we cannot find a word that starts with nd /nju/ ̣just like new but we can never find nd ok
            guys this the reason why it is not possible anyway this is my division according to the first
            one which is called the binary branching
WS   tree
MT   trees the strongest syllable is the sign the s letter and the secondary stress one or
            the weakest one is the ( ) ok guys or not
WS   could you repeat it please
MT   there
MT   i said the binary branching trees or just called binary like in computer science 'binaire'
            binary "ثنائية" so two symbols sw branching we have branch and ( ) tree ( ) divide it like this
            ok guys or not
SWS   yes
MT   all of you

SWS	yes
MT	now if the syllable of course the the (.) the average to be ( ) where the syllable starts and ( ) the arrow to ( ) so the strongest one assigned the letter s and the weakest one ( ) the letter
WS	w
MT	w ok now this is super easy but the problem is that when we have not two syllables but
SWS	more than
MT	many syllables such as this one how should i divide this one according to these binary branching trees shall i divide it for example like this
WS	no
MT	no normally it is like this they divide this ok and later on they divided it like this ((some female students speaking in low voice then someone came to the classroom to talk with teacher, students started making noise, the teacher came back after 2 min))
MT	and here i put s like this and then another w as we said stress is divided into two binary ok and then this one will be divided into two w and s ( ) this s of cen and this w is of t of course whenever pitch is here there is ( )writing the syllable ok here they write nc ok here n and here c ok guys anyway the same thing here we have two ( ) and ( ) is divided into=
WS	v and d
MT	v and d ok as you can see super weird s and s here and more than this imagine a dictionary like this for one word we will need one
WS	paper
MT	sheet ok guys so it is impossible to apply this one in a dictionary ok guys that is why it is dropped out clear?
SWS	yes
MT	the second way of representation is this one the same words ( ) as you can see these are
WS	(cards)
MT	(cards) ok guys so we take the same words to do this and it is called symmetrical rhythm where we measure the density or the stress of the syllable ok and assign more stars to the strongest one and less stars to the
WS	weakest
MT	weakest one ok so sensitivity the strongest syllable is?
SWS	T
MT	t so anyway i keep well the best way is to start on the weakest one the weakest one are si and
MS1	vi
MT	so i keep them too according to this diagram the black diagram which one is the weakest one and strongest one or stronger than that
WS	si
SWS	( )
MT	the si and vi they have two stars
SWS	yes
MT	what is the next one
WS	sen
MT	from the low to the ( )
SWS	t
MT	good now i put two stars then next one
SWS	sen
MT	sen and i put three stars and then
WS	t
MT	the last one
MS	five
WS	four
MT	I give it
SWS	four
MT	four
MS1	four

MT   ok guys
WS   ( )
MT   what?
WS   ( )
MT   yes ok guys some even they omit star from the ( ) but for me normally they have the same
         Pronunciation it depends on the accent and the pronunciation of the speaker ok so the
         symmetrical rhythm representation is better than first one ok but still it is impractical why?
            ((some noise by male students))
MT   shshsh it is not practical guys why because the same thing it needs more space ok on sheet for
         one word we need huge space ok guys and the only representation which was accepted in the
         dictionaries is the one of etymological appliance ok guys pay attention to oxford
         dictionary or any other dictionaries when stress is assigned to the syllable we put this symbol
         ok guys
SWS   yes

MT   just like the noun daddy since we have two syllables stress one we should put the virtical line ok
above the line where we write and just before the onset of the stressed syllable ok it means where the
stressed syllable starts ( ) ok clear

WS   yes

MT   now when we have more syllables we need other types of stress lets write it here cause we ( )
        this word here the strongest ( ) T

SWS   T

MT   so i put stress here the second one

SWS   SEN

MT   SEN so normally just like this secondary stress is the same just like the primary stresss
       the virtical lines but it' s put between the ( ) and before the start the secondary stressed
      syllable so clear for this

SWS   yeah

MT   all of you

SWS   yeah

MT   sure

SWS   sure

MT   so the secondary just like this for the territory stress if we check oxford dictionary you won't find it
cause they don't use ( ) they just use the primary and secondary because they (   ) but still in some books
you find this symbol a dot but that dot is not on the line ok but just above the line ok clear BUT you should
know when you write a long vowel right like this

SWS   yes

MT   with two dots normally if you pay attention to the books you won't find two dots you' ll find ( ) ok
guys

WS   yes

430

MT   why ( ) is to avoid the confusion between these dots because in other languages we don't have only one vowel but also have long vowels

SWS   ( )

MT   ok

SWS   yes

MT   we have

WS   half ( )

MT   short vowel schwa for instance ( ) long vowel half long vowel and we have even (0.) what we call extra short vowel ok we have four levels of them but of course in English we differentiate just between

SWS   two

MT   two short and long we have other languages which differentiate between

SWS   four

MT   four ok guys or not ok anyways so to avoid the confusion between the dot this one and this one cause this one it should be normally triangle but when we write down it's easier to put dots than to draw a triangle ok outside one ( ) and ( ) they drop directly the tertiary stress ok guys

SWS   yes

MT   normally this way of representing stress was adopted by the IPA ok   clear guys

SWS   yes

 MT   the IPA or the ( ) clear for this it was adopted by ( ) not only the IPA but also the ( ) eemm ways of transcribing eeemm languages ok guys some are ( )

WS   ( )

MT   clear for this all of you clear

SWS   yes

MT   now we move to stress in languages in other lnguages we did not reach eeemmm the ( ) the English stress yet but we will see later on SO stress in languages of course if you remember last time we talked about sound system we said that some languages might share the same sound system they might share the same vowels the same consanants but they differ on the rules limits ( ) rules that apply on their distribution or their emmm lets say eeemmm sequence ok or their cluster ok it depends on the rules that the language eeeemmm that the language makes use of like stress stress normally is find in all languages ok except some ( ) say that the Sweedish doesn't possess really stress but the melody ok rather than stress but still some phonologiest they say the Sweedish also possesses stress because that pitch or melody shows that syllable is stressed anyway so eeemm as I was saying they all have stress but every language ok applies different rules to that stress for instance you have it on your in your lesson here shall I raise this ( )

SWS   yes

((teacher writes on the board while some female and male students are whispering))

MT   for instance all these six languages we have Czeck finish with double m normally stress is put on the first syllable

WS   syllable

MT   Spanish and Welsh normally is put on the consonant syllable and Turkish and French is put on the last syllable what do we mean by penilogical syllable?

MT   the other group they told me they saw it in the high school ( )

WS   YES

MT   "لقوها" ((they found it))

WS   penoli

MT   what do we mean by penultimate

WS   ( )

MT   and antepenultimate

WS   ( )

MT   yes it comes normally at the end so it'sss

SWS before the second

WS   BEFORE THE LAST ONE

MT   SO

WS   penultimate

MT   and antepenultimate

WS   ( )

MT   SO it's before the last one ( ) no need to say to come from the last and ( )

SWS   ( )

MT   so it's the one before

WS   the last one

MT   before the last ok guys and antepenultimate is the one?

MT   antepenultimate

WS   before the last

WS   before the last

MT   before the last one before the last before the one before the last one

SWS   ( )

WS   yes

MT   ok guys

SWS   yes

MT   clear

SWS   yes

MT   so in Czech and Finnish normally the (   ) at the beginning ok Spanish and Welsh the language of Wales ok Wales Welsh we have stress on the penultimate syllable and Turkish and French on the last syllable ok so every language possesses its own ( ) own rules and properties concerning stress

WS   stress

MT   mainly these languages whenever you mispronounce or miss put somehow the stress the whole meaning won't change ok like in French we say 'PROduction' for 'production' just like the French singer ( ) is going to sound strange and you are going to reveal yourself that you are not native speaker ok but still there is no danger when it comes to meaning

WS   meaning

MT   by Spanish even though it is always on the penultimate but there is difference between ( ) and ( ) in Spanish I don't know whether some here know Spanish or not

MS   ( )

WS   no

MT   Como and como no? Como is "comment" in French and como it means I am coming ok guys ANYWAY so if you miss put the stress your meaning is going to change just like in English when we say perfect and perfect it is not the same meaning ok guys clear

SWS   yes

WS   ( )

MT   which one? these are just examples I said like all languages they put they have stress but every language has its own way of assigning stress like in French we have very simple rule any new word we put stress directly to the last syllable

SWS   ( )

MT   if you find a new word stress is directly on the last syllable maybe in some cases it's on the penultimate when we add schwa at the end "ou je" ok when we put schwa but still it's always on the last syllable ok "produire" "producteur" "producton" it is always at the end but in other languages we don't have we have other rules ok and normally they are stable but English is one of the languages where stress is not stable we have many rules and many exceptions ok guys or not

SWS   yes

MT   clear

WS   yes

MT   especially when it comes to accent every accent they have their own normally

WS   rules

MT   every accent they have normally their own rules sometimes ok guys some people they say controVErsy ok some they say contROversy the same word with different variation and pronunciation ok some they say Mellichia some they say Mellisia it depends on the accent ok guys clear

WS   YES

MT   so English is very hard when it comes to its stress it is one of the phenomena that made English super hard to understand ok guys or even to pronounce clear now we move to English stress we start by disyllabic words

MT   can I clean this part here

SWS   YES

 ((some noise by students mainly some females and males))

MT   so now we have to ( ) English stress ok (0.) one of the phonologists one of the phonologists ( ) says something about the English stress listen up he says (N. B.) have said that English words stress is so difficult to predict that it is best to treat stress placement as a property of the individual word to be learned with word itself is learned

MS   learned

MT   ok guys have you (   ) is trying to say here? they said that English stress is so difficult to the point that is better to acquire it while acquiring a new word so whenever you hear a word it's better to know the correct pronunciation plus the correct stress placement or the position ok guys or not

SWS   yes

MT   clear

SWS   yes

MT   all of you ( ) the first word ( ) of phonology I found a word phonology like this for instance I read the sounds etc but later on I need to find the stress and according to (P) the best way is to learn it as you heard it the first time you need to look for its pronunciation and it is phonology you should keep it that way

WS   ( )

MT   ok guys

WS   yes

MT   we don't question ( ) we just know ( ) just like write by w not pronounced ok or gh in right ok why just like that the same thing for stress sometimes we have rules that might justify sometimes we don't ok guys now we will see the rules concerning disyllabic vs an adjective why because they follow the same rule ok guys they have the same rules somehow so the first rule states that stress is to be put on the first syllable of the verb or adjective that possess two syllables if the second syllable contains a short vowel the diphthong ou and ends with one or zero consanant we will see examples (   ) ((teacher writing)) we have the verb follow and the verb power stress is on the first syllable why cuase if they have ( ) the same

WS   ( )

MT   if the second syllable possess ou ok stress is going to be put on the first syllable and we don't have any consonants ( ) follow ok so stress is going to be on the

SWS   first

MT   now for the adjective

WS   power

MT   lovely lovely two syllables we have love and ly i the short vowel and zero consonant one or less consonants ok so stress should be assigned to the first syllable ok guys clear?

WS   no

MT   who said no? which part?

WS ( )

MT   you did not?

WS ( )

MT   who said no I' m going to explain it

WS   no

MT   no? clear? anyway good the second the second one is=

WS   could you repeat sir

MT   what?

WS   could you repeat

MT ((a joke in Arabic with the female student))

SWS   hhhhh

MT   hhhh I will repeat that together anyway if the second is the opposite the stress is going to be put on the second syllable if it contains a long vowel a diphthong of course not ou and ends with two or more

consonants like we have here the verb attract and correctly ( ) and the adjective alive   if the second syllable possesses a long vowel the diphthong apart from ou ok all the rest of the diphthong ( ) end with two or more consonants stress is going to be put on that syllable

WS   syllable

MT   like the verb for instance attract attract contains the short vowel

((someone interrupts the lesson and students are making some noise))

MT   contains the short vowel ok but it contains two consonants and because of that stress is put on that syllable ok alive contains one consonant ok contains one consonant but it contains any diphthong so stress should be put on that second syllable ok guys clear?

WS   sir (   )

WS   ( )

MT   yes ( ) the conditions between ( ) the best way is to memorise them honestly but still guys they did not say that this rule can be applied to every language still they have the exception just like the exception of this word or ( ) how do we pronounce this one?

SWS   ( )

MT   this one is the verb to commit to do something ( ) is the noun but if you pay attention to the rule it doesn't contain a short vowel we have here short and we have one consonant normally the stress is to be put?

SWS   on the second

MT   but here we have exception normally it applies to many verbs but still we have exception why because in English they permit ( )

WS   sir

MT   ok guys

WS   ( )

MT   because the

WS   ( )

MT   NO we are ( ) the same thing for the others (   ) but still they have another vowel the diphthong so I followed ( ) ok

MS   YES

MT   but as I said still we have exceptions for some verbs and adjectives because they follow both the same rule ok or not

SWS   ( )

MT   now the last one concerns the nouns can I clean that part

WS   yes

MT   can I clean it?

WS   not the one on the left

WS   ( )

MT   yeah we have it but not this conversation ok and in the lesson we don't have theses tables these are just my explanation ok

((teacher cleaning the board male students making noise and some female student as well))

MT   now disyllabic nouns

((the teacher writes on the board while some male and female students are making noise))

MT   the rules are super easy and stress can have two cases the first syllable here if the last one contains short vowels

((the is teacher explaining while the students still making the noise))

MT   and on the second syllable we find everything else ok as I said for nouns the rule is over easy if the second syllable possesses short vowel I directly assign stress to the first syllable just like the word money ok ( ) so stress is on the first syllable but if I don't find a short vowel ( ) everything else I put stress on that the second syllable just like the word ( ) ok clear guys

WS   no

MT   what's the weird?

MT   all of it? which part ?

WS   last noun

MT   eeemm first of all shshsh do you understand the table first

WS   yes

MT   what is syll 1 syll 2? what is that syll 1 syll 2?

WS   the first

MT   shshsh for her what is syll 1 syll 2? what is this one what does it mean syll 1

WS   syllable

MT   syllable what?

WS   no "كيشغل" ( ) the first syllable

MT   good and it's long now first ( ) what do we mean?

WS1   the short eeemm

MT   secon::d

WS1   secondary

MT   secondary so we have nouns here of two syllables the rule says that the second syllable contains short vowel I put ( ) on the first one money i can not say moNey why because it contains a short vowel money i i this "فهمتي" so eeeemm this is the same thing like the other one so money or for instance

WS   honey

MT   another example honey

WS   monkey donkey

MT   hhhh so all of them they have a short

WS   vowel

MT   vowel so stress is going to be on the?

 WS   on the first

MT   first IF the second rule now I go to find a short vowel for instance ( ) everything else is long vowel short vowel and eem diphthong I put stress on that syllable just like design ok I have ai deSIGN ai it's a diphthong so stress is going to be put there ok

WS   yeah

MT   clear because the (   ) here not the three syllables clear for you guys the two syllabic words disyllabic one all of you

SWS   yes

MT   no we have the case of trisyllabic words

WS   three

MT   ok and here the adjective they do not follow the example of the verb but they follow the example of nouns it doesn't follow the rules of the verb but it ( ) to follow the rule of the

WS   NOUN

MT   nouns ok guys or not

WS   yes

MT   pay attention to that table with me pay attention to that table this table contains nouns

WS   three

MT   three colons of three syllables besides of course the example so here

((phone rings))

MT   the first syllable it doesn't ( ) ok example of this the first syllable we don't care about the second syllable also we don't care about ( ) the rule the third one is the most important one and you need to pay attention to it only ok so the first was that the last syllable

((someone came to the teacher))

MT   excuse me guys

((teacher goes to the ones who came to the classroom to meet him, and students are making noise ()

MT   so excuse me guys going back to the rule as I stated for disyllabic verbs only ok you pay attention to the last syllable if the last syllable possesses a short vowel and ends with one or zero consonants we assign stress on the penultimate syllable on the syllable just before it we've got the example encounter encounter it possesses a short vowel and zero consonant

WS   consonant

MT   so stress is on coun coun ok guys now the second rule ok if it contains a long vowel or a diphthong or ends with two or more consonants

WS   or more consonants

MT   just like in the (   ) the last one contains a diphthong so I so the last one should be stressed clear guys for this or not yet?

WS   not yet

WS   not yet

MT   no? what's the weird thing here? (0.3) what's the unclear here or the vague for you?

MT   ((shouting in funny way)) 'اهدروا'

WS   ((laughing))

MT   what's the unclear

((noise))

MT   what is it what's the problem everything? guys everything?

WS   yeah

MT   the rules is super easy and simple stress is put on the second syllable if the last contains a short vowel one consonant or zero and on the last syllable if that syllable contains a long vowel a diphthong or two or more consonants ok guys or not

SWS   ( ) ((speaking too quitely))

MT   ahhm? what's the weird here they have a rule and you follow it of course as I said before they have exceptions as well

((noise))

MT   shall we move on or not' we pass to another one?

SWS   yeah

MT   some of you said no who said no have you understand or not

WS   YES

MT   what's the weird about it? which one?

MT   you don't understand my explanation? my explanation is not clear for you?

((noise by the students while the teacher talking))

SWS   NO

WS   yes

MT   shshsh

WS   it become clear

MT   it become clear are you sure?

WS   yes

MT   don't be shy really guys?

WS   yes

MT   now because the disyllabic or ( ) now we move to disyllabic adjectives and nouns as I said disyllabic adjectives they follow the rule of nouns ok not of verbs just like the disyllabic ok now somehow the opposite and here we have just two options normally stress is always on the first syllable or the second ok it is always on the first or?

WS   the second

MT   the second the third case we will see secondary stress anyway for verbs and nouns sorry for nouns and adjectives if the last syllable contains short vowel or əʊ as you can see there and the second syllable contains a long vowel a diphthong or two or more consonants stress is going to be put on that syllable ok guys like the example of potato to contains the vowel o the second syllable contains the diphthong which is ei tei ok so stress is going to be put in the second syllable potato clear for this guys or not

WS   yes

MT   now the second rule is that if the last syllable contains a short vowel and the second one contains a short vowel one or zero consonants stress is going to be put directly on the first syllable just like the word quantity I have i i quan ti ty short vowel short vowel zero consonant in the second syllable so the stress is going to be put on the

WS   first

MT   first ok guys now

WS   no

MT   who said no? who said no? who said no guys? in order not to move on to the next one who said no ?

WS   ME

MT   yeah which one?

WS   ( ) no under

MT   the second one or the third?

WS   the syllabic nouns and adjectives the second potato and emm potato

MT   it's trisyllabic

WS   no emm

MT   ( ) a trisyllabic ( ) ok guys three syllables so as I was saying for the second rule the last syllable contains short vowel just like this verb and the second one it is a short vowel and has one or zero consonants because if we have two consonants we have the ( ) ok guys or not clear if we have two consonants it becomes ( ) that is why it is important to have one or zero consonants so I have here zero consonants and we have a short vowel stress is going to be put on the first QUANtity quntity now the first one still stress is going to be put only on

WS   the first

MT   the first but we have case of secondary stress the syllable is somehow ( ) the secondary stress syllable ok it is the second strongest syllable in the whole word if it contains a diphthong or two or more consonants

SWS   consonants

MT   so let's try the example of intellect we cannot say inteLLEct but they sau INtellect so intellect in is the strongest one and lect is the secondary strong syllable ok guys clear these are the three rules of eemm stress in trisyllabic nouns and adjectives and s I said guys we have exceptions as well but these are somehow eemm the rules that will be applied to many piecework ok and as ( ) state the best way to learn stress as ( ) directly the word we have shshsh if we have accounted the word for the first time should acquire its correct pronunciation at the same time correct stress position ok clear?

SWS   YES

MT   all of you

SWS   yeah

MT   like some students for example they say Occur

WS   what?

