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The Hong Kong Polytechnic University
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Interactional Influences on Writing Conferences

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A thesis submitted in partial fulfillment of the requirements
for the Degree of Doctor of Philosophy

1 September 2005



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Abstract of thesis entitled: Interactional influences on writing conferences

Submitted by Julia Siu Wah Chen

For the degree of Doctor of Philosophy in Applied Linguistics

At the Hong Kong Polytechnic University in August 2005

Abstract

An important aspect of the teaching of writing is the provision of teacher feedback, and in the last decade, attention has turned to examining oral response in the setting of one-to-one writing conferences.

Some researchers have hoped to establish a connection between the writing conference and subsequent draft quality, but that has proven to be difficult because of the large number of factors that can have a bearing on revision. Among the studies that have been carried out on conferencing, the holistic experience that the encounter offers to the learner and the effects of the verbal and nonverbal interaction on the learner have received little attention. Research on the interactions in medical consultations has, however, formed a picture of the effects of the encounter on patients, including their understanding and perceptions of the discussion and interaction, the causes of their compliance with, or resistance of, physician advice, and the skills needed by the medical expert in caring about the patients' needs. These focuses in doctor-patient interaction research are worth exploring in studies on teacher-student interactions.

This study follows a qualitative and naturalistic case study design, and aims to find out how English language teachers and students interact with each other through verbal and nonverbal modes in writing conferences at a Hong Kong university. After videotaping the conferences of four teachers and eight students, and conducting pre- and post-conference interviews with each of them, as well as stimulated video recall sessions with each teacher, the conferences were transcribed, and the verbal and nonverbal behaviours were coded and categorised.

The findings reveal that rather than using success or effectiveness to describe writing conferences, it is more appropriate to consider the *healthiness* of the face-to-face encounter, a concept which takes into account the physical, mental and social well-being of the learner. The study postulates six interactional influences on healthy writing conferences:

1. the effects of pre-conference preparation by the learners on their engagement level in the conference;
2. the importance of encouraging the students to take up the I- and R-phases of the I (Initiation) – R (Response) – F (Feedback) conversation sequence;
3. the impact of the teacher's communication style on the dynamics of the conference and its level of interactiveness;
4. the overcoming of language-induced communication difficulties by students' determination to capitalise on the writing conference;
5. the social connectedness of the interlocutors through verbal and nonverbal behaviour; and
6. the focusing of attention on the student writer while discussing the writing.

The study extends the research on interaction in writing conferences methodologically, and to a new geographical area where English is learned as a second language. It introduces the new conceptual metaphor of healthy conferences, and makes recommendations for both pre-service teacher training programmes and in-service professional development programmes. The study raises fundamental pedagogic issues of focus, planning, power and control that could be widely generalisable.

Acknowledgements

I am indebted to my three supervisors: Prof. Liz Hamp-Lyons for her invaluable help throughout the whole process, especially with the conceptualisation of the research; Dr. Sima Sengupta for her helpful advice and comments on the chapters; and Dr. Gillian Humphreys for her immense support and help with all aspects of the thesis, and for walking with me in the last leg of my study. To my three supervisors, I owe a debt of gratitude.

I would like to thank all the teacher- and student-participants of the study for their trust, courage, time and generosity. I have learned a lot from you.

The dissertation is completed with the kind assistance of friends, students and colleagues, who helped with some of the typing and cross-checking of tables and references.

To all those who have prayed for me and my thesis, in particular my fantastic home group at church; and to my colleagues at the ELC, I thank you for your support. Your prayers and encouragement have sustained me.

My deepest love and gratitude goes to my amazing and astonishing husband, Allen, who is always there for me and with me. You have shown me a love far fuller and richer than I have ever known. Thank you for who you are and for what you have done. I love you.

Last but not least, I thank the Author and Perfector of my faith, whose grace and mercy have led me thus far. Lead on, O King eternal, till from glory into glory, till in heaven we take our place.

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Chapter 1 Introduction

Tutoring writing is a routine activity that teachers around the globe perform with students on a daily basis. Many teachers and academic scholars believe in the practice of providing oral feedback on student writing and that a productive channel of feedback provision is one-to-one writing conferences (e.g. Freedman and Sperling, 1985; Nystrand and Brandt, 1989; Sperling, 1991). This face-to-face feedback mode has gained popularity in recent decades, and it is postulated that its dialogic nature allows student participation in the critical evaluation of text, and encourages student-teacher interaction. But are writing conferences as helpful as people say they are?

The talk in the situated learning context of a writing conference is believed by many scholars to encourage students to articulate problems, express intentions, exchange ideas with the teacher, and evaluate the text (e.g. Zamel, 1985; Leki, 1992; Arndt, 1993). The social processes embedded in the conversation are also said to allow teachers to understand students' thinking and writing difficulties, and to design pedagogical strategies as they listen to student concerns (Walker 1992; Reesor, 2002). Some researchers, however, have queried the claimed benefits of the conference, and whether conferencing really provides opportunities for student initiation and expression (e.g. Ulichney and Watson-Gegeo, 1985; Johnson, 1993; Newkirk, 1995; Black 1998). More observations of conversational behaviour are therefore necessary to find out how the social dimensions of the writing conference are achieved, and whether the assumptions that conferencing is an efficient channel for commentary and collaboration are true.

Conferencing is not a new concept but a long-standing pedagogical technique. Writing conferences are often conducted during language courses; in some cases, they are officially scheduled as part of the teaching schedule, in other cases, the teacher conducts them out of class time, such as during consultation hours, to provide extra

help to students. Most teachers have also had the experience of students coming to talk with them informally about their writing tasks. In North America, many universities have writing centres where students meet with tutors one-to-one to get help with their assignments. The situations of conferencing in the classroom as part of the curriculum and in the writing centre on a voluntary basis are different. While the classroom teacher and students have already known each other for a few lessons to a few months, the tutors in writing centres are not the students' subject teachers, the tutors and students can be complete strangers, and students may end up with a different tutor each time they visit the writing centre. Thus, whereas participants in the latter situation have no prior relationship to build on and do not need to sustain their relationship after the conference, participants in the former situation may communicate in a style based on their knowledge of each other and on the awareness that they will continue to 'work' with each other after the conference is over. Another factor that causes the dynamics of the two kinds of conferences to differ is that as the setter and assessor of the assignment, the subject teacher has more power and authority than does the writing centre tutor. These two differences make it more interesting to explore the nature and dynamics of the writing conference with the subject teacher.

With the increase in the popularity of writing conferences in both classroom and writing centre contexts, a number of resources in the form of strategies or guidebooks have been written on conference strategies, e.g. Garrison (1981), Reigstad and McAndrew (1984), Murray (1985), Clark (1985), Harris (1986), Newkirk (1989), Phenix (1990), McAndrew and Reigstad (2001), some of which contain lists of 'dos and don'ts'. Much of the advice in these resources seems to be based on personal experience rather than on research evidence. Little empirical research on conferencing in classroom contexts has been conducted; and being qualitative case studies, they covered a small number of subjects only. The aspects of conferencing that have been examined are interesting but limited, such as participant attitudes (Carnicelli, 1980; Zamel, 1985), conference discourse (Freedman and Katz, 1987), the effects of

conferencing on writing (Goldstein and Conrad, 1990; Patthey-Chavez and Ferris, 1997), and verbal interactions (Thonus, 2002).

Embedded in face-to-face conferencing are complex issues and factors that intertwine and mutually affect one another. While certain verbal conferencing activities, such as topic-initiation and turn-taking, have been singled out for examination, studies that focus on the participants or explore their interactions holistically have so far been scanty. Although a vast amount of literature on human communication stresses the importance of nonverbal behaviour, few studies of writing conferences have investigated the influences of nonverbal exchanges on the conference and its interactants. The literature on writing conferences also shows a lack of comprehensiveness in that previous studies did not explore the whole picture of conferencing in terms of what happens *before* conferences, i.e. the kinds of preparation and their influences on conferences; and only a limited number of studies have investigated the perceptions of conference interactions by *both* the teacher and student participants rather than by one of the parties only.

A review of the literature further reveals conflicting views of the writing conference with regard to such matters as the roles and responsibilities of the participants, the focus of the teacher, turn-taking and idea exchange, and teacher-guided or student-guided agendas. This inconclusiveness has led to doubts about the value of conferencing as a pedagogical tool (Black, 1998).

Some of the limitations in the scope of the studies conducted in writing conferences have been addressed in the research on another kind of institutional talk – the physician-patient consultation. For example, whereas conferencing studies seldom discuss student understanding and teacher care, studies on the medical encounter have explored the question of whether the meeting has helped the patient understand his/her illness as well as the doctor's diagnosis and advice for treatment; whether the

physician possesses various skills to care for the different needs of the patient; and whether the meeting has made the patient feel so satisfied with the care that he/she will comply with the physician's advice. These areas that have been explored in the medical consultation are areas worth exploring in the writing conference.

To investigate the complexities of the face-to-face writing conference that include an examination of not only verbal exchanges but also of nonverbal interactions, and an exploration of not only the features of the encounter but also the feelings therein and thereafter, there is the need to adopt a comprehensive analytical framework that observes not just the conference *activities* (e.g. turn-taking, interruptions) but also the *actors*, i.e. the participants, including their beliefs, expectations and perceptions of what happens in conference interactions.

In view of the above, this study sets out to examine, with a breadth and a depth that have seldom been applied in previous research, the writing conferences of four teachers and eight students in a naturalistic university classroom setting in Hong Kong. Its aims are to explore the nature and dynamics of these L2 writing conferences, as well as the effects of the verbal and nonverbal interactions within them, in the hope of resolving some of the conflicting findings of previous research. Following a qualitative case study method, and employing an approach that seeks to "view situations as they appear to those directly involved in them" and to "appreciate *how and why* actors perceive things in the ways they do" (Cuff, Sharrock, and Francis, 1990, pp.151-2, emphasis in original), this study presents a holistic investigation of the verbal and nonverbal interactions that were video-recorded during the conferences, and the contexts in which these exchanges took place. The data collection, was however, not restricted to the conferences themselves, but also included the pre-conference stage of expectation and preparation and the post-conference stage of interviews and video stimulated recalls. Detailed transcriptions of the videos allowed participant behaviour to be systematically categorised and coded in a search for analytic foci, patterns and

unique features. Together with the interview data, they suggest reasons why some conferences are more highly valued than others.

Analysis of my data has led me to query the use in the existing literature of the notions of 'success' or 'effectiveness' to describe conferences, particularly regarding their relationship with draft revision. Since revision can depend on many variables, this study suggests that a conference may be best judged by the affect and perceptions of its interactants. I therefore in the later chapters of this report propose a new analogy with health to discuss the holistic considerations of the dynamic process of interactions in teacher-student conferences, explore the fresh concept of interaction spaces in the interplay of conference parameters, and conclude with a description of a number of dynamic balances that are pertinent to healthy conferences.

The chapters of the dissertation are organised as follows:

Chapter 1 Introduction: the current chapter.

Chapter 2 Literature Review: this situates my research within the current thinking in the fields on teacher-student feedback sessions and doctor-patient consultation meetings, and presents limitations and gaps in earlier research.

Chapter 3 Research Questions and Methodology: this states three research questions and introduces the methodology to answer them, the analytical framework and research method, sampling, sources of data, procedures and instruments.

Chapter 4 Data Analysis I: this describes the background data collected concerning the participants' beliefs, experiences and expectations of, as well as preparations for, the conferences.

Chapter 5 Data Analysis II: this describes the data collected during the eight writing conferences in a range of verbal and nonverbal behaviour categories, and the data collected from interviews and stimulated recalls after the conferences with regard to the participants' perceptions and feelings.

Chapter 6 Findings: this discusses the (in)consistencies of each teacher and across the teachers, as well as across the students, tracing patterns of similarities and identifying unique features.

Chapter 7 Discussion: this argues for the use of a health analogy in evaluating writing conferences, and discusses the six main features of, as well as the major focus in, healthy conferences.

Chapter 8 Conclusions, Significance of the Research and Recommendations: this summarises the answers to the research questions posed in Chapter 3 and to the queries raised in the literature review (Chapter 2); it concludes with a discussion of the dynamic balances crucial to healthy conferences, explains the significance and limitations of the study; and makes recommendations for teacher development and future research.

Chapter 2 Literature Review

Introduction

The teaching of writing has always been a part of the school and university curriculum, and talking to students one-to-one about their learning is as old as Socrates and Confucius. Nowadays in the writing classroom, there is often a stage, or there are stages, in the learning process in which the teacher and student sit down face to face to talk about the writing that the student is working on. The common term used to describe this kind of feedback meeting is a 'writing conference'.

The majority of the literature on feedback to second language writing concerns written response, as the development of research on oral response started gradually only a couple of decades ago. However, since numerous findings have cast doubt on the effectiveness of written commentary (Zamel, 1985; Cohen, 1987; Ferris, 1995; Patthey-Chavez and Ferris, 1997), there has been increased hope in the efficacy of oral feedback, hailing the writing conference as a constructive teaching tool to help language learners with their writing.

This chapter will first start with a review of the literature on oral response and present the points of debate and agreement in the literature on writing conferences, followed by an explanation of the importance of observing not only the verbal exchanges but also the nonverbal interactions in oral communication. Through this review, it will become clear that the existing literature on conference research does not cover a myriad of pertinent issues. It is therefore necessary in the second part of this chapter to explore the literature on another type of oral interaction – the medical consultation – to examine how the latter supplements our understanding of face-to-face encounters and confirms the findings in writing conference research. The chapter will

then end by identifying aspects that have yet to be investigated in studies on oral response to student writing.

2.1 Oral response to student writing

2.1.1 Purposes of the writing conference

Many researchers agree that the writing conference is a useful tool for presenting teacher feedback face-to-face to both L1 and L2 students in school and university contexts. Walker and Elias (1987, p.267), whose study involved a mixture of local and foreign students, define the conference as “a meeting between the teacher and one student, as part of the regular curriculum, for the purpose of mutual discussion about the writing process in general and the strengths and weaknesses of the student’s own paper in particular”. It is “the tutors’ and students’ implicit understanding” that “what they [are] supposed to be doing in these conferences” is “examining the students’ writing” (ibid., pp.278-279). Nickell (1983, p.29) likewise defines the writing conference as “a forum in which students receive one-on-one feedback from the teacher concerning their writing ... before the paper is graded”. Squire and Applebee (1968, p.254) in their national study of American high school English programmes stated that “perhaps the most successful practice in the teaching of composition has been the regular conference to discuss problems and progress of the individual student”. Ulichny and Watson-Gegeo (1989, p.311) called the writing conference in six-grade classrooms “the key to the process model because conferences bring teacher and student ... together for a one-to-one discussion of written drafts”; and Sperling (1990, p.279), who studied ninth-grade English lessons, praised conferences as “private conversations” in an “interactive context”. Similarly, the writing conference has been heralded by university teachers. Murray (1985, p.147), an experienced university English teacher and writer, praised conference teaching as “the most effective – and the most practical – method of teaching composition”. Carnicelli (1980), based on his experience of conferencing with freshmen in an American university, urged for the replacement of

classroom instruction with one-to-one conferences. Rose (1982, p. 329), when teaching writing at another American university, realised that he could communicate more through spoken than through written comments. Freedman and Katz (1987, p.60) quoted findings from a national survey by Witte, Meyer, Miller and Faigley (1982) that first-year writing program directors nationwide asserted that conferences are “the most successful part of their teaching programs”. Students learn from the “scaffolds” that teachers build, and the writing conference can provide such scaffolding (Freedman and Katz, 1987, p.61); also, both teachers and students preferred writing conferences as a mode of teaching (Freedman, 1987, p.157). In her study of conferences with science students on technical writing, Wong (1988, p.458) found that conference talk was “interactive” and the teacher and students jointly contributed to the improvement of the text.

Engaging in writing conferences indicates a view of writing as discovery (Harris, 1986, pp.5-6), with the writing conference as an occasion where ideas can be explored and formed. It allows both parties to talk about and participate in the writing process (Harris, 1986, p.9) as well as in the decision about what has to be learned (Murray, 1985, p.152). Students participate in its evaluation (Freedman, 1980, cited in Sperling, 1990, p.283), reflect critically on the process (Freedman and Calfee, 1984), and “clarify [confusion or disagreement] immediately with the teacher, thus avoiding further misunderstanding” (Wong, 1988, p.445). The conference conversation “offers a suitable context in which to probe a student’s thinking” (Kuriloff, 1991, p.47); and the discussion, evaluation and reflection become the welcome results of the social interaction of conferences (Scardamalia and Bereiter, 1985), which promote interaction with readers (Harris, 1986, p.11). In L2 contexts, conferencing allows problem areas to be isolated and discussed, and encourages a two-way dynamic interchange of ideas and negotiation of meaning instead of static, one-way written commentary (Arndt, 1993). The dialogic nature of the conference enables the student to discuss the writing (Reesor, 2002, p.251), because the face-to-face dialogue allows “dynamic interchange

and negotiation” to take place (Zamel, 1985). According to Arndt (1993, p.105), the greatest benefits of conferencing are “the articulation of problems, the search for solutions, the challenges to thinking, the probing of meanings, and the disclosing of implications”.

Conferences are helpful not only to students but also to teachers. L2 researchers believe that the face-to-face meetings allow the clarification of ideas, including what students meant to say in their essays and what teachers meant with their marginal and end comments, especially in cases where the problems are too complicated to be explained thoroughly in writing (Conrad and Goldstein, 1999). Conferencing gives teachers an opportunity to listen to the intentions of student-writers (Leki, 1990, p.64), what they say about their draft as well as to notice what they do not say (Murray, 1985, pp.152, 162-163), and they can then understand what difficulties the students face in their writing (Reesor, 2002, p.252). Teachers can often see whether students understand what they are saying by reading their faces, and can respond accordingly (Brender, 1998).

Conferences are also believed to stimulate independent learning (Harris, 1986, p.10). In the literature on writing conferences is an article by Tobin who categorised the development of conferences into a first and a second generation (1990, p.43), with Roger Garrison as the leading figure in the former and Donald Murray in the latter. Tobin stated that the first generation conferences were extremely directive and teacher-centred, with teachers setting the agenda and students passively absorbing information. Second generation conferences attempted to be student-centred, allowing students to set the agenda and to do more talking. However, both types of conferences were problem-solving meetings, and even the second approach “became ritualized”, as Murray himself wrote: “the student is expected to...; the teacher is expected to... and ...; the student is expected to... and ...” (1985, p.152). Tobin believed that it was time to move beyond the first and second generations of rigid rules to “an approach that takes

into account the dynamic aspect of each writing conference: the student's relationship to the text, the teacher's relationship to the text, and the student's and teacher's relationship to each other" (1993, p.43). Of special concern was the tension that is created within these relationships and ways to use that tension in productive ways through studying students and teachers in conferencing (ibid, p.45).

2.1.2 Two main strands in the literature on oral response

With all the perceived benefits that oral response brings to the student, the teacher and their relationships to the text and to each other, the writing conference has become a popular means of feedback provision as part of the curriculum between teachers and students who know each other from classroom contact. With the development of writing centres in universities in western countries, another strand of oral provision of teacher feedback occurs between writing tutors and students who may be strangers to each other. This section first describes the findings obtained from empirical studies on writing conferences, followed by a brief review of the literature on writing centre tutorials. Although the present study was not conducted in the context of a writing centre, the brief report of the literature surrounding oral response in writing centres will show the areas that have been explored and the types of resources that have been produced.

2.1.2.1 Empirical studies on writing conferences

The accolades received by the implementation of oral feedback make it surprising that "few" research studies have been conducted on writing conferences that form part of the curriculum (Wong, 1988, p.445). "Despite all of this enthusiasm, there has been very little empirical work done on the nature and effects of writing conferences in L1 writing classes, and almost nothing in L2" (Ferris, 2003b, p.39). An earlier study in L1 by Fritts (1972) which examined the effects of weekly conferences found that student participants in these conferences achieved significantly better results in their writing than others in a control group. Jacobs and Karliner (1977) found that students who

initiated discussion and explored writing in conferences showed a deeper analysis in their revisions. Positive results were also reported by Carnicelli (1980), who surveyed 1800 students in the University of New Hampshire. His respondents reached two conclusions about conferences: that they were more useful than traditional classes and more effective than written communication because conferences offered a chance to express opinions and a channel through which to clarify teacher comments. A handful of other studies that examined teacher-student interactions (e.g. Freedman and Katz, 1987; Sperling, 1994a; and Newkirk, 1995), however, discovered that the teacher was often dominant in terms of time and agenda (Walker and Elias, 1987; Walker, 1992) or focused on lower-order issues rather than on higher-order ones (Freedman and Sperling, 1985).

A few studies have been conducted with L2 learners. Eirsch (1988) studied an experimental group and a control group, where he explicitly instructed the former to generalise what they had learnt in conferences to other parts of their course. He found that this group did far better than the control group in pre-tests and post-tests. Marshall's (1986) study reported benefits for the teacher as well as for the student. In her conferences, she tackled meaning before grammar, and in lessons, she addressed the needs that students had articulated in conferences. She discovered that by doing these, her teaching became more efficient and more effective for her students. Other studies conducted with L2 learners have found that conferencing can be powerful but problematic. After examining one-to-one conferences between one teacher and three advanced ESL students, Goldstein and Conrad (1990, p.457) found that there were great differences in how the three students negotiated meaning in conferences. The more active the participation, the more improvements were made in subsequent revisions. They thus recommended that teachers need to prepare L2 students for conferences and instruct them in the purposes that the meetings serve. Patthey-Chavez and Ferris (1997) found that cultural differences between the participants in a writing conference could have effects on the outcome of that conference. As Newkirk

(1995) pointed out, turn taking can be problematic for any student, so, the linguistic demands placed on L2 learners can mean more difficulties for them as they get to know and experiment with appropriate conversational behaviour. They may not be used to speaking up, taking the initiative, questioning or arguing. In a survey by Arndt (1993, pp.106-107) of City Polytechnic students in Hong Kong, several respondents reported that conferences could be occasions of stress and anxiety for them, and that as a result, they were likely to forget what had been discussed during the conference. Another study done in Hong Kong with students from the University of Hong Kong showed the benefits of conducting writing conferences on top of written feedback. Students who clarified the teacher's written comments incorporated those comments in their revisions whereas students who did not come to the writing conferences mismanaged some of the teacher's written feedback (Shi, 1998, p.153).

2.1.2.2 Conferencing in the writing centre

With the increasing number of writing centres, clinics and labs in North America, Australia and other parts of the world, numerous references have been written, many of them in the last decade, on tutoring writing one-to-one, particularly in the context of a writing centre. They deal with a wide range of topics, including the logistics of running a writing program (Phenix, 1990), centre administration (Olson, 1984), the tutor's conferencing strategies (Powers, 1993; Blau and Hall, 2002), linguistic analysis of the talk (Blau, Hall and Strauss, 1998; Davis, Hayward, Hunter and Wallace, 1988), the interpersonal dynamics in a writing centre where the tutor is not the student's writing teacher and hence not the grader (Murphy, 1989; Sherwood, 1993), and ways to encourage students to make their own revisions (Brooks, 1991; Fulwiler, 1992). There are also books with collected advice on tutoring in writing centres, such as the ones by Murphy and Sherwood (1995); Briggs and Woolbright, (2000); and Rafoth, (2000). Some resource books contain models of tutoring as well (e.g. Reigstad and McAndrew,

1984; McAndrew and Reigstad, 2001), including getting acquainted, clarifying the writing task, and what to do in the writing centre when the student has brought no draft.

2.1.3 Points of debate regarding conferencing

Careful examination of the literature reveals several differences in opinions regarding some issues of conferencing that are central to this study, such as whether the conference talk should be treated as teaching or as conversation; whether the focus should be on the teacher's expertise, the student's draft or the student writer; whether the teacher should ask questions to find out more information about the draft; and whether the teacher, as the evaluator of the draft, should talk more than the student, or vice versa. These points of debate are explained in more detail in the four subsections below.

2.1.3.1 Teaching or conversation

First of all, views differ as to whether conferences should be regarded as teaching or as conversation. Murray (1979, p.16) saw conferencing as a way of "teaching [his] students to react to their own work", but later in 1985, he wrote that conferences should "have the tone of conversations" and are not "mini-lectures" (p.148). Carnicelli (1980, p.105, 119) first calls conferencing individualised instruction, then states it should be a genuine conversation and so follows no set pattern of talk. Student talk, however, can become "digressive" and "a conference can run on aimlessly" unless teachers set an agenda (Newkirk, 1989, pp.317, 326). Freedman and Sperling (1985, p.106) agree that conferencing is a "popular and seemingly effective pedagogical event" due to its sensitiveness to individual needs and its opportunities for expression and clarification. However, Black (1998, p.12) believes that these are only assumptions, and they "are at best naive, and at worst, potentially harmful". Indeed, Ulichney and Watson-Gegeo (1989, p.325) identified obvious teacher dominance as their study of conference transcripts reveals instruction that "discourages initiative and expression". Murray

(1985), therefore, calls for student-centred conferences, and Brooks (1991, p.4) advocates that students be “the only active agent[s]” in the face-to-face encounter.

2.1.3.2 Focus of the conference

The focus of conferencing is also an area of controversy. Many scholars believe that reading the draft, even examining it, should be done during conferences (Carnicelli, 1980, p.111; Murray, 1985, p.165). Although conferences should not encourage students to “become dependent on the teacher for identifying problems and developing solutions” (Murray, 1985, p.147), Murray concedes that there are many advantages to having the teacher spend time reading the drafts during the conference (ibid., p. 165), as this will “teach the student how to read their own writing with increasing skill” (ibid., p.150). The text that the student brings in, then, becomes the focal point of the conference. Black (1998) however disagrees with this focus and instead believes that the student should be the focus of the conferencing teacher, substantiating this belief with her own rich conferencing experiences. Johnson (1993, p.35) agrees that the teacher should listen to the student and focus on her, and Brooks (1991) advocates minimalist tutoring and asserts that the teacher should make the student read the paper aloud, instead of reading it himself, thus avoiding taking control of the paper. His experience tells him that while the teacher reads the paper, “the student is left out of the action” (p.85). It should be the student’s responsibility to read and write his paper, so he suggests that the teacher “get the student to be physically closer to her paper than [the teacher is]” (ibid.). Approaching the conference focus from a different angle, Walker and Elias (1987) documented conferences that were rated by participants as very successful or unsuccessful. They concluded that the foci in successful and unsuccessful conferences were different. In the former, the focus is on the student’s work with both the teacher and the student evaluating it together, whereas the latter’s focus falls on the teacher’s expertise as a writer, with teachers verbally rewriting parts of students’ work for them. In her study, Walker (1992, p.71) found that conferences considered successful by students and teachers were those that focussed on having

both the student and teacher evaluating the draft against “a model of good writing” that they formulated together; whereas in unsuccessful conferences, the teachers were confused and the students seemed lost, “not understanding what was going on, confused about the content of the paper and about the writing process”.

2.1.3.3 Asking questions

A further area of conflicting opinions surrounds the issue of who asks questions. In his observation of teaching in general, Richards (1990, p.5) states that “one characteristic of effective teaching that was soon identified was the teacher’s use of questions”. To understand the use of questions, van Lier (1988, p.224) proposes examining “the purposes and the effects of questions, not only in terms of linguistic production, but also in terms of cognitive demands and interactive purposes”. Numerous teachers and researchers think that the teacher should ask questions, or “good questions” (Carnicelli, 1980, p.114), particularly at the beginning of the conference. It is believed that this can encourage students to start talking about their writing, help them recall information, generate ideas, reflect on the writing and focus on the next step in the writing process (Phenix, 1990, p.27-29). Anderson (2000, pp.41-43) reports that open-ended questions lead students “toward an understanding of what good writers do”, and that he always asks certain kinds of questions to “gather information about the writing work”. However, Berger and Kellermann (1994, p. 18) assert that although interrogating has “the potential for high efficiency, it can become intrusive quickly”, and make the interaction “suffer on the social appropriateness dimension”. Fletcher (1993, pp.41-50), in his study of the opening dialogues of writing conferences, also states that teacher interrogation can wreak much harm. The habitual questioning pattern adopted by many teachers may not allow the student to discuss his own concerns, but instead oblige the student to follow the teacher’s preferred direction of talk. Fletcher’s data shows teachers falling into the danger of missing cues from students that could have led to a more meaningful discussion. They became so distracted by asking questions that they did not give students credit for the effort they had put into the assignment. This was in

line with Johnson's (1993) observation that asking questions puts the questioner in control, and a series of questions allow her to establish her own agenda. Questioning does not create a learning environment; on the contrary, it can sometimes have an "inhibiting" effect on students. Instead of answering one question, the student may find himself decoding three questions, i.e. (i) what is the teacher asking, (ii) why is she asking that, and (iii) why is she asking me. The student then needs more time to think, which means more silent periods during the conference, and a higher possibility of the teacher asking yet another question to break the silence. Questions then can become "intrusive", and "counterproductive". Johnson asserts that "for learning to take place, questions must arise within the learner" (pp.34-40).

2.1.3.4 Teacher and student talk

Another difference in academics' opinions concerns the purpose and amount of teacher talk and student talk. Murray (1985, p.148) and Markee (2000, p.77) believe that evaluation either of the draft or of the student is often perceived by the student and the teacher as the reason for the meeting. Carnicelli (1980, p.116) sees evaluating the text as the conference teacher's role since this is what most students expect. Murray (1985, pp.148, 161), however, fears that such a conference teaching style "does not allow the students to develop as a reader of their own drafts", and they thus become dependent on the teacher, both for identifying their problems and suggesting solutions. Such a teaching style allows the teacher to gain conversational control (Markee, 2000, p.77) and the conference becomes more like a mini-lecture (Murray, 1985, p.148). By contrast, Murray (1985, p.161) advocates inconclusiveness at the end of conferences, leaving the student to reconsider what has been discussed and what to do next.

Whether the teacher or the student should talk more is regarded as an unimportant conferencing factor by Walker and Elias (1987). In their examination of successful and unsuccessful conferences, they found that students averaged around 33% of the utterances in both types of conferences, which implied that whether the teacher or student had more conversational control did not impact the successfulness of the

meetings. Evans (2004) agrees with this finding in her action research, in which one of her students in small-group conferences was “very thankful and grateful” when the teacher started talking about the paper and would gladly have the teacher do most of the talking.

2.1.4 Points of agreement regarding writing conferences

In the process of exploring conferencing as a means of responding to student work, a number of issues inevitably arise that researchers and teachers agree they may have to take into consideration. One such issue that is relevant to this research is the question of power.

2.1.4.1 Power, talk control and roles

Power difference has been identified as a source of problems (Black, 1998, p.39), and teachers, including those in writing centres, sometimes have difficulty “rechanneling misplaced authority” (Blalock, 1997, p.82). Unequal or equal power distribution impact on the opportunity to talk, talk-time distribution and the nature of talk (e.g. initiating, responding). The assertion of authority and dominance by teachers has been reported by scholars such as Calkins (1983) and Walker (1992); and “if the teacher does most or all of the talking, the student may simply sit there, politely confused” (Carnicelli, 1980, p.117). Not only do teachers dominate the floor, they have also been found to talk down to students (Brender, 1998). In the light of these observations, both L1 and L2 researchers have suggested that teachers should avoid limiting the conference with too much teacher talk (Calkins, 1983; Walker, 1992); they should instead listen to students more attentively, and “know when to talk and when to listen” (Carnicelli, 1980), in order to establish a non-judgmental setting (Harris, 1986). According to Powers (1993, p.46) working with ESL writers in the writing centre at the University of Wyoming, tutors must allow and help writers verbalise their ideas, “understand what they bring to the writing center conference and allow that perspective to determine [their] conferencing

strategies". Latterell (2000, p.118) encourages teachers and students to question and negotiate their roles. Instead of adopting an absolutely authoritative role by controlling access to the floor, teachers can adopt a counsellor's approach to foster an atmosphere of warmth, acceptance and trust, which are "more important to the writing conference than specific teaching techniques" (Taylor, 1985, p.1). Perceptive teachers can reduce learner anxiety at the conferences and enhance language acquisition (Xu, 1989). Since consideration of power leads to consideration of the status and roles of the participants and to their responsibilities, it is worth examining in different pedagogical contexts whether power and authority in teacher-student conferences are intended or non-intended, yielded or gained, contested or accepted or even preferred.

2.1.4.2 Affect

The second issue worth mentioning is that of affect. Since feelings and emotions intrinsically pervade conversations, the affective dimension of conferencing cannot be ignored. Emotional elements of the student-teacher meeting throw light on the role of social factors in successful conferences (Flynn and King, 1993). When Black's students chose their best and worst conferences (1998, pp.122-123), the emotional aspects played an important role in their consideration, and some students saw establishing a better relationship with the teacher as one of their goals of conferencing. One student said she was nervous when she went to see teachers and stated that "all teachers seem to intimidate me". These feelings of being welcomed, or rejected, encouraged or humiliated, valued or threatened remain strong in learners long after the conference is over. Sometimes, they want the teacher merely to acknowledge their feelings (ibid., p.131). Black believes that grades are linked to feelings, and so discussing grades can pave the way for students to vent their other concerns and feelings (ibid., p.142). Teachers, too, are affected by how they feel about and during the conferences, not to mention the emotions they bring to them. Since teachers are usually the dominating figures in a conference, their emotions, especially negative ones, can often shape it. One way of addressing the affective dimension could be to provide

time and space in the conferences to talk about emotions and address them (ibid., pp.124, 143). In view of the teachers' and students' busy schedule, this is often more easily said than done. Despite the difficulties involved in attending to feelings, Tobin (1993) issues a reminder that the unavoidable presence of emotionality in the teaching of writing should not be neglected as it can lead to directions and transformations of individual conferences and beyond.

2.1.4.3 Wait time and intervention of expression

The length of time teachers should wait for students to ask a question or respond to a question before intervening can be a further area of concern. The duration of the pause is subject to the time students need to organise and express their thoughts in a second language; but above all, it is dependent on the patience of the teacher and her tolerance of silence or of hesitant speech. Archer (1991) reported that Americans could wait only 7 seconds after asking a question before they would feel compelled to speak, repeat the question in a different form or give up; whereas Japanese speakers could wait twice as long, up to 14 seconds, before they would feel a need to intervene. Working with Japanese learners of English and Western tutors, Brender (1995, cited in Brender, 1998) found that the average waiting time was only about 1.57 seconds. Since the threshold tolerances for length of pauses vary from culture to culture (Lehtonen, 1984), L2 writing conferences may not give enough opportunities for L2 learners in some socio-cultural situations to formulate and express their thoughts.

2.1.4.4 Misunderstanding

When students lack adequate time to ask, clarify or confirm with the teacher, there exists a fair chance of confusion in student-teacher encounters. The fact that ESL students have to communicate in a language other than their mother tongue can further increase the likelihood of misunderstanding. Besides language proficiency, interactions in conferences also vary greatly with the personalities, learning styles and teaching styles of the participants (Arndt, 1993). A heterogeneous social, educational and

cultural background of the L2 population can further increase the risk of communication breakdown. Because of this, Brender (1998) believed that teachers should learn to be especially sensitive to ESL students and their backgrounds by paying careful attention to what they say and how they say it.

2.1.4.5 Other issues

Two other issues that are outside the focus of this study – gender and cultural difference – have been mentioned in the literature, but it is difficult to make concrete claims about their influence on conferencing with small samples of teachers and students. In exploring whether some form of gender inequity persists, it has been found that, in general, female students are more tentative while male students are more confident. However, this confidence may be mistaken for ability and knowledge (Black, 1998, pp.62-63). Gender differences have been found to alter the control in conferencing in interesting ways, e.g. female students “perform ‘feminine’ gender with male teachers”, asking considerably more questions than with female teachers, and consequently allowing the male teacher to expand his opinion and supporting him in his assertion of authority (ibid., pp.64-65). Black’s conference data also shows that “female students are praised much more frequently than male students... and are more likely to be supplied with the rules, definitions, and conventions that help writers establish themselves in the discourse of a discipline” (ibid., pp.76-77). Black’s observations of gender differences were based on transcripts of her composition classes in an American university. Whether the same occurs in conferences in other cultural and pedagogical contexts awaits investigation; and conclusions cannot be drawn unless a rather large sample of informants is selected.

The influence of culture on communication has been a topic of research interest, and researchers believe that culture affects individuals’ psychological processes, which subsequently affect their communication styles (Singelis and Brown, 1995). Different cultures express emotions via different “display rules” and make diverse interpretations

of perceived emotions (Lee, Matsumoto, Kobayashi, Krupp, Maniatis and Roberts, 1992, p.245). It may, however, be difficult to draw conclusions of cultural effects on communication style because the level of expressiveness and the formulation of expressions can also depend on language proficiency (e.g. Yates, 2005, p.89). It is also difficult to unravel the complex interplay of culture and communication because of the difficulty in defining culture. Culture cannot be equated with nation as culture is not defined by geopolitical states but is a “sociopsychological” entity that “transcends national borders” (Lee et al., 1992, p.243). In the face of these difficulties, few studies have explored the effects of culture on conferencing. Contributors to the volume edited by Severino, Guerra and Butler (1997) have explored the differences between mainstream American English and Black English Vernacular, but less work has been done regarding (mis)matches between mainstream English native speakers and speakers from cultures other than the black culture. Even less research has been conducted with speakers from a totally non-English culture. Harris (1997, p.223) points out that L2 students from a number of origins share a common belief that teachers should lecture and evaluate. Teachers of one culture who want to avoid that role may find silence prevailing in their conferences with students of another culture. The use of communication strategies and paralinguistic devices is likely to be different with different cultures as well.

Worries that students of certain cultural backgrounds might see face-saving as more important than understanding or clarifying can increase the level of uncertainty in the communication process. Black (1998, pp.118-119) calls for teachers who speak the students’ mother tongue to encourage students to switch to their home languages, so that “teachers and students would be more likely to engage in a dialogue”. Since Connor (1996, p.206) states that “cultural mismatches manifest themselves in several classroom situations: conversation, collaborative groups, and student-teacher conferences”, it is perhaps necessary for more studies to examine the cultural effects on conferences, especially in environments like the writing centre, where students are

expected to come from culturally diverse backgrounds (Harris, 1997, p.220). However, as with studies on the gender factor in conferencing, it is rather difficult to draw conclusions about cultural effects unless the research is performed on a large sample and with relatively few other variables. In view of this, neither gender nor cultural differences formed a main focus of the present study.

2.2 Importance of observing nonverbal communication

Since the writing conference is more about the face-to-face communication than the text that the student brings (Black, 1998, p.20), it is necessary to examine the communication, which consists of not only verbal, but also of nonverbal interaction. Although there is a vast pool of literature on nonverbal communication, and some reports on the use of nonverbal behaviour in the education context, there is a paucity of research that has studied the impact of body language on the overall interaction in writing conferences. In this section, a review of the literature on nonverbal communication in general will be presented, followed by a report on such studies in classroom interaction.

2.2.1 Nonverbal behaviour in communication

Nonverbal behaviour "includes all means of human communication other than words". Although "theoretical and practical conceptions of communication skill emphasize the role of verbal cues while discounting the importance of nonverbal behaviors in the actualization of this endeavor" (Burgoon and Bacue, 2003, p.179), "our understanding of face-to-face conversation...may be impoverished if we do not take account of the nonverbal component" (Graddol, Cheshire and Swann, 1994, p.146). According to Pease (1997, p.134), "between 60 and 80 per cent of human communication is done nonverbally"; while Mehrabian (1972, p.182) concludes that the impact of a message is only 7% verbal but 38% vocal and 55% facial. Body language is a crucial communicative tool in the initiation and development of rapport (Beebe, Beebe and

Redmond, 2002, p.205), as well as in the improvement or deterioration of relationships (Richmond and McCroskey, 2000, p.288). "Skill in nonverbal communication plays a critical role in all facets of social life" (Riggio, 1992, p.10), from the formation of relationships to their development and maintenance (ibid., pp.10-19). Kellermann and Berger's behaviour study (1984) showed that some nonverbal behaviour such as increases in head nods and verbal backchannels were associated with relaxation of co-interactants; and Burgoon and Bacue (2003, p.179) referred to books on emotional intelligence that document how nonverbal social skills distinguish successful from unsuccessful social/professional life stories. Interaction can be enhanced when the interactants are skilled in encoding and decoding nonverbal cues, resulting in the likely achievement of interaction goals (Feldman et al., 1991, p.321). Malandro, Barker and Barker (1988, p.12) classify nonverbal functions into six categories: complementing, substituting for, accenting, contradicting, repeating and regulating verbal messages. Cues such as smiling, spirited talk and relaxed laughter signal positive emotions; whereas frowning, indirect body orientation and lack of eye contact indicate negative emotions (Burgoon and Bacue, 2003, pp.188-189). When contradiction occurs between verbal and nonverbal messages, it creates confusion (Malandro et al., 1988, p.13), and often the nonverbal cues are taken as true (Malandro et al., 1988, p.13; Burgoon, Buller and Woodall, 1996; Beebe et al., 2002; pp. 208-209; Trenholm and Jensen, 2004, p.52) as they allow interlocutors to detect any hidden meaning (Beebe et al., 2002, p.235). An interactant who perceives the nonverbal behaviour as deceptive will probably believe that the verbal message is also deceptive (Patterson, 1994, p.289).

Nonverbal interaction is believed to have a significant impact on rapport. In the education context, in particular, appropriate use of body language is believed to be the clue to successful teaching, effective learning and smooth teacher-student relationships. Richmond and McCroskey (2000, p.289) believe that the primary function of teachers' nonverbal behaviour is to improve students' affect for a subject matter or teacher. When properly used, paralinguistic devices can develop a positive affective relationship

between the teacher and the learner and create the desire in students to like this teacher's lessons and hence learn more, increasing the amount of cognitive learning. Since the present study is situated in regular English learning classrooms where the teachers and students have known each other for a few weeks by the time they conference, it is deemed appropriate to conduct a review of the literature on nonverbal behaviour in classroom interaction in order to understand the complex web of communication that occurs in teacher-student conferences.

2.2.2 Nonverbal behaviour in teacher-student classroom interaction

The classroom is a mini-world imbued with spoken and unspoken social, cultural, and interpersonal norms, where teachers and students are constantly in a give-and-take situation, where rules are made and broken, power is exerted and undermined, and the controller is in turn controlled. It is a place where all kinds of body language provide clues to what is really taking place, including any affective, social and cognitive developments.

At the *affective* level, facial expression is one of the first clues of interactants' feelings. Research has shown that teachers exhibit different behaviour towards the high- and low-expectancy students (Woolfook and Brooks, 1985, p.523), and these differences are most obvious in their facial expressions and body movements (Babad, Bernieri and Rosenthal, 1991, p.231). Even though humans have learnt to mask their feelings, studies have found that these 'leak' when discrepancies occur between our verbal language and our body language (Babad, 1992, p.171; Philippot, Feldman and McGee, 1992, p.192). Studies have found that teachers often have negative affect toward low-performing students (Babad, 1992, p.171), and they may try to conceal these negative feelings with positive words (Philippot et al., 1992, p.192). Even though many teachers believe in their ability to "control their affective transmissions" (Tal and Babad, 1990, p.637), their nonverbal behaviour discloses the inconsistencies which are

“readily detected” (Babad, 1992, p.185). When students perceive inconsistent behaviour in teachers, they become very sensitive to it (Babad, 1990, p.689) and set out to interpret its intent (Babad et al., 1991, p.213).

The students’ face also gives the teacher immediate clues about their emotional reactions to the classroom situation and interaction. Teachers rely on students’ facial expressions to determine whether they like the materials, whether they understand the lesson and how they feel about our comments on them or their work. Through facial displays, teachers can read students’ reactions to what is happening, e.g. a frown, which is often associated with negative feelings (Richmond and McCroskey, 2000, p.294), during an admonition is likely to be an indication of displeasure (Philipipot et al., 1992, p.193). A student who averts his gaze can be perceived as shy or unwilling to communicate. In the same way, students guess what their teachers’ facial and gaze behaviour means. For instance, a teacher who rarely looks at a student does not seem very interested in that student. When a student thinks a teacher is not interested in her, she is likely to learn to dislike the teacher and find him unapproachable (Richmond and McCroskey, 2000, pp.290, 295). People do not, however, stop with the interpretation of the facial expression; they respond with their own facial displays. Dimberg (1997, p.49) found that facial expressions of the sender induce emotional reactions in the receiver, and these reactions can be evoked extremely fast (ibid., p.58). An expression of anger or threat from either a teacher or a student is likely to result in fear in the opposite party. The subsequent affective climate will in turn impact on both the teacher’s and student’s responsiveness. For this reason, teachers are urged to be careful with what feelings they expose on their face and to adopt pleasing facial expressions to show their interest in the conversation as well as in the student (Richmond and McCroskey, 2000, p.294).

When body language is well polished and manipulated, however, both teachers and students can show friendliness and approval which are conducive to satisfactory teaching and learning experiences. When students feel that there is genuine

communication and sharing of feelings, they are more open to establishing bonds with the teacher (Philippot et al., 1992, p.193). McAndrew and Reigstad (2001, p.28) believe that posture is the first message that a conference teacher sends to the student writer. Therefore, the tutor should convey the impression of being available and approachable with an alert yet relaxed posture. They also think that leaning forward a little later in the process of the writing conference helps to establish teacher-student connection. Richmond and McCroskey (2000, p.293) believe that teachers can communicate that they are “receptive and immediate” by assuming an open body posture; and vice versa for students. Slouching in seats, by contrast, send negative signals of boredom, rudeness and arrogance. Besides posture, teachers should also adopt appropriate gestures, like maintaining eye contact, smiling, backchannelling and nodding (Harris, 1986, p.73) to indicate interest and continued attention. Gestures that should be avoided include folded arms, which suggest boredom, discontent or inattention; or looking elsewhere, yawning, fidgeting, finger-drumming and pen-tapping (McAndrew and Reigstad, 2001, p.29).

In interacting with students, the teacher’s tone of voice is another nonverbal cue that needs monitoring. An overly warm tone can send a wrong message to the student whereas a harsh tone can be intimidating. The monotone voice is to be avoided by both teachers and students as the producer of such a tone is often perceived as dull and boring (Richmond and McCroskey, 2000, p.296). Teachers should therefore consider adopting a vocal quality that allows them to sound professional and caring at the same time (McAndrew and Reigstad, 2001, p.29).

Apart from the affective impact of nonverbal behaviour, the acquisition of appropriate body language can have positive effects on the *social* aspect of classroom interactions. First of all, proper use of nonverbal cues can modulate the content of verbal messages, accentuate the meaning or rectify any potential misunderstanding (Patterson, 1991). Paralinguistic devices can also express the speaker’s attitude

towards the object of discussion (Cacioppo, Martzke, Petty and Tassinari, 1988). Students observe the teacher's nonverbal devices to assess whether his praise is genuine or perfunctory (Philippot et al., 1992); and it is likely that they do the same to verify apologies. An interpretation of lack of eye contact in the classroom context can have dire social consequences. When there is an absence of eye contact from the teacher, students may not know when to take a turn (Philippot et al., 1992; Richmond and McCroskey, 2000) and may end up not asking the questions or saying the things that they would have otherwise. This could seriously impede the purpose of the teacher-student communication.

Nonverbal behaviour can further affect the *cognitive* domain of classroom learning. Since nonverbal cues tell whether students understand the materials that are taught (Allen and Atkinson, 1981), students' body language can reveal to teachers something about the cognitive processes that occur in the students' heads, such as whether they have difficulty digesting the information (Philippot et al., 1992, p.195). Rimé and Schiaratura (1991, p.265) suggest a cognitive-motor view that proposes that perception and storage of information are aided by motoric representations. In other words, nonverbal behaviour, such as an illustrative gesture, strengthens students' ability to recall what they have learned in a particular session.

Because nonverbal behaviour can impinge on the affective, social and cognitive domains of classroom teaching and learning, many scholars argue that it is important for both teachers and learners, especially the former, to possess nonverbal behavioural skills in order for effective communication to occur (Riggio, 1992; Philippot et al., 1992; Babad, 1992; Richmond and McCroskey, 2000). This is important since improper use of nonverbal cues has been found to have an inverse association with learning and affect (Wanzer and McCroskey, 1998); while proper use of nonverbal cues can increase teachers' likeability by their students. Teachers should therefore be trained to communicate appropriately via both verbal and nonverbal behaviour, as well as to

observe students' nonverbal prompts (Philippot et al., 1992, p.209; Babad, 1992, p.186; Richmond and McCroskey, 2000, p.289). With training will come improved affect between teacher and student, better rapport and more effective cognitive learning processes. Babad (1992, p.186) warns, though, that developing awareness and insight into nonverbal behaviour may not be easy; and a major obstacle to achieving this is the teacher's complacency and self deceit into feeling that they are doing fine in terms of their encoding/decoding of paralinguistic devices.

2.3 The need to review literature on medical encounters

The review of literature on writing conferences above reveals that while research articles and teaching resource books have enumerated the perceived advantages of face-to-face feedback sessions and the possible difficulties for L2 students who come from heterogeneous linguistic and cultural backgrounds, there are some distinct gaps in the literature on the kind of impacts that the interaction has on students. For example, do the conferences lead to better understanding of the task and of the teacher's comments on the drafts? After all, the conference is supposed to be for the teacher to know what students do "not understand" and to help them see "the strengths and weaknesses" of their papers (Walker and Elias, 1987, p.267). What feelings does the interaction cause in students? Do conferences lead to student satisfaction? Do students then feel they know what to do in the next stage of their writing? Do they think that the teacher who takes time to meet with them one-to-one cares about them? How do they perceive the teacher's communication style and what effect does this perception have on them? What happens in the writing conference in terms of nonverbal communication? How aware are the participants of their own verbal and nonverbal behaviour and that of their interlocutor? What skills do teachers need to acquire and what aspects of the communication do they need to attend to in order that the conference can achieve its desired purposes?

These unanswered questions meant that there was a need for me to look elsewhere to see if these issues have been tackled in previous research. Since conferencing is a kind of teacher-student meeting, one possibility is to review the literature on supervisor-supervisee meetings or supervisor and student-teacher meetings, also called clinical supervision (Stoller, 1996, p.2). However, these meetings often last at least an hour, and clinical supervisions usually place “an emphasis on improving teachers’ classroom performance” (Acheson and Gall, 1992, p.1), with an extended three-phase process consisting of a pre-observation planning session, classroom observation and a post-observation evaluation session (Tenjoh-Okwen, 1996). Recent research on clinical supervisions has further examined the tripartite processes which include not only the supervisor and the student-teacher, but also the school-based mentor-teacher (Tsui, Lopez-Real, Law, Tang and Shum, 2001). These features of supervisor-supervisee meetings mean that these supervisory meetings are different in duration and nature from the short, one-off writing conferences that form the focus of this study. Since the writing conference is one kind of institutional talk, I began to examine another kind of institutional talk – the medical consultation – and found that researchers have pointed out similarities between teacher-student communication and physician-patient communication. As the expert among the participants, the teacher and the physician control the interaction with their “legitimized status and presumed technical expertise” (Nettleton, 1995, p.137) while the learner or the patient assume the role of the dependent novice (Street and Buller, 1987, p.236). Both the academic encounter and the medical encounter can present the reality of dyadic communication that reveals the intricacies of the participants’ relationship, their beliefs and expectations, knowledge asymmetry, interaction patterns, the management of task and affect, power difference, and role adherence or deviation (Fisher, 1984, p.202; Fisher and Todd, 1993, p.10). The two types of consultation reflect richly not only the ‘business’ at hand, but also the social interaction that occurs (Fisher, 1984, p.221). The analyses of these consultations can be conducted through similar methods by examining the “perceptual measures of behavior (e.g., perceived affiliation, dominance, expressiveness)” as well

as “behavioral indicators (e.g., frequency of head nods, distance, touches, and interruptions)” (Buller and Street, 1992, p.135). Through these investigations, “physicians and patients, as well as teachers and students, can be enlightened about the nature and consequences of their communication and can learn to dialogue in voices which speak more equally” (Fisher, 1984, p.221).

Sections 2.3.1 to 2.3.7 will show that attention has indeed been paid in the studies in medical service provisions to the gaps mentioned above in writing conference research. The major findings are expounded in each of the subsections below.

2.3.1 Purposes of physician-patient interactions in medical consultations

Communicative exchange in health care contexts has aroused great interest due to two major reasons (Street, 1991, p.131): (i) the physician-patient talk is “the primary means by which information is exchanged and understanding is achieved” and (ii) “the affective component of the doctor-patient relationship ... emerges communicatively through the manner” of the participants exhibited through their speech and body language. Besides the golden rule of health care to “do no harm” (Gilpin, 2003, p.3), medical practitioners and scholars believe that there are two main purposes of the medical encounter. The first one is information sharing (Street and Buller, 1987, p.236), in which the patient can talk (Shuy, 1993, p.25), express concerns about an illness (Street, 1991, p.144), and the physician explains the problems (ten Have 1989, pp.130-131). In response, the patient can express anxiety (Ben-Sira, 1980, p.176) and discuss treatment alternatives (Street, 1991, p.144). The second main purpose of the consultation is to help the patient (Street and Buller, 1987, p.236) to receive treatment for the problems (ten Have 1989, pp.130-131), understand advice (Heritage and Sefi, 1992, p.359) and physician recommendations for further action (Street, 1991, p.144).

On the surface, these purposes are quite similar to those of the writing conference; but upon closer scrutiny, there appears to be an important difference. Where writing researchers concentrate on the encounter as an opportunity for discussions (Squire and Applebee, 1968; Scardamalia and Bereiter, 1985; Walker and Elias, 1987; Arndt, 1993), for the teaching to be more effective (Murray, 1985; Rose, 1982), and for the teacher to understand the intentions and difficulties of the students (Murray, 1985; Leki, 1990; Reesor, 2002), a purpose of medical consultations is to increase understanding on the part of the patient. I find this an interesting and important difference because there can be discussions and negotiations, teaching or treatment, but *no understanding* on the part of the novice. Conversely, there may not need to be treatment, teaching or much discussion before the novice achieves some understanding of the situation regarding their health or texts.

To examine whether the two main goals of the medical encounter are achieved, scholars explored various aspects of the interpersonal exchange in health care contexts. Tates and Meeuwesen (2001, p.840) defined three intertwined aspects of doctor-patient communication, namely relational, structural and content. Since the patient has the cognitive need “to know and understand” as well as the emotional need “to be known and understood”, the doctor has to relate through task communication, such as requesting and providing information, and through affect communication, such as showing concern. These communications are, in turn, reflected in the structure of the conversation and in the content of the interaction.

Morse, in her investigation of nurse-patient exchanges, discovered that these communications reveal different levels of mutual or unilateral relationships (1991, pp.456-458). While mutual relationships exist in four ascending degrees of involvement: clinical, therapeutic, connected and over-involved, with most of the nurse-patient relationships in the therapeutic category, unilateral relationships show “asynchrony”

with one party hoping to develop the relationship farther than the other party is willing, or with communication that flows in one direction.

2.3.2 Asymmetries of power in verbal physician-patient interaction

Just as there is imbalance of volubility and power in teacher-student discourse, so is there an asymmetrical balance of talk in clinician-client consultations. Negotiations and decisions are “heavily weighted in the doctor’s favor” because of his knowledge, role and authority (Fisher, 1984, p.221). The health visitors in Heritage and Sefi’s study were found to be “predominantly unilateral” in advice-delivery, even when there was no indication that advice was wanted (1992, p.409) and irrespective of patient response (ibid, p.410). In some cases where the patients asserted their health knowledge and competencies, the health workers resisted the assertions and continued their advice-giving. The desire to have patients follow their treatment/recommendations plus the pressure to follow the consultation schedule have prompted physicians to exercise power at the expense of the patients’ wishes to be heard and to participate (Street, 1991, p.144). In view of the fact that the majority of the advice met with passive or active patient resistance, the researchers concluded that “much of the advice may have been counterproductive” (Heritage and Sefi, 1992, p.410), “of indeterminate value” and “spoiling the ball game” (ibid, p.413). Such interactional asymmetry was also found in doctor-patient consultations through the examination of physician talk, such as “turn allocation and speaker selection” (Fisher, 1984, p.202), and consultation phases (Heath, 1992, p.262).

Studies in physician consultation phases and structures revealed that despite the presence of a variety of formats, the medical encounter is usually “restricted with respect to turn types and speaker identity” (Frankel, 1990, p.231); and embodied a sequential structure of (1) opening in which the physician relates to the patient; (2) complaint in which the patient states the reason for consultation; (3) examination

conducted by the physician; (4) diagnosis in which the patient presents information concerning the nature of the illness; (5) treatment or advice given by the physician; and (6) closing (Byrne and Long, 1976, p.56; ten Have, 1989, p.118; Heath, 1992, p.239).

The first two phases usually proceed “in an orderly manner” (Roberts, Sarangi and Moss, 2004, p.162), and the diagnosis phase is rather short and limited, although the assessment of illness is a main aspect of the consultation (Byrne and Long, 1976, p.51; Heath, 1992, p.260).

A variety of verbal exchanges are present in the consultation phases. According to Stiles, Orth, Scherwitz, Hennrikus and Vallbona (1984, p.244), the six common types of verbal exchanges include “exposition exchanges” in which the patient narrates the problem and the physician acknowledges via backchanneling; “closed question exchanges” in which the physician asks closed-ended questions that yield ‘yes’ or ‘no’ answers; physician “inquiry”; physician “direction” in examination procedures; “explanation”; and “instruction/contracts” about treatment. The first three exchanges provide an opportunity for the clinician to gather information and the last three exchanges allow the clinician to offer directions and to provide information and advice.

Upon scrutiny, the verbal exchanges are found to consist of many physician-initiated utterances, the majority of which are questions that are sometimes prosodically more like comments (Roberts et al., 2004, p.166). Some are even like “interrogations” (Kleinmann, 1988, p.16). Most of the questions are closed-ended questions, a discourse-controller (Beckman and Frankel, 1984, p.692) that allows the physician to redirect the conversation (Suchman, Markakis, Beckman and Frankel, 1997, p.680), and control interactions (Street and Buller, 1987, p.237); and these are the most frequently employed (46%) interruption device (Beckman and Frankel, 1984, p.693). Apart from interruptions and the frequency of questions, especially closed-ended questions, bored voice quality, directions and prescriptions of actions are also indicative of a doctor-oriented style (Beckman and Frankel, 1984, p.693; Roter, Hall and Katz,

1987, p.447; Street, 1991, p.149). This style creates the perception that what the patient thinks is not important; they only have to respond to doctors' questions and prescriptions (Kleinmann, 1988, p.16).

Examination of verbal exchanges not only shows a substantial quantity of physician questions but also a dispreference for patient-initiated utterances (Frankel, 1990, p.231), as evidenced in the results that only 0.9% of 3,517 utterances transcribed for ten interviews were patient-initiated (ibid, p.238) and that the ratio of physicians' floor-holding to that of patients' was approximately 2:1 (Street and Buller, 1987, p.247). Beckman and Frankel (1984, p.692) found that in only 23% of the clinical visits they studied were the patients allowed to finish itemising their concerns; whereas the study by Lazare, Eisenthal and Wasserman (1975, p.554) showed that patient "request is often not elicited" by the clinician. Although in some cases, patients leave the consultation without realising that their interests have not been addressed and feel fairly pleased with the communication they had with the doctor (Shapiro et al., 1983, p.145), the asymmetry in volubility reflects Lukes' (1974, pp.16, 19) two dimensional view of power, which suggests that powerful people can prevent others' concerns from emerging.

One of the reasons for the low contribution of patients to the verbal exchange is the interruption and re-direction by the physician. Although Street and Buller (1987, p.246) and Shuy (1993, p.25) found physicians interrupting patients no more than the reverse, Beckman and Frankel's study (1984, p.692) showed that physician interruptions occurred in 69% of the visits while Marvel, Epstein, Flowers and Beckman (1999, p.286) reported an interruption rate of 72%. Many of the physician interruptions were of an intrusive nature (Li, Krysko, Desroches and Deagle, 2004, p.145), which showed disagreement, floor taking, topic change (Murata, 1994, p.387), controlled the interaction (Street, 1991, p.145), and disrupted the patients' thought and verbal processes. A high discrepancy of 5% vs 32% was found between physicians' and

patients' unsuccessful interruption rates (Li et al., 2004, p.153). Beckman and Frankel (1984, p.694) reported that physicians interrupted after an average of 18 seconds of patient talk, while Marvel et al. reported a decade and a half later that physicians in their study waited an average of 23.1 seconds only for patients to express their concerns before they were redirected (1999, p.286). Although these wait times, 18 and 23.1 seconds, seem short, the wait times reported in conference research are even shorter, at 7 seconds (Archer, 1991) and 1.57 seconds (Brender, 1995, cited in Brender, 1998) only.

Physician interruption of patient discourse appears to have two major consequences. First, few patients manage to re-direct the conversation to their topic before the interruption and so cannot complete their expressions of ideas and feelings. Some patients may choose not to return to their narrative (Suchman et al., 1997, p.680). Beckman and Frankel (1984, p.693) found that "only 1 of 52 interrupted opening statements were subsequently completed", which resulted in "the loss of patient information" (ibid, p.694), inhibited the patients' expression of thoughts and thwarted the purpose of the medical interview (Shuy, 1993, p.25). The other consequence of physician interruption is the avoidance of patient emotion. Interruptions that form an abrupt shift of topic act as "a way of avoiding dealing with patient affect" (Frankel and Hourigan, 2004, p.46). This forms what Suchman et al. (1997, p.679) called a "missed empathic opportunity", in which the physician prevents the client from expressing feelings by interrupting client narrative with a return to physician talk, thus forming "empathic opportunity terminators", because the client may choose not to reveal more emotional experience and the "emotion remains unaddressed" (ibid., p.680). These emotion avoidance gestures could be an indication of the physician's lack of "sensitivity and empathic ability or their fears of tapping into patients' suffering" (ibid., p. 682), and may reflect their medical training of prioritising data and control over subjectivity and rapport building. The return to physician talk often concentrates "exclusively on additional questioning, presumably for diagnostic purposes" (ibid., p.680), and does not

necessarily bring patients more desired information about their physical state of health (Shapiro et al., 1983, p.145).

Interruption is a common feature of conversations that reveals who the dominant interlocutor is (Shuy, 1993, p.25); and researchers of medical communication have repeatedly found doctors to be dominant experts (Fisher, 1984, p.201; Street and Buller, 1987, pp.234, 246; Street, 1991, p.148; Heritage and Sefi, 1992, p.409; Tates and Meeuwesen, 2001, p.850) with “domineering acts” (Street and Buller, 1987, p.237). Such acts include interrupting, giving orders, offering advice and opinion even when they are not warranted, exhibiting directives, disagreeing with the patient, rejecting patient’s ideas and closed-ended questioning (Carter, Inui, Kukull and Haigh, 1982, p.556; Roter et al. 1987, p.447; Street, 1991, pp.133, 148). Frequent questioning without providing any feedback (Davis, 1971, p.47), longer speaking turns, initiating topics, and making more pauses in speech (Street and Buller, 1987, pp.234, 237) are also indications of physician authoritative behavior.

The “directive, imperative style of communication” (Carter et al., 1982, p.556) and the “interrogation”-like interaction (Kleinmann, 1988, p.16) in physicians’ domineering acts induces tension and anxiety in patients (Davis, 1971, p.47; Carter et al., 1982, p.560), who sometimes exhibit these feelings through verbal and nonverbal divergent behavior that accentuates the differences between them and the physicians (Giles, Coupland and Coupland, p.1991, p.8). In some cases, patients and physicians provide “incongruent versions of the illness” (Heath, 1992, p.262) and maintain this “differential status” (ibid., p.263) until the end of the medical consultation. This results in resentment of the health practitioner’s opinion (Heritage and Sefi, 1992, p.413), or rejection and withdrawal (Morse, 1991, p.458). Heritage and Sefi discovered that first-time mothers discarded three-quarters of the advice they received from health visitors, and found that a predominant pattern of passive resistance was “Ah don’t say anything at the time” (1992, p.410). The lack of conflict, therefore, is not necessarily the

equivalent of the presence of genuine harmony and agreement, but could indicate the existence of a “false or manipulated consensus” (Lukes, 1984, p.24), which coincides with Street and Buller’s report of patient tolerance (1987, p.248). Expert dominance has also been reported in the writing conference literature (Calkins, 1983; Walker, 1992; Brender, 1998); and one teacher-researcher reported that students tolerate domineering teacher actions with silence and confusion (Carnicelli, 1980, p.117).

Research has found interrupters to be perceived as inappropriate communicators who used power to battle for the floor (Hawkins, 1991, pp.185, 197). Indeed, domineering doctors are negatively rated by their patients (Hall, Roter and Rand, 1981, p.24; Buller and Buller, 1987, pp.375, 384; Street and Buller, 1987, p.238; Street and Wiemann, 1987, p.605-606; Street, 1991, p.133; Frankel and Hourigan, 2004, p.45), who regarded doctors with dominance display as “low rapport physicians” (Harrigan, Oxman and Rosenthal, 1985, p.106). A recent study conducted by Frankel and Hourigan (2004, p.54) revealed that one of the issues most negatively appraised by patients is health provider behavior which creates communication difficulties. This confirms the findings of Shapiro et al. (1983, p.139) that one of the major patient concerns is the “communication of information by professionals to patients” through physician-centred methods of directives and questions (Roter et al., 1987, p.447). The asymmetrical patient-physician communication that characterises the unequal status encounter and accentuates the difference in the interlocutors’ power, status and roles, have sometimes left patients “feeling abused, traumatized, and dehumanized” (Gilpin, 2003, p.3). How the student feels in asymmetrical teacher-student communication, however, is not as clearly known as the feelings of patients. Carnicelli (1980, p.117) found the students in his university “politely confused”. More research will need to be conducted to gauge students’ feelings in asymmetrical interactions; and how power is negotiated, gained or confiscated.

2.3.3 Positively rated verbal interactions

Some studies have highlighted verbal interactions that are positively rated. Since the presentation of symptoms is a key feature of the medical consultation (Roberts et al., 2004, p.159) and the patient narrative can offer a coherent account of the health suffering (Sarangi, 2004a, p.3) which can facilitate the clinician's performance (Stiles et al., 1984, p.253), interviews in which the physician elicits patients' requests and allows them to narrate their illness accounts are highly evaluated (Gilpin, 2003, p.12). Patients welcome the opportunities to discuss their illness, express their concerns, make suggestions, exchange information with the physician, make meaningful contributions (Carter et al., 1982, p.564; Street, 1991, pp.146, 148; Gilpin, 2003, p.3), and achieve "more egalitarian interactions with physicians with both parties committed to contributing and responding to a partner's contributions" (Street and Wiemann, 1987, p.607). Heszen-Klemens and Lapinska's study (1984, p.16) demonstrates that patients are capable of undertaking more patient-centred exchanges in the medical consultation, which increases their participation (Roter et al., 1987, p.448) and allows them to become "active partners" (Heszen-Klemens and Lapinska, 1984, p.16).