MT   ( ) they say Occur the verb to occur ok the verb is pronounced occur not Occur ok so

((someone interrupts the lesson, students are making noise))

MT   so do you have any questions guys

WS   NO

MT   any other ( )

WS   (   ) ((speaking inaudibly and other students making some noise))

MT   shshsh which one which example?

WS   emm potato and quantity POTATO AND QUANTITY

MT   for the example of let me check if we have another example on the lesson other than that of potato disaster ( )

SWS   hhhhh

MT   disa(hhh)ster date hhh anyway you remember that emm

WS   yes in mtv

MT   mtv yes ( ) disaster date hhh especially the date between ( ) and ( )

WS   YES

MT   anyway the word now disaster in British English shshsh it is pronounced like this disaster shshsh disaster first of all ( ) the stress pay attention the ( ) a diphthong di sas ter or

WS   ter

MT   disas

WS   ter

MT   both are correct which one you chose is up to you whether it is disast er or disas ter ok or even disa ster because I can have ( ) the words that ( ) anyway here the last syllable what does it contain exactly?

WS   short vowel

WS   short vowel

MT   so it contains sv sv is short vowel ok guys

SWS   yes

MT   so the first condition is fulfilled just like this one just like this one but still it is not this one which is going to be applied but rather this one so the first case just like each other short vowel short vowel ok now the second syllable it contains which vowel?

WS   long vowel

MT   it contains a long vowel if you divided it disast it is two consonants it becomes two consonants if we divide disast ok guys or not

WS   yes

MT   but still even in that ( ) we don't need them so if we have a diphthong in that syllable and short one here stress is going to be put on that syllable that contains the diphthong just like this ( ) to pronounce it

WS   se

MT   disaster ok clear

WS   yes

MT   now for quantity let me see another example custody what does it mean custody? in movies you might heard the word custody ( ) between parents

WS   eemm children

WS   emm the right to keep the children

MT   the right to keep the children good so the word custody

((someone interrupts the lesson))

MT   excuse me guys

((students talking to each other))

MT   so this word how to divide it first?

SWS   cus

MT   I can say custu dy or even ( ) it depends custd or cust ok so whether which one you choose is up to you ok this one or like this one so it can be it can be it can be ends in d as well it can be here so we have different versions ok anyway all of them are accepted so even with this case what do we have here

WS   short vowel

MT   short vowel so we have an sv short vowel the second one even if we take the d with it what do we have second one

WS   short vowel

MT   short vowel and if you divide d we have?

WS   short vowel

MT   one?

WS   vowel

MT   consonant if we add d here we divide it cust edy so I still have one consonant ok so if this one contains a short vowel this one short vowel and also here one consonant the stress is going to be put on the first syllable so we say CUStody not castoDY or ( ) ok guys clear

SWS   yes

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((the lesson end and the teacher asks the students to write their names, the students are talking to each other))

Appendix 19: Man teacher lesson 2

MT   let's start by our very first theoretical lesson if you remember last weeks we delt with revision about what you did last year okay in phonetics

MT   today we will start with the very first theoretical lesson as you can see here on the board it's written stress before we talk about stress I wrote here a word which I believe it is super easy to pronounce the word extra and I transcribed it here phoneticly as you see that okay with the IPA system

MT   normally I have a question for you how many syllabus do we have here?

WS   eight syllabus

WS   two syllabus

WS   three

MT   so some said three some said two

WSs   two

MT   those who those who support the minimum having just two would you justify the reason and those who said three would you ( ) as well

WS   eight syllabus

MT   so how many

WSs   two

MT   but what's the scientific reason behind out 'c'est un autre reson'

WSs   two vowels

MT   because normally here when I emm when I normally understand your answer you said EX tra so you divide the word into twe segments into two parts it's because of this normally the pronunciation of the parts that you speculate that you have two ehm if I take for instance lets choose another word shshshsh

MT   lets choose the word written for instance the word written how many syllabus we have

WSs   two

WS   one

MT   because depending on your ansewrs you said ex and tra andhere lets see the word written ((teacher writes on the board))

MT   of course it's not a totaly correct transcription cause I want you to understand from where I came exactly so written how many syllabales

WS   one

WS   two

WS   one

MT   depending

WS   vowel

MT   you have here on the vowel so you have changed your mind and you said here depending on the vowel and here you said this event depending on somehow ( ) ( ) or let's say the pronunciation
((teacher writes on the board))

MT   pauses so somehow you need a pause ex tra

WS   tra

MT   which divides the word into two syllabus but here we did not make a pause and so depending on the vowel now I'am going back to the lady who said three who said here three syllables

WS   ( )

MT   you said three?

WS   yes

MT   what's the reason exactly

MT   you said three so what is the reason because you pronounced the ( )

WS   c tra

MT   so how many normally

WS   Two

MT   two anyway normally the correct one is ( ) now going back to the reason your classmate here stated that it depends on the pause this word and the second one we have the vowel even though this one is incorrect okay guys this one is incorrect we have

((teacher writes on the board))

MT   two syllabus we will go back to this example later on lets first talk about the word extra so we divide the words only according to pauses or when we make a certain pause?

WS   no

MT   my name is (   ) is it because of this reason when I talk ofcourse?

WS   no

MT   ehm so what's the reason?

WS   vowel

WSs   vowel

MT   only vowels?

MT   in this example we don't have only vowels

MS   consonants

MT   good also consonants because the /n/ in that example written sudden that we saw last time remember when we made that practice

WS   yes

WSs   yes

MT   written sudden remember syllable consonant

WS   yeah

MT   here we considered it as one syllable so the word written or the executive written is two syllables

WS   syllables

MT   why? the first one we have a vowel while the second we have the ( ) consonant

WS   consonant

MT   in English normally we don't say we don't pronounce it

WS   cluster

MT   like this written ten ten with an explosion okey like the majority of students but normally it's pronounced without explosion okey there is no explosion of the /t/ here when I say written tenten say correctly say written in english okay written sudden bottle

MS   bottle

MT   okey guys so the reason for dividing syllabses is based on vowels and

WSs   consonants

MT   consonants okey guys so this is true the word extra contains two syllables why? because in this case it contains two vowels we don't have syllabic consonant so a and e okey these vowels normally what we call them in syllable?

WS   ( )

MT   the centre of the syllable is called what?

MT   what are the componants of the syllable the syllable contains three componants what are they last year guys you saw them I think

WS   ( )

MT   ( ) coda and consonant good so we've got the consonant we've got the ( ) or I'd like to call the ( ) and we've got the coda

WS   what's the coda

WSs   ( )

MT   who was your tutor last year?

WSs   miss ( )

MT   normally you reach the syllable no?

WSs   no

MT   you did'nt reach them? they don't have enough time to reach the syllable?

WSs   yes

MT   because the others with Mrs ( ) they told me they even reached stress

WS   no

MS   no

MT   I do remember when we start with the very first session I asked you about last year last lessons we talked about stress and I said syllable you said yes that mean you reached the syllable

WS   may be not ( ) these terms

MT   I mean ( ) onset ryhme ( )

WSs   no

MT   anyway take it as follows okey any syllable we are using "مقطع" 'syllabe' in french any syllable phonologicaly speaking is composed of onset+ a necleus+ a coda the onset contains always consonant the nucleust is always a vowel except in the case of syllabic consonant okey and the coda always composed of consonant okey so write this defenition of syllables

((teacher writes on the board))

MT   so as I stated here guys any syllable should contain onset nucleus and the coda

WS   coda

MT   but this is of course not the obligatory composition of any syllable the obligatory one is just the nucleust because sometimes you find syllables without onset and others without coda and some without both only the nucleus just like this example we have the pronoun I and the verb to ( ) in American english we say ( ) so both they have only the nucleus they don't have onset or codas what's the onset? the onset is all the concepts before nucleus and the coda is all the concepts after the nucleus so here we have is and they contain nucleus plus coda only and here the same thing and in the second case say or the verb to say we have onset plus nucleus only we don't have coda and the last one?

WSs   opposite

MT   the opposite O and C good okay guys

WS   yes

MT   so in English it's not obligatory to have an onset or coda but it's an obligation to have

WSs   nucleus

MT   the nucleus okey and as I stated sometimes the nucleus can be a consonant okey okey guys but in very few words clear for this now the problem doesn't occur in monosyllabic words when we have only one syllable monosyllabic words it occurs when we have bisyllabic or trisyllabic words or more okey quatry okey all the rest of the ( ) okey so the problem as I state is not with the word that contains one syllable so the problem occurs with word that contain two or three or more syllable okey such as we take the example here of this board extra it's not something extra to (joke)

WSs   hhhh

MT   o(hhh)k guys but try to give me the answer guys if you could here the word extra you said it is composed of two syllabus and this is super correct now the problem occurs where is where do I set the limit of the coda of the first syllable and the start of the onset of

WS   the second one

MT   the second syllable have you got me guys or not?

WSs   no

MT   the problem here the problem here guys lies with these consonants or are they all the coda of the first syllable? or are they all the onset of the second syllable? or are they shared or mixed? two here two there

WS   yes two

MT   or three here

WSs   two
MT   normally normally how do we pronounce this word?
WS   extra
WSs   ex tra
MT   would you divide it to me
WSs   ex and tra
MT   ex and tra ahm
WS   yes so emm
MT   this is the only possible devision?
WS   ext ra
MT   ehm so your colleage stated ext and ra ehm ok write your devisions so ex and tra ext
MS   ra
MT   and ra ehm do we have another option
WS   ec
WS   no
MT   you stated ec and
MS   stra
WS   stra
MT   stra is there another possible one
MT   ehm no possible other one?
((teacher writes on the board))
MT   these normally these normally are the five possible divisions of the five word of this word sorry the five possible division of this word and ofcourse not all of them are correct okey guys
MT   which ones are the correct one and why?
WS   ex tra
MT   ex tra you said this one only? the others are incorrect?
WS   yes
((teacher writes on the board))
WS   I think ex tra
MT   this one ehm so when she somehow came very ( ) the others agree with her I don't know they are too afraid to say to admit it ehm only these these are the only ones why exactly are these the correct ones not the others? what's the reason what are the reasons behind this
MT   if you could show me rather ( ) some of you didn't deal with the syllable I don't expect an answer from you except for those who studied with Mrs ( ) last year Who said here
MT   you reached normally the stress you finished the syllable any way this one is as you stated guys correct the second one is also correct and this one also is correct whereas these are
WS   incorrect
MT   incorect options okey now we go to the reasons why normally last year you skipped syllable so in english for phonologists you have what we call or any kind of phonologists we have what we call phonotactics and we have an example here we have phono tactics tactic it's a strategy plan okay phono means sound so plan for your sounds you can find some languages that share the same sounds okey but their distribution the way they deal with these sounds is not the same okay guys they are totaly different only listen good for instance in english in any language we have these componants onset nuclues and coda in arabic for instance in classical arabic the onset must contain only one consonant and not contain more than one okey the onset you can never find an arabic word or an arabic syllable that starts with more than two consonants all syllables they start with the one consonant okey guys now for the coda maximum is two you can find two consonants in coda in english in arabic phonologicalsystem whereas in english or the onset you can find up to three consonants okey guys
WS   cluster
MT   three consonants are possible or what we call what's the word

WSs   cluster

MT   claster good what do we mean by claster

WS   three consonants

WS   two

WS   two consanants or more

MT   good two or more okey guys two or more consonants so a sequence of consonants okey guys we don't care about the number just starting from two of consonants ok so two and more because in other language you can find even up to seven or eight in the onset just like in Polish language okay guys "Polish language" you have even seven consonants ( ) any way in english we have three you can find the nucleus here and the coda we have up to four

WSs   four

MT   okey guys in French we have three three in Arabic we have one two okey in some languages we have one one okey guys some languages they do not listen tolerate coda at all we don't find coda in them so we divide we divide also with what with vowels okey depending on the phonotactic of the language okey guys

WS   yes

MT   clear for this

WSs   yes

MT   now since I said three vowel and four we have this word here extra we said that the problem is lies in this four consonants these are the correct ones okey whereas these are incorrect why these are incorrect according to you lets start by this option what's the reason behind that?

WS   we have four consonants

WSs   we have four

MT   in what in what

WS   in the onest

WS   the onset

MT   not the onest the onset good is it the onset though? are you sure?

WS   may be

WS   yes

WS   no the coda

MT   the first one which is incorrect in the nucleus four consonants the first syllable the second syllable has no onset or coda it's possible in English we have syllables that they do not posess any coda or onset but the first one contains four okry but still incorrect

MT   in English we said it's possible four consonants could you give me a reason why?

WS   syllabic ( )

MT   no no why this some how possible pronunciation is incorrect in English according to many speakers and according to the English phonoloical system

MT   no clue? any way before we answer that lets move to the second one the second one ( ) why it's incorrect? the second one

WS   onset contains four

MT   contains four good and the second one is a nucleus this one is inacceptable why? because the onset should contain only three in English and here we have four it's something ( ) in English phonological system okey now lets go back to the first one the first one eventually I have to answer it by my self it's unacceptable first it's acceptable because we have four consonants but later on it became unacceptable simply why because before we talk about four consonants lets talk about lets say two consonants in an onset in English we have words that contain two consonants there are vowels can I find a word that starts with onset or a syllable that starts with an onset

WS   flue

WS   flue

MT   flue ehm other examples

WS   flour

WS   flame
MT   flame ehm
WS   fly
MT   good so we have it now give me another one with vl ofcourse do not give me words with Russian names ( ) something like that
WSs   hhhh
MT   English words with vl
WS   valentine
MT   valentine that's va lintine va with a vowel give me example with sl
WS   slowly
WSs   slowly
MT   slowly s lo wly ((joke))
WSs   hhhh
MT   ehm what else only slow
WS   slave
MT   slave now give me an example with zl "zlat"
WSs   hhhhh
MT   ehm do you have an example
WS   no
MT   with zl
WS   no
MT   something else the same thing for vl what does this imply? it implies that in English or in any other language even if you tolerate two consonants not all combinations or clusters of consonants are possible okey guys
WS   yes
MT   clear not all clusters or sequences of consonants are possible in any certain language as I stated in English we find two consonants but not all of them ok clear guys
WS   yes
MT   so is it clear?
WSs   yes
MT   the same thing for four in English if we have the first one /k/ the second one /s/ and the third one is /t/ just like this case the last one will not be /r/ it's a rule it's always /s/ text
WS   text
Mt   an example text texts ok
WS   yes
MT   we can never find a word with xtr like this first of all in British English they do not have /r/ here in the following /r/ in final position is not pronounced
WS   yes
MT   like earch ok father so this one for British it's impossible lets go to American English in American English /r/ sound is pronounced at the end but still we can not find it here like this because the rule states that if the first one is /k/ the second /s/ and the third/t/ the only one is only /s/ why? because we have only words like that just like the example of text texts clear guys for this or not ?
WSs   yes
MT   clear for instance we have others like for instance the verb prompt what does it mean prompt?
MT   prompt prohibate some how push not push push like stimulate when I say prompts we have four but we can never find prompts like this
WS   yes
MT   the /p/ we can not find cluster like this okey guys in English words clear these are acceptable but these are unacceptable just like the case of /g/ eventhough it's super easy to

pronounce but in English it doesn't exist ok guys clear so the reason why this one is omitted simply because we don't have ( ) ok guys clear for this this is the reason why the second option is omitted clear all of you guys

WSs   yes

MT   sure now what's the big deal behind dividing words if you don't divide the word you won't asign the appropriate stress syllable because sometimes English especially books they depend on the number of consonants ok guys clear so depending on the number of consonants the stress might differ clear for this

WS   yes

MT   that's why it's better to study syllable before moving to stress because thanks to the division of syllables we don't divide just like that we need to follow certain rules ok guys even in French in Arabic we have certain rules to follow clear for this guys these are the reasons why these conditions are acceptable simply why because here lets talk about the possible ones /x/ and /tr/ I can find a word that ends with x like ex x ok or the letter x /tr/ try so correct I can find a word that ends with /st/ just like the example of your colleague text I can find a word that starts with /r/ right

WS   rubish

MT   hhh yes and the third one I can find a word that ends with /k/ make cake and I can find a word that starts with /str/ strike strugle straight ok

WS   street

MT   ok street clear guys for the others it's not possible

WS   possible

MT   clear for this

WSs   yes

MT   all of you now we move to the lesson of today which is entitled stress ofcourse this stress is not psychological one

WSs   hhhh

MT   or mechanical it's phonological so who can provide me with that small definition of stress any ( )

MT   no body the other group they give me many definitions separatly try to pronounce a word with stress even in Arabic and than give the definition what makes a syllable stressed than others

WS   stress is an extra voice when pronuncing a particular word or syllable

MT   what is that a dictionnary

WS   no

MT   a handout of last year or aaa you have a handout there yes so come again would you remind me

WS   stress is an extra voice when pronuncing a particular word or syllable

MT   ehm word or syllable

WS   is any of information provided (   )

MT   ok but this is some how definition of syllable by the end ok some how by the end when you talked about the two preceding any way about the position of stress for instance directly so some how ( ) so as you stated normally stressed syllables we are knowing the definition is that the stressed one are produced with more energy with force ok guys clear in comparision to the other syllables ok guys clear

WS   yes

MT   so when I say for instance phonology I believe phono no logy here is the stressed syllable ok due to the fact that I rised my voice when I reached the pronunciation of that syllable okguys phono logy clear for this guys anyway

MT   normaly the handouts are not ready due to some administrative constrains I am terribly sorry for that I have to dictate ok guys who ever wants to take notes ok they could of course the others wh are not interested as I stated my classroom policy(   )they just listen ok guys so those who are interested in my course they can take down what Iam going to dictate normally before I come to

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this we have four criteria emerged in stress syllable that they are written here we've got length loudness pitch and the last one which is dismissed by many phonologists which is the quality the vowel quality ok guys ok we have four criteria as I stated length loudness and pitch and this three they are found in monotextual of phonology verse but the last one quality of the vowel or the vowel quality it's found only in some verse ok

MT   Now let me explain the length here when ever you normally noticed eemm a stressed syllable you will find that normally a stressed syllable they are longer than the ( ) syllables ok guys I don't know if you heard when I said the syllabuses

WSs   hhhh

MT   ok I still tripped with syllables so as I stated stressed syllables they tend normally to be longer to take long period of time for instance to surround the ( ) syllables ok guys just like the word phonology ok eventhough it's a short vowel but still it takes longer time than the rest of the syllables ok clear guys clear clear

WS   yes

MT   clear

MS   clear

MT   (MS name) clear are you certain than that any way so this is the length the second criteria is the loudness louded means to raise your voice ok

WS   yes

MT   ( ) it's not high by shouting like that but still you sense that the syllable yes the volume of your voice is some how

WS   increased

MT   high ok guys clear another one is the pitch sometimes when you talk in low and then you raised directly one ok ok for instance you talk like this and then you raised it will you hear? I changed here some how well here we talked about not within the stress but really word stress but still you notice that the word here is somehow stressed in comparison to the rest of the group just ( ) Idid not raise my voice ( ) because some students some how they confuse pitch and loudness ok guys we have sometimes loudness and pitch they ( ) orally because when you raise your voice the pitch is high but still I could have a pitch without raising my voice okay or the opposit I keep on talking like that then I lower in one of them eventhat very different tone ok each may give you a clue that that syllable is stressed ok guys and the last one which I said normally dismissed in many books is the vowel quality which for instance when I say I take this example/bebeba//bebeba/ or /bababe/ /bababe normally simply we say that the change of quality might dictate that that vowel or that syllable is stressed so /bababe/ normally /be/ is the stressed one /bebeba/ or /bebabe/ normally ba is the stressed one normally but they dismissed why because they say sometimes for words they contain four vowels different vowels to discriminate between four ok

MT   imagine that /bebabobe/ we don't have the same quality and you are going to be confused that's why some researchers they omitted the criterion of vowel quality ok guys clear

WS   yes

MT   now lets write now the definition of stress definition: linguists

WS   "wait a minute"

MT   you write first subtitle definition linguists admit that linguists admit that finding an accurate definition finding an accurate double c definition means exact accuracy the name accuraacy you know this word don't you know the name accuracy

WS   accuracy yes

MT   yes accurate so

MT   exact perfect perfect exact accurate definition of stress definition of stress is highly problematic is highly problematic with c yet yet they all agree yet they all agree that it's a matter it's a matter of great of great auditory a u auditory prominance prominance of great great auditory prominance with inc prominance prominance means standing out something prominant ok that stands out clear auditory what does it mean auditory a u

WS   "auditory"
MT   "auditory" good auditory yes with so what's up in this matter in this matter Katamba with k ka tam ba as it's pronounced Russian linguist katamba with K yes katamba says that
WS   in this?
MT   in this matter Katamba says that you open convert comas katamba says that you open convert comas an element an element that is stressed is highlighted highlighted lighted so that it becomes so that it becomes
WS   highlighted
MT   highlighted so that it becomes auditory auditory auditory more silient more silient ent at the end ient silient silient means ( ) it means ( ) is silient it can be seen so than the rest than the rest than the rest of the elements in the strain the rest of the elements in the strain of which it's part
WS   than the
MT   Iam going to repeat don't worry than the rest of the elements in the strain of which it is part part
WS   of
MT   of which it is part you close the inverted comas 1989 colon 221 1989 colon 221. I believe your writing slowly because the other group they reach the criteria
((writes on the board))
MT   So and and and capital M full stop and Léon not lion Léon Léon with é french Léon with é 'avec accant' no need its names . M full stop I mean period then Léon ok guys L e o n and the e is written with accant oket.al do you know how to write et.al?
WS   e?
MT   et. al no? Anyway e t e t you write e t full stop a l full stop full stop a l ok italics normally you writen abreviation which means with other co-wrkers or co-authors ok guys ?
WSs   yes
MT   another participant I asked the other group whether they saw this in methodology or not they told me they declined they said no
WS   yes
WS   we saw it
MT   you've seen it yet anyway normally these are parts of some forms ok some somehow conventional structures are used in our case APA in linguistics to write down references ok guys
MT   so and Léon Léon see that stress
WS   see that stress
MT   see that see that stress is the result see that see that stress is the result of a physiological effort see that stress is the result of a physiological effort see that stress is the result of a physiological effort that's manifested
WS   would you go slow
MT   effort is the result of a physiological effort that is manifested that is manifested by an increse of lenght of lenght comma intensity intensity and frequency and frequency and frequency full stop
WS   and?
MT   frequency full stop concerning the terminology of the words excuse me guys I will be right back concerning
WS   take your time
MT   hhhh concerning the terminology of the word stress
((The teacher went out and students are talking and making noise))
MT   sorry for this long interruption guys
WS   no
MT   eemm these are master students and they are somehow condidates which make their probably dissertation ( ) so they need some piece of advice anyway where have we stoped exactly guys
WSs   terminology

MT   What?
WS   terminology
MT   yes lets go back concerning the terminology of the word stress of the word stress
WS   sorry
MT   shshshsh concerning terminology of the word stress comma it's replaced in some books it's replaced in some books by the word between inverted commas accent
WS   by the word?
MT   by the word between inverted commas accent not the group of singers of course ok guys do you know accent the group of singers?
WSs   yes
MS   yes
WS   we hate them
MT   you hate them why yes but they sang
WSs   rap
MT   really
WS   last song plastic
MT   do you mean their songs are plastic?
WS   ( ) plastic song
MS   it is not plastic
MT   Some how you mean I thought you love plastic anyway
MS   (   )
MT   anyway whatever normally enter my mind it's accaptable I don't care if it's rap but anyway ( ) sorry exetra they are very rate songs anyway accent but normally normally but normally it's used to refer but normally it's used to refer to syllables to refer to syllables make prominant make prominant prominant important you know prominant for linguistic purposes sorry for pragmatic purposes
WS   prominant
MT   for pragmatic purposes
WS   for pragmatic?
MT   purposes clear so here according to you guys when I said that stress involves making sylabuses syllables sorry auditory prominant so at the level of listening we feel that those stressed syllables they are very prominant they stand out okey they are different from the rest of the syllables okey whereas insome other books as I stated here some researchers use the word accent okey for the word stress normally stress in French is called 'accentuation' okey in French we have 'accentuation' and we have the word accent of course I am not talking about accent in socio linguistic field I am talking about accent in phonology accent in phonology is just like in French 'l'accen't but it has different meaning some books they use it as synonym to stress but the majority of other books they don't use them as synonyms okey they are not synonymous they are different why? because accent normally in the normall use of the word in phonology it has a pragmatic property okey first of all before explaining what is pragmatic property what do we mean by pragmatics?
MT   what's the definition of pragmatics?
WS   ( )
MT   any way the other group they give it to me
WS   ( )
MT   are you really the laziest group?
MS   yes
MT   my God ( )
MT   what's pragmatics normally you saw it last year in linguistics
WS   yes
MT   semantics pragmatics syntax at least one of the students of the other group before they gave

me the definition of pragmatics he defined for me the adjective pragmatic the pragmatic pragmatic person what do we mean by pragmatic? pragmatic no one in this group "بح" everything is gone

WSs   hhh

MT   in summer

WS   yes

MT   (   ) you remember only the songs plastic is ready hhh

WSs   hhhh

MT   I love her it's kind of classical music

WS   yes

WS   ( ) ((answering the teacher))

MT   it is totally the opposite hhhh so your friend here gave me the definition of semantics somehow it deals with the meaning of words in you said reality or real as they are word by word this is the field of semantics pragmatics is some how the meaning of ? pragmatics is normally the extra meaning yes the contextual meaning oky sometimes look at me look at me guys all of you look at me (MS name) look at me and Iam going to address you pragmaticly wait (MS name) emm I love you so much

Ss   hhhh

MT   so you have taken a look at my face and what I said what does it mean the meaning?

WS   what you said

MT   those who have taken a look at my face and heard what I have just said now

WS   ( )

MT   what does it mean I love you so much?

WS   feeling what does it mean?

MT   yes

WS   someone love

MT   really? Iam not a good actor then Iam not a good actor I said emm I love you so much

WS   the opposite

MT   the opposit guys it means I hate you I hate you so much

Ss   hhhhh

WS   so its sarcasm

MT   yes exactly it's sarcastic expression just like in Arabic when you say to some one " راك قاوي بزاف" it's totally the opposit in pragmatics in pragmatics no means yes yes

WSs   yes

MT   and yes means no okey guys "راك قاوي بزاف"

WSs   hhhh

MT   okey guys so pragmatics deals with the extra meaning or the implicit meaning now going back to our lesson the word accent replaces the word stress if it is used for pragmatic purpose like in Arabic for instance قتلك ما نشربش ما نشربش I focused on the syllable "ما" okey مش انا so this is an accent somehow okay guys it's an ( )stress what we call ( ) stress are you happy? no no Iam not happy are you happy unhappy the stress is on the prefix but for that person to understand you repeated it oky guys clear or not?

WSs   yes

MS   yes

MT   clear for pragmatic normally we stop here because time is up before you leave I'am going to take your presense wait first wait where is it normally this is group two yes

WSs   yes

((Teacher calls on students while students making noise))

Appendix 20: Man teacher lesson 3

MT   so last time if you remember guys we talked about affixes in English and normally we started with the suffixes honestly I don't know where we stopped depending on the groups some are leaning behind some are really moving on so I don't know where we stopped exactly guys for those of course who where mentally present with me

SWS   ( ) syllable

MT   'oh my God'

SWS   hhhh

MT   we did not see ( )

WS   we saw it

WS   'no no no'

WS   yes

WS   we saw it

MT   (   )((speaking in Arabic and laughing)) so before ( ) what's the last thing we saw

WS   the agreement ( )

SWS   ( )

MT   we did not see this one

SWS   no

MT   sure

SWS   yes

MT   so if you remember guys ((the student making noise))

MT   if you remember guys last time we said normally we have two pre( )ok ((students sill making noise)) 'I gave you almost 20 minutes talking to each other but you are still talking isn't it enough' SO if you remember last time we said affixes posses three ( )whenever they are added to an English word normally sometimes they don't change anything sometimes they alter

WS   shift

MT   shift the stress placement sometimes they carry themselves stress and in all case as I said shared by three normally ( )sometimes they might alter also pronunciation sometimes they shift stress without altering sometimes they take stress plus altering and sometimes they do not change at all stress sometimes they also change pronunciation and sometimes they do not change pronunciation but they just those three rule ok clear guys so normally you know three ( )cases somehow for this one ok

WS   yes

MT   anyway today we'll see cases of the suffixes that alter pronunciation ok here we have the first example we have extreme when we add ty it become extremity we have derive when we add ative it become

WS   derivative

WS   derive

WS   derivative

MT   derive becomes?

SWS   derivative ((different pronunciations))

MT   derive it becomes?

SWS   derivative ((again with different pronunciations))

MT   'are you ( ) or not'

WS   derivative

WS   eemm derive

MT   derivative good

WS   it's not i

MT   it's not i so it changed extreme extremity

SWS   ( )

MT   so excuse me for the ladies who are sitting there you cannot see the slide so please guys change your places because it will be very tiring SO here the vowel quality changes and you have here a table of some words where the vowel occurs for instance we have bible it becomes
WS   biblical ((wrong pronunciation))
MT   biblical well in some accents it's ( ) ok cycle cyclical but normally any way we have those altering to ( ) explore exploratory exploratory ok guys we have those that change to ( ) like nature and natural
SWS   nutural
MT   we have those that change from i like complete sorry compete competitive
WS   competitive
MT   we ume like assume it becomes assumption ok guys like ( ) ok shshshsh so let's listen ((the teacher plays a video of pronouncing some words))
MT   extreme extremity listen carefully guys
((video: a voice of man pronouncing the words extreme extremity))
MT   let's repeat
WSs   extreme extremity
MT   good
((video: derive derivative))
WSs   derive derivative
MT   good now ive
((video: bible biblical))
WSs   bible biblical
((video: type typical))
WS   type typical ((wrong pronunciation))
WSs   type typical
((video: wise wisdom))
WSs   wise wisdom
MT   good
((video: explore explorative))
Ss   explore explorative
MT   next
((video: know knowledge))
WS   knowing
WSs   know knowledge
((video: nation national))
WSs   nation national
((video : defiant defiantly))
WSs   defiant defiantly
((video : compare comparative))
WSs   compare comparative
MT   good
((video : declare declarative))
WSs   declare declarative
((video: drama dramatise))
WSs   drama dramatise
MT   just like this group (hhh)
SWS   hhh
MT   next
((video: compete competitive))
Ss   compete competitive
((video: intervene intervention))

Ss   intervene intervention

MT   good intervene guys I've heard some of you said entervene try to pronounce it intervene ok here ( ) I don't know why they put there they put it by mistake ok guys the line should be underneath not above it ok guys

SWS   yes

MT   the table I mean it should be in the colon above it ok so they made mistake here

((video: assume assumption))

WS   assumption

Ss   assume assumption

((video: presume presumption))

WS   presumption

Ss   presume presumption

MT   of course I won't bring you this but what matter is really the stress placement ok guys

WS   yes

MT   here we have certain remarks about the alternation that occur not only on vowels but also on

WS   ( )

MT   consonants ok guys clear here we have the verb ignite when we add ion

WS   ignition

MT   IT become ignition the vowel changes from i to e and the t altered into sh ignite ignition we have sign where there is no g sound and the i is pronounced ai it became signature the ai altered to i and the g become not silent and pronounced g ok produce production the c became k ok production and introduce introduction where the c also become k ok let's listen

((video: ignite ignition))

SS   ignite ignition

((video: sign signature))

SS   sign signature

((video: produce production productive))

SS   produce production productive

((video: introduce introduction introductory))

SS   introduce introduction introductory

MT   good another case just like these but normally as well the change in vowel like bible biblical but also in the spelling of the consonants just like ?

SS

MT   is this your first session? because I remember ( )

SWS   no

MT   no because when I look at your eyes you look like you've just hhhhh got up now really

MT   anyway here we don't have shshsh guys a changing vowel but also into consonant in the written form just like the first verb when we have collide collision where the d changes totally into s not just like in produce where we have c production or sign signature the letters alter themselves

SWS   yes

MT   OK guys why because as we know due to certain etymological reasons history of English because the original word is not really ( ) ok guys or not

WS   yes

MT   clear

WS   yes

MT   so let's listen to this guys and then repeat

((video: collide collision))

MT   let's repeat guys

SS   collide collision

MT   good

((vedio: divide division))

SS   divide division
((video: provide provision))
SS   provide provision
((v: describe description descriptive))
SWS   describe description descriptive
((v: prescribe prescription prescriptive))
SS   prescribe prescription prescriptive
MT   anannan (joke)
SWS   hhhhh
MT   next
((v: subscribe subscription))
SS   subscribe subscription
MT   good
((v: deceive deception deceptive))
SS   deceive deception deceptive
((v: repeat repetitive))
WS   repeat repetitive
((v: example exemplary))
SS   example exemplary
((v: retain retention))
SS   retain retention
((v: explain explanatory))
SS   explain explanatory
((v: apply applicable))
SS   apply applicable
MT   good as you see here the vowel sometimes change and even the letters of the consonants they alter from d to s from b to p ok example with a it become i retain with ai became e explain with ai it became only with a ok and apply where we have the y changing to
WS   e
MT   i no wonders ( ) how do you spell explanatory ok guys now guys let's move to prefixes prefixes just like the affixes also they do the same thing we're not going to see all of them of course but just like the suffixes if you remember last time guys when I talked about eem I don't know whether we ( )about this or not remember I said small ( ) change the meaning where I said the word ( ) less ( ) any way the suffixes less is one of the suffixes where we don't alter the stress place in the word and the suffixes doesn't change stress ok so stress is not ( ) on that suffixes but sometimes for pragmatic purposes for conversational purposes stress might be put on the suffixes itself just like the example of unhappy un is not stressed but sometimes some people they might misunderstand you or miss hear you sometimes you tend to emphasise the prefixes for example I say I am UNhappy not happy ok guys here for conversational purposes you might stress it ok just like in the conversation normally the verb dislike the stress is on?
WS   the second
MT   the second part dislike we don't say DISlike ok but for conversational purposes you might alter the stress you might alter the stress so sometimes when you hear it do not get choked but sometimes as I said for conversational purposes for ( ) stress or putting accent in social linguistics I don't know whether you talked about this
MS   YES
MT   sometimes in certain accent on certain ( ) of the word just like here he said do you enjoy driving he said no I really dislike it well I thought you LIKE driving no I DISlike it ok to emphasise that part ok let's listen to it why not pay attention guys to this model conversation
((the teacher plays the video for 0.4))
MT   so they emphasise the prefixed is in order to highlight the meaning of the word ok guys

WS   yes

MT   clear of course we have many suffixes that do not alter the stress just like here disintegrate discourage disintegrate as if they don't have them ok guys clear now what interests me guys is this part this part is going to be in your test 'inshaAllah'

MS   ( )

MT   yes in your exam or test and yeah by the way guys

MS   yes

MT   anyway we'll later on

MS   about what

MT   about something secret

WS   hhhh

MT   so here you might want to write down these examples guys as I said I'll bring them in the exam or test

WS   really

MT   so here we have the prefix pre this prefix guys possesses two pronunciations normally we have ((writing on the board and the students making noise)) so these guys possesses two pronunciation ok normally ( ) and ( ) the ( ) of the word what do I mean by this I believe shshsh all of you know the word receive

Ss   yes

MT   it contains re can we say re and ceive?

WS   NO

SWS   no

MT   no we don't have a word in English that constitute c e i v e

WS   yes

MT   ok guys

SWS   yes

MT   so it's impossible it's just part of the word so it is part of the word normally pronounced re but when it is a prefix normally the first pronunciation is re ok guys so re it mean ((writing on the board)) again

WS   again

MT   just like these examples where we have guys here

SWS   ( )

MT   yes where we have that guide here the first ( ) we have REcover and we have recover both they are written in the same way but depending on your meaning

MS   yes

MT   if it is to put a cover on something again here we should say

MS   yes

Mt   REcover it and if you mean to heal to mend ok to get well here we should say recover without focusing really on re because why it's not separable here

WS   ( )

MT   yes and these words are not separable if they mean this if they mean if they have this meaning we cannot separate them if they have this meaning we could decompose them ok guys

SWS   yes

MT   clear

SWS   yes

MT   clear or not

SWS   yes

MS   yes

MT   yes so here we have recover which is cover again and recover Recount it means count again and recount tell your story describe REform to form again ok

WS   again

MT   and we have reform which is to improve ok
WS   to improve
MT   ( )ok in French we "reform reformer" and we have "reform" I don't know whether you know this or not in French it is not separable but "reformer" is prounounced "gh" it means to do something again in French in English it is pronounced reform ok guys
SWS   yes
MT   so re is really ( ) the next one we have remark which is to put mark on something again but the second one we have a remark just a note on something observation we have REstore it may be on your laptop on your mobiles you find the word sort "trier" to sort something out to sort by days by noun whatever ok guys
WS   yes
MT   ok guys or not so that was resort but the second meaning when it's pronounced z resort which means to have refuge to go somewhere place to where you really run away of something just like the other group they told me spa ok
SWS   spa?
MT   spa is a kind of resort ok guys the last example here we have RESIGN it means to sign again to make another sign ok and the next word is pronounced with z resign to
WS   give up
MT   to quite a job give up to stop doing something ok CLEAR GUYS?
Ss   yes
MT   these are going to be 'inchaAllah' in your test or exam so let's listen to the audio version
((vedio: recover recover))
MT   let's repeat
SS   recover recover
MT   good
((v: recount recount))
MT   now
SWS   recount recount
MT   REcount recount
SWS   REcount recount
MT   again repeat Recount recount
SS   REcount recount
MT   next
((v: resort resort))
SS   resort resort
((v: remark remark))
SS   REmark remark
WS   resign
((v: resign resign))
SS   resign resign
MT   good sometimes also guys they have this case after you finish writing those examples write these two examples an interest is likely to decrease and the second one there will be a decrease in interests you write them
((the students write and are making noise, the door knocks and the teacher gives permission while the students are making noise more loudly))
MT   so coming back to the point as I said this one alters stress but sometimes we have cases just like the example Perfect and perFect
WS   PERFECT
MT   sometimes stress depends on the category of the word itself just like here where we have decrease some would say decrease as well where it's used as a verb the final one is stressed but when it's treated as a noun they say Decrease ok guys the final stress is on the(.)