When their opinions are voiced, patients feel that the physician listens to their perceived needs, attends to their concerns and is willing to be patient-centred (Stewart et al., 2000, p.800). As a result, they feel more comfortable (Shuy, 1993, p.30), supported and reassured (Street, 1991, p.148), and find alleviation of tension and anxiety as well as rapport (Street and Buller, 1987, p.238; Street and Wiemann, 1987, p.594) in the "cooperative mode of interaction" (Carter et al., 1982, p.564). Trust can then be fostered, which could minimise stress (Gilpin, 2003, p.214), is conducive to patient gratefulness (Morse, 1991, p.462) and accurate assessments by physicians (Hydén and Baggens, 2004, p.72). Sharing a joke can also reduce tension and increase satisfaction (Carter et al., 1982, p.565).

Patient-centred exchanges, however, appear to be uncommon in medical practice. Frankel (1990, p.238) reports a dispreference for patient initiation, whereas Lazare et al. (1975, p.554) found that the patient's "request is often not elicited", which "seriously impaired" the negotiation process. Braddock, Edwards, Hasenberg, Laidley and Levinson, (1999, p.2317) reports that only 0.9%-6.9% of the physicians "explored whether patients understood the decision [for treatment]"; and Shapiro et al. (1983, p.144) believe that health professionals underestimate the clients' desire for information. When their needs are not understood, patients perceive the physician as uncaring, and they "feel unacknowledged" and "unappreciated" (Suchman et al., 1997, p.682.) These findings fit Lazare et al.'s conclusion that the health professionals and the patients "are worlds apart" (1975, p.558), resulting in 60% dropout rates from the next treatment.

2.3.4 Nonverbal physician-patient interactions

Medical practitioners and researchers are not only interested in verbal communication between practitioner and patient, but also their nonverbal expressions, since both channels are sources of communication (Hall et al., 1981, p.28) to be understood in context (Tannen and Wallat, 1987, p.205). As a result of this interest, numerous studies, many more than those conducted on writing conferences, have explored the use of body language and its consequences. The topics that have been examined include consistency in verbal and nonverbal behaviours; the association of nonverbal behaviour with rapport and patient relaxation; and nonverbal congruence and incongruence.

The observation of nonverbal behaviours has been conducted because, as in other walks of life, "much of the affective communication" is transmitted through nonverbal exchanges (Hall et al., 1981, p.24), which are not always consistent with the verbal messages (Street and Buller, 1988, pp.62, 85). Since health professionals communicate differently to patients with different personalities and from different

backgrounds, the use of nonverbal behaviour can affect the outcomes of the consultation (Smith and Larsen, 1984, p.257) as well as the observer's understanding of the physician-patient rapport (Harrigan et al., 1985, p.108). The consideration of nonverbal communication is especially important as rapport can be built in health care when the physician has the ability to be sensitive to patients' feelings, to express emotion and to understand nonverbal cues before rapport can be built (DiMatteo, Taranta, Friedman and Prince, 1980, p.377). In other words, they have to signal their meaning through kinesic and paralinguistic signs (Cappella, 1983, p.117), i.e. their body language such as eye contact, body orientation and gestural activity (Maurer and Tindall, 1983, p.158), and voice, pace, and volume (Tannen and Wallat, 1993, p.34). Nonverbal signalling is especially important with child-patients, who are found to follow interactional foci through shifts in gaze and actions, and respond with physical actions (Hydén and Baggens, 2004, pp.71, 75, 80).

Among adult clients, it has been discovered that "the patient's participation ... may be undermined by the nonverbal behavior of the general practitioner" (Heath, 1992, p.243), i.e. patients act in accordance with the doctor's body language, some of which, such as writing notes and prescriptions, may act as patient-participation discourager. Cappella's review of the literature shows that human interaction is often judged by its level of affiliation, animation and relaxation (1983, p.114). Gaze is an important element to observe as communication anxiety corresponds inversely with gaze (*ibid.*, p.136). Also, when the expert does not look at the novice, the novice gazes less, and decreases in proximity and direct body orientation; whereas "gaze begets gaze" (*ibid.*, p.121).

Nonverbal convergence has been the topic of a number of studies. Giles et al. (1991, p.7) defines convergence as a "strategy whereby individuals adapt to each other's communicative behaviors". Such congruence, or the lack of it, has been demonstrated to influence patients' perception of the doctor (Maurer and Tindall, 1983,

p.161). Mirroring in gaze, proximity, position and gestures symbolises “therapeutic rapport or relatedness” (Charney, 1966, p.314), “a willingness to communicate” (LaFrance, 1982, p.284), doctor-patient involvement and affiliation (Street and Buller, 1987, pp.234, 246; Street, 1991, pp.137, 139), interest and understanding (Maurer and Tindall, 1983, p.161) and “interpersonal solidarity” (LaFrance, 1982, p.292). Those physicians who exhibit nonverbal reciprocity are rated as “having a significantly greater level of empathy” than those who do not (Maurer and Tindall, 1983, p.158). It is also reported that shared postures can signal a shared viewpoint (LaFrance, 1982, p.281), and so rapport and cohesion are not as much reflected in the types of posture observed as in posture mirroring (ibid., p.290).

The nonverbal behavior of the physician has emerged as a major determinant of patient satisfaction (Larsen and Smith, 1981, p.481). Physician touch is perceived as an aggressive behavior, and together with the backward lean, is dispreferred by patients (ibid., 1981, p.487). Harrigan et al. (1985, pp.104-6) reported that doctors who “sit with their arms in asymmetrical positions”, who “have their legs crossed rather than open” and “face the patient less directly” are evaluated as low rapport doctors with “displays of dominance”, whereas those with direct and open postures are perceived to be high rapport doctors who “reflect concern and interest in the patient”. This finding is supported by Street and Wiemann (1987, p.595) who also found direct and open nonverbal cues to relay “care, concern and interest”. Physical proximity and smiling expressions create positive affect (DiMatteo et al., 1980, p.378; Cappella, 1983, 134-135; Maurer and Tindall, 1983, p.158), while orientations of the physician’s body and gaze at the patient together with a forward lean denote physician involvement (Larsen and Smith, 1981, p.487; Street and Wiemann, 1987, p.594). Physician sensitivity to patients’ emotion cues via body language also wins patient praise (DiMatteo et al., 1980, p.383). These nonverbal patterns form an affiliative style of communication, which produces a favourable impression of social attractiveness (Street, 1984, p.164) on the patient (Buller and Buller, 1987, pp.375-376).

A positive association between patient satisfaction and understanding or compliance has also been documented in the literature (Ben-Sira, 1980, pp.176-177; Thomas and Wilson, 1996, p.93). When the health practitioner uses a non-angry voice (Roter et al., 1987, p.443), faces and looks at the patient, the latter senses the care, listens more closely, increases retention of information and understands better (Larsen and Smith, 1981, pp.487-488; Suchman et al., 1997, p.678). This suggests that certain nonverbal patterns of the physician that “acknowledge patients’ emotions” (Suchman et al., 1997, p.682) can have the effect of conveying concern (Pendleton, 1983, p.39) and bringing satisfaction to the patient through “the affective side of care” (DiMatteo et al., 1980, p.377). Behaviours of affiliation that “communicate interest, friendliness, empathy, warmth, genuineness, candor, honesty, compassion, a desire to help, devotion, sympathy, authenticity, a nonjudgmental attitude, humor, and a social orientation” (Buller and Buller, 1987, p.376) improve the doctor-patient relationship. Such an affiliative physician manner also improves recall and understanding (Roter et al., 1987, p.446), which promotes informed participation and decision making (Braddock et al., 1999, p.2320). This enhances patient activity and control, and fosters subsequent compliance (DiMatteo et al., 1980, p.377; Larsen and Smith, 1981, p.488; Carter et al., 1982, p.564; Heszen-Klemens and Lapinska, 1984, p.16; Harrigan et al., 1985, p.95; Buller and Buller, 1987, p.375; Street, 1991, p.131; Gilpin, 2003, p.12; Frankel and Hourigan, 2004, p.54). These findings echo Richmond and McCroskey’s (2000, p.289) belief that the teacher’s nonverbal behaviour, when positively perceived by the student, increases the student’s liking for the teacher and his/her desire for learning.

In contrast, dissatisfaction and noncompliance are the results of verbal and nonverbal physician tension (Carter et al., 1982, p.565), and dominance which increases communication difficulty and induces anxiety and tension in the patient (Davis, 1971, p.52; Hall et al., 1981, p.24; Carter et al., 1982, pp.560, 564; Buller and Buller, 1987, p.384; Street and Wiemann, 1987, pp.605-606; Street, 1991, p.148). Satisfaction

is found to decrease in the presence of threatening tactics and wordings, and domineering vocal tones (Hall et al., 1981, p.24; Lane, 1983, p.792; Street and Wiemann, 1987, p.595). Dissatisfaction is also associated with encounters with busy physicians (Rubin et al., 1993, p.839); bored voice (Roter et al., 1987, p.447); and with unmet needs and unrealised expectations (Lazare et al., 1975, p. 554; Frankel and Hourigan, 2004, p.54) due to differing thinking between clients and clinicians (Tannen and Wallat, 1993, p.31). In a similar way, students are dissatisfied with teacher monotone (Richmond and McCroskey, 2000, p.296) and body language that suggest boredom, discontent (McAndrew and Reigstad, 2001, p.29) and a lack of interest in the student (Richmond and McCroskey, 2000, pp.290, 295).

Nevertheless, studies have found that some patients tolerate unsatisfactory physician behaviour. According to Street and Wiemann (1987, p.596), tolerance can be observed more among patients with worrying medical conditions than those who are less ill. Doctors who are dominant but elicit patient narrative also receive more patient patience (Street and Buller, 1987, p.247). These show that tolerance and “acceptance regions” exist for a range of physician behaviour (ibid., p.248).

2.3.5 Patient misunderstanding

An aspect of physician-patient communication that has been repeatedly pointed out by researchers is patient misperceptions and misunderstandings (Golden and Johnston, 1970, p.127; Heszen-Klemens and Lapinska, 1984, p.9; Street, 1991, p.145; Tannen and Wallat, 1993, p.34; DiMatteo, 2004, p.18); and research on misunderstanding in medical encounters appears to far exceed in amount and depth than studies on it conducted in academic contexts. In the writing conference situation, four factors: (i) lack of time for student questions; (ii) language barriers; (iii) personality and communication styles; and (iv) diverse social, educational and cultural backgrounds are cited as the reasons for misunderstanding (Arndt, 1993; Brender, 1998). Clinician-client

communication research has gone farther to explore how often misunderstanding occurs and why. In their study with twenty-five patient-physician exchanges, Golden and Johnston (1970, p.130) found ten “showing significant distortion” and four showing “minimal distortion”. In other words, misunderstanding existed in 56% of the cases. Similarly, Sinclair and DelVecchio (2004, p.154) reported that patient misunderstanding is by far the main reason why many diabetics do not take retina examination.

A major cause of misunderstanding is that doctors tend to think their messages are easy to understand when in fact their explanations are as brief as a single utterance (Heath, 1992, p.260), inadequate (Golden and Johnston, 1970, p.130), “cursory, confusing” (ibid., p.131) and lack clarity and simplicity (ibid., p.127; Street, 1991, p.146). Golden and Johnston came to the conclusion that health practitioners are “appallingly unaware of their failure to communicate” (1970, p.131). Another reason is that many doctors do not confirm patient understanding before ending the meeting. The study by Braddock et al. (1999, p.2317) shows that only 0.9%-6.9% of the physicians checked patient understanding, while Golden and Johnston’s observation (1970, p.130) reveals that 96% of the physicians did not explore patient comprehension before leaving the bedside. This lack of confirmation of patient uptake affects physicians’ recognition of patient confusion and anxiety arising from the meeting, as well as the concern about their health status (ibid., pp.131, 149). Consequently, the opportunity to soothe the anxiety with further explanation is lost (ibid., p.149). The same study however shows that doctors do have the ability to allay patient anxiety by spending time to explain the health situation “in understandable language” (ibid.). Misunderstandings can also be avoided with open discussion and information exchange (Smith, Polis and Hadac, 1981, p.283; Street, 1991, p.146).

2.3.6 Recommendations for medical practitioners

Since the less powerful interlocutor may feel powerless to change the interaction pattern (Street, 1991, p.135), researchers have called on professionals to recognise how power is manifested, relinquish their control, and choose “collective action” (Ryles, 1999, pp.601, 603, 605) in which there is patient inclusion, increased shared decision-making opportunities, social connections and enactment of meaning, and patient satisfaction (Fisher and Todd, 1993, p.10; Tates and Meeuwesen, 2001, p.839; Frampton, 2003, p.xxxiv; Gilpin, 2003, p.3; Frankel and Hourigan, 2004, pp.46, 56). Instead of maintaining the status quo, practitioners are called to view their patients as customers who have the right to make requests to them who in turn have the obligation to respond (Lazare et al., 1975, p.558). Clinicians can choose to empower their clients (Roter et al., 1987, p.448; Kealley, Smith and Winsor, 2004, p.119) by giving them help and information (Rodwell, 1996, p.311), and to “monitor the quality of medical care from the patient’s point of view” (Rubin et al., 1993, p.840), a perspective that is “increasingly respected” (Frampton, 2003, p.xxxiii).

Although the patient-centred approach is not a frequent occurrence in practice (Frankel and Hourigan, 2004, p.46), the merits of such an approach, also termed patient- or relationship-centredness (ibid.), customer mindedness (ibid., p.56), patient-oriented style (Street, 1991, p.149) and the customer approach to patienthood (Lazare et al., 1975, p.553), have been acknowledged in the literature (Roter et al., 1987, p.447; Tates and Meeuwesen, 2001, p.839; Frampton, 2003, p.xxxiv; Gilpin, 2003, pp.3, 5; Frankel and Hourigan, 2004, pp.46, 56). A positive interaction pattern is “vital to health” (Gilpin, 2003, p.23), and is likely to make clinicians feel that they have been “comprehensive” and “responsive to the patient” (Lazare et al., 1975, p.553). It is therefore important that clinical experts develop patient-centred skills, which they convey through their manner and affective communication style (Roter et al., 1987, p.446).

Inherent in the health profession is the concept of and ability to care, especially for people who need help and support (Clarke, 2001, p.181). Care – the “physical tending”, “material and psychological support”, and “generalized concern about the welfare of others” (Bulmer, 1987, p.21) – is further divided into ‘caring for’ and ‘caring about’. The former refers to the help rendered, such as feeding and dressing, whereas the latter means emotional concern for others (Clarke, 2001, p.182). It is therefore possible for ‘caring for’ to exist without ‘caring about’. Twigg and Atkin (1994, p.8) believe that the total activity of caring goes beyond *doing* to *supporting* “with encouragement, personal attention and conversation that endorses [the others’] sense of identity and worth”. To enhance the “art of care” through the “communication of caring, concern, sincerity, compassion and respect” (DiMatteo et al., 1980, p.377), studies suggest that physicians and other health workers adopt a “communicative mentality” (Sarangi, 2004a, p.3); realise the importance of having both verbal and nonverbal skills, and of paying attention in comprehending the communication (Cicourel, 2004, p.35); and develop “interaction competencies” (Stiles et al., 1984, p.244). It is easy to have misperceptions and misunderstandings in medical interactions (Heszen-Klemens and Lapinska, 1984, p.9; Street, 1991, p.145; Tannen and Wallat, 1993, p.34), so physicians need to have a “deeper understanding of the use of language” (Tannen and Wallat, 1987, p.215), “ask sensitively attuned follow-up questions” (Hamilton, 2004, p.68), assess “beyond surface meaning to fill in for what is left unsaid” (Gumperz, 1999, p.458), and encourage two-way communication (Gilpin, 2003, p.20). The receiving and giving of information allow the two parties to co-set the agenda (Marvel et al., 1999, p.287), enter into a meaningful dialogue (Braddock et al., 1999, p.2313), promote patients’ understanding and retention of information, enhance informed participation (Larsen and Smith, 1981, p.415; Street, 1991, p.138; Braddock et al., 1999, p.2320;), put patients at ease, and increase the accuracy of the exchange of information (Shuy, 1993, p.30).

In his paper on writing conference approach, Taylor (1985) calls for teachers to foster an atmosphere of warmth by adopting a counsellor's approach, which is "more important to the writing conference than specific teaching techniques" (p.1). Similarly, Heszen-Klemens and Lapinska (1984), in their study of doctor-patient interaction and effects of treatment, advocate that an "emotional exchange" with patients by adopting a "warm" doctor attitude is probably "the most important factor for health improvement" (p.17). Since patients seek the solutions to two interrelated problems: the illness problem and the anxiety problem (Ben-Sira, 1980, p.176) in the medical encounter, physicians need to pay equal attention to patients' physical and emotional aspects (Ben-Sira, 1980, p.176) in the delivery of what researchers term "holistic care" (Barry and Yuill, 2002, p.6) and "quality of care and quality of relationship" (Frankel and Hourigan, 2004, p.54). Nonverbal expressiveness and sensitivity are both essential. The former can show concern and empathy (Tates and Meeuwesen, 2001, p.840) and prevent the wrong encoding of intentions which causes communication errors (DiMatteo et al., 1980, p.383), while the latter can decode patients' affective messages. As patients convey emotions and leak unintended ones, physicians who have the sensitivity to decode nonverbal expressions, (in particular body movement and posture, which are the channels of true affect transmission (ibid., p.376).) can more easily recognise patients' discomfort or dissatisfaction (ibid, p.385) and help them feel understood (Suchman et al., 1997, p.681). In this way, physicians can show their "perceptiveness", "attentiveness", and "responsiveness" (Street and Wiemann, 1987, p.594).

One recommendation that is described in much more detail in medical encounter research than in writing conference research is the skills that the health professional should command. To improve performance in view of patients' needs and expectations (Rubin et al., 1993, p.840), physicians are recommended to possess a balance of two skill types, the former related to the task or technical/instrumental aspect of the

consultation and the latter to the affect or socio-emotional communication (DiMatteo et al., 1980, p.386; Roter et al., 1987, p.437; Tates and Meeuwesen, 2001, p.840).

Patients view the medical interview as being composed of medical services as well as human interaction (Gilpin, 2003, p.5), and regard physicians' communication competence as "a facet of medical competence" (Buller and Buller, 1987, p.375). In fact, studies have shown that the instrumental and affective aspects are interrelated and not easily distinguishable since an increase in socio-emotional communication leads to growing contentment with task performance (Ben-Sira, 1980, p.177; Roter et al., 1987, p.447). This finding is confirmed by Street and Wiemann (1987, p.592) who reported that patient satisfaction and compliance are related to "perceptions of the relational qualities" of the interaction. The handling of both skill types requires clinicians to be high self-monitors (Shaffer, Smith and Tomarelli, 1982, pp.169-170; Giles et al., 1991, p.8), who have the ability to "deal with degrees of differentiation" (Gumperz, 1982, p.7), "tune in" to individuals (Roberts et al., 2004, p.167), and sensitively employ personalised, tailor-made communicative strategies with different patients in different contexts (Buller and Buller, 1987, p.386; Street, 1991, p.150; Gilpin, 2003, p.10; Sarangi, 2004b, p.105). Possessing both task and affect dimensions would enable the doctor to become "an authoritative, powerful and emotionally supportive figure" (Heszen-Klemens and Lapinska, 1984, p.17) in the delivery of high quality care (Frankel and Hourigan, 2004, p.136). These recommendations for physicians are along the same lines as the appeals for teachers to be aware of adopting nonverbal behaviour that are appropriate (Harris, 1986, p.73), caring and professional (McAndrew and Reigstad, 2001, p.29); and to be trained, not only in their subject area, but also in communication skills, in particular, nonverbal skills (Philippot et al., 1992, p.209; Babad, 1992, p.1186; Richmond and McCroskey, 2000, p.289).

2.4 Areas still to be explored in conference research

Sections 2.1 to 2.3 above have presented the literature on oral response to student writing, the importance of nonverbal behaviour in face-to-face communication, and the literature on clinician-client interaction in medical consultations. Section 2.1 showed that there are points of debate among researchers regarding key aspects of the writing conference, such as whether the focus should be on the draft or on the writer of the draft, whether the teacher or the student should set the agenda, whether the teacher should ask questions, etc; and Section 2.2 explored the importance of including nonverbal behaviour when assessing communication. These two sections together show that there are questions about teacher-student interaction that have not been fully answered in previous research, such as the novices' views of the meeting: have they understood the task and the comments, do they know what to do next, are they satisfied with the communication, do they feel cared for, what other feelings has the conference given them, how does the expert's communication style affect them; and what kinds of skills the teacher-expert needs to possess in order that the conference can achieve what it is supposed to achieve and have a positive effect on the student-novice? Section 3.3 above shows that these issues have been investigated in research on health services provision, which has found strong association between (i) physician communication and approach, (ii) patient perception of care, and (iii) patient understanding, satisfaction, morale and action; and hence the need for health workers to develop both technical and socioemotional skills.

The review of literature in Sections 2.1 to 2.3 has therefore revealed several areas of research that await (further) exploration. They include the inclusion of both verbal and nonverbal behaviour in conference studies; the importance of whether understanding is established, or whether there is misunderstanding or a lack of understanding; the learner's feelings about the communication, help and care; the need to address the contradictory findings in previous conference research; and the inclusion

of various student samples to improve our knowledge of the interactional effects of writing conferences. These aspects are explained in more detail in the next subsections.

2.4.1 Inclusion of both verbal and nonverbal observations

Burgoon and Bacue (2003, p.209) called for “more research to explore the nonverbal components of skilled social interaction”. Indeed, most studies on conferencing have not provided a comprehensive analysis of both the verbal and nonverbal aspects of the interaction. For example, Thonus (2002) concentrated mainly on the verbal behaviour, and so could not paint a holistic picture of the interaction in conference talk. Other studies in conversation analysis have focussed on even smaller areas of concern, such as Hartford and Bardovi-Harlig’s research (1992) on the closing phase of conferences, Ulichny and Watson-Gegeo’s exploration (1989) of the main phases of conference conversations, and Koshik’s study (2001) of teachers’ leading questions. Although the literature calls for observation of nonverbal exchanges, few conferencing studies have discussed how body language is used together with words. Haneda’s studies (1998, 2004), for example, employed only audio-recordings of conferences; but this method “crucially loses all nonverbal information” and “contextual information”, “thus threatening the validity of any study of conversation management” (Graddol et al., 1994, p. 178). Even though Haneda (1998) did attempt to consider conference interaction retrospectively in post-conference interviews, human memory and recall has been found to be unreliable, especially when answering autobiographical-type questions (Bradburn, Rips and Shevell, 1987).

2.4.2 Understanding, misunderstanding and lack of understanding

Studies on physician-patient interaction as well as on teacher-student interaction have concluded that although the novice has a need to understand the expert and that understanding is a key aim of the encounter (Street, 1991, pp.131, 141; Heritage and

Sefi, 1992, p.359; Tates and Meeuwesen, 2001, p.840), misunderstanding is a frequent occurrence (Golden and Johnston, 1970, p.127; Heszen-Klemens and Lapinska, 1984, p.9; Street, 1991, p.145; Walker, 1992, p.71; Tannen and Wallat, 1993, p.34; DiMatteo, 2004, p.18). Some reasons for the misunderstanding have been found, but the majority of these were found in medical encounter research rather than in the academic context. Misunderstanding occurs as a result of the brevity of and confusions in the explanations by the health practitioner (Golden and Johnston, 1970, p.131; Street, 1991, p.146; Heath, 1992, p.260), the failure to check patient understanding (Golden and Johnston, 1970, p.130; Braddock et al., 1999, p.2317), confused teachers (Walker, 1992, p.71), different teaching and learning styles (Arndt, 1993, p.110), as well as heterogeneous L2 and cultural backgrounds (Black, 1998, pp.118-119; Brender, 1998, p.22). More studies need to be conducted to investigate the strategies that foster student understanding and the factors or events that lead to a lack of their understanding.

2.4.3 Students' point of view: feelings and perceptions

The fact that emotionality exists in and transforms conference interactions cannot be ignored (Tobin, 1993). Emotional aspects form the basis of students' consideration of which conferences are good or bad (Black, 1998, pp.122-123), and students want the teacher to acknowledge their feelings (ibid., p.131). But what kinds of feelings student have and how these are acknowledged or neglected are not obvious from previous studies on conferencing.

Research in health services provision, however, has examined the feelings of the patients, and how they feel when their feelings are acknowledged or neglected. It is discovered that patients want their anxieties to be attended to, their needs to be heard, acknowledged and understood (Suchman et al., 1997, p.682; Stewart et al., 2000, p.800; Gilpin, 2003, p.12), and their choices to be respected so that they can have more control and involvement (Gilpin, ibid.). When patients think that their feelings are

acknowledged, they feel more comfortable (Shuy, 1993, p.30), supported and reassured (Street, 1991, p.148), less tense, anxious or stressed (Gilpin, 2003, p.214), more grateful (Morse, 1991, p.462), and more affiliated with the health worker (Street and Buller, 1987, p.238; Street and Wiemann, 1987, p.594). When their feelings are not heard, they feel unacknowledged and unappreciated by uncaring physicians who do not understand their needs (Suchman et al., 1997, p.682). They also feel powerless (Street, 1991, p.135), “worlds apart” from the health professionals (Lazare et al., 1975, p.558), and in serious cases, “abused, traumatized and dehumanized” (Gilpin, 2003, p.3).

It is necessary to find out whether students in academic encounters have similar feelings as those experienced by patients in medical encounters, i.e. whether they feel their needs are heard and are given some control over their writing, or whether they feel sidelined, unsupported, powerless, and in disagreement with their teacher. There should also be investigations into whether students feel more relaxed and comfortable as the conferences progress or more tense and confused; and whether their feelings coincide with the teacher’s or they remain “worlds apart”. In the same way as patients look for holistic care or quality of care, it would be interesting to find out if students feel they have received quality holistic care from their teacher through their conference interactions. Since the face, gaze and posture reflect feelings (Babad, 1992, p.171; Philippot et al., 1992, p.192; Richmond and McCroskey, 2000, p.294), body language would offer a window into students’ feelings and perceptions, and post-conference protocol could offer another.

2.4.4 More empirical studies to address contradictory findings

Since some of the literature on conferences has been written in the form of reference guidebooks or as the result of small-scale research, and since conflicting views exist, there need to be more empirical studies to verify the claims or findings in the literature.

For example, do conferences really engage students in interaction (Harris, 1986) and stimulate learning through idea exchange (Arndt, 1993)? Or is turn-taking problematic (Newkirk, 1995) and does it create stress for students (Arndt, 1993)? Is the tension produced used in productive ways (Tobin, 1993)? Should the teacher set an agenda (Newkirk, 1989) or should the conference be student-centred (Murray, 1985)? Are teachers dominant (Ulichney and Watson-Gegeo, 1989) and condescending (Brender, 1998), and do they need to listen more to students (Powers, 1993)? Would it be better to have the focus be on the draft (Carnicelli, 1980; Murray, 1985) or on the student (Black, 1988)? Should the teacher or the student read the draft (Brooks, 1991)? Is it helpful for the teacher to ask questions (Phenix, 1990) or does that wreak more harm than good (Fletcher, 1993; Johnson, 1993)? How important is it to consider the affective dimension (Tobin, 1993)? Do students leave conferences understanding the teacher's advice or confused (Walker, 1992)? Can the writing conference really be an effective pedagogical tool (Freedman and Sperling, 1985) or is that a naïve assumption at best (Black, 1998)?

2.4.5 Inclusion on student samples from different geographical locations

Although there has been an increasing body of conferencing studies in the last decades, few have been conducted in the context of L2 writing conferences, and that those that were, either did not focus on interactional influences or involved small samples. For example, Goldstein and Conrad's investigation (1990) involved three students only; and in Patthey-Chavez and Ferris's study (1997) where there were eight student-informants, only four were international L2 students. Sperling (1990), who studied conferences with high school students of the same teacher from the same classroom, urges further research on different teachers and students. Ferris (2003a) also believes that it is necessary to add data and observations from a more heterogeneous group of teachers and students. She also thinks that it is important to consider the nature of the student

population being studied and how the characteristics of that group may affect the conferences and subsequent revisions.

An even smaller number of studies have been done in the context of Hong Kong or with other Chinese learners of English in Asia. The few studies that have previously been carried out in this part of the world were not empirical. For example, Arndt's (1993) research was a survey, Shi's (1998) was a piece of action research with herself as the teacher, and Schaetzel and Ho's (2003) was an explanation of how tutorials were used at the University of Macao. There is, therefore, still much to explore about the writing conference, particularly in the setting of a society where English is taught as a second language by both NS and NNS teachers.

The various issues raised in Section 2.4 above have prompted me to conduct the present study which explores the verbal and nonverbal interactions in English writing conferences with Chinese university students, and the influences these exchanges have on the meetings and the participants. The issues that I have identified have also led me to my research questions and choice of methodology, which I will now present and explain in Chapter 3.

Chapter 3 Methodology

After reviewing the literature on the interaction in two types of institutional encounter, in particular that on writing conferences, this chapter states the three research questions of the study and introduces the methodology employed to answer them, which includes the mixed method approach, analytic framework and research method, sampling, sources of data, procedures and instruments.

3.1 Research questions

A perusal of the literature in the previous chapter has shown that students may share a common belief regarding the purpose and nature of an oral response session with the teacher (Harris, 1997), but the expert and the novice in academic and medical appointments can harbour different expectations that affect the encounter (e.g. Fisher, 1984; Fisher and Todd, 1993). Although health professionals have been found to be “appallingly unaware of their failure to communicate” (Golden and Johnston, 1970, p.131), and researchers encourage doctors and teachers to be more aware of their use of verbal and body language (McAndrew and Reigstad, 2001; Sarangi, 2004a; Cicourel, 2004), few conferencing studies have included both verbal and nonverbal observations. In the literature on the writing conference and the medical consultation, in particular the latter, it has been found that the affective dimension of the encounter influences the participants’ satisfaction and rating of the meeting (Walker and Elias, 1992; Flynn and King, 1993; Suchman et al., 1997; Black, 1998; Tates and Meeuwesen, 2001). While previous studies on the writing conference seldom focused on student understanding, studies on the medical consultation have shown that the health expert’s behaviour and handling of the communication can affect the novice’s compliance and understanding (DiMatteo et al., 1980; Heszen-Klemens and Lapinska, 1984; Street, 1991; Tannen and Wallat, 1993); and understanding is important because it is a main purpose of the face-to-face meeting (Street, 1991; Heritage and Sefi, 1992).

On the basis of my literature review, I ask the following three research questions in the present study:

1. What are teachers' and students' beliefs and expectations about the writing conference? How are these related to the way they handle their conferences?
2. What happens in the course of the writing conference with regard to both verbal and nonverbal behaviour? Are there any patterns of behaviour that can be traced across conference participants?
3. What is the relationship, if any, between the aspects mentioned in questions 1 and 2 above (i.e. the participants' beliefs and expectations, the way they handle the conferences, and their verbal and nonverbal behaviour) and
 - (a) students' *evaluation* of their conferences and
 - (b) students' *understanding* of the writing task, the teachers' advice, and how and why they should revise their writing?

To answer these research questions, it is necessary to investigate the process of and the interactions in conferencing. According to Sperling (1994b, p.207), who has conducted analyses of writing conferences with ninth-grade writers, "the writing conference invites linguistic analyses adapted from more general studies of conversation ... as well as analyses adapted from sociolinguistic studies of formal classroom interaction", with both strands emphasising "the *social* and *constructive* elements of conversation" (italics in original). Investigations should explore aspects such as students' and teachers' feelings about conferencing before, during and after the conferences; the implementation and facilitation of conferencing, and any problems therein; as well as the verbal and nonverbal activities that occurred. As Black (1998, p.20) states, "conferences are identified more by the talk that occurs than the written text under discussion". This study aims to uncover what the participants say and do in the conferences, and the beliefs and expectations they bring to the meetings; what elements the conference talk consists of; what factors impact which aspects of the talk, and how;

and how the talk affects its participants, especially the students, and why. Since conferencing is more about the interaction than the written work, a useful measure of the value of conferences is the perceptions and feelings of the participants. It is therefore necessary to understand the participants' views. This study examines the conference process, as well as the interaction from the participants' perspectives, including their perceptions of, and feelings generated through, the conference.

3.2 Research method – a review of the qualitative approaches

Since this study aims at exploring the attitudes and behaviours of writing conference participants, as well as the processes and affective dimension of the meetings, it is deemed essential to adopt a *primarily* qualitative approach. Denzin and Lincoln (1994) define qualitative research as:

... multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meaning in individuals' lives. (p.2)

Creswell (1998) provides a briefer definition of qualitative research:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (p.15)

Qualitative research is an inductive approach to understanding, explaining and developing theory (Field and Morse, 1985, p.11), and often there is “no clearly defined, indicated or implicated theoretical framework” in qualitative research (ten Have, 2004,

p.9). It searches for “hidden meanings, non-obvious features, multiple interpretations, implied connotation, unheard voices” (ten Have, 2004, p.5), and finds not only normal cases but deviant ones as well (ibid., p.135). Pursuing a step-by-step process that builds theory as data is collected and interpreted through “transcriptions of interviews, observations of the setting and of the actors”, qualitative methods are rigorous like quantitative methods “to ensure credibility, dependability, and transferability” (Davis, 1995, p.452). Since the purpose of qualitative research is not to measure distribution of characteristics, the number of subjects studied is usually small (Patten, 2000, p.19; Patton, 2002, p.227), normally selected via purposeful sampling and is not intended to represent a larger population (McMillan 1996, p.243). In this way, the question of generalisability is not a necessary concern (Field and Morse, 1985, p.11; 59) and the results are “relatively noncomparative” (Stake, 1995, p. 47). Instead of generalisability, qualitative methods focus on validity and the ways in which qualitative research looks at generalisability (Lincoln and Guba, 1985; Stake, 1995). The issue of validity will be discussed in Section 3.5 below.

Qualitative research exposes “processes of responsiveness and accommodation of conversation style” (Tates and Meeuwesen, 2001, p.850). Such knowledge is constructed through employing rigorous data collection procedures (Stake, 1995, p.99; Creswell, 1998, p.20). The researcher collects data in multiple forms and at various stages in the field. The observables are emphasised, and the context of the observed is studied in as naturalistic and noninterventionistic a manner as possible (Stake, 1995, p.47). Qualitative researchers are interested not only in the cognitive process but also in how mental processes “are situated in a larger sociocultural context” where meaning is co-constructed (Davis 1995, pp.452-453). This meaning is discussed from the “emic” viewpoint, “studying behaviour as from inside the system” (Pike, 1967, p.37).

In order to present a detailed, constructed view of the phenomenon under study, a qualitative report often contains a great deal of narrative description (Stake, 1995, p.102),

and incorporates a number of quotes to provide readers with emic perspectives from the participants as well as to substantiate the researcher's claims (Creswell, 1998, p.17). The reports are often long and detailed accounts of the subjects and phenomena, with much analysis conducted on each particular case.

To summarise the features of qualitative research, here are the twelve themes of qualitative inquiry identified by Patton (2002, pp.40-41):

- Naturalistic inquiry: studying naturally occurring real-world situations;
- Emergent design flexibility: allowing the modification of research design to adapt to changing situations;
- Purposeful sampling: selecting cases that are "information rich" to gain insight rather than for generalisation purposes;
- Qualitative data: including details and direct quotations;
- Personal experience and engagement: emphasising researchers' direct contact with informants;
- Empathic neutrality and mindfulness: being understanding and avoiding being subjective;
- Dynamic systems: paying attention to fluid process and ongoing changes;
- Unique case orientation: believing the uniqueness of each case;
- Inductive analysis and creative synthesis: studying data in detail to find patterns and themes;
- Holistic perspective: observing the whole rather than separate parts;
- Context sensitivity: placing findings in a social, historical, and temporal context;
- Voice, perspective, and reflexivity: the researcher being reflective about her own voice and perspective to convey trustworthiness.

3.3 Combination of research paradigms and methods

3.3.1 Qualitative and quantitative approaches

The traditional research distinction between the qualitative and quantitative paradigms has been questioned (Nunan, 1992, p.3). According to Grotjahn (1987, pp.59-60), there are three issues that should be taken into consideration when deciding the research approach. They are

- (i) the method of data collection: In the present study, descriptive data were collected in a natural setting, and are regarded as non-experimental and qualitative;
- (ii) the type of data yielded from the collection process: In this study, the data generated through interviews and video observations were mainly textual, which are considered as qualitative;
- (iii) the type of analysis undertaken: This research offers thick descriptions in the tradition of qualitative research to present the common themes that emerged from interviews and interactions; as well as numerical analyses where descriptive statistics were deemed useful in order to enrich the understanding of the findings. The analyses undertaken were therefore both statistical and interpretive.

Grotjahn (1987) proposes six possible paradigms, with purely qualitative at one end of the continuum, purely quantitative paradigms at the other, and four mixed paradigms in between. A mixed paradigm can, for example, be experimental in design, yielding qualitative data to be analysed interpretively; and another mixed paradigm can be exploratory in design, yielding qualitative data to be analysed statistically. This study, with its qualitative design and data, and its combination analytical approach, would fall into the latter category of mixed paradigm.

Other researchers have also questioned the oversimplicity of a quantitative-qualitative divide. Reichardt and Cook (1979, p.232) believe that often

research follows one paradigm and simultaneously employs methods of another paradigm. In studies of “a qualitative nature”, “a quantitative emphasis” may be found “under the label of ‘content analysis’”, thus leading to “an integration of quantitative and qualitative approaches” (van Dijk, 1985a, p.9). According to Scherer and Wallbott (1985, p.223), “quantitative evidence can be well suited to strengthening qualitative observation”; and the “gap” between qualitative and quantitative approaches “has to be bridged”, for example, in “the empirical study of nonverbal behavior in conversation”. Hammersley (1996), in his paper on methodological eclecticism, states the complementarity of the two approaches, with qualitative research informing “interactional processes and ... participants’ perspectives” and quantitative research “documenting frequencies and causal patterns” (p.168). Williams (2005, p.40) agrees that in research on human interactions that involve videotaping and recall sessions, the use of quantitative measures in the coding of interactional features together with participant reflection data deepens the analyst’s understanding of the roles of the participants. Van Lier (1988, p.57; 1990, pp.33-34) proposes a model to show the intersection of qualitative and quantitative approaches through “four semantic spaces”: “measuring” space, “watching” space, “controlling” space and “asking/doing” space. A primarily qualitative study with some statistical analysis would belong to “measuring” space, where there is a very low level of researcher intervention with a high selectivity of the features for investigation. An example of “measuring” space is a study of the effect of teacher questions on the length and complexity of student responses (Nunan, 1992, p. 7). These proposals and models reveal that while distinctions between qualitative and quantitative paradigms exist, they are not always clearly defined. Researchers can subscribe to one paradigm while employing some of the features of another, and “see qualitative and quantitative approaches as complementary rather than antagonistic” (Thomas, 2003, p.6).

There are a number of advantages of employing mixed paradigms. They include triangulation to strengthen the corroboration of data and to use the findings from both

methods “to check each other” (Hammersley, 1996, p.467); the richer detail generated by multiple methods of analysis; and the development of new thinking and insights (Rossman and Wilson, 1984). Quantitative data can help a qualitative study by providing background information, separating the general from the specific and cross-checking qualitative findings (Sieber, 1973), thereby providing “an index of their validity” (Hillocks, 1994, p.199). Thomas (2003), in his recent book on blending the two research methods, believes that “the best answer frequently results from using a combination of qualitative and quantitative methods” (p.7). Miles and Huberman (1984, p.42) state three levels of “qualitative-quantitative linkage”: (i) quantizing link, “where qualitative information can be either counted directly... or converted into ranks or scales”, (ii) data type link, “where qualitative information...is compared to numerical data”, and (iii) study design link, involving “combinations of case study, survey, experiments, and unobtrusive-measure studies”. The present study fulfills the linkage at the first two levels through the counting of verbal and nonverbal features, such as volubility and eye contact frequency, which are then compared with researcher observations and participants’ retrospective perceptions. This counting and comparison “demonstrate the level of consistency in interpreting the data, [and] in applying categories” (Hillocks, 1994, p.202); and the “quantitative summaries of coded writing conference discourses” allow the description of the interaction “on the basis of the patterns that counting reveals” (Sperling, 1994b, p.222).

3.3.2 Ethnographic and conversation analytic approaches

With an aim to “strengthening qualitative observation” with “quantitative evidence” (Scherer and Wallbott, 1985, p.223), authors of institutional interaction studies believe in using conversation analysis to supplement ethnographic research. While both ethnography and conversation analysis are methodologies commonly used in analysing institutional interactions, when used separately, each has its own shortcomings; but when used together, they present a fuller picture of the situation that is being studied (Frankel and Hourigan, 2004, p.55).

“Ethnography is the study of lived experience” (Brodkey, 1987, p.25). Institutional ethnography “begins with some issues, concerns or problems that are real for people” (Smith, 2002, p.23) and explores the social relationship from the participants’ perspective (ibid., pp.30, 39). The ethnographer employs “an informant- or participant-observation approach” (van Manen, 1990, p.178), and relies on “a blend of techniques” including extensive fieldwork, such as observational methods, interviews and “some systematic counting” (McCall and Simmons, 1969, p.1) to capture informants’ attitudes and motives (Alasuutari, 1995, p.47), their experiences, the way they reason and talk about certain topics (ten Have, 2004, p.7), and their behaviour “in a range of situations”, which includes their “less flattering moments” (ibid., p.116). The researcher then becomes an “eyewitness” of the social event (Brodkey, 1987, p.38; Herndl, 1991, p.325), and transforms it “from a passing event ... into an account” (Geertz, 1973, p.19) through the use of thick description. Through observation, selection and reflection (Fitch, 1994, p.55), as well as semistructured interviews (Cicourel, 2004, p.35), ethnographers “delay ‘judgment’ on what is significant to study” (Edwards and Westgate, 1994, p.79), and with an open-mindedness, code their findings to obtain broad patterns of what happened in the interactional activities (Fitch, 1994, p.87), such as whether one setting member is able to persuade another (Miller, 1997, p.168). Ethnographic fieldwork and interviews gain insight into the participants’ perspective of the institutional setting and the “tasks at hand” (Hak, 1999, p.448).

Conversation Analysis (CA), emerging from ethnomethodology (Heath and Hindmarsh, 2002, p.101; ten Have, 2004, p.24), is primarily concerned with the “ongoing accomplishment of the activities of daily life” (Garfinkel, 1967, p.vii), i.e. “the social organization of ordinary, naturally occurring, human conduct” (Heath and Luff, 1992, p.332), such as adjacency pairs and the sequential turns of talk (Sacks, Schegloff and Jefferson, 1974), to “yield the technology of conversation” (Sacks, 1984, p.413). The focus is on the procedure of practices as opposed to their causes, conditions or effects

(ten Have, 2004, p.27). Ethnomethodology and CA are “*not* interested in anything that ‘goes on in the mind’ or ... ‘intentions’, ‘emotions’ (ibid.), and there is no need to access motives” (ibid., p.158); and so differ from mainstream qualitative research interests in cultures, experiences and views (ibid., p.180). Through detailed inspection of the actions, ethnomethodology places its focus on the *activities* rather than the *actors* as many ethnographers do (Cuff et al., 1990, pp.191-192). To do so, CA researchers require a detailed record of verbal and/or nonverbal behaviour captured on audio or video tape (Clarke, 2001, p.18), and a “detailed inspection of transcribed fragments” of the recordings (ten Have, 2004, p.18), which often become the “only data source” for conversation analysts (ibid., p.41). They believe in “the importance of analyzing talk *first* before collecting data on the wider context” (Roberts and Sarangi, 1990, p.390). Even if interviews are conducted, interview data are “rarely used as core data” (ten Have, 2004, p.85) but as “supportive evidence” (ibid., p.127).

Though “admired”, CA is also “admonished” (Roberts and Sarangi, 1999, p.392) because of “its total reliance on recorded and transcribed data” which can distort the conversation studied, as CA only examines what is observable in the data and does not gather information on, for example, indirect conversational inferences (ibid.). The method is further criticised for its refusal to view participants’ behaviour as affected by their characteristics such as attitude and personality (Hammersley, 2003, p.755). It also assumes that “interactants share communicative resources”, which may not be so with conversants from diverse backgrounds (Roberts et al., 2004, p.162).

A number of researchers of institutional interaction, such as physician-patient encounters, encourage the use of a combination of ethnography and conversation analysis (CA). Fitch (1994, p.88) calls for a productive cross of “methodological boundaries to pursue common aims”, while Edwards and Westgate (1994, p.59) advocate a “harmonious blending of different techniques ... in illuminating different aspects ... when the phenomena being studied are highly complex and many-faceted”.

There is increasing use of systematic analysis of discourse in ethnographic studies (van Dijk, 1985b, p.9). It is believed that a combination of ethnographic and conversation analytic methodologies in the analysis of institutional discourse is beneficial, as they are “not competing, but complementary, methodologies” (Miller, 1997, pp.156, 159). Such studies benefit from the “deep immersion in social settings associated with ethnography” and the “detailed conversation analyses of a limited number of video- and/or audiotapes” (ibid., p.159). While CA provides information about the organisation of the interactions and concrete procedures, such as question-answer sequences, as well as the resources participants use to construct the dialogue, ethnographers have long-term experience in the social setting together with interview data to understand the ways participants use these resources as well as the setting and background of the interactions (ibid., p. 159, 161, 164). Miller uses the example of studying silence to show that while the conversation analyst can state how silence is accomplished in which turns, the “ethnographer’s sustained and in-depth involvement in social settings” can assess the meaning of the silence, such as assent or resistance (ibid., p.171).

This view of combining the two approaches is supported by Heath and Hindmarsh (2002, p.102) who believe the two complement the weaknesses of each other. CA has a “seemingly narrow focus on talk” and a “disregard” of the participants’ identity and background, the physical setting and the “wider organizational framework”. Neither does CA “aim at describing all aspects of social organization” (Peräkylä, 1997, p.205). Hak (1999, p.445) refers to Miller’s 1997 study of quarrels to show that CA focuses on the detailed construction of quarrels rather than on quarrelling as a type of institutional practice. Ethnography through field observation alone, however, is not adequate either, as it fails to provide details of the talk (Heath and Hindmarsh, 2002, p.102; ten Have, 2004, p.127). Extensive fieldwork can be augmented by detailed analysis of interactions and settings captured on video (ibid., p.103, 116, 118). In integrating the two methods and blurring the disciplinary boundaries, multilevel analysis – analysis that goes beyond turn taking and sequential organisation of talk to a richer understanding of

the interaction event including its setting, participants, purpose, verbal and nonverbal acts, norms and strategies (van Dijk, 1985b, pp.9-10) – will enable the “rounding out [of] the picture of what actually transpires” in the interactions (Frankel and Hourigan, 2004, p.55).

3.4 Case study research

One methodology used in institutional talk research (e.g. Cicourel, 1993) belonging primarily to the qualitative approach of ethnography but with possible quantitative conversation analysis features is the case study method (Merriam, 1988; Patton, 2002), which is an informative process (Waitzkin and Stoeckle, 1972, p.198) that explores a “bounded system” through “detailed, in-depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p.61). The bounded system, or the case, can be people, events, activities and programmes. In order that “a wide array of information” can be gathered, data are collected in depth and breadth through observations and interviews, and involving the review of documents and records in the form of written and audio-visual materials (Stake, 1995, p.114; Creswell, 1998, p.62; Gillham, 2000a, p. 21). Besides these data collection methods, Yin (1989) also recommends retrieving archival records, conducting participant observation and examining physical artifacts. The various methods of collecting data from different angles provide channels for a holistic analysis of the case, from which a multi-faceted description emerges. Such an analysis is rich in presenting evidence not only about the case but also about its context, including its history, social, economic, cultural and physical settings. The case study method allows “penetrating questions to be asked” and develops “observational and analytical methods which can then be applied ... to other ‘cases’” (Edwards and Westgate, 1994, p.80). When more than one case is studied, this is referred to as a collective case study (Stake, 1995). The reporting of multiple cases typically starts with a “within-case analysis”, i.e. a detailed description of each case, before conducting a “cross-case analysis” which explores themes across the cases and interprets their meanings; and finally ends with the “lessons learned from the

case” (Creswell, 1998, p.63). The use of “detailed small samples illustrate the very depth of context” that are “crucial to understanding teaching and learning” (Hodges, 1994, p.226).

3.5 Reliability and validity in case study interaction research

To pursue trustworthiness and rigor in research, issues of reliability and validity need to be examined (Morse, Barrett, Mayan, Olson and Spiers, 2002, p.5). In qualitative studies, reliability and validity involve the appropriate use of methods to yield quality data (Cano, 2000). Validity, in particular, refers to whether the research method matches the research questions so that the findings explain the research issues (Mason, 1996, p.147) and “represent reality” (Field and Morse, 1985, p.116). Two of the main criteria for establishing validity are credibility and account accuracy.

The former can be established through appropriate sampling of credible participants who can represent the population and possess knowledge of the subject under study (Field and Morse, 1985, p.117). Besides gathering data from credible informants, qualitative researchers enhance research credibility by triangulating observations. They use “multiple methods focused on the diagnosis of the same construct from independent points of observation through a kind of triangulation” (Campbell and Fiske, 1959, p.81). In the last decade, triangulation has achieved more than data confirmation; it has become an analytical technique to “search for additional interpretations” of data (Flick, 1992, p. 195). It allows for the verification of the data gathered by providing information “from the perspectives of the participants in addition to the perspective of the analyst” (Davies and Tyler, 2005, p.153). In communication behaviour research, for example, triangulated analysis can include a detailed examination of the conversation, “commentary by the participants”, and the researcher’s independent analysis of “specific aspects of the discourse which reveal tensions or difficulties” (ibid., p.135). If possible, “representative members of the relevant speech communities” can also be invited to give commentaries to further strengthen the triangulation (ibid.).

Another criterion for establishing validity is account accuracy, which concerns the truthfulness of assertions and conclusions. This is sometimes achieved by participant review of findings, also known as 'member checks'. After initial analysis of the data, the researcher asks the participants or informants to review the analysis to see if the two parties view the data in the same way (Field and Morse, 1985, p.120). But this method may not always be feasible since showing preliminary analysis to participants may affect the content or even quality of the next batch of data to be collected from the same participants. Also, participants may be tempted to say what they believe the researcher wants to hear (*ibid.*, p.121). Another problem with member checks is that they may in the final analysis address participants' individual concerns more than the researcher's concerns, and consequently "invalidate the work of the researcher" (Morse et al., 2002, pp.7-8). Instead of being established, validity is threatened.

One validity concern in quantitative research is the generalisability of findings. It is, however, realised differently in qualitative research. The purpose of the latter is "to elicit meaning in a given situation" and "to demonstrate the typicality of a phenomenon observed in a particular situation at a particular period of time" (Field and Morse, 1985, p.122). "Intrinsically interested in particular cases" (Hammersley, 1996, p.169), the value of qualitative research lies not in its ability to make extensive generalizations, but to discover and learn from the experiences of the participant groups (Myers, 2000). Nevertheless, "discourse within individual institutions may be generalizable within the institutions themselves" because the members of institutions usually "have fixed roles and fixed goals" (Bardovi-Harlig and Hartford, 2005a, pp.28-29). Although it is possible to partially generalise findings to similar populations, it is the methodological quality that warrants general applicability (Yin, 1989).

Reliability is "the extent to which what is recorded as data is what actually occurred in the setting that was studied" (McMillan, 1996, p.252). One way of achieving

reliability is through a reliable coding system to interpret a large quantity of textual material (Crabtree and Miller, 1999, p.163). Codes can be symbols or terms “to represent categories of frequently occurring behavior or events” in order to facilitate the analysis of different kinds of behaviour (Bloom, 2003, p.179). The use of coding often leads to the inclusion of descriptive statistics in the analysis, such as frequency counts and average measurements, enabling a partial combination of qualitative and quantitative methods.

Besides the coding method, reliability is also addressed by the use of photographs and videotapes (McMillan, 1996, p.252), which can be reviewed as many times as necessary to note details and check accuracy. With these visual data, descriptions and transcriptions can both be more accurate. “Participant quotations” and detailed descriptions can then be provided in qualitative reports to further enhance the reliability of the research (ibid., p.252).

3.6 Methodology of this study

After a general review of qualitative inquiry, the combination of paradigms, the case study approach and issues regarding the reliability and validity of qualitative research, it may be useful to restate here the aims of the present study before explaining the methodology adopted, including the paradigm, sampling, data collection methods, data analysis methods as well as the reliability and validity of the study.

As stated in Chapter 1, the aims of the study were to find out what happens in the L2 writing conferences of four teachers and eight students in the natural context of a university classroom in Hong Kong, and why; how they interact verbally and nonverbally, and what effects these interactions have, including whether students understand the writing task, the teachers’ advice, and how and why they should revise their writing. By doing so, the study hopes to resolve some of the contradictions that abound in the

literature on writing conferences, including the desired focus of conferencing as well as the nature, purpose and amount of talk.

These aims mean that the study has to be non-interventionist and exploratory in design, using an overarching ethnographic approach to investigate the setting, background and purpose of the writing conferences as well as the participants' views, expectations and feelings of their interactions. The study also employs conversation analytical techniques to yield detailed information about the organisation of talk, and codes the nonverbal conduct to gain further insight into the interactions. The analysis of the data is both interpretive and statistical, intertwining thick narrative descriptions of actions and perceptions with descriptive statistics, such as frequency counts and means of discrete verbal and nonverbal behaviour categories, "to explore the nature of pedagogical talk" (Haneda, 2004, p.214). As such, the study belongs to the mixed paradigm of "exploratory-qualitative-statistical" advocated by Grotjahn (1987, pp.59-60). In order to strengthen "qualitative observation" with "quantitative evidence" (Scherer and Wallbott, 1985, p.223), it places "a quantitative emphasis" (van Dijk, 1985a, p.9) in the counting and coding of interactional features to supplement the analysis of data from interviews and stimulated recall (Williams, 2005, p.40). In so doing, it hopes to achieve "the best answer" to its research questions (Thomas, 2003, p.7).

3.7 Setting and sampling

To achieve the aims of the study and to answer the three research questions set out in the beginning of this chapter, and in order that the study could record naturally occurring cases of interaction, data need to be gathered in a naturalistic setting where teachers and students would be conferencing with each other at the same venues and in the same manner, even in the absence of the research study, in order that the study could record naturally occurring cases of interaction. This meant that the sampling of research subjects had to be purposeful (Creswell, 1998, p.62; Patton, 2002, p.230) in order to "provide a credible answer to the research question" (McMillan 1996, p.287),

depending on accessible cases. Informants had to possess knowledge and experience of the writing conference in order to be credible representatives of the population (Field and Morse 1985, p.117). Consent needed to be obtained in which the researcher agreed to “preserve the anonymity of the participants”, who were “guaranteed a final veto” on the circumstances in which the recordings would be used (Heath and Luff, 1992, p.328).

With this in mind, I set out to contact English language teachers in the Department of English and the English Language Centre at the Hong Kong Polytechnic University to seek out those who had the practice of conducting conferences as part of their language courses. I hoped to find both male and female participants, and both Caucasian and Chinese teachers, as that would reflect the situation of university language teachers in Hong Kong. However, my efforts to achieve *entrée* encountered difficulty when around ten out of the twenty-odd strong faculty at the Department of English refused to participate fully in my study, and only less than one-sixth of fifty-five colleagues at the English Language Centre would be conducting conferences in the following academic year. In the end, I managed to receive the consent of four teachers at the English Language Centre who had had the habit of conferencing with students for at least two years. (See Appendix 1 for the consent form.) They were two female expatriates and one male and one female Chinese teacher.

The first participant was Fiona, who is in her mid 40s and is an expatriate teacher from the UK. She holds a BA, an RSA Certificate in EFL, and RSA Diploma in EFL and a Primary Teaching Diploma, all from UK institutions. She has had at least 24 years of teaching experience, 6 years of which were of EFL courses in the UK, and 6 years in Spain teaching Cambridge First Certificate Level, business English courses as well as teacher training. She then spent 4 years in Dubai tutoring college students, five months teaching general English at the British Council, followed by 6 years in Hong Kong, teaching mostly academic, workplace and general English courses to full-time

undergraduate students and some business English to mature students. Apart from being a teacher, Fiona has worked in a number of companies, including furniture and book shops, an airport, a news broadcast company; and was a trainer and administrator of courses for UK health service managers for 2 years. She has been conducting writing conferences with students for over three years, but she has not learned any conferencing skills in university or teacher education programmes. She believes that the closest training she has received to training in communication skills was when she observed a professional psychologist's counselling sessions with UK health service managers, which was where she realised the importance of the interpersonal side of the interaction.

The second participant was Ashley who is a female expatriate in her 50s. She was born in the UK but has lived in the US and Hong Kong for many years. She received her BA in Connecticut, her TESOL Certificate from the British Council, and her MA in TESOL at Teachers College, Columbia University, New York. She has worked as an English language trainer for an international bank in Hong Kong, and taught TESOL in the United States for two years. In the last five years, she has been working in Hong Kong, the first three years as part time ESL teacher, and in the last two years as full time English language instructor of undergraduates. Like Fiona, she did not have formal training in conferencing skills when she was a student; but she has always tried to fit in conferencing wherever she has taught. In the last two years working in the same university, she has incorporated writing conferences into all her courses in each semester.

Jane is a Chinese woman in her late 30s. She has a BA in English Language, a post-graduate diploma in education from the University of Queensland, and an MA in English Language Teaching from a university in Hong Kong. She has had over 16 years of teaching experience, 6 of which were in Hong Kong with 5 of them at university level. She started conferencing students three years ago when she felt that the nature

of the writing assignments made conferencing a suitable step mid-way between teacher announcing the assignment task and students submitting their work for grading.

The last teacher participant is KK who was the only male teacher in the study. He was born in Hong Kong around 50 years ago and was brought up here. He received his qualifications (BA, MA, MBA, Certificate of Education) almost entirely from Hong Kong, except for his doctoral degree in management, which he acquired by correspondence from Southern Cross University, Australia, in association with International Management Centres in Britain. He has had over 24 years of teaching experience, 11 years of which have been at tertiary level. Like the other three teachers, he has never officially learned how to engage in conferencing, but believes that it is something he should do with his students. In the last four years he has always tried to schedule it in his courses, until, as he mentioned at the pre-conference interview, the syllabus became so tight and the “system so rigid and unfriendly to process writing” that finding time for conferencing was like “squeezing teachers at the neck”.

After these four teachers had agreed to participate in the study, the next step was to find student participants through purposeful sampling (Harnett and Soni, 1991, p.204; Patton, 2002, pp. 230-244), also termed purposive sampling (McMillan 1996, p.92). This sampling method was adopted to facilitate the observation of the conferencing characteristics with students of distinctly different proficiencies, and comparisons thereof. Each teacher selected four students from each class with which they would be arranging conferences. They each identified the student who had received the highest English grade (B+ or A) in their class and the one who had received the lowest grade (D+ or low C), as well as two other middle-ranking students. Consent was then sought and received from these sixteen students, who were all in their second year of university and would be taking the same mandatory English subject in the coming semester. This means that they would be doing the same report writing assignment (on the prevention of a problem that may occur in the workplace), and would be evaluated based on the

same grading criteria. (See Appendix 2 for the assignment task and Appendix 3 for teachers' notes on grading.) The conferences with the most and least proficient students of each class would be the main targets for in-depth observation, but in case any of the subjects decided to withdraw from the study, or was absent on the day of the recording, or if there happened to be any mechanical failure, the conferences of the other eight students could also be recorded and analysed. In other words, a larger sample than necessary was secured as a safety measure.

3.8 Data collection phases and instruments

A three-phase data collection process: Pre-conference, In-conference, Post-conference, as well as a combination of data collection methods, needed to be implemented to address all the research questions. The pre-conference stage allowed ethnographic studies of the participants' background, and the setting of the organisation, including its "chain of command" (Bardovi-Harlig and Hartford, 2005b, p.205), to be researched before the main observation stage (Roberts and Sarangi, 1999, p.391; Hak, 1999, pp.427-428). Three credible means of data collection in qualitative research were used: interviewing, observing via video-recording and video stimulated recall. Employing these multiple methods was to allow "limitations in one method" to be "compensated for by the strengths of a complementary one" (Marshall and Rossman, 1999, p.133). Interviewing was employed in the first and last stages to "yield information such as teacher and student motives for giving or completing particular writing assignments, their reactions to certain classroom writing activities, their own histories as teachers and students of writing, and, not least, their reflections on particular writing conferences" (Sperling, 1994b, p.216). Although some interviews may have contained closed questions to find out factual information (Gillham, 2000b, p.41), the main interview method was the use of semi-structured questions which were "open-ended yet specific in intent, allowing individual responses" (McMillan, 1996, p.155). By asking "issue-oriented questions", the researcher ensured "a degree of standardization" of, and comparability between, interviews (Gillham, 2000b, p.45-46); and aimed to discover a

description, an explanation (Stake, 1995, p.65), “motivations and roadblocks to compliance” (Hamilton, 2004, p.61), or “a particular type of knowledge” which the respondent might not have been aware of (Miller and Crabtree, 1999, p.91). For example, the Pre-conference phase included pre-conference interviews with teacher- and student-participants regarding their background, beliefs, experience and expectations of the writing conference. Asking open-ended questions offered the opportunity to find out if there were points or characteristics that one participant would mention but another would leave out. This inclusion and exclusion of information could reveal the types of concern that the participants had. As experienced by Sperling (1994b, p.217), it is valuable to find out “what interviewees remember, forget, [and] cling to”. For example, if three out of the four teachers in this study mentioned the mood of the meeting, this could perhaps indicate that the fourth teacher did not consciously take conference atmosphere into consideration. Besides interviews, access was also granted by two of the teachers, Fiona and Jane, to video-record the lessons in which they announced the upcoming writing conferences to their class. Data collected in this phase was intended to throw light on the first part of the first research question.

The second phase of data collection was conducted during the days when the four teachers held conferences with their students. The conferences were recorded on VHS with a video-recorder placed unobtrusively in the corner of the conference area/room. This method of audiovisual recording is a means of data collection in case study research for behavioural observation by outsiders (Kendon, 1990, pp.5-6; Bloom, 2003, p.165) “to capture the daily life of the group under study” (Marshall and Rossman, 1999, p.124). Through video-recording, the researcher has “access to the richness and complexity of social action” (Heath and Luff, 1992, p.328) that can be repeatedly inspected and scrutinized (Heath and Hindmarsh, 2002, p.103, 109). This “provides some guarantee” of appropriate selection of analytic methods (Heritage and Atkinson, 1984, p.4), thus increasing the validity of the data (Field and Morse, 1985, p.59), especially when the cases of interest are concerned with the manner and use of

paralinguistic devices in communication (Gillham, 2000b, p.84-85). The use of the video in the study provided information about the nonverbal and physical aspects of the interaction for the researcher to view as often and frequently as necessary, at regular speed or in slow motion (Givvin, 2004, p. 208). Instead of relying on field observation notes and unreliable memory, the researcher was able to re-examine the cases many times on video, which helped to reduce the possibility of observer bias in the interpretation of data (McMillan, 1996, p.153). Guba and Lincoln (1981) believe that behavioural observation is powerful as it “maximizes the inquirer’s ability to grasp motives, beliefs, concerns, interests, unconscious behaviors, customs, ...allows the inquirer to see the world as his subjects see it, to live in their time frames, ...[and] provides the inquirer with access to the emotional reactions of the group introspectively...” (p.193). Combined with interviewing, observations enhanced the understanding of the conference participants’ behaviours and activities (Marshall and Rossman, 1999, p.110). Video recording also allowed the researcher to develop an idea of what was salient (Lincoln and Guba, 1985). Then the researcher was able to “determine the frequency or duration of selected behaviors” (Bloom, 2003, p.175), and when appropriate, to measure behaviour via frequency counts and records of duration, lapses and intervals (ibid., p.179). This involved the use of some descriptive statistics, which is valuable in supporting interpretations of behaviour in case studies.

Some scholars have cautioned against possible observer effects (Field and Morse, 1985, p.117; Erlandson, Harris, Skipper and Allen, 1993, p.98; McMillan, 1996, p.153), termed the ‘observer’s paradox’ (Edwards and Westgate, 1994, p.77), i.e. the fact that an interaction is being observed may alter the nature of that interaction and the participants’ normal manner. But other researchers and equipment providers believe that nowadays video equipment can be set up rather easily and unobtrusively, and participants forget about its presence soon after the recording begins (Sperling, 1994b, pp.211-212; Gillham, 2000b, p.26; Clarke, 2004). Larsen and Smith (1981, p.487) report that previous studies have “shown that a camera does not have a significant effect

on those taped". There is even less of a problem when the researcher is not present during the recording (Routio, 2003), as "the use of cameras ...have less effect ... than having a human observer" (Heath and Luff, 1992, p.329). In a case where the participants already know each other, and the place and task are familiar, it is all the more likely that the observer effect may be minimal and participants will conduct their meeting naturally (Markee, 2000, p.48).

As the researcher had a full-time job, she could in any case not be present for a number of the recordings. For some conferences, she had to set up the equipment and start the tape running before she left; for some other conferences, the class teachers pushed the start buttons themselves. The absence of the researcher had negative and positive consequences. One negative consequence was that on two occasions, since the conference participants were deeply involved in their meeting, they did not realise that the tape had stopped or the battery connection had loosened, so two of the conferences were incompletely recorded. (Fortunately, these two conferences were taped as extras and their incomplete recording did not affect the study.) One positive consequence of the absence of the researcher at the recording was that this minimised the effects of the observation on the participants' performance (Routio, 2003). Data collected at this middle phase of the research were to contribute to answering the second part of the first research question, i.e. the way the participants handled the conferences, as well as the second research question, i.e. the verbal and nonverbal behaviour of the participants.

The third phase of data collection started with post-conference interviews that were conducted with each of the teacher- and student-participants individually as soon as they could be arranged. This introspective method provided "informants' own statements about the ways they organize and process information, as an alternative or supplement to inferring their thoughts from behavioural events" (Færch and Kasper, 1987, p.9). The interviews aimed to discover the participants' feelings and evaluations

of the teacher-student encounters; and to give them an opportunity to explain their actions and behaviour at the conferences.