WS   prefix
MT   prefix itself ok guys clear
WS   NO
MS   no
MT   you should put it here sometimes just like the de prefix when it's added to a verb it doesn't change the stress but when it is used to ( ) a noun the primary stress is on it
WS   yes
MT   just like the example of perfect and pefect
WS   present and present
MT   present and present ok guys
WS   used and useful
MT   no that's just changed the ( ) I 'm talking about stress placement clear guys now we move to other series and you should write them down guys ok you should write these seven prefixes co sub counter super under hyper and inter you write this this prefixes co sub counter super under hyper inter they take primary stress you write down they take primary stress
WS   'not yet'
MT   'just leave for them space they are seven leave a space' they take primary stress and they are used to create nouns
MS   what
MT   "c'est bon" ( )
WS   they take?
WS   primary stress
WS   they take?
MT   so prefixes
SWS   they take?
MT   they take primary stress when they are used to create nouns normally of course they have exception but the majority if you see them as noun you put directly stress on them
WS   the majority
MT   yes so co-driver co write counterattack counterclaim hyperspace hypertext interchange interlay subsection subtext subsoil supermarket superstructure supermodel underground underwater ok guys
WS   yes
MT   BUT but you write but they take secondary stress they take secondary stress when they are used to create adjectives when they are used to create adjectives of course we have exceptions as well ok guys
WS   yes
MT   but anyway in my test I won't bring you any exceptions except those that I had explained them ok just like ( ) but any way whenever we create nouns they take primary stress but when they are used as adjectives they take secondary stress ok guys
WS   yes
MT   let's listen to the pronunciation
(teacher plays the video))
((V: subway superpower))
MT   let's repeat guys
WS   subway
SS   subway superpower
MT   SUBway SUPERpower let's repeat guys SUBway
SS   SUBway SUPERpower
MT   SUPRpower good next
((V: codriver))
WS   COdriver

SS   COdriver
MT   good next
((V: cowriter))
SS   cowriter
 ((V: costar))
SS   costar
MT   good next
((V: counterattack))
SS   counterattack
((V: counterclaim))
SS   counterclaim
((V: hyperspace))
SS   hyperspace
 ((V : hypertext))
WSs   hypertext
((V : hyperlink))
SS   hyperlink
MT   good fourth series
((V: interface))
WSs   interface
((V: interchange))
WSs   interchange
((V: interplay))
WSs   interplay
MT   guys when you pronounce the r pronounce it r not rr in British English we say enteplay I heard some of you say interr
SWS   hhhh
MT   ok guys anyway fifth series
((V: subsection))
WSs   subsection
((V: subtext))
WSs   subtext
((V: subsoil))
WSs   subsoil
WS   supermarket
((V: supermarket))
WSs   supermarket
((v: superstructure))
WSs   superstructure
((V: supermodel))
WSs   supermodel
MT   good here it's the opposite case where stress is not on the prefix but on the second element
((V: coeducation))
WSs   coeducation
((V: cooperate))
WSs   cooperate
((V: coexist))
SWS   coexist
((V: hyperactive))
WSs   hyperactive
((V: hypersensitive))

SWS   hypersensitive
((V: hypercritical))
WSs   hypercritical
((V: interchangeable))
WSs   interchangeable
((V: interactive))
WSs   interactive
((V: subconscious))
SWS   subconscious
((V: supernatural))
SWS   supernatural
((V: superimpose))
SWS   superimpose
((v: underline))
SWS   underline
MT   good of course whenever we have them as adjectives we put secondary stress on the prefix and normally in conversations we have just like suffixes they also would be called stress shift last time if you remember we saw ( )Japanese which is a Japanese journalist the stress shift from nese to jap JAPense journal the same thing happens in here her answer was emphasised but she gave an EMphasised answer stress shifts from the last syllable to the prefix em the second one is hyperactive but whenever they have a word that is stressed at the beginning we have a kind of stress shift the last one he disagreed he DISagreed strongly ok guys let's listen up
((V: emphasise disagree hyperactive))
MT   let's repeat guys
SS   emphasise disagree hyperactive
MT   good all of them they have normally ( )on the second somehow let's listen to this conversation
((teacher plays the vedio))
MT   good so sometimes when you hear the shift guys do not think that it's incorrect but rather one of the phenomenon that are used to ease the pronunciation in English ok guys NOW another case concerning phrasal verbs in English
WS   'I don't understand'
MT   in English we have what we call phrasal verbs shshsh and they are verbs just like this one break out prison break the series I don't know whether some of you know it or not
SWS   yes
MT   all of you
SS   yes
MT   I thought you were playing outside hhhh
SWS   hhhh
MT   anyway so break out is a phrasal verb and of course we have difference between verbs normal verbs and what we call phrasal verbs in phrasal verbs normally whenever we add an article which might ( ) the meaning alters ok guys the meaning of the word changes just like break the original meaning is what?
WS   to break
WS   'break'
MT   'break' "tres bien" but when we add out it became
WS   space time
MT   space? Space?
SWS   ( )
MT   break out
WS   to escape

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MT   to escape good to break out something ok clear

WS   relieved

MT   yeah to be relived another synonym ok guys so the meaning changes totally so if the meaning changes we could call it a phrasal verb and there is a rule in English if the meaning changes it means that the ( ) is important because it's the one that changes the meaning of the verb and here the particle should be stressed breakOUT ok break is the verb it should be stressed but the primary stress is on out ok guys or not

WS   yes

MT   but if the meaning doesn't change doesn't become a phrasal verb just like dream and hear ok guys dream if I say dream of or dream the same thing dream dream the fact of fantasising of something ok guys clear hear of hear from is the same thing I am hearing something ok guys or not SO if the meaning doesn't change we do not stress the preposition or the adverb ok but if it changes I should stress it just like these examples we have the verb live I guess all of you know this verb

SWS   yes

MT   but as you know we have the preposition of just straight after it if it means to live normally stress is on live to live on but if it means the second meaning that is continue surviving stress is to be put on on live On ok I should stress that particle ok guys clear the second one we have come the verb to come ok if it means come normal like the example how much does all that come to it means the sum of it it means we stress the come but if it means another thing just like in here she hasn't come to yet after the accident means to awake ok to gain consciousness ok to realize something also here the stress is put on the to ok guys or not

WS   to live and live on

MT   live on or to live normally but the second one is to continue to survive regardless of the circumstances ok clear guys we will listen to the audio version and here we have also another example yes here heard of or heard from is not a phrasal verb why? why it's not really a phrasal verb guys here when we say heard of or heard from they are not phrasal verbs why?

WS   the meaning doesn't change at all

MT   yes the meaning doesn't change not like live and live on ok because the meaning doesn't change but if you notice here in this conversation we put of and from in capital letters it means they are

WS   stressed

MT   stressed normally they are not stressed we should say heard of it heard from it ok but in ths conversation they are both stressed why it's because pragmatic purposes but sometimes we may focus on the particle even though it's not part of it the second ( ) ok guys this one breakout for instance it means another one breakout of

WS   of

MT   ok of is not part of it ok heard of is not a part of the verb ok guys clear but in this case they are part of the verb if you omit them they change the meaning but hear of from they should not be stressed but because the other one ( ) the speaker wanted to highlight the fact that he said from not of ok or not

WS   yes

MT   clear

WS   yes

MT   let's listen

((teacher plays the video))

MT   so it's said dream of

MT   now let's take this example of ( ) and listen now to the pronunciation of OF and FROM

((teacher plays the video))

MT   here smell of is the same thing smell smell ok let's listen

((teacher plays the video))

MT   ok clear that's it normally for today guys thanks for giving attention please write your names

Appendix 21: Woman teacher lesson 1

WT   do you have any work experience?
        ok ladies first
WS   correct the plans and emm i make emm
WT   interesting did you have a training in doing this a diploma or it doesn't need] or it doesn't require a emm
WS   no miss, emm
        she she teach me how to correct and
WT   ok yes another one yes ((student name))
MS   emm how it's emm say it in english
WT   YES
MS   'optician' emm in england
WT   yes OK so out ((noise)) so eeem did you have the training?
MS   yeah emm no, but I work with my uncle I take only the order
WT   yes you were selling things that's all you were not [making eeem ((noise)) ( ) things
        there
MS   yes
MS   yeah

WT   ok another one another one ((noise)) yes the others no job experience

SWS   no
WT   for people who had a job or who intend to have a job what is according to
        you the most difficult part in getting a job what is the most difficult part in
        getting a job?
Ss   ((whispearing)) getting?
WT   getting! a job! getting a job
SWS   get
MS   miss to get in job or eeem getting a job?
        ((noise mainly female students sounds discussing whether it is getting or get in))
WS   the experience
WT   the experience you need to have an experience
WS   the skill
WT   let's assume you have the experience you have the skill you have the diploma
        and you want you have finished your studies and you want a job
SWS   (   )
MS   ( )
WT   find a?
WS   a job
        ((noise))
WS   ( )
WT   yes?
WT   miss have enough time to meet your friend or eemm
WS   she's out
WS   she is out (hhhh)
WT   hhhh so before getting a job you're thinking about eeem the fun time with your
        friends so I won't have a job, Iwon't work because I will not have time for my
        friends! ((students laugh)) that's very generous ((students laugh)) you know it's
        very rare people are isolating themselves now for the sake of having a job and here
        she's thinking about her friend ((students laugh)) she's considering her friend she is
        a good friend you know
WS   yes
WT   yes so
WS   ( )
WT   she is good so what is the hardest part in getting a job?

WS   to find a job!

WT   let's emm. Yes! finding a job the same thing finding a job getting a job yes
     ((permission for a girl to answer))

WS choose the right job for you

WT   choosing the right job for you?!

WS to know what is your field and emm

WT   yes you you know what is your job you know you are
     having a diploma in english and normally most of you or the majority will be teachers.

SWS yes

WT   OK you know what is suitable for you, yes, now you are searching for a teacher job

WS   we have to wait the opportunity

WT   what is the opportunity?

WS   emm to emm miss competition

WT   competition there is a competition there is a contest

WSs yes

WT   very good yes so some jobs require competition and contest others require an

WS   experience

WT   interview

SWS   yeah

WT   yes interview what is an interview? what is job interview?

WS1   between the boss and emm

WT   between the boss or anyone who is specialised in this in the company and

SWS   and the ( )

WT   and the candidate

WS   ( )

WT   the candidate not the ( ) he's the candidate ok so

WS1   he will be asked questions

WT   he will be asked questions to know about questions about what?

SWS   about (   ) skills.

WS   his skills

WT   about his skills

WS   his experience

WT   his experience

WS   career

WT   career

WS   he importance of job for him

WT   the importance of job for him

WS   what make him choose this

WT   yes good OK i will write for you words on the board ok these words constitute
     the main vocabulary for job interview OK? so these questions will be the big
    words will be discussed here through conversation we'll watch about job
    interview OK and we'll have an exercise at the end of the session is it clear?

SWS   yes

WT   so you write the words with me then we will watch the video ((noise))

WT   VOCABULARY OF JOB INTERVIEW vocabulary of job interview OK so first word we have experience second we have skills.

WS   proficient

WT   we have qualification of course we have other words

WS   concept

WT ok skills, we have qualifications (writing on the board) qualifications we have application (writing on the board) application (pause reading from the paper) we have flexible (writing on the board) we have willingness (writing on the board) dependable (writing on the board) salary (writing on the board) availability (writing on the board) we have wage is it clear? is my writing clear?

WSs   yes

WT   candidate (writing on the board) we have attention to detail attention to detail (writing on the board) we have requirements (writing on the board) requirements and the last one is preference, preference (writing on the board) ok? So these are words related to the field of business or job interview SO whenever you have a job interview

WS   Miss?

WT   yes

WS   eem sorry, attention? detail?

WT   attention to detail to detail requirements preference SO whenever you have or you attend job interview you're expected to be asked things about these words on the board OK they will ask about your skills your experience the salary you want if you are dependable if you are flexible if you'll be available the qualification you have ok SO these things are really intrinsic in the job eeem field OK

Ss   silence

WT   So, we will watch a video now and whenever you hear a word in the video that's written on the board you write it down OK? write down the words that you hear in the conversation and that are written on the board and just you'll have to write the questions that are asked and some of the answers, OK? you need to write questions and answers, we have a lot of questions about eem a lot of manners of asking the same question OK? and different answers of course

      (some WS talking)

WT   any questions before starting

WS   requirements and

WT   requirements

WS   eeem the last one

WT   preference preference preference

(silence, while students writing it lasted 4min and 20sec)

(The video starts, it was played for about 7 min)

WT   OK we stop here we have seen eem three questions OK or two?

WSs two

MS   two

WT   two questions describe yourselves and?

WS   professional, educational

WT   and professional or educational background yes So the first part describe

WS   yourself

WT   yourself well this is a very difficult question OK if the candidate is not well prepared for such question he or she will miss his or her chance in having that job do you agree?

WSs yes

MS   but it is simple question

WT   yes?

MS   it is simple question

WT   it is very simple question? yes SO when I ask you now describe yourself can you describe yourself?

MS   I am not prepared

WT   you see I said the candidate should be prepared

WS   before

WT   for this question ok so when

WS   to know which information he should mention

WT   which information he should mention because there are a lot of information OK

Ss   about it

WT   about yourself you choose the right ones what are the right ones?

WSs that related to the job

WT   that, that related to the job, good yes, so there are a lot of manners in asking the same question

WSs yeah, yes

WT   give me one more Yes

WS   could you tell me something about yourself?

WT   good could you tell me something about yourself

WS   could you tell me eeem or could you describe yourself?

WT   could you describe yourself same thing

WS   could you describe your personality treats?

WT	could you describe your personality yes
MS	could you tell me a little about yourself
WT	could you tell me a little about yourself ehhhmm
WS	may I ask how old are you?
WT	may I ask how old are you so you see there are some sub questions as we say that may guide the candidate in his answer OK? yes
WS	can you eemm describe yourself briefly
WT	briefly yes
WS	could you tell me about eemm your education and about yourself?
WT	can you describe yourself, can you
WS	Miss Miss
WT	describe yourself yes thank you
WS	can you describe your personality
WT	describe your personality yes
WS	tell me a little about your your university background
WT	yes here we ask about the university deg
WS	( )
WT	this is laying to the second questions yes educational background so when you describe yourself the answers that this candidate had provided what are the answers? give me one of the answers
WS	about the name
WT	the name they start by mentioning their names
WSs	age
WT	firstly the names the age
WS	were they married
WT	single or
WSs	( )
WT	married the social status
WS	family obligations
WT	family obligations having children
WS	yes
WT	yes their birth place yes eehhhm
WT	so this is briefly
WS	aaa Miss
WT	yes
WS	maybe eeem talk about eeemm why why may he choose this job?
WT	let's stick to the questions seen in this video as you see they start by describing the self because latter on we'll talk about qualifications and skills of this job OK so eemm try to keep this in a chronological order ok you start by describing yourself ok you see the name the age eeemm the social status the birth place eeemm family obligations for example ok and then we move to
WSs	educational background
WT	we move to the second question that was related to the educational background yes so what is the educational background or give me
WS	question
WT	yes questions about eem
WS	MISS
WT	yes
WS	tell me something about your education
WT	tell me something about your education
WS	which university you studied and why you chose this
WT	which university and why you chose this yes
WS	have you ever studied out of the university yes
WS	Miss
WS	tell me about your formal education
WT	formal education yes
WS	did your education helped you with this work?

WT   did your educational help you with this yes
WS   how was your experience in the university you have chose?
WT   the experience in the university yes
WS   have you finished your studies?
WT   yes good
WS   how your education helps you in your position?
WT   good very good so the relationship between education and the job ok you're applying for yes
WS   how was your experience there?
WT   how was your experience while you were in university yes answers give me answers
Ss   ((Silence))
WT   your answers answers you have heard in the video yes the answers
WS   I graduated about two months ago and eeemm
WT   le emm yes let's imagine the situation here ok you're you have finished your studies and you're applying for a job and this employer has asked you this question about educational background so what is your answer? based on imagination of course because you're still studying here
WS   my eemm my education helped helps me to learn about the society and eemm know what if eeem lot of business tips to get eeem
WT   yes
WS   to get a job
WT   good
WS   and eeemm I m new in the domain and eeemm why I'd like to have this job because I have a good diplome marks in my diplome and I am the first in my class so (laugh)
WT   good
WS   this is ( )
WT   of course ( ) she's ambitious yes yes
WS   I have graduated from Washington's college
WSs   ((laugh))
MSs   ((laugh))
WT   shshsh yes
WS   and I eeem I have a diploma in political eeem
WS   science
WS   science and I work
WT   yes you know this field
WS   no and I have worked for six years in hotel managements and I wish to get this job
MS   political science ( )
WT   well is it in Washington?
Ss   ((laugh))
WT   so another one ((noise)) another one another one
Ss   silence
WT   I see that people are not aiming for teachers job
WSs   yes
WT   really so let's imagine the scene
WS   I was a major in my university and I have experience in teaching eemm in private education
WT   yes private school
WS   private school and I know how pupil behave so I hope
WT   how does your education help you in doing this job? so you have diploma in English and you're applying for eeemm a job of English teacher teacher of English yes so how? Can you relate your education to your job? you see this question is about relating your educational background to the job you are applying for
WS   Miss
WT   yes
WS   I learned a lot about teaching tips in my university
WT   yes yes
WS   it helps
WT   you are taking now courses a lot of courses how to teach
WSs   yes

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WS   even from our teachers itself himself

WT   you're taking your teachers as role model for you good so describing yourself as I have said is not really that easy question

WSs   yeah

WT   you need to know the employer's needs OK so he's the employer and he wants a special candidate ok and he wants to have a qualified candidate ok so you need to impress him or her you need to show your skills, capacities, knowledge that suit the job you're applying for ok so we will watch a video about this question of self description ok to show you that it's not really something easy as some of people here think

            ((video starts, it lasted 5min))

WT   thank you for watching the video well as you see there are some important feedbacks here for answering in correct manner this question of describe yourself ok so the first thing that this speaker has stressed is

WSs   keep professional

WT   keep professional yes as you see eeemm we have seen someone applying for a job and he is asking this question but this person

WS   candidate

WT   eeem does no(hhh)t provide the appropriate answer ok he was talking about his dogs his hobbies which is not really needed in this situation so when you're asked describe yourself you need to make it professional which means that you need to talk to mention things about yourself that are related to this job

WS   specific

WT   specific questions to this job like what?

WS   your skills

WT   the skills

WS   the educational background

WT   educational back ground

WS   awards the experience you have

WS   awards that you may have

WT   yes achievements you made in this field ok the qualities the characteristics

WS   ( )

WT   or the personal treat and characteristics that you have ok it's ok to talk about your personality ok but be careful he doesn't want to hear what is your favourite colour for example

WSs   yes

WT   do you love the see or I don't know so he has to hear things that are related or help

WS   ( )

WT   help you to get a job like what for example? you say you might say I am a very organised person

WS   work hard

WT   I am hard worker

WS   love challenge

WT   I love challenges challenging works

WS   I am serious

WS   I am dedicated to job to work

WT   I m dedicated to this

WSs   ( )

WT   very excited motivated person ok so you try to ovoid things that will harm you ok like for example I'm a very nervous person

WSs   yes ((laugh))

WT   yes I have a friend whose who was applying for a job in teaching of course in university and she was asked this question what are your weakness point ok and she said I am a nervous person ((laugh)) ok so you're a nervous person and you're going to deal with people with students ok human beings with different mentalities different needs personalities and desires so this is very risky here ok

WS   for her

WT   yes so I was in job interview for two times in this university ok and I was asking things that are

related to psychology ok and one of the most recurrent questions was your personality treats what is your strength point here and your weakness point ok and of course we are hiring teachers and the most important question was how can you deal with noise in the classroom

WSs   ((noise))

WT   ok yes so a lot of candidates have failed in answering this why? because of course they lack experience ok and many of them they show these eemm signs of being a very nervous ok person so eemm here you cannot expect success in this situation ok you know how to fashion refashion your answer ok to suit your employer ok even if you don't have the experience you need to

WS   chose the right words

WT   yes the right words and avoid eemm avoid those prejudices ok yes so let's imagine here we have a job interview so I'm going to ask you this how can you deal with noise in the classroom? Imagine you're a teacher candidate I remember there was a candidate who told me that she can never deal with noise this is a problem and she doesn't have a solution to this problem yes so I told her if she is that authoritative person she uses authority to enforce eeem to enforce peace in the classroom she said no ok so what is the solution according to you

WS   Miss

WT   yes

WS   I can put rules in my class and I will be dominating little bit

WT   dominating

WS   little bit

WT   yes how?