A couple of weeks later as soon as a convenient time could be arranged, each teacher was invited to a video-taped stimulated reflection session, or what some researchers call “post-lesson video-stimulated interviews” (Clarke, 2004, p.212), where the teacher watched his/her taped conferences with the researcher. This retrospection method supports the “informants’ verbalization by again presenting to them the original ‘stimulus’, ...and counteracts informants’ tendency to conflate different events or confound them in retrospect” (Færch and Kasper, 1987, p.9). This method that involves video playback “allows the elicitation of interpretations” from the participants and can provide “crucial insights” for the analyst (Davies and Tyler, 2005, p.153). The introspection was both “self-initiated” and “other-initiated” (ibid.), allowing the participants to stop the tape to verbalise and the researcher to ask questions as they watched the taped conferences together. Some scholars such as Edwards and Westgate (1994, p.76) however caution against over-reliance on this method because of memory problems and “defensive reinterpretations of what ‘really’ happened”. Researchers should consider the participants’ retrospective interpretations as “no more valid” than the researcher’s perceptive observations (Barnes and Todd, 1977, p.18), and “evaluate [the responses] plausibility” (ten Have, 2004, p.74). Despite the possible problems of memory and participants’ subjective reinterpretation of events and behaviour, the use of video-stimulated recall allows not only the social events in the conferences to be recorded on tape, but also captures the participants’ construal of those events. The post-conference interviews and stimulated recall sessions offered “additional insight into participants’ intentions, actions and interpretations” (Clarke, 2004, p.212), and supplied some answers to the third research question, i.e. whether there was any connection between the actions and procedures in the conferences on the one hand and the evaluations of the conferences on the other; and whether these actions

and procedures helped students achieve a deeper understanding of the task and teacher feedback.

To summarise, Table 3.1 provides an overview of the three stages.

Table 3.1 Data collection stages

Stage 1: Pre-conference phase	<ul style="list-style-type: none"> - Audio recorded interviews with all teacher- and student-participants - Video-taped the lessons of two teachers in which they announced the upcoming conferences
Stage 2: In-conference phase	<ul style="list-style-type: none"> - Video recorded all eight writing conferences
Stage 3: Post-conference phase	<ul style="list-style-type: none"> - Audio recorded post-conference interviews with all teacher- and student-participants - Conducted video-stimulated recalls with all four teacher-participants

In structuring the data collection of this study into the three phases of pre-conference, in-conference and post-conference, “the recording and transcribing of “discursive” events is embedded and, thus, regulated by an overarching ... ethnographic endeavour” (Hak, 1999, p.448); and “conversation... analytic techniques are integrated in, and made subservient to, ethnographic fieldwork” (ibid., p.447).

3.9 Data analysis framework

Section 3.3.2 in this chapter has reviewed some literature on the combination of ethnography and conversation analysis. Since writing conferences are situated practices and “interactional events” as defined by Kendon (1990, p.11), a holistic examination of conferences cannot be achieved solely by following conversation analytic techniques, as CA focuses mainly on transcriptions of talk and is more concerned about the talk as revealed in the transcript than in its contexts. While CA can be employed in the analysis of verbal and nonverbal behaviour, other ethnographic methods, such as field observation and pre- and post-interviewing, were needed in this study to

supplement information on such elements as the physical setting of the meeting, the sociocultural context and participants' perspectives of the actions and meanings of talk.

3.10 Data management and analysis

Data management and analysis began soon after data were collected. First of all, videos were watched to decide on the prompts for post-conference interviews and reflections. Then conferences, interviews and reflections were transcribed in full and categorised so that the word counts and discourse features of the conferences could be tallied. "The process of transcription is an important analytic tool" (Heath and Luff, 1992, p.329), and the transcriptions used in this study roughly follow the set of conventions set out by Psathas and Anderson (1990). When the focus of interest was on the content of the conversation, the transcriptions focused on what was said; but when the focus of interest was on the way things were said, the transcriptions also included how they were said (ten Have, 1999, p.76). Instead of transcribing laughter, it was stated or described (ten Have, 2004, p.44).

As pointed out by Heritage and Atkinson (1984, p.12) and Hodges (1994, p.232), since a full transcript of all the words, sounds and sequences would be confusing and difficult to read, it was necessary to strike a balance between a detailed and absolutely faithful record and a reader-friendly, accessible transcript. The transcription system was therefore selective, with several aspects of the conversation foregrounded and other aspects "minimised or ignored" (Ochs, 1979, p.52), and would "never catch all the relevant details" (ten Have, 2004, p.43). Researchers differ widely in their transcription considerations and practices (Edwards and Westgate, 1994, p.61), and "no transcription system is perfect" (ten Have, 1999, p.76). Indeed, some renowned researchers, such as Gumperz, find the conventions developed decades ago by Jefferson deficient in some aspects (Prevignano and di Luzio, 2003, p.22). Some academics do not feel the need to use highly detailed transcriptions (Mazeland, 1986), some modify existing

conventions to suit the purposes of their study (Wilson, 2001), and others add or delete transcription detail selectively (Sperling, 1994b, p.215).

The transcription of nonverbal behaviour is even less agreed upon than that of verbal behaviour, and “has long been a vexed question” (Heath and Luff, 1992, p.336). As Heath and Hindmarsh state, “there is no general orthography used for the transcription of visual and tactile conduct, but ...*ad-hoc* solutions to locating and characterizing action” (2002, p.110). For example, Goodwin (1981) devised a system to transcribe gaze in detail using dotting lines, commas and dashes. This level of detail is possible when the transcription involves “fragments” of data only (Heath and Luff, 1992, p.343; ten Have, 2004, p.18). Heath and Luff found the use of a range of “*ad hoc* signs and symbols” and “various means” to represent visual behaviour and voice quality (ibid, pp.238-239), and assert that “it is unlikely that a general orthography will emerge” (ibid., p.236).

Researchers seldom exhaust their transcript (ten Have, 2004, p.48); often, only a part of what has been coded and transcribed is analysed. The transcripts of the conferences in this present study try to enable readability (ibid, p.50) by loosely following the kinds of information available in a transcription as discussed by Psathas and Anderson (1990, pp.80-84), and contain (i) the identification of the participants, (ii) the words and sounds, (iii) indication of inaudible or incomprehensible sounds or words, (iv) long pauses, (v) overlapped speech, and (vi) some indications of pace, stresses and volume etc. An explanation of the transcription conventions used is in Appendix 4, and the key to the symbols used for the coding of nonverbal behaviour is in Appendix 36.

3.11 Analytical features

According to Waitzkin and Stoeckle (1972, p.198), there are three main methods of analysing data gathered from participant observation: “(1) quantitative measures of content, (2) qualitative measures of content, and (3) measures of time”. This present

study employed all three methods. To explore the verbal interactional influences, this study analysed verbal features that have been examined in the literature (e.g. Sperling, 1994; Thonus, 2002). Table 3.2 below shows the verbal features that were analysed in this study, and provides references to the literature and appropriate examples from the data.

Table 3.2 Features of verbal interaction examined in the study

Features and explanation	Example from data
Volubility factor, including teacher-talk vs. student-talk and word count (Street and Buller, 1988; Tannen, 1994; Thonus 2002)	In the conference between teacher Ashley and student Keung, they spoke 2864 and 1108 words respectively, yielding a student to teacher talk ratio of 1:2.6.
Discourse phases i.e. conference segments including opening phase, directive phase and closing phase (Walker and Elias, 1987; Ulichny and Watson-Gegeo, 1989); as well as any unofficial talk (Edwards and Westgate, 1994, p.88)	Example of opening phase: T: How do you think I can help you? Example of statement in directive phase: T: You need to change this. Examples of closing phase: T: And do you have questions to ask before you go? T: Thank you very much."
Initiation-response-feedback sequences (Sinclair and Coulthard, 1975)	Teacher: Do you call it background?... Student: It seems to be recommendation. Teacher: It seems to be recommendation exactly. ...
Use of questions and interrogations, by whom, and response (Carnicelli, 1980; Phenix, 1990; Fletcher, 1993; West, 1993; Miller, 1997)	T: So, you interviewed one department? Do you know these people? By yourself? You know these people? How did you interview them? You went to ask them some questions? S: Yes.
Directives and mitigation including the use and receptions of directives (Fitch, 1994; West, 1990) use of mitigations (Blum-Kulka, House and Kasper, 1989)	Example of use and reception of directive: T: So you're not taking preventive measures, you're just recommending preventive measures. S: Recommend my boss? T: Recommending to your boss. Yes. Example of mitigation: T: Perhaps you can move this to the end of your report; it's better.

<p>Overlaps, interruptions and backchannels (Duncan and Fiske, 1977; Street and Buller, 1988; Stenström, 1994)</p>	<p>Example of overlap and interruption: S: ... according to this [author... A: [Yea, but what if you've ...</p> <p>Example of backchannelling: S: some suggestions will be quite, um, operational and not so, not giving a direct goal, direction or goal, T: mm S: but some are guidelines. T: mm</p>
<p>Laughter as a conversational activity including its occurrence and position (Jefferson, Sacks and Schegloff, 1987)</p>	<p>Two examples of laughter in T-S conversation: T: You get it. I knew you'd get it. Ha ha. S: He he. (Both T and S laugh.)</p> <p>T: I'm sorry that you have to do it all again. Ha ha. (T laughs; S leaves.)</p>

As reviewed in Chapter 2, nonverbal behaviour – defined as “attributes or actions of humans other than the use of words themselves which have socially shared meaning, are intentionally sent or interpreted as intentional and are consciously received and have the potential for feedback from the receiver” (Burgood and Saine, 1978, p.9) – is often believed to be at least as important as verbal behaviour in the teacher-student relationship (Richmond and McCroskey, 2000, p.279). This study therefore found it necessary to study nonverbal exchange in the analysis of interaction in conferences, and did not follow the practice of much previous research that “concentrated on verbal interaction” (Edwards and Westgate, 1994, p.84). Although previous research by Cappella (1980), Street (1984) and Street and Buller (1988) coded nonverbal conduct every 60 seconds, and many studies concentrated only on “fragments” of video clips (Heath and Luff, 1992, p.343; ten Have, 2004, p.18), the present study coded nonverbal behaviours of all the eight conferences in 30-second intervals. Table 3.3 on the next page lists the nonverbal features that were analysed in the study, explains the reasons for choosing these features and provides references to the relevant literature.

Table 3.3 Features of nonverbal interaction examined in the study

Feature	Reasons for examining the feature
Posture and body movement	<ul style="list-style-type: none">- provide valuable information that relays personality, attitude, feelings and communicator style (Dittman, 1977; Norton, 1983; Trenholm and Jensen, 2004)- show how actions are accomplished (Goodwin, 2000)- openness of limbs usually indicates a positive engagement in conversation (Mehrabian, 1981)- a closed posture signals unwillingness to continue a conversation, and turning the body away symbolises an attempt to decrease or end contact and a strong indication to disengage conversation (Beebe et al., 2002, pp.213, 226)- sharing a similar posture leads to congruent body positions which signify participant cooperation (Malandro et al., 1988, p.110)
Gesture	<ul style="list-style-type: none">- forms “an integral part of the act of utterance” (Kendon, 1988, p.131)- can illustrate or complement a message, and help regulate the flow of conversation- arm- and leg-crossing form barriers and can be decoded as defensive, hostile and threatened (Pease, 1997, pp. 59. 140)
Facial expressions	<ul style="list-style-type: none">- the face is “the exhibit gallery for emotional displays” (Beebe et al., 2002, p.218)- provides a wealth of information that offers facial feedback to others (Dimberg, 1997, p.48; Knapp and Hall, 1997, p.332)- facial expressions have been found to induce emotional reactions (Dimberg, 1997, p.49) and these reactions can be evoked extremely fast (ibid., p.58)- the smile, a facial expression, deserves attention as it conveys a whole range of feelings from delight to “anything but enjoyment” (LaFrance and Hecht, 1999, p.45), so distinction should be drawn between the genuine smile and the false smile.
Gaze	<ul style="list-style-type: none">- reveals the like or dislike of the conversants as well as (dis)interest in the other’s speech and reactions (Knapp and Hall, 1997, pp. 390-391)- an increase in eye contact can mean comfort, interest and happiness while a decrease can signal guilt, sadness and embarrassment (Malandro et al., 1988, p.141)- avoidance of eye contact, also labelled as gaze aversion, indicates discomfort and a wish “to disengage an interaction (ibid., p. 137)

Vocal quality including pitch, tone, pace and volume	<ul style="list-style-type: none"> - vocal behaviours are more influential than people realize (Malandro et al., 1988, p.21) - “The voice conveys emotional cues fairly accurately” (ibid., p.235) and affects the expression and perception of feelings, status and personality - vocal cues express feelings and varying them can communicate different emotions and dominance levels (Beebe et al., 2002, p.220); - the tone is closely related to the voice and is “powerfully dealt with in a speech situation” (Rose, 1982, p.326) - teachers could consider adopting a vocal quality that make them sound professional and caring at the same time (McAndrew and Reigstad, 2001, p.29)
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The analysis of the writing conferences in the study did not observe only verbal and nonverbal exchanges, but also took into account the contextual factors and the affective dimension of each meeting. Table 3.4 on the next page lists the other features that were examined in the study and provides explanation for their inclusion.

In the process of examining the above verbal, nonverbal and other features present in the conferences, insights into the participants’ communicator styles, such as ‘dominant’, ‘relaxed’, ‘attentive’, ‘open’, ‘friendly’, ‘contentious’ (Norton, 1978, p.99), were acquired. Themes and salient characteristics, also termed “analytic foci” by some interaction analysts (Jordan and Henderson, 1995), emerged and allowed phenomena to be compared across conferences of the same teacher and across all conferences, so that patterns could be traced. Analysis across the eight cases also exposed inconsistent data, and unique features became prominent. According to Soy (1997), these multi-data collection and analysis methods can provide new insights that strengthen the findings and conclusions of the research.

Table 3.4 Other features examined in the study

Features	Explanation
Interaction and contextual cues	<ul style="list-style-type: none">- e.g. the setting, the activities, the situation (Merriam, 1988)- e.g. can the novice follow the expert or vice versa (Cicourel, 1993, p.65)- e.g. the setting and spatial organisation (Jordan and Henderson, 1995)
Participant feelings	<ul style="list-style-type: none">- e.g. found things clear or confusing; understood what the other said/meant or not; satisfied or dissatisfied with the interaction event (van Dijk, 1985b, p.2; Frankel and Hourigan, 2004, p.46)- e.g. can participants remember what happened (Cicourel, 1993, p.60)- self-perception done through reflection and self-observation (Trenholm and Jensen, 2004, p.180, 200)- discover the level of the participants' awareness of their own attitude and behaviour, as well as those of the other person at the conference through pre- and post-interviews and video stimulated recall
Centre of conferences	<ul style="list-style-type: none">- e.g. teacher-centred or student-centred
Teachers' and students' preparations, power relations, compliance and reluctance	<ul style="list-style-type: none">- these features determine whether the conferences facilitate the teacher or are they conducive to learning (Wallace, 1994b)- power difference can be a source of problems (Black 1998, p.39); one's power vs. another's frustration (Waitzkin and Stoeckle, 1972, p.185)- (un)equal power distribution affects opportunity to talk, talk-time distribution and nature of talk- control (of talk/text) can be yielded or gained, contested, accepted or preferred, and can affect level of active participation of participants- worth considering reasons for student reluctance and developing various coping strategies by teachers (Harris, 2000)

3.12 Piloting

Formal piloting was not feasible in the research process for two reasons. First of all, in order to collect data on writing conferences, the researcher needed to exploit an opportunity when students would be working on a writing assignment that required them to be engaged in a writing process, during which they would attend a writing conference with their English language teacher. This opportunity, however, presented itself only once a year. In Hong Kong, plagiarism is a big problem and in order to prevent students from plagiarising, some university teachers avoid giving take-home assignments. For example, in the university where the data were gathered, there are two mandatory English courses that undergraduate students are obliged to take: English for Academic Purposes, offered in the autumn semester, and English in the Workplace, offered in the spring semester. In the former course, all written and oral assignments are done in class; and when none of the assignments explicitly require students to do process writing, heavily-laden teachers usually do not organise writing conferences with their students. In the latter course, in the year 2000-2001, there was only one assessed take-home assignment which students were given three to four weeks to work on. That was the only assignment for which teachers would arrange writing conferences. These circumstances did not allow for the luxury of full piloting. To wait a whole year before performing the main study represented an unacceptable risk, as the syllabus might have changed or the teacher-participants might have withdrawn, and student-participants would have to be newly selected.

Another practical concern was that just before the data collection phase was about to begin, there were internal speculations that the take-home assignment would be replaced by an in-class one the following year. This meant that if piloting was to be done that year, there might not be a chance at all to collect real data afterwards. Therefore, the researcher decided to proceed with the main data collection phases without piloting. In retrospect, this was a correct decision, for in 2001-2002, all the

assessed assignments in the English language courses in that university were done in class to eradicate the problems that might arise from plagiarism.

3.13 Reliability and validity of the study

To achieve the reliability of recording that which actually occurred (McMillan, 1996), this study adopted the following measures:

1. video-recording and transcribing in detail all the conferences and interviews;
2. using a reliable coding system (Crabtree and Miller, 1999, p.163; Bloom, 2003, p.179) by employing categories of verbal behaviour used in previous research, such as, to name a few:
 - volubility (Tannen, 1984)
 - discourse phases (Walker and Elias, 1987)
 - overlaps and interruptions (Duncan and Fiske, 1977)
 - patterns of teacher-student interaction, like question-asking and idea-receiving (Stake, 1995, p.31); andby following categories of nonverbal behaviour used in previous research, such as, to name a few
 - postural movement (Dittman, 1977, p.97; Norton, 1983)
 - gesture (Kendon, 1988, p.131)
 - facial expressions (Dimberg, 1997, p.48; Knapp and Hall, 1997, p.332);
3. recording visual and oral data on video tape (McMillan, 1996);
4. transcribing all the interviews and conferences;
5. including participant quotations and detailed descriptions in the report (ibid.).

To achieve the validity of using a research method that matches the research questions, explains the research issues (Mason, 1996) and reflects the reality (Field and Morse, 1985, p.116), this study adopted the following measures:

1. conducting research in a naturalistic setting (Stake, 1995);
2. securing an appropriate sampling of credible participants (Field and Morse, 1985, p.117) by:
 - having teacher participants who can represent the population and possess knowledge of the subject under study, and
 - having student participants who are typical students in the context of the research study and so can represent the targeted population;
3. triangulating observations (Campbell and Fiske, 1959) from multiple sources of data to verify the findings and to “search for additional interpretations” (Flick, 1992, p. 195) through the following means of data collection:
 - video-taping classroom lessons
 - conducting pre- and post-interviews
 - video-taping conferences and interviews with all participants to gather data from all perspectives
 - conducting post-conference video stimulated recalls;
4. conducting member checks (Field and Morse, 1985) by having participants review data via interviews and video stimulated recall;
5. adopting a combination data analysis approach with the inclusion of descriptive statistics in the interpretive analysis process, such as frequency counts and average measurements of volubility, to corroborate data (Rossman and Wilson, 1984).

3.14 Summary

Before concluding this methodology chapter, Table 3.5 summarises how the researcher set out to answer the research questions stated at the beginning of the chapter, and where the relevant results are reported in this dissertation.

Table 3.5 Answering the research questions of the study

Research question	How it was answered (e.g. research phase, method, etc.)	Related chapter(s)
#1a What are teachers' and students' beliefs and expectations about the writing conference?	(i) In phase 1 of the research, by interviewing teacher and student participants before they conducted any conferences together. (ii) In phase 1 of the research, by observing and videotaping lessons in which the teacher announced to students about the upcoming conferences.	Chapter 4.1
#1b How are these (beliefs and expectations) related to the way they handle their conferences?	(i) In phase 2, by comparing what participants said they would do or expect with what they actually did at the conferences. (ii) In phase 3, by interviewing participants about the conferences as well as what they did or did not do in them, and why. (iii) In phase 3, by conducting stimulated video recalls with teacher participants about the conferences as well as what they did or did not do in them, and why.	Chapter 4.2 Chapter 6
#2a What happens in the course of the writing conference in both verbal and nonverbal aspects?	(i) In phase 2, by observing and rewatching the videotapes of all the conferences. (ii) By transcribing all the conferences in full. (iii) By categorising and analysing the verbal and nonverbal features and interactions (e.g. talk sequence, volubility, gaze, gestures, etc.). (iv) In phase 3, by interviewing participants about their verbal and nonverbal behaviour and interactions during the conferences.	Chapter 4.2
#2b Are there any patterns of behaviour that can be traced across conference participants?	(i) By categorising and analysing the verbal and nonverbal features (e.g. talk sequence, volubility, gaze, gestures, etc.). (ii) By comparing the verbal and nonverbal behaviour across all teachers and across all students.	Chapter 5

<p>#3 What is the relationship, if any, between the aspects mentioned in # 1 and 2 above (i.e. the participants' beliefs and expectations, the way they handle the conferences, and their verbal and nonverbal behaviour) and (a) students' evaluation of their conferences and (b) students' understanding of the writing task, the teachers' advice, and how and why they should revise their writing?</p>	<p>(i) By analysing participants' input in the interviews and stimulated recalls in phase 3. (ii) By comparing the participants' evaluations and perceptions of the conferences with data from their pre-conference interviews in phase 1, the recordings of the conferences on videotape, and the analysis of the coded categories of verbal and nonverbal behaviour.</p>	<p>Chapter 4.2 Chapter 6</p>
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3.15 Overview of the following chapters

The next two chapters, Chapter 4 and 5, will report on the data collected by the multiple methods described above at the pre-conference, and the in- and post-conference stages respectively. Chapter 4 will describe the teacher- and student-participants' previous conferencing experience, expectations of the conferences this time, and how the teachers prepared students for the meetings. Chapter 5 will present a conference-by-conference examination of the salient verbal and nonverbal elements of the conference talk that determine the participants' interactions. The participants' evaluations of the conferences will also be presented.

Cross-case analyses will be undertaken in Chapter 6 in which consistencies and inconsistencies in the participants' behaviour will be traced to establish patterns and draw attention to any unique features that seem to have strong impacts on the interactions and the participants.

Based on the analysis, Chapter 7 will then discuss the interactional influences that affect the participants' evaluations of the conferences, and will attempt to apply a health analogy to analyse the situated experience of conferencing. Chapter 8 will end the

report with a conclusion, comment on the significance of the study and offer some suggestions for further research.

Chapter 4 Data analysis I: Pre-conference

This chapter will describe data collected at the pre-conference phase and is divided into four parts. First, students' beliefs and previous experiences of conferences are described in Section 4.1, then teachers' perceptions and expectations about writing conferences are explained in Section 4.2, followed by Section 4.3 which discusses the pre-conference preparations that the teachers asked of themselves and of their students. In Section 4.4, an examination is made as to whether the teachers' pronouncements regarding conference preparations corresponded with their expectations of the upcoming conferences.

4.1 Students' perceptions and expectations of writing conferences

The first time that the researcher met with the students was when they were interviewed individually around a week before their first conference in the data collection process of this study. The interviews were to fulfill three purposes: to find out (1) whether these students had had writing conferences before; (2) if yes, how they remembered those experiences; and (3) whether they had any expectations or feelings about their upcoming conferences. (c.f. Appendix 5 - 12 for the students' pre-conference interview transcripts.)

4.1.1 Previous conferencing experiences

The two tables in Appendix 13 show respectively the experience, perceptions and feelings of students who had had writing conference experience before this study was conducted, and those who had not had any.

Half of the student participants of this study, including Fiona's students, Yvette and Lily, and KK's students, May and Peggy, had had the experience of a writing conference before the data collection began. Three of them, Yvette, May and Peggy,

had had conferences in a university setting, which were all with English language teachers about assessed assignments. Yvette, who was taught by expatriate teachers, had had all her conferences conducted in English; and the other three students had had them in both Cantonese (the teachers and students' mother tongue) and English. Without exception, all these assignment-related meetings were teacher-initiated; and most of them were one-to-one meetings.

The 'experienced' students' comments on their previous conferences were all positive. They gave a few similar reasons why the meetings were helpful, most of which were related to what students received. Lily, May and Peggy said that they received information about the mistakes they had made through seeing the teacher face-to-face, while Yvette said she managed to obtain answers from teachers and Lily felt she could get a higher mark for her assignment. The interviews showed that three out of the four experienced students were passive recipients during the teacher-student meetings; only Peggy mentioned that conferencing gave her a chance to ask questions, indicating that students could, besides listening to the teacher, take an active role too. As can be seen in Table 1 of Appendix 13, two other reasons for positive evaluation of previous conferences included the opportunity to have more personal interactions with the teachers (Lily), and to practise speaking skills (Yvette).

Out of these four students, Lily was the only one who described an unpleasant conferencing experience. She said: "Some nervous, because I think my English is not very good." Conference anxiety could thus be caused by the students' awareness of their low ability to comprehend and communicate in a foreign language.

Pre-conference interviews also revealed that these four students had all had the experience of chatting informally with teachers about homework. Unlike formal conferences that were organised by their teachers, the informal chats were initiated by the students; and they all found the chats helpful to their study.

The other four students, Celine and Keung (students of Ashley) and Peter and Ben (students of Jane) had never had writing conferences before. Their reasons for not having had any formal conferences and their experiences of informal chats with teachers about homework are recorded in Table 2 of Appendix 13.

Celine, Keung, Peter and Ben never had formal conferences with teachers before because none of their previous teachers had organised one. As shown in Table 1 of Appendix 13, those who had had conferences before had them because the teachers organised them. Besides no teacher-initiation, Celine believed that “both sides [i.e. student and teacher] didn’t initiate that kind of conferencing. You know teachers, very busy with school works and students in Hong Kong don’t want to talk with teachers so frequently.” She further added that in her observation, students “don’t like to ask teachers anything because we don’t like to have too much interaction with them, because some may think that, other students will think, oh we are trying to keep a good relation with teachers”. She also believed that some students were afraid that they would expose their own weaknesses in learning and language use. “Some of them are afraid that teachers will know, oh you have so many questions, they were afraid that the teacher would discover this shortcoming”.

Keung, Peter and Ben have had plenty of experience talking informally to their teachers about homework, either in secondary school or in university; and they rated the informal meetings with teachers as helpful since they could get what they wanted from them. The chats were all with non-English language teachers and conducted in Cantonese only. In contrast to teacher-initiation for formal conferences, the informal meetings were all initiated by the students and Peter made use of his teachers’ consultation hours to ask about his studies. It should be noted that Peter and Ben indicated that they had never had 1-to-1 formal or informal meetings with teachers before, and so their upcoming conferences with their teacher Jane would be their first experience of meeting with the teacher alone.

The tables in Appendix 13 show that no matter whether the students had had formal conferences or informal meetings with their teachers, their experiences had all been encouraging. Lily was the only student who mentioned anything negative in her pre-conference interview, not due to external reasons but that her worry over her own English standard was the culprit.

4.1.2 Conferencing expectations this time

Students' expectations of the upcoming conferences were less varied. Table 4.1 below shows that all eight students harbored expectations and thought the meetings would be helpful. But there existed in half of them some negative emotions too, such as anxiety and fear.

Table 4.1 Students' feelings about the upcoming conferences

Expectations/Feelings about the upcoming conferences	Yvette	Lily	Celine	Keung	Peter	Ben	May	Peggy
Expectations existed	✓	✓	✓	✓	✓	✓	✓	✓
No expectations								
Positive feelings, e.g. think it would be helpful	✓	✓	✓	✓	✓	✓	✓	✓
Negative feelings, e.g. nervous, worried, afraid to talk to teacher		✓	✓	✓	✓			

None of the students mentioned at the interview that they were happy to be meeting with the teacher, or looked forward to showing the teacher their draft. Rather, there were some worries in Lily, Celine, Keung and Peter. Celine and Peter were worried that their draft might make them look bad in front of their teacher while Keung felt nervous about having to conference completely in English since his teacher, Ashley, was an expatriate teacher. Lily's source of anxiety was different. Her teacher, Fiona, had told all students to ask questions at the conference, and Lily was afraid she would

not know what questions to ask or the English to ask them. She knew that she was always nervous in front of a teacher and having to talk in English would make it worse. It therefore seems that negative pre-conference feelings of students stemmed from two sources: worry about self-image, and self-perceived inability to communicate and ask questions in English.

Despite these uncertainties, all eight students expected the conferences to be useful to their assessed assignment and so none of them ever thought of skipping the tutorials. We shall see later in this chapter how the conferences actually proceeded and whether the students' hopes and fears came true.

4.2 Teachers' perceptions and expectations of writing conferences

Since the four teachers are from very different backgrounds, it seemed probable that their beliefs and experiences of conferencing would be very different too. In order to understand the conferencing beliefs of the teachers in the study and how those beliefs were formed, I conducted a pre-conference interview with each of them individually, (c.f. Appendix 14 -17 for the teachers' pre-conference interview transcripts), where I asked them about their education background as well as previous work and conferencing experiences. This section reports on data collected in the pre-conference interviews and explores how their background and experiences shape their perceptions and expectations of the writing conference.

4.2.1 The four teachers

Fiona

Fiona had no conferencing experience when she was a student herself in the UK; but has been doing conferencing with all her students since 1998. Her first experience of observing conferences was in the UK when she saw how others gave feedback to health service managers, and this made a deep impression on her as she realised how amicable and harmonious the feedback session could be as the participants genuinely

talked to each other. In particular, she learned from a psychologist who counselled staff that were having problems. She found him very effective, but “he didn’t give any solution; he never ever gave any solution; but that’s what we all do naturally, right? And it just proved how unsuccessful [giving a solution] was”. This was the conclusion that she drew regarding the success of his sessions: “I would bet it’s all on the interpersonal side”.

Her own experience of tutoring students in Hong Kong tells her that conferences are popular among students. “Students are so enthusiastic about the idea of an individual conference” and “would probably get more out of conferences” than regular teaching that she would have conferences every lesson if she could, “but this idea won’t be accepted by the authorities”.

In the beginning, her conferences were often “teacher-based tutorial” since students were “not skilled in asking questions, analysing their own work and realising where the problems were”. Some students “wanted it all sorted out for them”, which made Fiona very unhappy, so she refused to give them overall comments on everything or to re-teach because “they shouldn’t need it”; “they’ve had the teaching in class already”. She has “done the teaching” and she would not “do it all over again”.

These experiences with passive learners caused Fiona to change her conferencing tactics last year. In the method she had developed for herself, Fiona was determined that students *had to* learn to critically review their work, pick out the problems and ask suitable questions about them. Now, she always insisted on students preparing not only a draft but also questions about it. Then, instead of re-teaching or reading students’ draft in order to comment on it, her role would be to answer those questions and talk to students about the problems that they had pinpointed themselves. She had learnt from her observation of health service conferences in the UK that she must pay attention to the interpersonal side of conferences and aim to be effective like the

psychologist from whom she had had the fortune to learn, by holding conferences that would create an amicable and pleasant atmosphere.

Ashley

Ashley was born in the UK and received her BA and MA in TESOL at Columbia University, Teachers College. Her work experience included teaching TESOL in the States for 2 years, and English training for employees of an international bank in Hong Kong. She had some experience of conferencing at Columbia University and had “always tried to fit in conferencing” in her own teaching.

Ashley sees “conferencing as part of process writing”. She expects conferences “to develop the skills in the students”. Through these meetings, she wants “to raise their consciousness, to develop their critical thinking”, which are skills “that students can use later for their own writing” as they “put themselves in a position for being the reader”. Maybe they will “make big changes to their idea”. Therefore she will ask them questions like: “Why do you want me to read this? What do you want me to read it for?”

Although Ashley thinks that conferencing in a Hong Kong university is limited and difficult because students are given limited time to do their assignments which are product- rather than process-oriented, she still tries to leave time for conferences whenever possible. She believes that conferencing should not be “prescriptive, not teacher-centred”, but “has to be interactive”. The writing conference is a chance for students “to make an appointment” to see her, and gives “them an opportunity to respond to her comments”. She would “prefer students to come with very definite questions in mind and with how they want to use this conferencing” so that they see her as a facilitator; but she would not force them to do that, nor insist on that role for herself.

Looking back at her past conferences, Ashley said that most of them were pleasant, through which she “got to know the students better”. She realised that they have “got to be short” so that she is “not wasting the other students’ time”. Her target is to finish seeing twenty students in three hours.

For Ashley, the most unpleasant experience was “when students only really want to use the teacher for just a quick fix, and give you an expression of ‘don’t bother me’, just fix this piece of writing so I can get on to something that’s worthwhile.” So she told the researcher that if students ask her to change their syntax, then she would tell them: “look, I’m not going to do that”; or “I refuse to do that”. She would rather ask them to “read out where they want the quick fix” and “sometimes they self-correct as they read”, which is an experience that Ashley wants her students to have.

Jane

Jane was born in China where she finished her BA degree in English Language and taught EFL for nine years in university. She then completed her post-graduation diploma in Education in Australia, and had a year of high school teaching experience there. Then she moved to Hong Kong where at first she taught Chinese to international students in school before teaching ESL in university. She now holds an MA in English Language Teaching and has taught college ESL for six years in Hong Kong.

She had no experience of being conferenced when she was a student. Her first hand experience of being conferenced started only during her MA studies when she was conferenced by her supervisor for no more than five times. Her own experience of conferencing others began in the third year of her university teaching in Hong Kong when one of the assignments required students to work on a 1,500-word long term paper over a period of three to four weeks; and Jane felt that she could schedule in conferences to help students with their first draft. Since then, she has been conducting conferences with all her students.

Her experiences as a conference-r and a conference-e tell her that conferencing is “crucial for students”. Sometimes, through no fault of their own, students are confused about the assignment, and having the teacher making clarifications in front of the whole class is often not as effective as doing so in one-to-one appointments. The main purpose of a writing conference, therefore, is to “ensure that [students] are really on the right track”.

To make these clarifications, Jane has tried two methods. At first, she tried to “get students to talk about what they know about the assignment” and “what kind of components” to put in. But in the past this method usually did not work because either the students would not talk or they “couldn’t tell much”. So, she adopted another method, i.e. to skim read their draft quickly, “read through the outline and ask them a lot of questions”, mainly on the content and structure of the assignment. She believes that as she asks, students will realise “what they’re really supposed to do and the way they should do it”. This, she claims, is a “very productive” conferencing method and “students like it also; they really really like it”. She further explains that “it’s important to be serious during conferencing, because you can’t just beat around the bush. You really need to hit the point and ask questions to do that.” This is how she describes the effects of this questioning-method: “[I] get excited and serious and students get stunned!”

Although she finds conferencing useful for students, not every conference has been a happy experience. Jane admits that she has got “frustrated with students; with writing [she] can’t really understand – writing so messy that [she] cannot read clearly.” She is also “frustrated when they can’t answer questions clearly” and in these situations “students get frustrated too”. She does not believe that this is a grave problem because it “doesn’t happen very often; only with very very weak students.” Even then, she felt that students are “still very enthusiastic getting conferencing, getting help”.

KK

KK is the only male teacher in the study. He has around twenty-five years of teaching experience, all in Hong Kong, with the first thirteen years as an English language teacher in primary and secondary schools and the rest in post-secondary colleges and university. He received his Bachelor's and Master's degrees as well as his teaching certificate from Hong Kong universities, and at the time of this study, was doing part-time Doctoral studies in Education Management with an Australian university.

Although he seldom had conferencing opportunities when he was a student, throughout his years of teaching tertiary level English, he has conducted writing conferences himself; except in two difficult cases. First, he had taught courses with an extremely tight syllabus, and he felt that he had to press on with teaching, leaving no time to slot in individual conferences. Second, there had been times when the assessment system was too rigid and unfriendly to do process writing. In both these situations, KK felt that reality was "squeezing teachers at the neck", and so he was not able to find the time or the energy to work conferencing into his teaching schedule, even though he saw the value of meeting students on an individual basis to talk about their work.

Each week, as his teaching practice, KK sets apart a few hours as consultation hours when students can find him in his office. His past experience tells him that students "very seldom come... voluntarily" during those hours. If he wants to see students outside of the regular classroom, he realises that he has to *arrange* for that to happen as students usually come "only on [his] request". In view of this, he usually pre-arranges his conferences one to two weeks beforehand.

There are three considerations that guide KK's pre-arrangements with students. "Because of some kind of educational psychology", he believes in giving students "a space which is novel to them", a place that could be "more comfortable and more room" than "the same old classroom, boring". Also, he is not sure how he can find things for

the rest of the class to do and to “occupy their time meaningfully”. His conferences are therefore usually held outside of regular lesson time in a learning area which looks and is furnished quite differently from an ordinary classroom. Another consideration is time constraints. Instead of doing conferences during class time, he would tell students the hours that he could set apart for conferences and students should sign up. A third consideration is his own perceived inability to read much on the spot, so before the conferences, students have to first submit a draft, which can be from “a few paragraphs to the whole body finished”, and give KK some time to read it before they meet.

Generally speaking, KK has had a very pleasant conferencing experience. First of all, before the conferences when students are told about them, their “attitude is usually OK” because “there is something they want to find out”, i.e. “why the teacher is organising something which is new to them”. Secondly, during the conferences, he himself usually enjoys the “experience very much”. One of the main reasons is that when he is in a regular lesson, he gets “very conscious of time constraint”, but in out-of-class conferences, he finds it “very natural” to spend time talking to students; and hence the atmosphere is more relaxed. Thirdly, at the end of the conferences, he “thinks students enjoy conferencing experience very much”, partly because “they can stay away from the classroom for a while” and also because they can get something meaningful out of it.

KK believes that there is a main purpose of conferencing, i.e. for the teacher to give comments on students’ draft that he had read beforehand. He thinks that this suits students very well as “students don’t want to talk but just want to listen when they come to conferences because they have spent a lot of time drafting and writing. The conference is the chance to hear the teacher talk”. In line with this idea, he strongly feels that brainstorming is not a purpose of conferencing. Naturally, then, the teacher speaks more, and more often, than the student.

Tying in with this consciousness of more teacher-talk than student-talk, KK made a very interesting comment that revealed his idea of student- or teacher-centredness.

“I tend to be... slightly, a bit too teacher-centred sometimes, but, well, very often I tend to start with a more child-centred approach or student-centred approach, but once they do not give me answers, I started to be very teacher-centred.”

To KK, when the student talks more, even when they are talking to answer teacher questions, the conference becomes more student-centred; and vice versa, when the teacher talks more, it becomes teacher-centred. Since the students come to conferences to hear him talk, it seems logical to him that his conferences contain more teacher talk than student talk and are teacher-centred.

4.2.2 Comparing the four teachers

To summarise the teachers' pre-interview results, Table 4.2 on the next page shows the similarities and differences between the four teachers in three broad areas: past experiences, expectations of conference contents and expectations of conference atmosphere. Under 'expectations of conference contents', there are items named 'teacher (or student) –led discussion' and 'teacher (or student) –centred conference'. Such a distinction is made here because the teachers made that distinction in the interviews. The former literally means the teacher (or student) leading the direction of the conversation whereas the latter is used to indicate whether what is discussed surrounds the teacher's needs/queries/ideas or the student's. In other words, there are four possible combinations: teacher-led and teacher-centred; teacher-led but student-centred; student-led and student-centred; or student-led but teacher-centred.



Table 4.2 Teachers' conferencing experiences and expectations

	Fiona	Ashley	Jane	KK
Previous conferencing experiences				
Conference experience as a student		✓	✓	
Conference experience as a teacher (years of experience)	✓	✓	✓	✓
Has learnt conference techniques	✓			
Mostly positive experiences of conferencing	✓	✓	✓	✓
Mostly negative experiences of conferencing				
Expectations of the conference contents				
Attention on the student/interpersonal side	✓			
Attention on the draft		✓	✓	✓
Not clear about where the attention should be on				
Teacher to lead discussion			✓	✓
Student to lead discussion	✓			
Not clear about who should lead the discussion		✓		
Teacher-centred conference			✓	✓
Student-centred conference	✓	✓		
Not clear whether teacher- or student-centred				
Expectations of the conference atmosphere				
Amicable and harmonious	✓			
Relaxed				✓
Serious			✓	
Not mentioned		✓		

Table 4.2 reveals that the four teachers were quite different in their perceptions of conferencing as there is no single item under 'expectations' where all four agreed. Although the four teachers have been practising conferencing for a few years, only Fiona has learnt conferencing techniques. While Ashley and Jane's experiences as conferencees informed them of the method to conference others, KK said he learned how to conference by trial and error through conducting conferences himself.

Regarding expectations of the contents of a writing conference, three teachers agreed that attention should be on the draft whereas Fiona believed that attention

should be on the interpersonal side of the conference, and hence on the student writer. She chose this target of attention in her expectation that her conferences would have a pleasant and agreeable atmosphere. The two Chinese teachers expected conferences to be teacher-led and teacher-centred whereas Fiona expected the exact opposite. While Ashley hoped that her conferences would be student-centred and interactive, she did not make it clear at the pre-conference interview whether she would ask her students to lead the discussion or she would lead it herself. She would like to see students ask questions but that was a hope rather than a requirement.

Three of the four teachers, Fiona, Jane and KK, made some reference to the atmosphere but their choice of adjectives were quite different. Fiona intended it to be amicable because that was the atmosphere that she had observed and liked; Jane wanted it to be serious with her direct and sharp questions; while KK expected it to be more relaxed than that in the classroom because he would be less hard-pressed for time. Ashley, however, did not comment on the conferencing atmosphere in her pre-conference interview. It is possible that she had not given that aspect much thought before. This variation in the teachers' references to conference atmosphere might mean that their upcoming conferences could be different in terms of tone and mood. We shall find out about this in Chapter 5.

Now we will continue to explore the pre-conference phase by looking at how the teachers announced the conferences to students and whether their expectations had any effects on operational decisions.

4.3 Pre-conference preparations

Although the four teachers were all teaching the same course with students writing the same report assignment, differences in their styles and methods were apparent in the way they prepared students and themselves for the conferences. This section is divided into three parts: (i) discussion of each teacher's conference preparations, (ii)

overall discussion and (iii) discussion of how the teachers' pronouncements regarding conference preparations fitted their expectations of the conferences.

4.3.1 Conference preparations of each teacher

Fiona

A week before Fiona wanted to conduct the conferences, she gave students a choice of two options: (i) to have a normal lesson with classroom teaching of materials related to the assessment, or (ii) to have individual conferences about the upcoming writing assessment.

“You've got a choice.... Alright, you can continue with the book for one more week and do more theory and exercises on the book, or you can write your own report and bring questions to me, and I'll have individual tutorials with you in the classroom.”

She wanted the students to choose tutorials as she believed that “conferencing is successful” since “in the past, [she had] always found some glaring things”. In her experience, “students always chose conferences”. Some of her former students even thought that conferencing was “the most useful thing that we did in English courses” as they “got a few things that they could change and learn for the future”. She did not expect this group of students to be any different; and indeed, when she asked students to indicate their choice, no one raised their hand for the former but all hands were up for the latter.

Then Fiona told students to bring two things with them. First, they should “bring what [they] have finished from the report”. “If you have finished one page, bring one page; or two pages or the whole report.” Second, to make the meetings “more practical and useful”, she also told them to “bring some questions” about either the assignment task or their writing. In the lesson just before the conferences were scheduled, Fiona reminded the students to bring questions and told them that if they did not have any questions, then the tutorial would end. She emphasised that she would not welcome

questions such as “Can you comment on my grammar?” Instead, she taught students to ask questions like “Does my conclusion fit my findings?” “Is this paragraph concise enough?” “Is my conclusion compatible with my findings?” “Is the organisation clear?” – aspects of writing that she had highlighted in class. She wanted students to think “of what was taught in class when they come for the conference”.

Fiona also explained to her students the number of tutorials that would be arranged per lesson. She only wanted to spend three hours of regular lesson time on conferences and there were twenty students in the class; so each student could only have around eight to nine minutes with her. She then allowed the students to choose which hour they would prefer to come. Only those students that chose to come in the same hour needed to be present for that lesson, and they would have their conferences in the same classroom where they had their regular lessons.

Fiona further announced what others should do when conferences were going on:

“You’re not wasting your time. When I’m doing the tutorials, what you should do is you should continue to work on your report. Don’t think you’re finished yet, right? Or you can ask each other the questions you prepare for me. Maybe your friends would have the answers.”

In this way, Fiona prepared her students for the one-to-one meetings. Decisions were made with regard to the location, the date/time, the order of tutorials, and the things that students should do during their tutorial as well as before and after it.

Ashley

Unlike Fiona, Ashley did not present students with two choices: regular lesson or tutorials. Although she would want all students to come for at least one conference, she “never made conferences mandatory for everyone”. She made a simple announcement to students a week ahead of time concerning four things about the conferences. First, she would be seeing students one to one about their upcoming

assignment; second, students should bring with them a draft of their report assignment, but the draft did not have to be complete. Third, they would be meeting during the regular lesson time; but fourth, they would not be in the classroom; rather, they would be in smaller learning areas or rooms that were more suitable for one-to-one tutorials. In other words, regular lessons for the following week would be cancelled and in lieu of them, there would be conferencing held somewhere else. She then arranged with the students the order of the conferences.

Regarding the purpose of the meetings, she told students that the meetings would give “the opportunity for them to really say what they think [was] problematic”. She wanted students “to have that experience of talking out a piece of writing”. Conferences, of course, also allowed her to respond to her students’ draft. She saw the teacher’s role as primarily reading whatever the students “were willing for the teacher to read” and commenting on what she read. She would “prefer students to come with very definite questions in mind and with how they want to use this conferencing”, but contrary to Fiona, that was only a preference and not a demand as she did not make that compulsory.

Jane

Weeks before the assignment was due, Jane told students that there would be chances for them to see her one-to-one to talk about it. In the week before she wanted to hold any conferences, she gave students more details of how those meetings would be conducted.

First, she explained what she meant by conferencing: “I’ll talk to each individual person for each individual part. I mean from next week on, we’ll have meeting, you people and me individually”.

Then she told them what they needed to prepare for it. “In order to get it done properly, you people have to give me something.” At first she told them that “what you need to give me is a one-page writing”. This page had to include the introduction which contains the purpose of the report, and the methodology of data collection for the report. If students could manage to show her a full introduction section, that would be even better.

Students also had to tell her “how many sessions [they] can have” in the findings section and “what kind of data” they would have, “what kind of conclusion [they] can get”, as well as “some possible recommendations”. She said:

“You should also be able to tell me this data is composed by yourself or borrowed from a written document. You need to be sure that you need to tell me this.”

She made it clear that preparing a draft or an outline of the assignment was very important. If there was no preparation, there would be no meeting.

“If you don’t have the writing, you don’t have to come talk with me. You need to have the writing in hand in order to talk with me.”

After she had finished explaining the student’s preparations for conferencing, Jane went on to clarify the teacher’s role. Since usually she would “not really have the time to read the details” of the draft, she would ask “a lot of questions” to help her students “realise what they [were] really supposed to do and the way they should do it”.

“When the time you talk with me, I’ll ask you a lot, a lot of questions based on your writing. ... I need you people to be on the right track. The way I tell people is to ask them questions.”

Finally she announced the logistical arrangements. The conferences would be held in the classroom during the regular lesson time in the following week, i.e. altogether there would be three hours of conferencing. All students had to be present for all the three

hours of class, no matter when they were to meet with Jane. The order of the conferences would follow the order of names on the class list.

KK

KK's pre-conference preparations were quite different from the other three teachers'. He was the only one of the four who required students to submit a first draft a few days *before* the conference so that he had time to read and write comments on it. There were two reasons for this. First, he did not "think he [could] read the draft immediately on the spot". Second, it was his belief that students did "not want to talk but just want to listen when they come to conferences because they [had] spent a lot of time drafting and writing. The conference is the chance to hear the teacher talk." In order to be able to do that talk, he would have to have read the draft beforehand.

Another aspect in which he was different from the other teachers was that his conferences were conducted in addition to regular class time. This decision was made based on consideration of time. Since there was already a "tight teaching schedule", he felt that he could not afford to lose three more hours of precious teaching time on one-to-one tutorials.

As stated earlier, another decision he made concerned the venue of conferences. "Because of some kind of educational psychology", because teachers could "give them a space which is novel to them", he would meet with students in places that are different from and "sometimes more comfortable than the same old classroom: boring". Having conferences in the classroom with other students present was not an appropriate choice "because the rest of class [did] not have anything to do to occupy their time meaningfully". His previous "teaching experience [told] him that when the rest of the class [was] idling, discipline problem [arose]". He believed that students would like staying away from the classroom for a while, "enjoy the new environment" and may consequently "speak up more".

Given the two considerations above, KK announced the conferences one and a half weeks to two weeks before they were to take place, so that students could have enough time to write a draft and he could book other places to meet with them. Since it was an individual assignment, he told students that he would see them individually, and each student would get around ten minutes of his time. He listed the hours in the following week when he was available for conferencing and students should choose a time that fit their timetable. He then booked one of the small learning areas or rooms and told the students to meet him there.

4.3.2 Comparing the four teachers

These then, were the preparations that the four teachers required of themselves or of the students at the pre-conference stage. To sum up, Table 4.3 on the next page shows the main features of each teacher's pre-conference pronouncement.

Areas of agreement among the teachers: drafting and timing

It is clear from Table 4.3 that only in one area were the four teachers' pronouncements exactly the same, and that was that students had to prepare a draft before they were to meet the teacher at the conference. There was agreement from three teachers in two aspects: that conferences were to be conducted in regular class time and that the teacher would comment on the draft during conference time.

Table 4.3 Teachers' pre-conference pronouncements

Teachers' pre-conference pronouncements regarding venue, time, student/teacher preparation and roles	Fiona	Ashley	Jane	KK
To be conducted in the normal classroom	✓		✓	
To be conducted in other learning areas		✓		✓
To be conducted in front of other students	✓		✓	
To be conducted without the presence of others		✓		✓
To be conducted in regular class time	✓	✓	✓	
To be conducted at other times				✓
Students' preparation is to write a draft beforehand	✓	✓	✓	✓
Students' preparation is to submit a draft beforehand				✓
Teacher's preparation is to comment on draft beforehand				✓
Students' role is to ask questions at the conference	✓			
Students' role is to answer questions at the conference			✓	
Students' role is to talk about their draft at the conference		✓		
Students' role is to listen to the teacher at the conference				✓
Teacher's role is to ask questions at the conference			✓	
Teacher's role is to answer questions at the conference	✓			
Teacher's role is to comment on draft at the conference		✓	✓	✓

Areas of disagreement among the teachers: students' and teachers' roles

Table 4.3 indicates an interesting phenomenon that while all four teachers shared the belief that students had a role to play before the conference (i.e. drafting their assignment), they differed greatly in their idea of the students' role during the conference. In fact, each teacher had a different concept of what the student should mainly do when they meet. Fiona's students would have to take a most active role; they had to ask questions, and not just one, but throughout the conference. In other words, they would need to do more thinking and preparations beforehand than other students. Ashley's students should also take a fairly active role by talking about their draft; but that was not compulsory and Ashley had indicated that students could remain silent if they preferred. The other two groups of students were expected to play a more

passive role: Jane's had to answer her questions whereas KK's only needed to listen to his feedback on their writing.

Since KK had already read the drafts before the meetings, he would be able to comment on what he had read and thought about; while Ashley and Jane would read and give comments on the spot. Among the four teachers, Jane was likely to take the most active role as the questioner and checker to make sure that students were on the right track with their assignment. Fiona would be the only teacher of the four who saw the teacher's role not as commentator, but as answerer. Since she wanted her students to be pro-active, she saw herself in a correspondingly more passive role, i.e. to answer her students' questions. She would not wade in immediately with her amendments of the draft, nor would she initiate comments on it, but would wait for the student to voice concerns and set the agenda. In this way, her role would be different from the ones taken up by the other teachers who saw themselves primarily as commentators on students' writing.

We shall see later in Chapter 5 whether the teachers were true to their word concerning their own roles and whether the students really acted according to these teacher-prescribed roles.

4.4 The relationship between conferencing expectations and operational pronouncements

Overall, it seems that the teachers' explanations of their conferencing operations did stem from their expectations of the conferences. As shown in Table 4.3, Ashley, Jane and KK all prepared to focus their attention on their students' drafts, and they did indeed tell students to bring a draft with them and that the teacher would comment on it at the conference. KK hoped to read the draft beforehand, and so he asked students to submit a draft beforehand for him to write comments on before he would meet them.

Jane and KK expected the conferences to be teacher-led and teacher-centred, and this matched their explanation of the process. For example, Jane told students that she would ask them a lot of questions which they had to answer, whereas KK told students that he would use conferences to give feedback to students about their writing, which he expected them to listen to attentively.

Table 4.3 indicates that Fiona had different perceptions of the writing conference procedures from the other three teachers. She wanted the student to (i) be the focus of her attention, (ii) lead the direction of the conference and (iii) be the centre of the conference. When she announced how she wanted the conference to be conducted, she made it clear that students had to prepare questions to ask her and that she would be there to answer their questions. The conference would be a chance for students to clarify things rather than for the teacher to teach. These pronouncements indicated that Fiona was prepared to realise her conference expectations.

In the pre-conference interview, Ashley did not specify whether her conferences would be student-led or teacher-led. Table 4.4 shows that she was prepared to spend time in the conference to talk about the assignment as well as to have her students talk about it. Although she would like her tutorials to be interactive, it did not matter to Ashley whether the teacher or the student played a bigger role because she had made it clear that she would not force her students to talk or initiate questions at the conference.

The next chapter will reveal whether the teachers' hopes regarding the atmosphere of the meetings would be actualised, and whether students and teachers did act out their prescribed roles in the actual conferences.

Chapter 5 Data analysis II: In-conference and post-conference

There are eight sections in this chapter comprising eight sets of data analysis. Each set involves a conference between a teacher and either his/her strongest or weakest student. They are arranged in the order of teacher #one plus strong student, teacher #one plus weak student, teacher #two plus strong student, teacher #two plus weak student, and so on.

Each subsection is divided into four parts: (i) seating arrangement, (ii) verbal analysis, (iii) nonverbal analysis and (iv) overall participants' comments. To orient the reader, a map of the classroom (Brumfit and Mitchell, 1990, p.14) showing the seating arrangement is illustrated first before delving into what was said and how it was said. Post-conference interview data were used to explain the observations made of the conferences and to examine whether the participants' recollections of what happened matched what really happened. (See transcripts of post-conference interviews in Appendix 18-29 and transcripts of stimulated recalls in Appendix 30-33.)

Verbal behaviour that was analysed include discourse phases, volubility (i.e. student talk, teacher talk and time at talk), overlaps, backchannels, laughter, directives, frequency of mitigated utterances and the receptions of evaluations and directives. References were made frequently to the transcriptions and word count tables in the appendices.

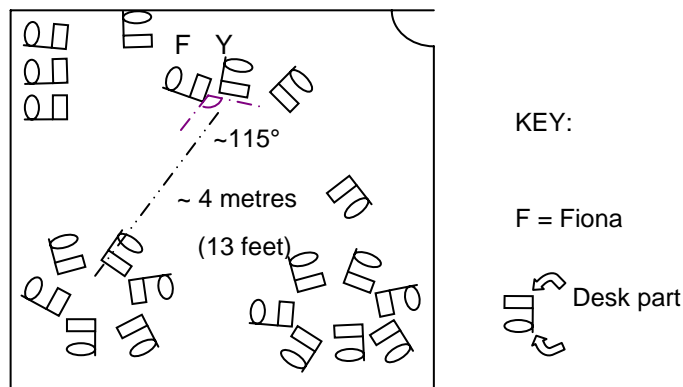
Nonverbal features of both the teachers and students were coded in 30-second slots. They were discussed in the following categories: body movement and posture, gesture, facial expression, gaze and vocal cues; and references were made to the coded nonverbal tables in the appendices.

5.1 Conference analysis: Fiona (teacher) and Yvette (student)

5.1.1 Seating

The conference was conducted at the front end of a classroom where around half of the class of students was present. Students not involved immediately in the conference were seated at the back, working in groups on their English assignment and waiting for their turn to talk to the teacher. The room roughly measured 5 metres (16½ feet) by 6.6 metres (21½ feet) with individual tablet chairs 0.6m by 0.75 m (2 by 2½ feet) instead of separate desks and chairs. The teacher pulled three tablet chairs to the front of the room, the left one for herself, the middle one for the student and the right one for students to put their books and documents on, as illustrated in Fig.5.1. Yvette took the middle chair and did not move her chair during the conference. The angle between the teacher and student remained at approximately 115° throughout the conference.

Fig. 5.1 Fiona and Yvette's seating



Since Fiona decided to incorporate conferences into the syllabus and to do them in class, the classroom was naturally the setting for her conferences. While she was seeing a student at the front of the room, she told students to either work on their assignment quietly at the back, at approximately 4 metres or 13 feet away from the conference area. Or they could form small groups and ask each other the questions they planned to ask Fiona when their turn arrived.

At the post-conference interview, Fiona evaluated the choice of conference location and believed that it worked for “practicality’s sake”. The students who worked at the back of the classroom and the pair-in-conference at the front of the room did not seem to have disturbed each other, and Fiona managed to see one student after another without losing any time. To minimise noise disturbance, she had in the classroom only those students whom she should have had time to conference with during that period, instead of having the whole class there. She also made sure that students who were waiting for their turn had something to work on. She would, however, prefer more “comfortable seats, like an armchair”, because she “would like students to feel as relaxed as possible”. She thought that a less formal atmosphere and environment is more suitable for students “to admit their weaknesses” and for the teacher to point them out. “It’s much better if [they] could do it in a relaxed way, rather than in a teacher-student mode”.

5.1.2 Verbal behaviour analysis

1. Discourse phases

Fiona started the conference with a nod and a smile at the student, which the student responded to with a very short *opening* phase for the conference by stating briefly her essay topic. (See Appendix 34 for a detailed transcription of the conference.) It was also the student, Yvette, who announced the *diagnosis* phase. She immediately followed her opening sentence with another short sentence, declaring her main problem with the assignment: “I have a problem for my introduction.”

The *directive* phase occupied the bulk of the discourse and followed either a simple or extended pattern of question-answer-confirmation check, e.g. lines 13 to 17:

- 13 Yvette: Recommend my boss?
- 14 Fiona: Recommending to your boss – yes.
- 15 Yvette: To minimise the occurrence of sex discrimination?
- 16 Fiona: Yes, exactly, so that...your argument is...work more efficiently.
- 17 Yvette: To work more efficiently.

In this 14½-minute conference, the student asked 12 questions, such as “So I need to interview my colleagues?” In five places, Yvette stated her query in a statement when she

was part thinking aloud and part asking the teacher for confirmation, and Fiona replied with confirmations, such as “Yea, yea, yea” in line 83 of the transcript.

By asking questions and stating queries, the student controlled the initiation of topics and the direction of the conference. This participation of the student as an active partner in conversation (Heszen-Klemens and Lapinska, 1984, p.16) is highly praised (Carter et al., 1982, p.364; Gilpin, 2003, p.12), as it reveals a “more egalitarian” interaction (Street and Wiemann, 1987, p.607).

The *closing* phase was initiated by Fiona saying “We’re going to have to finish that”. At that, she ended the meeting by telling Yvette to go over the plan and to think of any weaknesses; and inviting the student to come again if she had more questions.

The flow of the conversation reflected the teacher’s belief about the purpose of conferencing. As described in Chapter 4.3.1, Fiona clearly stated at the pre-conference interview that a conference was not for the teacher to teach. “I don’t see why I should be teaching again... I have done the teaching and I won’t do it all over again”. Instead, students had to “come with questions” and “correct their own work”, and take a participatory role (Harris, 1986, p.9; Leki, 1990, p.64; Arndt, 1993, p.105). Their preparation was considered to be especially important in order for conferencing to be “more practical and useful”; and the conferences would only last as long as they had questions to ask. Fiona saw the teacher’s role as the expert to answer students’ questions but would not “have time to give [students] comments on everything”.

These beliefs about how conferences should be run were reflected in the fact that Yvette took the initiative starting from the first discourse phase and altogether asked 12 questions and posted 5 queries in the form of a statement. Fiona, by contrast, did not ask the student any question about her assignment. She did not nominate the diagnosis phase, as most teachers do (Thonus, 2002, p.12).

At the pre-conference interview, Yvette stated that although leading the conference with questions made her nervous, she believed that it should be a useful experience and allow her to get what she wanted out of it as well as improve her speaking skills. Video data showed that she indeed led the conference with queries about her draft.

One of the restrictions that Fiona mentioned many times in the interviews and in the stimulated recall session was the lack of time. Due to a packed curriculum and heavy workload, Fiona could devote only one week of teaching time to conferences. She calculated the average time to be spent with each student as:

$$\text{time/student} = \text{total contact time/week} \div \text{no. of students}$$

There were twenty students in this class, meeting three hours per week; so Fiona divided three hours by twenty, meaning six to seven students per hour, at eight to nine minutes of conferencing time per student. That was why the one discourse phase that Fiona seemed to be in complete control of was the closing phase. Although Yvette might not have finished asking all the questions that she had prepared, Fiona would rather stop the conference and let Yvette go home and revise, then come back to see her again if there were more questions at that stage. This lack of time was noticed by Yvette who mentioned it at the post-conference interview. She found the conference “useful” and received answers to some of her questions, but did not have enough time to finish talking about all her concerns.

2. *Volubility*

Yvette and Fiona spoke a total of 235 and 682 words respectively in this 14½-minute conference, reflecting a student-teacher talk ratio of 1:2.9. (See Appendix 35 for details of their word count.) Fiona gave her longest turn when she answered about what should be included in the background section, whereas Yvette’s longest turn was at the beginning of the conference where she combined the opening phase with the diagnosis phase and asked her first question. Yvette and Fiona’s average number of words per turn were 12.37

and 34.10 respectively, yielding a ratio of 1:2.8 for average student to teacher talk per turn. The numbers meant that on the whole the teacher spoke almost 3 times as much as the student, using 2.8 times more words each time she spoke, and was therefore more voluble than Yvette.

At the post-conference interview, Fiona said she sensed there was more teacher talk, because first, the student was “not accomplished in this conference idea” and second, she was giving “her expertise” which on that occasion “was explanation or teaching”. Interestingly, Yvette’s recollection of the conference was different. She thought that *she spoke more* because the meeting was mostly about her asking questions. She believed that she had a good share of talk time at the conference. This conception allowed the student to feel a sense of ownership, that it was *her conference*, and not a teacher-controlled, forced conversation.

3. Overlaps and backchannels

The only overlap in this conference was initiated by Fiona in lines 94 and 95 of the transcript, where she took over the floor after hearing enough of the question to know what Yvette was asking. Yvette never made any overlaps. As for backchanneling, there was very little in verbal form, but a lot in the nonverbal form of nodding. This point will be further examined in Section 5.1.3 on nonverbal behaviour analysis.

4. Laughter

At one point in the conference, the teacher wanted a written plan that she had discussed with another student in a previous conference, so she asked that student to bring that plan to the front of the classroom. Instead of walking up to the teacher, the student asked the student in front of him to pass it forward. Fiona made use of this opportunity to joke (lines 59ff). Everyone, including Yvette and the whole class laughed and the atmosphere was jovial. Besides this laughter episode, Fiona and Yvette exchanged many pleasant smiles, which will be discussed in the sub-section below entitled ‘facial expressions and gaze’.

5. *Directives*

Most of the directives in the conference were instructions given by the teacher about what the student could or should do (West, 1990). Most of these directives were direct, e. g. “You’re going to describe...” or “Not exactly”. Three directives showed conditions or choices, e.g. “Yea. If this one, you just need one sentence...”. Fiona also gave the decision-making responsibility back to the student by telling her several times: “It’s up to you”.

6. *Frequency of mitigated utterances*

Fiona only employed two mitigated utterances. The first one was with a subjectivizer: “No, I think that’s not fair.” The second mitigation came in the middle of Fiona’s longest turn. After Fiona gave a clear indication of the necessity of a background section as well as the reason for it, she said ‘right?’ as an appealer type of mitigation strategy (Thonus 2002, p.37), and looked up at Yvette. Other than these two accounts, Fiona was always very clear and direct in her responses, comments and instructions.

7. *Receptions of queries, evaluations and directives*

Fiona always gave an answer after Yvette made a query in question or statement form. Sometimes her answers were in the affirmative, such as “Yes”, usually with a short explanation, such as “Yes, exactly, so that...your argument is...work more efficiently”. When Fiona undoubtedly disagreed with Yvette, she did not hesitate to point it out clearly with direct answers such as “No, just do some desk research”, and usually supplied a reason for her negative response, e.g. “Please don’t do any because you’re not asked to. Your boss just said, do some desk research. It’s ok. ” Despite these negations, the conference atmosphere was pleasant probably because (i) the disagreements were accompanied with clear reasons and (ii) positive nonverbal cues were used. The latter will be explored in more depth in Section 5.1.3 below.

Yvette appeared to accept all of Fiona's directives. She just nodded her head and went on with the next question. Only once when she was obviously confused did she re-state her query before moving on to the next point.

5.1.3 Nonverbal behaviour analysis

1. *Body movement and posture*

Yvette sat fairly straight in the conference, most of the time facing the teacher who was seated to her right (see Fig.5.2). There were hardly any significant changes to her body movement, except that she walked away to fetch some notes from her classmates at the back of the room in the 12th and 13th minutes. (See coded body language table for Fiona and Yvette in Appendix 36). When she came back to her seat, she resumed a similar posture to before. Fiona showed many more back and forth movements. When she wanted to look at Yvette's writing, Fiona leaned forward to read the script, but soon afterwards, she leaned back on the chair such as in the 3rd, 5th and 11th 30-second slots. Sometimes she leaned a little sideways towards the student when she explained a point or leaned away from the student to allow more space for hand movements (Fig.5.3).

Fig. 5.2 Directions of Yvette's body movements

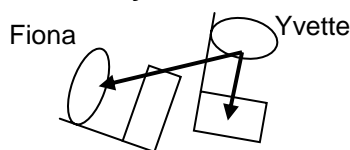
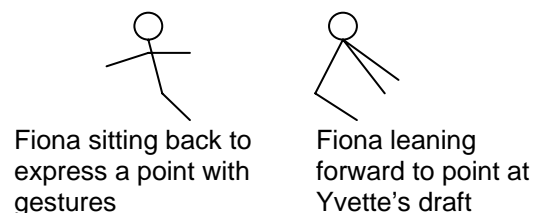


Fig. 5.3 Fiona's body movements



2. *Gesture*

A salient feature in the teacher and student's gestures was that the teacher never held a pencil throughout the 14½-minute conference whereas the student held one from beginning to end. The teacher never wrote anything then, while the student jotted down notes, e.g. in the 4th and 5th 30seconds, 11th and 12th 30-seconds and 19th and 20th 30-seconds. Fiona also rarely held the student's draft. She demonstrated an avoidance of control of paper and of being physically closer to the paper than the student was (Brooks,

1991, p.85). The only noticeable times when she held the draft to read it was in the 1st minute and in the 9th to 11th minute. By contrast, the student often held the draft in her hands. The fact that Fiona never took over the draft and that Yvette always held her own draft indicated that the text remained under the ownership of the student.

Fiona's posture indicated that she was relaxed and available (McAndrew and Reigstad, 2001). With her hands free, she often pointed at the draft, made gestures to express herself, and supported her chin with her fist or fingers as she listened to Yvette. Together with a great deal of nodding, Fiona's gestures created backchanneling effects and signalled acceptance, agreement and understanding, sending messages of interest and attention to the student (Harris, 1986, p.73).