WS   eeemm like if I put my rules

WT   rules?

WS   yes in my class there is no noise in my sessions if no one will respect my rules he will be out and eemm

WT   there will be punishment

WS   yes

WT   so this is authority here good yes

MS   how about punishment that will help me in the same time the one who makes noise will sit in the front and will do a homework

WT   make an extra home work yes I like the idea

WS   I' like attract their attention for example use technology for studies watching videos making to involve them more

WT   try to involve them more and to engage them yes

WS   give them five minutes to talk

WT   you give them so every session there are five minutes given to students (laugh)

WS   to talk

WT   yes so these are good ideas so we'll see if one day you'll be able to apply them in reality because you know reality is different from this ideal situation from this imaginary situation students sometimes can act like monsters

WSs   yes

WT   a little monsters ok so eeemm we've been talking about

WS   keep it professional

WT   yes keep it professional you need to only things that are

WSs   suits, related

WT   yes related to the job ok second?

WS   organize your

WT   we have to organize our ideas in a chronological order ok so eeeemm you're mentioning your educational experience for example you cannot start by talking about eeem your Magister or PhD dissertation and then you go back to your high school ok

WSs   yes

WT   you need to talk in a chronological order because you know you will or you may confuse the employer ok so chronological order professional what else?

WS   don't mention ( )

WT   eemmm you need a job description what is a job description? (.) what is a job description? So you need to know about the needs and goals of this job ok for example your working emmm we had talked

about eeeemm this in ( ) ok schools for children

WSs   yeah

WT   ok and you know children have special needs here ok so how can you describe this job?

WS   challenge

WT   challenging

WS   hard

WT   hard why? what are the skills required for this job?

WS   to be trained

WT   to be trained

WS   ( )

WT   this is for educational background you mean knowledge yes

WS   no to be or to have experience that you have dealt with the children before

WT   you have dealt with experience eemm chi..

WS   to be patient

WT   to be patient yes experience patience eehhmm calm you need to be calm

WS   polite Miss

WT   polite yes very good ((laughs)) because I said last time they imitate they are in the process of imitating the language so be careful

WS   should made research about the kids eemm nee

WSs   ( )

WT   needs yes

WS   ( )

WT   so if you don't have experience like your friend has said you need to make researches about this job requirements good yes so this is job description before going to your interview you need to know about this job ok and you choose answers that are linking to the requirements of this job is it clear?

WS   yes

WT   yes so we'll finish eeemm our course conversation we have stopped at eeemm

((video starts for 8min))

WT   ok so thank you for watching this well we have three questions the first one was about?

WSs   the experience

WT   yes past experience of job the second one?

WSs   the skills

WT   the skills and the third one?

WSs   applying the job

WT   yes applying for job give me questions about the first yes

WS   tell me about the job experience

WT   tell me about your job experience yes

WS   how do you describe your job experience yes

WS   tell me about your past work's history

WT   tell me about your past work's history yes

WS   tell me about your previous job yes

WS   which companies were you working ( )

WT   yes

WS   what was your experience in your previous job?

WT   what was your experience in your previous job Ok the answers now yes the answers you see if you had that bad experience in your previous job and you were responsible for it be careful you don't want to seem that irresponsible person for your new employer so you need to modify yes?

WS   it was really a good experience I had in my previous job

WT   so why did you leave it?

WS   because I am an ambitious person I mean eemm

WT   she is ambitious and she needs more challenges yes

WS   it was beneficial experience I got promoted twice eeemm I leWT because I want to work with higher company to meet new people

WT   to meet new people yes maybe the previous job was not really eeem

WS   big

WT   or not really fit my needs my desires my characteristics I am an ambitious person who or I want to

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work with people so there is no service customer service in that company
WS   or I deserve more than this
WT   or I want a better salary ok I am a qualified person and I need a better wage ok so this for the first question the second one the skills yes
WS   do you have any skill that may help you in your work?
WT   good another question
WS   what special skill do you have
WSs   ( )
WS   MISS
WT   yes
WS   what skills you have that help you to get this job
WT   yes skills you have to get this job yes give me skills
WS   I can deal with people easily
WS   MISS
WT   dealing with people easily yes
WS   I'm very good in computer as much time need and good in ( )
WT   computer and languages yes
WT   he doesn't really want to know about your eem piano unless unless the job requires it you know this
WS   I can speak English and Japanese
WT   languages good yes
WS   good in selling
WT   in?
WS   selling
WT   selling yes you have the capacity
WS   ( )
WT   you can type sixty words in a minute can you do that really?
WS   no
WSs   ((laugh))
WT   yes yes ok so this is about the skills eeemmm third one what is your ideal job so the ideal job is the perfect job for you the job that you want to have ok so what is your ideal job? you know when we talk about ideal you need to mention for example the salary you aim to have the hours
MS   oh really?
WT   yes of course some requirements in job
WS   as you perfectly work individually or
WT   or in a team work if you're a person who likes to be with people enjoying meeting new people etc. so this is good job for you if you are person who likes to have or to travel to visit new places
MS   yes
WT   so this is suitable for you and the opposite so hours you have daily regular hours or you can work in weekends for example ok so this is the ideal job ok so we stop here and I will give you this exercise I told you about so write down some sentences here
 ((silence))
WT   ok you write the sentences
((silence))
WT   so the question is it's all about vocabulary of job interview some of the words are written here on the board put the letter
MS   put?
WT   put the letter of the correct word (.) put the letter of the correct word in the space (.) in the space next to the sentence in the space next to the sentence (.) so let's dictate the sentences here number one number one (.) sentence number one I make sure I make sure the job I make sure the job is done correctly (.) even in the small wage even in the small wage this is sentence number one
WS   ( )
WT   I' ll make sure the job is done even in small wage (.) number two I need to fill this out to fill f i l l to fill this out if I want to get a job if I want to get a job (.) number three
WS   I need to fill this can you repeat it please?
WT   I need to fill this out if I want to get the job ok number three (.) this is a special ability this is a special ability I have to help I have to help me do certain job

WS   I have to help?

WT   I have to help me do a certain job (.) number four (.) I like to work with people I like to work with people (.) number five something something I must have in order to take the job in order to take (.) the job

WS   ( )

WT   ok which number?

WSs   six

WT   six this is how this is how much money this is how much money (.) I make in an hour (.) number seven this is how much money I make in year this is how much money I make in year number eight (.) number eight I don't have special education I don't have special education for this job (.) but I have done the job before but I have done the job before ok? number nine I can work whatever hours my boss needs me to work I can work whatever hours my boss needs me to work (.) number ten my boss

WS   needs me?

WT   yes needs me to work (.) my boss number ten my boss can trust me to do a good job all the time my boss number ten my boss can trust me to do a good job all the time (.) number eleven

WS   can trust me?

WT   can trust me do the job all the time (.) number eleven I'm excited I'm excited about learning new things I'm excited I'm excited about learning new things (.) number twelve I don't miss (.) a lot of work (.) because (.) I make sure because I make sure I'm there when they need me

WS   I make sure?

WT   I make sure I'm there when they need me (.) number thirteen number thirteen a person (.) who might get a certain job a person who might get a certain job number fourteen (.) any special training (.) any special training or experience (.) I have to help me (.) do my job well to help me do my job well ok? so now we move to the letters words ok A the first word a letter a wage wage w a g e wage b b flexible flexible it is in the board

WS   written on the board Miss

WT   yes it is here flexible number c eeeemm letter c letter c willingness it is on the board too willingness (pause) willingness d d attention to details attention to details ok e e reliable reliable r e l i a b l e reliable f f salary g candidate candidate h experience i requirement requirement j dependable dependable k customer service customer service l applicatiom m skill and the last one n qualifications so you put the write word in the write sentence you have five minutes to do the job OK

WS   now?

WT   yes now of course

Appendix 22: Woman teacher lesson 2

WT   Good afternoon

WSs   Good afternoon

WT   so we are going to see emm another lesson in ( ) of course this lesson is about vocabulary at the hotel the vocabulary you need when you book a room in a hotel okay so this sounds easy for you because you did not experience this but believe me for not eem making a reservation for a non native speaker is a challenge okay because you are going to hear words that

WS   you never

WT   that they look not familiar okay we will try to cover many words many new words today

WT   you'll watch three videos then will have an exercise the exercise will have a title exercise that you we'll see in exams and it's filling the gaps based on the listening emm and students told me that it's not something new you are used to have listening in oral expression exams

WS   YES

WSs   yes

WT   good

        ((the teacher setting up the video))

      ((the door is knocked and someone came in))

       ((the video starts playing for 3.27 min))

WT   yes so here the guest of course the guest is the person who comes at a hotel to make reservation or to another term another term for making reservation is?

WS   to check in

WS   booking

WSs   to book

WT   to book a room to book a room yes so the guest here comes and eemm he is in front of what? the reception or or? another term the reception the desk helper this term you have seen this before yes so and he is making?

WS   check in

WSs   Check in

WT   he is checking in yes so we have new terms new vocabulary what are the new words we have seen?

WSs   registration

WS   registration book

WT   the registration book yes

WS   the key card

WSs   the key card

WT   the key card the key card or the keys

WSs   yes

WT   yes

WS   check in

WT   to check in so what is to check in? you have seen check in in a

WS   reservation

WSs   ( )

WT   yes what what do you check in in in the airport?

WSs   ( )

WT   in the airport

WS   the passport

WT   the passport so you check in your luggage to check in your package and you confirm

	information on your passport and ticket while in a hotel you check in
WSs	room reservation
WT	your room you confirm your reservation
	((the teacher coughes))
WT	sorry and this reservation was made through what?
WS	online
WT	yes?
WS	online
WT	yes online or or?
WSs	phone
WT	or by phone or?
WS	personal
WT	through a travel agency very good okey so you go to the desk ( ) to the reception and you confirm your reservation okey so what are the questions asked during the checking process?
WSs	do you have a reservation?
WS	do you have a reservation?
WT	do you have a reservation yes I have a reservation the next question
WS	the name of
WT	Under what name good yes then
WS	asking
WS	confirm
WSs	sign
WT	to sign in the registration book yes then?
WS	the time
WSs	( )
WS	asking about time
WT	good time of booking time eemm good durity of the stay okey in other videos we have this question and their departure for exemple yes and then the guest has the right to ask some questions what are the questions?
WS	time
WS	food
WS	the location
WT	the location information about the location yes location he is it interested in what? as a guest he is interested in what you are guest
WS	shops
WSs	shops
WT	and you are new in this town you are interested in shops shops restaurants coffees
WSs	( )
WT	yes the view views the beautiful view the sea the( )okay yes what else? things that are not in this video things as a guest you are interested to have in a hotel yes
WS	food
WT	the food
WS	pool
WT	the pool good swimming pool yes there are hotels that have swimming pools
WS	whether the shower will be individual shower or eem
WT	yes yes in a room or that common communal one yes
WS	if there is entertainment shops
WT	yes entertainment shops yes
WS	restaurant

WS	wifi
WT	ehm internet connexion ehm( )
WS	disco
WT	yes okay so let's see another video
	((the video is played for about four minutes))
WT	so our guest has made a reservation by phone and he was asked ask some questions what are the questions by phone yes
WS	please I would emm I would like to book a room?
WT	room yes ahm ahm yes
WS	how long you will be staying
WT	yes how long you will be staying with us?
WS	( )
WS	Miss Miss
WT	(WS name)
WS	what size of the room you would like
WT	the size the room yes
WS	the view
WT	so aWTer making the reservation of course making the reservation by phone the most important question is the day of arrival and departure the duration of the stay
WSs	stay
WT	yes the type of room is it a single bedroom it is a case
WS	double
WT	yes double room it depends so once you make the reservation by phone by e-mail through a travel agency you go your day on your day of arrival you go to the desk ( ) to the reception to check in yes check in means that you confirm your reservation and you take your keys okay you take the keys or the key
WSs	card
WT	card the key card to have access to your room okay so what are the questions the guest asks while he is or she's checking yes you
WS	I need to check in
WT	ehm
WS	he asks about the laundry service
WT	yes
WS	and about emm ( )
	((the door is knocked))
WT	anyway so he asks for the food
WSs	( )
WT	he asks for the gym he asks for
WSs	the laundry service
WT	yes the laundry ahm
WSs	smoking or not smoking
WT	and the desk ( ) asks him
WSs	yes
WT	whether he wants smoking or non smoking room
WSs	yes
WT	a single or a double room yes
WS	the breakfast
WS	the breakfast
WT	the breakfast and dinner yes time

WS   size of room

WT   the size of the room I said single or double bed yes

WS   laundry service

WT   the laundry service

WS   he asks to fill in the form

WT   to fill in the form yes you need to fill in the form and in the form what do we have?

WS   name

WS   ( )

WT   the name

WS   departure time

WT   yes the number of the flight date

WSs   email address

WT   good lets see the last video

      ((the video starts for about 10 min))

WT   thank you for watching so we have seen very useful expressions for non native speakers

WSs   yes

WT   you know that might look basic but it's not really basic because as you see non native speakers are not used to hear such expressions as give me an example as?

WSs   ( )

WT   ( )

WSs   breaking up

WT   breaking up

WSs   ( )

WT   ( )

WSs   ( )

WT   yes breaking up breaking up yes so here do you agree that spelling your name on the phone can be a challenge for non native non native speakers?

WS   yes

WSs   yes

WT   yes

WS   and numbers

WT   and numbers as well good so she had asked him about what? she had asked him some questions yes

WS   under what name

WT   under what name of course you start with name

WSs   yes

WT   and then?

WS   ( )

WT   she asks him about his name and then

WS   the way of making reservation

WT   the way of making reservation yes

WS   and then the credit card

WT   then the number of credit card and then the expiry date of the credit card yes

WS   she write the information

WT   yes ehm and then?

WT   she realised that there has been a mistake in the system and as a result this guest is not really booked the day he wants so she

WSs   upgrade

WT   upgrade upgrades him in or to a spa suit yes and when she made that exchange that change he asks about something

480

WS   the money

WS   difference

WT   what difference the difference the rate is there a difference?

WSs   no

WT   free of charge yes ehm yes that's all that are all the questions there is something
      ((the teacher fixing the laptop))

WT   yes when she rate when she checked the information she said that we have no ( ) which means
      that there is no?

WS   reservation

WT   So write with me
      ((the teacher writes on the bord))

WT   so write with me these words the words

WS   the joining?

WT   the joining rooms baggage

WS   amenities

WT   amenities a m e n i t i e s

WT   to book to check in to check out ( )

WS   miss bellboy

WT   bellboy yes b e double l boy

WS   bo?

WT   book booked yes hostel hotel manager house keeping swimingpool king size bed kitchenette

WS   kitchen?

WT   kitchenettes

WS   miss

WT   yes

WS   I cannot see

WT   I will read I will read them and explain word by word okey

WT   they charge ( ) luggage card maximum capacity motels ( ) rate reservation room service single
      bed sofabed the weekend balley the queue and the last one workout room workout room so write
      down your words and then we will explain them

WT   So concerning the presentation I hope that this week so bring me your written form this week
      okay yes on Wednesday two pages written in a correct clear organized clean okay way two
      pages you summarize your project yes the project you have presented and lets see a make i m
      planning a makeup session up sessions yes and with you I have only two sessions so lets see
      your free time when will you be free this week? This week ? give me your time table yes give
      me your time table from Sunday to Thursday

WSs   Sunday?

WT   yes

WS   Sunday "we study from 9.30 to 14.00"

WT   this is when you study

WSs   yes

WT   from 9.00 to 14.00 pm

WSs   yes

WT   I think it's not suitable Sunday yes so Monday

WSs   Miss ( )you don't have a teacher from

WSs   yes

WT   from nine to to eleven yes so Monday you have Monday from so I will take many sessions and
      see with the administration you know because we have problem of rooms so will see Monday
      from 9:30 to 11:00 yes and Tuesday

WSs   from 8:00 to 14:00 Tuesday

WT   Tuesday from 8:00 its full really yeees so From 8:00 to 14:00 Wednesday?

WSs   from 8:00 12:30

WT   from 8:00 to 12:30 yes yes emm Wednesday Wednesday from 8:00 to 12:30 and Thursday you have from what?

WSs   8:00 to 12:30 of grammar

WT   from 8:00 to 12:00

WSs   yes

WT   for two weeks yes and even emm the last week before the exam yes yes before the vacation no before the vacation the vacation "only" this week and another how many sessions we still have?

WSs   two

WT   two two weeks this week and another week yes you have already taken ( ) the session in grammar on Thursday?

WSs   no no so this week will be the first session yes and the next one

WT   yes okey for Thursday you have make up session of grammar make up sessions of grammar from 8:00 to 12:00 from 8:00 to 12:30

WSs   yes

WT   okey so let's see are there new words you have seen on the board

WS   yes

WT   new?

WSs   yes

WT   yes all of them?

WS   no

WT   few?

WSs   most

WT   most of them

WSs   yes

WT   yes the same thing as the previous group so lets start with the joinning rooms so what are the joining rooms from the word the joining

WS   two

WS   two rooms

WT   two rooms that are bordered together by what? by one door okey

WSs   yes

WT   we have we have a lot of homes have this kinds of rooms

WS   yes

WT   yes aminities aminities so what are the aminities? when you go and you make a reservation you usually ask the desk ( ) about the aminities which means the local facilities like stores like super markets like shops like restaurants in the area of the hotel

WS   this is what?

WT   aminities stores shops restaurants in the area where the hotel is situated you know a lot of people are new in this town and they don't have emm information about the stores the shops ect so you ask for aminities yes

WS   attractions

WT   atractions yes many tourists go to particular town for atractions like parks like museums like gardens

WS   castles

WT   okey bagage

WS   luggage

WT   luggage bags your bags ok

WS   yes

WT   bed and breakfast bed and breakfast you know bed and breakfast it's not the way you think bed and breakfast it is a sort of home home that serves bed and breakfast it's cheap it's a sort of a cheap hotel ok so it is called bed and breakfast there are no other services only bed and breakfast no dinner no( ) no laundry

WS   motel?

WT   it's not motel in motel we find dinner for example we find other services but this is strictly bed and breakfast okey

WS   just ( )

WT   and it is called like this bed and breakfast bellboy who is the bellboy? we have seen this word in a conversation

WS   who holds bags

WT   yes who helps you to carry your luggage yes yes and you need to give him what?

WSs   money money

WSs   tips

WSs   "tips"

WT   yes to book to book to book to make reservation

WS   to arrange

WT   to arrange your stay in the hotel booked booked I am afraid that the hotel is booked

WS   full

WSs   is full

WT   yes very good 'brochure' 'brochure' we have seen this yes in translation

WSs   yes

WT   it's about what it's about sites of aminities attractions tourists all the guest needs okey especially people who are new in a town

WSs   ( )

WT   yes

WS   'brochure'

WT   'brochure' it's a kind of a catalogue ehm catalogue yes it's a kind of catalogue that contains all information services sites of attractions its restaurants

WS   aminities

WT   parks aminities of attraction check in check in

WS   confirm

WS   confirming

WT   you go to the front desk and you confirm your reservation and you take your keys or your key card ok check out

WSs   go out the hotel

WT   it's when you're going to leave it's to return back the key and?

WS   card

WS   the card

WS   and bill

WT   and take the bill yes Complementary?

WT   Complementary things are things that are free of charge things that you find in a room you can use free like soap like shampoo towels ( ) etc and you know when you go to the luxurious hotels you find a lot of brands yes so you can ( ) your salary

WSs   hhhh

WT   yes damage charge damage charge

WS   when you break something

WT   if you broke something yes you pay for yes you need to pay the damage charge deposit

WSs   what?