3. *Facial expressions and gaze*

Judging from their facial expressions and gaze, Fiona and Yvette were equally involved in the conference. Their facial expressions and head movements revealed that they listened intently and carefully to each other. There was a great deal of nodding from Fiona and some from Yvette, implying acceptance of views, agreement and understanding, which helped to create a both harmonious, serious and relaxing atmosphere (Kellermann and Berger, 1984), engaging both participants in agreeable talk. There were also a lot of pleasant smiles, indicating geniality and a harmonious conference atmosphere. The teacher smiled more than the student, e.g. in the 1st, 7th, 8th, 11th to 15th minutes. Twice they smiled at the same time, in the 7th and 8th minute.

Since Fiona seldom held the draft and only occasionally touched it, her gaze was more on the student than on the draft. Out of a total of 29 30-second slots, Fiona's gaze was on the draft for 14 slots but on Yvette for 26 slots, almost twice as many times. When Fiona's gaze was on the student, it usually stayed on the student's face for quite a while; that is why, in the coded table in Appendix 36, *** often appeared in the table in the row for

gaze (GZ). Yvette also looked at Fiona often, in twenty-one 30-second slots; and her gaze was steady like Fiona's, establishing and maintaining eye contact.

4. Vocal cues

Another feature that indicated the harmoniousness of the situation lay in the vocal cues. When the interactants spoke, their tone of voice was always gentle and soft. The volume never became loud, the pace was moderate and they never sounded frustrated, bored or agitated.

5.1.4 Overall participants' comments

At the post-conference interview, Yvette expressed content with the way the conference had proceeded. She said that Fiona had answered her questions very clearly, which "cleared" and "clarified" her queries, so she could understand Fiona without any difficulty. She realised that the key point to learning is to ask to seek understanding. She appreciated the teacher's help and arrangement of the meeting, which she saw as *her* chance to talk with the teacher in a conversation that was "very natural, not teacher forced conversation". She felt that she had led the conversation and had talked more than the teacher; but there was "little time" for her to "ask all [her] questions", so she would like to have a second conference. Fiona was pleased with the conference too. She appreciated Yvette's questions and praised her ability to prepare and ask questions. She found it a pity that she could only give around 10 minutes to Yvette.

Fiona's conference with her top student seemed to have progressed very smoothly with distinctive verbal and nonverbal features. The next section will look at Fiona's conference with her weakest student, Lily.

5.2 Conference analysis: Fiona (teacher) and Lily (student)

5.2.1 Seating

The location and seating arrangements for Lily were the same as those for Yvette (c.f. Fig. 5.1). Similar to Yvette, Lily did not contest the seating arrangement.

5.2.2 Verbal behaviour analysis

1. Discourse phases

Fiona signalled to Lily that it was her turn by saying “Lily come”. (See Appendix 37 for a detailed transcription of the conference.) She then continued the *opening* phase of the discourse with the combination of an advice and a reminder.

2 Fiona: Now you don't have to ask all your questions if the answers are with them [previously conferenced students], you don't have to repeat them, if you are happy with 'em, OK? Just ask me what you want, OK?

Then Fiona waited for Lily to speak, and Lily started the main body of the conference discourse by uttering a problem about her report content that was bothering her (line 7 of the transcript), but not in a very clear way as she obviously lacked the vocabulary to fully express herself. The body of the conference was taken up by Fiona addressing Lily's confusions about her findings and recommendations. When Lily finally seemed to have comprehended, Fiona asked her if she had more questions, to which Lily answered “no”. At that point, Fiona ended the conference by telling Lily to think again about what was said at the conference and invited Lily to ask her more questions if there was any. She then closed the meeting with two items of thanks: one for Lily's presence and the other for her “good questions”.

Again, Fiona was in charge of the closing phase. Similar to the conference with the first student, Yvette, Fiona kept a good eye on the time because she wanted to make sure that she could finish conferencing everyone. Lily, however, did not seem to have noticed this. She thought that the conference ended because she had finished asking her questions. At the post-conference interview, Lily said she felt that the duration of the

conference was just right because she did “not have too many questions to ask” and she managed to ask “all the questions”; so the timing was “OK”.

Fiona also seemed to be fairly satisfied with the flow of the conference. Knowing that Lily’s English was at a lower level than her classmates’, she “wasn’t expecting so much” of her. But after the conference, Fiona was “happy”, “very impressed” and “pleased” to see the work done, the student’s interest in what the teacher had to say, and the eagerness to improve the draft through asking “intelligent questions”, which would be “a good training for the future”. She thought that Lily “might have failed” if her draft was assessed, but she “came in with a clear idea” of what she wanted, “understood pretty well” her advice, and “didn’t look hurt” when she told her what she should do to improve her writing. Despite the fact that the conference was “a bit rushed”, Fiona said that she “care[d] about their report...and definitely care[d] about them”; and it was “easy to care about what they care” about. That was why she gave them her “expertise” and her attention; and felt that the conference had “achieved” its purpose.

At the video stimulated recall session, Fiona said that she had used her teacher power to make students take initiative in the way she wanted them to. She knew from her years of experience teaching in Hong Kong that students would want to wait for the teacher to teach and talk, but she did not want to see that happen in her conferences. So, instead of allowing her students to be passive as they might want to be, she forced them to take up an active role and not only prepare questions but to ask them at the meeting. She believed that they had to “take responsibility for their own grade”. The way the conferences unfolded told her that even weaker students like Lily were able to point out the areas in their writing that they need the teacher’s help with, so Fiona believed she had adopted the right discourse strategy. She felt that all her students’ drafts would be improved after the conferences, but Lily’s improvement would be “bigger than anybody else” since such a shy student had managed to focus on and voice her concerns.

2. *Volubility*

Lily and Fiona spoke 128 words and 742 words respectively in their 7.2-minute conference, yielding a ratio of student- to teacher-talk of 1:5.8. They spoke at a respective average of 10.7 and 57.2 words each time. The ratio of student- to teacher-talk per turn was therefore 1:5.4. The word count table in Appendix 38 shows that out of the 12 times that Lily spoke, 10 times were from 1 to 10 words and once from 11 to 20 words. Her longest turn, 68 words, was the first turn where she tried to explain to Fiona what her biggest query was. Fiona's longest turn contained 306 words, in which she reassured Lily that she had already had different sections of the report in her draft; and emphasised the importance of the recommendations section.

3. *Overlaps, backchannels and laughter*

There was one incidence of overlapping speech in lines 12 to 13 of the tapescript. Lily was having difficulty putting her ideas in question form, and when she was hesitating in line 12, Fiona came in, formulated a question for Lily, and with the word "OK" checked to see if that was indeed what Lily wanted to ask her. The overlap appeared to be accomplished smoothly and agreeably.

There was not much backchanneling in the conversation, but there was a lot of nodding from both participants, which achieved similar purposes as "mm" and "uh-huh". Neither were there any incidences of laughter, as there was nothing that warranted a laugh. They smiled very often though, especially, Fiona.

4. *Directives*

All the directives came from Fiona as she explained to Lily how to improve the draft. These explanations were usually given very directly, e.g. "This will go before the findings" and "you're going to summarise this". When Fiona tried to make Lily understand the close relationship between findings and recommendations, she used stronger directives, such as "you've got to" and "must". She also said words of reassurance, e.g. "Perfect!", "good" and

“You do, you do, you do”. As she said these words with a positive tone and a slightly louder volume, accompanied with nods, she transmitted confidence and certainty and showed warmth and acceptance (Taylor, 1985, p. 1), which created a calming effect on Lily’s anxiety. More discussions of the participants’ use of body language to support their talk will continue in Section 5.2.3 below.

5. Frequency of mitigated utterances

When Fiona made suggestions to Lily, she downtoned her advice and used “perhaps” once, “can” and “might” six times and “could” three times, e.g. “Perhaps these are subtitles, OK?”. Lily did not use any mitigation strategy, probably because of her limited grasp of the language.

6. Reception of queries, evaluations and directives

Lily seemed to receive Fiona’s directives very well. She did not challenge Fiona’s authority or question the validity of her advice. When she was still confused after Fiona had given an explanation, such as in line 23, she attempted to ask another question for clarification, or repeated Fiona’s words. Her reception of Fiona’s explanations was evident in the frequent nodding of her head and in the change of her facial expressions from puzzlement to understanding.

5.2.3 Nonverbal behaviour analysis

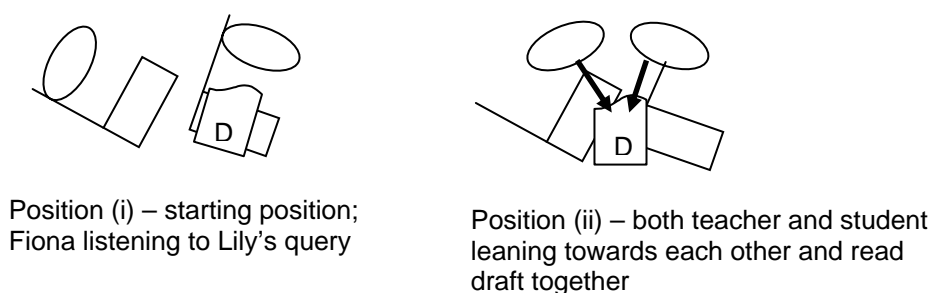
1. Body movement and posture

One similarity between Fiona’s and Lily’s body movement was that they both nodded a lot. The coded body language table in Appendix 39 shows that they nodded in 9 of the 15 30-second slots. Lily nodded much more frequently in the second half of the conference as it became increasingly clear to her the content and structure she should adopt for her report assignment. This might also show increased relaxation for Lily (Kellermann and Berger, 1984). Fiona nodded to provide reassurance to the unconfident and hesitant Lily, for instance, when she said “Yes, all of it, all of these”; “Perfect!” and “You do, you do, you

do!” She also nodded when she was checking if Lily had understood her explanation, and in reply to Lily’s nods of comprehension. These nods appeared together with pauses, a quicker pace and slightly higher pitch.

There were also congruent and complementary movements observed between the two participants. In line 6 of the tapescript, Fiona needed to read some of the draft before giving further advice. At that time, they were in position (i) of Fig.5.4 below. Later when Fiona picked up a page of the draft report from Lily’s tablet, she leaned left towards Lily. As Fiona leaned towards Lily, Lily also leaned towards Fiona, sitting close together, as in position (ii). This mirroring of postures can be an indication of their rapport (Charney, 1966, p.314), “willingness to communicate” (LaFrance, 1982, p.284), involvement and affiliation (Street and Buller, 1987, pp.234, 246; Street, 1991, pp.137, 139), as well as interest and understanding (Maurer and Tindall, 1983, p.161). After Fiona finished reading, she leaned back towards the right, but Lily seemed to be quite comfortable with her new sitting position of leaning forward, which normally denotes involvement (Street and Wiemann, 1987, p.594) and a willingness to establish connection (McAndrew and Reigstad, 2001, p.28).

Fig. 5.4 Fiona and Lily’s body movements



2. Gesture

As in the conference with Yvette, Fiona did not hold a pencil or pen at all during the conference. She held or touched the draft quite a lot and pointed at various pages to aid her explanation. Lily held a pencil throughout the conference, but she did not write.

3. Facial expressions and gaze

Fiona exhibited some very positive facial expressions in the tutorial, e.g. smiling in eight of the 30-second slots, looking friendly in nine slots and attentive in four slots. She looked pleasant and continuously involved in the interaction, listening intently to, and thinking about, what the student was saying.

While Fiona's expressions were consistent, Lily's were not. In the first three minutes of the meeting, Lily frowned a couple of times and looked puzzled. She also rolled her eyes when trying to find words to express herself. But as Fiona clarified her confusions regarding the content of the report assignment, Lily's facial expressions changed from looking worried, nervous, hesitant and doubtful to less nervous, more relaxed, confident and satisfied. In the last five 30-second slots, she smiled a few times and did not look lost anymore. This increase in smiling expressions as well as the physical proximity created by Lily's forward leaning posture revealed the development of positive affect (DiMatteo et al., 1980, p.378; Cappella, 1983, 134-135; Maurer and Tindall, 1983, p.158). Her earlier bewildered facial expressions suggested that she was not at ease. At the post-conference interview, she stated that she was rather worried that there was "not enough information" in her draft and so Fiona "might not be happy" with her or her work. As the conference progressed, she thought that Fiona looked "quite pleased", and she herself began to feel quite pleased too. She then calmed down and felt considerably more relaxed in the second half of the conference. This confirms reports in the literature (e.g. Philippot et al., 1992) that students observe and decode their teachers' body language, and that the sender's facial expressions can induce emotional reactions in the receiver (Dimberg, 1997).

By the end of the conference, Lily felt "satisfied" because Fiona had "answered all questions". She thought the conversation had given her enough directions to know how to revise her assignment. She had no hesitation or reservation in following the teacher's advice in her revision because (i) Fiona would be "the marker" of her assignment and (ii) Fiona was "quite wise". The latter attribute made it easy for Lily to trust the teacher. This

information obtained at the post-conference interview explained the changes in Lily's expressions.

The interactants established and maintained eye contact throughout their meeting. Whereas eye contact was recorded in all the fifteen 30-second slots, Fiona and Lily looked at the draft only in seven slots. This means that although Fiona did hold the draft and occasionally pointed at different parts of it in her explanation, her focus and attention was not on the draft but on the student. Lily's gaze was often seen to have followed Fiona's lead. She looked from Fiona's face to where Fiona pointed at, and back to maintain eye contact with Fiona.

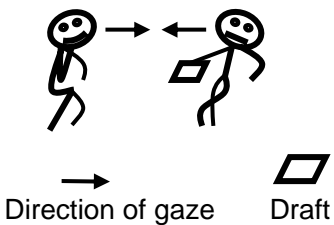
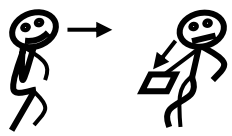
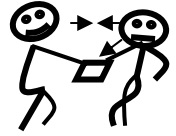
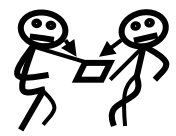
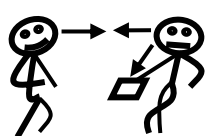
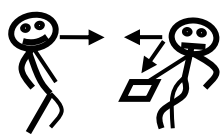
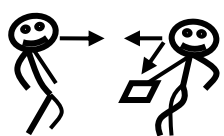
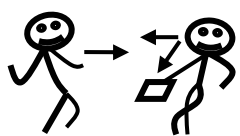
To help the reader visualise the interplay of Fiona and Lily's verbal and nonverbal interactions, Vignette 1 on the next page illustrates their posture, body movements, gaze and facial expressions as they conversed, showing Fiona's attentiveness and Lily's anxiety gradually subsiding.

4. Vocal cues

Lily's vocal cues gave the impression of a shy and very unconfident learner of English. She spoke so softly that often it was difficult to catch every word she said. Her speech in the first two minutes was hesitant and some of her utterances were not in complete sentences. She sounded less hesitant as the conference progressed as she obtained more advice about her report assignment.

Fiona's vocal cues were seen to be consistent with her body language and verbal behaviour. She spoke in a medium volume that was easy to hear, and in a moderate pitch and gentle tone that was pleasing to the ear. Her pace was from medium to medium slow, in a calm and even tone. Her pitch went up and her pace quickened when she wanted to reassure Lily that she already had some good aspects in her draft, e.g. when she said

Vignette 1 Interaction clips between Fiona and Lily

<p>(i) Fiona Lily</p>  <p>→ Direction of gaze Draft</p>	<p>4 Fiona: Just ask me what you want, OK? What can I help You? (Fiona rounds her back, supports her chin with her right hand and wait for Lily to speak.)</p> <p>(N.B. Fiona and Lily are sitting on tablet chairs. The draft is placed on Lily's tablet.)</p>
<p>(ii)</p> 	<p>7 Lily: I don't know what's the difference between... (Fiona looks at Lily as Lily speaks.)</p>
<p>(iii)</p> 	<p>14 Fiona: (looks at Lily.) OK, easy, that's easy... (Speaks with certainty and a smile.)</p> <p>(Fiona: leans forward to hold draft.)</p>
<p>(iv)</p> 	<p>16 Fiona: let me read it first. (Picks up Lily's paper, leans towards Lily and reads for 10 seconds.)</p>
<p>(v)</p> 	<p>(Fiona: puts draft back on Lily's tablet.) 18 Fiona: (Looks at Lily.) Alright. This is number one of your findings...</p>
<p>(vi)</p> 	<p>76 Lily: Recommendations are based on company, which is the company I'm working for?</p>
<p>(vii)</p> 	<p>78 Fiona: Yup. Not on your position.... So basically, I'm, I'm just looking: has she said something sensible here? (Lily nods)</p>
<p>(viii)</p> 	<p>80 Fiona: Alright, and if it's based on fact, it's sensible, if it's related to your company. (Lily nods; Fiona looks at Lily to see if she understands.) Alright?.... (Lily smiles slightly.)</p>

“Perfect” and “You do, you do, you do”. She sometimes slowed down and stressed certain words to emphasise a point; and used pauses to check that Lily was able to follow her. The pauses usually came with “OK?” and a nod. Sometimes the pause came first, during which Lily began to nod, then an “OK” and a nod from Fiona. These verbal cues helped them to stay engaged in the conference.

As mentioned above, post-conference interview data revealed that Lily was attentive of, and responded to, Fiona’s vocal cues and body language. When she realised from Fiona’s tone of voice and gaze that Fiona would not reprimand her but instead encourage her, her nervousness diminished. As Fiona was gentle and positive, Lily found it easy to listen to the teacher’s suggestions, learn from them and value them.

5.2.4 Overall participants’ comments

Overall speaking, Fiona was quite pleased with Lily’s behaviour, and hoped that the conference gave her “a good experience”. Lily found this first-time conferencing experience a good one. Reflecting at the post-conference interview, she thought the meeting was “interesting”. She admitted that usually she “seldom talk[ed] to teacher one to one”; and in fact, had never gone to see Fiona out of class. If Fiona had not arranged the writing conferences, she would not have talked to her about her writing queries; so she felt that the arrangement had helped her to learn English. At first she was rather “scared” because Fiona is an “English Miss” and the conversation would have to be in English. Although she knew that Fiona would be “very willing to cooperate to help students”, she was still rather scared to ask her anything because she was a foreigner. Like the students in Arndt’s survey (1993, pp.106-107), Lily felt anxious and was afraid that she could not “use English to express”. If Fiona had not made it compulsory that students asked questions, she would have been too shy and scared to ask any. Because she was scared and worried that Fiona might be displeased with her, she paid close attention to Fiona’s words and body language. When they told her that Fiona was “nice” and not unhappy,

Lily began to like the conference experience in which she could “talk individually” with the teacher. She was “satisfied” that Fiona had “answered all [her] questions”. The student-question teacher-answer process helped Lily to understand the assignment, and as a result of this, she was “not very nervous” and “quite pleased”. These feelings are similar to those observed in medical encounter research, that when patients feel their queries are heard and answered, they feel more comfortable (Shuy, 1993, p.30), supported and reassured (Street, 1991, p.148), less stressed (Gilpin, 2003, p.214), tense or anxious (Street and Buller, 1987, p.238; Street and Wiemann, 1987, p.594), and more grateful (Morse, 1991, p.462). Her overall feelings about the conference were that she was “quite happy” and wanted “to see Fiona again”. This finding agrees with the assertions by Flynn and King (1993) and Black (1998) that positive affect could lead to a positive perception of the conference.

The above descriptions of Fiona’s two conferences show that Fiona handled the two conferences in a similar fashion. It seems that Fiona’s method of getting her students to participate actively in the conference by preparing and asking questions had promoted their understanding of the task at hand (Braddock et al., 1999, p.2320), which resulted in the students feeling increasingly more at ease (Shuy, 1993, p.30). This observation agrees with Johnson’s conclusion (1993, pp.34-40) that questions must come from the learner. Now we will examine the conference between another expatriate teacher, Ashley, and her most proficient student Celine.

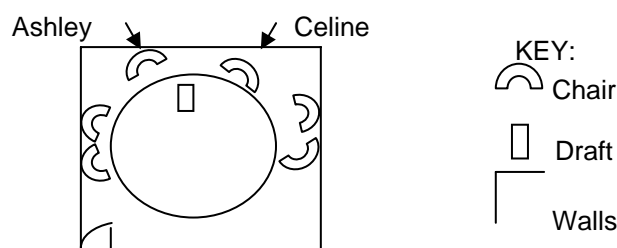
5.3 Conference analysis: Ashley (teacher) and Celine (student)

5.3.1 Seating

The conference was conducted in a small room that was normally used for small group language teaching. It measured 3 metres by 2.5 metres, had a round table of 1.2 metres in diameter which could sit no more than five rather-slim students and a teacher. Ashley preferred the small learning room to a classroom because in a classroom she would “need

to have a highly disciplined, cooperative” group of students. After Ashley decided where they would sit, Celine took the seat that was indicated to her. (Fig. 5.5).

Fig. 5.5 Ashley and Celine’s seating arrangement



5.3.2 Verbal behaviour analysis

1. Discourse phases

Once both participants had taken their seats, Ashley started the *opening* phase with the question “How do you think I can help you?”, to which Celine answered with a request for Ashley to check whether she was on the right track as well as her grammar, such as the use of tense. (See Appendix 40 for a detailed transcription of the conference.) Ashley then spent the next minute asking Celine to clarify the context of her report; after which, in lines 43 to 45, she asked:

- 43 Ashley: What about grammar, do you want me to stop with the grammar, and talk about grammar, or should I read through it for meaning first, and back to grammar?
 46 Celine: Yes, that’ll be better.

In this way, Ashley and Celine appeared to have co-set the agenda (Marvel et al., 1999, p.287), which could pave the way to a meaningful dialogue (Braddock et al., 1999, p.2313). Ashley explained at the post-conference interview that she asked students questions like “why am I reading this?” and “Why do you want me to read this? What do you want me to read it for?” to help them read with a purpose in mind, which is similar to Murray’s advocacy (1985) that teachers should teach students how to read their own writing. As she did not think that “conferencing is prescriptive” or “teacher centred” but should rather “be very interactive”, she “prefer[s] the students to come with very definite questions in mind with how they want to use this conferencing, and so they see [her] as a facilitator”.

Ashley found Celine to be smart and fairly proficient in English, to be able to interact with her. "She's focused, she's got questions, she's bright, she's intelligent." Ashley believed her first question about how she could help Celine worked well in eliciting the two major aspects that the student was concerned about.

After the opening phase, the main body of the conference discourse proceeded with Ashley complying with the first request through reading the draft and commenting on the content, coherence and format for around 25 minutes. Then she moved on to the second request that Celine made at the beginning of the conference.

371 Ashley: ... What about grammar? Would you like to take a look at the grammar now?
373 Celine: Yes.

At this point, Ashley started from the first paragraph of the report again and pointed out problems with verb, punctuation, sentence structure, connectives, singular / plural forms, pronouns and tense. This continued for approximately 20 minutes. It seems that Ashley had adopted the advice of Marshall (1986) and Leki (1992) to address higher order concerns, like problems with organisation and content, before tackling lower order concerns, such as grammar and punctuation.

At the post-conference interview, Celine expressed her appreciation of the way Ashley sequenced her comments.

"I think she had to give the look on the whole, tone or the whole content of the paragraph, because I'm not really sure whether I'm on the right track or not, and if she said it's OK and on the right track then, and grammar I think not as the first priority, they are minor problems. "

On line 646 of the transcript, Celine asked Ashley to meet again; and this marked the beginning of the last discourse phase, in which they took almost *three* minutes and spanned fifty-seven lines of the tapescript until line 705 before they agreed on a time. After this, they wound up their 54-minute long conference. Ashley knew that it was long,

too long. "It should be shorter, because... a lot of it is just repetitive". If she "would have to do it again, [she] would conference shorter. " Next time she would ask students "to come with really specific questions", but this time she did not make that request, and just told them to "come with areas in mind". In future, "it might be better to give them actually a sheet". With Celine, Ashley felt that: "I think I tried to fix too much to... I try and do too much." Even though the next student, Lina, knocked on the door twice, at the 35th and 38th minute because she had waited for a long time for her turn, and Ashley told Lina that they would finish soon, after the interruption she immediately went back to do some more grammar work with Celine. This was what Ashley said when Lina knocked in the 38th minute:

518 Ashley: (More knocking.) Yes, come in, come in, come in. Come in! (Gets up to open the door.) How long have you been here? (Female student voice from outside the room.) Over here, we've been for a long time. OK, we're going to, we're still going, we're going to stop soon. (Closes door. Sits down. Talks to Celine.) OK, yes, let's do some re... Let's reword this.

Celine, however, felt that 54 minutes of conferencing was not long enough. At the post-conference interview, she told the researcher that she felt the conference helped her "a bit" but "not very" because "the time is very limited". She knew that she "had already one, like an hour conferencing, but seems no time". Since she had finished a full draft of her report assignment the night before, she expected Ashley to "give some time to read it again and again"; but that reading took a lot of time, so she felt that the conference did not have enough time.

The long duration could also be due to off-task chatting. Although the discorsal structure of the conference could be roughly divided into four phases: (i) opening, (ii) teacher responding to the first request, (iii) teacher responding to the second request, (iv) negotiating next conference time and closing, the participants were not on topic all the time. For example, in lines 160-161, Ashley teased Celine for skipping her lessons; and in line 299, Ashley teased Celine again about not asking for a conference earlier. The teasing and joking could reduce tension and increase interlocutor satisfaction (Carter et al., 1982,

p.565). In lines 411 to 444, they went off on a tangent about internalising grammar rules and implied how another student, Keung, knew the rules but could not apply them in his writing. This negative implication of Keung's language ability disclosed how good the rapport was between Ashley and Celine: they felt free to chat about another student's weakness. In lines 550 to 555, Ashley lightheartedly mentioned that her senses were getting numb from hours of continuous teaching since 9 am; and starting from line 628, Celine told Ashley what her mother thought of her reading aloud in English at home. This continued for five turns until Celine asked Ashley when they could meet again, which started a long stretch of conversation lasting fifty-seven lines on the tapescript, until they finally decided the time for their next conference. Interestingly, Celine did not show up at the agreed time and explained to the researcher that she had overslept.

The fact that they were conferencing in preparation for an assessed assignment was clearly on their mind. They referred to grade, grading method, assignment length requirements and the official assessment instructions no less than eight times. E.g. :

62 Ashley: Yes, then, yes, then you have to change that, because, part of the marks... you have to follow this, right? (Points at instruction sheet.)

293 Celine: But I'm afraid that I will exceed the word limit because it's already 1480 something.

This assessment-mindedness explained the focus of the two major discourse phases of the conference: discussion on higher-order matters such as content and organisation and on lower-order matters such as grammar and punctuation.

2. Volubility

In this conference that lasted 53 minutes and 40 seconds, Celine spoke 1,696 words while Ashley spoke 4,571 words, yielding a student- to teacher-talk ratio of 1:2.7. On average, Ashley and Celine spoke 21.4 words and 8 words respectively per turn of talk. Ashley spoke 183 words in her longest turn and spoke more than 140 words twice. Celine's longest turns were 65 and 62 words long, while 74% of her turns were completed in less than 10 words. (See Appendix 41 for their word count details.)

Although there seemed to be a certain difference between Ashley's and Celine's volubility, Celine spoke more than twenty words sixteen times and was one of the most voluble students in the study. Video data show that Celine was conversant with Ashley and was capable of maintaining a conversation with her teacher in English without difficulty. In several places, Ashley told Celine to read aloud because Ashley wanted her "to have that experience of talking out a piece of writing and self-correcting". Her past experience told her that "sometimes [students are] self correcting in reading". Celine managed to correct some grammatical mistakes that were not too difficult, but not more complicated sentences and problems.

3. *Backchannels, Overlaps and Laughter*

There were a great number of backchannels from Ashley and Celine, usually with a one-syllable "mm", "yea", and "OK". These happened together with much nodding to signal agreement and understanding, and did not constitute a taking of the floor.

Two instances of harmonious overlapping were observed in this conference, once each from the teacher and the student. The first overlap by the teacher was in line 155 when the teacher had heard enough to be able to interrupt with a comment. The second overlap happened in lines 212-213:

210 Ashley: (3 seconds of pause.) I'm reading very fast now. I'm not reading for grammar at
all, because [I'm
212 Celine: [Really really really fast. (Laughs.)

This overlap could be considered a rare gem in two ways: (i) it was caused by the student, which did not happen often in this study; and (ii) it was a joke initiated by a student about the teacher. This overlap therefore revealed a close student-teacher rapport that allowed the student to feel comfortable teasing the teacher.

Another rare feature that occurred frequently in this conference was laughter. In many instances, the teacher and student laughed together, either simultaneously or one immediately after the other. They laughed together no less than twelve times, for example when they joked at how Celine might not be able to get up early enough for a 9:30-conference. The frequency of the laughter indicated the close rapport between the teacher and the student. As stated by Burgoon and Bacue (2003, pp.188-189), such spirited talk caused positive affect, and contributed greatly to the congenial atmosphere of the conference.

4. Directives

Ashley made the key moves in the conference and was clearly the one who was in control of the conversation by leading the discussion within each phase of the discourse with clear directives like “you’ve just got to...” and “you need...”. Two points, nevertheless, should be noted. First, the discussion was structured around two requests from Celine, concentrating on content in the first half of the conference, and grammar in the second half. Within each half, however, it was Ashley who made decisions on what to discuss and how to discuss them. The second point to note was that Celine asked three key questions that indicated clearly to Ashley what she wanted the teacher to do or comment on. The three questions were spaced out in the conference, in lines 206, 356 and 646 respectively, concerning where she should put her recommendations, whether she was on the right track with the right tone, and when Ashley could meet her again. These three questions showed that (i) Celine had the English ability to pose clear questions, (ii) she knew the type of help she wanted to get from Ashley, and (iii) she had the courage to ask those questions to get that help.

5. Frequency of mitigated utterances

In contrast to the lack of forceful directives, there was an abundant use of mitigated utterances by Ashley and Celine. The frequencies are shown in Table 5.1 on the next page.

Table 5.1 Ashley and Celine's mitigation frequencies

	may	maybe	might	can	could	would	I wonder	I think	if	a bit	kind of	right?
Ashley	2	12	6	26	10	25	3	12	2	2	1	2
Celine	1	5	0	3	1	2	0	8	0	0	1	0

Apart from using modals, like “may”, “might”, “can”, “could” and “would” to express possibilities, Ashley also used the subjectivizer “I think” and “I wonder”, the conditional “if”, as well as the understater “a bit” and “kind of” to hedge her suggestions to Celine. For example, lines 303ff show a combined use of a present modal in inverted question form “can you” with a conditional plus a past modal “if you could just”, and a downtoner “maybe” to create much-mitigated advice.

6. Receptions of queries, evaluations and directives

An interesting feature of this conference was the two negotiations that Celine initiated concerning the structure of her report (lines 75-80 of the transcript in Appendix 40) and the use of the verb ‘keep’ (lines 528-540) because she did not want to follow Ashley’s suggestions and thought she had a good reason not to. This meant that Celine was a rather active participant; and when she had some ideas or queries about the draft, she offered her counter-suggestions to Ashley. According to the expatriate teachers Fiona and Ashley, this kind of behaviour is uncommon among Hong Kong Chinese students; and it usually requires students who are quite confident in themselves and their English proficiency to make counter-suggestions to the teacher.

5.3.3 Nonverbal behaviour analysis

1. Body movement and posture

Both Ashley and Celine leaned slightly forward on the round table most of the time to read or point at the draft, which was usually put somewhere in between the two of them on the desk. (See Appendix 42 for detailed coding of their nonverbal behaviour.) Sometimes they turned their upper bodies and not just their head to look at each other directly, e.g. in

5'49" and in 10'40". Occasionally, perhaps due to tiredness, Ashley leaned back on her chair, and when she did, Celine easily turned her body at a wider angle to look at Ashley. Celine frequently leaned her whole body on the desk, half-sprawling with her head on her arms, which very few other students did. This could be a habit of Celine's and perhaps reflected her ease of movement in front of Ashley.

There were also quite a number of sideward movements. Sometimes they leaned closer to each other without moving their chairs, and their elbows almost touched. At around twenty-three minutes into the conference, Celine laughed and leaned towards Ashley and patted her lightly on the left arm, another rare feature observed in the study. These movements together with a great deal of nodding and backchannelling signalled relaxation (Kellermann and Berger, 1984) and warmth (Heszen-Klemens and Lapinska, 1984, p.17). There was a sense of genuine communication and an establishment of bonds (Philippot et al., 1992, p.193) between the teacher and the student.

2. Gesture

Ashley held a pencil almost from beginning to end, sometimes writing and sometimes using it to indicate the part of the draft she was reading. By contrast, Celine did not hold a pencil at all for the first thirty-four minutes of the conference. She obviously had no intention of holding one. In the 34th minute, when Ashley was looking at Celine's language use in the draft, she realised that she was doing all the reading and correcting, so she stopped in the middle of a sentence (line 455), gave Celine a pencil and told her to find out the problem herself. From then on, Celine held a pencil and wrote almost until the end of the tutorial. After Celine held a pencil, she appeared to read more from her draft and put more thoughts into ways to improve the language use. She also jotted things down as Ashley rephrased some of the clauses for her.

Both Ashley and Celine made quite a few non-conference related gestures, e.g. brushing hair with fingers, touching scarf and scratching eyebrow. Together with free body

leaning movements, these para-linguistic features suggested that Ashley and Celine were probably behaving quite freely and naturally in front of each other.

3. *Facial expressions and gaze*

As the coded body language table in Appendix 42 illustrates, both participants exhibited positive facial expressions, including broad smiles as well as attentive, friendly and patient looks. These added to the congenial atmosphere of the meeting. They established eye contact in 60 out of 108 30-second slots and looked at the draft in around 80 slots.

4. *Vocal cues*

Their vocal cues also seemed to reflect the amicability of the conversation. They spoke at a mild pace with a natural pitch and in calm, even voices. Ashley is naturally a soft-spoken person and she spoke more softly than Celine. According to Condrill (1998), people soften their tone to express affection and respect. This could be true with Ashley.

5.3.4 Overall participants' comments

Overall speaking, Celine found the meeting "interesting" and "valuable". This was how she explained it:

"A direct relationship and contact to teachers, that interesting experience and also valuable experience that is to have, to speak English, yea, to have more, more personalised feedback from the lecturer, because I think generally in the whole class Ashley would tell us general guidelines but not specific to our passage or paragraph so I think that would be useful."

Since Ashley explained her problems clearly, there was no communication breakdown at all during the "useful" conference. Besides getting specific feedback on her own draft, she found the conference a good opportunity to practise other skills.

"I think that's the real time that both of us cannot speak another language. We're forced to use English. And, helps us in writing and thinking and English speaking too. Because we're discussing the English writing, yea."

In her stimulated recall, Ashley commented that Celine was "very responsive" and could "reword very easily". When she "gave her a pencil", she could rewrite; and when she

“asked her a question”, she could “pick up the question and answer it”. Then “sometimes that question would lead to another meaningful question” as she could “see the drive of the question”. Ashley believed that the meeting should help Celine with her assignment and had given her a chance to practise her self-correcting ability.

A key point that struck Ashley when she watched her own video was how very long her conference was. She said that whatever method she might try to shorten the duration of her tutorials, her conferences were “usually too long”, and she considered this her “big weakness”. She would say “10 minutes each” to herself and her students, but she could not “stick to the 10 minutes”; and she knew “then it’s not fair to the students – if you’re giving them a time and you’re running behind like doctor’s appointments”. If ten minutes was what she intended to spend with each student, then she had overrun by five times with Celine. Her solution would be to get students “to come with specific questions” and then she would just “concentrate on that one area”.

The next section will look at Ashley in a very different conference with the student of the lowest proficiency in her class, Keung.

5.4 Conference analysis: Ashley (teacher) and Keung (student)

5.4.1 Seating

The conference was conducted in the same small room that was used for Celine’s conference. (C.f. Fig. 5.5 above.) Section 5.4.3 below on postural movement will show that Keung did not move his chair or his torso much during the conference.

5.4.2 Verbal behaviour analysis

1. Discourse phases

Before this conference took place, Keung had gone to see Ashley already to ask her questions about the report assignment. Ashley had made some brief notes to remind herself of what they had talked about, and in the conference, immediately after they took

their seats, Ashley started the *opening* phase with a remark that referred to those notes she took last time and asked Keung what he had done since their last chat. (See Appendix 43 for a detailed transcription of the conference.) After Keung replied about finding more e-journals, the recollection proceeded for a few more seconds until Ashley asked “S-so?” to enter the main *directive* phase of the conference, when Keung started to express his problems.

15 Ashley: OK. S-so?

16 Keung: So, I have not yet finished my whole report, and, er, I have just done it, partly. Er, I have not yet, er, finished, er, all of this but I have found, er, some problems.

18 Ashley: OK, what problems?

With questions like the above and the use of “let’s go (back) to”, Ashley continued to lead the conversation and decide the direction of the conference.

In the thirty-four minutes of the conference, Ashley asked sixty-one questions (excluding OK checks and ‘right’ pauses, such as lines 55 and 58-61). Some of the sixty-one questions were used to help Keung elicit main points that he had explored in his report, e.g. “There’re going to be two kinds of bullying behaviours, which are?” (lines 33-34) ; and a few questions asked Keung to show her the structure of his report, e.g. “So where is this here (in the report)?” (lines 60). Towards the end of the conference when it was obvious Keung did not know how to make particular recommendations in his report, Ashley helped him think in specific terms by asking some questions in succession, e.g. “What measures you’re going to suggest? That your company should do? Should people be retrained?” (lines 346).

In the pre-conference interview, Keung said that he thought the purpose of a conference would be to ask the teacher questions about “how to doing my homework” and the teacher would “answer [him] and explain ... in detail”. Indeed Keung asked nine complete questions and three incomplete questions, and by doing so, he asked more questions than the weakest students of the other three teachers.

Besides asking questions, Ashley also did much reading of the script, some aloud, as in lines 80-84 of the transcript, and used various methods to make Keung elicit and organise the points in his report. For example, she used “OK” than ten times in lines 142-161 to prompt Keung to talk more.

At around thirty-three minutes, Ashley signalled the *closing* phase of the conference with the statement: “Keung, I think we keep saying the same thing over and over again, OK?” At that, Keung asked about the assignment deadline and requested for another session, to which Ashley replied that the best way to help him would be to do some peer reading of reports. The conference ended with Keung thanking Ashley.

2. Volubility

Keung spoke 112 times with a total of 1108 words, while Ashley spoke 115 times and a total of 2864 words in this 34-minute conference. (See Appendix 44 for word counts.) The ratio of student versus teacher talk was 1:2.6. They spoke on average 10 and 25 words per turn respectively, at a ratio of 1:2.5 for student versus teacher talk/time.

Twice in the conference Ashley spoke more than 100 words at one go, while Keung’s two longest turns were when he expressed concerns over the structure of his findings and the lack of connection between the introduction and findings sections of his report.

3. Overlaps

There were seven incidences of overlaps in this conference, all initiated by the teacher. Together with nonverbal cues, which will be discussed later, some of these overlaps could reveal the sender’s emotions (Pridham, 2001, p.42), and be interpreted as signs of teacher impatience as the conference wore on.

The overlaps could be divided into at least four types according to the purposes they served: (i) continuing in the same conversation direction after the overlap, e.g. in line 197 where Ashley told Keung to synthesise ideas found in the literature; (ii) changing

conversation direction, e.g. lines 322-323, giving the impression that the overlap did not pick up from what the student was explaining, but from what the teacher was reading while he spoke, causing an intrusion (Li et al., 2004, p.145), floor taking and topic change (Murata, 1994, p.387); (iii) replying before the student had finished asking, e.g. in lines 465-466; (iv) correcting the use of an inappropriate word, e.g. in lines 432-433. Although the intention of the interruption served the purpose of giving Keung the correct vocabulary, it seemed to have stopped his line of thought, or at the very least, it stopped him from continuing to speak, as was obvious from the one-word answer in line 449. Interruptions then, whether they constituted overlaps or not, could obstruct a student from further expressing his points (Shuy, 1993, p.25), and we could not know what he would originally have said had he been given the chance to finish his turn. As Beckman and Frankel (1984, p.694) stated, interruptions can cause “the loss of ... information”.

4. Backchannels and laughter

There was very little backchannelling in this conference. When Keung said “yes” or “yea”, he said them slowly and deliberately, and were often listener-responses that took a turn rather than off-line backchannels that did not constitute a taking of the floor. Likewise, Ashley’s “yea” and “OK” were responses to Keung’s queries and indications that she had understood his point and that he should explain further.

In sharp contrast to Celine’s conference, there was not one single instance of laughter in this conference. Smiles were scarce too. In this way, Ashley created very different atmospheres for her conferences: the one with Celine congenial and relaxed while the one with Keung serious and more business-like. It is possible that she showed differential behaviour towards high- and low-achieving students (Babad et al., 1991, p.231; Woolfolk and Brooks, 1985, p.523) or to male and female students. Post-conference interview data showed that the former was the more likely of the two. This point will be examined in Section 5.4.4 below.

5. *Directives*

Ashley gave various directives to tell Keung what he should do to revise his report assignment. She used “you’re going to”, “need to” and “have to” and negatives, such as “don’t need to”, “don’t do”, “can’t do”, “no” and “not” to give clear directions.

Although Ashley believed that conferences should not be prescriptive but should be very interactive, her conference with Keung did not seem so at all. She realised this, and in the post-conference interview, said that she “became quite prescriptive”. She felt that Keung “couldn’t make any judgment himself” and seemed to be sending her the message: “just tell me what to do, and I’ll do it”. She became frustrated when she had “the feeling that [she] was just repeating herself, and repeating herself. Not getting very far with him.” She did not think “he understood what [they] were talking about”. She thought that Keung was ‘the most difficult student’ that she had taught, and “the most unproductive”. She felt that his problems did not only concern writing, but “wider than that”; “this was really an intellectual problem, not a writing problem”. She thought that they “never connected” and “that she didn’t understand his findings. And he just didn’t have the intellectual ability to read this mass material and pull out what is relevant”. “His problem [was] that he [couldn’t] grasp his assignment”, “he didn’t understand his findings”, and “he couldn’t understand the idea of categories”, which was “a higher level skill”. That was why she believed it was necessary to use a lot of directives.

6. *Frequency of mitigated utterances*

The video and transcript showed that Keung’s level of English proficiency was not high. He often spoke hesitantly, searching for words; and did not exhibit a strong enough grasp of the language to be able to use any mitigation in his utterances. All mitigated utterances came from Ashley alone, who used “I think” four times; the modal “would” twice; “seems to me” once; “a little bit” once; “might” once; and “maybe” six times. Out of the six uses of “maybe”, three were in the same turn, lines 440-445, to tell Keung “what [he’s] got to do” with the content for his recommendations section. Although mitigated, these utterances

did not sound very suggestive because they were made with words like “you’ve got to”, such as in lines 445. This combination of mitigation and directives showed a tone of certainty and firmness in her comments. The effect of hedged utterances or understaters such as “maybe” and “a little bit” was probably nullified when they were sandwiched between upgraders like “need to” and “have to” and verbs in the form of imperatives. (See lines 257-258, 263-264, and 273-275 of their conference transcript in Appendix 43 for examples.)

7. Receptions of queries, evaluations and directives

In the 34-minute conference, Keung asked nine full questions, which Ashley answered, and three half-questions. These questions were not fully asked because Ashley interrupted him, and the effects of these interruptions were already examined above under *Overlaps*.

Most of the evaluations and directives in this conference came from Ashley, and Keung received them with “Yes” and “OK”, like an obedient student without query nor challenge. Sometimes he paused for a few seconds to digest a directive, as in line 359; sometimes he rephrased Ashley’s point in his own words to confirm that he had understood her correctly. At no time did he hint at a disagreement.

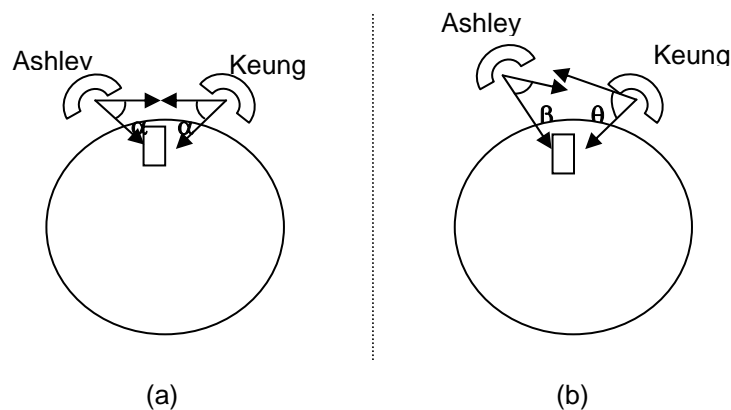
5.4.3 Nonverbal behaviour analysis

1. Body movement and posture

The coded table on Ashley and Keung’s nonverbal language in Appendix 45 shows that Keung sat straight all the time, facing his draft on the table. Sometimes he leaned slightly forward to touch his draft or turn pages; and occasionally he turned his upper torso to look at the teacher. Now and then, he nodded his head to show agreement or acceptance of Ashley’s directives. Other than that, he did not move much.

Ashley, by contrast, made the movements of sitting up, sitting back, moving forward, slouching in her seat, and leaning right, away from Keung. Her forward and backward body movements meant that it was easier for her to see Keung than vice versa. When Ashley sat up and leaned forward, it was equally easy for her to look at Keung (α) as for Keung to look at her (α). (Fig. 5.6a). But when Ashley leaned back, as in Fig. 5.6b, she could still see the right side of Keung's face easily by turning an angle of β to the left, but Keung had to turn his head and upper body by an angle of θ , which might be 90° or more, to look at Ashley's face. Figure 5.6 shows that Ashley's leaning back and forth affected the gaze angles α , β and θ , as well as the chance of establishing eye contact.

Fig. 5.6 Effect of Ashley's body movements on gaze angles



Ashley occasionally moved to look at the floor both to her left and right, or elsewhere in the room without direct conference-related reasons. The video shows her turning her body away from Keung in six 30-second slots in the second half of the conference. Twice she shook her head obviously as she looked up at the ceiling. This interesting point will be discussed below under analysis of gaze.

2. *Gesture*

The coded nonverbal table in Appendix 45 shows that Ashley constantly displayed a number of draft-related gestures throughout the conference, including holding the pencil, touching the draft with either hand, pointing at the draft with either finger or pencil, underlining words and writing on the draft. When she was not holding anything, she frequently touched or supported her neck, chin, face and forehead, ran fingers through her hair and rearranged her scarf. According to McAndrew and Reigstad (2001, p.29), such behaviour could indicate boredom, inattention and even discontent.

Sometimes she used her hands, especially her left hand, to gesticulate and aid her expression of ideas. When she appeared to be frustrated, she would open her left hand in a 'my-goodness' gesture. For example, in the later part of the conference, when Keung still did not seem to have grasped what his findings section should consist of, Ashley expressed frustration in her gestures and other body language.

403 Keung: That means I can just say that, this is finding 1.

404 Ashley: It's not finding 1! (Ashley opens her left hand, shakes her head and looks up at the ceiling.) The whole thing are finding. The whole thing are finding.

Keung was very different. As mentioned above, he maintained an upright seating position throughout the meeting. Likewise, he displayed some sort of uniformity of gestures. His hand(s) or elbow(s) were on the table all the time, except when he held up his draft. Starting from the 9th minute, he picked up a pencil to jot down some notes, and held it all the way till the end of the conference. Now and then, he pointed at the draft with his finger, usually in response to Ashley's queries about his report.

3. *Facial expressions and gaze*

Keung's facial expressions did not exhibit much change either. He looked attentive all the time, smiling occasionally when responding to comments about his draft. When Ashley asked him why he did not do any peer reading, Keung had to explain that he was usually

shy and silent in front of his classmates. He was obviously embarrassed, with an uneasy smile and a look of embarrassment on his face.

Ashley only smiled once in the 22nd minute of the conference when the cassette recorder had stopped and she wondered whether to reverse the tape or not. That was the only non-assignment related occasion and the only spot when Ashley smiled, after which Ashley directed Keung's attention promptly back to the writing at hand.

The facial expressions that Ashley displayed in the first ten minutes of the conference appeared to be quite different from those after the tenth minute. In the former, she looked attentive and fairly patient when Keung obviously had some trouble expressing himself fluently. But towards the end of the first ten minutes when she looked at the floor on both sides of her, she started to look a bit distracted, and after that she looked tired. Then when Keung showed persistent difficulties in understanding how he could classify his points and organise his content, Ashley seemed to look irritated and bored. Twice she rolled her eyes up at the ceiling while shaking her head. These uses of body language in the context strongly suggested that she was feeling annoyed. As stated by Richmond and McCroskey (2000, p.293) and McAndrew and Reigstad (2001, p.29), these facial expressions communicate boredom, discontent and inattention.

Most of these negative facial expressions seemed to have gone unnoticed by Keung, largely due to their sitting positions, as illustrated in Fig. 5.6 above. The coded nonverbal behaviour table in Appendix 45 confirms that Keung looked at Ashley only twice, and both were when Ashley leaned forward on the table. Other than these, Keung kept his eyes on his draft and gave an impression of not daring to let his gaze fall on anything outside of the table. Ashley's body language seemed to be the reason for the lack of eye contact, since, in an asymmetrical encounter, the expert's nonverbal behaviour affects the novice's participation (Heath, 1992, p.243); and non-gaze besets non-gaze (Cappella, 1983, p.121). The way Ashley positioned herself behind Keung, as shown in Fig. 5.6, made it difficult to

have mutual gaze. The low level of eye contact could in turn have affected Keung's volubility, as the absence of eye contact from the teacher provided fewer cues for the student to know when to take a turn (Richmond and McCroskey 2000; Philippot et al., 1992).

The coded table shows that although Ashley looked at Keung (and Keung's back) quite often, she looked at the draft more. The ratio of looking at student to looking at draft was about 2:3. Sometimes when she looked at the draft, e.g. from the 17th to the 25th 30-second slots, she looked at it for a period without glancing up.

4. *Vocal cues*

Ashley talked at a moderate speed, pitch and volume, and most of the time, in a soft tone and sounded gentle. When she looked more irritated as the conference progressed, and especially in the last one-third of the meeting, some of those feelings seemed to have crept into her voice. Keung spoke slowly, hesitantly, softly in a low pitch and flat tone all the time. This could very largely be due to his personality and lack of confidence in his English communication ability.

5.4.4 Overall participants' comments

Keung felt that the conference achieved what he had expected it to achieve, i.e. it gave him a chance to hear the teacher's comments. He felt that he could voice his confusions and problems and Ashley helped him to find ways to solve the problems. She pointed out his problems and "almost answered all [his] questions"; so he understood where he was wrong. He now knew "more clearly how to write a report" and would "follow the teacher's points" in his revision.

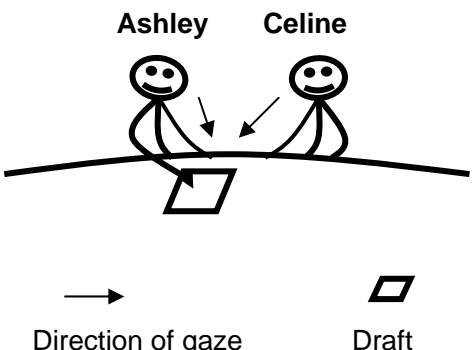
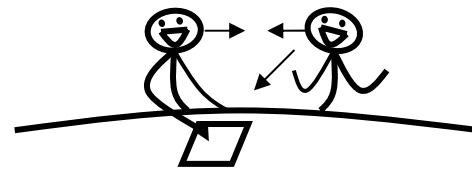
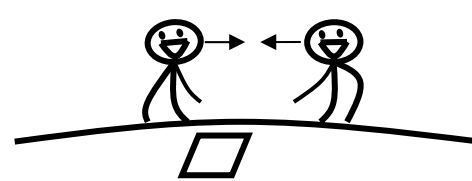
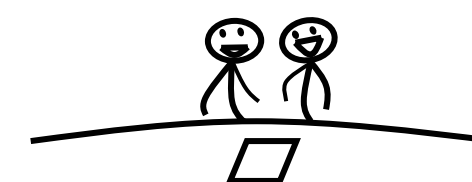
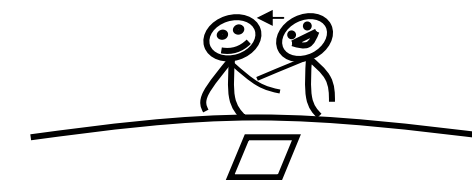
Ashley, however, was less sure about the achievements of the conference. As mentioned earlier, she was not sure if they had connected; she wondered whether Keung

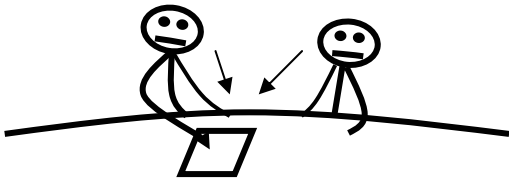
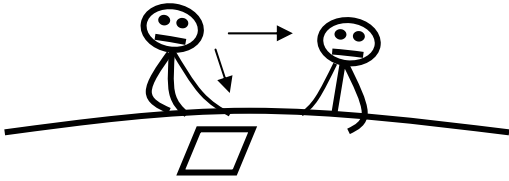
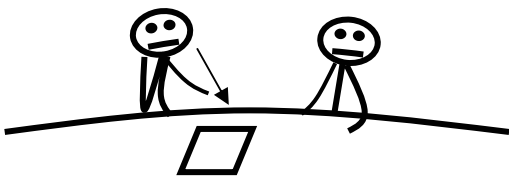
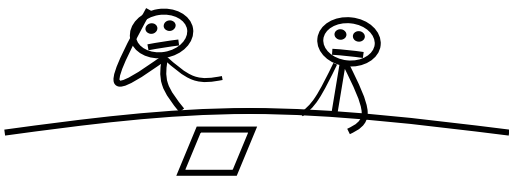
had understood her comments but hoped that she had helped him somehow. For example, when Keung could only give vague statements in the recommendations section, she attempted to help him think specifically what practical suggestions he could give to the company by asking him questions such as “Should people be retrained?” Although she was not sure of the extent to which he understood her, she felt that Keung was “highly motivated to rewrite if...the text is going to be marked and it’s going to be part of the grade”. She found students “driven to do well in their assignments” and believed that the conference was “going to result in a better grade”.

Ashley and Keung realised that they had met for over half an hour and had different comments about the duration of the conference. Keung thought there was adequate time to have his queries answered. Ashley felt, however, that she should “conference shorter” and be less repetitive. She was very tired after conferencing with so many students, and this long conference with Keung, who, in her view, could not really maintain an intelligent conversation with her made her feel really exhausted.

It is apparent from the descriptions above that Ashley adopted different verbal and nonverbal interactional behaviour with Keung, her weakest student, than with Celine, her most proficient student. The atmosphere and progression of her two conferences were hence also considerably different. Vignette 2 on the next page is an attempt to help the reader see some of the differences. These differences will be examined more closely in Chapter 6. We now turn to the narrative descriptions of two conferences conducted by Jane, and see if they were also very different.

Vignette 2 Interaction clips between Ashley and her students

<p>(i)</p> 	<p>297 Ashley: OK, so therefore, what you're going to do is cut down some of this (points to early part of draft). It's a shame, because it's nice, isn't it?</p>
<p>(ii)</p> 	<p>299 Celine: Because I spent the whole night to do it, I just don't want to cut it! (Both laugh; Celine moves her hand and body as she speaks)</p>
<p>(iii)</p> 	<p>301 Ashley: I know. Writing is precious...but of course if you had come to see me before, I would have, before you've written this, I would say, that's what I want.</p>
<p>(iv)</p> 	<p>304 Celine: ... (Ashley: leans slightly towards the centre. Celine: laughs embarrassingly, leans towards Ashley)</p>
<p>(v)</p> 	<p>304 (Celine: pats Ashley on the left arm.)</p>

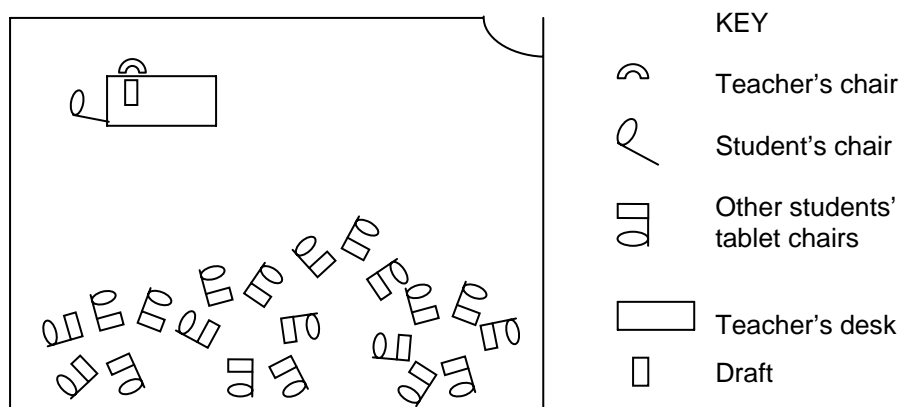
<p>(vi)</p> <p>Ashley Keung</p> 	<p>270 Ashley: Exactly as what you did here? (Ashley points at the draft.) (Keung: sits up straight almost all the time)</p>
<p>(vii)</p> 	<p>272 Ashley: So the prevention must be based on the causes. May be causes and solutions (looks at Keung). (Keung: same posture as above)</p>
<p>(viii)</p> 	<p>279 Keung: Yes. ... (Ashley: leans closer to the table, her right hand supporting the forehead and looks at the draft as Keung speaks hesitantly.) (Keung: similar posture as above)</p>
<p>(ix)</p> 	<p>282 Keung: I've just, er, written the, the... (Ashley leans back on the chair and runs her fingers through her hair). (Keung: similar posture as above; plain facial expressions throughout)</p>

5.5 Conference analysis: Jane (teacher) and Peter (student)

5.5.1 Seating

The setting for this conference was in a classroom that measured approximately 6.8 by 5.5 metres. Jane sat on a teacher's chair near the corner at the long side of the teacher's desk, which measured approximately 0.6m by 1.35m, and faced the students. Meanwhile, she put a tablet chair with the arm up at the short arm of the teacher's desk to her right for the student (Fig. 5.7), setting the angle between the teacher and the student at approximately 90°.

Fig. 5.7 Jane and Peter's seating arrangement



Jane chose to do conferences during lesson time as Fiona did, which explained the choice of the classroom. She told students to work on their assignment quietly until it was their turn; and quietened them when they talked quite loudly.

5.5.2 Verbal behaviour analysis

1. Discourse phases

There were some very interesting discursual features in this conference. (See Appendix 45 for a detailed transcription.) First of all, the opening phase had the teacher Jane starting the conference not with a greeting but going directly into examining the student draft with "OK, what's the topic?" After she heard the answer, she flipped two pages without giving any reasons for doing so, and started the main body of the conference discourse by asking Peter: "so do you have any question to ask me first?". Peter asked a question about the

content of his report to which Jane immediately, as though without thinking, replied curtly with “No”. She went on to say “The reason...” but stopped to think of a reason. While she paused, Peter responded with a surprised “No?” At that point, Jane thought for a second and changed her mind: “yea, I think you can”. Peter started to explain a bit more what he would like to include in his content, and Jane replied with “Yes, yea, in that case I suppose you can”; and ended this Q and A section with “OK, I don’t mind if you do it logically.”(Line 21.) The conversation created an impression that the teacher gave the student permission to include certain content in his report because the teacher did not object rather than because the content was worth mentioning.

After this Q and A, Jane read the introduction paragraph of the draft for 16 seconds even though Peter had not requested her to do so. She started reading without asking Peter (1) if he had another question; or (2) where he would like her to read and comment. It appeared that the teacher took the conference to the next stage without waiting for the student to initiate the next discoursal phase.

Starting from line 34 of the tapescript, Jane asked a question *each time she spoke for the next 8 turns*. They were all questions related to the content of the report, e.g. “You don’t have data, do you?”, “What suggestions you could give to your boss?” and “What’s the difference of talking about this one and this one?” Then at the 9th turn (line 71), Jane ended this series of teacher-Q and student-A with the information she thought Peter should include in the findings and suggestions of his report.

During the conference discourse, Jane asked “You understand what I mean?” for three turns in a row. The repetition could either be a means of checking if Peter was following; or, since the questions came at the end of her turns, it could show that Jane wanted to finish her turns with a question, and “you understand what I mean?” might have been a handy question to use. This speculation is supported by the fact that 21 out of 30 of Jane’s turns ended with a question.

After Jane had finished commenting on the draft, she initiated the closing phase by asking Peter “Any questions?” (line 139). When the answer was “No”, Jane stopped the meeting by saying that Peter “might have to come back” for another conference on his assignment. Jane then ended the meeting with “Thank you very much”.

At the pre- and post-conference interviews, Jane said:

“conferencing is just to ask questions; I guess it’s the best way I can help students. I mean there’s no way to explain to them again and again. By asking question, you try to get them to think. That’s what I’m trying to do. ”

This explained why she spent so much of the time on asking questions about Peter’s draft. Before asking questions, she would read quickly. Then she would “hit the point and ask them certain questions by doing that” like “Why? How?”. She believed that “this kind of ways of helping students may be ...very effective”. The student’s role was to answer her questions.

Jane thought that another purpose of the writing conference was for students “to talk to [her] about what they know about the assignment, and what kind of components they should put in”. The following subsections, however, show that instead of Peter talking about his assignment, Jane did much of the talking.

2. *Volubility*

The word count table in Appendix 46 shows that in this 12.83-minute conference, Peter and Jane spoke a total of 279 and 927 words respectively in a student- to teacher-talk ratio of 1:3.3. On average, Peter spoke 9.6 words per turn while Jane spoke 30.9 words, yielding a student to teacher ratio of 1:3.2. In terms of words spoken per minute, the figures for Peter and Jane were 21.75 and 72.25 respectively. The two longest turns for Jane consisted of 109 and 144 words, to which Peter answered with 8 and 7 words respectively, which meant that Peter gave rather short responses to long commentaries from Jane. These numbers indicate that Jane was considerably more voluble than Peter.

Peter remembered that Jane spoke “much more” than he did, but Jane’s post-conference recollection of teacher-student talk was quite different. She thought the conference with Peter lasted for about ten minutes. “Basically I asked questions a lot of time”, but “he actually talked more than I do”, “at least half half”. She thought “the talk would be basically the student talk most” because “I don’t really want to just, you know, pose my ideas on students”. Volubility counts and video data however showed that she talked much more than Peter and gave her ideas on his draft.

3. Overlaps

There were six incidences of overlaps in this conference and Jane initiated them all. Five of these caused an interruption in Peter’s talk. The overlaps seemed to serve two of the purposes of Ashley’s overlaps as discussed in Section 5.4.2: (i) replying before the student had finished his utterance, and (ii) changing conversation direction. The former occurred in three overlaps in lines 14-15, 67-68 and 74-75, where Peter was coming to the end of his sentence, and Jane interrupted him just when he was uttering the last word or last syllable. The second type of interruption was in lines 31-32, which (a) stopped Peter and (b) changed the direction of the conversation, revealing Jane’s preference to keep to her own line of thought rather than following Peter’s direction of conversation. This confirms Black’s (1998, p. 12) suspicion of whether the conference really offers the opportunity for student expression.

4. Backchannels and Laughter

Backchannels and laughter were scarce in the conference. There was only one backchanneling from Jane, a short “mm” sound that was probably a signal of agreement; and no laughter until the very last turn:

139 Jane:you are too general. It will not lead to anything. Any questions?

140 Peter: No.

141 Jane: OK, you might have to come back (laughs) to talk about this again. Yes. Alright.
Thank you very much.

This short laugh of Jane's appeared strange in the context. Before she laughed, she had just pinpointed a number of weaknesses with Peter's draft and suggested that he might need to see her again about the assignment; then at that moment, she broke into a big smile and made short laughing noises. The video shows that the outer corners of her eyes and mouth as well as cheeks went up, as if she found amusement at the thought of a second conference with Peter. Peter did not seem to know how to respond, and with an embarrassing smile, he got up and left. The broad smile and short laugh in this context appeared odd and puzzling to the onlooker, and could create embarrassment in the receiver (Glenn, 2003). If the laughter was not an indication of amusement, then it could signal a problematic moment or activity, and suggest that the laugher was aware of the delicacy of the situation (Haakana, 1999). On the surface, it made the conference end on a happy note, but post-interview data with Peter showed otherwise. Peter's feelings will be discussed in more detail in Section 5.5.4.

5. *Directives*

There were quite a lot of directives in the last part of the conference when Jane, after asking her questions, gave comments on Peter's draft. The directives were mostly in the form of direct instructions in the form of "you need to..." and evaluations of what Peter had done wrong. These two types of directives were usually used together, e.g. in lines 79-82, 111-114 and 119-120. Coupled with questions, the utterances could sound quite strong and slightly accusing, such as in this excerpt:

Jane: These are very general information I can get right? After I get this, what actually should I do? I know this: You're like giving me a kind of teaching. You're not investigating the things I need. (lines 101-103)

These directives made the teacher seem rather authoritarian and prescriptive. Jane said in both pre- and post-conference interviews that from past experience she realised that often the students "are not on the right track" and "still have a lot of misunderstanding" about the writing assignment, so "[her] objective is to put them on the right track", which means getting them "to understand the task". Jane believed that "with conferencing,

[teachers] give [students] ideas”, so the focus of a conference was on “what kind of information they should put in findings”, i.e. “basically it’s on content and organisation”. This explained why her directives sounded authoritarian and were mostly centred on the content of the report draft.

6. Frequency of mitigated/upgraded utterances

Mitigation devices such as “I think” and modals were almost all used by Jane (e.g. lines 75 and 71-72), but they did not have much mitigation effect in moderating agreement or disagreement since they came with directives such as “you need” and “you have”. Her simultaneous use of “may” (e.g. lines 62-64) with the upgrader ‘very’ created a levelling effect as the upgrader cancelled the hedge.

7. Receptions of queries, evaluations and directives

Jane asked Peter three times whether he had any questions, but the student responded in the affirmative only to the first question at the very beginning of the conference with a question concerning the content of his report. The other two times he answered softly with one-word “No”.

Altogether Jane asked 28 questions; and as mentioned in subsection 1 above, 21 out of 30 of Jane’s turns ended with a question. In great contrast, Peter asked one main question at the beginning of the conference and a surprised query. This huge difference in number identified the questioner vs. the respondent, the active vs. the passive, the controller vs. the controllee, and the powerful vs. the powerless, as a serious imbalance of talk-time allocation and control of talk are consequences of unequal power distribution (Blalock, 1997).

At the post-conference interview, Peter talked a great deal about his thoughts of the way Jane gave directives and how he felt about them. Since these directives and feelings

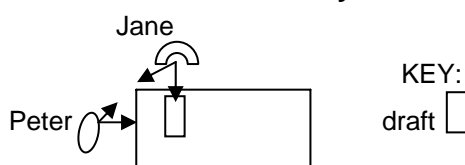
were very closely related to vocal pitch and pace of talk, they will be discussed in more detail in the subsection below under vocal cues.

5.5.3 Nonverbal behaviour analysis

1. *Body movement and posture*

Jane spent a great deal of time reading the draft that she had placed directly in front of herself, which meant that her face was often towards the front. (For details, refer to the coded table in Appendix 47) Since Peter sat to her right, she occasionally turned right up to approximately 45° to look at him. Peter faced the front most of the time to look at his draft and turned slightly to the left to look at Jane. (See Fig. 5.8 below.)

Fig. 5.8 Jane and Peter's body movement angles



Jane leaned slightly forward on the teacher's desk when reading the draft and leaned back on her chair occasionally when she made comments. Peter sat rather straight at first, then occasionally leaned forward to touch or point at his draft. The coded body language table in Appendix 48 shows interestingly that Peter leaned towards the right, i.e. away from Jane, very often throughout the conference, in nineteen out of twenty-five 30-second slots. In the 15th 30-second slot, when Jane asked Peter if he knew what a literature review was, she made a sudden body movement to the right, i.e. she leaned towards Peter. Peter responded right away by leaning back and moving right, i.e. away from Jane. Even in the next 30-second slot when the teacher reverted to her original position, Peter continued to be in his right-leaning position as if to maintain a certain level of remoteness from Jane. These incongruent body positions signify a lack of liking (Malandro et al, 1988, p.110) and reveal Peter's perceptions of Jane (Maurer and Tindall, 1983, p.161).

Post-conference interview data show that Peter was aware of how Jane sat, once again confirming Philippot et al.'s (1992) and Rosa's (2003) observations that students source information from teachers' body language. The way she faced the front often to look at the draft, and thus less sideways at the student, could be evaluated as "displays of dominance" and low rapport (Harrigan et al., 1985, pp.104-6). "She held my report" was what Peter remembered. The reading of the paper indicates control of it and leaves the student "out of the action" (Brooks, 1991, p.85). This together with other verbal and nonverbal behaviour created some strong feelings in Peter, which will be discussed in 5.5.4.

2. Gesture

Peter and Jane were quite different in terms of gesture. Peter held a pencil in his hand but did nothing much with the pencil nor his hands except occasionally pointing and turning the pages to direct Jane's attention to different parts of the draft. Excluding the beginning and the very end of the conference, Peter touched his paper only three times during the meeting.

Jane made some obvious gestures with her hands. She held a pencil in her right hand most of the time and flipped pages with her left. In the first minute of the conference, she held the pencil at equal distance between herself and Peter, and kept swiveling it, sometimes resulting in the tip of the pencil pointing directly at and quite close to Peter's face. Another gesture, a chopping motion, recurred numerous times in four of the 30-second slots in the coded table in Appendix 48, sometimes with the left hand or sometimes with both hands, either chopping in the air or on the desk, making noises. In the second 30-second slot, Jane made a few quick noisy taps on the table with the end of her pencil, and in the 18th 30-second slot, she hit the desk noisily with her left palm. Peter was either already looking at Jane when he heard these noises or he looked up at the noise that triggered a temporary stillness in his posture.

3. *Facial expressions and gaze*

Jane's facial expressions could be divided into three time-groups: the first minute – smiles; the bulk of the conference, especially from the 8th to the 21st 30-second slots – negative expressions; and the very end of the conference – broad smiles again. The video shows that the negative facial expressions included frowns and dissatisfied looks that seemed to display impatience and annoyance.

Peter did not show many facial expressions. He started and ended the conference with a half smile; and during the conference, he smiled embarrassedly as he struggled to answer a question. Just into the 6th minute, for a brief moment Peter broke into what seemed like a genuine smile when he glanced up at his friends who were sitting at the back of the classroom. For the rest of the conference, his facial expressions either seemed plain or indicated that he was puzzled. It was obvious from watching the video that he did not seem happy or satisfied, and he looked as if he had not fully comprehended all the comments from Jane.

The coded body language table shows that out of 25 30-second slots, Jane and Peter were seen to be looking at the draft for 19 slots. Eye contact was established in 5 30-second slots, the first time in the first minute and the other four times after the ninth minute. This indicated that eye contact, although established several times, was not frequent and not maintained. The two participants did look up at each other in 16 of the 25 slots, but at different times. For example, they glanced up at each other in the last 30-second slot when Jane smiled broadly about the possibility of Peter having to come for a second conference, but their gazes did not meet; and so they parted without final eye contact. According to various discussions on the implications of gaze, (e.g. Knapp and Hall, 1997; Richmond and McCrosky, 2000), the infrequent eye contact between Peter and Jane could be interpreted as signs of disharmony, including discomfort, disinterest and disengagement.

4. *Vocal cues*

Peter spoke softly and rather hesitantly at a moderate pace throughout the conference; and this seemed to match his small gestures and blank, hesitant expressions. There were no incidences when his pitch or tone suddenly changed. Jane's vocal cues were very different. She spoke quickly all the time, creating an impression of rushing. She has a rather high-pitched voice and comparatively she spoke considerably louder than Peter. Sometimes she sounded even louder when she emphasised certain words. In the middle of the conference, she also sounded impatient, and occasionally put on a tone that appeared like questioning, especially when she made short and fast utterances. In the same way as physicians' domineering vocal tones decrease satisfaction in patients (Lane, 1983, p.792; Hall et al., 1981, p.24; Street and Wiemann, 1987, p.595), Jane's tone and fast pace created rather unpleasant effects on Peter, which confirmed what researchers such as Malandro et al. (1988) and Beebe et al. (2002) have stated about interaction effects. Although Jane explained to students "before [her] conferencing that if [they] see [her] facial expression or [her] body language is not as friendly, don't worry about that", Peter still felt "unhappy" with her vocal cues and her posture.

"She held my report, very quickly ask you: what good is this? After you answer, oh, she said this no good. And that one? After I answer, again no good. I will feel, what to do? What data can I use? I feel, er, lost, helpless, don't know what to do. "

According to Peter, the fast pace of Jane's speech had a negative effect on his intake of what she said. He used words like "very quickly", "again" and "immediately" to describe Jane's talk. Although he felt that "perhaps she has to handle many students' report" and had to speak in a hurry, her quick, almost instant and repeated rejection of his draft created negative affect in him. He said he "feel anxiety" and "unhappy" at being "turn down". During the meeting, his content was not only rejected once, but repeatedly; and this made him feel "helpless" and "lost". Even though he was "very nervous" about the report assignment because it counted a lot towards the final grade of that subject, the teacher's pitch, tone and pace weakened his motivation to ask more questions: "She talk very fast, or when go through your report, very fast. So rapid made me very difficult to

ask questions. I very difficult to catch chance to ask question.” This explains why he only asked one question at the beginning of the tutorial; for the rest of the time he answered question after question from Jane, but initiated no further questions himself. Such behaviour suggested that Peter had retreated from active engagement. As Johnson (1993) said, when the teacher asserts her control over the talk in the interaction, an inhibiting effect is observed in the student.

Peter felt that Jane's hurried pace did not allow him enough time to explain himself or to allow him time to digest what she was saying. As a result, he felt that she did not give enough directions for revision.

“Not enough revision directions, because every time she will roughly ask me how I will use data, but when she does not know very clear how I will use the whole set of data, then she immediately tell me this cannot be done. Then when she gave her direction, because for each data, she talk very fast, very fast, then I do not know how to do again.”

5.5.4 Overall participants' comments

Peter told the researcher that he felt increasingly more upset as the conference proceeded. First, he was disappointed to find out that “her requirements and ideas” were “very different from [his]”. He felt that there was a reason for the data that he included in his report, but “she thought that these things were useless”. As in medical encounters where differing thinking between clients and clinicians (Tannen and Wallat, 1993, p.31) causes dissatisfaction in patients, resentment of the clinicians' opinion (Heritage and Sefi, 1992, p.413) and patient rejection or withdrawal (Morse, 1991, p.458), so did the differing opinions in this conference caused dissatisfaction in the student. Similar to Heritage and Sefi's discovery of patients saying nothing at the time (1992, p.410), Peter said nothing that explicitly revealed his resistance but maintained his covert disagreement (Heath, 1992, p.262).

Peter commented that the teacher's attitude and behaviour affected him. "She in that conference made me feel helpless, really don't know what to do." This confirms the inverse correlation that Wanzer and McCroskey (1998) reported between teachers' improper use of nonverbal behaviour and student learning and affect, as well as Frankel and Hourigan's finding (2004, p.54) of patient dismay at communication difficulties caused by physician behaviour. These negative affect and communication difficulties run the risk of inducing noncompliance in the novice (Carter et al., 1982, p.565). Peter felt "a bit don't understand, why she can this certain tell me this part is useless?" Speaking much less than Jane and feeling everything happening so quickly, Peter thought the conference only took "five, six minutes" when in reality it lasted almost 13 minutes. Since Peter's expectation of the conference, as he expressed in the pre-conference interview, was that it would be helpful to his assignment, he was really disappointed that the conference had made him feel more helpless than before. Since the teacher was "not very clear" in her comments, "not clear" about what he wanted to write, gave "not enough revision directions", and "talk[ed] very, very fast", he "did not get direction" and did "not understand her direction". This confirms Golden and Johnston's (1970, p.130) findings that inadequate (physician) explanations can lead to (patient) confusion and misunderstanding.

At the post-conference interview and the stimulated recall, Jane expressed gladness that she had asked plenty of questions. She believed that "it's the best way [she] can help students". "By asking questions, [she tried] to get them to think" and to develop critical thinking skills, which, she thought, "Hong Kong students really don't have". She explained that she "had to keep talking, to make sure that everybody understands" because she had "a really short time to finish things, and then to, you know, accommodate students' needs". She thought that her method of conferencing was "very effective". The biggest problem that she faced was working under time constraint. She wanted to make sure that she could finish seeing all the students on time; otherwise she would have the trouble "to keep find time" and "to get [students] to work in a certain place". This was probably one of the reasons that she spoke very fast and sounded as if she was rushing.

She believed that Peter was very positive about the meeting. “And, you know, of course, he was very happy... but [she] couldn’t see that kind of excitement from his face that match.” She said that Peter and another male student Ben were “big men and they understood what [she] meant. So they didn’t really try, you know, to show how grateful they are”. She could “see from their body language, they are really sort of like smiling at [her]”.

Jane’s perception of Peter’s feelings were obviously the opposite of what Peter felt. There is no indication from the video data that Peter was grateful or happy. Indeed, the nonverbal analysis conducted showed the contrary. Jane did not seem to be very aware of Peter’s feelings, which could be because her gaze and attention was on the draft most of the time, rather than on the student. It was also possible that because Jane felt excited about the perceived usefulness of the conference, she chose to remember Peter feeling positive too.

After the interview, when the recorder was switched off, Peter told the researcher that actually the draft he showed Jane was not his own. He had not written one yet. Before his turn, he grabbed a classmate’s, asked that classmate to tell him a few problems encountered during the writing of the draft, and quickly read through it so that he could pretend to talk quite intelligently about it in front of Jane. He had hoped that Jane’s comments on his friend’s draft could help him understand how he should do his own assignment; but to his disappointment, the meeting not only did not foster understanding but made him feel more confused. He felt that Jane had no idea that the draft was not his own, and indeed, Jane did not have any clue. She said in her post-conference interview that out of all her students, Peter “seemed to be the one who actually knew something [about the assignment] before he came”; and “might get a C” if he had submitted that draft for assessment. “He seemed to be really cool... I didn’t really have to spend much time with him. ”

In the next section, we shall look at how Jane met with her 'weakest' student in one of the most fascinating conferences of the study, and examine whether the interactions in and feelings of the second conference of Jane's were similar to those in her first one.

5.6 Conference analysis: Jane (teacher) and Ben (student)

5.6.1 Seating

The conference was conducted in the same classroom used for the conference with Peter, with Ben at the seat where Peter had been. (See Figure 5.7)

5.6.2 Verbal behaviour analysis

1. Discourse phases

The *opening* phase of the conference consisted of Jane urging Ben to come forward from his seat at the back of the room to the teacher's desk. (See Appendix 49 for a detailed transcription of the conference.) There was no greeting from either the teacher or the student; and as the student sat down, he said he had problems with his assignment. Then Jane started the *directive* phase by asking her first question "What's your title?" and received from Ben his draft which she held directly in front of her and immediately started to read.

The bulk of the conversation followed a rough order of Jane reading the draft, then making a comment or posing a question. The questions were usually quite short while the comments were rather long. Most of the time, Ben responded with a short one-sentence answer, and Jane immediately followed with either another comment, re-stating her question or changing a topic.

In this conference that lasted thirteen minutes and fifty seconds, Ben asked only one and a half questions. The first one "Which part?" was in line 107 to show he was confused about what Jane was talking about. His other question was near the end of the

conference when he wanted to know the next meeting date with Jane, but he did not finish his question because Jane interrupted with her response. In contrast, Jane asked 43 questions, excluding questions she mumbled to herself and checks like “OK?” and “alright?” This meant that she asked $21\frac{1}{2}$ times as many questions as Ben. This is in line with studies on physician-patient interaction that there is dispreference for novice-initiated utterances (Frankel, 1990, p.231), and that the majority of these utterances are cut off by the expert (Beckman and Frankel, 1984, p.682). As shown in her interviews, Jane had a deep-rooted belief that questions could make students think critically, and therefore she gave herself the role of a reader, questioner and commentator in order to put students “on the right track”.

When she read that Ben had conducted an interview for the assignment, she asked “Did you interview anybody? Of course not, right?” She then repeated the question *nine* times in one form or another in lines 60, 62, 64, 66, 76, 106, 108, 112 and 129. Every time Ben’s answer was in the affirmative. At the post-conference interview and in the stimulated recall session, Jane explained that she repeated her question because she did not trust that Ben was telling the truth when he said he had conducted some interviews. By asking him so many times whether he had really interviewed anyone, she was hoping that he would finally admit that he had lied. But Ben kept saying ‘yes’ every time.

Jane also asked different questions in succession. For instance, in lines 108-110, she posed six questions:

108 Jane: Yes. (Ben tries to answer.) So, you interviewed one department? (Ben puts
 109 left elbow on desk.) Do you know these people? By yourself? You know these
 110 people? How did you interview them? You went to ask them some questions?
 111 Ben: Yes.
 112 Jane: You did?

The successive questions were apparently a targetted attempt to see if Ben could provide details to the queries. By line 112, Jane was still trying to continue the query she started in line 66 on whether Ben had really conducted an interview for his assignment.

The exact place where the *closing* phase of the conference began was not clear. Line 192 could be the beginning of the winding-down when Jane told Ben to re-do his assignment; but between that and the last sentence (line 242), Jane took eleven turns, three of which were over a hundred words long; and Ben had ten turns, five of which only had one word “OK”. The last ten lines of the transcript are reproduced below in the subsection on laughter.

2. *Volubility*

Video data clearly show that Jane was more voluble than Ben. In 13’50”, she spoke a total of 1424 words whereas Ben spoke only 349 words, yielding a ratio of 1:4.1 for student talk to teacher talk. Not only did Jane speak more overall, but she also held longer turns. She had two turns at 125 words, with 14 turns over 40 words each time, and 34 turns at double-digit word counts. (For details, see word count table in Appendix 50) Ben was very different; although his longest turn was at 55 words, there were only 9 turns where his word count was in double digits. More than once Ben answered a long turn of Jane’s with only one word.

Jane believed that normally the “student actually talked more than I do”, but with Ben, “maybe I spoke more than half half” because “he really had difficulties in expressing himself”. Ben recalled that “basically [he] do not say anything” because “before [he] ask any question, she already told off track”. He felt “like a balloon lose air”.

3. *Overlaps and backchannels*

There were a total of eight overlaps in the conference, all initiated by Jane; and numerous times Jane started talking immediately after Ben finished uttering his last syllable. Some of these overlaps and cutting-ins were done with a higher volume and pitch, making the interruptions highly audible and noticeable on video. The use of interruptions, directives and frequent questions, as well as her rejection of Ben’s act of interviewing qualify Jane as a “dominant interlocutor” who performed “domineering acts” (Heritage and Sefi, 1992,

p.419; Tates and Meeuwesen, 2001, p.850; Street and Buller, 1987, p.237; Carter et al., 1982, p.556; Roter et al., 1987, p.447). The vocal effects of her “domineering acts” will be discussed in more depth later in the nonverbal behaviour section on “vocal cues”.

There was not much backchanneling in this conference. Neither the teacher nor the student gave backchanneling responses when the other person spoke. Ben spoke only when he was explicitly given the floor, otherwise, he remained silent.

4. *Laughter*

The atmosphere of the tutorial was serious and there was no laughter at all in the main body of the conference. But towards the end, Jane laughed twice; the first time was in line 234 when she not only laughed but doubled over at the desk; and the second time was a few seconds later in the last line of the conference, line 242, when Ben got up from the table and left.

233 Jane: and come back to talk with me. But don't worry too much. (Jane pats Ben's
234 shoulder.) You look like you're sweating now. Ha ha ha ha ha. (Jane
235 doubles over at the desk.)
236 Ben: Because I have no time to... (Ben appears frustrated and shakes his head.)
237 Jane: (Ben not looking at J.) I understand, I really understand. (Shakes her head,
238 smiling brightly.) But you know, you might really have to do it again.
239 Ben: OK.
240 Jane: So, come back and I'll be very happy to talk with you, OK?
241 Ben: Thank you.
242 Jane: I'm sorry that you have to do it all again. Ha ha. (Jane laughs; Ben leaves.)

Normally, laughing, as an activity in conversation, is an universal situational response (Glenn, 2003, p.13), and is seen as “a valued occurrence which can be the product of methodic, coordinated activities” (Jefferson, 1984, p.348). Edmonsén (1987:26) classified laughter into three types: (i) very brief, mild laughter, (ii) longer laughter of real amusement, and (iii) intense sequential laughter with the person gasping for breath. Jane's laughter was not brief or mild (type 1), nor did she guffaw and gasp for breath (type 3); so hers might belong to the second type – real amusement. Speaker-offered laughter may imply something is funny or reveal the speaker's attitude on the current topic. According to these explanations of laughter, Jane's laughter could be interpreted that she found Ben's

sweating funny and was amused with having Ben re-do his assignment from scratch. Indeed, surface verbal clues seemed to offer the same explanation for the bursts of laughter. If someone reads only lines 232-235 and 242 above without knowing what went on in the conference before this excerpt, and tries to explain what was happening based solely on the transcript, he may think that Jane was laughing at the way Ben was sweating and found the thought of Ben completely rewriting his report entertaining or even hilarious.

Although this interpretation of the laughter is not very probable, it may not be totally impossible, since Jane might not have registered Ben's obvious looks of frustration and dismay. However, if Jane did sense Ben's dejection, then her laughter was more likely to be the same as her broad smile and short laughter at the end of Peter's conference, i.e. she could have laughed to cover the delicacy and sensitiveness of the situation (Haakana, 1999). Or the laughter could have acted like an interruption or an "empathic opportunity terminator" (Suchman et al., 1997, p.679) that avoided the dealing of the other interlocutor's emotion (Frankel and Hourigan, 2004, p.46) as revealed in his head-shaking and frustrating tone of voice; and prevented Ben from further expressing his feelings. It could even be "a signal of embarrassment" or "a weak kind of apology" (Mey, 2001, p.138). As speaker-initiated laughter, it invited the hearer to respond also with laughter, which would have eased the tension. Jefferson (1979) describes three possible responses to laughter: acceptance by laughing, remaining silent and declining by speaking seriously. Both Ben and Peter remained silent, gave no respondent laughter and did not ease the tension.

The laughter episode in Ben's conference was more complicated than that in Peter's for three reasons. First, it was not a short laugh. The first time she laughed, the laughter bubbled through the last few words. Second, she laughed again very briefly later, not in such a bubbly way, but still smiling broadly, with the corners of her mouth and eyes all tilted upwards. Third, Ben pulled a long face until the very end, looking downcast and constituting a rejection of Jane's laugh invitation. It is explained in literature that when

verbal and nonverbal cues contradict each other, as in this case, the receiver may either decode the body language as true (Burgoon et al., 1996; Trenholm and Jensen, 2004) or as deceptive (Patterson, 1994). If Ben took the former interpretation, he would think that Jane was happy that he had to redo his assignment; if he took the latter interpretation, he could view Jane as false and insincere. As Glenn (2003, p.30) warns, laughter may “contribute to interactional disaffiliation” if it demonstrates “lack of sympathy, consideration” or hurts the receiver by contributing “to feelings of hostility or embarrassment”. Indeed, Jane’s laughter in Ben’s conference seemed to an onlooker to show a lack of consideration; and Ben’s post-conference interview revealed that he was hurt by the way Jane had conducted the conference.

Jane explained after the conference that she was trying to encourage Ben. “But I still manage to have a smile, try to encourage him, and you know, still make sure that he’s not going to be panic. I think of that very important because he get scared. ” Patting him on the shoulder was probably meant as an act of encouragement too.

5. *Directives*

Most of the directives that Jane gave were direct instructions and evaluations of what Ben should/needed to/had to/was supposed to do or not. The words “(not) supposed to”, appeared twelve times, “(not) need to” appeared eight times, “should (not)” five times and “(not) have to” appeared seven times. Altogether this kind of directive occurred a total of thirty-two times in the 13¾-minute conversation, an average of around 2.4 times per minute. These multiple occurrences of directives within a short time created an atmosphere in which orders sounded absolute and non-negotiable.

6. *Frequency of mitigated/upgraded utterances*

Jane did not use many downtoners, e.g. there were no occurrences of mitigated language such as “probably”, “kind of”, “seems”, and “a bit”. She said “maybe” and “might” once each in lines 216 and 238 respectively, but did not achieve any mitigation effect because

they occurred together with imperatives. Jane also explicitly stated twice that she would not know what grade to give him if he did not rewrite his report.

Instead of downtoning, Jane repeated “you’re not supposed to...” and “you’re supposed to...” *twelve* times, which acted as phrasal boosters. She also used some upgraders, words like “again” and “completely” in lines 88 and 180 that intensified the tone, strengthened her utterances and augmented the force of her illocutions.

7. Receptions of queries, evaluations and directives

Jane’s receptions of Ben’s queries and statements were frequently in the form of overlaps. She interrupted Ben’s talk eight times and was also recorded to have intercepted right after Ben was finishing his last syllable. Her repeated use of questions, especially those that concern Ben’s interview, and her astonished interjection “ha?!” in line 127 showed her doubt about what Ben said, her unhappiness with what he did, and her rejection of his interview method. In lines 166-169 of the transcript, Jane demonstrated this rejection further by holding up her hand at Ben when he had the floor to tell him to stop talking; and when he continued to say two more words, she interrupted his speech and caused an overlap. The wall-gesture will be further discussed in Section 5.6.3 below.

As for Ben, apart from the very first part of the conference when he confirmed Jane’s understanding of the company’s background, there was hardly any verbal behaviour to indicate any agreement with Jane’s evaluations and directives. He said “yes” many times, not to accept what Jane said, but rather to affirm that he had really conducted some interviews for the assignment. In doing so, his “yes” was actually a negation to counter Jane’s doubts and disbelief. Even when Ben said “understand” in response to Jane’s “understand?” such as in lines 86 and 87, his body language and vocal tones indicated that it was not a true agreement but a reluctant toleration. This is similar to Street and Wiemann’s observation (1987, p.596) that patients tolerate unsatisfactory physician behaviour in asymmetrical relationships. The absence of open disagreement from Ben

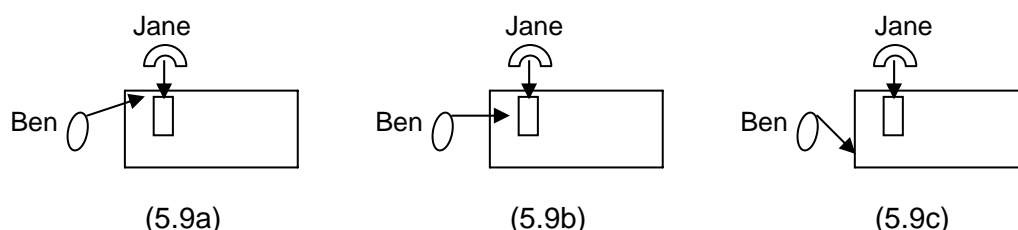
could be a “false or manipulated consensus” only (Lukes, 1984, p.24). Post-conference interview data revealed that Ben felt that he had had no alternatives but to change the way he did his report assignment to suit Jane’s requirements. He was highly aware that Jane would be grading his assessment as she reminded him twice of her role as the assessor during the conference. This awareness seemed to have made Ben a passive acceptor of teacher comments. For the sake of getting a “certain mark”, he would conference with Jane again. “No matter how hard, or how many time I get hurt, I still go again. ”

5.6.3 Nonverbal behaviour analysis

1. *Body movement and posture*

Ben changed the directions of his body movements considerably in the conference. (See coded body language table in Appendix 51) When Ben sat down, he sat facing the teacher, which according to Malandro et al. (1988:108) signaled openness for dialogue (Fig. 5.9a). Then as the meeting progressed and as Jane asked him whether he had read the task sheet carefully, Ben started to move **away** from facing the teacher. First, he crossed his legs away from Jane, but still facing her (Fig. 5.9b). Then as Jane doubted that Ben had conducted the primary research himself, he turned in the direction of the students at the back of the classroom, facing away from Jane (Fig. 5.9c). At that point, he did not seem open to dialogue anymore; rather he seemed half-closed. According to Beebe et al (2002), Ben’s closed posture revealed his unwillingness to talk to Jane; and turning the body away demonstrated a wish to decrease or end contact.

Fig. 5.9 Overhead view of Ben’s body movement



Just 4 minutes into the conference, Ben turned away from Jane and put his left hand on the table, supporting his head with his left fist or hand under the chin. This created a 'barrier' position, like putting up a wall between him and Jane. Occasionally he put his hands on his thighs but soon his left hand went back to the chin-supporting 'barrier' position. When he had totally turned away from the teacher, it appeared that he had to strain his neck to look at his draft, which continued to be in the teacher's hands. (See Figure 5.10).

Fig. 5.10 Frontal view of Ben's body movement



Although very probably Ben was still listening to Jane's negative comments on his draft, his later nonverbal behaviour appeared to send a message that he did not want to be engaged in dialogue and preferred to be released from the conference. According to Malandro et al (1988), this kind of strained posture and body tension reflects emotional intensity.

Another noticeable body movement observed was that Jane leaned forward suddenly twice in the 9th and 15th 30-second slots when she queried if Ben had indeed conducted interviews. Ben immediately reacted to this forward body movement of Jane's with a sudden backward body movement of himself. This also happened at around 8½ minutes when Jane threw her pencil down fairly noisily on the desk and at 9½ minutes when Jane hit the desk with her palm. In both occasions, Ben reacted immediately by leaning backwards and turning away.

Ben explained his postures and body movements at the post-conference interview. He felt that Jane was “not talk to me. She questioning me. We had not a dialogue. She was press things down in me, like a iron, press, press.” Obviously Jane’s frequent use of questions created an atmosphere of intrusive interrogation (Berger and Kellermann, 1994) rather than conversing, and distressed Ben emotionally; and Ben showed his pain through his physical withdrawal. He did not think he needed to explicitly tell Jane how he felt because “she only need to look at [him] to know it. ”

Jane did not seem to have noticed his body language, however. There was no indication in the post-conference sessions that she was aware of Ben’s ‘barrier’ position of reluctance to engage deeper in the conversation, or of his leaning back as she leaned forward to maintain a certain distance between them. It is likely that her concentration on the draft meant that little consideration was given to Ben, including his body language that would have revealed his feelings. She did not seem to notice his withdrawal or the delicate emotions that had been simmering until she smiled at him at around the twelfth minute; but in fact, he had crossed his legs away from her in just under two minutes, and retreated with the ‘barrier’ position after four minutes into the conference.

2. *Gesture*

Ben’s most visible gestures were the ones that form the ‘barrier’ position as described above. His other noticeable features included never holding a pen, nor his draft except when he sat down at the desk and in the last 2½ minutes when Jane gave him back his draft. Other than that, he did not touch his draft except for an occasional pointing at it. It seemed to an onlooker that he had no ownership of the script.

By contrast, Jane held a pencil and Ben’s draft completely in front of herself almost all the time until she gave it back to him. She also made a number of gestures that were not seen in the other teachers’ conferences, including jabbing the air with her pencil, pointing it at Ben, throwing it down on the desk a couple of times, making chopping motions in the air

with her hands, jabbing at the draft repeatedly with her finger, shaking the task sheet at Ben, holding up her right hand to signal to Ben to stop talking, and hitting the desk or the side of the desk with her palm several times. These gestures coincide with some of the fidgeting gestures that resource books tell writing teachers to avoid (c.f. McAndrew and Reigstad, 2001, p.29). When Jane hit the desk or the side of the desk, Ben reacted by sitting straighter and leaning backwards. These numerous gestures of Jane's suggested impatience and frustration, and created an impression of superiority. After the conference, Jane admitted that "I got really frustrated this time, because I explained to him so many times, he still couldn't understand". When the researcher asked her whether she showed her frustration, she said "I didn't show at all, because I think that is the professional behaviour I should have in front of students".

It seems possible from post-conference data that Jane was not aware of her gestures or the messages they transmitted. In the stimulated recall session where she watched her own video, the researcher asked her to discuss her own body language, but she did not pick up on her gestures such as the jabbing air with a pen, holding the draft in front of herself and chopping the air with her hands. Perhaps she did not consciously assign any meaning to these gestures and so did not find them worth mentioning, or perhaps she did not possess a high level of self- and other-awareness (Trenhom and Jensen, 2004).

3. Facial expressions and gaze

As in the conference with Peter, Jane's facial expressions could be divided into three phases according to the phases of the discourse. In the first two minutes of the conference, she was all smiles. For the next 9½ minutes, she frowned and had an impatient and dissatisfied look. Then in the last 2½ minutes when she was rounding up the conversation, she smiled brightly and laughed twice.

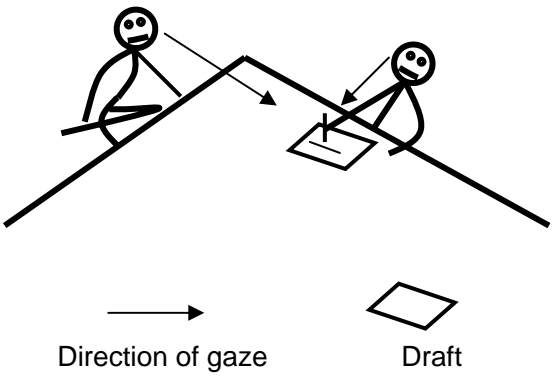
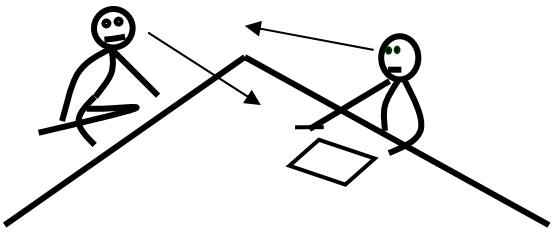
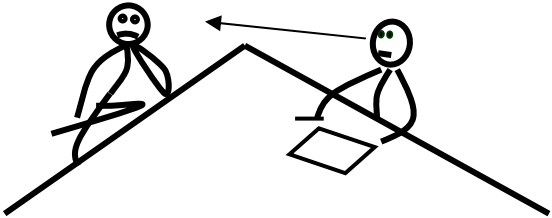
Ben smiled a little too at the beginning when he sat down. But after that, he either put on a half smile or looked unhappy with the corners of his mouth turned down. He frowned,

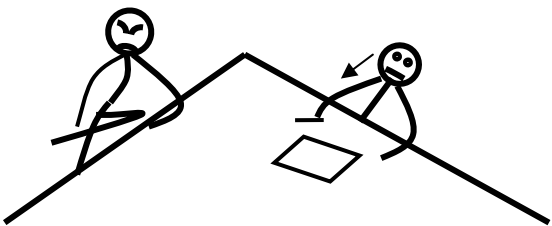
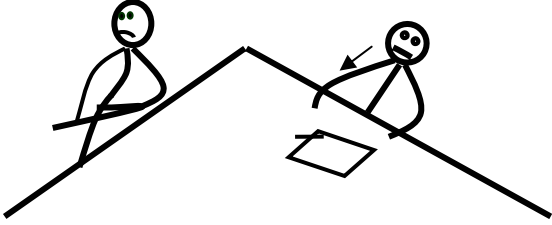
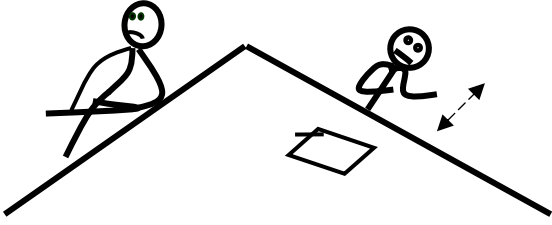
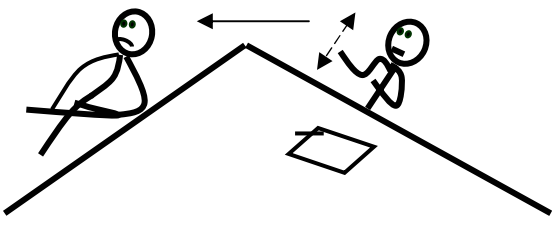
a symbol of negative affect (Richmond and McCroskey 2000, p.294) and displeasure (Philippot et al., 1992, p.193), in the middle of the conference, and looked unhappy, pulling a long face, until the end.

Since Jane held the draft directly in front of her, most of the time her gaze was on it. As seen in the coded body language table in Appendix 51, the only time when she did not look at the draft was in the last few seconds of the meeting. During the conference, she glanced up at Ben quite a few times, asking him if he understood; but eye contact was not really established because Ben did not look at her. In fact, with his posture and barrier position, it appeared that he deliberately avoided looking at her by looking either at the paper or at the air with a downcast expression.

Vignette 3 on the next page shows the verbal and nonverbal exchanges during the stretch of conference when Jane questioned Ben as to whether he had done an interview himself. Note the postural directions and incongruence of body movement.

Vignette 3 Interaction clips between Jane and Ben

<p>(i) Ben Jane</p>  <p>Direction of gaze</p> <p>Draft</p>	<p>57 Jane: Did you interview anybody? (Underlines words on the draft.) Of course not, right?</p> <p>58 Ben: No, only one department.</p> <p>[N.B. Ben was already crossing his legs away from Jane at this point.]</p>
<p>(ii)</p> 	<p>62 Jane: <u>You</u> interviewed? (keeps staring at Ben. Moves body forward as she said this emphatically, and Ben springs backward in his seat in response to Jane's body movement.) <u>You</u> interviewed somebody?</p> <p>Ben: Yes.</p> <p>66 Jane: Yes? <u>You</u> went to interview somebody!?!?</p> <p>67 Ben: I went to interview somebody.</p>
<p>(iii)</p> 	<p>68 Jane: Do you know you are not supposed to do that? (Ben places his left elbow on the desk with his left hand placed near his mouth.)</p>

<p>(iv)</p> 	<p>79 Jane: You don't really need to do that. I don't know why you do that. (Ben puts his hand down on the desk, draws his eyebrows together.)</p>
<p>(v)</p> 	<p>81 Jane: (Drops her pen on desk rather noisily. Ben puts his hand on his thigh.)</p>
<p>(vi)</p>  <p>Direction of hand movement</p>	<p>81 Jane:Desk research me::ans that you <u>read</u> different kind (Jane chops with both hands in the air) of things.</p>
<p>(vii)</p> 	<p>Jane makes chopping motion in air towards Ben.</p>

4. Vocal cues

Ben always spoke in a soft tone, at a neutral to low volume, and mostly at a moderate to hesitantly slow pace. By contrast, Jane's pace of speech was fast from the very beginning, slowing down slightly occasionally, then became very fast for seven consecutive minutes until she slowed down in the last few minutes. Her vocal cues could be roughly divided according to the stages of the conference. At the beginning and the end of the tutorial, her pitch, tone and volume sounded moderate. For the bulk of the meeting, her pitch was high and she sounded as if she was questioning, often loud and sometimes in a tone of voice that made her sound as if she was criticising the student. She used the question tag "right?" many times and often the tag sounded especially loud. Watching the video showed that the loud "right?" had two effects: (i) it made the viewer look up at her and (ii) it caused a slight jolt of the observer's heart. These two effects together indicated that Jane's "right?" could produce an uncomfortable feeling in the listener. Jane did not comment on her pitch or use of "right?" in her post-conference sessions. Perhaps they were not out of the ordinary to her.

5.6.4 Overall participants' comments

The conference between Jane and Ben was arresting with its rich verbal and nonverbal information. The post-conference data were equally interesting. Ben expressed his unhappy feelings with repeated use of words like "very disappointed", "tragic", "blow" and "unpleasant", confirming Black's belief (1998, p.12) that conferences can be "potentially harmful". He thought he had spoken very little and did not have the chance to ask questions, but instead felt questioned and pressed. As Kleinmann (1988, p.16) noted in his study of physician-patient talk, some of the questions were more like "interrogations". These could become intrusive and socially inappropriate (Berger and Kellermann, 1994, p.18). Ben's low level of participation is in line with Fletcher's (1993) remark that the more frequently habitual questioning occurs, the less the student expresses his concerns. Ben said that he had some confidence in his draft before he went to see Jane, but when he realised that Jane had only negative feelings about his draft and that he had to rewrite

completely, he was not in the mood to listen to her anymore: “not pay attention”; “no hear one word one sentence”. These comments revealed his resentment (Heritage and Sefi, 1992, p.413) of Jane’s comments and withdrew from the conversation (Morse, 1991, p.458). Although he admitted that his draft was not appropriately written, he thought he was “not totally off track”. Believing that his efforts had been in vain, he felt “total loss, total loss”. He “went happily, left unhappily”. The conference was “tragic”, an “unpleasant memory” and a “bad experience”. It was “not only negative”, but “a blow” to him. The use of these strong words confirmed previous findings that medical consultations that are “heavily weighted in the doctor’s favor” (Fisher, 1984, p.221) can make patients leave feeling “traumatized” (Gilpin, 2003, p.3). Ben believed that Jane should know how badly he felt from his facial expressions. His feelings confirmed Tobin’s (1993) observation that emotions can affect not only the present but also the future. Ben clearly stated that if the assignment were not going to be assessed and if Jane was not going to be the assessor, he would not go to another conference with her. The experience had been so negative that he did not want any more conferences with any teacher. But during the conference Jane made two explicit references to difficulties in allotting a grade to his draft, and this dampened his will to counter her evaluations of it. His goal was no longer to write a good report but to write something that would “suit her”.

Just as Jane felt that Peter was “happy”, so too did she think that Ben was pleased with the conference. “He’s trying to be a man, and he tries to look cool, and he indicated his gratefulness to me.” She believed that Ben “got something [he] really wanted to get” and was “really happy about it”. She was glad that she had met with Ben because otherwise she thought he would have got a failing grade. She saw that Ben’s language level was low, “his cognitive level is not up to the kind of standard”, and he “didn’t understand what kind of ingredients should be put in”. She “didn’t expect this conferencing is going to be that tough”, but was glad she adopted a questioning technique with Ben as with Peter because it was “very effective” and allowed her to exchange ideas with the student. She did not seem to realise that the conference had caused confusion and pain

in the two students, and did not appear to have registered Ben's body language of averting gaze, closed postures and retreating movements. According to Fletcher (1993, pp.41-50), teachers who interrogate students miss cues from students and force them to follow the teachers' preferred direction of talk.

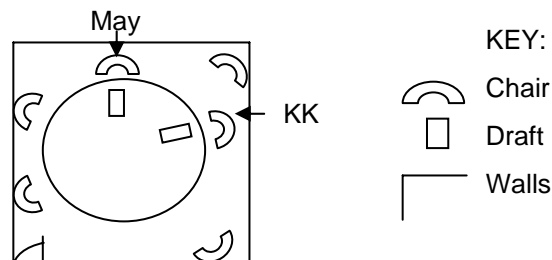
The examination of Jane's conferences with Peter and Ben remind me of a conclusion in medical encounter research that the expert and the novice "are worlds apart" (Lazare et al., 1975, p.558). We shall now turn to the two conferences conducted by KK, the last teacher who participated in the study.

5.7 Conference analysis: KK (teacher) and May (student)

5.7.1 Seating

KK chose the same 7.5 square-metre room that was used by Ashley. (See Fig. 5.11).

Fig. 5.11 KK and May's seating arrangement



5.7.2 Verbal behaviour analysis

1. Discourse phases

KK started the conference with an *opening* phase that stated that (i) he would give May another conference in the following week, and so (ii) he would only discuss the first half of her draft this time. May listened and nodded. (See Appendix 52 for a detailed transcription of the conference.)

In the *directive* phase, KK initiated all the turns, except towards the end when KK asked May: "Do you have questions to ask me?". Then May asked two questions, one

about the use of colour in the report layout and the other one to clarify the content of the recommendations section. In the middle of the conference, May asked one more question in response to a comment that KK made. Compared with the conference with Yvette, who, like May was the top student in her class, May asked three questions in 10.4 minutes of conferencing in contrast to Yvette's twelve questions in 14.5 minutes.

KK controlled the initiation of topics and discourse phases; but unlike Jane who asked many questions in succession, KK asked only six in total, including one on whether May had any questions. The other five questions all concerned unclear parts of the draft. He signaled the *closing* phase by asking the student whether she had any questions to ask. The student then asked two questions before KK ended the conference with a suggestion that they stopped at that point.

At the post-conference interview, May remarked that she had prepared some questions to ask KK concerning problematic places in her draft. But she felt that she did not have the chance to ask questions until late in the conference, and by then she had forgotten some of the questions that she had wanted to ask. It seemed to her that before she could recall her questions, the conference was already over. She regretted that she had not prepared better by writing her questions down clearly beforehand.

2. *Volubility*

May and KK spoke 345 words and 913 words respectively in this 10.40-minute conference, constituting a talk ratio of 1:2.6. May's longest turn lasted 77 words (in lines 55-61 of the transcript) where she told KK that she did not know how to use data collected from desk research in her report. Out of a total of 18 turns, seven times she spoke less than ten words and twice she uttered only one word, "Yes" and "Ogh" in response to KK's instructions. (For details, see their word count table in Appendix 53) KK's two longest turns contained 111 (lines 45-53) and 102 words (lines 85-93). In both instances, he was explaining to May that she needed to state clearly the distinction between her ideas and

those summarised from sources. May's average number of words per turn stood at 19.17, whereas KK's was at 48.05, indicating a ratio of 1:2.5 for average student to teacher words per turn.

After the conference, KK thought that May and his other students "talked more than the teacher", but May believed that KK spoke a little more than she, and remembered that KK paused often to check whether she had understood him. Checking novice understanding is an act praised by researchers such as Golden and Johnston (1970) and Braddock et al. (1999).

3. Overlaps, backchannels and laughter

There were two obvious overlaps in the conference. In the first case, in lines 14-16, KK had heard enough to know that May had taken the information gathered from secondary sources to be her own research data. KK took over the floor again in lines 85-86 with clear-cut instructions about what May should do with ideas collected from different sources. In neither case did KK raise his voice when interrupting. His vocal qualities will be discussed in more detail later in the section on nonverbal analysis.

Verbal backchanneling occurred a lot in this conference, mostly from May. For example, in lines 45-53 of the transcript, while KK talked, May said 'Mm' four times and 'Ogh' (a common feature of local Chinese backchanneling) three times together with a great deal of nodding to signal agreement, understanding and acceptance.

There was no laughter in the conference, but there were many pleasant smiles.

4. Directives

KK employed numerous directives to tell May what she should do to revise her draft. Out of nineteen turns, he used imperative once, "you have to" five times, "you must" twice and "you don't need to" twice. At the post-conference interview, KK iterated that the

conference was the time for him to “talk about [his] comments” and to give “very substantial comments”. This explained his repeated use of directives.

5. Frequency of mitigated utterances

There were only a few mitigated utterances. KK sometimes employed two types of mitigation: the conditional ‘if’ and the applier ‘right?’ to downtone his directives.

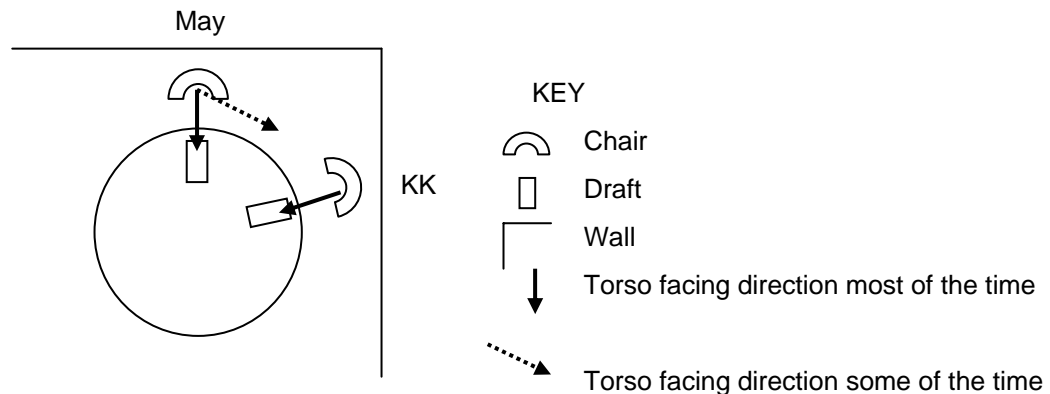
6. Receptions of queries, evaluations and directives

As mentioned above, May asked questions only three times, once in the middle of the conference and twice at the end. Each time, KK responded with an answer. Whenever KK asked a question, May tried to answer it, sometimes with a short answer, such as in line 19, and sometimes with a longer explanation, as in lines 76-78. When KK evaluated her draft and gave her directives, she listened intently, and nodded in agreement. She picked up her pen to jot notes at 7 minutes 45 seconds, and again shortly after at 8 minutes 5 seconds, when KK told her to add references to different authors separately. Once (in lines 32ff) she seemed confused about what KK had said and asked a question to gain further clarification, which she then accepted with a ‘Yea’. The interaction appeared agreeable, with no challenge of authority from the student.

5.7.3 Nonverbal behaviour analysis

1. Body movement and posture

May did not move much and sat fairly straight throughout the conference. There were two copies of the draft on the round table, one was the draft that May had submitted to KK several days before the conference, which KK had written comments on; and the other was an extra copy that May had printed for herself. Fig. 5.12 shows the position of the drafts at the beginning of the conference.

Fig. 5.12 Starting position of drafts on table with directions of body movements

According to the coded nonverbal language table (Appendix 54), KK sat in a rather relaxed manner and occasionally leaned forward and backward, while May leaned slightly forward most of the time. She nodded her head in fourteen out of twenty-one 30-second slots to show keen attention and agreement.

2. *Gesture*

Unlike Fiona's most proficient student, Yvette, who wrote from beginning to end with a pencil (while Fiona never held one), KK's most proficient student May did not hold a pen until the 7¾ minute, and jotted notes only three times (at 7'45", 8'05" and 9'50"). She had her hands in her lap for twenty out of twenty-one 30-second slots, except for the last half-minute when she gathered her papers together. She touched her draft four times and turned pages three times only. As her hands were off the desk most of the time, she did not use many gestures to express herself.

KK held the pen a few times starting from 6½ minutes to point at different places on the draft and to make circles above the paper to indicate which areas needed revision. In order to show which section he was commenting on, KK also tapped the draft a few times with the pen, making some noise on the table. Despite these tapping noises, KK never appeared to be impatient or frustrated. Putting the pen down often to free his hands, he scratched and touched himself rather frequently, seemingly out of habit. These soft or

silent gestures did not seem to irritate May or distract her. KK used his right hand to point repeatedly at the copy in front of May or to turn the pages. He thus moved May's copy quite often. This, together with the turning and touching of the drafts, had considerable effects on May's direction of gaze.

3. *Facial expressions and gaze*

May's gaze followed KK's gestures and movements. When KK was reading from his copy or pointing at May's copy, May would follow by looking at the same page of her copy. (See Fig. 5.13a). KK often turned the pages of May's copy to comment on certain places, moving May's copy to a position somewhere between the two of them, and May's direction of gaze changed accordingly. (See Fig. 5.13b). Sometimes KK tapped his copy of the draft, and this drew May's attention. (See Fig. 5.13c).

Fig. 5.13a Directions of gaze (I)

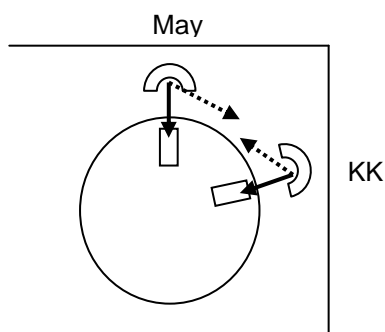


Fig. 5.13b Directions of gaze (II)

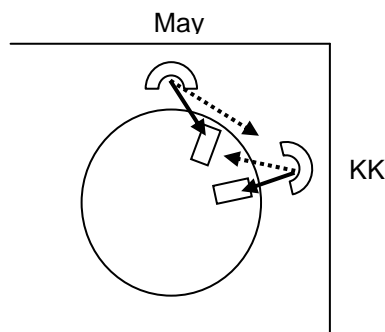
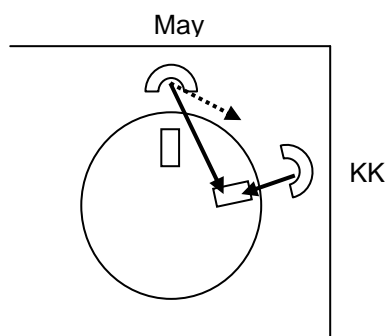


Fig. 5.13c Directions of gaze (III)



KEY

Chair

Draft

Wall

Torso facing direction most of the time

Torso facing direction some of the time

The coded table in Appendix 54 reveals that eye contact was established in twelve out of twenty-one 30-second slots, but both KK and May had their gaze on the draft in all the timeslots, i.e. their concentration was nearly always on the writing. They also displayed pleasant facial expressions, both looking attentive and smiling. These facial expressions, together with the occurrence of a lot of nodding, suggested that the conference progressed harmoniously with positive affect (DiMatteo et al., 1980, p.378; Cappella, 1983, 134-135; Maurer and Tindall, 1983, p.158).

4. Vocal cues

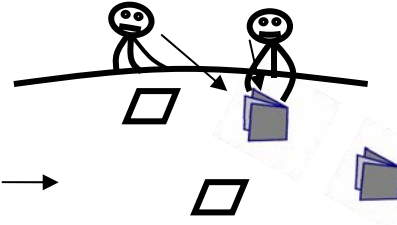
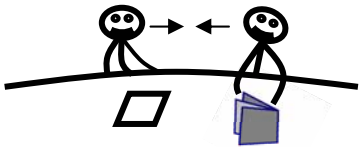
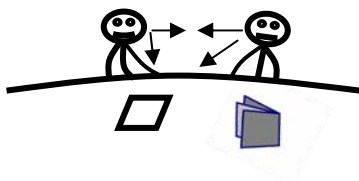
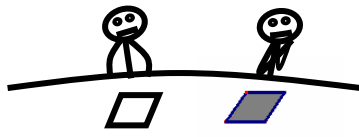
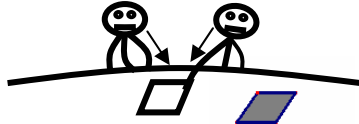
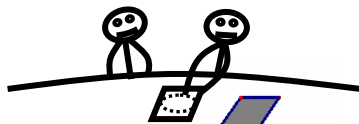
It was apparent from the coding of vocal cues that both participants sounded calm and agreeable throughout the conference. Their pitch, pace and volume were moderate, never raised or hurried even when their speech overlapped or when KK pointed out May's inappropriate way of handling report data. KK's tone remained gentle throughout, no matter whether he was asking questions or using directives such as "You have to" and "You must". It therefore appeared quite easy for May to accept KK's directives. Such gentle, nonjudgemental behaviour that convey a desire to help has been found in medical encounter research to improve clinician-client relationship (Buller and Buller, 1987, p.376) and make clients feel comfortable (Shuy, 1993, p.30). There were many pauses in KK's speech, showing some degree of hesitancy and perhaps carefulness in word choice. This, together with his gaze and facial expressions, projected an impression of thoughtfulness and kind intention.

Vignette 4 on the next page illustrates the relative lack of body language variations in this conference when compared to those by the other three teachers. Note that unlike the other conferences so far, there were two copies of the same draft on the table.

5.7.4 Overall participants' comments

May generally felt quite positive about the conference, except that she did not manage to ask many questions and that there was not enough time for the conference. Since she did

Vignette 4 Interaction clips between KK and May

<p>(i) May KK</p>  <p>Direction of gaze Draft KK's copy Of May's draft</p>	<p>2 KK: ...So I'm going to discuss, say the first 5 pages (flips pages)....</p>
<p>(ii)</p> 	<p>3 KK:and next time I'll discuss the other 3 pages, OK? (Looks at May.)</p> <p>(May: same posture as above)</p>
<p>(iii)</p> 	<p>10 May: And I, because I don't know how to write, use their graphs, so (KK looks attentively at May; both have good eye contact with each other and look at the drafts.)</p> <p>(May: similar posture as above)</p>
<p>(iv)</p> 	<p>20 KK: You don't need to talk about field research and (touching left jaw with both hands; 2 seconds of pause, reading)</p> <p>(May: similar posture as above)</p>
<p>(v)</p> 	<p>27 KK: So I have to ask you a question. So from table one (points with a finger), what source?</p> <p>(May: similar posture as above)</p>
<p>(vi)</p> 	<p>35 KK: I am now using this source in the following two or three paragraphs, all the description and analysis are from that writer (makes circles with finger).</p> <p>(May: similar posture as above)</p>

not jot down many notes, she feared she could not remember all the comments that KK gave on her draft. Despite these drawbacks, she felt that KK had pointed out the biggest problems with her draft. May said that during the conference, KK checked if she had understood, and indeed she had understood that there were “many mistakes [she] did not know before.” Now she “will use, will use” KK’s suggestions to correct her mistakes, so she felt that the conference was useful.

There was nothing in KK’s post-conference interview or stimulated recall session that showed any awareness of May’s feelings about asking questions, lack of time or fear of forgetting. He said only that he was happy with her learning behaviour, but her progress was yet to be seen.

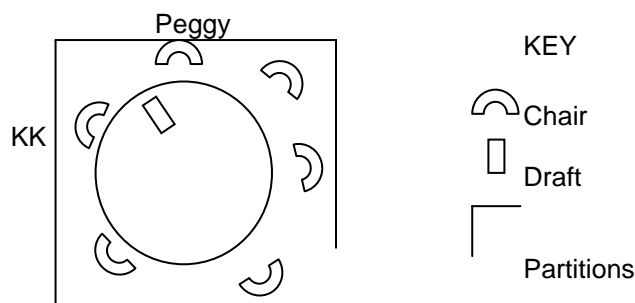
Now, we shall turn to the description of the last conference: the second conference of KK with Peggy, the student of the lowest English proficiency in his class.

5.8 Conference analysis: KK (teacher) and Peggy (student)

5.8.1 Seating

The conference was conducted in a small partitioned area that was normally used for small group language teaching. It measured slightly smaller than the room used for May’s conference and could sit no more than five students and a teacher. KK specially booked this area for some of his one-to-one conferences. Since the partitioned area was rather small, KK and Peggy did not have much room to move around. (See Fig. 5.14.) Similar to all the other conferences, KK controlled the seating environment and arrangement, which Peggy did not contest.

Fig. 5.14 KK and Peggy's seating arrangement



5.8.2 Verbal behaviour analysis

1. Discourse phases

As in his other conference, KK started the *opening* phase in this conference by stating that he would discuss half of the draft this time since he would meet with her again the following week. Then very quickly he embarked on the *directive* phase by directing Peggy's attention to the background part of the introduction section.

There were many Initiation-Response-Feedback sequences in this conference, but unlike Fiona's IRF, it was almost always KK who initiated with a question, with Peggy giving a short response and KK following up with a long feedback turn. (See for example lines 29-36 of the transcript in Appendix 55.) KK asked thirty-three questions altogether (excluding comprehension checks like "OK?" and "right?"). In stark contrast, Peggy only asked two, one in the middle of the conference and the other at the end of the conference when KK asked if she had any questions. Many of KK's questions appeared to be used as a means of directing Peggy to problems in her writing, for example lines 53ff. Similar to his conference with May, KK controlled which topics to discuss and when to move on to another topic; and seems to have directed the conference discourse. For example, in lines 115ff, after commenting on Peggy's use of pronouns, he said "One more point before we finish". By saying this, he signalled that (i) he would talk only about *one* more point and (ii)

the conference would end after that point. Then in lines 137-138 after he had rounded off the discussion on this last point, he asked Peggy if she had “questions to ask” before she went. Although he used the plural form ‘questions’, he allowed her time for only one question because immediately after he finished answering the first question, he said “Alright, so I’ll see you next week for the second time” to end the *closing* phase.

At the pre- and post-conference interviews, KK stated that “conferences should be student-centred”, however the discursal description above indicates a fairly teacher-centred conference. KK said he would not forcefully push unconfident students to ask questions, and indeed he did not push Peggy. In fact, he did not even suggest that Peggy ask any questions until the end of the conference. A question hence arises: would Peggy have participated more actively if KK had given her chances to speak earlier in the conference, or if KK had made it imperative that she had to take a more active role verbally? The first teacher, Fiona, made all her students ask questions to channel the direction of the conference, and even her weakest student, Lily, tried to explain her problems and decided the direction of the conversation. Comparatively, KK’s weakest student, Peggy, participated less in the discourse than Lily. More detailed comparisons between the weak students will be drawn in Chapter 5.

2. *Volubility*

Peggy was very quiet and spoke only 101 words in 26 turns in this 13½ minute conference. (See word count table in Appendix 56.) Her longest turn was merely 17 words and had 9 turns of 1 word only and 2 turns of nodding but no words. Her average number of words per turn was 3.88. This behaviour confirms previous findings (c.f. Newkirk (1995)), that many L2 learners hesitate to speak up and take turns. KK filled up much of the conversation and spoke 1136 words in total. His longest turn contained 199 words; and out of 26 turns, he spoke more than 40 words in 11 turns, averaging 43.69 words per turn.

KK thought that all his students, including Peggy, talked more than he did. Volubility counts however revealed that KK spoke 11 times more than Peggy, using 11 times more words on average each time he spoke. The great difference in volubility could be attributed to the fact that KK initiated all the IRF sequences and allowed Peggy to supply very short R turns. Although he would have liked students to ask questions, he did not make that an obligation. This together with Peggy's expectation to receive teacher comments at the conference resulted in the massive contrast in talk time. This imbalance in talk confirms Carnicelli's (1980, p.117) report that "if the teacher does most or all of the talking, the student may simply sit there", attentive but detached.

3. *Overlaps, backchannels and laughter*

There was no incidence of conversation overlap or backchannelling. Peggy spoke so rarely that she never interrupted KK and initiated no situation where KK felt the need to interrupt. Neither did either of them utter words like 'ok' or 'uh-huh' to indicate listener response, but there was some backchanneling through nodding. No laughter was heard, but there were quite a lot of smiles. These points will be further explored in the section on body movement and facial expressions.

4. *Directives*

An examination of the dialogue reveals that KK mostly employed directives clearly and directly to tell Peggy what she should do to improve her draft. He used words like "You don't need to..." and imperatives like "Break this down into two paragraphs", "Leave some space in between" and "Think of the verb". The use of these directives showed KK's role as an expert and provider of comments.

5. *Frequency of mitigated utterances*

KK used three major terms to mitigate his directives: "perhaps", "can" and "I think".

"Perhaps" was used four times, twice used together with "can", e.g. "Perhaps you can

move this to the end of your report; it's better". "Can" by itself and "I think" were both used twice. The employment of mitigation made his directives sound gentle.

6. Receptions of queries, evaluations and directives

Peggy never challenged KK on anything he said. She spoke softly and hesitantly throughout the meeting, never answered KK's queries immediately, but always paused for a second or two before giving a response in a hesitant manner. A few times, she looked unsure and even a bit lost, but only once during the conference did she ask for clarification.

When KK gave her only one chance to ask a question at the end, Peggy did not contest when KK closed the meeting right after he had answered that question. She merely nodded and took back her draft. Peggy therefore seemed quietly dependent on and receptive of KK's control of the conversation. As Murray (1985, p.148) fears, by setting the evaluation of the draft as the main purpose, the teacher risks having the student becoming "dependent on the teacher for identifying problems and developing solutions".

KK was also receptive of Peggy's un-control and un-involvement. While Peggy accepted KK's authority and long turns without questioning, KK accepted Peggy's behaviour of speaking extremely little. He allowed Peggy to give short answers and seemed to be content to give long feedback to her short responses. He never requested that Peggy participate more verbally, and allowed her to continue to remain quiet and passive. Since both parties exhibited unquestioning reception of each other's directives, there was no detection of any negative sentiments.

5.8.3 Nonverbal behaviour analysis

1. Body movement and posture

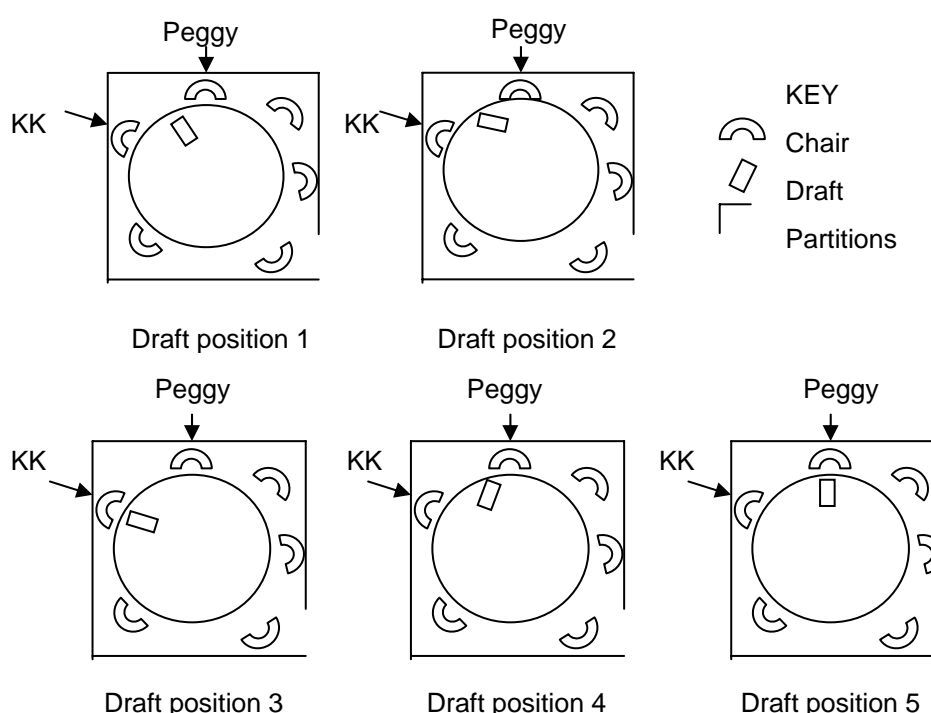
Similar to his body movements in the conference with May, KK sat in a rather relaxed manner and leaned forward occasionally to speak or to touch the draft (See coded body

language table in Appendix 57). Sometimes he sat up (e.g. in the 1st and 2nd minutes) to help express himself, and nodded (e.g. in the 4th 30-second slot) to indicate his agreement. Peggy also nodded often to show listener response. Out of twenty-seven 30-second slots, there were only four slots during which she neither nodded nor shook her head in reception of KK's comments.

2. Gesture

One salient feature in this nonverbal behaviour category is the relation between gestures (such as pointing and pencil-holding) and the positions of the draft on the table. KK often pointed at the draft with either his left hand fingers or pen to tell Peggy which sentence he was commenting on. He also turned the draft to different positions on the table for easy reading. (See Fig. 5.15.)

Fig. 5.15 KK's draft movement on table



Position 1 shows the draft at the beginning of the conference, but very soon, KK turned the draft slightly towards himself (position 2) so that he could read it more easily. Then later in the conference, he put the draft right in front of himself (position 3) as he gave comments

on it. Only at the end of the 10th minute did he turn the draft to face Peggy (position 4) as he wanted her to think about a missing verb in a particular sentence. Immediately after Peggy gave an answer, the draft was put back to position 2. Even when KK gave the floor to Peggy to ask a question at the end of the conference in 12'25", the draft was in position 1. When KK answered the question, the draft was in positions 2 and 3. It was never placed at position 5 until the last few seconds when KK ended the conference.

These placements of the draft appeared to have effects on gestures and movements. KK wrote in six out of twenty-seven 30-second slots and held a pen in eleven slots, whereas Peggy did not hold a pen or write at all in the conference. She only touched the draft in five slots, and the first two times she only touched it for a brief moment. This further confirmed the passive role that Peggy was obliged to take.

If draft movements and positions were plotted on a line graph, then KK's dots would lie on a continuum between Jane's draft position of 'before-teacher + teacher-hold-only' and Fiona's position of 'mainly-before-student + student-write-only' position. These draft positions are important as they can reflect a conscious choice of the teachers in terms of the roles and responsibilities of the conference participants. The choices and actions of the teacher will be discussed in more depth in the next few chapters.

3. Facial expressions and gaze

KK smiled quite frequently throughout the conference. Smiles were recorded in eleven out of twenty-seven 30-second slots. When he was not smiling, he looked patient, attentive and friendly. Peggy smiled frequently too, and had an attentive look on her face in eleven 30-second slots and an uncertain look in two slots only.

KK and Peggy looked at the draft in all the twenty-seven 30-second slots whereas they established eye contact in eight slots, i.e. over three times less than their draft-gaze frequency. Nevertheless, KK's pleasant facial expressions and effort in establishing eye

contact probably prompted the generation of positive affect (Taylor, 1985; Richmond and McCroskey, 2000).

4. *Vocal cues*

Peggy often sounded hesitant at the conference, spoke at a medium pitch, slow pace, and so softly that it was rather difficult to hear her. KK maintained his composure and exhibited calmness through his vocal qualities. His pitch, pace and volume were always moderate; he never used a shrill tone and never sounded hurried or negative. His voice was gentle and never irritated. It is likely that Peggy sensed his care through his non-angry voice (Roter et al., 1987, p.443) just as patients did with gentle-voiced doctors. This caring and professional tone is what McAndrew and Reigstad advise in their resource book for writing centre staff (2001, p.29). Peggy mentioned in her post-conference interview that KK's features and his age (50+) imparted a father-like demeanour, which drew respect and obedience from his students.