WT   deposit you used you used to pay deposit

WS   when you emm

WT   half price to make sure that this is your room

WSs   aaa "deposit" "deposit"

WT   yes this is the deposit yes deposit

WSs   "deposit deposit"

WT   yes yes yes it is

WSs   hhhhhh

WT   so we are trying to escape Arabic but no way

WSs   hhh

WT   double bed double bed so it's a bed for two people

WSs   yes

WT   yes floor floor

WSs   ( )

WT   good the flat desk the front desk it's the desk in front of the reception

WSs   the reception

WT   yes the geust the geust it's the person who's staying in the hotel hostel hostel

WS   "host"

WT   we usually find youth hostel

WS   "the host"

WS   receptionist?

WT   'auberge auberge' hostel so it's a type of cheap hotel where you do not expect

WSs   aaa

WT   many services okay 'un auberge' in every town we have hostel

WS   yes

WT   it's very cheap usually for young people who like to mix up with others

WS   no privacy

WT   there is no privacy yes hotel manager? so the hotel manager is the one who who's in charge
      house keeping house keeping the mate the mate responsible for cleaning the house cooking food
      exetra indoor pool the indoor pool

WS   the out the inside pool

WT   yes where the guests can swim the inn the inn

WSs   the inn?

WT   the inn yes it's a hotel it's another term for a hotel

WS   another cheap hotel?

WT   cheap no well it's not very cheap hotel it's a hotel it's emm one of the ( ) of a hotel yes king
       size bed

WS   extra large

WT   extra large very large kitchenette from?

WSs   kitchen

WT   kitchen which means that some rooms have an area for cooking small fridge for example
      kitchenette late charge late charge

WT   so normally you check out at eight oclock today but you are late you went to the front desk at
      twelve so you need to pay the late charge, lineage lineage the lineage things you find in your
      bed on your bed like?

WS   emm pillow

WS   pillow

WT   pillow sheet blankets ok the lobby

WS   ' '

WSs   hhhh

WT   lobby so please if I hear one Arabic word this means you' ll be excluded okay I mean it because I have warned you is that clear?

WSs   yes

WT   so lobby the lobby

WS   ( )

WT   that fixed the free space it's a large open area in front of a hotel

WS   have drinks

WT   ok luggage card we have seen this word in airport it's? we have seen this in airport

WS   yes

WS   yes

WT   so what

WS   the one that holds luggage

WT   it's a device yes it's a machine yes that helps you to carry your luggage maximum capacity?

WT   well the desk ( ) tells you the maximum capacity of this room is two people

WS   yes

WT   so no more than two people are allowed in this room yes motels

WS   small hotels

WT   yes small hotels that are cheaper cheaper ofcourse parking pass it's a piece of paper yes that you give to a person you will know the name of the person here to park your car yes pay per-view movie it's the amount of money you pay to watch movies in your rooms and rate it's the cost of renting a room the cost of renting a room reservation yes so we request to save a room in a hotel room service room service?

WS   food

WT   other services? sauna or sawna it's a lake where guests can relax and it is field with what?

WS   steam

WT   with steam very good single bed

WS   one bed

WSs   one bed

WT   it's a bed for one person sofa bed

WS   a bed that contrast for a sofa

WT   good it is a sofa that could be contrasted into a bed yes

WT   ( ) room

WSs   room ( )

WT   it's a? ( ) room it's an adjective ( ) yes ( ) free valet the valet or the valet

WS   the green ( )

WT   no it is a person a person who parks your car ok?

WSs   aaa

WS   who?

WT   the person who parks your car the vend machine

WS   a machine where you food ( ) breaks

WT   we have vending machine here

WSs   yes

WT   yes the view

WS   what you see from the window

WT   from your window wake up part

WT   it is the morning corn that some guests ask to have okey so you have an appointement at seven

485

o'clock and you ask them to give you a wake up part at 7o'clock so the workout room is?

WS   the gym

WT   the gym it's the gym good now you have all the vocabulary so write the conversation and then we listen and you fill in the gaps

((student writing and doing the exercise))

((teacher calling on studentsn to mark their presence))

WT   have you finished writing?

WSs   yes

WT   so you present during your presentation on wednesday so lets hear the conversation it sounds fast but then but it's very simple

((teacher plys the video))

WT   is it clear for everyone?

WS   no miss

WT   so this is the conversation fill in the gaps it takes two minutes

((students whispring))

WT   yes so let's correct

WS   yes

WT   yes

WS   miss Tom how may aaa how may I help you

WT   yes

WS   Tom

WT   Tom? you said Tom there is no Tom

WSs   hhhhh

WT   he said thanks for coming, Brade hotel how may I help you?

WSs   yes

WT   where is Tom

WSs   (hhh)

WT   any way the second one yes

WS   I'd like to rent a room how much would you charge me

WT   how much?

WS   charge

WT   how much do you charge a night how much do you charge a night third our prices?

WS   seventy

WT   numbers

WS   seventy nine

WT   seventy nine dollars seventy nine dollars? a night seventy nine dollars a night for standard room yes ahm then yes

WS   what day you are coming

WS   what day are you coming in?

WT   are you coming in what day are you coming in and he said?

WSs   I will I will be checking in August third

WT   I will be checking in August third and then she asks him yes (WS name)

WS   how many days do you need

WT   good how many days do you need a room for?

WS   only for three days

WT   I need it for three days three nights for three nights okey I have you come in on?

WSs   the third

WT   the third of august the third august ehm

WS   and is that correct

WT   and checking out on the sixth and checking out on the sixth which means leaving on the six

WS   is that correct?

WT   is that correct?

WS   yes

WT   yes then how many?

WSs   how many

WT   how many total adults how many total adults? b two?

WSs   two adults

WT   two adults and two kids two adults and two kids

WS   how old are the children? how old are the children ?

WS   ten

WT   ten and twelve

WSs   would you like one room or two

WT   would you like one room or two rooms

WSs   just one just one

WT   just one is fine good

Appendix 23: Woman teacher lesson 3

WT   ARE YOU READY
SWS yes

WT   so your attention please let's talk about the ( ) session for ( ) to see what suits you so
       because Monday there is no work you know eemm (0.5) let's move to Tuesday Tuesday you said
        you study from 8:00 to 12:30
WS   yes
WT   yes
WS   Tuesday?

SWS Tuesday? 'till 2:00'

MS   oh madam 'we will not study on that day'

WT   from 8:00 to 2:00 oclock ?
SWS YES

WS   too much
WT   so Wednesday what do you study?

SWS from 8:00 to 12 miss

WT   from 8:00 to 12 and a half
SWS yeah

WT   so Wednesday and you said that on Thursday

SWS ( )

MS   ( )

WT   and on Thursday you said you have make up session of grammar

SWS yes

WT   so you have only Wednesday
MS   YES

WT   from 12:30 to 2:00pm
SWS ( ) 'too much'
WS   miss today?
WT   'not today' "next weak OK"

WS   yes

WT   "next week Wednesday at 12 12:30 ok" 'I know it is too much for you but' it is one session ok

WS   ( )

WT   it is one time one session

WS   ( )

WT   OK?

SWS yes

WT   so it is Wednesday from eeemm 12:30 to 2:00pm "ok"?

WS   yes

WS2 how many sessions miss?

WT   we'll try to have two sessions we'll see ok I will give you two courses ok so try to eat something before eemm coming to the session

WS   we don't have time

WT   I will give you I will give you 10 minutes

WS   yes

WT   ok ten minutes to eat something before coming to the session because I might keep you more than one hour and a half ok we'll try to have two courses ok

WS   yes

WT   yes the courses of course are included in the exam so your attendance it is an obligation ok

WS   yes

WT   is that clear all of you?

MT   YES

WS   yes

WT   yes so Wednesday you'll have your makeup sessions

WS   ( )?

WT   yes

WS   ( )?
WT   we'll see ok we'll meet eeemm downstairs and then we go and look for free room

WS   downstairs?

WT   of course we cannot ( ) if we if we don't have choice we'll go to the library

WS   yes

WT   ok

WS   yes

MS   yes

WS   we start miss?

WT   so we start yes you start please

WS   madam

WT   (student name) will go the first one she's so excited

   ((WS goes to the board cleans the board and she writes her title))

WS   I am going to talk about my topic which is (hhh) which is I am going to talk emmm about my topic which is about opening creche as you know there are a lot of crèches (   )but I (   )something about( )for instance they do not care about the( )emm

WT   shshshsh stop talking

WS   also they do not look in their job ( )and eemm they are more ( ) into the field of children also parents complain about the distance they cannot tke their children eemm everyday eemm(hhh)they stick to older ( ) or ( )so I have been thinking about that to make a special ones I wanted to be unique eemm can make new ( ) new bruches and all that is for children and parents to be more happy and comfortable in their minds and I would like to biuld I would like to biuld generation based on values and ethics and eemm ethics like in Jappan that's why I adore this project so if you asking yourselves why I have chosen this name cce child care excelence the slogan is beautiful place to go is eeeem eeemm is to drive our clients attention and easier to memorise ( ) so the location it's not easier to like oh to open a creche you should have a larege alot of budget so I have to take a loan from the bank and loan from some of my friends eem also this project will be a in the city center close to the public facilities in order to facilitate the process of going to it the area will be 1400 meter it will consist of more eem ( )means and every mean contain( )chalk to play and drwaw for children also three ( ) for administrative service in addition to that it will has bathrooms for males and females equiped with all cleaning tools wipes soaps eemm disinfictant against microbe and baby diaper for the special care and I will teach them how to clean themselves in all cases this creche will be equiped with a winddow kitchen eeem espacially for babies as you know babies means eeem every two hours( ) babies eemm needs milk or something to eat eem that's why eem the kitchen is basic nursery also ( ) for eem parents aWTer that eem I will cont eem it will contains a big garden equipped with all toys including the city of games for eem them I will make efforts to provide this garden by sand and planting   grasses to ovoid chock chockes ( ) as much as possible to protect them from the sun but inside there will be a room to prctice a light exersice eemm one excersise and will teach them the rules of playing for instance eem football basketball since the childhood to eeem show them the importance of being more active and healthy there is   also a rule to teach them the Islamic religion we will encourage them to memorise   the Koran and make gifts for those who memorise it we will also

WT   shshsh

WS   teach them how to pray in order to grow on Islamic values also room for foreign languages room for computer how to use it and a room to teach the ( )finally I will make effort to bring specialised teachers and equipment of children and before I forget the price will be ((writes on the board))for babies from 6 months to 12 months

WT   ehm

WS   and for kids 1 2 3 and for kids from two years to five years and eeem the salary will be eem 30000 Dinar eem for the teachers so at the end I eemm would to say the aim of this project is to establish and create a good generation and a small advice you should love your business to keep going with it thanks for listening

WT   thank you your questions

WS   ( ) (hhh)

WT   yes do you have questions yes yes please

WS   eeemm I love your project especially the idea about eemm memorising the Koran and teaching the values to kids

WS   why did you choose this project

WT   why did you choose the project the reason behind this

WS   yes eemm because eeemm miss actually I have eeem a problem

WT   eehm

WS   when my eeem my sister ( )crèche emm and they did not do anything for example when we gave her food or something eem they eat it

WT   you mean teachers educators

WS   yes and they do not eem change eem

WT   .the diapers

WS   the diapers and they are not eemm

WT   quality

WS   well emm equipped and qualified

WT   yes ok another question don't you have questions?

WS   miss

WT   yes (student name)

WS   did you made any research about your competetors

WS   yes
WT   ehmm what are the results of your research?

WS   miss I found eemm I made a research ( ) and I found eemm miss from imagine

WT   ok

WS   I found that eemm

WT   imaginary research

WS   yes (hhh)

WS   it's good miss

WT   in your area in your region

WS   yes

WT   do you have competitors are there any kinder gardens schools in your region

WS   yes

WT   and eemm so she has competitors what are you going to offer a new and better service in your kinder garden school

WS   I eem will eem ( ) in (3 names of the cities) they do not care about children eemm especially for education eemm ethical

WT   they just keep them kinder gardens

WS   yes

WT   yes eem ok no questions? ( ) thank you (student name)

WS   welcome

WS   miss

WT   yes please

WS   so good morning everybody

SWS   good morning

WT   good morning

WS   eemm before I start to speak about my topic I give you a short introduction emm so in ( ) a lot of schools are interested in teaching the modules that are eemm the scientific module and the historical one and other like geography and so on this paper are so important as far as we need more focus on the module that have relation with our Islamic religion eemm a negative side of the past ( ) we study Shariaa just eemm( ) session in the week and if eem some of us choose it a branch at the university we study it in order to get a diploma and find a job in addition to small schools eeem which eem only teach Koran eemm from this idea eemm our public school did not eem neglect only the Islamic side but also there is another side which is missing in our system this side is sociology and psychology so from this I decided to open private school under the name of ideal school based on teaching Shriaa in addition to sociology and psychology in this school I will give a big importance to external and internal appearance of the school from the essential materials ( ) the materials also I provide the school with a place for relaxing surrounded by different kinds of flowers and plants eem in addition to study this school care about the environment and passing time in doing entertainment so an open place for eating and practicing and the different sports by joining fittings in addition to competitions and ( ) and giving giWTs for winners in order to make enjoyment and show that our religion Islam is not against this idea this would accept people from all educational levels from different ages and each member should have a personal logo under this school and should pay 2000 dinar in order to attend the course eemm I gother between Shariaa and sociology at this ( ) because I believe in the human who is the most important part in the life so each one of us should or need to learn these modules in orded to learn ( ) and improve our behaviour eemm so to face all these problem in our daily life we need to ( ) more emphasis to our Islamic religion ( )contains more details about our life eemm Islam help us to know our principals and ethics especially ethics and how we should deal with a mother a father a husband wife and how to raise our children according to the rules of Islam also it help us to know how to be patient strong and successful person and I like sociology and psychology eemm this help us to understand our feeling act ( ) and the way of dealing with other person without without problems like hearting each other because of misunderstanding eem in addition to take care of each other this will help you to have strong personality by being hopeful ambitious person eemm this will also can help working mother to bring their kids to here instead of letting them in kinder gardens to waste a lot of time in playing or those who are obsessed with technology so we need to reduce the use of internet and return back to our simple way of teaching with an

experienced teacher who ca lesson help and why not to solve your problems also we give you the advice and convince you to be in the right way so from the beginning we need to be to raise our children in the Islamic environment in order to take pure ethics and ( ) from it to obtain a better society

WT thank you yes so what's your view about this ideal school that eeem applying eem she is trying to join Islam eemm Islam eeem in education with sociology and psychology so do you see that this an interesting idea. It is an important idea

WS   yes

SWS   yes it is important

WT   yes (student name)

WS   yes I see it is important sometimes we forgot about our Islam and get away from our religion so it is good to find a school but public school

WT   it's private

WS   a private school to to eem make up children there that goes to drugs

WT   good

WS   so it's eemm

WT   yes good another one

WS   very motivating

WT   thank you another one another one yes (student name)

MS   but the they eem already teaching them in Mosques

WT   they are already

WS   but they study only Koran eemm

WS   the psychology and sociology

WS   moral ethics and how to deal eemm with

WS   each other

WS   to make it more deeper

WT   more scientific she's really ( ) to psychology .and sociology

WS   miss

WT   yes (student name)

WS   it's great idea cause we need to learn how to apply our Islam in real life so this might help us to achieve it

WT   good another one yes

WS   actually it is good idea cause eem this is what we are in need in our days eemm lots of us are eemm

WS   are away from

WS   are far from those ( )we are just imitate eemm

WT   the western

WS   the westerns yeah

WT   good yes (student name)

WS I think it is very interesting because eem as we know the world generation nowadays is suffering from a morals corruption we are paying attention to science to other sub ( ) and we are forgetting the important thing since we are Muslim people so we should pay attention more to such thing that we are going to really need ( )

WT   good (student name) and our children our youth are not to be blamed you know this is a whole policy

WS   yes

WT   this is ( )of government you know our prime minister said that eeem

SWS   (hhh)

WT   we don't need any more literary eemm fields

MS   ( )

SWS   yes

WT   we should focus instead on scientific stream instead of literary stream because literary stream has no benifiet

WS   yes

WT   so do you agree?

SWS   no

WT   people in Asia people in Asia are really developing themselves why because they give such a great importance to the humanities

SWS   yes

WT we should first take care and consider the human before talking about technology so the human is our interest which is really which is the thing neglected and overlooked in our societies ok so we want to be a developed country but we are ignoring the most important element in the society which is the human ok so this is the prime minister and ( )is

WS   ( )

WS   ( )

WT   yes there is a battle you know a battle is going on

WS   against Islam

WT   against against Islam here so it's really important you know to teach courses of sociology and psychology we are not going name them courses of sociology and psychology at least we give them an introduction and we relate those eeem topics to eem real life ok to make them practical courses because we really need education people are suffering and not only youth believe me the problem lies in old people

WS   yes

WT   more than youth because old people are producing youth ok so eeemm the majority are suffering from a crisis of identity here it's huge crisis of identity that as a postcolonial society we suffer from you know it's that dilemma as your friend said between imitating the westerners keeping our traditions and culture which is very difficult ok so thank you no questions? Yes

WS   to ask her about the location

WT   the location the geographical location

WS   here in (city name)

WT   here in (city name) is it a big school a small school emm how many courses for example student can take per week yes and are there levels?

WS   eeem I want to separate classes eemm for girls and boys

WT   yeees ahm

WS   eeemm also the days eeemm different eemm two days for girls and two days for boys eeem the other maybe for children

WT   ehm questions yes please
WS   I like your topic very much but you have not mentioned who is going to be your investor

WT   investor yes investments so money the school needs money teachers instruments books etc the location so who will give you money

WS   eeemm we have our house eemm so I use it and maybe eemm

WT   this is the location you know you have a location but for the materials for example and its tools of teaching etc

WS   take a loan

WT   ehm so you will take a loan from the bank

WS   yes

WT   yes please

WS   eemm how can you convince people to eemm

WT   attend your school

WS   to attend to study Shariaa or emm but people now are interested in other field they are not interested in Shariaa

WT   yes yes

WS   ( )

WS   people they know they know the rule of Islam but they are not applying it

WS   .yes

WS   I emm

WT   do you have a strategy to attract people to your school=

WS   .miss

WS   yes

WT   what is your strategy

WS   I take eemm experienced teachers who really eemm attract eemmm

WS   miss

WT   shshsh yes

WS   miss the purpose behind this project is attractive eeemm to go to this .private school

WT   the purpose is a noble purpose and a lot of people

WS   yes there are a lot of parents who care a lot for .their children

WT   their children education yes good your name? Emm (student name) thank you yes

WS   good morning

SWS .good morning

WT   .good morning

WS   I would like to introduce my ( ) which is gardening well I love nature and I am crazy about it so gardening is the appropriate work for me

WT   ahm

WS   all people here are ( )to which is very important that it is good for wider party it is great from its inside hiding from the ( ) stress and depression so my job is eemm my job is to build and design different grounds around their houses gardening can be done outside house it can be done in schools hospitals museums etc but for me I work only for schools and eem houses eemm 'm going to going to work with my assistant which is the which is the expert in agriculture I will decorate houses with eem artificial plants ( ) and many flowers and different types of trees I'll make it more comfortable and based on their desires and eeem as any gardener needs tools I will use those tools to diy the soil it includes eeem a hoes a water can basket a hose a trowel and a wheelbarrow then this will be my symbol

WT   your ( )

WS   of my visit card my visit card and my company and ( ) go green because green is the dominant colour

in nature then I post my advertisement in eeem in public place gardens walls in street in restaurant where so much people gathered in one place and eem I'll start in my home town (name of the town) where my father is going to help me buying all the materials and eeem the tools and the social media of course will be my last choice

WT   ahm

WS   finally I can say my gardening can go totally green and green together

WT   good

WS   emm I have video if you don't mind

WT   yes of course

((student prepares the video))

WT   well interesting gardening are you interested in gardening

SWS   yes

WT   all of you?