5.8.4 Overall participants' comments

Both participants felt satisfied with the conference. Although KK would have preferred the tutorial to be more student-centred, he felt he had done his job of giving comments.

Peggy was content to receive those comments. When she "read book [herself], [she] may understand wrong". But through the conference, she found out "[her] mistakes is where", so that now she could "know what is right" and "immediately go to correct, learn more".

She thought the duration of the conference was appropriate as they had finished everything, and there was nothing else that she would have wanted to do in the meeting.

Like Evans' student who was grateful that the teacher talked about the writing (2004),

Peggy was fine with KK's conversational control that told her about "useful" corrections and changes.

This chapter has provided a comprehensive description of the eight conferences observed in the study. There were apparently similarities and differences in their interactional features. They will be examined in the next chapter in the hopes of identifying unique features and establishing patterns.

Chapter 6 Findings

In the last two chapters, two conferences of each teacher were described in detail. Data from pre- and post-conference interviews as well as the tapescripts and videos of all the eight conferences were collated and interpreted at both micro and macro-levels. In this chapter, the consistencies and inconsistencies of the verbal and nonverbal behaviour of each teacher and student are examined. Then attempts are made to trace patterns across all the teachers and across all the students, as well as to identify contrastive and other salient interactional features.

6.1 Internal (in)consistencies of each teacher

It is apparent from the narrative descriptions in Chapter 5 that some teachers were more internally consistent than others. KK, Fiona and Jane seemed to interact with both proficient and less proficient students quite similarly while Ashley behaved fairly differently in her two conferences. Some teachers were consistent in terms of the ways they acted out their beliefs. For instance, Jane aimed at checking whether her students were on track and she spent time picking out content in the drafts that were off track. Not all four teachers, though, said and did the same thing. In the next four subsections, we shall look at the teachers one by one, and search for any consistencies and inconsistencies exhibited by each of them in their verbal and nonverbal behaviour.

6.1.1 Fiona

6.1.1.1 Fiona's verbal consistencies

Chapters 5.1 and 5.2 have described Fiona's conferences with Yvette and Lily, the most and the least proficient English language learners in her class respectively. One apparent consistency in Fiona's verbal behaviour was the role she chose to play in the conversation. She made it clear that students had to be ready for the conference by preparing specific questions about the assignment or their draft to ask the teacher. At

the beginning of the conference, she would smile and nod at the student, then wait for the student to make the first move. Then she would respond to the student's questions one by one, supporting her answers with explanations. This meant that with a stronger student like Yvette, the Initiation-Response-Feedback mode of discourse would be initiated and controlled by the student. Although Fiona spoke more than Yvette, (student-talk to teacher talk at a ratio of 1:2.9), Yvette said "I spoke more" than the teacher; and felt that she learned quite a bit from it. "I decide what things to talk" and "it's my meeting". With a weaker student like Lily, although Fiona spoke even more, (student-talk to teacher-talk at a ratio of 1:5.8), it was Lily who chose which problems to discuss and so controlled the direction of talk.

This had a great impact on what the conferences achieved. Unlike the other three teachers, Fiona did not aim to give feedback on a range of aspects about the draft, such as content, structure and grammar, but only to answer specific questions. By not initiating corrective feedback, Fiona established "a nonjudgmental attitude" (Buller and Buller, 1987, p.376), that helped establish affiliation between the interlocutors, and enhanced the novice's activeness (DiMatteo et al., 1980, p.377). Fiona realised that each student had different writing needs and she would like them to feel that the conference was "tailor-made" for them. She also wanted students to learn how to "ask intelligent questions" through the experience of conferencing; and she expressed at post-conference interviews that she felt both strong and weak students had performed well in the conferences.

On the surface, from observing the verbal behaviour, it seemed that Fiona had relinquished the authority of a teacher to control the meetings by getting students to take an active role in leading the conference with questions and keeping to the role of a respondent herself. In reality, she was manipulating the situation with the full knowledge of her teacher power by forcing her students into accepting the role of question-initiator, to become, in Kellermann and Berger's term, "High Seekers" (1984,

p.424), and to learn actively in that way. At the stimulated video recall, Fiona explained that she adopted the attitude of saying to her students: “you tell me first...you tell me and we’ll talk about that”. She told her students that they “have to ask [her] questions” because she said “I’m not going to be telling you anything unless you ask me”. She decided that if they “asked me one question, [they’ll] get one answer”. “They’ll have to be active, have to ask, have to learn to keep the conference going.” Fiona was therefore in full control of the conferences, which could be seen from the fact that no student deviated from the ‘norm’ that she set, and from the way she regulated the length of each meeting. She managed the latter so seamlessly that none of her students realised that she had set a time limit for each conference and that it was high on her agenda that she finished meeting with a class of twenty students within three contact hours.

6.1.1.2 Fiona’s nonverbal consistencies

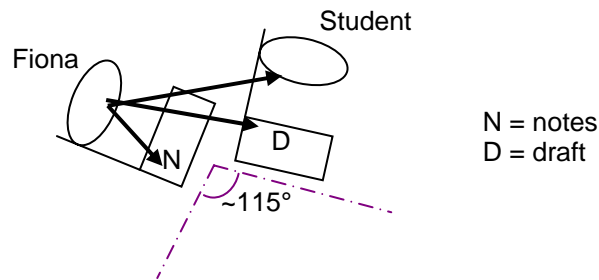
In terms of nonverbal behaviour, Fiona was very consistent. In both conferences, she never held a pencil or pen, leaving both her hands free to gesticulate. She did not think it was a conscious act not to hold a pencil. This is how she explained it:

“Conferences are all about speaking surely...[Picking up a pencil] would have been a bit more like the mother role, but I hate it. That’s not what it’s all about. It is all for them to clarify problems that they had. So a pen wouldn’t to be appropriate at all.”

She held the draft a bit more often with Lily, but only to read it, and she always put it down quickly back on Lily’s tablet chair after reading. With her hands, she pointed at different places on the draft and on the task sheet to help students understand which sentence she was referring to. She did not make much noise with her gestures. She leaned backwards to give herself more room to explain ideas with her hands, and leaned forward closer to the student when she pointed at the student’s draft, or to look at the student while the latter spoke. (c.f. Vignette 1 in Chapter 5.2.3.)

Another consistency with Fiona's body language lay in the angle at which she faced the student (Fig. 6.1 below). The way she arranged the seats, she only needed to turn her head slightly to the right to glance at the draft on the student's tablet chair, and slightly to the left to look at the student.

Fig. 6.1 Directions of Fiona's head movements



More importantly, when Fiona's gaze was on the student, it was seldom a quick fleeting look, but instead it stayed on the student's face for quite a while, indicating prolonged attention on the student. According to the coded nonverbal behaviour tables in Appendix 36 and 39, Fiona's gaze was considerably more often on the student than on the draft. This increased the chance of establishing eye contact, for anytime the student looked up, there was a high chance that Fiona was either looking at the student, or felt the student's gaze and easily turned her head at a slight angle to meet that gaze. The chance of maintaining eye contact also increased with Fiona's steady look at the student. An overall positive effect that this created was an impression that Fiona's attention was on the student and that she cared about what the student was saying and how he/she was behaving. The way she sat, the direction she faced and the gestures she made, together with a gentle tone of voice as well as attentive facial expressions, including frequent nodding of the head, made it appear that when Fiona made a comment, she was responding not just to the writing, but to the writer. These impressions suggest that the teacher had made a deliberate and successful effort to connect with the student, a living human being; and not the draft, a dead object. The

result was conferences in which both participants were engaged in talk and felt good about it, generating a most congenial atmosphere.

6.1.1.3 Fiona's inconsistencies

There did not seem to be many inconsistencies in Fiona's behaviour, either in her discourse or her action. The only minor variance was in the duration of which she held the students' drafts. With the more proficient student Yvette, Fiona only touched and held the script when she needed to read it before she could answer a question. With the least proficient student in her class, Lily, Fiona still only read the draft when necessary; but she held it a couple of seconds after reading it and commenting on it. However, since (i) her attention was on the student whether she held the draft or not, (ii) she was so successful in holding the gaze of her students and (iii) the difference in script-holding time was only a couple of seconds, this minor variance in her nonverbal behaviour did not seem significant at all.

6.1.2 Ashley

6.1.2.1 Ashley's verbal and nonverbal consistencies

Analysis of her conferences in Chapter 5.3 and 5.4 shows that Ashley's student-teacher talk ratios for both conferences were very similar, at around 1 to 2.6 or 2.7; and she responded to a wide variety of aspects of the draft, including content, organisation, reader awareness, tone, choice of vocabulary, grammar and word limit. This style of teacher feedback was one reason that her conferences hugely overran. Her reading in detail and for details, which took up a lot of time, was another reason. She also seemed to have consciously allowed her conferences to overrun. In the pre-conference stage, Ashley had wanted to finish twenty conferences in three hours, i.e. around eight to nine minutes for each student, but she ended up spending 34 minutes with Keung and 54 minutes with Celine. In Celine's conference, the next student came in twice, first at 35'10", and Ashley said: "That's Lina. That's OK." Then she continued her conversation with Celine. Lina knocked again a few times at 38'50". Ashley got up to

answer the door and when she saw it was Lina again, she said: “How long have you been here? Over here, we’ve [i.e. Celine and her] been for a long time. OK, we’re going to... we’re still going... we’re going to stop.” Then she closed the door, went back to her seat, and said to Celine: “OK, yes, let’s do some re..., let’s reword this....”.

These excerpts show that Ashley was well aware that her conference had continued for too long, that another student was waiting outside, and that she should stop the current conference to make way for the next student. But she overrode this awareness with her action of resuming the conference with Celine, which continued for another sixteen minutes before it finally ended. The same student Lina was still waiting when the conference with Celine finally finished after overrunning for around 45 minutes.

Other consistencies included some of her vocal features. She sounded gentle most of the time, although her tone of voice was apparently much livelier and more energetic when conversing with Celine. In neither conference did Ashley sound loud or hurried. As far as gestures were concerned, she held a pencil throughout the conferences with both students and wrote a little on their draft.

6.1.2.2 Ashley’s verbal inconsistencies

Ashley admitted in the post-conference interview that she was very “prescriptive” with Keung, the ‘weak’ student. She asked many questions, most of them about the draft, and changed the directions of the conversation either with her questions or interruptions. In short, she controlled the flow of the talk. Ashley was much less prescriptive with Celine whom she thought was the strongest student in the whole class in terms of language ability. Ashley asked many questions, but their nature was quite different from those posed to Keung. For example, she asked Celine: “How do you think I can help you?”, “So would you like me to just read through it...and comment as I go? What about grammar, do you want me stop with the grammar, and talk about grammar, or should I read through it for meaning first, and back to grammar?”, and “What about grammar, would you like to take a look at the grammar now?” With these questions,

Ashley allowed Celine to decide what to cover in the conference as well as the order of covering it. Ashley believed that a conference should be able to help students to read with a purpose in mind and learn “how to use a reader effectively”.

With Celine, Ashley went off topic voluntarily a number of times. These asides included Ashley joking about Celine’s poor punctuality, herself having taught since 9am, Celine not coming earlier in the writing process, Celine knowing the grammar rules in Chinese and getting all the answers correct in an English tense quiz, and Celine using the same method as a native speaker to find out if there were any grammar problems which then branched off to Ashley’s guess that Celine’s mother would read aloud in Chinese, and Celine’s response that her mother always told her to read aloud. They even talked briefly about Keung, how he knew a lot of grammar rules, and that knowing the rules was no use if he could not apply them in his writing. In Keung’s conference, the conversation went off topic only once, when the audio recording machine stopped and they pondered whether to change the tape or not. This meant that the conversation went off topic only when the situation demanded it.

As mentioned in Section 5.4, there was no laughter and only one smile in Keung’s conference. In glaring contrast, there were many outbursts of laughter in Celine’s conference from both the teacher and student. Celine and Ashley smiled very often and even joked several times, usually initiated by Ashley. It could be interpreted from these differences in Ashley’s verbal and nonverbal behaviour that the teacher had very different feelings towards the two students. Indeed, Ashley herself described Celine as “focused”, “bright” and “intelligent” while Keung was “problematic”, “the most difficult”, and “probably the most unproductive” student she had ever had. While she was relaxed, interested and free towards Celine, she probably felt more bored, less attentive and pleased with Keung, and this contrast was exhibited in her paralinguistic behaviour (Harris, 1986; Knapp and Hall, 1997; Beebe et al., 2002).

In Keung's conference, Ashley looked at the draft one-third more often than at the student; and the conversation was always about the assignment. In Celine's conference, there were incidences of off-topic and bits and pieces in the conversation (e.g. lines 251-256 of the transcript) that showed Ashley's attention on the student as well as on the draft. Fiona's attention on Celine resulted in postural congruence and pleasant body language responses from the student, fostering a close rapport between them. By contrast, the conference with Keung had less teacher-student interaction through gaze and congruent paralinguistics, and the mood seemed much tenser and slower.

Chapter 5.4.2 showed that there were seven overlaps and a few non-overlap interruptions in the 34-minute conversation with Keung. Some of these overlaps and interruptions caused a change of topic, or at least made Keung stop in mid-sentence, after which he did not complete his turn of talk. This situation never occurred in the conference with Celine, in which there were only two friendly and harmonious overlaps in over fifty minutes of interaction (c.f. Section 5.3.2).

Ashley's verbal responses to the two students' request for a further meeting were very different. (C.f. lines 500-510 of Keung's transcript and lines 651-710 of Celine's transcript.) Ashley did not say 'yes' to Keung's request; she only gave a vague answer about talking about it the next day and asked him to do some peer-reading. Ashley later told the researcher that she did not see Keung in a 'formal' conference anymore before he submitted his assignment. The scenario was very different with Celine. The long and laughter-filled negotiation that spanned over two minutes from 50'40" to 52'50" of the conference showed how willing and accommodating Ashley was in her attempt to schedule Celine in at a time convenient for Celine. However, Celine did not turn up for the second conference. In the post-conference interview, Celine explained that she had overslept and since she felt that even without coming to a second conference, she could get a B+ for her assignment, she decided to skip it. This comparison revealed a

blatant contrast between Ashley's behaviour towards the two students. Keung was willing but Ashley was not; Celine was lukewarm, but Ashley was enthusiastic.

6.1.2.3 Ashley's nonverbal inconsistencies

When she was with Celine, Ashley's facial expressions were always pleasant with mouth curved up and smiling eyes. But with Keung, her gaze diverted from the draft to elsewhere in the room, and she shook her head and rolled her eyes, indicating increasing boredom in the second half of the conference and irritation when Keung was unable to grasp a point. (See coded table in Appendix 42-45.)

Ashley maintained eye contact with Celine very often. Even when Celine was not looking at her, she was often looking at the student. Although she looked at Keung quite a lot too, her gaze did not fall on him as often as it fell on his draft; and she looked elsewhere a few times, like the floor on either side of her feet, the front and the ceiling. She also leaned back on her chair quite often; so, since Keung was sitting up straight close to the table and was looking at the draft, their gaze did not meet when Ashley sat back. In the tutorial with Celine, Ashley sat back too, but less often; and when she did, she kept looking at Celine, who felt at ease with turning her body towards Ashley to return the gaze.

After discussing the two expatriate teachers in the study, the next sub-sections will examine the consistencies and inconsistencies of the two Chinese teachers.

6.1.3 Jane

6.1.3.1 Jane's verbal consistencies

One obvious feature of Jane's verbal behaviour was in the way she used and said the word "right?" With both Peter and Ben, she often said something like "this kind of problem is happening in other companies, right?" with a rather loud and high-pitched "right?" tagged on.

Jane was obviously more voluble than her students. Similar to Ashley, Jane's student-teacher talk ratios when she conversed with students of different proficiency levels were almost the same, at 1:4 for Ben and 1:3.5 for Peter. In both conferences, Jane gave long stretches of talk in between students' short responses. According to the word count tables in Appendix 47 and 50, Jane was observed to speak 62 words at one go, with Peter saying 7 words in response, then Jane would speak 127 more words, with a 1-word response from Peter. In the same way, after she spoke a string of 125 words, Ben replied with one. This imbalance of floor-sharing time happened more than once with both students, and is indicative of authoritative and domineering behaviour (Street and Buller, 1987, p.234), which has been found to discourage student initiation and expression (Ulichney and Watson-Gegeo, 1989, p.325).

In her conferences, Jane gave suggestions with direct statements; for example, she used "need to" eight times with Ben and five times with Peter. Together with her vocal cues, such as high volume and assertive tone, as well as her pointing a finger or pen at the student, she sounded fairly commanding throughout her conferences when she gave directives.

6.1.3.2 Nonverbal consistencies

As shown in Chapter 5.5 and 5.6, Jane's vocal features made her seem rather prescriptive and domineering. With both the proficient and less proficient students, her pitch was high, her speech was very fast, almost rushing at times, and loud. (c.f. nonverbal language coded tables in Appendix 48-51). Together with her frowns and gestures, like hitting the desk and chopping motions, she appeared frustrated and very dissatisfied with the students' work. These manners while she held the floor as well as her attempts to gain the floor rapidly through overlaps of speech and fast speech reveal teacher control (Kellermann and Berger, 1984, p.428).

Another consistent feature that was easily observable was that she faced the front most of the time when she conferenced. (c.f. Vignette 3 in Chapter 5.6.3.) Without exception, she always took over the draft from the student's hands, put it right in front of her, often holding it up to read. This meant that when she read, she could not look at the student's face because the draft and student were not in the same line of sight. This affected the extent of eye contact that was established and maintained. As seen in the Jane-Ben nonverbal language coded table (Appendix 51), the only time she did not look at the draft was in the last few seconds of the conference, while the Jane-Peter coded table (Appendix 48) shows that there was only one 30-second slot when Jane did not either look at the draft or the front or somewhere else in the room. Unlike Fiona, when Jane looked at the student, her glance was fleeting and did not stay long on the student's face or body, meaning that she might not have noticed clearly the student's facial expressions and other body language, and could easily have missed the messages contained within. This was indeed true in the case of Ben, who was emitting "negative feedback behavior" (Kellermann and Berger, 1984, p.420) by using his whole body, such as crossing his legs away from the teacher and supporting his chin with the arm in between him and the teacher that created a physical barrier, to signal his unwillingness to continue with the conference. The value of observing body language will be discussed in Chapter 7.

Many of Jane's gestures that were observed in Peter's conference reappeared in Ben's conference. They included holding a pen all the time; writing on the draft from time to time; fidgeting with a pen; jabbing the air with pen or finger; making chopping motions with both hands, especially with the left hand; and dropping the pen on the desk with a thud. Unlike Fiona who did not make any noise with her gestures, Jane was seen to have dropped her pen on the desk several times, each time making a clunking noise. Together with high pitch, quick tempo, glum expressions, mouth-twitching and frowns, these actions sent a signal of teacher annoyance and dissatisfaction; and could reflect teacher style and personality (Arndt, 1993).

6.1.3.3 Jane's inconsistencies

There was hardly any inconsistency in Jane's behaviour. Her control and methods of discourse as well as her body language were more or less the same whether she was talking with a more proficient or a less proficient student.

6.1.4 KK

6.1.4.1 KK's verbal consistencies

The only male and the second Chinese teacher-participant of the study, KK, exhibited very similar verbal behaviours in his conferences with May and with Peggy, including initiating the IRF sequences, controlling the flow of conversation, directing the change of topics and monitoring the discourse phases. His directives were clear and easy to follow; and he used comprehension checks such as "right?" to make sure that the students understood him. KK's "right?" seemed to be different from Jane's "right?" for two reasons: (1) KK's were uttered in a normal tone and volume whereas Jane's were loud and at a high pitch; and (2) KK allowed time after "right?" for the student to think and respond while Jane sometimes did not seem to be expecting an answer. He did not request students to take any initiative in leading the conference; and seldom explicitly encouraged students to lead the floor. Unlike Ashley, KK did not spend time reading aloud the drafts because he had already read them in detail beforehand and had written comments on them. During the conference, he elaborated on his written comments and allowed his students to sit there and listen to him.

6.1.4.2 KK's nonverbal consistencies

KK's nonverbal cues were also consistent across his conferences. The most noticeable nonverbal feature was KK's gentleness that was present in his mild tone of voice, his smiling and nodding. His moderate pace, eye contact together with his slow, noiseless, agreeable gestures made students feel that he was a sincere and experienced teacher who advised youngsters kindly. May said that he was "like a father, very gentle, very kind", and that "he looks at [her]; gentle voice". Although KK appeared to be dominant

in the verbal aspect of the conference, his body language appealed to students and strengthened his image as an approachable counsellor.

6.1.4.3 KK's inconsistencies

KK did not seem to have exhibited any obvious inconsistencies in his discourse or actions. He talked more in Peggy's conference than in May's, probably to keep the conversation going when Peggy stayed silent.

After examining the consistencies and inconsistencies exhibited by each teacher, it is time to consider the four teachers together to see if any patterns can be established across them.

6.2 Patterns across all teachers

The analysis below is divided into three parts: exploration of verbal patterns, nonverbal patterns and teacher emphasis during the conferences.

6.2.1 Teachers' verbal patterns

Table 6.1 on the next page assembles the verbal features that characterise the four teachers. The four teachers showed total agreement on two verbal features: 'teacher rather more voluble than student' and teacher 'discussed or mentioned a further appointment positively'. Three of the four teachers: 'led conversation', a different combination of three teachers 'encouraged students to ask questions' and another combination of three teachers were 'on-topic all the time'. This indicates that in the majority of the conferences, the content of the conversation surrounded the report assignment; and although teachers gave students time to ask questions, it was mainly the teacher who initiated the major moves. This finding is in line with previous research results by Walker and Elias (1987) and Walker (1982) that the teacher dominates both time and agenda.

Table 6.1 Verbal features across all teachers

	Verbal features	Fiona	Ashley	Jane	KK
1	Asked many questions on draft			✓	
2	Asked some questions on draft		✓		✓
3	Asked no questions on draft	✓			
4	Encouraged students to ask questions	✓	✓		✓
5	Briefly asked students if they had questions			✓	
6	T led conversation, initiating major moves		✓	✓	✓
7	S led conversation, initiating major moves	✓			
8	A lot of T overlaps and interruptions			✓	
9	Some T overlaps and interruptions		✓		
10	Hardly any T overlaps and interruptions	✓			✓
11	T rather more voluble than S	✓	✓	✓	✓
12	T and S equally voluble				
13	T less voluble than S				
14	On-topic all the time	✓		✓	✓
15	Off-topic sometimes		✓		
16	Read script a lot, sometimes aloud, sometimes quietly		✓	✓	
17	Did not read script much	✓			✓
18	Discussed/mentioned a further appointment positively	✓	✓	✓	✓
19	Mentioned a further appointment with reluctance		✓		

KK and Fiona behaved similarly in two ways: they hardly ever interrupted students or made any overlaps with student talk. A possible reason for this commonality was that both of them spoke rather slowly. KK spoke even slower and always waited patiently for his students to finish talking before regaining the floor. Fiona almost always allowed her students to finish before taking her turn, seldom disrupting student talk with a fast comment or curt reply. By contrast, Ashley interrupted George seven times, and Jane interrupted eight times in one conference and six in another. Overlaps and interruptions can be considered as non-fluency features in discourse (Pridham, 2001, p.42) that are intrusive (Li et al., 2004, p.145) and inhibiting (Shuy, 1993, p.25);

so the existence of a high number of them in Ashley's and Jane's conferences suggest that the interactions were not very smooth.

Another important aspect where KK and Fiona behaved in a similar fashion but differently from Ashley and Jane was that while Ashley and Jane spent considerable time in the conference reading, either aloud, murmuring or quietly, and then asked questions about or commented on what they had just read, KK did not read much because he had already written feedback on the script before the tutorial, so conference time was mostly spent on giving oral feedback that either repeated or supplemented the written comments. Fiona did not read much either as she read only to answer the student's questions. While reading, which could have left students "out of the action" (Brooks, 1991, p.85), was a central conference activity for Ashley and Jane, it was pre-conference work for KK and a peripheral tool for Fiona.

Ashley was different from the other three teachers in the way she verbally responded systematically to her students' scripts. While KK went down from page to page and Jane picked out problematic content, Ashley spent the first part of her conference on higher-order concerns like content and organisation and left time for grammar and punctuation later on. In this way, she seemed to be more methodical and closer to the suggestions in the literature regarding the order of teachers' comments than her counterparts.

There were two aspects where Fiona was markedly different from all the other three teachers: the use of questions and the control of conversation. Table 6.1 above shows that Fiona was the only one who scarcely asked any questions, in stark contrast to Jane who asked plenty. Consequently, while Ashley, Jane and KK dictated the flow of the conversation and led the course of the conference, Fiona did not.

In general, there were few clear patterns of verbal features that ran across all four teachers. It appears that each teacher had his/her own verbal characteristics: Ashley responding systematically on various aspects of the writing; Jane eager to use questions to find out the problems of her students' scripts; KK highlighting a few problems that he had already given written feedback on; and Fiona answering more than asking, which made her conferences emerge as the least prescriptive of all.

6.2.2 Nonverbal patterns

Table 6.2 on the next page summarises the nonverbal behaviour of each teacher.

6.2.2.1 Area of agreement between teachers

Table 6.2 shows that apart from the characteristic of leaning forwards and backwards that was seen in all teachers, there was no other nonverbal feature that all four teachers exhibited. No clear pattern of similarity in nonverbal behaviour can be drawn across the teachers.

6.2.2.2 Areas where one teacher was different from the others

As shown in Table 6.2, Fiona and Jane displayed body language features that were distinctively and solely theirs. The two things that Fiona did differently from the other three teachers were characteristics that made her and her conferences different from the rest: she had her gaze on the student most of the time during her conferences; and because of that, she often turned her body to face the student instead of just turning her head slightly to look at the student from the corner of her eye.

Jane was different from the other teachers in four aspects: (i) distracting body movements, e.g. fidgeting with her legs, moving suddenly towards the student; (ii) unpleasant gestures, e.g. making chopping motions with her hands, jabbing the air with a pencil, holding her hand up to stop student from talking; (iii) unsettling changes of vocal cues, e.g. from sounding neutral to irritated; and (iv) unhappy vocal qualities, e.g.

a frustrated, impatient tone. These four aspects could all be considered as negative paralinguistic features. The other three teachers exhibited mostly neutral to positive nonverbal features, such as smiles, nodding, gentle tone and extended eye contact with students.

Table 6.2 Nonverbal features across all teachers

	Nonverbal features	Fiona	Ashley	Jane	KK
<i>I.</i>	<i>Body movements:</i>				
	Plenty of natural body movements, e.g. moving forwards and backwards	✓✓	✓✓	✓	✓
	Some distracting or unpleasant body movements, e.g. fidgeted with legs			✓	
<i>II.</i>	<i>Posture</i>				
	Sitting up most of the time			✓✓	✓✓
	Sitting back most of the time				
	Sitting up and leaning back almost equal amount of time	✓✓	✓✓		
<i>III.</i>	<i>Gestures</i>				
	Held/touched draft most of the time		✓✓	✓✓	✓✓
	Held a pen/pencil most of the time		✓✓	✓✓	
	Wrote quite frequently on the draft		✓✓	✓✓	✓
	Innocuous, harmless, inoffensive gestures, e.g. touched neck	✓✓	✓✓		✓✓
	Unpleasant gestures, e.g. jabbed or threw pen			✓✓	
<i>IV.</i>	<i>Facial expressions</i>				
	Lots of pleasant expressions, e.g. smile, attentive look	✓✓	✓✓		✓✓
	Lots of unpleasant expressions, e.g. looked annoyed or bored		✓	✓✓	
<i>V.</i>	<i>Gaze</i>				
	On draft most of the time		✓	✓✓	✓
	On student most of the time	✓✓			
	Established eye contact with student often	✓✓	✓ (differed from student to student)		
<i>VI.</i>	<i>Body-facing direction</i>				
	Faced draft often		✓✓	✓✓	✓
	Half faced student often		✓✓		✓✓
	Faced student fully often	✓✓			
<i>VII</i>	<i>Vocal features</i>				
	No big change in tonal qualities	✓✓	✓✓		✓✓
	Some obvious unsettling changes in tonal qualities			✓✓	
	Pleasant vocal qualities most of the time	✓✓	✓✓		✓✓
	Unpleasant vocal qualities rather often			✓✓	

KEY: ✓✓ = very frequently or often true
 ✓ = occasionally or sometimes true

6.2.3 Teacher emphasis

An aspect other than verbal and nonverbal patterns that should be considered is the areas of teacher emphasis. Table 6.3 below shows what the four teachers emphasised during the conferences.

Table 6.3 Areas of emphasis across all teachers

	Teacher emphasis	Fiona	Ashley	Jane	KK
1	Content, e.g. logical flow of ideas, task completion		✓	✓	✓
2	Overall structure of report		✓	✓	
3	Cohesion and coherence, e.g. paragraphing		✓		✓
4	Register		✓		
5	Grammar accuracy		✓		✓
6	Choice of vocabulary		✓		✓
7	Length and format of report, e.g. in memo form		✓		
8	Focussed on good/positive things that students have done		✓		
9	Focussed on negative things that students have done		✓	✓	✓
10	No special emphasis	✓			

According to Table 6.3, even though the four teachers were teaching the same English course in the same university, they had different emphases in their writing conferences with students. This finding is particularly interesting in the light of the fact that all the teachers who taught on that English course were told to mark assignments based on the assessment criteria and guidelines that were set by the Coordinator of Assessments. (See Appendix 2 and 3). The criteria in Appendix 2 indicated that teachers were supposed to consider six aspects when they assessed students' work: content, organisation, register, language accuracy, language use and format. Conference data show that Ashley was the only teacher who attended to all these areas in her writing conferences. Her tutorials consequently ran overtime and were three to four times as long as the others'. KK made comments on both higher order and lower order matters, but in far less detail than Ashley did as he picked out only the major problems. Since

Jane had a clear conference goal of ensuring that her students were on the right track, she naturally focused on the content and structure of the assignment, and on fixing what was wrong in these aspects of the drafts.

Fiona again behaved differently from the other three. She did not seem to have any special emphasis in her writing conferences at all. Perhaps that was the consequence of her style of getting students to ask questions. Her pre-conference announcements made it clear to students that they had to come with questions; otherwise, the conference would end. In the conferences, she invited the students to ask questions and waited for them to do so, showing her determination to be true to her word. Since the students had to ask questions, they led the direction of a more egalitarian interaction (Street and Wiemann, 1987, p.607), and decided what they wanted to emphasise in the tutorial. Fiona's role was to answer their questions; and indeed, after she had finished a reply, she checked to see if the student had understood properly and then stopped to wait for the next question. This checking for novice understanding is lauded by researchers of physician-patient interactions, but only a very small percentage of doctors managed to do so (Braddock et al., 1999, p.2317; Golden and Johnston, 1970, p.130).

One point to note is that Ashley, Jane and KK shared commonality on two emphases. First, they all focused on the content of the writing and second, they all caught the errors or negative aspects of the students' writing to talk about. It therefore seemed that the attention of the conference teachers was mostly on the development of ideas and on the findings of flaws.

6.2.4 Overall comments

In retrospect, there did not seem to be many patterns that were traceable across all the four teachers. They each obviously had their own style, which matched either their personality and/or their understanding of what a writing conference should achieve.

Table 6.4 below shows the total number of agreements in (i) verbal behaviour, (ii) nonverbal behaviour and (iii) conference emphasis among the teachers.

Table 6.4 Total number of agreements between pairs of teachers

	Fiona-Ashley	Fiona-Jane	Fiona-KK	Ashley-Jane	Ashley- KK	Jane- KK
# of agreements	10	4	10	14	19	12

Ashley and KK shared the highest number of similar patterns in behaviour, and Fiona and Jane were the least similar in their conferencing behaviour. Out of fifty-five categories, the latter two only had four items in common. Indeed, observers would find their conferences remarkably different in many ways, including their purpose, management, atmosphere and outcomes. Their students also had greatly different comments on the conferences, and these critical differences will be further discussed in Chapter 7.

The above analysis of teachers' patterns only gave readers a partial view of similarities and differences in the interactive behaviour of conference participants. However, looking at teachers' features and patterns yields only half the picture. We shall examine students' verbal and nonverbal exchange patterns in the last major section of this chapter.

6.3 Patterns across all students

This section will enrich our understanding of conference interactions by making comparisons between the eight students to see whether there were any observable patterns in both their verbal and nonverbal behaviours. These patterns will be tracked to find out if any consistencies existed across all or most of the students, across all the high proficiency or low proficiency students, or across students of the same teacher. Attempts will be made, based on pre- and post-conference interviews, conference behaviour, as well as researcher observations, to explain any consistencies and

inconsistencies. The main factors that had positive and/or negative impacts on the conferences will be identified.

There are four major aspects to compare among the eight students: pre-conference preparations, verbal behaviour, nonverbal behaviour, and post-conference feelings.

6.3.1 Students' pre-conference preparations

All students, in one way or another, had prepared a fairly complete draft of the report for the assignment, except Jane's student Peter, who grabbed a classmate's draft at the last minute. Fiona, Ashley and Jane's students did not have to finish a complete draft whereas KK's students had to submit the full draft a few days earlier so that KK could read it before they were to meet.

In terms of the amount of pre-conference preparations, it was obvious that Fiona's students prepared the most. They did not only have to write a draft, but Fiona had told them clearly that they must prepare questions either about the draft or the assignment to ask her at the conference. This meant that Fiona had placed intellectual demands on them that exceeded the demands of writing a draft. Students had to take a step that went beyond writing to thinking. They could not just finish a cursory piece of work, but had to articulate any problems they had encountered or other queries about the assignment. These students, then, had to put in more time and thought before they met with the teacher.

6.3.2 Students' verbal behaviour

In this section, we will compare students across four traits of verbal behaviour.

6.3.2.1 Discourse phases

On the whole, most students did not start the opening phase of the conference. One reason for this was that the teacher usually initiated the discourse. In the conferences of May and Peggy, their teacher KK started the conversation with an administrative

remark, i.e. he told them that they would discuss only half of the draft since he would be giving them another conference. In the cases of Keung and Peter, their teachers started the conference with a question which was directly related to the draft, such as “So, tell me what you’ve done briefly...” and “OK, what’s the topic?”. Only two students, Ben and Yvette, started the opening phase after receiving a signal from the teacher. In Ben’s case, Jane verbally told him to come up to the front of the classroom and take his place at the conference table. At this signal, Ben went up and spoke as he sat down. With Yvette, Fiona signalled clearly with a smile and a nod that Yvette could start. In response to this signal, Yvette introduced the topic of her report and started explaining her first problem.

None of the students was in control of the closing phase. Either the teacher (e.g. Fiona) decided to proceed to the next student, or the teacher (e.g. Jane and Ashley) felt that enough comments had been given to the draft. Even if the teacher allowed the student to ask some questions, the teacher (e.g. KK) immediately ended the meeting after he answered the first question. When Keung asked for another tutorial at the end of his conference, Ashley cut short the discussion. All in all, students did not have any power when it came to when and how to close a conference. It seems that the students who participated in the study would normally not initiate the opening or ending of a conference, but when they were clearly and firmly told to initiate discussion, they could take the initiative to start the interaction. This echoes Heszen-Klemens and Lapinska’s conclusion that patients (the novice) are capable of undertaking more initiation and participation (1984, p.16).

6.3.2.2 Volubility

In all the eight cases, the students were less voluble than their teacher, and the ratio of student to teacher talk ranged from 1:2.6 to 1:11.25, with 5 cases at a ratio of 1:3.5 or lower. This low volubility confirms that L2 students are not used to speaking up and taking turns (Newkirk, 1995). Table 6.5 on the next page compares each pair of

interlocutors in a number of categories. It can be seen that Peggy spoke the least, and although Celine spoke the most number of words overall, it was May who spoke the most per minute, followed by Keung. These statistics are valuable because in the teacher's perception, Keung did not say much. Ashley thought that Keung was waiting for her to spoon-feed him, and that the conference was one-sided as Keung spoke hesitantly in broken sentences. Statistics, however, show that the student to teacher talk ratio for Keung and Ashley was the lowest of all the conferences, at 1:2.6, and Keung was the student who spoke the greatest number of words at one go. Except for Keung, the less proficient students in the study were less voluble than their more proficient counterparts. Peggy spoke the least and had the biggest difference between student talk and teacher talk, (1:11.25), followed by Lily (1: 5.8). However, although both Peggy and Lily looked shy and were the least proficient in their classes respectively, statistics show that Lily was approximately twice as voluble as Peggy. She spoke an average of 18 words per minute at an average of 10.7 words per turn, whereas Peggy only spoke 7.5 words per minute at an average of 3.9 words per turn. This difference in volubility between two similar students is discussed next.

Table 6.5 Word Count Summary

Student / Teacher	Total no. of words spoken	Student: Teacher talk ratio	Total duration (minutes)	Average words/ minute	No. of turns	Average talk/ turn	Student: Teacher ratio per turn	Longest turn	Shortest turn	# of turns over 60 words	# of turns from 41-60 words	# of turns from 21-40 words	# of turns from 11-20 words	# of turns 10 words or under
Yvette	235	1 : 2.9	14.50m	16.21	19	12.37	1 : 2.76	35	2	0	0	5	2	12
Fiona	682			47.03	20	34.10		220	0	4	3	1	1	11
Lily	128	1 : 5.8	7.10m	18.03	12	10.7	1 : 5.4	68	1	1	0	0	1	10
Fiona	743			104.65	13	57.2		306	5	3	1	3	2	4
Celine	1696	1 : 2.7	53.66m	31.61	211	8.04	1 : 2.7	65	0	2	1	13	38	157
Ashley	4571			85.18	214	21.36		183	1	14	14	46	47	93
Keung	1108	1 : 2.6	34m	32.59	112	9.89	1 : 2.5	95	1	2	3	11	18	78
Ashley	2864			84.24	115	24.9		133	1	15	12	13	27	48
Peter	260	1 : 3.5	12.83m	20.27	28	9.29	1 : 3.3	48	1	0	1	1	7	19
Jane	900			70.15	29	31.03		127	1	6	4	4	6	9
Ben	349	1 : 4.1	13.83m	25.23	52	6.71	1 : 4.0	55	1	0	2	1	5	44
Jane	1424			102.96	53	26.87		125	1	7	7	6	9	24
May	345	1 : 2.65	10.40m	33.17	18	19.17	1 : 2.51	77	1	1	2	2	6	7
KK	913			87.78	19	48.05		111	4	6	5	2	2	4
Peggy	101	1 : 11.25	13.50m	7.48	26	3.88	1 : 11.26	17	0	0	0	0	2	24
KK	1136			84.15	26	43.69		199	2	5	4	4	4	7
Ave (S)	527.75	1 : 4.44	19.98m	23.07	59.75	10.01	1 : 4.3	57.5	0.875	0.75	1.13	4.13	9.88	43.88
Ave (T)	1654.13			83.27	61.13	35.9		175.5	1.88	7.5	6.25	9.88	12.25	25

6.3.2.3 Students' role in conference conversation

Is it right to expect less proficient students who have difficulty expressing themselves to avoid speaking much and hence to take up a minor role in writing conferences?

Comparing Lily (Fiona's weakest student) and Peggy (KK's weakest student), it is found that the total number of words spoken by Lily (128) and Peggy (101) were not greatly different, but the ratio of teacher to student talk for Peggy (1:11.25) was nearly twice that for Lily (1:5.8). The difference in the amount of verbal contribution is further supported by the statistics that Peggy spoke an average of 2.4 times fewer words per minute than Lily, and that Peggy's longest turn was exactly 4 times shorter than Lily's longest turn. Data from the video recording of the two conferences show that Peggy talked very little indeed because out of the 19 questions that her teacher KK directed at her, 8 were yes-no questions, 6 were what-which-where questions, 3 were questions where KK gave Peggy two or three choices to select from, 1 was a why-question and 2 were open-ended questions. Table 6.6 shows Peggy's responses to the five types of questions asked.

Table 6.6 KK's questions and Peggy's answers

KK's question types	Number of times the type of question was asked	Peggy's answers
Yes-no question	8	Yes: 3 times No: 3 times 'Er': 1 time No answer: 1 time (+ KK gives the answer himself)
What-which-where question	6	2-word answer: 2 times 5-word answer: 2 times 6-word answer: 1 time 7-word incomplete answer: 1 time (+ KK completes the answer for Peggy)
Choices-given question	3	Selected one of the choices
Why-question	1	6-word answer
Open question	2 (i) asking for Peggy's comment (ii) asking Peggy if she had any questions	(i) 2-second pause + 17-word answer (ii) 6-second pause + 12-word answer

The types of questions asked, i.e. 'yes-no' questions, simple 'what-where' questions and choices-given questions would not generally require elaborate responses. A fairly proficient student who is not afraid to speak up may expand her answers to justify her choices, but it is natural that a shy, less proficient student like Peggy did not say more than the bare minimum. When she realised that if she did not answer a question, the teacher would supply the answer himself; one- or two-word answers were not only accepted but praised with a "very good" comment; and when she hesitantly uttered an incomplete clause, the teacher would furnish the rest of the answer, so there hardly seemed any need for her to make a big effort to string together longer responses. She could safely sit back and talk only when necessary.

The idea that she took the back seat is supported by the fact that apart from giving 0 to 7-word answers to most of the questions, Peggy did not say anything else in the almost 14-minute conference. She never ventured to start an I-R-F cycle with KK.

Lily's turn-taking with her teacher Fiona was very different. Fiona asked only 4 questions: 2 yes-no questions, 1 comprehension-check, and 1 what-question, to which Lily gave a 10-word response. However, the biggest difference lay in the way Lily participated or *contributed* to the discourse. After the teacher started the conference with "Just ask me what you want, OK?", Lily started a series of extended I-R-F sequences where she initiated the discussion by stating the things that she felt were problematic with her writing using phrases such as "I don't know ..."; "I haven't included..."; "my report only have..."; and "I have no...". Unlike Peggy, who only needed to answer simple questions, Lily tried to use simple English to express concerns with the weaknesses of her report, which prompted Fiona to address them.

This comparison shows that despite the fact that both Peggy and Lily were considered as low-proficiency students and the weakest in their class, their level of participation and quality of their interaction with the teacher were markedly different.

Furthermore, their differences appear to hinge on the demands that their teachers placed on them. When the teacher allowed the student to be a respondent who gives short and simple answers, the student seemed to be content with the minimal effort that was required and accordingly took up the minimal role that was expected of her, as was in the case of Peggy. However, when a teacher forced another student to be an initiator, the second student, although similarly weak in English as the first student, had to try hard to voice queries and concerns, and so took up the bigger role that was demanded of her, as exemplified in the case of Lily.

This finding that the roles students assume are likely to be the roles that their teachers assign them was sustained by the behaviour of KK and Fiona's more able students. KK's strongest student, May, talked quite a lot in the conference, (teacher-to-student talk ratio at 1:2.65). Compared to her classmate Peggy, May gave longer answers to KK's questions, even when they were the yes-no type or clarification checks. She obviously displayed a higher ability and self-confidence to express herself, but she initiated discussion only three times. In her 10.40-minute conference, she played the role of respondent to KK's questions most of the time. The case with Fiona's most proficient student, Yvette, was almost the opposite of this. After Fiona started the conference with a smile and a nod, Yvette stated her topic, which was immediately followed by "I have a problem...", then briefly explained the problem and asked her first question with "Is it the purpose?" In her 14.5-minute conference, Yvette asked Fiona a total of 14 questions about her writing, 4.7 times more than her counterpart May. Fiona, by contrast, did not ask any question about the writing, but only made 7 comprehension checks such as "yea?" and "alright?" The performances of Fiona and Yvette were largely due to the announcement that Fiona had made to the whole class at the pre-conference stage, that she expected students to raise queries about their assignment at the conferences and that the conferences would end when students had no more questions. Yvette and Lily were different from the others probably not because of their characters, but because of how Fiona told them to behave. Since they understood from

the teacher's pre-conference announcement and conference behaviour that the teacher would remain the respondent, the students had no choice but to take up the role of initiator/questioner in the conversation. From the very beginning of their conference, they voiced concerns about various aspects of their draft until Fiona signalled the closing phase. The more proficient student, Yvette, asked more questions than Lily, but even though Lily felt nervous and was not competent in English, she offered more active contributions to the talk than her counterpart, Peggy, who was also shy and weak in English. The similarities between Fiona's students and the differences between them and KK's students indicate that a student's role can depend on (i) the role that the teacher has defined or adopted for themselves, (ii) what the teachers require of the students, (iii) how determined the teacher is in adhering to the pre-defined roles, as well as (iv) the way the teacher had prepared the students for the conferences. It can be speculated that if Peggy had been Fiona's student, Peggy would have demonstrated more initiative than she did with KK.

6.3.2.4 Students' receptions of teacher's directives

Students' receptions of teacher's comments on their writing were generally positive. Most students like Yvette, Lily, Celine, Keung, Peter, May and Peggy all nodded their head to signal acceptance or agreement. Some like Yvette, Lily, May and Peggy established eye contact with their teacher as they nodded. They never argued with or challenged the teacher's evaluations of their draft. Instead, they treated the teacher as the expert specialist and often received their comments with an obedient and non-hesitant "OK" or "Yes". When it was clear that they did not understand a point that the teacher had made, they paused and re-stated their query to ask for further clarification. This happened with Yvette, Keung, May and Peggy.

The case with Ben was different from the others. As described in Chapter 5.6.2, he said 'yes' many times but these responses were used to counter his teacher Jane's suspicions rather than to show agreement. In fact, his negative physical behaviour and

appearance (Kellermann and Berger, 1984, p.420) of physically turning away from the teacher and body language suggested a refusal of Jane's directives (c.f. Fig. 5.10 and Vignette 3 in Chapter 5.6). Even when he murmured "Understand" in response to Jane's "Understand?", it sounded like a reluctant bow to the reality of unequal power distribution that existed in the teacher-student relationship, in which the teacher's dominance discouraged his expression (Ulichney and Watson-Gegeo, 1989, p.325). This behaviour is similar to the dissatisfied patients' tolerance of physician behaviour (Street and Wiemann, 1987, p.596; Street and Buller, 1987, p.247), as well as their passive resentment of the physicians' opinions which are different from theirs (Morse, 1991, p.458; Heath, 1992, p.263; Heritage and Sefi, 1992, p.413; and Tannen and Wallet, 1993, p.31).

Post-conference interviews with Ben and Peter showed that they were not happy with the way the teacher commented on their work. They were displeased with the manner in which Jane pointed out the incorrect things in the draft, and felt that the teacher came to a conclusion very soon, too soon, about the 'valuelessness' of their draft. They scarcely had the chance to explain or voice their queries before the teacher told them that they had done something wrong. They also felt that her explanations and advice were not clear enough. They left the conferences feeling upset, knowing that they had to do big chunks of rewriting but without clear ideas as to how to proceed. That was why there was less nodding from them than from the other students.

It therefore seems that the local Hong Kong students in the study were on the whole very willing to accept their teacher's comments and follow their directives since they saw the teacher as the expert in the field. However, when the teacher appeared to evaluate students' work rather hastily, and students felt that they had not been given adequate advice on ways to improve it, as in the case of Ben and Peter, then they would want to reject their teacher's directives but reluctantly went along with them for the pragmatic reason of the grade.

6.3.3 Students' nonverbal behaviour

After examining the students' salient verbal features, this section will investigate patterns across their nonverbal behaviour.

6.3.3.1 Body movement and posture

The table in Appendix 58 shows that most students sat rather upright and leaned slightly forward in the conferences. Apart from Celine and Ben, the students did not move much and just sat there facing their script most of the time, occasionally looking up at the teacher. Whether they had a lot of space to move around, like Yvette, Lily, Ben and Peter, or a small amount of space to move their chairs backwards or sideways, they did not move their chairs at all during the conference, no matter whether the conference was long like Keung's thirty-four minutes or short like Lily's seven minutes. They all took the seat that was indicated to them and sat down at the angle at which the conference table and chairs were set.

Celine and Ben were different from the rest. As described in Chapter 5.3.3, Celine displayed a great deal of body movement, which showed her comfort meeting with Ashley. The illustrations in Chapter 5.6.3 showed that Ben also made quite a lot of movements, but they were incongruent with his teacher's, such as moving away from facing the teacher, crossing his legs away, and putting up a hand-partition between him and the teacher by supporting his head or chin with his left hand.

Some of the students' body movements were observed to have changed in congruence to the teachers' body movements, reflecting synchronisation and congeniality between the pair when the student **responded** to the teacher physically. In the case of Lily, for example, when Fiona leaned forward closer to Lily to read the draft, Lily also leaned closer to Fiona, so that when Fiona was reading, her left face was within inches of Lily's right face. In the case of Peter and Ben, however, the **reactions** in their postures indicated a 'gulf' between them and the teacher. When Jane leaned

forward suddenly towards them, they immediately leaned backward. When Jane threw her pencil down on the desk or hit the desk with her palm, they reacted immediately with a sudden backward body movement.

6.3.3.2 Gesture

Overall, the students in this study, except Celine, did not exhibit a great number of gestures. The table in Appendix 59 reveals that most of them did not fidget much, nor did they use many hand movements to express themselves. Occasionally they pointed at the draft, then they would put their hands back on their lap or on the table just in front of them.

When reviewing the conferences, gestures that were directly related to the progress of the writing conference were closely observed. These gestures included the touching or holding of the draft, pointing at draft/materials, holding a pen/pencil and writing. Interestingly, two of the students, Peggy and Ben, never held a pen or pencil at all. Peggy's teacher KK had already written some comments on her draft, and did not explicitly encourage Peggy to write anything. Consequently, not only did she not write anything, she only touched her draft fleetingly five times. Ben never held a pen or his draft except at the very beginning of the conference when he gave it to Jane and at the very end when he got it back, whereas Jane's other student, Peter, held a pencil from beginning to end but never wrote anything. He only touched his draft in three out of twenty-five 30-second slots. These nonverbal behaviours from Ben and Peter were related to the fact that Jane took the draft away from them completely and held it in her hands for the whole conference until she gave it back to them at the end of the meeting. If they had wanted to raise a query about a particular place in their writing, they would have had to ask her for their script before they could touch it and turn to the paragraph where the query was. This lack of draft-holding opportunity could indicate a potential lack of draft ownership. Although it was the students' writing, once they came to the

conference with Jane, the draft appeared to be like a possession of Jane's; and Ben and Peter seemed no longer to be the masters of their own work.

The passivity of students in writing conferences was further shown in the (non-) use of a pencil by KK's student and Ashley's student, Celine. May did not pick up a pen until almost the eighth minute of her ten and a half-minute conference; which meant that she did not do so until the last one-fifth of the meeting. Even then, she only jotted down notes briefly three times, after which she took her hands off the table. Celine did touch her draft quite a few times, turned pages and pointed at various paragraphs; but even though her teacher kept telling her a number of things that she could improve on, it never crossed her mind that she should write down any notes. At almost thirty-four minutes into the conference, Ashley realised, after having written quite a few notes on the draft herself, that Celine was not doing any of the note-taking herself, and so she handed Celine a pencil. Even then, Celine only took the pencil and did nothing with it. Six and a half minutes later, she finally started to write a bit. Without Ashley's prompting, it is very likely Celine would not have picked up a pencil at all for her fifty four-minute conference.

One possible reason for such student behaviour was that the teacher held a pen/pencil most of the time and took the initiative to write their comments on the student's draft. In this way, when the teacher was 'active', the students could remain 'passive'. This seems to echo the findings discussed in Section 6.3.2.3 above about the roles of teacher and student in the I-R-F sequence. When the teacher plays a leading, more dominant role in verbal and nonverbal exchange, video data show that students tend to play a smaller role and show less initiation both in oral involvement and in body language use.

6.3.3.3 Facial expressions and gaze

Generally speaking, students did not show a wide range of facial expressions. (See Appendix 60) Most of them, such as May, Peggy and Yvette, looked attentive, smiled a little and did not display very negative expressions. Some students looked a little embarrassed at times, e.g. Keung, May and Peter, when they did not know how to answer a question; but those expressions appeared only briefly.

The facial expressions of Lily, Celine and Ben were less plain than those of the other students. Lily looked worried, nervous and hesitant at first, but her expressions changed from that to less worried; and as she realised that Fiona was helpful and not unhappy, she looked calmer and more assured. Finally, together with quite a lot of nodding, she appeared less nervous, more content and relaxed. At the end of the short conference when Fiona asked her if she had “any questions”, Lily even looked fairly satisfied. Celine had the most cheerful facial expressions among the students. She smiled in fifty-four 30-second slots out of a total of 108 slots. In stark contrast to Celine was Ben, who smiled only at the first minute of the conference with Jane. After that, he looked unhappy with the corners of his mouth turned down and frowned.

From data collected in post-conference interviews, Yvette and Lily (Fiona's students), May and Peggy (KK's students), and Keung and Celine (Ashley's students) were quite satisfied with how the conferences proceeded. Their facial expressions, therefore, reflected their feelings. Ben and Peter (Jane's students) stated how unhappy they actually felt when meeting their teacher, using “rejection”, “tragic” and “a blow” to describe their feelings. While Peter did not look glum on video, Ben looked a little crestfallen when he was told to rewrite the whole draft.

The openness that Peter and Ben showed the researcher in the post-conference interviews, in which they explained their dissatisfaction, was quite different from their restrained facial expressions at the conference. It is possible that when students'

feelings were negative about what was happening at the conference, they would only reflect slight dissatisfaction on their face, even attempt to cover up a little, and would not openly express their displeasure in words.

As regards gaze, an obvious commonality among students was that their gaze followed the teacher's gestures, especially conference-related gestures. (See Appendix 61) When the teacher pointed at a word, they looked at that word; when the teacher wrote or underlined, they looked at the writing. Table 6.7 below shows that students who were more proficient in English had in general more eye contact with their teacher, except for the case of Lily. Watching the conference video shows that Fiona always looked keenly and steadily at Lily, and this voluntary act of long, sustained gaze from the teacher most probably prompted the student to respond with eye contact.

Table 6.7 Student-Teacher Eye Contact Frequency

	Student	Teacher	# of 30-second slots with eye contact	Total # of 30-second slots	% of 30-sec slots with eye contact
*	Yvette	Fiona	21	31	67.7
	Lily	Fiona	15	15	100
*	Celine	Ashley	60	108	55.6
	Keung	Ashley	1	67	1.5
*	Peter	Jane	5	25	20
	Ben	Jane	2	28	7.1
*	May	KK	12	21	57.1
	Peggy	KK	8	27	29.6

* Students considered to be more proficient in English than other students in the same class.

Another factor that appeared to affect the frequency of eye contact was the teacher-student rapport. Celine, who exhibited the closest rapport with the teacher, had more eye contact with Ashley than Keung with Ashley or Ben with Jane. In other words, a harmonious relationship has the potential to induce more eye contact and a bashful character or unhappy experience may lead to avoidance of eye contact.

6.3.3.4 Vocal cues

None of the students spoke loudly or in a high pitch or shrill tone. (See Appendix 62.) Lily, Keung, Peggy all spoke very softly indeed throughout the meeting and this could be explained by their character and lack of confidence in their language ability. Peter also spoke rather softly and mumbled a bit, and this might be because the draft he showed his teacher was one he had snatched from a classmate. Not knowing the content of the draft well, he spoke slowly and sounded hesitant. Analysis of Ben's vocal cues found that he obviously spoke softer as well as in a lower pitch in the second half of his conference; and that could be a reflection of his mounting feelings of discontent. Other students including Yvette, Celine and May all spoke calmly in a neutral volume and pace. They sounded agreeable and more confident than their counterparts whose English level was not as good as theirs.

6.3.4 Students' post-conference feelings

Post-conference interviews revealed that the students of Fiona, Ashley and KK were satisfied with their conferences. They described the meetings as "useful", "really very useful", "directions, enough to know how to write my assignment", and their feelings as "quite pleased", "not nervous" and "I pay many attention about his comments, immediately go to correct, learn more". Although Yvette and Celine hoped to have a longer meeting, they were glad with the help they had received. By contrast, Ben and Peter harboured gloomy feelings about the conference. Peter was low-spirited that Jane had rejected the draft so easily and firmly. The meeting left him in a state of uncertainty. He said that the teacher spoke too fast and things had happened too quickly for him to fully grasp the directions for revision. Ben felt miserable that he had been interrogated by the teacher. All eight students, however, said they would act on feedback to revise their assignment, whether or not they had understood the task and the teacher's feedback from the conference.

It therefore seems that students' feelings depended less on whether they had to do revisions or not, but more possibly on (1) whether they were given adequate guidance to carry out revisions and (2) their perceptions of the teacher's behaviour. These two aspects are similar to the two aspects that have been found to be related in physician-patient interaction: (i) the task, technical or instrumental aspect of the medical service, and (ii) the affect or socio-emotional aspect of the communication (DiMatteo et al., 1980, p.386; Roter et al., 1987, p.437; Tates and Meeuwesen, 2001, p.840; Gilpin, 2003, p.5). Increase/decrease in contentment in the latter causes increase/decrease in the satisfaction of the former (Ben-Sira, 1980, p.177; Roter et al., 1987, p.447; Street and Wiemann, 1987, p.590).

Medical encounter research found that physicians' nonverbal behaviour affect patient's participation (Heath, 1992, p.243). For example, physicians who show their care and concern are rewarded with patient attentiveness (Larsen and Smith, 1981, p.487), where doctors who do not adopt a posture that faces patients directly are poorly rated by patients (Harrigan et al., 1985, p.104). In the same way, negative emotions of the teacher exhibited in the course of the conference, such as impatience and frustration, incited negative emotions in the students.

6.3.5 Consistencies across all students

A number of features were consistent across all the students. In terms of verbal behaviour, they all talked considerably less than the teacher, none of them had power over when and how to end the meeting, and no one verbally challenged the teacher's evaluations of their draft. In terms of nonverbal behaviour, they were fairly composed and appeared attentive. Another consistent feature among all the students was that they all believed that the writing conference could help them with their assignment grade. Even though Peter and Ben said they had had an unpleasant experience, for the sake of getting a better grade, they would go to further conferences.

6.3.6 Consistencies across high proficiency students

There were two features that were consistent among Yvette, Celine, and May, three of the four proficient students in the study. The two features concerned the use of body language and volubility. These students demonstrated more confidence than their counterparts in their voice, behaved more at ease and generally played a bigger role in the conference by saying more than less proficient students. Peter, the more proficient student in Jane's class, was less poised than these three students, and this could be attributed to the fact that he had not written any draft and was not familiar with the script that he showed Jane.

6.3.7 Consistencies across low proficiency students

The display of few body movements and the use of a soft, low voice were distinct features characteristic of students who were classified as less proficient, i.e. Ivy, Keung, Ben and Peggy. They appeared more nervous and less self-assured than the other four students, and sounded more hesitant when they spoke. Ivy, Ben and Peggy were less voluble than the more proficient student from their classes, i.e. Yvette, Peter and May respectively.

6.3.8 Consistencies across students of the same teacher

There were obvious consistencies across students of three of the teachers. Fiona's students were both prepared for the conference in that they were ready to ask questions about their draft and the assignment, and both established much eye contact with Fiona. They felt satisfied with the answers that Fiona gave them and left pleased with the outcomes of their conferences.

Similarly, KK's students May and Peggy showed consistencies before, during and after the conferences. They had both submitted a draft to KK a few days before the tutorial. During the conference, they were both very attentive and listened to KK's

explanation of his written comments on their work. When they left, they felt content to revise their draft based on KK's feedback.

Although Jane's students behaved quite differently from the other students, between the two of them, they shared some similarities. Peter and Ben were both disheartened and puzzled by Jane's quick rejection of their work. Neither were they clear about how they could rewrite it, but they knew that they would – to suit the taste of the teacher and to gain a more satisfactory grade.

Comparatively, it was more difficult to find consistencies between the students of Ashley. Celine and Keung's behaviour and interactions with Ashley were almost entirely different. One was extremely relaxed while the other was ill at ease; and the teacher had the impression that one spoke a lot but the other spoke much less. Statistics however show that they both spoke quite a lot. At the end of the conference, they both asked to see Ashley again; but Celine did not wake up early enough to attend the second conference which Ashley was quite eager to hold, and Ashley was hesitant to give Keung another tutorial. So the one who would have jumped at the chance of another conference did not get it and the one who got the chance did not treasure it.

6.4 Brief summary

Malandro et al. (1988) state that communication involves not merely the sending and encoding of messages but more importantly, the receiving and decoding of them. The discussion in this chapter has revealed that the talk in conferencing consisted of both verbal and nonverbal exchanges, both of which were observed and interpreted by the students. The search for patterns in this chapter has led to the findings that (i) the four teachers all had rather different pedagogical styles and conferencing strategies; (ii) the students' verbal and nonverbal behaviours depended fairly heavily on the teachers' pre-conference teaching and in-conference behaviours, and to some extent, on the students' own personality; and therefore (iii) the students' experiences of the meetings

were all quite different. These experiences were found to be related to how the teachers prepared the students for the meeting, how they planned the conferences, as well as the interactions that unfolded as the conferences progressed. Comparison of students' evaluations of their conferencing experience indicated that the affective dimension had considerable influence on their perceptions of the writing conferences. The fact that students said they would revise according to the teacher's feedback did not mean they liked it, agreed with it or understood it; and student willingness to revise did not seem to be as related to their conference evaluations as to the affect and perceptions that the students derived from the interaction. As Wallace (1994a) wrote, the value of any instructional activity like the writing conference "does not reside in the practice itself but in what writers make of it". The next chapter will explore in more depth the characteristics of highly evaluated conferences.

Chapter 7 Discussion

Writing conferences have often been described as “successful” or “effective” over the decades (e.g. Squire and Applebee, 1948; Harris and Silva, 1993; Shin, 2002), but I argue here that a better way to think about conferences is in terms of health. This chapter will discuss the limitations of the concept of “effectiveness” in conference evaluation, advocate the holistic view of conferences from the health perspective and explore the factors of healthy and unhealthy conferencing that the study has uncovered.

7.1 Effective conferences?

Through the description of data in Chapters 4 and 5 and their examination in Chapter 6, it has gradually become clear that perhaps the terms successful or unsuccessful, effective or ineffective, and useful or not useful are inadequate descriptions of conferences, especially the interactions therein. The study has shown that the conference participants can have very different interpretations of success, effectiveness and usefulness. For example, while Ashley wondered whether her conference with Keung was effective, Keung found it an “advantage” (meaning in his case “beneficial”) to have the conference. Even though KK, Ashley and Jane found it useful to read/evaluate student drafts during the conferences, Fiona believed that not reading but responding to student queries and agendas would make the face-to-face interaction more useful. When Jane felt that she had been successful in asking effective questions to encourage students to think, her students Ben and Peter felt interrogated, crushed and perplexed, not quite understanding the reasons for their teacher’s rejection of their draft. While Jane claimed that her conferences were very useful in getting students on the right track, Ben and Peter left without grasping a clearer understanding of the task and their teacher’s comments than before the conferences. So what is successful or effective? If participants can have very different, even contrasting, views of conference success and effectiveness, can either of the two act as criteria for conference appraisal?

The terms “successful” and “effective” have been used in the literature concerning language learning as well as conferencing, but I argue here that they are vague and problematic. In the study by Walker and Elias (1987), successful or not successful are the subjective perceptions and judgements of the conference participants. Kuriloff (1991, p.55, 49) describes successful conferences as those in which students state “their writing as improved” and instructors see “a means of integrating writing and learning”. In Walker’s study (1992), students and teachers characterised “successful conferences” as those that involve “formulating...a set of principles that define a model of good writing and... revising students’ papers according to this model”. The success of the writing conference is therefore linked to the revising of the draft.

In many teachers’ resource books and journal articles, the term ‘effective’ has been used without being clearly defined. For example, Murray (1985, p.147) writes that “conference teaching is the most effective... method of teaching composition”. Other scholars, like Duke (1975), Carnicelli (1980), Freedman and Sperling (1985), Marshall (1986) and Reid (1993), have also used “effective” to describe the quality of conferences. But what does ‘effective’ mean? The Longman Dictionary of Contemporary English (1987) defines effective as “having a noticeable or desired effect; producing the desired result”. Some scholars have also linked effectiveness with the result of conferencing. For example, after stating several possible problems with conferencing, such as conferences “may not be as effective as ... written comments on student drafts”, Reid (1993, p.225) calls for “ESL writing teachers to carefully evaluate the effectiveness of conferences for their students”. In many places in the literature, including this book for new L2 writing teachers by Reid, effectiveness is linked with the idea of effects on student drafts. Similar to the use of the adjective ‘successful’, the descriptor ‘effective’ is connected to the revising of the student draft. Carnicelli (1980) and Zamel (1985) also use the term effectiveness in the light of the assistance that conferencing provides to help students write better. Haneda (2004, p.179) even describes conferences as “an effective tool for assisting students in learning to write”, implying that the effectiveness of

conferences can even last beyond the writing of the current assignment to produce an effect on the learning of writing skills.

The effectiveness of conferences, i.e. the connection between the teacher-student meeting and draft revision, however, is not easy to measure. As Sperling (1994b, p.206) states, “causal connections between writing conference discourse and what students subsequently say or write are difficult to prove”; and the relationship of the conference interaction to student writing “is a conclusion that may never be drawn”. The process of student writing from the moment of the conference to the final submission can be very difficult to monitor, making it hard to establish substantial claims of any definite associations between the meeting and the final product because there are multiple factors that lead to text revision. For example, Hong Kong schools and tertiary institutions strongly encourage group work and students studying together for individual assignments, allowing students to obtain help and feedback from their peers. In fact, Fiona asked her students to use each other as a sounding board for their queries about their drafts and the writing task; and Ashley told Keung several times to read his classmates’ writing and to discuss his report with them. It is possible then that certain points that did not register in the students’ mind during the conferences were internalised during peer discussions. The teachers in this study furthermore told the researcher that they had three weeks to prepare students for the report assignment. Some of the concepts and skills that were discussed in the conferences were then re-taught in regular classroom lessons.

Another factor bearing on the effectiveness of the writing conference, i.e. the causal relation between the writing conference and draft revision, is the understanding and retention of information, which depends on a number of factors, e.g. memory, ability, courage and time to ask for clarifications during the conference, the time lapse between the meeting and the revision, to name a few. Research has shown that misunderstanding and misperceptions exist in medical encounters (c.f. Golden and

Johnston, 1970; Heszen-Klemens and Lapinska, 1984; Street, 1991; Tannen and Wallat, 1993; DiMatteo, 2004); and it is common that patients and students forget the content of the conversation (Arndt, 1993; DiMatteo, 2004). In the present study, five student participants, Keung, Lily, Peggy, Peter and Ben, said in their post-conference interviews that they could not remember all the advice their teachers had given them at the conferences, so if the students really revised their drafts along the lines of their teachers' suggestions, they might not necessarily have done so because points x and y were in the conference talk, but perhaps because the teachers had reminded them of points x and y later in class. In other words, there are so many variables involved that it is difficult to claim that revisions are made purely as a result of conferencing. Even if they are, revisions according to the teacher's wishes do not equate with learning. As Peter and Ben told us in the post-conference interviews, revision to them would not be done out of agreement with their teacher's opinion or beliefs that those amendments would lead to better reports, but out of a consideration and desire for a higher grade. Therefore, revision that leads to a higher grade is not necessarily an indication of students' successfully acquiring writing skills but merely of survival skills. How can the concepts of effectiveness and success be used then as adequate evaluations of writing conferences?