SWS   yes

MS   yes

WT   we do not have gardens here GARDENS

SWS ( )

WT   yes

WS   we don't have gardens and eem miss

WS   miss

WS   ( )

WS   ( ) for the garage

WT   yes

WS   and room for guests

WT   they agree ( ) people when eem I don't think so
((trying to set up the students' laptop in order to play the video putting on a chair on a table so all the class can see it))

WT   be careful no it's risky you know

WS   the video is about the same idea I can use it for my job

WT   is it a long video?

WS   no

((the video starts and teacher start speaking while the video is playing))

WT well many programs in France where they where people ( ) call specialised persons in gardening to decorate their gardens and eem believe me it's a fantastic work

SWS yes

WT the result is ( ) amazing it's really beautiful it's beautiful and helps to relax you know=

SWS yes

WT a genius ( ) for relaxation you know

WS I have emm emm

WT I am really interested in this I told you

((the video end))

WT yes as n idea it is really interesting idea

WS yes

WT fantastic so your questions

WS it's a comment

WT yes

WS emm I really like her idea it's a ( ) to wake up in the morning and see eeem that beautiful view and flowers to give you the energy to study

WS yes

WS yes

WT I agree yes

WS yes it's something new here we have garden because all houses in Algeria they miss gardens they all have eeem

WT not all of them please

WS yeah the

WT the majority the majority yes

WS (   )

WT people when they plan to have house the last thing they think about is

WS the garden

WT is having the garden they want large space many rooms but for a space to relax and eem well they don't care about this yes I believe eeem it's cultural you know this is cultural

WS ( ) gardening about forests and mountains

WT yes

WS ( )

WT and it is good you know

WS yes miss

WT it's very good em to eat vegetables fresh vegetables and fruits from your garden it is healthy it is beautiful and eem

WS we have garden miss in our house

WT we don't have garden yes I wish eemm

WS we have gardens in our house

WT I wish eem people will start thinking about this eem

WS   miss

WT yes (student name)

WS I loved her presentation a lot because today as Muslim eeem in our Algeria of course we are gaining this culture a lot because many houses have gardens but we don't use them for example I love gardening I was in love for gardening and eemm

WT good

WS in my house we have garden so I was planning to have some plants but it didn't work like this so it's amazing to have someone who's expert at this

WT yes

WS we will call him at this stage we will call him because we are really in need for this culture ( )

WT I agree I strongly agree you know we love this thing but we don't have knowledge you know they

WS yes

WT they eem we need knowledge we need someone who's specialised in this to teach us yes (student name)

WS her presentation is very interesting her project eem because last year I remember that we did a presentation about eem the difference between American and British culture and eem it was mentioned that eem it is mentioned that under the British culture they have special decoration for their houses and gardening is one of them so it is eemm supposed to be of a eemm

WS culture

WS a culture so I think it is ( )

WT and since here many people are imitating the westerners how they dress how they eat eem how how

they eeem lot of things

SWS yes (hh)

WT so we need to imitate them in gardening

WS yes

WT yes thank you your name?

WS (her name)

WS   MISS

WT ok yes please

WS so good morning everybody

SWS good morning

WS I will start with a small introduction that may help you to guess my project so eem the world the world today has changed a lot comparing to the last years with changes eemm changing facilities came as we know technology has developed and ( ) a lot and as we know cars are the most popular means of transportation eeem also they are an amazing invention yet everything has its risks so in the recent years the number of accidents that's new ( )4000 victims per year and this project will be under the name of my project name is

WT ( )

WS yes and it is accompanied with a logo where is hope there is a new life eeem I know most of you are wondering about eeem what does it mean hope and what's its relation with accidents well hope is a sim card that only exists in vehicles i.e. it's a technology which contains a mobile phone with a sim card designed to transmit location eem the vehicles location to emergency services in the event of crash besides that this device which is a mobile phone will contain a sos button which is ( ) this technology will ( ) with gps sensor gps means global positioning system this system will send the precise location of the car in the event of the crush of course how eem how does this technology work the sim card will automatically activated when the accident just happens an it will send the location as I said before of the accident without waiting for someone to call the emergency services or inform them eeem if you noticed that in eeem the normal conditions where someone do a does a eem accident we are eem he waits for someone who witnessed this eeem to call emergency service eeem this sim card will automatically activated as I said and eem it has a relationship with the air bags when they are deployed to be activated with certain technology eem now about the sos button the sos button is related to the sim card allows the driver to call the emergency services quickly but in this case the driver is the one who press this button eeem and the difference here for example eemm in this case the driver is the one who must press this button before the accident happens i.e. if the driver felt that there is something wrong in this car and he can't control it anymore at least he can raise his hand and press the button and send his location eem now you are all wondering about the benefits of this project

WS yes

WS so I wanna you to imagine a situation to eem know or realize the benefits from it imagine yourself driving a car in a eem an isolated area or you are stuck in a remote control road and suddenly you lost the control of your car and of course it's an isolated area where there is no one to help you yes so what will you do? Here from the situation you can eem you can realise the benefits of this technology because it help you it helps you to call eem the emergency services without waiting for someone to call

WS   police

WS   yeah eeem I wanna add that the interior minister states that the government spends above one billion to cover the damages of eeem accidents so I eeem so the government can reduce such huge amount of money to eeem

WS   ( )

WS   yeah to save many lives by speaking up emergency services response sign eeem finally for answering eem the question of who will invest my project or will work on my project it's obvious tha the government is the best investor because I don't think so eem any eem any one can give eemm

WS   ( )

WS   can give such huge amount of money I don't think they have eem this money eemm and about the workers the answer is in our colleges there we will find so many young talented people such as electronic and mechanic engineers who all what they want is the chance to show their capacities and this project is the perfect chance for them to explode their talents and save hundreds of many lives in other hand this project is also may reduce the problems ( ) other ( )

WT   thank you yes your questions

WS   I like your business because it is linked to humanity and eeem (   ) can save a lot of ( )

WT   good

MS   yes it's very good project especially here in Algeria due to the rate of accidents that happen every year it's really eeem it's crazy

WT   I agree

MS   yes it is also sad to see such great ideas here in Algeria from young people and to see how the elders trying to make this country bad like eem I went few days ago to school of driving to have my licence and eeem he asked me do you know how to drive I said yes so he said do you want to study for two months and get your licence or to pay extra money and get it in one week

SWS yes

MS   this is the cause of the problem

WS   it's great idea because as we know Algeria placed in the first places in car accidents

WS   four

WT   yes

WS   in the world we put so many lives every year eem because the help eem services don't get in time making eem

WT   well I don't think the problem lies in help services emergency services the problem lies in our culture it's culture driving is culture and we don't have this culture

WS   yes

WT   yes the problem lays in our Algerians our citizens you see them how they drive

SWS   yes

WT   do you see how they drive?

SWS   yes

WT   and the problem is not only with youth ok

WS   ( )

MS   yes

WT   who normally are excited the problem is even with old people who do not obey

WS   obey

WT   the rules

MS   especially womens madam

WT   it is a culture but we don't have this culture the problem lies in people

WS   madam

WT   yes (student name)

WS   it's ( ) investments in the project but I just want to ask if this device you mentioned is it original

WT   yes very good what about this device you know this is technological advanced sophisticated device from where did you get this idea?

WS   actually I eem I thought about this idea to present it to eem you today but what I made my researches I found that the European world eeem has already eem did bout this project

WT   ( )

WS   yes they decided to apply it at maybe in next year in 2018

WT   where?

WS   eem I think in German

WT   Germany

WS   yes they eeem they want to apply it in eem BMW

WT   yes

WS   the new version

WT   ahm

WS   SO I think if we brought technology from them or at least we can try to do this eem this technique technology it will be original

WT   ok no questions thanks ( )next one next one one of you? yes

WS   hello I am going to talk about my future business today which is about underwear and ( ) for women eem

WT   ahm

WS   his name is ((writing on the board)) I choose this name from eem a big magazine from America for women of course eeem and it is eem and it is very short and ( ) to find in eem social media account or eem something like that as it is eem interesting eem mainly eem I select this job for many reasons of course the first one is to collect money by simple way without much effort and eem the second thing is eeem my job are directed eeem for only women and my employees eeem they will only women and eemm so there will be more control eeem to job and not be shy to ask about size or anything related to this private

WT   ahm

WS   the price will be eem I said before will be for the underwear and eem but but it will ( ) for eem for eeem the perfume since they are eeem

WS   original

WS   original ( ) the location eeem will be in the center of the city of (city name) because it's a big city with huge population

WT   yes

WS   and it is eeem it is touristic somehow my family promised eem promised that they would help me to establish my own project and eem they provide me eem to cover all my financial fees actually they loved the idea and very excited for it yet that would happen aWTer I finish my studies eemm according eem ( ) this uses also the media accounts and ask help from friends and family to invite new people maybe I do eeem have party and that's all

WT   your questions

WS   what's the new about your project

WS   sorry?

WS   the new

WT   what is?

WS   the new

WT   the new in your project

WS   eem I think eeem the ( ) on this business is very successful but eem

SWS   miss miss

WS   I think the new about her idea is make women feel more comfortable and ( ) in her body instead of trying to transform them

SWS   yes

503

WS   it's her customer

WS   I like eem that ( )
((noise))

WT   shshsh

WS   it's more comfortable she said ( )

WS   for me I don't like ( )

((SWS laugh))

WS   (   )

WT   I agree yes

WS   ( ) there a lot of women who ( ) to buy some clothes miss

WT   yes so why this term extra large

WS   miss eem xl is a magazine in America

WS   yes

WT   and why why did you choose it

WS   I know this magazine and eeem

SWS ((laugh))

WS   she wants to express her idea

WT   you want just to relate this business to magazine

WS   yes

WT   to show that eem you may give ( ) served be qualified services

WS   yes

WT   ( ) yes any question no your name

WS   (student name)

WT   next one next one so I call

WS   hi guys

SWS hi

WS   (   )

WT   shshsh

WS   because of that I want to ask you some questions

WT   yes

WS   why are you studying?

WT   why are you studying

WS   to get a job

WS   to get a job

WS   what do you mean by job

WS   to gain licence

SWS   yes (hhh)

WS   so you said that working and as you know we are at (city name) here (   ) marriage cakes

SWS marriage?

WS   cakes first of all marriage cakes is a big shop containing two parts wedding cakes and birthday cakes eem I start my business in cooperation with my brother who brings goods for me and I make cakes and ( ) under this time I create a facebook page and youtube channel in order to achieve eem ( )

WT   shshsh

WS   and aWTer developing this work I buy big shop to work in this shop will contain two stages the first stage is eem for wedding cakes and the second one will be for birthday cakes it will be the biggest shop ever eeem it will make cakes for everyone depending on their money then I develop it and divide it into different places (names of three Algerian cities)eem well I know that you're asking what is special about my shop my shop is the only shop which make healthy cakes and ( ) to eem the costumers eeem finally I hope you like my project

WT   yes your questions

WS   why did you choose the (city names)

WS   because it is big city

SWS ( )

WS   what about us

WS   I said I will divide it ( )

WS   miss

WS   what did you mean by healthy cakes because we know all cakes contain a lot of sugars and ( )

WS   I'll eeem I will not make cakes with eem a lot of suger and huge amount of emm

WS   MISS

SWS ( )

WS   there is ( ) contain sugar for ( ) old people or

WS   yes

WS   brown sugar

WT   ahm questions are you interested in this project

SWS   yes

WT   why

WS   we don't have ( )

WT   we don't have what?

WS   ( )

WT   so why this project why did you choose cakes?

WS   eeem because we haven't big shops

WT   because we don't have big shop for cakes

WS   yes

WT   you're specialised for wedding cakes

WS   yes

WT   and you will deliver your eeem product to three wilayas here in Algeria

WS   yes

WT   how are you going to deliver this product so you are living in (city name) yes and how can people from (city names) hear about it?

WS   I said I will create a facebook page and a youtube channel

WT   yes so why why did you choose to extend your business from the very beginning why you don't start here in (city name) and then you'll gain popularity of course and extend your business why did you think about these long term goals before the short term ones what is your quality here do you think that people in(city name) are not interested in having cakes in making wedding cakes

SWS   we are interested

WT   I want her to answer not your answer this her project yes why people in (city names) and not people from your region you know when you talked about creating a business we said we want to create a business to solve problem in our environment yes so why did you think what makes you think of (three city names) and not here in (city name)

WS   I start here and later I extend

WT   aaa ok so as a short term goal you will start here then you will extend your business this is the idea

WS   yes

WT eem yes

SWS hhhh

WT hhh I was not following

WS it's great idea because miss when we take eem cake of 1980s we find it the same of today

WT today's cake ( ) flowers ( ) there is really development

SWS yes

WT today you know I had a student three years ago she was in this department her name is (name) I don't know if you know her and she is excellent you know

SWS ( )

WT she makes amazing cakes amazing wedding cakes she is professional

SWS ( )

WT you know it's easy to learn these things today because we have these programs Yes yes (student name)

WS well I think it's good idea because eem in outside let's say U.S it's huge ( ) to pick a cake

WT YES

WS it's not an easy to pick your wedding cake like your father go and order it for you I'd love to go and pick my wedding cake and it taste and ( ) so I think it's great idea

WT thank you and the last one is the last one is (male student name) harry up we need to finish this today

MS good morning guys

SWS good morning

MS today I am going to present to you my project which I name J A park I will tell you about it later every day when I finish school and courses I go straightly to my home open my facebook account watch movie or meet my friends it's not eem days after

WT you can say same routine

MS same routine again again and again so I eeem we all know that (city name) is boring and dead city

WS YES

MS so maybe you like my project I promise I eem (female student name) I know will invest in me

SWS hhh

MS so my eeem it's eeem I eem amusement park

WT good

MS   so which contain ( ) ( ) ( )and ( ) these are eem ((writes on the board))

WT   and where is its location

MS   in (city name) of course

WT   good

MS   .and

WT   .they promised they promised us the responsible emm principles here in (city name) they promised to have this park but I think the promise is a false promise you know

SWS   ( )

WS   when they promise you you have to cross fingers

WT   yes have you heard about this

SWS   YES

MS   YES

WT   about that park the dream as ( ) yes

MS   and it will be supported of course with restaurants so maybe I made partnership with (female student name) so she open her eem I don't know maybe Algerian restaurant

SWS   hhh

WT   for ( ) hhh

MS   and coffee shops and cinema and separated coffee shops for families and may be old people and of course ( )

SWS   hhhh

WS   these are not normal

MS   with of course little bit ( ) through gym sport for the boys ok and it will be situated in ( )

WT   good

MS   so eem the price

WT   very good ( )

MS   eeem under age of six is free from 6 to 15 is for 500 dinars over is for 800 it's reasonable

WT   yes for the services you going to offer it's reasonable

SWS   yes

MS   yes so I hope everyone eeem will like the park because it's good place to spend with families and friends and my city need a project like that

WT   yes I agree so the reasons behind his business are very clear there is a problem and he's solving this problem by finding this park but questions yes your questions very ambitious project because it's very big it's very large it needs money it needs people yes yes (male student name)

WS   this kind of park need huge space why eeem where do you

MS   this place here in (city name)

SWS   where ( )

WT   you think because the space ( ) are imagining your park where exactly

SWS   ((mentioning some names of places in the city))

MS   no of course no

WS   (name of place)

WT   yes I agree

WS   it's very touristic

WT   it's very touristic people are going there especially in winter and you know we don't have really qualified places to relax eeeem we don't have security s well

SWS   yes

WT   (city name) is not really a dead city if we had principles and responsibles eeem will cover the needs of its citizens not really dead because we have a lot of good touristic eeem

WS   places

WT   sites here in (city name) yes

WS   miss I guess the other point interesting in his job is it's going to offer work for the jobless eem young people

MS   YES

WS   because there are a lot who are jobless

WT   yes I agree so the money (male student name)

MS   yeah I will

WT   will you take a loan from the bank do you have the money

MS   I will find investors eeem

WT   there are investors

MS   I don't know (female student name) is rich so she told me she will eem

SWS   hhh

WT   she will be the investor

WS   I'm not rich miss

WT   yes

WS   normally there is one here in (city name)

MS   where

SWS   where

WT   a park?

WS   ( )

MS   like in ( )

WT   ahm so it's a project

WS   yes

WT   questions

WS   MISS I went to ( ) in Tunisia you have no idea how much money they get and in the whole season whether winter spring summer and everyone came only ( ) it going to be successful

WT   yes as a project it's very good yes for everybody for the investor for the customers

MS   this will give an opportunity for many eeem projects here to work with (male student name) like to work with me with ( )

SWS   hhhhh

WT   yes thank you (man student name) yes (woman student name)the last one

WS   good morning

SWS   good morning

WS   so what could be a nice delivery for you aWTer a long hard work day leaning while eating while you are ( ) and guess what you will not be the one who cook it it would be delivered right to your home and eeem so basically my project will be a restaurant but it have home delivery services so let's begin with the home delivery service I think it's quit new phenomena here in Algeria or at least in (city name) eeem we are so late here compared to the other Arab world eeem Arab countries sorry so I am going to hire basically three guys to do the delivery service they will be chosen through a casting according to whether they eeem are handsome or not according to fitness fast and speed eeem they will be using motorcycles and ( ) it depends on the costumers and he may order by phone or eeem online and you can always make your reservation ( )and you just imagine the bells ringing and you will open the door and you will find a handsome smiling face holding your meal that you ( )all the day and say to you have a nice meal and you can do nothing about it except ( ) eem ok so let's move to the restaurant I think you all would say and what's the new about it well it's not any restaurant welcome to ( ) first I think you all tired from the same miserable food the same miserable treatment over different places that's why I thought of a restaurant that makes you feel like home personally I like always ( )and cosy ( ) that's why the theme of the material decorations will be woody tables will be ( ) there will be also small water fall to keep your mood and eeem the wall and ( ) will be transparent especially in the winter it will be a amazing experience eeem

WT   yes

WS   yes concerning the kitchen it will be an open one so that the guest will be able to see where all the magic happen I usually keep wondering about what is going on behind these closed doors the waiters will be chosen through a casting as well as waitress eem there will be no waiters only waitresses this is because the restaurant will be divided not really big walls but rather a small woody barriers the reason is on case someone would love to have privacy for example if guys there ( ) want to have a lunch together they would pick a corner eem they will have their lunch and eem maybe a shisha .or some kinds of ( )

MS   YES yes

WS   so eem it would be quite interesting and eeem so eem also in case you have special occasion special proposal a confession to someone we would love to say or simply you can rent the whole eem the whole restaurant and eem since the restaurant will make you feel like home the costumer will be involved in choosing the menu each Saturday will be going online going sometimes on Friday you will be able to taste new dishes from various cuisines from all over the world and eem we will take in a trip for ( ) and entertainment plus a free dinner for two people eem to the winner of course of an online competition so I hope you enjoyed my presentation and we are thrilled to serve you and welcome to ( )

WT   thank you yes (man student name)

MS   there is a problem concerning the home delivery

WT   ahm

MS   if I go to the house aa if I was father of my daughter and I go to the house and found smiling boy for my daughter I will kick him
SWS   (laughing loud)

WS   no it's not only about girls I mean you guy open the door find someone smiling to you it's not necessary about males and females

MS   even if he is smiling for me I will shoot him

SWS   hhhh

WS   it's nice to be nice

WT   yes

WS   if you work with that principle you won't find a job

WS   eem basically yes

SWS   miss miss

WS   but you need the job

WS   I see her restaurant is based on her romance and she wants to show it inside her project so it's not a big deal she want to make her restaurant ( )

WS   actually I don't care about that what kind of food you're going to deliver

WS   eeem that would be a grill ( ) also you can participate in choosing the menu and dishes you can put home notifications or ( )

WT   what do you mean by putting home notifications

WS   for example miss black pepper more cheese less salt that kind

WT   yes so let's imagine this do we call you t ten o'clock for example and we say that we want eeem pasta for example for lunch and the ( ) of course of the meal eeem so eem we imagine you doing that job

WS   yes

WT   alone

WS   no

WT   yes you'll be the chief so are you the manager the chef what is your position

MS   waitress

WS   guys will be the delivery service ( ) the waitresses inside the restaurant girls and eem the chef ( ) eem

WS   the kitchen

WS   they will eem and me I will take the management

WT   so you're the manager of the restaurant

WS   so you just have to call give your address and you pay when you get the food

WT   yes good

WS   and what's the name of your restaurant

WT   WHAT'S?

WS   the name of eem

WT   the name of the restaurant

WS   the nomad

WS   and what does it mean

WS   the nomad is eem it's like a symbol each time they travel from one place to another the experience they use contains experiences thoughts eem and ( ) like new things

WS   so it's like a ( )

WT   nomad ( )

WS   yes

WT   ehm yes questions

WS   the price

WS   the prices em let's say once you get hungry you stop thinking about all eem

WT   the money

WS   yes yes I start with a (   ) pitza with eem

WS   how much

MS   too much too much

SWS ( )

WT   so the prices are not cheap

WS   ( )

WT   yes good HOME DELIVERY the price of home delivery

WS   yes it ( ) registration ( )

WT   so it depends

WS   it depends on the distance

MS   I won't give a tip

SWS hhhh

WT   there are a lot of people especially in Algeria would not have this culture of giving a tip so you do not rely on this

WS   well I see

WT   you need to include the price of home delivery in the dish you know

SWS   yes

WS   I think it's ( ) culture home delivery so if you want to get your meal to your house you need to pay for it

WS   we have delivery service

WT   yes?

WS   we already have home delivery service

WS   here in (city name)

WS   yes

WS   never heard of it

WT   no questions

SWS   no

MS   no

WT   thank you (student name) so did you bring your topics

SWS yes

MS   NO madam

((noise students leaving their places))

Appendix 24: Interview with the man student

R : I have doing some classroom observations with you and I am interested to ask you some questions please, eeem I would like to know what made you choose English?

MS: because since I was child I emm was loving it eeem it the language I feel more comfortable when I use more than Arabic and French.

R: so do you enjoy the classes?

MS: eemm not really just eem you can say 50%.

R: why just 50%?

MS: the reasons eem the first is the teachers you know eem how to say it the level eem the level of the teachers is eemm ((silence, looking for words))

R: you can use Arabic if you want.

((the male student switches to Algerian Arabic))

MS: the teachers' level emm the teachers not even the students I mean eem the teachers do not attract the students' attention in the classes so that you will love the language more and more but rather the opposite they make you hate the language eemm in addition to the way they treat us I mean we are students even if we do mistakes they are expected to guide us and understand us not the opposite if you make any mistake even a small one they'll punish you 'go out' so eem they demotivate us.

R: is it the same with all the teachers?

MS: eemm not all of the teachers mmm actually we don't have male teachers I mean only few male teachers the majority are females so I would say some female teachers.

R: I see! So what modules do you like most?

MS: Written Expression and after it Linguistics you know why eem it is because of the teachers

R: what do you mean?

MS: it is the teachers who made you like the module.

R: ok so according to you what makes a classroom successful?

MS: eemm successful eemm the first thing I would say mutual respect eemmm and also the class does not have to be serious all the time there could some humour from time to time but the students should not take it as an opportunity for 'off task' behaviours eeemm

the teacher also should not be severe for example if a girl or a boy talks during the session means 'ok you go out' emm in this way the students will hate the session.

R: do you take part in the classroom interaction?

MS: emm not always eem it is because of the girls emm they shout out the answers and emm you know we sit at the back emm you know they always sit in the front even if we wanted to sit at the front the sits are always occupied by the girls because you know we come late we go to have coffee from the vending machine.

R: can you tell me more about this

MS: emm the girls like to sit in the front eeemm and we come late eem not late 3 or 4 minutes so when we arrive to the class we find all the front rows are occupied so even if we decide to sit in the front rows for that session we cannot as they always arrive early.

R: I've noticed that you tend to arrive late, so why do you arrive late eem I see that the female students usually arrive early while you tend to come late

MS hhh not early they come more than early hhh we study at 11:00 for example they arrive 10:35 hhh but we boys you know us we meet each other in our way so we stop to have chat hhh and it is almost 11:00 so you know we then have our cigarette 'sorry for that sister' (an Algerian expression used to show politeness and respect towards the female researcher, since the act of smoking is not socially accepted to females and in some s parts, it is seen as a bad behaviour even for males)

R: ok well during the classroom interaction do you raise your hand to take part?

MS: eemm I used to blow out the answers but once the teacher gave a remark on it I took it seriously

R: emm during the classroom do you take notes?

MS: this is my big mistake eem I don't take it seriously

R: do you think seating at the back affects you

MS: yes of course hhhh because I have great friends hhhh eemm it is not the same when seating in the front I mean the teacher will easily see what you do not like the back you can talk more freely

R: are all the students treated equally in the classroom?

MS: no and we all know that

R: in what sense?

MS: eem for example if a female student misbehaves in the classroom the teacher will not act the same if it is a male teacher for the girls they will be asked to 'shut

up' or something like that but for us the teacher will ask us to leave the room without any explanations because we are males you see we tell the teacher 'but t is the same behaviour how come' the teacher will say 'I said no you go out, the girls will not' there only few teacher who treat the students equally.

R: who do you think do that most the male or female teachers?

MS: the females emm the female teacher sometimes get jealous from the female students for no reason and they tend to punish the females more frequently and there are those teacher who prefer female students more than the males.

R: what behaviours in the classroom you think are particularly associated with female or male students?

MS: emm girls! emm commenting I would say commenting emm whatever you do they comment on you if you dress well they comment but we boys we don't have that we don't care about appearance emm yeah it is good for both boys and girls to take care about their appearance and dress well but for the boys it is not good to take care too much about their appearance for example the weird haircuts or colouring their hairs or whatever the fashion says emm and the girls 'sorry sister'(a polite expression when saying something bad) they don't have to wear emm indecent clothes to look good emm that's it

R: thank you do you have anything to add?

MS: eemm as I told you before the level is really a problem for the students and teachers well the teachers might have the level they are the teachers anyway but I don't know eemm hope things will get better.

R: Thank you so much for your time I really appreciate it.

MS: you are more than welcome if you need anything else I am happy to help.

R: thank you that's kind of you.

Appendix 25: Interview with the woman student

R: emm I have a couple of questions about the classroom interaction so emm what made you choose English?

FS: it was my choice from emm from high school I decided when I reach the Baccalaureate exam I will choose English at the university so English was my first choice I really like English.

R: Do you enjoy your classes?

FS: in the university?

R: yeah

FS: eemm actually I am somehow disappointed because I emm I expected something and I find something else but anyway it is good.

R: what where your expectations?

FS: eemm high level ambition and eemm just eeem I found eemm silly things eemm I emm I wanted to study English with its vocabulary and from the roots but I didn't find this things.

R: ok so what modules do you like most?

FS: I like Oral expression and Written Expression

R: ehm so according to you what makes a good classroom?

FS: eem I think the first thing is the teacher when he eem supports students and it depends also on the motivation of the students if they are creative and motivated they will eem reach high level of studying so motivation is really important to reach higher level.

R: ehm what about interaction in the classroom?

FS: eem I don't think emmm I mean interaction is important but we come here to study and take the notes and go home

R: ehm so do you participate in the classroom?

FS: last year I used to participate but this year I don't (hhh) I have some emm the teacher is not helping us to participate he is always talking but he never give us the chance to speak or to participate so he just come and give us the lesson explain and eem just go

R: okay and do you think this happens with others students too

FS: eem some students do participate but emm they interrupt the explanation of the teacher

R: what do think about obtaining good marks?

FS: hhh actually I am not studying for the marks but since I am obliged to have good marks so emm if I have or I don't I don't care I just want to reach higher level in studying English but since I am obliged to get good marks to reach eem higher levels.

R: eem what would you do if you don't understand a point in the lesson?

FS: eem I just ask but eem if I see that I am going to interrupt the teacher I wouldn't ask just keep it and eem if I have the opportunity to talk to him after the session I ask him or I just depend on myself and search on the net

R: ok eemm in the classroom where do usually sit?

FS: in the front place or the middle.

R: do you think your place affect your participation?

FS: eemm no if I have the answer I will participate even if I am at the last place.

R: do you think everyone is treated the same in the classroom?

FS: hhh no there is categories and actually this is what disappointed me

R: based on what are these categories?

FS: eem the family name or if they know the student emm?

R: what about gender?

FS: of course actually there is one teacher who for example I have the same answer as one of the boys she gives him a plus but she does not do that for me she likes this boy and she gives him marks for nothing.

R: do you prefer male or female teachers?

FS: actually males eem because he respects the girls he is more respectful and eem there is sense of emm I don't know he explains the lesson and never says why are you doing this or why don' t you do this why are you holding the mirror eem he is more pemissive

R: eem what do you think of for example if it is a boy holding the mirror

FS: hhh actually it well be weird thing but I don't really see what other do during the classroom because I most of the time focus with the teacher.

R: Do you have anything to add?

FS: eemm no it is just I am disappointed about the university life but I am obliged to study and finish my studies because this is my ambition.

R: thank so much for your time I appreciate it and I wish you good luck with your studies.

Appendix 26: sample of field notes

- **Female teacher session (24/10/2016)**

The first time I arrived to university I had a strange feeling: I felt that it was strange students looking younger I felt as if we were from two different generations despite the fact that it was only two years since I graduated from that university. This strange feeling might be also due to how I would identify myself: usually in our universities people we find in university are either students or workers; for me I don't belong to either category I was confused what to answer if I am asked who are you? I know I would say I am a researcher but this answer would seem bizarre as being a researcher is something unusual and I think not everybody would understand what really a researcher mean and it might also create feelings of threatening, reluctance and cautiousness as some people think that researchers would generally judge you, give negative comments or think of you as a 'spy'.

So, when I arrived to university I went to meet the head of the department -who I have already contacted via email and he gave me permission to do my research at their department- in order to inform him that I will start my research, I found him in meeting so I had to wait for some time. When the he finished his meeting I knocked the door which was open, I entered after his permission at the beginning he didn't recognise me then he remembered me. He apologised for not having time to respond to my email that I have sent to inform him about my coming and if he could send me the timetable, and he said that they have some administrative issues. After discussing some points, I thanked him for his help and warm welcome and left the office. I went to check the timetable which was near the classrooms. I found that the teacher that I have already talked to will have session next week and because I am limited by time, I decided to look for a second teacher.

It was about 12:00 and the session was at 14:00 so I had time, I went to a place where students usually sit when they have free time and I observed them informally, I noticed that

female students sit in groups of same sex with exception of few groups where they sit together in mixed sex groups, also I noticed that some male students wear colours that are socially considered feminine such as pink, light blue and flowery T-shirts.

I went to the classroom where they will have a session, it was a language laboratory as the Module was Oral Expression. I didn't found students there after a while two female students came I asked them if they are having oral expression now they said yes then I asked them about the teacher name to confirm that I was not mistaken or something. Later on other female students joined them; I heard two of them chatting about the possibility of the teacher's absence, the first student said "the teacher is late I hope she is not coming" her friend answered "I saw her this morning" the first student looked disappointed. After a while the teacher arrived I went to her and met her not too far from students, I introduced myself, I asked her permission to observe her class she accepted without hesitation and invited me to join them for that session I accepted immediately. Here, I noticed that our conversation was in Arabic but when we reached the students and they became able to hear us the teacher shifted to English. The teacher went to open the door which was locked, she tried the keys she has but the door didn't seem to open. Meanwhile, I heard one of the female students praying that the door would not open and they would not find any other available room so that they would not have a session. The teacher went to change the keys and this time the teacher could open the door, she entered the room turned the light on and went to her desk followed by female students then she asked me to come in, I entered the classroom students were looking at me and seemed curious to know who I am. I asked the teacher if the classroom consists only of female students she said no it is a mixed class there are male students, at that moment four male students entered the classroom and went to sit in the remaining places which were at the back of the classroom. This made me think about the point that male students tend to enter the class late and they generally sit in the

back of the classroom, is that part of what they consider masculine? Or is it an established routine or behaviour which reflects that male students do not like to show they are interested in studies.

After the students sat in their places, the teacher found that one of the students opened the windows she asked them in an angry way "who told you to open the windows? You know it is a lab class we use videos, I can't work in such environment, next time you should ask my permission before doing anything" for me I was surprised from her reaction maybe because I thought that opening the window doesn't need permission it seemed to me a strange reaction even though it is common that teachers tend to adopt authoritative and controller roles in the classroom.

The teacher introduced me to students as a PhD researcher studying in UK and who got a scholarship to study abroad, and then she gave me the floor to explain more. I explained to them that I am doing a classroom discourse analysis in which I would focus on EFL classroom interaction and that I need their permission to observe them with the right to withdraw at any time without giving any reason and that they are free to refuse, I asked them if they have any questions and one of female students asked if I would note them or give them any remarks I answered with no and explained that I will not interfere in your interaction I would just observe you for my research purposes and that they will be anonymous.

Then, I asked the teacher if I can sit at the back of the classroom. I sat near male students on a table for one person. I turned on my recorder and started my observation as the lesson started.

Classroom observation:

14:11, the teacher started the lesson by asking the students if they have any experience of working, many female students raised their hands in addition to one male student. The teacher chose one female student saying "ladies first", the female student answered then the teacher asked for another one to respond and this time she chose a boy; his answer was "opticien Miss, in English" so his answer was both an answer and a question at the same time because he knew the word 'opticien' in French but not in English 'optician' but here the teacher didn't reply him maybe because she didn't hear him well, then she asked him if he had any training, he answered " no, I was just taking orders with my uncle". The teacher further asked the students about who have job experience or intends to have job experience about the most difficult part in getting a job, the students had confusion about the word 'getting' they were talking together then the boy asked the teacher "is it get in or getting a job Miss?" the teacher said getting but they seem still confused.

The teacher asked them about what is job interview according to them, many female students were answering all together. The teacher started writing words related to their lesson of 'jobs and job experience' and asked them to write them with her. Students started writing while the teacher was writing on the board and pronouncing the words at the same time when she finished writing she sat on her desk and asked them if they have any questions, one female student asked about a word she couldn't see well the teacher pronounced it for her. After the students finished writing the vocabulary, the teacher put her lap top on a chair on a table in front of the board so that all students could see the videos she is going to play.

The first video was entitled 'Job Interview" the characters were both males and females with the employer being male. When the video finished the teacher asked them some

questions related to the video. A second boy commented that the interview questions were easy so the teacher asked him if I ask those questions will you answer, he replayed that he is not prepared. So, the teacher commented that this is the point if you have a job interview you should be prepared. They continued discussion about that video, whenever the teacher asks question female students are the first to raise their hands and sometimes they answer directly without raising their hands.

The second video was about self-description: the students were watching the video some female students were taking notes but male students did not and from time to time male students seem that they are less interested in the lesson: One male student seemed mentally checked out, another was playing with his mobile phone and taking 'selfy pictures' while the third was sleepy. When the teacher started speaking they started again to focus but they seemed bored.

When the teacher asked a question about how to deal with noise if they were teachers, a female student raised her hand first then a male student also raised his hand while the teacher carried on speaking so they put their hands down and when she finished speaking, female students raised their hands and the teacher chose one of them to answer she said that she will make rules in her class right from the beginning in order to dominate her class. After that, the male student raised his hand and answered that the one who makes noise will make them sit in the front and ask them to do an extra homework.

The third video was played which contained also male and female characters with the employer being male (this point made me think about the possible effect that this video might have as it would constructs the idea that males are the bosses and leaders).

Here the male students have lost interest again two were playing with their phones while another student put his head on the table to sleep. Some female students continued to

interact and answer the teacher's questions all together without raising their hands and sometimes some of them raise their hands especially when they are sure about their answers. This collective answering method is one of the tactics students established to avoid embracement if their answer in not correct and also when they are not sure of their answer.

one of the male students who used to interact seemed interested in the interaction he raises his hand then he put them down because the teacher doesn't notice him so he is willing to interact but he doesn't have an opportunity.

15:10 the teacher said now they will have an exercise that the teacher will dictate on them. Students get ready to write the exercise; teacher was sitting on the desk and started dictating. While she was dictating, she stood up and gave the students a presence shit to write their names. While dictating, students ask the teacher to repeat words they couldn't hear and male students complained from the speed of dictation. After finishing dictation, students were given five minutes to answer the questions. The teacher went out for few minutes so the students started making noise, some females were discussing the exercise while male students were playing with their phones and chatting in Arabic. Then, one male student called on a female student and asked her if she has a wipe (using Arabic) she said that she doesn't have and he asked her to ask her other friends but no one had (this point might reflect that the male students assumed that females would have wipes because they care about their beauty and make up). Some students turned back and looked at me to see what I am doing. The teacher came back and asked them if they have finished then they started to answer the exercise; female students raised their hands to answer while male were not interested. The female students were answering collectively and the boy who used to interact was also answering but in low voice.

15:29 the lesson has finished and the teacher dismissed the students. Females left first because they were sitting near the door and then followed by males.

When the students left I went to the teacher who was picking up her stuff and I thanked her.

Canterbury
Christ Church
University

CONSENT FORM

Title of Project: Classroom Discourse Analysis: Gender in Algerian EFL Classroom Interaction

Name of Researcher: Ibtisam Boutemedjet

Contact details:

Address:

Tel:

Email

Please initial box

1.   I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

2.   I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

3.   I understand that any personal information that I provide to the researchers will be kept strictly confidential

4.   I agree to take part in the above study.

Name of Participant: Date   Signature

Researcher: Ibtisam Boutemedjet   Date   Signature

Copies: 1 for participant

                 1 for researcher

Appendix 28: Information sheet

Canterbury
Christ Church
University

Classroom Discourse Analysis: Gender in Algerian EFL Classroom Interaction

PARTICIPANT INFORMATION SHEET

This is for a research study being conducted at Canterbury Christ Church University (CCCU) UK by **Ibtisam Boutemedjet**.

Background

This study is a part of a PhD research, it is about exploring the EFL classroom interaction in Algeria based on a Discourse Analysis of the data obtained from classroom observation and semi structured interviews.

What will you be required to do?

Participants in this study (both the teacher and the students) will be required to be observed during their classroom interaction, and then they might be asked to take part of a semi structured interview with the researcher.

To participate in this research you must:

Participants in this research must be EFL teachers and students both male and female at an Algerian University.

Procedures

You will be asked to allow me (the researcher) to observe your classroom interaction (the researcher will be a non-participant observer, i.e. I will not take part of your interaction or lessons I will only observe what happens during the classroom), and then you might be asked to take part of an interview.

Confidentiality

All data and personal information will be stored securely within CCCU premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements. Data can only be accessed by Ibtisam Boutemedjet. After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed).

Dissemination of results

The results of the study will be part of my PhD research, and might be part of an article in a journal or conference paper.

Deciding whether to participate

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to

withdraw at any time without having to give a reason.

<u>Any questions?</u>

Please contact **Ibtisam Boutemedjet** on........... Canterbury Christ Church University, Department of Language Studies and Applied Linguistics.