Neither can the above concepts of effectiveness and success reflect the holistic situation of the writing conference. According to Black (1998, p.20), "conferences are identified more by the talk that occurs than the written text under discussion"; and as the present study has revealed, talk goes beyond verbal exchange to include nonverbal interactions. Some previous studies that explored teacher-student talk in conferences focussed on the understanding of verbal behaviour rather than a holistic study of verbal and nonverbal interactions; and were therefore limited in scope, without revealing a more complete picture of what really happens in conferences. Equating effective verbal behaviour (such as effective turn-taking and backchanelling) with the overall effectiveness of the whole conference is not appropriate, as interaction without

nonverbal communication is at best only half the story. As Moerman (1990, p.9) puts it, “all of the body’s sensory modalities...are used together and inter-organized” in interactive communication. Previous chapters in this report have shown that a conference is judged by the affect and perceptions of its participants; and the findings of the study confirm the findings in the literature that students/patients quickly perceive teachers’/physicians’ nonverbal behaviour and remember the affect created by the latter’s style and personality. Therefore, although future text revision and production may be an ultimate purpose of conferencing, it is the present unfolding of the holistic participant interaction processes that determines the goodness of the writing conference. This brings me back to my point that ‘success’ and ‘effectiveness’ are insufficient and incomplete criteria for conference appraisal.

7.2 Healthy conferences

Since effectiveness and success, as used in previous research, are not the most suitable descriptors to express the holistic development during a writing conference, I suggest conceptualising “the quality of a ... conference” (Walker and Elias, 1987, p.269) in terms of health. A ‘healthy’ conference is not one that necessarily causes the (unconvinced) student to write a more ‘successful’ revision in the teacher’s eye, but is one that cultivates a sense of support and well-being in the student, deepens his/her understanding of teacher feedback and of the situation with the draft, and provides the student with the motivation to go and make improvements. Before the application of a health metaphor on the writing conference is explained in more detail, the following sub-section first explains health from the sociological perspective.

7.2.1 Sociology of health

The concept of health can be understood in two major ways: biological and sociological. While the former presents physiological descriptions of the functioning of the human body and explanations of the nature of diseases (Clarke, 2001, p.7), the latter “considers structural and social factors” (Barry and Yuill, 2002, p.6), such as age, social class,

gender and social context. It is believed that “health, illness and disease not only are biological and psychological conditions but can also be viewed as *social states*”; and that health and illness are social products (Clarke, 2001, p.1). Illness is not only a physical experience but also a social one (ibid., p.22), and is defined as “subjective unwellness” (ibid., p.29), which can be a human experience in the absence of disease (Blaxter, 1987, p.5). The World Health Organisation (1946) defines health as “a state of complete physical, mental and social well-being, not merely the absence of disease and infirmity”. Health is seen as functional and is connected to the ability of individuals to perform their duties (Parsons, 1951, p.430; Dubos, 1995, p.9). It is defined as a “state of optimum capacity for the effective performance of value tasks” (Parsons, 1972, p.110). The lack of health has implications for the social system and fulfillment of responsibilities at home, at school or at work, thus linking health with role performance (Clarke, 2001, p.9). In her interviews with 80 subjects, Herzlich (1973, p.36, 55) labelled a dimension of health as equilibrium, one attribute of which is the existence of good relationships with others (ibid., p.60). These relations are in turn “characterized by their harmony and by the individual's control of them” (ibid., p.61). Pill and Stott's study with 41 mothers (1986, p.268) found associations of health with happiness. Reporting the findings of the Health and Lifestyle Survey conducted in the United Kingdom, Blaxter stated that respondents described health “as being unstressed and unworried, able to cope with life, in tune with the world and happy” (1987, p.141). In short, health includes not only the absence of illness but also the ability to perform, and the positive state of feeling good (Clarke, 2001, p.35).

The World Health Organisation advocates the promotion of health in its *Ottawa Charter for Health Promotion* (1986), in which it asserts that “to reach a state of complete physical, mental and social well-being, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment. ... Therefore, health promotion is not just the responsibility of the health sector, but goes beyond healthy lifestyles to wellbeing”. The WHO calls on “all sectors

and at all levels” to “be aware of the health consequences of their decisions and to accept their responsibilities for health”. Health promotion is the generation of “living and working conditions that are safe, stimulating, satisfying and enjoyable”, and supporting “personal and social development”. It is essential to enable “people to learn throughout life”, which “has to be facilitated in school, home, work and community settings”.

The sociological concept of health encourages approaching the person and not just the patient (Turner, 1987, p.9). Themes that are explored include the sick role, human behaviour, sickness and dysfunction, power, social inequalities in health, coping strategies, emotions, attitudes, environments, constraints and opportunities, barriers that socially create disability, empowerment, and decisions about the selection of support and services (Williams, Annandale and Tritter, 1998; Barry and Yuill, 2002, pp.6, 11, 12, 26, 105, 107). As explained in Chapter 2 Section 2.3.7, inherent in the health profession is the concept of care that addresses the need for help and support (Clarke, 2001, p.181). There are two aspects of care: ‘caring for’ and ‘caring about’. The former refers to the help rendered, such as feeding and dressing, whereas the latter means emotional concern for others (Clarke, 2001, p.182). Bulmer’s definition of care as “physical tending”, “material and psychological support”, and “generalized concern about the welfare of others” (1987, p.21) incorporates both ‘caring for’ and ‘caring about’. Although it is therefore possible to have the former without the latter, to offer total care, one must not only do the acts of ‘caring for’ but also support “with encouragement, personal attention and conversation that endorses [the others’] sense of identity and worth” (Twigg and Atkin, 1994, p.8).

7.2.2 Enhancing the healthiness of writing conferences

As a holistic concept, health stresses “the overall condition of an organism at a given time”, indicates “soundness, especially of body or mind; freedom from disease or abnormality”, and is “a condition of optimal well-being” (The American Heritage

Dictionary of the English Language, 2000). Patients do not merely seek medication to alleviate or treat their symptoms, but want to delve into the root of the illness. In the same way, the writing conference should be more than a painkiller that addresses surface issues but fails to cure the fundamental problems that the writing student is facing. Sometimes strong painkillers create severe side effects, and a healthy writing conference should avoid having strong and unwanted side effects that would upset the overall condition of well-being, such as increasing the student's fear of writing. Indeed, a golden rule of health care is to "do no harm" (Gilpin, 2003, p.3).

The World Health Organisation's definition of health (1946) means that viewing writing conferences from the health perspective calls for a holistic reflection of the teacher-student meeting. Not only are the effects on the student text (*physical*) taken into consideration, but also the feelings (*mental*) and the roles and rapport of the conference participants (*social*). Conferencing is potentially problematic when the teacher gives a pink pill for one writing difficulty and a blue pill for another, concentrating only on the physical problems and neglecting the mental and psychological troubles of the student. As discovered in physician-patient interaction research, patients hope to find through the meeting not only solutions to their illness problem but also to their anxiety problem (Ben-Sira, 1980, p.176), and the expert-novice encounter consists of both the medical services or the business at hand and the social interaction (Fisher, 1984, p.221; Gilpin, 2003, p.5). The experts in the encounters, therefore, need to pay attention to the novice's physical and emotional aspects (Ben-Sira, 1980, p.176), and do both 'caring for' and 'caring about' (Clarke, 2001, p.182) to convey their "caring, concern, sincerity, compassion and respect" (DiMatteo et al., 1980, p.377) through verbal and nonverbal expressions. Conversely, if a teacher is successful in pointing out several problems with the conferenced text but neglects the feelings of the student or misses the emotional signals that the student is sending, the meeting could be demotivating and discouraging, and even stifle the student's growth as a writer. Such a conference may

be successful physically, i.e. the student could end up with a higher grade on a written text, but the meeting is still unhealthy, with unhealthy emotional and social results.

The University of Waterloo Counselling Services (2002) believe that “having a balanced, healthy lifestyle helps us feel more relaxed, in control of the present and our future direction”. Researchers of health care provision believe that a patient-centred approach can transfer more control from the physician to the patient (Roter et al., 1987, p.447; Gilpin, 2003, p.5). Rubin et al. (1993, p.840) call for the monitoring of “the quality of medical care from the patient’s point of view”, which means more patient inclusion in discussions, increased patient decision-making opportunities, more professional-patient connection on the social front and more patient satisfaction (Fisher and Todd, 1993, p.10; Tates and Meeuwesen, 2001, p.839; Frampton, 2003, p.xxxiv; Gilpin, 2003, p.3; Frankel and Hourigan, 2004, pp.46, 56). The lowering of patient anxiety and discomfort by sensitive physicians can lead to healthy medical encounters in which the patients arrive at a greater understanding of their health situation. In the same way, perceptive writing teachers can reduce student anxiety and enhance students’ understanding of the use of language (Xu, 1989). Writing teachers should respond to students in a “motivationally favorable way” (Cardelle and Corno, 1981, p.260) to encourage students to control their present and future writing. Healthy conferencing then should be a situated experience, in which the learners feel relaxed and have some sense of control over what they would like to do with their writing at the time of the meeting, and also afterwards. In particular, a warm “emotional exchange” (Heszen-Klemens and Lapinska, 1984, p.17) and a warm atmosphere (Taylor, 1985, p.1) can improve the healthy quality of conferences.

After reviewing the concept of health from the sociological perspective and applying the health metaphor on the writing conference, we can now use the terms ‘healthy’ and ‘unhealthy’ to understand retrospectively the behaviours that we have observed in the conferences.

7.3 Effects of pre-conference preparation on conference engagement

As seen in the definitions of health in Section 7.2, health includes not just physical wellness but also mental well-being. Writing conferences that are in a state of health, then, should not only have participants come with a physical draft, but also engage them in active mental exercise. Such mental exercise can start before the conference begins to include the kind of preparation that students make before meeting the teacher at a conference.

Each student in this study was told by the teacher that in preparation for the conference, they had to draft their assignment to show the teacher either during the conference or before the conference. Fiona, however, demanded more than drafting from her students. As described in Chapter 4, she requested construction of specific questions about the writing task and the draft. As a result of Fiona's policy that students have to ask questions and raise concerns to propel the conferences, her students, Yvette and Lily, had a clear idea about how their conferences would proceed, and were outstanding in their engagement in the conference when compared with the other students. When they came with clear ideas of their concerns, and raised them at the meeting, their tutorials had a thrust and sense of control from the student's side that the other tutorials appeared to lack. In this way, the agendas were established by the students and the conferences did not progress according to the teacher's agenda. This is exactly what Walker and Elias (1987, p.281) found to be a key determinant of writing conferences that were rated 'successful' by their participants.

By requiring mental exercises before and during the meetings, Fiona's conferences achieved what scholars believe to be the strengths of face-to-face feedback: students expressing their intentions (Leki, 1990), deciding what to learn (Murray, 1985), discussing their writing (Reesor, 2002), articulating problems (Arndt, 1993), and making discoveries (Harris, 1986) during the process of exchanging and negotiating ideas

(Zamel, 1985). Wallace (1994a, p.57) believes that it is important to explain the participants' roles before the meeting to let students "know what is expected of them" and to give them "a sense of what they need to do to prepare ... and what to do while they are meeting". As Rivers (1987, p.5) states, "students need help with styles of interaction", and this help can be rendered at the pre-conference stage, during which the teacher can teach questioning techniques and make known their expectations of, and requests to, students. For example, requesting students to lead conferences with questions and comments would make a much stronger demand on the students' cognitive engagement than merely to draft a piece of text. This kind of pre-conference preparation means that students cannot simply write a rough draft and expect the teacher to spoon-feed them on the good and bad aspects of a hastily put-together text. It requires students to seriously think about the difficulties they have had in their writing process and to evaluate the strengths and weaknesses of their draft, and maybe even think ahead to what problems they may encounter when they try to complete their writing task later. It compels them to prepare more diligently and thoroughly for the conference, and to practise their techniques of asking intelligent questions intelligibly in English. It prevents them from sitting back and being passive recipients at the meeting but urges them to seize active ownership of their writing and to find places in their text to discuss at the conference. Getting students to ask questions "makes the thinking that student writers have done for an assignment visible by making it accessible for discussion" (Wallace, 1994a, pp.53-54). Then the teacher "uses a student's own agenda...to create pedagogical strategies suited to that particular student" (Walker, 1992, p.80). Murray (1985) observed that most students are "uncomfortable in taking the initiative in their own education"; but in the teacher-student conference, "the student is supposed to speak and the teacher to listen", so "the best way to encourage student response in the conference is to allow it. Shut up. Be quiet. Wait. When the student makes a comment, then you can pick up on that" (ibid., pp.152-153).

Since getting students to ask questions is such a valid mode of learning, why was Fiona the only teacher who made this a compulsory aspect of the conference? Ashley said that she would like students to ask questions but she did not make it obligatory. Jane and KK did not even think of asking students to come with questions. Jane and KK believed that students would not talk much in front of the teacher; but Fiona believed that they could if they were put in a position in which they had to. This is similar to the conclusion in Heszen-Klemens and Lapinska (1984, p.16)'s study on doctor-patient interaction that patients are capable of initiating more exchanges and becoming "active partners" in the conversation. Conference statistics showed that Fiona's belief was a good strategy, and this point has been discussed in depth in Chapter 5, section 5.3.2.3.

This brings out an important point: often teachers have preconceived ideas as to what students can and like to do, or cannot, and do not, want to do. These then form part of their pre-conference considerations, and prevent teachers from presenting new strategies that require students to do the things that they are capable of doing if they are stretched. Flower (1994b, p.46) heard students wonder why "no one ever taught me this before". Her teaching experience led to her conviction that sometimes students do little constructive planning, not because they are not capable, but because they were not asked more directly to do so. It is up to the teacher to "open the door for" students.

Another element that proved the value of compulsory questions preparation is the positive feelings that Fiona's students shared. Yvette and Lily were happy with the way their conference proceeded. At the post-conference interviews, they mentioned that their queries were clarified and they learned from those clarifications. The "socially supported talk" (Wallace, 1994a) made Yvette feel that it was her conference, not the teacher's conference, because it was not teacher-controlled. Although she spoke three times less than Fiona did, she felt that she was the one who was more voluble. Her good experience fostered a sense of conference usefulness in her, and she looked forward to having more conferences in the future. The effects of the opportunity to

have her queries clarified were even more apparent in Lily. She was originally very nervous before the conference, and at the beginning of it, because she had to formulate questions in a language that she was not good in. Conference analysis however showed her changes from anxiety to calmness, from doubts and hesitation to clarification and satisfaction. Afterwards, she said that she found the conference helpful and “interesting” because she could “talk to foreigner one to one”. This positive affect is a signal of healthy conferencing, as according to the definition of ‘healthy’ provided by the University of Waterloo (2002), gradual relaxation and satisfaction is an indication of the healthiness of the interaction.

These findings from the students show that when they are given clear guidance to prepare more than just a draft for the writing conference, it is very likely that their engagement level with the writing task and the conference will both be gratifyingly elevated. In view of this, well contemplated, ‘extra’ pre-conference preparations by the student should be considered as a desirable condition for a healthy writing conference.

7.4 Students’ role in conference discourse and ownership

The second factor that seems to make a conference healthier is a spin-off of the first factor, and that is the role the student plays in the conversation. The findings indicate that a healthy conference is one in which the student plays a bigger role and consequently has a higher sense of ownership of both the writing and the meeting. However when the student is not sure what to do at the conference, he is likely to become hesitant, wait for the teacher to make the first move, and leave it to the teacher to uncover information. Hydén and Baggens (2004, p.72) discovered that when patients feel the doctor is willing to listen to them, they express more feelings and views about their health situation, and as a result, the doctor can produce more accurate assessments. Imagine a completely docile patient with a temperature of 103°F. The doctor has to keep asking questions before getting single-word answers; and the patient further withholds information that she vomited twice the previous evening, so the doctor

does not know that the flu may have developed into gastritis. Such patient behaviour may lead to an incorrect diagnosis. If a writing conference is like this, where the student plays a passive R in the IRF sequence and provides short and scanty answers, then it can be difficult for the teacher to know what kind of assistance to render to the student. The teacher may end up dominating the conversation and the conference may seem teacher-centered as the teacher nominates the topic throughout.

Researchers of medical encounters found doctors questioning patients frequently without providing any feedback after patients have answered their questions (Davis, 1971, p.47); and their domineering acts of interrupting prevented the patients from continuing on with their thinking or talking (Marvel et al., 1999, p.283; Li et al., 2004, p.145). The use of “increasingly specific, closed-ended questions ... effectively halted the spontaneous flow of information from the patient” (Beckman and Frankel, 1984, p.694). Researchers of writing conferences also warn against letting questions and answers “become only one-way activities: questions from teachers and answers from students” (Talebinezahd, 2003, p.46). “Tutors need to resist the temptation to do all the talking” (Shin, 2002, 26), as when they do most of the talking, as Jane did, the students may feel pressured. As explored in Chapter 4, Jane’s students Ben and Peter felt that they were being questioned, not talked with; that they were being pressed, not necessarily understood. Ben used the analogy of an iron pressing down on him to describe the way he felt. This indicates that when students are asked a lot of questions, they may experience cognitive overload. As Johnson (1993) has explained, when students hear a question, (i) they have to decipher the question and think how they can answer it, (ii) they may query why the teacher is asking *that* particular question, and (iii) the students may wonder (with anxiety) why the teacher is asking *them* that question, especially if they are persistently asked the same question or about the same topic. If this cognitive process happens in quick succession, they may not be able to handle it cognitively and emotionally. Another danger of the teacher taking the initiative to ask questions all the time is the risk of appropriating the student’s text. By leading the

course of conversation, the teacher is also leading the flow of thought. It would be natural and fairly easy for the teacher in the Feedback-turn to implant her ideas in the mind of the students. Even if the student has contributions to make that can enrich the conversation, his contributions are much restricted by the Response-turn that he is given. With a limited input from the students, the conversation cannot really be considered as a true, open discussion. In Walker and Elias' unsuccessful conferences, "the tutor's attempt to accomplish his own agenda failed to address the student's need", and excluded students from participating. Hence, they concluded that the "takeover" of the talk "occurs at the expense of student interest and probably ultimately of student achievement" (1987, p.281). I am afraid that this is exactly what we have seen in Jane's students, Peter and Ben.

Even if the teacher does not dominate the discorsal interaction, she still needs to be careful with what she says. Previous studies (Burnett, 1994; Marshall, 1994) have shown participants' "frustrations with questioning strategies" (Marshall, 1994, p.158), and so "questioning techniques... [are] particularly influential" and necessary (Burnett, 1994, p.67). After hearing students in her study say that they need to be asked "better questions", Burnett (1994) concludes that "to avoid contributing to perfunctory planning, a supporter needs a repertoire of strategic verbal moves" which can aid in "reducing teacher and student frustration when collaborating in writing" (p.81).

As mentioned above, in a medical consultation, if the patient volunteers and supplies a quantity of information, the doctor will find it easier to arrive at a diagnosis. If the patient further asks questions, this will compel even a quiet doctor to give more explanations of the symptoms and disease. In the same way, if in a writing conference, the student launches the I-phase of the IRF-sequence, then he will be likely to supply the F-phase, and will have a bigger 'speaking part' in the role of an active inquirer. The conversation will include what the student wants to discuss, and ideas that he wants to bounce off the teacher. As Wallace (1994b) states, "asking students to verbalize their

intentions for writing makes at least some of their goals – and the thinking that underlies those goals – available for observation and negotiation”. There is a fair chance then for the teacher to have a decent understanding of the student’s writing problems and queries about the conferenced text. The teacher will also be compelled to answer the student’s initiatives, and the student may consequently feel that the teacher and the conference have increased his knowledge. The Chinese term for knowledge consists of two words: 學問, learn and ask. Indeed, one learns by asking, and, by learning through asking, one’s knowledge accumulates. Shin (2002, p.26) advises conference tutors to “encourage students to provide their input”; then when the amount of student-talk increases, the feeling of a one-way dialogue will lessen and be replaced with one of collaboration in learning. The degree of satisfaction and the perception of the usefulness of the meeting will also increase as student and teacher collaborate to “identify problems and consider new possibilities” (Wallace, 1994a, p.53). When students are pleased, their positive affect will affect the teacher, whose sense of achievement and intangible reward will consequently be heightened, as experienced by Fiona. Increasing students’ level of contribution can therefore have healthy effects on the teacher as well as on the student.

The findings indicate that the quality of students’ verbal contributions is not the only element that helps them take up a more major role in conferencing. The degree of physical control that they have over their text is also important. When students hold their draft instead of the teacher taking it away from them, and when students systematically record the content of the discussion by taking notes instead of putting both hands in their laps throughout the conference, they make physical and mental alignments of learning. Martine (1994, p.124), in her study on note taking, also found that those students who took more detailed notes were more focused throughout the conference sessions. This physical-mental alignment prompts students to become more engaged in a healthy learning process. They feel they have more ownership of their writing and more power

over the meeting. It is necessary, therefore, for teachers to be more conscious of the physical position of the draft, and that they hold it less and make sure that students write on it more.

7.5 Teacher's facilitation and manipulation of power and talk

Achieving the two related goals of getting the student to prepare questions to drive the meeting and to be an active inquirer/owner may not be easy. Some students might resist when the teacher tells them to take up such a role; and for those who dare not voice any opposition, some anxiety may be formed regarding the content of, and the language used for, the questions. Mr. Peterson, the teacher whose conferences Sperling (1992) studied, stated that the "key elements to managing in-class conferences" are "planning, timing, and organizing oneself" (p.70). In the present study, Fiona actualised the skills of planning, timing and organising, and achieved the two goals mentioned above by recognising the power that she as the teacher had over her students. She said, "I'm the teacher"; "I don't want to do all the talking again", so she used her power to make students comply with her demands to prepare and raise queries about their assignment. This use of teacher power is in line with Morrison's (2004) idea of active learning. He believes that to create situations where active learning takes place, the teacher has to be both the facilitator and manipulator; hence becoming "facipulator". As an unequal encounter (Fairclough, 1989, p.44), the writing conference has the potential to be a healthy experience for the student if there is careful facipulation by the teacher, who needs to know how to play "power asymmetry" below the "surface of equality" (Gumperz, 1982).

Fiona's resolve to have students take charge of the I- and F-phases, as well as her determination in not touching the student's draft unless necessary, helped both her students and herself to fall into the roles that she had prescribed. She knew it could be difficult for her students at the beginning, but firmly believed that it would work out well for her "to step out of the limelight, to cede a full role to the student in developing and

carrying through activities” (Rivers, 1987, p.9). Her weakest student, Lily, and to a lesser extent, the more-proficient Yvette, felt anxious before they met with Fiona. But as their conferences proceeded, their anxiety receded; and as learning increased, their level of satisfaction also increased. They left happier than they had come, believing that their knowledge about the writing assignment had grown, and feeling more certain about ways to make positive changes to their draft. These healthy outcomes of the two conferences were results of the teacher’s intentional manipulation of power difference through “indirect leadership” as well as through thoughtful facilitation of the conversation with “perceptiveness, and sensitivity to the feelings of others” (Rivers, 1987, p.10). Besides appearing in articles on language teaching, the terms “perceptiveness” and “sensitivity” are often seen in medical services literature. Street and Wiemann (1987) discuss the importance of physicians showing perceptiveness; and numerous authors, including DiMatteo et al. (1980); Hall et al. (1981); Buller and Buller (1987); Street and Buller (1988); Suchman et al. (1997); Candlin (2002); Heath and Hindmarsh (2002); and Hamilton (2004), assert the necessity of health professionals to be sensitive to patients’ feelings and emotions communicated through body language and vocal cues, and to the verbal and nonverbal communication they express to their patients as well as the care they offer them. The repeated appearances of these terms in the literature suggest that perceptiveness and sensitiveness are key qualities that the facilitator of face-to-face encounters need to possess.

Another aspect of teacher facilitation/manipulation is the quality of teacher-talk. The performance of the four teachers in the study informs us that teacher talk can be of good or of bad quality. The factors that distinguish the two include succinctness of talk, purpose of talk and sharing of talk. Again, the timing, planning and organising that Mr. Peterson refers to (Sperling, 1992, p.70) play a key role.

If we take Ashley’s talk, for example, her conferences were all very long, up to three times longer than they were scheduled to be. Overrunning conferences to such an

extent could mean that the teacher was not succinct enough. Conference transcriptions show that Ashley commented on almost all aspects of the student text, including grammar, content, organisation and length of writing, which probably meant her talk contained too many focuses that could have been better defined or reduced. Scholars have suggested a more focussed approach to providing feedback so that students can benefit more from it. For example, Harris and Silva (1993) and Leki (1992) propose starting with content and organisation, before tackling grammar, which Ashley has already done with Celine's draft. Another method to increase the succinctness, and consequently the quality, of the talk is a better mental preparation by the teacher. Wallace (1994a, p.60) believes that besides the student, the supporter of a writing conference also needs to have a clear specific role that is well calculated beforehand. This role, of course, should be realistic given the limited time for conferences, and should be made known to the student (*ibid.*, p.57). Teachers should understand that short conferences could also be productive (Raimes, 1983, p. 145).

Jane did not overrun her conferences, but the purposes of her talk seem to have stirred up some negative emotions in her students. The first purpose of her conferences was fact-finding and the second was draft evaluating. She used many questions to find out what she wanted to know about the drafts, and because she asked in a very quick pace at least 74 questions in two conferences that lasted a total of about 26 minutes, i.e. an average of one question in every 21 seconds, the students felt pushed by a teacher who seemed to have gone onto the offensive. The way she repeated her questions, like the ones on whether Ben really did some primary research himself through interviewing, revealed her disbelief of the student's earlier responses. While behaviours of affiliation that "communicate interest, friendliness, empathy, warmth" (Buller and Buller, 1987, p.376) are conducive to the doctor/teacher-patient/student interactions (*ibid.*; Taylor, 1985), and conducting a warm "emotional exchange" is probably "the most important factor for health improvement" (Heszen-Klemens and Lapinska, 1984, p.17), an aura of persistent doubt and distrust can be damaging, as

seen in Jane's conferences. Her conferences resemble many of the medical consultations examined in previous research in which the self-oriented health professional uses power to get the floor (Hawkins, 1991, pp.185, 197), performs domineering acts of giving orders through directives, interrupting with questions and rejecting the patients' ideas (Carter et al., 1982, p.556; Beckman and Frankel, 1984, p.693; Street and Buller, 1987, p.237; Roter et al., 1987, p.447; Street, 1991, p.149), which, all together, create tension and anxiety (Davis, 1971, p.47; Carter et al., 1982, p.560), inhibit patient expression and defeat the purpose of two-way communication in a face-to-face encounter (Shuy, 1993, p.25). An examination of the extracts from her transcripts in Chapter 5 shows that very soon after skim-reading the students' drafts and receiving short answers to her questions, Jane discovered wrong content or inappropriate organisation. Perhaps because she was eager to let students know in a limited time where the problems lay, she spoke very fast and according to her students, she sounded fiercely critical. Her behaviour is reminiscent of Hodges' warning that "teacher interests can blur teacher awareness" (1994, p.237). Well- intentioned as she was, she talked more than listened, and gave students the impression that she was not there to listen or interact with them, and that her questions were not real questions. Instead of asking them, she seemed to be interrogating them. Her students felt pressed, rejected and lost, responded with one-word answers and emitted signs of disengagement. Her questioning, together with her quick evaluations done at a hurried pace, formed the impression on her students that she alone knew what the correct answers should be, that what they thought was not important (Kleinmann, 1988, p.16), and that there was no other way to do the assignment except her way, and so anything that did not suit her taste had to be eliminated, leaving her students feeling "helpless" and "tragic".

The word count summary in Table 6.5 in Chapter 6.3.2.2 indicated that although Fiona produced the lowest number of words per conference as well as per minute and per turn, she still spoke approximately 76 words per minute. Despite this, her students

did not think she talked too much. On the contrary, she created the impression that she was listening intently to her students as they talked, most probably because when she talked, the purpose was not to bring up a new point of her own but was always to respond to a query that the student had raised. This resonates Walker and Elias' (1987, p.281) conclusion that the amount of talk does not matter as much as what the talk is about. Fiona's talk was the result of listening; and right after she had talked, she listened again. This is in line with Wallace's advice (1994a, p.60) that "good supporters listen carefully". Her "attitude and strategic behaviours work together to create supporter engagement" (Burnett, 1994, p.81). The effect was a more genuine conversation; one that was more like real life conversation.

These perceptions and feelings of the students suggest that inappropriate content and wording of teacher-talk can weaken the facilitation of the conversation and lead to unhealthy conference outcomes. If the teacher uses verbal strategies that appear to aim at finding and criticising the student's faults, or give the impression of being more interested in talking than in listening, this can dampen the student's morale and hamper the progress of the conference. As Kramsch (1987, p.20) explains, individuals need to save their own face and that of the other interactants'. Students warm to the perception that the teacher is engrossed in listening to them and speaks in order to respond to them. Then they feel they can share the floor and interact with the teacher.

Data in this study suggest that the lengths of consecutive turns can create an effect of equal or unequal floor sharing. Table 7.1 below indicates the length of the student's response before and after a long teacher's turn. The three numbers given in the grids denote (i) the number of words spoken by the student; (ii) the number of words immediately spoken after that by the teacher; and (iii) the number of words spoken by the student in response to the teacher's turn. For example, in the second column, 7-92-7 means the student Yvette said 7 words, followed by 92 words from her teacher Fiona, after which Yvette responded with 7 words.

Table 7.1 Length of student-teacher-student turns

Length of turns (in 10-word intervals)	Fiona-Yvette	Fiona-Lily	Ashley-Celine	Ashley-Keung	Jane-Peter	Jane-Ben	KK-May	KK-Peggy
91-100	7-92-7		1-99-8	10-91-1		1-98-6		
				1-93-16				
				3-96-9				
101-110			1-108-26		15-103-4		12-102-13	
111-120				90-118-39			2-111-77	
121-130					7-127-1	3-125-1		
						18-125-1		
131-140				24-133-11				
141-150		12-146-1	11-144-28					
			65-149-1					
161-170								5-167-1
181-190			1-183-1					
191-200								0-199-5
211-220	3-220-26							
301-340		6-306-12						

The grids that are shaded indicate situations when the sum of the words spoken by the students before and after their teacher's long monologue did not exceed ten. None of these shadings appear in Fiona's grids; Ashley and KK had two each; and Jane had three. Note that in the seven shaded grids, four of them (one from Ashley and KK and two from Jane) had '1' as the last number, i.e. the students only said one word in response to a 125 to 183 words from the teacher, which constituted a huge difference in floor-holding time. It is therefore possible that in general, when students do not get the chance to say much before, and especially after, a long turn by the teacher, or do not want to say much in response to a long stretch of teacher's speech, the students may sense that the teacher dominates the conversation and that the communication is more one-way than mutual. This imbalance in floor sharing can weaken the healthiness of

the conference as it increases the student's feelings of helplessness and powerlessness (as was exhibited in Jane's students).

7.6 Students' capitalisation on the conference

Although the way a teacher facilitates the conversation can tilt the extent of floor sharing, the student's eagerness to capitalise on the writing conference can aid the balance of teacher- and student-talk.

Records of volubility (c.f. Table 6.5) reveal that there is marked difference in the talk ratio between the more proficient and the less proficient students, and that students who are better in English usually speak more than their counterparts. There was, however, an exception in the case of Ashley's students. Celine's English was much better than Keung's, but because Keung was so eager to maximise the benefits of the tutorial, he tried hard to express his points and clarify ideas despite his grammatical errors and pronunciation problems. Although he seemed shy, nervous and very hesitant, his engagement in the conference as shown in his volubility was no less than Celine's (Table 6.5). This shows that it is indeed possible that students' eagerness to take advantage of a writing conference can offset any disadvantage and obstacles caused by their language competence. Indeed, in his post-conference interview, Keung said that he was very satisfied with the conference. Although he knew his English was "poor" and he was "very afraid to talk English", he wanted to grasp "the chance to tell the teacher what is unclear, what [he] want[s] to ask", and "know what the teacher say about [his] assignment". Even though his teacher, Ashley, could not understand Keung all the time and was not sure whether Keung understood her properly, she realised that he was "highly motivated" to make the best use of the conference for his writing assignment. Another crucial element of healthy conferencing therefore lies in the students' willingness to capitalise on the conference, notwithstanding their language competence.

The study has shown that student willingness to capitalise on the conference and teacher facilitation may not necessarily be interdependent factors. Harris (2000, pp.25-27) lists a number of reasons for student reluctance, such as forced conference attendance, seeing writing as unimportant, anxiety over criticism and negative revelations of self, being overwhelmed by other concerns, lack of language for communication, and personality. Harris also believes that a plausible and familiar reason for student reluctance is that “the student knows that if he or she shuts up, the tutor (or teacher) will do all the work”. Students have been found to urge “the teacher’s input – even if unwittingly – with minimal verbal contributions of their own” (Sperling, 1990, p.318). In this case, the way the teacher facilitates the conference can have an effect on student involvement. For example, the teacher can try minimalist tutoring (Brooks, 1991) and out-wait the student. But if the teacher acts like KK, who gave his comments in writing and appeared content to carry on a monologue-like dialogue at the conference, then it may be more difficult to encourage students like Peggy to capitalise on the opportunity for face-to-face interaction. In Keung’s case, however, it seemed that whoever his teacher was, unless she was very dominant over the content of talk, Keung would have made the most of the conference to clarify his doubts and gain solutions to his problems. In that case then, student willingness is less dependent on teacher facilitation than on the student’s motivation.

7.7 Connections through nonverbal language

Apart from engagement in quality verbal communication, a key deciding factor in whether writing conferences have a healthy quality or not is the teacher-student connection through nonverbal language. An important aspect of nonverbal language is the level of eye contact. Yvette, Lily, May, Peggy and Celine had considerably more eye contact with their teacher than did the other students (c.f. Table 5.12). This is a significant factor. Even though a few of these students, such as Peggy, did not speak much, they were still engaged in the conference and interacted with the teacher through mutual gaze. Post conference interview data show that these five students were all

happy with their teachers and felt that the teachers really wanted to help them. Such warm feelings left a good impression of the conference on their minds, confirming that interaction is “an affective, temperamental matter” (Rivers, 1987, p.10). They said that they were satisfied not only with this conference but would like to go to conferences in the future. In the same way as patient satisfaction with physicians’ nonverbal behaviour leads to increased patient activity and control, and compliance with suggested treatment (DiMatteo et al., 1980, p.377; Larsen and Smith, 1981, p.488; Carter et al., 1982, p.564; Heszen-Klemens and Lapinska, 1984, p.16; Harrigan et al., 1985, p.95; Buller and Buller, 1987, p.375; Street, 1991, p.131; Gilpin, 2003, p.12; Frankel and Hourigan, 2004, p.54), positive affect made the students in this study psychologically willing to improve their writing based on the discussions at the conferences, not solely for a higher grade (like Jane’s students Ben and Peter), but because they felt that their face-to-face communication was truly, in their words, “useful” and “good”.

Fiona’s example of body language use shows that to establish supportive eye contact, the teacher needs to look often at the student. This looking has to be a steady and prolonged gaze focussed on the student’s face and eyes. (See the *** symbol that often appeared in the table in the row for gaze in Fiona’s coded body language tables in Appendix 36 and 39.) Then, as observed in this study, the initiation from the teacher is likely to impel students to look up more often from their script as they feel their teacher’s gaze constantly on them, and thereby maintain eye contact by mirroring the gaze (LaFrance, 1982; Maurer and Tindall, 1983). The levels of eye contact in Fiona’s conferences were the highest among all the conferences, (see Table 5.12), and indicate “interpersonal solidarity” (LaFrance, 1982, p.292), “rapport or relatedness” (Charney, 1966, p.314). Fiona and her students were able to receive and interpret frequently each other’s verbal manifestations, become highly engaged in the conference, “share a viewpoint” and come to agreement (LaFrance, 1982, p.281).

When the teacher is too absorbed by the (problems of the) draft, as was the case of Jane, as well as of Ashley when she conferenced with Keung, the teacher spends less time looking at the student and the student in turn looks less at the teacher. The lack of eye contact from the teacher means students have less clue as to when they can take a turn (Philippot et al., 1992; Richmond and McCroskey, 2000), and so affects their participation in the conversation. The coded body language tables (Appendix 48 and 51) reveal that the gaze of Jane and her students were around four times as often on the draft as on each other. This shows that, as a result of the teacher failing to initiate extended eye contact, there is a high potential that the teacher and the student will separately focus on the draft rather than on each other. The personal element of the face-to-face conference is then undermined, affecting the emotional and social connectedness of the conference participants. As Malandro et al. (1988, pp.134-141) state, eye contact establishes relationships and aids social interaction. When mutual gaze is not maintained, individuals feel less comfortable, interested or attentive, and are less willing to connect with each other. For example, Ashley seemed much more engaged with Celine than with Keung, and her coded nonverbal behaviour tables showed much more eye contact with the former than with the latter.

The emotional state of the teacher can also have an impact on teacher-student connection. According to Frampton (2003, p.xxxiv), consumers want not only “technical care” but also “respect” and “kindness”. They also “want and need supportive human relationships” (Gilpin, 2003, p.3) with “caring, concerned” and “responsive” doctors (Street, 1991, p.133). Peggy and May said that they found KK “gentle” and “like a father”, and this image that KK established in the heart of his students made it easy for them to accept and respect his advice. Fiona was very reassuring throughout her tutorials because her gaze was almost always on the student, there was a great deal of nodding, and, as described in Chapter 5, her voice was encouraging. Her gentle demeanour and reassurance obviously had soothing effects on Lily, whose anxiety gradually turned to calmness. In striking contrast, Ben’s

discomfort grew as his conference with Jane progressed. Jane's body language, including voice and gestures, conveyed the impression that she was annoyed and impatient. These emotional expressions can evoke emotional reactions in the receiver (Dimberg, 1997, p.49). Indeed, video data reveal that the negative emotions that Jane displayed affected Ben's reception of her comments on his writing, caused Ben to withdraw and physically turn away, and reduced his engagement level. As we learned in Section 5.6.4, he disclosed in his post-conference interview that the negative emotions he felt from his teacher and from himself gave him a terrible experience of the writing conference, showing that the student's emotional state can be fairly easily affected by the teacher's emotional state. Affirmative teacher attitude and behaviour are likely to induce positive student response, whereas an off-putting style can potentially cause student irritation and disconnection.

There were instances of verbal and nonverbal mismatch in Jane's conferences, and these mismatches caused her students to guess which message overrode the other; and the one they chose might not be the one that Jane intended to send, as experts on nonverbal communication like Malandro et al. (1988), Beebe et al. (2002) and Trenholm and Jensen (2004) have suggested in their books. A criticism that Jane's students made about her conferences was that she had criticised too much and not given enough directions for rewriting; but Jane felt that she had told them how they should improve. A highly probable reason for this mismatch is that the signals emitted through her body language, including gestures, gaze, facial expressions, and vocal cues such as pace and pitch, were perceived to be negative. They enforced her message that the draft was on the wrong track. Even though she later explained how to rewrite the reports, the body language she used as she explained this, including chopping motions with her hands and throwing down of pencil, probably overrode her verbal messages and prevented the students' from receiving her advice. As stated by Malandro et al. (1988, p.13) and Beebe et al. (2002, pp.208-209), when verbal and nonverbal elements do not

correlate, the receiver tends to take the nonverbal messages as true. In this case, Jane's negative criticisms probably spoke louder than her directions for improvement.

When words and body language are in conflict, the recipient feels confused, but aligned verbal and nonverbal behaviour enhances teacher-student connection and has a healthy effect on the conference. As LaFrance (1982, p.292) stated, "an observer" can "gauge the level of cohesion" between the interlocutors "by noting the amount of mirroring displayed". Unlike Jane, who spoke at a hurried pace and created an impatient feel, Fiona sounded calm; where Jane's talk seemed to be fault-finding, Fiona's talk was full of reassurances, with positive words of confirmation like "yes", "perfect" and "you do", together with much nodding and an encouraging tone of voice. Her responses to the students' questions were full of comprehension checks, such as "OK?", said with full eye contact and wait time. In this way, her verbal and nonverbal behaviours were consistent. They told her students that it was important to her whether they understood her responses or not, and so she wanted to constantly make sure that they were following her without difficulty. Her body language sustained her verbal message, which could make her meaning clear and prevent misunderstanding (Patterson, 1991). In the same way as patients who sense the doctor's care feel relaxed, are willing to listen and able to retain and understand the doctor's remarks, the consistency in Fiona's verbal and nonverbal messages, together with her gentleness, had a calming effect on her students, especially the weaker one, Lily, and made them feel good about the conference and that they had understood how they could revise their texts.

This discussion of KK's, Jane's and Fiona's nonverbal behaviour confirms the important role that body language plays in face-to-face interactions that the studies on medical encounters (reviewed in Chapter 2) advocate. When the teacher's body language is gentle, students perceive the teacher to be a gentle person and tend to be more receptive of his verbal messages. When the teacher's body language conveys

many negative emotions, such as impatience, frustration and irritation, students receive messages of criticism, which, as this study demonstrates, can lead to student withdrawal. The findings further reveal that when there is a mismatch of verbal and nonverbal language, such as the teacher providing directions for improvement while employing negative gestures, students tend to receive the nonverbal message only and perceive the intended message as threatening rather than encouraging, and the teacher's positive intentions are not registered. This reinforces the old adage that actions speak louder than words. Open and positive body language that is consistent with verbal language reaffirms the non-confusing message and potentially helps conference participants to stay connected. Unfortunately, many teacher training programmes do not seem to attach much importance to the encoding and decoding of body language in teacher-student interaction. None of the four teachers in this study had had such training in their undergraduate or graduate courses, so it is possible that Jane did not realise the detrimental effects her body language was exerting on the health of the conference.

7.8 Focuses of attention when conferencing

The five subsections above have discussed how engagement and connectedness in interaction foster the healthiness of writing conferences. Inherent in the concepts of engagement and connection is the object or person with which to interact. It is therefore worth exploring the objects or individuals that the participants concentrated on during the conferences.

The comparisons conducted in Chapter 6 have shown that the attention of Ashley, Jane and KK tended to be on the student draft, but this did not always benefit the interaction. The purpose of their conferences was to give their comments on the draft, so KK read it beforehand as well as during the meeting, so his conference focus was to inform students of some of the comments he had written down on the script and to encourage them to read the rest at home. This meant that he 'interacted' with both the

script and the student. Jane spent time reading the draft and focused on evaluating/criticising it on the spot, whereas Ashley followed the advice in the literature to systematically tackle higher-order, then lower-order, concerns. Out of the three, Jane's focus of putting students on the right track made her concentrate hard on the draft, reading it, holding it and facing it most of the time, resulting in a failure to notice the affective dimension of the teacher-student encounter. Her students were obviously unhappy and resisted communication with her, but she did not notice their physical or mental withdrawal, not even when she watched her own conference video and was explicitly asked about this dimension. Peter pointed out at the interview that Jane's attitude and behaviour influenced him and made him feel "helpless"; however, she had no idea that her students felt "rejected", "questioned" and "pressed". This lack of awareness of the physical and emotional responses of the students is very possibly the result of the teacher's over-concentration on the draft. Otherwise, Jane might have had more space to feel and observe the students' response and reactions, and perhaps would have realised that she needed to change her conference tactics. Unawareness of negative student emotions had led to continuous criticisms of the draft, which further weakened the rapport. Although she did point out aspects of their writing that students needed to revise, her non-attention to the students undermined the effectiveness of what she had set out to achieve.

Fiona presented a totally different story. Her conferences revealed outstanding engagement and connectedness of the participants, for example, through gaze level (c.f. Section 5.1.3) and postural congruence (c.f. Section 5.2.3). Her attention was mostly on her students because she looked at them and listened intently to them the majority of the time, spending little time on the student's script. Her body sent the message that it was the *living person* that she cared about rather than the *piece of paper*. As analysed in the last subsection, her unfaltering gaze on her students helped to communicate her messages and prompted her students to establish eye contact. In the post-conference interviews, her students said they enjoyed talking with her at her "interesting" tutorial.

The situation with KK and Ashley was somewhere along the continuum between Fiona and Jane. They had their attention focused on the student script much of the time; but KK had more prolonged eye contact periods with his students than Jane had with hers, and Ashley maintained good eye contact with Celine throughout the conference. This means that KK and Ashley did not fully concentrate on the writing, but gave some attention to the students too. Their students therefore did not feel as neglected as Jane's students did.

This examination of the focus of the teacher during the conference leads to another question: how much reading should be done, especially in a one-off ten-to-fifteen minute conference? Naturally, if the teacher is to pay attention to the writer more than to the writing, then whatever reading is done in the conference cannot be in-depth or be more than a couple of lines each time, because it should not take up too much of the teacher's time.

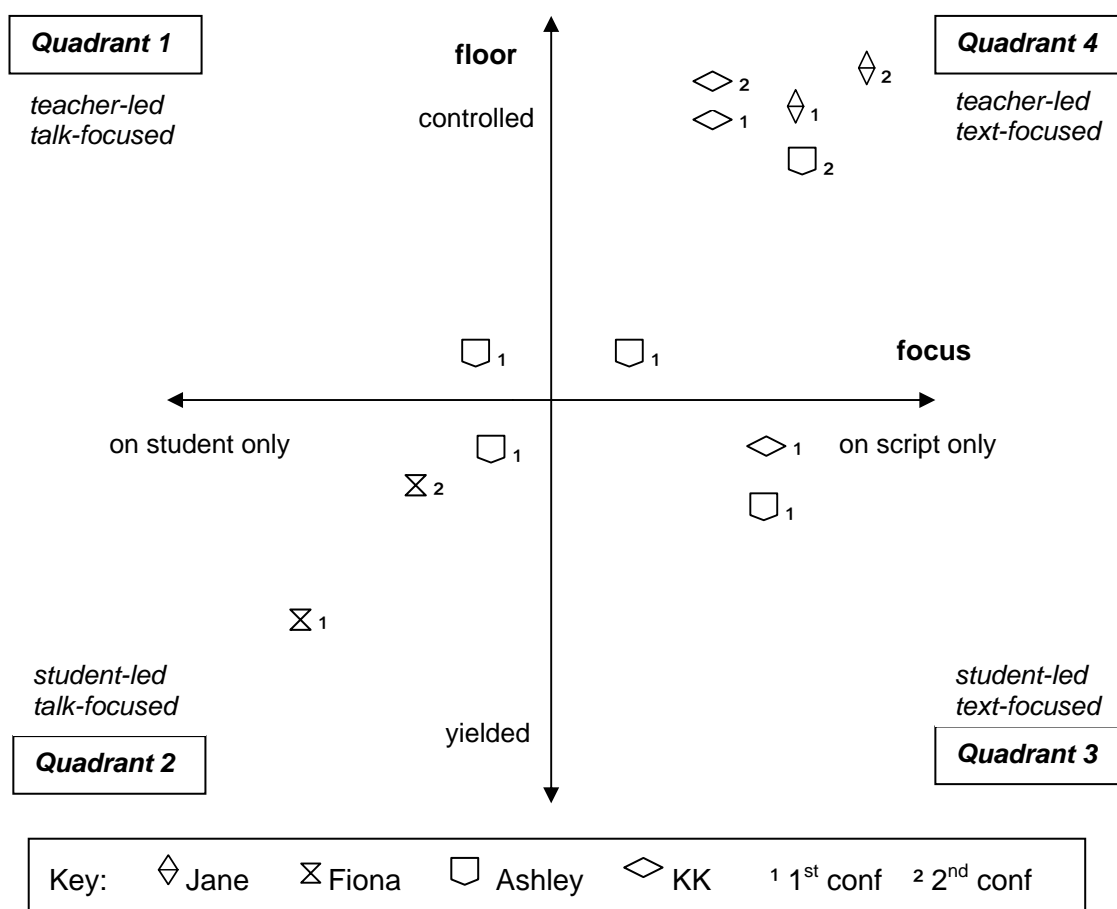
Since analysis of the recorded conferences has shown that Jane's conferences were the worst received by students and seemed to have produced the least healthy emotional states in the students, and since the ratio of teacher to student talk was by far the highest at 1:11 in KK's and Peggy's conference, it is possible having both participants concentrating on the draft, in the way that Jane and her students did, does not produce the optimum interactional influences on conferences.

The optimum gaze distribution seems to be when the teacher pays more attention to the student than to the text, or at least equal attention to both, as in the conferences with Yvette, Lily and Celine. This confirms the observations made by Johnson (1993) and Black (1998) that the student should be the focus of the conferencing teacher. Reading the script, then, cannot be a major aim during one-off 15-minute conferences; otherwise, the time spent on reading may exceed that spent on discussing with the student-writer.

Ashley's conferences, which were so long and so far over the planned time, show that some teachers may try to do as much as possible when they conference with students, but keeping the next student waiting is not fair for that student and can create negative emotions. Teachers' busy time-tables do not allow them to conduct frequent extended tutorials either. It therefore seems that the wish to achieve everything in a one-off ten to fifteen-minute conference is not really attainable. If time is indeed so limited, then teachers have to choose what to focus their attention on: the writing or the writer, and how much attention to give each. From the data in this study, it would seem that concentration on the script can lose the person, but connecting with the writer and the teacher can be connected to both.

Taking into consideration the verbal factor of teacher control over talk content and sequence, as well as the nonverbal factor of teacher focus on script vs. student, I attempted to plot the four teachers on the intersection of floor and focus in four quadrants of interaction space as shown in Fig. 7.1 below. I realised as I drew the figure that I could plot Jane and Fiona easily because they were fairly consistent in the use of floor and focus of attention; but not as easy for Ashley or KK because their conferences changed in focus and the level of floor control. That is why Fig. 7.1 shows Ashley and KK shifting between quadrants of interaction space. From the above discussion of preferred conference features, it would seem that a conference that can be considered as a healthily situated experience would lie in quadrant 2 of interaction space, whereas quadrant 4 would be the least preferred situation.

Fig. 7.1 Floor-focus interaction quadrants



7.9 Brief summary

In this chapter, I have argued for the use of the concept of 'health' rather than 'effectiveness' or 'success' in the discussion of conferences, because as explained in Section 7.1, although one of the ultimate purposes of conferencing is perhaps a better writing product, it is the affect and interactions in the process that determine the quality of the communication and the participants', especially the learners', perceptions and evaluations of the face-to-face encounter.

The study has shown that for the writing conference to be healthily conducted, the physical, mental and social aspects of the situation have to be taken into consideration.

The teacher needs to prepare students well mentally and physically for the meeting, and teach them to ask intelligent questions about their draft to lead the flow of the conversation.

To encourage students' active participation in propelling the social aspect of the meeting, the teacher has to avoid being verbally and physically dominant, and see her role as responding to the student's needs and requests. The student has to feel an eagerness to capitalise on the face-to-face encounter and make the most out of the meeting by articulating his queries and problems, taking notes, and confirming his understanding of the teacher's advice. Together with teacher support, students may then feel a sense of ownership of their writing and a sense of control of its future. Both feelings, according to the health definitions presented in 7.2, are indicative of a healthy state of being. Although healthiness of conferencing has not been found to be associated with the participants' volubility, the ways the teacher says what she says, (i.e. the paralinguistic cues,) are of equal importance as the verbal messages in engaging the student. Participants, especially the teacher, need to develop a high awareness of their nonverbal cues as well as those of the other interactants, in order to aid communication and establish participant connection. Finally, as conferences usually have a time restriction, rather than spending a great deal of time reading the draft, the teacher should focus her attention on the writer and her needs, and provide the student with an experience of healthy conferencing, by helping her feel cared for and cared about.

Chapter 8 Conclusions, significance of study and recommendations

The aims of the study as stated in Chapter 1 were to observe eight L2 writing conferences and examine the effects that the verbal and nonverbal interactions created. In order to achieve these aims, I set the scene for the study with conflicting views of the writing conference in existing literature (Chapter 2). These views include key issues related to:

- whether students are really engaged in interaction (Harris, 1986; Arndt, 1993) or feel stressed and have problems taking turns (Newkirk, 1995);
- whether students (Murray, 1985) or teachers should set the agenda (Newkirk, 1989);
- whether the focus is on the text (Carnicelli, 1980; Murray, 1985) or the student (Black, 1988);
- whether it is helpful for teachers to ask questions (Phenix, 1990; Fletcher, 1993; Johnson, 1993);
- whether the writing conference is a truly effective pedagogical tool (Freedman and Sperling, 1985; Black, 1998).

I also reviewed literature on medical encounters on top of that on writing conferences since some aspects that need further examination in the latter have been explored in greater detail in the former. These aspects included the purpose of the interaction in terms of understanding the task and teacher instructions, the feelings of the novice in the interlocutionary pair and the consequences of these feelings, as well as how the communication can be considered holistically.

The literature review in Chapter 2 led me to ask the following questions for this study in Chapter 3:

1. What are teachers' and students' beliefs and expectations about the writing conference? How are these related to the way they handle their conferences?

2. What happens in the course of the writing conference with regard to both verbal and nonverbal behaviour? Are there any patterns of behaviour that can be traced across conference participants?
3. What is the relationship, if any, between the aspects mentioned in questions 1 and 2 above (i.e. the participants' beliefs and expectations, the way they handle the conferences, and their verbal and nonverbal behaviour) and
 - (a) students' *evaluation* of their conferences and
 - (b) students' *understanding* of the writing task, the teachers' advice, and how and why they should revise their writing?

Drawing on Chapters 4 to 7, I present here a brief summary of the answers suggested to each of the research questions to show how the broad aims of the study have been achieved. Then I shall present the conclusion, discuss the significance and limitations of the study, and make recommendations for teacher training and development, as well as for future research directions.

8.1 Answers to research questions

8.1.1 Research question 1

What are teachers' and students' beliefs and expectations about the writing conference? How are these related to the way they handle their conferences?

As shown in Chapter 4.1, all the eight students who participated in the study had the expectation that the upcoming conferences with their teachers would be helpful. Their previous experiences of conferencing or informal chats with teachers told them that they could receive useful advice from such meetings. Keung and Lily, two of the weaker students, felt nervous about conversing in English, especially Lily, who had been told by her teacher, Fiona, that she had to ask questions to sustain the conference. Despite these anxieties, the students all looked forward to learning in the conferences (c.f. Table 4.2 in Chapter 4).

Pre-conference interview data showed that of the three teachers, Ashley, Jane and KK were quite similar in their expectations of the conferences. They believed that before the students came, they would have prepared their drafts, which would become the focus of their meetings. While KK anticipated reading the drafts beforehand, Jane and Ashley would read them during the conferences. KK and Jane expected to lead the conversation, the former in a relaxed manner and the latter seriously, by asking questions; but Ashley was not sure who would lead and did not seem to have considered the subject of conference atmosphere (c.f. Table 4.3 in Chapter 4). Fiona appeared to be different from her counterparts. In her pre-conference interview, she stated with certainty that she would have her students lead the conversation. She would focus her attention on the students, answer their questions and read their drafts only when it was necessary to do so. She expected her conference atmosphere to be amicable and harmonious.

Chapter 5 shows that the progress of the conferences mirrored closely the teachers' expectations of them. The conferences of Jane and KK contained a great deal of teacher talk that led the discourse phases, and the former's meetings were indeed serious as she predicted, while the latter's were relaxed. Fiona's tutorials proceeded as she thought they would: students initiated the discourse phases with articulations of problems and she answered their queries. Her gaze was on the students' faces almost all of the time, except when she had to read the drafts before she could answer their questions. Ashley was not sure how her conferences would proceed, and they ended up very long, with her doing a great deal of reading and commenting on many aspects of the scripts without a narrowed-down focus. The atmosphere of her two conferences were very different: very amicable and lively with Celine, and monotonous, business-like with Keung. Perhaps when the teacher is determined about the control level and atmosphere, these will be exhibited as desired; but when the teacher is not sure what she wants, then each of her conferences will have its own characteristics.

8.1.2 Research question 2

What happens in the course of the writing conference with regard to both verbal and nonverbal behaviour? Are there any patterns of behaviour that can be traced across conference participants?

Some consistency was shown in students' verbal and nonverbal behaviour. Apart from Fiona's students, who had to ask questions, the other students, whether they were the most or least proficient students in their class, did not initiate verbal interactions or direct the flow of the conversation. They offered mainly the R-turn in the IRF discourse sequence, and spoke $2\frac{1}{2}$ to $11\frac{1}{2}$ times less than their teachers. As discussed in Chapter 4.2, they did not disrupt the fluency of the dialogue with interruptions or overlaps, and asked questions only when they were explicitly given the chance to do so. Fiona's, Ashley's and KK's students accepted their teachers' directives and evaluations without hesitation, whereas Jane's students told the researcher that they had to follow Jane's comments because she was their teacher and assessor. Fiona's students were different from the others' because they took the initiative to articulate queries and problems about their writing, contributed to the I- and F-turns of the IRF sequence, and Yvette even thought that she had talked more than Fiona and that the conference was hers.

As examined in Chapter 5, a common pattern across all students' nonverbal behaviour was that they spoke in a medium to low volume and nodded quite a lot for backchanelling purposes. Apart from Celine, Ben and Peter, the students sat rather still and showed behaviour in gaze and body movement congruent with the teacher's. Whereas Fiona's students held pencils and wrote from beginning to end, most of the other students did not hold a pencil until late in the conference and did not write much. In other words, most of the students took up the role of passive listener-receivers. Celine displayed most postural movements among the students as she seemed very comfortable in front of Ashley. Ben also made obvious movements, but these created

very different effects from Celine's. As shown in Figures 5.9 and 5.10 in Chapter 5, Ben erected a barrier position with his arm and turned his body away from Jane, seemingly trying to disentangle himself from the conversation. Video data show that while most students moved in congruence with their teacher, Ben and Peter exhibited physical movements incongruent with Jane, which served to maintain a certain distance between them.

It was difficult to trace verbal patterns across the teachers. Ashley, Jane and KK showed some similarities in their verbal behaviour: they led the discourse phases, spoke much longer turns than their students and asked a number of questions. Jane and Ashley were recorded to have interrupted their students' talk up to eight and seven times respectively. Fiona was again different from the other teachers. By taking up the R-turn, she yielded the direction of the discourse to her students, but was in control of the closing phase herself in order to be able to finish her conferences on time. She mainly answered rather than asked questions, and only initiated one overlap in two conferences.

There were no clear nonverbal similarities among the teachers either. Fiona's nonverbal behaviour made her distinct again from her counterparts. While the others looked at the drafts more than at the students, she focussed her attention on students through the imparting of steady gaze, and maintained a high level of eye contact with them. Without holding a pencil or touching the draft, she freed her hands to gesticulate, which aided her expression of ideas. Jane also made gestures to express herself, but the nature of those gestures, such as jabbing the air with a pencil, hitting the desk with a palm, making chopping motions in the air with her hands, tapping the table with a pencil and dropping a pencil with a thud, imparted rather negative feelings. These together with her vocal cues, e.g. high pitch and hurried pace, made her seem quite frustrated.

8.1.3 Research question 3

What is the relationship, if any, between the aspects mentioned in questions 1 and 2 above (i.e. the participants' beliefs and expectations, the way they handle the conferences, and their verbal and nonverbal behaviour) and

(a) students' *evaluation* of their conferences and

(b) students' *understanding* of the writing task, the teachers' advice, and how and why they should revise their writing?

In general, the conferences with Fiona, Ashley and KK were positively evaluated by all participants; and there seemed to be a clear connection between the positive evaluation and the participants' beliefs, expectations, as well as the ways they and their interlocutors behaved. Fiona, Ashley and KK felt that they had achieved what they had wanted to do, and believed their comments should be able to help students to revise their assignment. Their students, Yvette, Lily, Celine, Keung, May and Peggy, also found the meetings "useful", and gave positive appraisals of their conferences. As they had expected, the conferences provided help for them to improve their report assignment, and their teacher's comments on their drafts were useful. They also liked the teacher's communication style and appreciated the attention from their teacher. Although Yvette and Lily had to do more than the other students by steering their conferences with questions, they were satisfied with Fiona's answers as well as with the learning experience.

The remaining two conferences with Peter and Ben were highly assessed by the teacher, but poorly evaluated by the students. Chapters 4 to 6 have explained that, contrary to their beliefs and expectations of the writing conference that they described at the pre-conference interview, Peter and Ben felt that the meetings were "tragic" and "a bad experience" because of the way the teacher handled the conference and expressed herself. Her verbal and nonverbal communication styles made them feel that (i) they were interrogated and "pressed" by the teacher's continuous questioning; (ii)

not only were all the comments on their drafts negative, but more importantly, they were not given the chance to explain their reasons for writing in a certain way before being told swiftly that their writing was wrong; (iii) although they disagreed with their teacher's conclusions about their drafts, they did not have the chance to say so and they were too demotivated to say anything; and (iv) they had received very little concrete help from the teacher; and so they left the conferences feeling "helpless". As explained in previous chapters, Jane conducted the conferences out of good intentions and beliefs to help put students on the right track, but her advice on how to improve the drafts did not appear to have registered with the students. Video data do not indicate that the students had understood what revision steps to take, but instead show Peter with his confused look and Ben with his frowns, body movements away from Jane and the 'barrier' position that he erected between them.

It is obvious from the findings described in Chapter 5 that the students of Fiona, Ashley and KK, i.e. Yvette, Lily, Keung, Celine, May and Peggy, believed they had understood the writing task, their teachers' advice, and the directions and reasons for revision. While Ashley's and KK's students achieved understanding because they felt that their teachers had explained clearly the problems with their drafts, Fiona's students deepened their understanding through thinking and asking questions about the task and their drafts, and by listening to Fiona's replies to their queries. Understanding, however, seems to have eluded Jane's students, Peter and Ben. The meeting with Jane had told them that in her opinion, they were not on the right track, that she had rejected their work, including the survey that Ben conducted, so they needed to delete a great deal from their drafts and rewrite. Her rejection of their drafts soon after the conferences had started sounded "negative" to them, made them feel disappointed and that their hard work had been wasted, leaving them with "no mood to hear her what she say after". The result was that Ben did not hear "one word one sentence", and felt "like a balloon lose air". Since Ben and Peter did not seem to have grasped the reasons for rewriting their reports, it cannot be said that they had understood more about the task or

about Jane's comments. Nor did they understand how they should proceed with their writing: what content they should insert in their report, how they should reorganise it, or what language and register would be fitting for their texts.

The major factor that has led to these two students' non-understanding in contrast to their six counterparts' understanding appears to be the teacher's self-oriented dominating style and the emotional reactions evoked in her students by that style. Since they felt confused, crushed, pressed, lost, unhappy, "tragic", they probably heard Jane's voice but did not listen, heard some information but did not absorb or process; consequently, hardly any understanding occurred. Since feelings remain strong long after the conference is over (Black, 1998, pp.122-123), Ben and Peter seemed so overwhelmed by the negative feelings that there was hardly any room for digesting and analysing the little amount of information that registered in their head. As discovered in doctor-patient interactions, a dominating style that makes the other party feel unacknowledged and unappreciated (Suchman et al., 1997, p.682) is likely to instigate feelings of dissatisfaction (Carter et al., 1982, pp.560, 564; Buller and Buller, 1987, p.384; Street, 1991, p.148). These negative emotions together with a lack of understanding kept Jane and her two students "worlds apart" (Lazare et al., 1975, p.558).

If student understanding is a main purpose of the writing conference, just as patient understanding is for the medical consultation (Street, 1991, p.144; Heritage and Sefi, 1992, p.359), (and it ought to be) and that the base line is to "do no harm" (Gilpin, 2003, p.3), then the conferences with Ben and with Peter have failed miserably. If students come to the teacher, as patients go to the doctor, with two problems: illness/'ill' drafts and anxiety, then Ben and Peter found solutions to neither. The problems had only become worse.

These findings confirm the result of Walker and Elias's research (1987, p.281) that lopsided interactions which centred around the tutor's expertise are the lowest rated conferences. A comparison of the eight conferences in this study reveals that the major differences between positively and negatively judged conferences lie in the affect created and the perceptions of the students. Whether the verbal and nonverbal exchanges are smooth and harmonious have strong effects on the students' uptake of teacher feedback. Data from the students' post-conference interviews further show that whether (1) students would go back and revise, and (2) whether students would come to another conference if the teacher were to offer it, are not the criteria used to evaluate conferences, because all students said they would do (1) and (2), regardless of whether they had high or low assessments of the conferences. These comparisons and this understanding have led me to the conclusions for the study.

8.2 Conclusions

Comparisons of students' evaluations of the conferences above have revealed that the affect created in the interactions impacted their views of the meetings and their learning experience. The findings have further shown that whether the students liked the conferences or not, whether they agreed with the teacher's comments or not, and whether they remembered the content of the comments or not, they would revise for a better grade. This suggests that the act of revision was naturally the students' next step in their pursuit of high grades. These observations have culminated in my discussion in Chapter 7 of the limitations of examining conferences in terms of success or effectiveness on future revisions, and has led me to the conclusion that a possible mindset when appraising writing conferences is with the health analogy, which seems to be a richer and more encompassing conceptualisation of the face-to-face encounter.

While effectiveness is used as a measurement of the product, i.e. the revised student text, health signals a state of well-being and is a more holistic view of the complexities involved in the process of conferencing. Following various definitions of

health used by the WHO, in sociology, dictionaries and counselling services, healthy conferences deal not only with the physical text but also with the emotional and social aspects of interaction. Conferences should not act as a painkiller that creates unwelcome side effects and stifles growth, but should be a motivationally favourable learning situation where the student feels relaxed, desires interaction, understands more about the task and teacher feedback, and possesses some control of the writing's present and future directions. As mentioned in previous chapters, my post-conference data has shown that in two conferences, while the teacher rated them as "successful", her students believed them to be "tragic" and "a bad experience". After the conferences, the students said they would revise to suit the teacher, so it is possible that their revised draft could garner a satisfactory grade, and hence the conferences might be said to have had an effective end; but from the point of view of the health concept, the meetings with their many negative repercussions on the students should be considered unhealthy. These unhealthy repercussions include the students feeling "pressed", "helpless", "a blow" and not wanting to go to any more conferences except when the conference teacher is the assessor of their assignments. I therefore believe that researchers and teachers should pay keen attention to the features that improve or undermine the healthiness of conferences.

Since the student is "the *raison d'être*" (Rivers, 1987, p.5) of the writing conference, a good conference should function like a healthy system from which students can derive a healthy learning experience. It is therefore fitting to examine the different components of a healthy system. A healthy system is one that contains many components, is comprehensive and "in balance internally", like the dynamic balancing of yin and yang (O'Brien and Xue, 2003, p. 51) advocated in Chinese medicine, I-ching and Tai Chi. What is balance, then, in an interaction session between a teacher and a student, and how can it be achieved? Based on the results of this study, I conclude that there are at least four aspects of balance that should be considered.

1. Balance of power, roles and responsibilities

A healthy conference sees the student taking a bigger role in determining the agenda of the meeting and the direction of the conversation. As this is different from the traditional student role of sitting back and waiting to be spoon-fed, and the usual teacher behaviour of taking longer turns than students with long F-turns in the I-R-F sequences (Pridham, 2001, p.73), the study shows that for the student to assume a participatory role, it requires (i) the teacher's belief that students' capabilities can be stretched and (ii) the teacher's efforts to stretch them. The teacher needs to teach students how to be cognitively engaged in the talk about their writing, and to consciously manipulate their inherent teacher power to make students attempt to assume the new role. The teacher can play power asymmetry to empower students (Gumperz, 1982), as a "very high degree of obedience ...can be commanded by a legitimate leader" (Argyle, 1994, p.138). The process of empowering students can start before the conference to stimulate students to be cognitively active from the pre-conference preparation stage. My data have shown that students want to be told clearly and explicitly the purpose of conferencing and the teacher's expectations of student roles and responsibilities. Then they will prepare more than a draft. The participants of the study have demonstrated that the teacher's conferencing style is a major factor in a healthy conference. Comparison between the four teachers' styles reveals that a better balance of power can be achieved when the teacher asks the student to decide the content of the meeting, avoids dominating the floor or using inappropriate questioning strategies, refrains from interrupting student talk and relinquishes physical control of the student draft. When students hold their draft and take notes while entering into active talk about their writing, such as in the case of Yvette, Lily and Keung, a physical-mental alignment is formed that promotes an elevated level of verbal and nonverbal engagement.

2. Balance of attention to verbal and nonverbal behaviour

The study has shown that a teacher's over-concentration on verbal communication and neglect of nonverbal communication can lead to unhealthy consequences. As Malandro et al. (1988) have stated, communication involves not only the sending of a message but the receiver's interpretation of it. The teacher needs to be aware that students are quick to observe and decode teachers' nonverbal behaviour, and where verbal and nonverbal messages conflict, they tend to believe the nonverbal ones. Argyle et al. (1970, cited in Argyle, 1980, p.263) discovered that "nonverbal signals had a far greater effect than verbal ones on judgements of whether the performer was friendly or hostile, dominant or submissive". The present study confirms this claim, as it found that having a good intention to talk about the problems of the draft, as Jane did, did not automatically lead to good interactions, but teachers need nonverbal competence to convey their positive intentions. For example, all four teachers in the study discussed the draft's weaknesses or inadequacies with their students, but only Jane's students felt hurt. How to say something has therefore been found to be as important as what to say in the fostering of a healthy learning experience. In the post-conference interviews (c.f. Chapter 5), student-participants reported that reassuring gestures from KK and Fiona could have soothing effects, but an off-putting style together with uncomfortable vocal cues, such as constant high pitch and hurried pace, could affect the receiver's emotional state and evoke disengagement. Care needs to be taken that verbal and nonverbal messages do correlate. When they are aligned, as in the case of Fiona, the students are relaxed and stay connected with the teacher.

3. Balance of interaction parameters

In the examination of the dynamics of writing conferences, this study has shown that it is insufficient to single out a verbal or nonverbal feature for in-depth exploration as in some previous studies, such as Koshik's (2001) who mainly analysed leading questions and Haneda's (2004) who concentrated on the initiation and extension of topics. To achieve a holistic understanding of a healthy encounter, various verbal and nonverbal

interactions should be examined together to study their interplay, as well as their co-construction of and co-effects on communication.

Besides verbal and nonverbal behaviour, conference teachers should consider striking an equilibrium of different interaction parameters. For example, at the end of the last chapter, I drew Figure 7.1 illustrating the intersection of two interaction parameters: *focus* and *floor*, yielding four quadrants of interaction space. I attempted to show with the interaction spaces that different parameters of verbal and nonverbal behaviour could help construct our understanding of the characteristics of each conference. We learn from the literature on physician-patient interactions that other parameters can also be considered. For example, Bates and Meeuwesen (2001, p.840) believe there are three interrelated aspects of communication: relational, structural and content. The relational aspect fulfills the patient's cognitive and emotional needs of "to know and understand" versus "to be known and understood"; and the doctor addresses these needs through handling the task and the social interaction with the patient (Fisher, 1984, p.221). The doctor also has to decide the structure and content of the communication, which in turn influence and are influenced by the relational aspect. Similarly, conference teachers should consider the relation, structure and content in achieving a balance in their interactions with students. This point on interaction parameters will be further discussed in Section 8.7 'Future research directions'.

4. Balance of the tangible (physical/technical) and the intangible (mental/social)

The text and the revision of it are the 'seen' or the tangibles of a writing conference, whereas attitude and affect are the 'unseen', the intangibles. While it is easy to focus on the 'seen', such as the strengths and weaknesses of the draft, it is essential that the 'unseen', such as the emotions, are not neglected (Tobin, 1993). From her experience of tutoring students, Black (1988, p.131) has found that students want teachers to acknowledge their feelings; and in the present study, one of the major complaints of Peter and Ben is their teacher's neglect of their feelings (c.f. Chapter 5 sections 5.4 and

5.5). The Hong Kong Polytechnic University Education Development Centre conducted a Video Interview Project on listening to students talk, and found that students appreciate teachers who possess a combination of 'head', 'hand' and 'heart', as illustrated in Fig. 8.1 below.

Fig. 8.1 The three Hs of good teaching

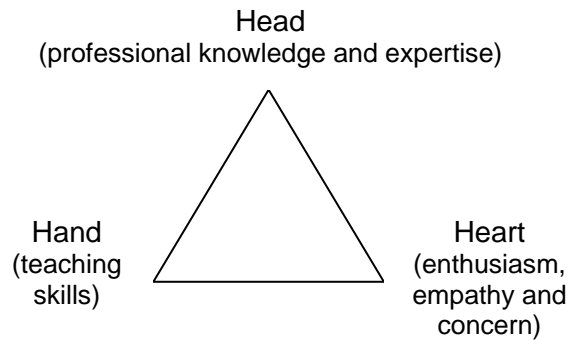


Illustration taken from Kwan's workshop on Introduction to University Teaching (2004 August)

According to this illustration, a balance between using head and hand to teach students about their writing and using heart to appeal to their mental and social well being would need to be achieved in the writing conference. As discussed in the last chapter, the findings of this study indicate that focussing on the tangible (text) may hurt the intangible (affect), but focussing on the interaction and the teacher can be connected to both the text and the student.

This agrees with the findings in medical consultation studies, which found that patients expect and need both medical services and human interaction (Gilpin, 2003, p.5), so doctors should be equally attentive to the patients' physical and emotional aspects (Ben-Sira, 1980, p.176). This requires doctors to possess a balance of two types of skills: technical/instrumental and affect/socio-emotional (DiMatteo et al., 1980, p.386; Roter et al., 1987, p.437; Tates and Meeuwesen, 2001, p.840). The two skills are intertwined and sometimes inseparable because patients see socio-emotional competence as a component of medical competence (Buller and Buller, 1987, p.375);

and those who sense an increase in affective communication become increasingly pleased with the doctor's medical performance, and vice versa (Ben-Sira, 1980, p.177; Roter et al., 1987, p.447). Establishing a balance of the technical and socio-emotional will help doctors to sense the patients' feelings and recognise their discomfort (DiMatteo et al., 1980, p.385), become responsive to patients through their "perceptiveness", "attentiveness" and "responsiveness" (Street and Wiemann, 1987, p.594), enhance patients' understanding and retention of information, encourage their participation in the conversation (Braddock et al., 1999, p.2320), and help patients feel understood (Suchman et al., 1997, p.681), achieving a healthy state of communication.

Pursuing the goal of possessing the three Hs of good teaching means that the teacher should, like the doctor, aim at striking a balance between technical and socio-emotional abilities. In this way, the teacher may become a health promoter (WHO, 1986) who cares for and cares about (Bulmer, 1987, p.21) the well-being of the writing apprentice. On the basis of his experience teaching ESL students, Brender (1998) cautioned teachers to heed what they say and the way they say it, thus paying attention to the content, structure and relation. The teachers can then become "high self-monitors" (Shaffer et al., 1982, pp.169-170), and create an environment of support (Burnett, 1994) at the writing conference. Since 60 to 80 percent of communication is transmitted nonverbally (Pease, 1997, p.134), teachers should show their balance of technical and social skills through their body language. It is important that the encoding of technical and social messages is not misleading and that the decoding of students' messages is sensitively done. A high maintenance of friendly eye contact will allow the teacher to observe the student's receptions and reactions, and increase positive affect in the student, thereby increasing the connectedness of the conference interactants.

Having suggested answers to the research questions and discussed the balances of a healthy conference, I will now attempt to respond to the points of debate raised in the literature review in Chapter 2.

8.3 Responses to views raised in the literature on conferencing

While I dare not suggest that the results of my study are generalisable, they can address some of the conflicting views that exist in the literature on writing conferences. First, my findings support Newkirk's (1989) claim that L2 students can have difficulty taking turns because of their language problems and inexperience in floor sharing strategies; but my data also suggest that students' reticence in conferences can be a reaction to the teacher's domination of talk, and employment of questioning tactics that take up the I and F in the IRF sequence. The richness of my data, in particular the comparison in Chapter 6 between the behaviour of two students of low language proficiency, reveals that student engagement in interaction (as suggested by Harris, 1986) is possible when they are told explicitly that they must verbalise their problems and articulate queries to lead the flow of the conversation. Comparing Fiona's conferences with those of the other teachers indicates that it is perhaps preferable to agree with Murray's recommendation (1985) to let students set the agenda of the meeting, then when learners ask questions (Johnson, 1993), they will have to do more cognitive preparation, initiate the turns at the conference and offer more student talk. Although some literature (e.g. Carnicelli, 1980; Phenix, 1990; Anderson, 2000) advocates the teacher asking questions to gather and elicit information from the student, two students in my study felt that questions had detrimental effects, like those suggested by Fletcher (1993), Johnson (1993) and Berger and Kellermann (1994). If the questions are asked too frequently in succession and come with negatively perceived nonverbal messages, the conference may "suffer on the social appropriateness dimension" (Berger and Kellermann, 1994, p. 18), and the teacher can be seen as dominant (Ulichney and Watson-Gegeo, 1989). Instead of creating an atmosphere of communication, students may think that the teacher is being condescending (Brender, 1998). The issue then is less whether the teacher should ask questions or not but more the method and the attitude that the teacher adopts when posing her questions.

My findings agree with Brooks (1991) that it pays for the teacher to adopt a communicative attitude by listening more to the student. Not only this, it seems that mutual gaze is vital in establishing rapport, and so instead of focussing attention on the text, as advised by Carnicelli (1980) and Murray (1985), it seems more appropriate for the teacher to focus on the student, as advocated by Black (1988). My study responds to Tobin's query (1993) that it is indeed important to address the affective dimension as consideration of the emotional and social aspects of the interaction is equally important to the handling of the physical text in fostering healthy conference communication. Since half of the conferences that I observed showed serious signs of negative affect (c.f. Ben's and Peter's conferences) and lop-sided teacher-dominant conversation (c.f. May's and Peggy's conferences), I cannot agree with Freedman and Sperling (1985) that the writing conference is definitely an effective pedagogical tool that allows students to discuss their text (Reesor, 2002), evaluate it (Freedman, 1987), and conduct critical reflection (Freedman and Calfee, 1984). However, since three of the conferences (Yvette's, Lily's and Celine's) seem to have run smoothly with positive evaluations from all the participants afterwards, I have to conclude that the writing conference does have the potential to be a useful situated context for teaching and learning; but that this can be merely wishful thinking in the absence of a truly reflective practice.

8.4 Recommendations to reflective practitioners

8.4.1 Holding informed discussions

Since not every conference in this study encouraged student involvement and produced positive affect to support the advance of student learning, we cannot simply assume that conferences will work. Writing teachers need to learn how to conference well. Heidegger (cited in Perl and Egendorf, 1986, p.268) says that "the teacher is ahead of his apprentices in this alone, that he has still far more to learn than they – he has to learn to let them learn. The teacher must be capable of being more teachable than the apprentices." Numerous academics have called for teacher reflection as a stepping

stone to learning. Richards (1990, p.5) believes that a major component of teacher development is reflection, a process of self-inquiry which moves teachers “from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking”. Lange (1990, pp.240-250) agrees that reflection guides the developing teacher “toward becoming an ‘expert teacher’.” According to Pennington (1992, p.47), reflective teaching is “deliberating on experience”, and “is viewed as the input for development while also ... viewed as the output of development”. Reflection then becomes “a means for ... developing confident, self-motivated teachers ...” (ibid., p.51), and produces “practical wisdom” (Flower, 1994a, p.6), which “helps free the teachers from impulse and routine behaviour” (Farrell, 2003, p.20). Black (1998, p.153) suggests that teachers ask themselves “questions about what seems to be ordinary and natural” in critical reflection. So, arising from the data presented in this report, what are the questions writing teachers can ask and how can they lead to pedagogic development?

Questions that Black (1998, pp.147, 161-2, 166) asks include “What do I want to happen as a result of my conferencing?”, “What’s going on in conferencing?”, “What *could* happen in conferencing?”, “How can ...sharing my thoughts with other students... help to empower me or others?”, “How can I effect change?”, “How long or short can a conference be?”, “What issues do I want to raise and why?”, “What can the student reasonably expect to happen when we meet?” and “What should she or he bring to help us confer?” These questions are concerned not only with pedagogic techniques such as elicitation strategies, presenting grammar points and using body language (Cross, 2003, p. 42), but also with what Gumperz (1982, p.209) terms “communicative competence”, which he defines as “the knowledge of linguistic and related communicative conventions that speakers must have to create and sustain conversational cooperation”. Teachers who are skilled in language pedagogy may not be equally skilled in communicative competence, but, as shown in the data collected in this study and as discussed in Section 8.2, it takes both skills to be an effective teacher.

Malandro et al. (1988, pp.254, 256) asserts that choosing an appropriate speaking style is crucial to an effective communicator, and the effective use of voice plays an important role in teaching and enhances career success. Eerdmans (2003, pp.97-8) also believes that the lessons and everyday practices of second language teachers will benefit from the development of communicative or interactional competence. Answering the questions raised by Black (1998) through discussions with other colleagues and real life interaction experiences can be a start to acquiring such competence. There are probably too many questions here to ask at one time; and since the study has shown that the interplay of verbal and nonverbal interactions in teacher-student encounters is highly complicated, I suggest that a series of teacher development sessions be organised, for example during inter-semester breaks, around the theme of oral response to student writing, where teachers conduct informed discussions of these questions after reading some research literature together.

8.4.2 Learning from videorecordings instead of relying on memory

Discussion however is not enough. Teachers need to learn from engaging in interactional activities (Gumperz, 1982), so they need to practise as they learn. The next logical step after asking reflective questions would be for teachers to video-tape their own conference sessions for their own critical viewing and reflection. This study has shown the value of video-recording in view of the unreliability of memory and recollections. Since how teachers recall their previous conference experiences can affect the way they behave in future conferences, a faulty recall may lead to no changes where there should be changes, or changes where there should not, and focuses that are directed on minor rather than on crucial aspects of interaction. Gillham (2000b) believes that a video recording of our interaction with another person shows us a dimension of ourselves that we normally do not see, and as such, “offers the potential for changing our view of ourselves” (p.25). Video can help teachers look at their verbal and nonverbal performance analytically and systematically. They can listen to themselves and evaluate the wordings chosen as well as the vocal cues adopted.

Sometimes teachers know they speak too slowly or too quickly, but until they hear or see themselves in an interaction, they may not realise the unwelcome effects the pace has on the dialogue and on the recipient of their lethargic or hurried talk. With the help of video, they can also assess the coordination of their verbal message and body language. Obtrusive and superficial mannerisms can be got rid of and ineffective gestures can be improved. A recording will also show teachers whether they are good listeners when meeting with students. Gillham (2000b, p.35) states that “becoming a listener rather than a talker is the biggest single problem in interviewing training”. Videos will reveal whether the teacher shares or dominates the interaction and creates mounting anxiety for the student; show constructive or immature techniques; and thus help teachers to learn to find the correct level of control they should exert on conference interactions. It is possible that when teachers realise that they have not been performing effectively in conferences, it may create some emotional shock at first, but the realisation can benefit them in the reconstruction of their educational perspective. As Hodges (1994, p.241) posits, “such insights can help us monitor, interrogate, and adjust our habits for responding to students, leading us to both personal and general predictions about teacher/student interaction, which can enable us to move knowledgeably and carefully in our interactions”.

8.4.3 Observations

Instead of simply watching videotapes, Lewis (1999) suggests using objective evaluation mechanisms, such as an observation form and an observation system. He believes that by combining both subjective and objective evaluation methods, teachers can avoid repeating mistakes and develop preferred elements and techniques. The academic staff of a language department or centre can design the observation form and system together, based on the teaching situation at their institution. Since self-evaluation has been found to be “a very valuable component of development” (Spink, 2000, p.73), teachers who conduct a constructive means of analysing their own recorded conferences can build their self-evaluation into their teaching portfolio and add

the observation form used to the appraisal document in order to demonstrate a critical reflection that furthers pedagogic improvement and professional development. A clear description of their self-observation and evaluation methods and results should provide added value to any teacher's appraisal portfolio, especially in view of the paucity of objective measures for teaching performance beyond the use of student feedback questionnaires.

8.4.4 Other teaching development methods

Besides conducting informed discussions based on the existing literature on oral feedback, watching oneself in videorecorded conference sessions, and observing peers, there are other ways to develop conferencing skills. Johnson (2004) suggested in a staff development workshop at the Hong Kong Polytechnic University that a method of staff development is to show some videos of teaching and learning to all staff, then divide staff into small groups to discuss the videos. I agree that case-watching can be a good development method but it can be used only when the teachers shown in the videos are comfortable with being the object of discussion and analysis and, of course, only when consent from the students involved is obtained. Other means of staff development can include simulations, workshops and mini-courses (Richards, 1990, p.14), through which the participants' awareness of communication strategies and their ability to handle specific techniques and problems can be enhanced.

8.4.5 Including interaction skills in teacher programmes

While in-service teachers can try the above methods for professional development, pre-service teachers need to be given explicit training in interaction skills. Since "effective teaching involves higher level cognitive processes which cannot be taught directly" (Richards and Nunan, 1990, p.xii), it may not be very helpful if they are simply told to read 'guidebooks' on operating conferences, such as Reigstad and McAndrew's (1984), Clark's (1985) and Phenix's (1990), even though these resources are valuable. They should be given a chance to try conferencing students and conduct retrospective

reflection on their practice. For example, they could see themselves on tape when they do their microteaching, which has been praised as a valuable tool for teacher trainees. In this way, they can “scrutinize their own teaching in order to discover their strengths and weaknesses” (Wahba, 2003, p.44). They can discover their desirable verbal and nonverbal practices and develop good teaching habits even before they start to teach full time.

I urge teacher trainers to include conferencing skills in their training programme syllabus, especially in the module where teacher-trainees acquire writing pedagogy, as Shin (2003) incorporates it in the writing methods course of the MATESOL program at her university. None of the teachers in my study had been taught how to conference properly, and indeed Black (1998, p.4-5) states that most teachers learn it as they do it, resulting in the “inevitable conclusion” of frustration and failure. Post-conference data collected in the present study demonstrate that self-reflection may not be adequate to allow teachers to scrutinise the strengths and weaknesses of their conferencing techniques. They need guidance and training to improve their conferencing skills and outcomes. As each individual is different, guided reflections can help each teacher-to-be to think clearly regarding (i) why they should give conferences, (ii) how they can make this oral response help students more than written response can, and (iii) what training they need to become flexible practitioners as they prepare to face students of various proficiency levels and different personalities.

Videorecording is again an appropriate method to achieve guided reflection. A writing conference between the student-teacher and a student can be taped and watched either by the teacher-trainee and the teacher-trainer only or by a small group of student-teachers so that more constructive discussions can be generated. The only teacher in the study who had had the fortune of observing others’ face-to-face interactions was Fiona, who had seen an experienced psychologist providing counselling, and she learned from him to concentrate on the interpersonal aspect,

which, as we have seen, has exerted a constructive influence on her own conferencing skills. Through watching their own conferencing behaviour with a comfortable group, teachers can learn from their own videos as well as from their peers' to become critically reflective instructors and "transformative intellectuals" (Giroux, 1988, p.7).

8.5 Significance of this research

It has crossed my mind to write a teacher's manual on conferencing practice to go with the dissertation report, but I have come to believe that there cannot be a textbook of do's and don'ts of conferencing techniques since interactions depend on the "triangular relationship between the sender, the receiver and the context of situation" (Wells, 1981, p47). The eight cases discussed are all different, and the four teachers all have different styles and practices. Although there seem to be preferred and dispreferred ways of handling conferences, there is more than one way to cultivate healthy ones. An important pedagogical measure for teachers is therefore not to follow a guidebook blindly, but to become critical reviewers of their own practice, considering not only what to do in a conference, but examining its purposes, approaches, beliefs, process, interactions, effects, and values. Such a close inspection is particularly vital to those who have chosen teaching as their profession or even vocation.

A significant aspect of this research is the incorporation of key issues from two distinct yet complementary fields of research: Applied Linguistics/English Language Teaching and medical communication, to illuminate the present study. The review of literature in the two disciplines has revealed similarities in the issues that have been examined, for example, both disciplines have explored the asymmetry in expert-novice communication and found imbalance in talk type and control of the floor. In some aspects, medical communication research findings are slightly different from and supplement those in ELT. For example, while ELT studies see the writing conference as an additional means of teacher feedback provision in which the teacher can hold a discussion of the text with the student, the medical consultation is seen as the primary

means of doctor-patient information exchange, through which patients should achieve an understanding of their health situation and the physician's advice for treatment. The studies in medical consultations comparatively also pay more attention to the social interaction that occurs in the face-to-face encounters, hence the feelings that are generated in the course of the meeting. The different aspects investigated in the two disciplines have provided a background for this study and have expanded our understanding of human communication in institutional contexts and the recurring themes therein, including institutional settings, constraints, the imbalance of knowledge and authority, verbal and nonverbal communication channels, and compliance or resistance. By starting with a literature review of communication in both disciplines and proceeding to find similarities in my teacher-student interactions with doctor-patient interactions in previous studies, this study has embarked on bridging the two fields of research. It has discovered features of interaction that are common in the two fields, and areas of improvements that are applicable to both contexts. Through this study, it has been shown that the findings on medical service provision can inform pedagogy, question our routine conference practices and help us see these from another angle and in a wider perspective. I hope that one day researchers in medical consultations will find it equally enlightening to review the literature on teacher-student interactions in writing conferences to inform their understanding of clinician-client communication.

As mentioned in Section 8.3 above, the study has added to the literature on the provision of oral feedback on student writing by addressing some of the conflicting queries about the writing conference, thereby enriching our knowledge of the dynamics of oral feedback and teacher-student interactions in face-to-face academic encounters. The findings have also drawn attention to the importance of the pre-conference stage. While most studies concentrate on in-conference occurrences, this study shows that future work on conferencing may need to start data collection at the pre-conference

phase as it has such crucial impacts on how the conference unfolds. Previous empirical studies on writing conferences, such as those conducted by Goldstein and Conrad (1990) and Patthey-Chavey and Ferris (1997) did not examine the many categories of verbal and nonverbal behaviour that this study has explored, utilise a mixed paradigmatic approach, or consider in equal detail the pre- and post-conference stages. Few studies that have researched writing conferences have taken into account both verbal and nonverbal data. For example, Thonus' recent article (2002) discusses the verbal aspects, Haneda's (2004) focuses on verbal initiation and extension of topic, Koshik's study (2001) looks at incomplete utterances, and a great number of CA studies concentrate on various aspects of the conversation, such as confirmation checks and backchannelling. By analysing verbal and nonverbal exchanges as well as the contexts and interactions of the participants, the present study has used more than conversation analysis techniques to broaden the range of features that are subject to analysis. It has made a strong argument for the combination of fieldwork data, analysis of conversation behaviour and examination of affect, demonstrating the fruitfulness and merits of such an analytical approach. On the one hand, this approach has been able to "isolate moments when and ways in which interaction could have been more effective" (Hodges, 1994, p.241); on the other hand, it has provided a holistic view of the dynamics of writing conferences and the complications of the interactional influences on the meetings.

The study has further extended the research on conference interactions methodologically as well as to a new geographical area where English is learned as a second language. Many of the studies reviewed in the literature were conducted with L1 or L2 students in an English-speaking country, such as the USA or Canada, and there have not been many data collected in non-English speaking countries. By situating the present study in the tertiary context of Hong Kong, it has answered calls (e.g. Ferris, 2003b) to extend L2 feedback studies to include more teachers and students. By gathering data from heterogeneous L2 teachers and from a student

population in a city where English is not the first language, where students are mainly local Chinese who do not use English much outside the classroom, and where teachers can be native or non-native speakers from virtually all over the world, the study has begun to explore voices from the periphery, yielded information that can be widely applicable, and providing a baseline for further research in this area.

The possibilities of applying the present findings to other contexts add further significance to the study. Although the writing conferences depicted here were scheduled as part of a language curriculum, the findings can enlighten conference practice in a wider range of situations, including conferences conducted not only as part of a course, but also in writing labs or clinics, supervision sessions, student-teacher training, and informal chats during consultation hours. The increased understanding of teacher-student talk, which is one type of institutional interaction, can inform other types of institutional talk such as the physician-patient and counsellor-client consultations. The student-participants in the study were all of Chinese origin; and although the data do not suggest that their interaction behaviour exists only among Chinese learners, the study does reveal how some Chinese learners behave in one-to-one asymmetrical encounters. Since there are Chinese residing and studying all over the world, the application of the results is by no means restricted only to the greater China area but to every corner of the world where there are Chinese learners of a foreign or second language. The findings and interpretations should be of help, particularly to teachers who may not have much experience tutoring Chinese students, be they in Hong Kong, Asia or other countries in the world.

I would like to believe that the most significant contribution of this study lies in the use of the health analogy to explore conferences, which offers a new perspective on teacher-student interactions; and there the study finds itself on untrodden ground. The health analogy provides a new way of examining the various dimensions that constitute favourably evaluated conferences. The focus on the healthiness of conferences

prevents teachers from being engrossed in the improvement of student text in a teacher-oriented manner, and urges the exploration of concepts such as “the art of care” and “communication of caring” (DiMatteo et al., 1980, p.377), “high quality care” (Frankel and Hourigan, 2004, p.136), “caring for” and “caring about” (Clarke, 2001, p.182), and “holistic care” (Barry and Yuill, 2002, p.6) in conference communication. The experiences of Ben and Peter in this study have especially revealed the importance of delivering holistic care in teacher-student interaction, and the necessity for teachers to handle both task and affect in order to deal with students’ writing and emotional needs that they bring to the meeting. The four balances included in Section 8.2 above of (1) power, roles and responsibilities, (2) attention to verbal and nonverbal behaviour, (3) interaction parameters, and (4) the tangible (physical/technical) and the intangible (mental/social), have extended and enriched the discussion of pedagogic interactions. The mapping of the relationship between different interaction parameters onto interaction spaces is a fresh attempt, and possesses the potential to be further developed to form theories of interaction in professional/ pedagogic contexts. At first, I thought that this study had situated theory in practice; but perhaps the data gathered in the study have allowed ‘inklings’ of a new theory to gradually emerge.

Researchers such as Goldstein (2001) and Patthey-Chavey and Ferris (1997) have called for studies on the relationship between teacher feedback and student revision. But the new perspective of viewing writing conferences that this study proposes, i.e. from the prospect of health rather than effectiveness, means the setting of a new research agenda that explores not necessarily the role that conferences play on revision but that which conferences play on the language learning experience.

8.6 Limitations of research

An apparent limitation of qualitative case study research such as this is the relatively small number of research subjects. This study already collects data from more subjects than those conducted by Goldstein and Conrad (1990) and Patthey-Chavey and Ferris

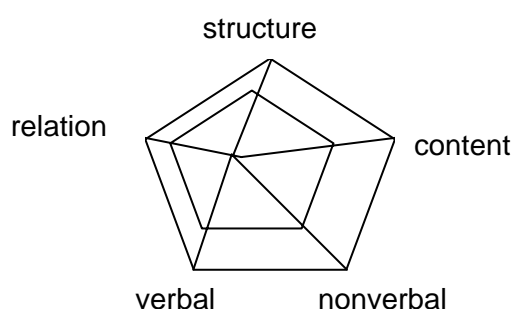
(1997). Because of the limited subject base, however, it is difficult to generalise findings and make bold claims about them.

Methodologically, there were limitations with the selection of the sample and options for analysis. It would have been better if there had been a larger sample of equal numbers of male and female participants, or groups of participants with a very similar pedagogic and cultural background; so that perhaps the data could yield information about the role of gender, education and culture on conference interaction. The naturalistic setting for the research did, however, take the sampling out of my control. Previous research that examines only one conference aspect, such as interruptions, has provided more in-depth analysis of the aspect than I have been able to. The exploration of multiple categories of verbal and nonverbal behaviour in this study has traded some depth for breadth. If this had been a funded group project, I might have employed two raters to crosscheck the coding and analysis of data to increase research reliability; but as this is non-funded individual research done on a part-time basis, I did not have the luxury of double raters. In the reduction and collation of data, there has been inevitable loss of data, which is unfortunate but also a reality in this type of research. Finally I would like to stress again that this study does not look at the impact of writing conferences on the student *text*, because then I would need to follow the eight student-participants for the days between the conferences and the submission of their assignments in order to find out the variables that could affect revision, including whether their teachers reiterated points raised at the conference and whether students relied on other external help, e.g. from peers and family members, in the writing process. Instead, the study helps us understand more deeply about the *people* involved, and “to sketch a holistic perspective on human communication” (Streeck and Knapp, 1992, p.4).

8.7 Future research directions

A number of themes have emerged from this study and future research can examine each of them in more depth. For instance, the next time I study interaction, I will probably rephrase my research questions to include the health analogy in them. I will also examine more interaction spaces by mapping different combinations of interaction parameters, such as those at micro levels, e.g. singling out certain aspects of verbal and nonverbal behaviour like volubility, vocal cues and directives, and those at more macro levels, e.g. relation, structure, atmosphere, the overall use of verbal and nonverbal channels, and competence in technical and socio-emotional skills. In Fig.7.1, I tried plotting interaction on two parameters, but future research can explore the possibility of plotting interaction dynamics on pentagons and hexagons, such as in Fig. 8.2 below.

Fig. 8.2 Plotting interaction parameters



Health is a dynamic system with changing internal inter-dependent parameters. These parameters function like the concept of *yin* and *yang* and the five-element theory in Chinese medicine, the constant interactions of which form the unity of our being (O'Brien and Xue, 2003, pp.53, 56-59). Hence, health is not static; it is in a state of dynamic equilibrium; it evolves and leads to growth. What does a healthy writing conference grow into? Would it grow into a broader knowledge base for the student – knowledge of subject matter, of academic skills, of human interaction – that are transferable? Would it grow into a richer repertoire of flexible pedagogic approaches for the teacher? Would it grow into a more insightful treatment of writing concerns? How

are the internal dynamic parameters varied and adjusted to move the healthy conferencing system towards these growths? The answers to the questions await research at a more theoretical level.

Practical studies can look at the pre-conference stage and chart its effects on the actual meetings and beyond, and investigate whether differences such as those found between Fiona's students and KK's students in terms of preparation and conference engagement level will be similar with a different group of L2 students from Hong Kong or from another cultural background. This research has reported four teachers at varying degrees of discourse control, with Fiona at one end and Jane at the other. Further studies that probe into power and conference discourse may illuminate understanding of the relationship between teacher determination and student mobilisation in learning.

This study looked at one conference per student. If other researchers can find teachers who conduct multiple conferences with students, this may provide data for longitudinal studies that (i) examine student action in between conferences; (ii) investigate the consequences of systematic conferencing reflections on the teachers (and students) as well as their subsequent conferences, which, according to Shin (2003, p.4) is an area of research that very few studies have ventured into; and (iii) differences between having one or multiple conferences before assignment submission. If future studies could explore how the same students conference with different teachers, an interesting comparative study that looks at conferencing from the student's perspective could emerge. Section 8.4 above offered recommendations for developing reflective practitioners in pre- and in-service teachers. Studies can explore the extent to which these staff development measures are helpful, or whether, after all the training, conferencing would still fall short of achieving what it is supposed to achieve.

It would be valuable to explore gender, age and cultural factors in conferencing, comparing students who conference with teachers of the same sex and cultural background with those who do not. The nature of my data unfortunately does not allow any analysis or claims to be made in these areas. This study was conducted in the natural environment of conferences as part of the teaching schedule within a university English course. Future studies can examine teacher-student meetings in different contexts and power relations, e.g. in writing centres where tutors and students are strangers and tutors do not double up as assessors; or in supervisor-to-student feedback sessions. In these contexts where conferencing is not part of the teaching syllabus, it would be very interesting to explore the dichotomy of having conferences as an extension of teaching or more as casual conversation; and see how participants define this speech genre.

Whatever the context, we should seek to hear more of the students' and teachers' voices before, during and after conferences. Each conference is unique; and every interaction is a challenge, an occasion with its own opportunities for participants to be affected by each other. I look forward to reading many more studies on influences on writing conferences, as well as on writing conference influences, from all angles and in all complexity.

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Appendix 1 Consent form

Study: PhD dissertation on oral response in writing conferences

Researcher: Julia Chen

Supervisor: Prof. Liz Hamp-Lyons

I, _____, agree to take part in the above study. I am not paid for my participation.

I understand that my writing conferences and interviews will be video recorded, but these recordings will not be shown except to the two persons named above.

I understand that the information gained from me during the study may be published, but my identity will be protected.

Signed: _____

Date: _____

Appendix 2 Assignment Task

EIW Report Writing Assignment

Spring 2000

Situation

You work for X organisation*. Your organisation has a new boss. This new boss is keen to make sure the firm operates as efficiently as possible. He/she is concerned about **one** of the following areas even though he/she has not received any reports of specific incidents within the organisation. Nevertheless, he/she would like to take preventative measures to make sure no undesirable incidents occur.

Areas:

- Prevention of (an aspect of) discrimination in the workplace
- Prevention of injury in the workplace caused by machinery and /or other equipment and/or substances
- Prevention of work-related stress
- Prevention of waste of resources in the workplace (energy, paper, raw materials etc)
- Prevention of computer-related illnesses in the workplace
- Prevention of (a topic of your choice approved by your teacher) in the workplace

Your boss has asked your colleague and yourself to investigate the situation. Your colleague will investigate the actual situation in the firm by interviewing staff, examining equipment etc. as appropriate. Your boss wants **you** to do some desk research into the situation in the workplace generally and write a **brief** report for him/herself and your colleague to read. Here is part of his/her instructions to you:

- I need an overview of the situation in the workplace. Please carry out some desk research then write me a **brief** report, approx. 1000 words (with maximum 1500.)
- Include:
 - Categories of this problem occurring in the workplace, and their frequency of occurrence
 - General causes of the problem in the workplace
 - Ways commonly used to prevent occurrence of the problem
- Make recommendations to me about any changes to job duties and/ or kinds and focus of staff training and/or staff awareness-raising measures that should be taken.

As you know, we have no staff training division at present so I am relying on the information and recommendations you provide to help me put in place staff support mechanisms that will aim to prevent any incidents occurring.

*X organisation: You will need to decide what kind of organisation you work in e.g. company/ government department/ service/ centre/ laboratory/ factory/ hospital/ clinic etc., what your position is and other details about your organisation. See 'Organisation Fact Sheet' attached.

Your Task

1. Choose **one** of the areas above and carry out some desk research i.e. consult relevant documents e.g. from the following: newspapers, government homepage, other websites, magazines, government reports, journals etc.

2. Write your report following these guidelines:

a. Contents.

Your report should include:

- A title page
- An introductory section in which you explain the purpose of the report and outline the general background to the problem in the workplace, include any definitions that may be required, say what the sources of your data were and how the data were obtained
- A findings section in which you present your data, interpret and discuss them
- A conclusions section in which you summarise your findings
- A recommendations section in which you make recommendations arising from your findings on how to try to prevent incidents e.g. any required changes to job duties of any member of staff, kinds and focus of staff training, any awareness-raising measures

b. Workplace conventions

You will need to decide on:

- The best formats to use for presentation of your findings e.g. graphs/ charts/ tables/ bullet points
- The best names to give to your sections
- The best use of headings, subheadings, numbering systems etc.
- The best register to write in
- How to best acknowledge the sources of your data
- The most appropriate length to give to each section of the report

Other requirements

- This is an individual assignment to be written out of class
- Your report is due in on Friday of week 10 i.e. April 14 **at the latest**
- You will need to write a minimum of 900 words and a maximum of 1500 words
- Your report should be word processed and double-spaced
- You should submit 2 hard copies, or 1 hard copy and 1 soft copy (Please ask your teacher which he/she requires). If you intend to submit a soft copy, please consult the following website: <http://elc.polyu.edu.hk/cill/assessment>. Then follow the instructions it contains for labelling your work electronically.

Support materials

Please refer to your book 'English in the Workplace' for advice on report writing and models of workplace reports. CILL has a materials display, which includes published materials on report writing. It also has a materials list specific to report writing.

Assessment criteria

This report will make up 40% of your overall EIW grade. It will be graded according to the following criteria:

- Content (comprehensiveness and relevance)
- Organisation, cohesion and coherence
- Register (i.e. appropriateness of language)
- Accuracy of grammatical structures and vocabulary
- Range of grammatical structures and vocabulary
- Adherence to workplace writing conventions(i.e. use of workplace formats)
- Length of writing

Appendix 3 Teachers' notes on assessment

Teachers' Notes for EIW Report Writing Assignment (to accompany EIW Report Writing Assignment)

Spring 2000

1. This report involves students in desk research. In desk research data is collected by consulting existing sources of information i.e. relevant documents/ texts/ materials found in e.g. libraries/ professional magazines/ company files/ on the internet. (This contrasts with field research in which data is collected by e.g. interviewing, observing, carrying out surveys, visiting a site, carrying out experiments). You may need to discuss with students what desk research means. The examples given on the assignment task sheet of relevant documents are only examples i.e. students should not think they can consult only these kinds of documents or that they should consult all these kinds of documents.
2. If students wish to research a topic of their own choice, they can, but please make sure it fits in with the general scenario of 'preventing something from happening', that whatever is researched could produce statistics and that sources of information are available in the public domain.
3. Students should recognise the constraints on the report imposed by their boss i.e. that it is an overview with a recommended word length and a maximum word length. The boss does not want to read more than this.
4. If information is not available in the form requested by the boss, this is par for the course as information is not always available exactly as requested. The point must be addressed though in one way or another in the report.
5. Students are not required to write a methodology section in their report. This is in line with the type and context of the report requested by the boss. But in their introductory section they will need to say how they obtained their data and where from.
6. In this kind of report students will draw on or use sources in their writing. It is quite acceptable to do so, provided that this is done in a style that matches the purpose & context of the report, and that the level of information provided matches the purpose and context of the report. Style must also be consistent across the report
7. The approach to and style of the report should be business-like. So, for example, the background or findings sections should **not** read like a literature review. This would be inappropriate. The boss's instructions in the task sheet indicate how he/she wants the information to be provided.
8. Students will need to decide on the overall format and tone of the report depending on the relationship they conceive themselves as having with their boss, and the work context they conceive of i.e. as with the EIW letter assignment, there is no one best format or tone. They need to be appropriate and consistent. Students have not been asked to include a table of contents or an appendix, for example. However, if they want to they can, providing this matches the purpose and tone required of the report. These additions would not count towards the word length.

9. Acknowledgement of sources – I have consulted various people and books about if/when/how sources are acknowledged in business reports and come up with little definite information. It seems that acknowledging sources gives credibility to a report and to the writer, but that whether to do so depends on the importance of the report and the context it is written in. How to acknowledge depends a lot on the tone of the report, its importance, its type etc. When sources are acknowledged, it may be done through giving the source in brackets beside the particular piece of information, through footnotes, through a list at the beginning of a report or occasionally at the end of the report. Conventions governing the order in which sources should be placed in a list are not fixed. They may follow the order in which they are presented in the report, rather than being sequenced alphabetically.
10. Working with the report assignment in class. Please feel free to discuss / work on the report scenario, sources, the report structure in class.

For parallel/ practice tasks you could use the 'sick building syndrome scenario' on pages 33 and 34 of 'English in the Workplace' or the data bank from last year's report assignment (Please contact Stephen for a copy) or, of course, any of the scenarios and tasks in Unit 4 itself or in supplementary materials.

Please do not give students detailed feedback on the language of any drafts they may write of the actual assignment. You can of course use correction codes or discuss common language errors, but the final product should reflect the student's language level not the teacher's. If you use a first draft [correction (by code) [second draft approach, please remember the draft carries 80% of the final grade and the second draft carries 20%.

Appendix 4 Transcription conventions used in the study

Purpose	Convention & example
Emphasis	Underline e.g. Should people be <u>retrained</u> ?
Overlapping speech	[e.g. personnel department [so I ... [OK, so let's go into this
Short pause	(.) e.g. To start with, () can I () draw your attention to () this part
Longer pause	(duration) e.g. (5 seconds of pause reading)
Stretching of sound	Colon : e.g. rea:lly
Markedly loud	in CAPITAL letters e.g. You did ALL these interviews?!
Body language	(description) e.g. (starts to turn all the pages to take a quick look at them)
noticeable pitch rise or fall	e.g. That's what you're going to ↑do.
Cut-off by interruption	Dash – e.g. A: No, only one department – B: You interviewed?
Quiet utterance	°quiet word° e.g. °I° want to °interview° °somebody°.
Unclear speech	()

Appendix 5 Pre-conference interview with student Yvette

A: *Researcher* B: *Yvette*

A: Alright let's see if this is working. This is working. Alright, so Yvette, thanks for allowing me to interview you in this very short interview here. Can I just know whether you have ever had the experience of talking to a teacher about your writing?

B: Yes.

A: Yea, where did you have this experience? And when did you have this experience?

B: In secondary school. About... in Form One to Form Three, that is we just asked our teacher and just put up our hands to ask her or him some questions, but in higher form, we just talked to a teacher one by one.

A: One by one, one to one like this, sitting down.

B: Right.

A: So is it English class or other subjects? Is it only for English or for...

B: Not only for English, mainly English, but sometimes in some other subject.

A: Alright, so you have it like this, one to one sitting down, talking to the teacher about your writing work, right?

B: Yea.

A: Let talk about the one you had in English then, alright? Did you use Chinese with your teacher or did your teacher use English with you, when you talk one to one with the teacher?

B: Depends on what subject. On English, we talked in English, in English class.

A: Ever changed to Chinese before?

B: No because in higher form, our English teacher is a Canadian. We can't...

A: Alright, so couldn't switch.

B: Yea.

A: Now, if you had been able to switch, or if she had been able to switch, and if there's something you couldn't understand, would you have switched? What do you think?

B: First of all, try my best.

A: Good.

B: Try my best but sometimes I just can't express my, express very clearly. So I'll say few words in Cantonese.

A: Alright, right. In your experience in secondary school, would you say that was a happy experience? Useful experience? Talking to teachers one to one about your work? Or do you think that was useless, unhappy and...

B: It's useful, I think. Because I can know that, I can get my answer, most important thing. And also, to improve my speaking.

A: Of course.

B: More chance to speak, and then, brave to talk to teachers.

A: Right, right, ok, thank you. Anything else you can tell me about your past experience?

B: No.

A: Alright, then let's talk a bit about your conference tomorrow. Do you have any expectations of it?

B: Mm... I expect it will be helpful like in the past. Fiona told us to ask questions, so I will ask some questions and wait for her answers. Yes, hope it will be helpful.

A: So, you've prepared your questions?

B: Preparing.

A: Ok, anything else? No, well then, thanks very much. Yvette.

Appendix 6 Pre-conference interview with student Lily

A: *Researcher* B: *Lily*

A: Alright so, ok, Lily, thank you for agreeing to be interviewed. I'd like to know if in the past, you've ever had the chance of sitting down with your teacher, like this one to one, and talk about your writing. Have you ever had the chance?

B: Yea, I have. I was in secondary school.

A: In which forms?

B: In lower form, I can ask question, er, when I hold a hand and after Form Six or Form Five, Form Six or Form Seven, we can sit down and talk to our teacher one by one.

A: Alright, teacher, what subject?

B: English subject.

A: Did you have it for other subjects as well?

B: No.

A: Right, ok, then, I'd like to ask about the language you used in the... when you talked to the teacher.

B: If the teacher is Chinese, I think I'd like to talk in Cantonese. Because sometimes I don't know how to express some words, ideas in English.

A: Oh?

B: Yes, my English is poor, I'm nervous.

A: Ever had one teacher to several students?

B: Yea.

A: So it's not one to one...

B: It's not talking about work or writing. It's some oral discussion, or oral practise...

A: Alright, ok, would you think that your experience had been helpful, useful, talking with teachers?

B: Yes, more positive interactions with teachers, I can know what I have made the mistake.

A: Right, right, you know what mistakes you have made. Right, good. Anything more you can tell me?

B: So helpful, receive help from teacher, get a higher mark.

A: OK.

B: Mm... some nervous, because I think my English is not very good.

A: Ah, you mean you're nervous now or you're nervous when you see your teacher?

B: Both.

A: Alright, ok. Sorry, but you're doing very well. Well, any expectations of your conference tomorrow?

B: No, er, maybe helpful.

A: Ok, how do you feel about it?

B: Nervous, very nervous. My English is poor.

A: So?

B: Fiona said we prepare questions. I don't know how to ask questions, in English! Nervous.

A: You'll do fine. Anything else?

B: No.

A: Right, thank you, thank you.

Appendix 7 Pre-conference interview with student Celine

A: Researcher B: Celine

A: Ok, thank you Celine for coming to this interview. I want to ask you about your previous experience in this interview. By previous experience I mean, have you had any conferences with teachers before? Conferencing means you sit down with a teacher, may be one to one, may be a few students to one teacher talking about your writing. Have you had that experience before?

B: Actually no.

A: Nothing?

B: Nothing.

A: Can't think of anything?

B: Yea.

A: Right. Was that because teacher never initiated it? Or because you never thought you could initiate it?

B: I think both sides didn't initiate that kind of conferencing. You know teachers, very busy with school works and students in Hong Kong don't want to talk with teachers so frequently.

A: Is that right?

B: Yea I think that in my observation. We don't like to ask teachers anything because we don't like to have too much interaction with them, because some may think that, other students will think, oh we are trying to keep a good relation with teachers and some of them are afraid that teachers will know, oh you have so many questions, they were afraid that the teacher would discover this.

A: Very interesting point.

B: Very interesting?

A: Yea very interesting. Ok, right, so you haven't had any experience of that kind.

B: Yea.

A: What are your expectations of your upcoming conference with Ashley then?

B: I don't know. Don't know what to expect. Never tried it before.

A: How about your feelings and preparations?

B: Don't know, feelings. No feelings. Have to work hard tonight to write a draft to show teacher.

A: Ok. Thank you, Celine, thank you.

Appendix 8 Pre-conference interview with student Keung

A – Researcher B – Keung

A: Ok right thank you Keung, for allowing me to ask you a few questions today. Now I just want to ask you about your past experience, whether you have had, can you tell me whether you have had any experience talking to your teacher about your written assignment in the past?

B: Yes I've got many experience to cope with teacher about how to doing my homework. For example, in secondary school, I've found many difficulties in how to do the economics homework and I, er, I find the economics teacher to ask him how to do it. I think he's very helpful and he will answer me and explain the economics terms in detail, one by one.

A: Right, did you go to see the teacher, or did the teacher arrange some time for everybody in class?

B: I just, he will allow us to go and to contact him but he does not set a schedule for each of the student to contact him.

A: Oh right, I see, so not arranged or initiated by the teacher. Was it long? Every time you see the teacher, was it long?

B: It depends on whether my ability of understand. Because sometimes, he will use a longer time the economic terms. And sometimes, he just said some words I can then understood it. Also depends on how many students, classmates go together.

A: So, you went in groups.

B: Yes, usually, yes.

A: Right, right, thanks yea. So was everything in Chinese or English?

B: Some, most of the t, t,

A: Terms?

B: Yes. Terms in English. And the content is in Chinese.

A: Right. Was it good to have it in Chinese?

B: I think it is good, because I can be easier to understand.

A: Would it also be easier for you to talk about your own ideas and ask questions?

B: Yea, because I have some difficulties in expressing my opinion in English.

A: Alright, so Chinese would be better then. OK.

B: I think that, I will not, I can talk what I want to say. Do not need to translate into English.

A: Yea, yea. True. OK then. How about your conference tomorrow? How do you feel about it?

B: Mm... I think it is useful. I want to ask some questions about my assignment. Want to hear teacher say.

A: Uh-huh.

B: I think it is good, because I can be easier to get teacher answer to my question.

A: Right. Anything else that you can tell me? No, then that's it. Thank you very much.

Appendix 9 Pre-conference interview with student Peter

A: *Researcher* B: *Peter*

A: OK, this is Peter right?

B: Uh-huh.

A: Ok, Peter. Thank you for coming to this very short interview. I just want to know your previous experience of any conferencing. By conferencing, I mean sitting down with a teacher face to face, talking about your assignments, written assignment. Have you had this experience before?

B: Yes, in year one I had an assignment, after that had to present. I had questions, so I asked Doctor.

A: So, you found the teacher?

B: Yes.

A: Any experience of having the teacher find you?

B: No. Teachers usually just give us consultation hour, so I see teacher in their consultation hour.

A: How about before university?

B: In secondary school, better, more informal talk with teacher when I have things about lesson that I did not understand, then I will find the teacher. Not a lot.

A: Alright, ok, thank you. Um, you talked in Chinese?

B: Yes, easier to express what you think, more direct. If use English, I'm afraid I cannot use clear words, have to say a lot to say what I want to say, very time-consuming. Yes, go round and round. So we use Chinese. Much quicker.

A: So, what do you expect from your conference with Jane tomorrow?

B: Mm... helpful. Big assignment.

A: Helpful?

B: Yes, hear her comments and answers.

A: How will you prepare for it?

B: Mm... write some thing for draft.

A: Anything else?

B: No.

A: Ok, thank you for coming.

Appendix 10 Pre-conference interview with student Ben

A: Researcher B: Ben

A: OK, Ben, thanks very much for allowing me to interview you about your past experience. I just want to know whether you have had any experience of sitting down with a teacher, where you talk about your assignments. Have you had such experience?

B: Yes, many years. Because I come from 工業學院 Vocational Training, 最深刻的 most remember there, I had a project, has to find a topic, so I ask the teacher directly.

A: So you went to your teacher?

B: Yes.

A: Alright. Any arranged consultation? That is, the teacher said you come at this hour to see me?

B: Yes, we, me and my friends set a time to see ah Sir in consultation hour. Knock on his door and go in.

A: So you took the initiative to see the teacher?

B: Yes, all, always.

A: Ok. Um, did you speak in Chinese most of the time then?

B: Oh everything in Chinese. My English is not good like my classmates.

A: Alright. What do you expect from your conference tomorrow with Jane?

B: I will prepare my draft, want to hear her advice.

A: How do you feel about it?

B: Hope it may be useful.

A: Anything else about your past experience and expectations that you can tell me?

B: That's all.

A: Ok, thank you for coming.

Appendix 11 Pre-conference interview with student May

A: Researcher B: May

A: OK, May, so we're talking about conferencing, one teacher sitting down with one student, about a student's writing. Have you tried this before?

B: Yes, I've tried this before in my secondary school with my English teacher.

A: OK, only with your English teacher?

B: Yes.

A: How about in university? Have you tried it here?

B: No.

A: No, you haven't. So how was your experience in secondary school, how did you find it?

B: You mean is it useful?

A: Yes, was it interesting? Was it good? Was it useful? Useless?

B: Actually he told what my common errors are in my composition, but sometimes I cannot make the correction of these errors, and next time in my composition, I still make the same error, so sometimes I think it's not very useful, if I didn't correct it. But if I correct, then useful.

A: Right, was there a reason why you did not correct?

B: Because I forgot what the errors I made in the last time, so I can't correct it.

A: Ah. Do you always remember what the teacher told you in the conferences? Do you remember?

B: Yes, I remember...

A: Do you think you remember most of everything?

B: I just remember those errors he mentioned many times to me.

A: Of course, of course. Yes, yes right. Would you like to have more conferencing in the future?

B: Yes.

A: Why would you want more conferencing?

B: More conferencing can remind me more errors, so I think it is better.

A: OK, right. Did you have conferencing one to one? With your teacher?

B: One to one? Yes.

A: One to one only? Right, was it in English or in Cantonese?

B: Only English.

A: Only English. Did you like it like that? Would you prefer Chinese?

B: I think if I really don't understand and he can speak it in Chinese, I think it's better than only just English. Help me understand more.

A: OK, anything else? How about your conference with KK tomorrow? What do you think?

B: Should be useful. He said he will give us comments. I gave him my draft two days before, ago.

A: Right. Anything else you want to tell me? No?

B: No.

A: Ok. Thank you very much, May, thank you.

Appendix 12 Pre-conference interview with student Peggy

A: Researcher B: Peggy

A: OK, right? Peggy, Peggy. Can you tell me have you ever tried conferencing before? Now conferencing I mean you sit down with a teacher, either one to one, or to a small group, and talk about writing, a piece of writing, have you tried it before?

B: Yes.

A: Yes, here? In university?

B: Yes.

A: With your English teacher or with other teachers?

B: With English teacher.

A: Right, did you try it with other teachers as well?

B: No.

A: So only with English teacher, right? How did you find it? That means, did you like it? Did you hate it? Did you find it useful? Did you find it useless?

B: It's useful.

A: Yes, why?

B: I can understand what is the mistake and I can ask him how to correct it.

A: Right, OK, OK, so that the teacher talked to you in your mother tongue? In Cantonese or in English? Or both?

B: Both.

A: Did you find it useful? Doing it in both? Or would you prefer only English or only Chinese or what?

B: Both, I prefer both.

A: Both, why not only English?

B: If just use English, I will not understand.

A: Yes, maybe, maybe, yes, that's true. Do you remember how long the talk was, when you sat down with the teacher? Do you remember how long that was?

B: 15 minutes.

A: 15 minutes, OK. Was that enough?

B: Enough.

A: So you see teacher once only, before you hand in an assignment, right?

B: Yes.

A: Alright, So you have tried out the conferencing one to one with your teacher, right? Yes? No? One to one? One student to one teacher.

B: Yes.

A: Have you tried out one teacher to more than one students?

B: Yes.

A: How many students were there?

B: Three to four students.

A: Alright, one teacher to three to four students. Do you want, do you prefer one to one, or one to three and four?

B: I prefer one to one.

A: One to one. Why do you prefer one to one?

B: If more than one, just like in the lesson.

A: Alright, how about this time? You're having your conference tomorrow, right?

B: Yes, tomorrow.

A: What do you think will happen?

B: Get assignment back and comments.

A: Anything else?

B: I can have chance to ask question.

A: Ah. Anything else you may want to tell me? No? Well then, thank you very much, Peggy.

Appendix 13 Students' perceptions and/or experiences of conferencing

Table (1) Student participants with previous conference experience

Previous experience of conferencing and feelings	Yvette	Lily	May	Peggy
<i>Had previous writing conference experience</i>	✓	✓	✓	✓
In secondary school	✓	✓	✓	
In university	✓		✓	✓
With English language teachers	✓		✓	✓
With non-English language teachers		✓		
Teacher-initiated meeting	✓	✓	✓	✓
Student-initiated meeting				
In English only	✓			
In Chinese only				
In both Chinese and English		✓	✓	✓
1 teacher to 1 student	✓	✓	✓	✓
1 teacher to more than 1 student			✓	✓
Found previous conferences helpful	✓	✓	✓	✓
Could find out mistakes		✓	✓	✓
Could ask teacher how to correct them				✓
Could get answers from teachers	✓			
Could get a higher mark		✓		
Could learn speaking skills	✓			
Found it personal		✓		
Found previous conferences unhelpful				
Felt nervous or anxious before or during previous conferences		✓		
Chatted informally with secondary school teachers about homework (HW)	✓	✓	✓	✓
Chatted informally with college teachers about HW	✓			
Chatted informally with English language teachers about HW	✓			
Chatted informally with non-English teachers about HW	✓	✓	✓	✓
Teacher initiated the informal chats about HW				
Student initiated the informal chats about HW	✓	✓	✓	✓
Chatted informally about HW in English only				
Chatted informally about HW in Chinese only		✓		✓
Chatted informally about HW in Chinese and English	✓		✓	
Chatted informally about HW 1-to-1	✓	✓		
Chatted informally about HW 1 teacher to more than 1 student			✓	✓
Found previous informal chats about HW helpful	✓	✓	✓	✓

Table (2) Student participants with no previous conference experience

Student perceptions, experience, feelings	Celine	Keung	Peter	Ben
<i>No previous writing conference experience</i>	✓	✓	✓	✓
Neither teacher nor student initiated a writing conference	✓	✓	✓	✓
Felt that teacher was too busy to have writing conference with students	✓			
Student did not want to talk to teacher because afraid other students may think he/she was trying to get close to the teacher	✓			
Chatted informally with secondary school teachers about homework (HW)		✓		
Chatted informally with college teachers about HW			✓	✓
Chatted informally with English language teachers about HW				
Chatted informally with non-English teachers about HW		✓	✓	✓
Teacher initiated the informal chats about HW				
Student initiated the informal chats about HW		✓	✓	✓
Informal chats about HW with teachers in their consultation hours			✓	
Chatted informally about HW in English only				
Chatted informally about HW in Chinese only		✓	✓	✓
Chatted informally about HW in Chinese and English				
Chatted informally about HW 1-to-1		✓		
Chatted informally about HW 1 teacher to more than 1 student			✓	✓
Found previous informal chats about HW helpful		✓	✓	✓
Found previous informal chats about HW unhelpful				

Appendix 14 Pre-conference interview with teacher Fiona

A: Researcher B: Fiona

A: Thank you Fiona, for agreeing to do this interview. Fiona, you know that I'm interested in conferencing, how do you see the term that I'm using? Are you comfortable with the term 'conferencing' that I'm using in this interview?

B: Yes, yes.

A: First of all, have you learnt how to do conferencing? I mean, not just done it, but learnt it?

B: Um, not really. But when I was in the UK, working with health service managers, I saw conferences, saw how others gave comments and feedback to those managers. They did a good job, you know.

A: How?

B: The atmosphere of the feedback session was very good. Um, very harmonious, very pleasant and agreeable, amicable. People really genuinely talked. I was impressed.

A: Great. Any other past experience of conferencing?

B: Yea, I worked with a psychologist. He counseled staff, those who had some problems. He was very effective, his counselling. He didn't give any solution; he never ever gave any solution; but that's what we all do naturally, right? And it just proved how unsuccessful that was.

A: No solution?

B: No. Counselling is not to give solutions. It's to listen and respond. Very successful sessions that psychologist gave. I would bet it's all on the interpersonal side.

A: So you do conferencing in your teaching now?

B: Yea, I do it to, well I do it rarely, because students can't do it a lot of time. Usually I understand... that they have, so it's a bit like WAP. Maybe it's not the term conferencing that, because students said they think they are really weak, so they haven't taken in everything in class, so I just tell them... what I can see about their writing. I do it in Service English, obviously it's because of restrictions in terms of time so it's based on the syllabus... I can't do it too often. I do it when I can but the really short time and the system... so, usually towards an assessment.

A: You said really short time, how short?

B: Well, I would say ten minutes maximum.

A: And it's usually towards an assessment.

B: Yes, sure, sure, in that case I would organise it so that the whole class have access to me. And they usually have the choice not to come along. Usually we'll do it in a more comfortable setting. Yes.

A: Why do you do that?

B: Well, because, a lot of the work that I have to do is teaching... There's very little scope that... and if you do exercise in class, it has to be usually a group activity... the time restriction, I don't have the time to correct 20 drafts. That's unfortunate, but that's realistic. And so I always like to give them individual feedback of some sort...

A: And you said you usually work towards an assessment individually. For example if you've set an assignment to be due in week 5, when would the conferencing take place?

B: Again, not by the syllabus, because maybe with all the stuff that I'm working, so I can't do it a lot of the time. We have 3 weeks in the syllabus for each assignment. The conferences should be towards the end, the second week. And within the second week, they've got to sort things out...

A: How did you organise the conferences?

B: Yes, I'll see what time I'll be available, figure out how many students there are in the class, then do a simple division of ... ten each. And in the case where there're 20 usually we have 3 hours to see students ... so I give them 6 to 10 minutes each... sometimes 6 or 7 minutes, they come and I'll see what I can do. I might talk to each one for a minute, and then go back, and then, I don't know...

A: So, for example, if 8 students come to that particular hour, then all of them will be in the classroom....

B: Yes, yes.

A: You announce it in the class?

B: Yes, beforehand.... I tell them, I tell them... I usually give them a choice, because, it's never ever existed in the syllabus for them. So basically I give them a choice, that we can continue with multiple choice of A and B and C, or we can do these individual conferencing... And they always choose the conferencing, they always, so, in that way I announce it, and then, and then work... I prepare the work, I tell them what to do for the conference. This time I might tell them they can do a piece of work, it doesn't have to be finished, because it's only 2 weeks that they have to give me the assignment... We meet before they finish so that we can do something. They can do one section, they can do one page, or they can do the whole thing, but everything they would have to bring with them. Then, I tell them to try to come with questions about what they want me to give feedback on. Clear questions, specific questions. Just more practical, and useful, I think.

A: So your conferencing is one to one...?

B: Yes yes yes.

A: In the classroom?

B: In the classroom, mostly. A lot of their attitude is, just get this assignment out of the place. I don't think there's much learning involved.

A: That's an interesting point. So most of them come just want to, uhm, to pass...

B: Yes yes yes.

A: So looking back at your past experiences, would you say that, conferencing has been successful?

B: Yes, I think so. Because I usually can find some glaring things. Obviously I can't correct all of it for them. They've got to correct their own work. I've done my bit and can't do anymore... Usually they all would say that it's been useful because they'd have got a few things that they can change now and learn for the future. In fact, basically, from their point of view, it's been the most useful thing that we do.

A: Right, so from their point of view, probably it's more useful than the class work.

B: Yes, more useful than anything.

A: Any bad experience at all?

B: No, not one, not one... Unpleasant experience, yes. It's just that when you see a piece of writing, and they haven't taken one bit of attention to what you've been saying. I find they tend to... they tend to... They've listened, they've understood. At least they say they have and believe they have. But they go back to what their secondary school teachers have told them anyway, which is not what I said. I've talked to some of them about it, and said "please, please, please, do what I'm saying" and they said, "we've listened to what you were saying, we've understood what you were saying, but we find it difficult to change..." And often, they don't change. And I have to downgrade.

A: So, we're fighting against 13 years of education.

B: Yeah, and even if I pass... pass comments on that in the conferences, I get expressions that say "I'm not going to change".

A: Mm, mm... Any restrictions you've had in your conferencing so far?

B: Mm... time restraint and students wanting more time... I hate the feeling of... "Look, I've got all these people to see..." It's just not practical because they all have the need and they deserve it.

A: D'you tell them about this time limit in class?

B: Sure, first I decide just the number of students I want to see [for each lesson]. I'd rather have them all in the classroom, so they have to know about the time in class when we talk about the assignment.

A: Anything else you can tell me about?

B: Mm... no... They're not very skilled in asking questions, analysing their own work and realising where the problems were. ... It's teacher-based tutorial... I just don't have time to give them overall comments on everything. They wanted it all sorted out for them, but they shouldn't need it... 'cos if they have any of this, ... they've had the teaching in class already, not that it's a brand new thing... I don't see why I should be teaching again, and... I have done the teaching and I won't do it all over again.

A: Can I ask a follow-up question to what you said just now?

B: Yeah.

A: You said the students are not skilled in asking questions. Have there been any cases where you couldn't understand the student?

B: Yeah, but, in the end we were able to figure it out. I guess if they're not skilled in asking questions, I think they are not skilled in analysing their own work and realising where the problems are. I think more than often I get questions like "Can you comment on my grammar?" I can't accept that. I would like to see questions like: "Does my conclusion fit my findings?" Something like that because that's always a big problem. Or "Is this paragraph concise enough?" 'cos I've told them wobbly paragraphs will get marked down. But they're not thinking of the teaching.

A: Uh-ha.

B: Can I tell you the kind of questions I'd like?

A: Yeah, yeah.

B: For example, they could ask... just what I said... "Is my conclusion compatible with my findings?" "Is my content suitable?" "Is my content complete?" "Is the organisation clear?" Just because those are things we've talked about in class.

A: But...

B: But their eyes are on grammar, grammar! They have to learn to critically review their writing, see where the problems are and ask good questions.

A: Mmm...

B: Ugh! Mm...

A: Fiona, you have some further comments?

B: Well, I've actually been thinking recently, because the students are so enthusiastic about the idea of individual conferences. I'm wondering if it would be more useful to just give them the assessment task, on this occasion they have 3 weeks to do it. And then I just organise the class as total assessment, ugh, total *conferences*, where, again they can come with questions, I have no idea about how to lay it out. That could be the question, But they always come and say, 'Yes yes yes we've done this before in secondary school, I don't really think that there's any validity of what we're doing. Not much validity to the teaching bit. So you know I'm just, I may be... It's more useful just to, when you talk about... just conferencing for each assessment or each writing task. Yes, I think that'd be useful because the A students probably came as A students, so they're wasting their time coming to the classes. And the other students would probably get more out of it because you focus more on their problems. And they might listen to it more if you direct it to them. Just an idea. Sure but this idea won't be accepted by the authorities, but would be nice to do a pilot study.

A: But it's sad, isn't it, that conferencing is never really officially built into the teaching...

B: No, no. But the teachers will do it, convinced with the usefulness, the students like it, they said they like it. Yes, the authorities should be ashamed.

A: There's nothing like that in the official syllabus.

B: Nothing.

A: Neither from any course leader saying, OK, or...

B: No. I just need to look at the WAP programme's popularity to know that's the way to go, because that's what they want.

A: Any expectations about the conferences you're going to have this week?

B: Er... I've told students to bring questions with them; I hope they listen to me. I've told them I'll stop the tutorial if they have nothing to ask. I hope they'll prepare well. Well I'm sure they'll find it really useful, like all the previous students did. And we've got to finish all the tutorials this week.

A: Alright. Anything else you can tell me...?

B: That's all.

A: Alright, alright. Thank you.

Appendix 15 Pre-conference interview with teacher Ashley

A: Researcher B: Ashley

A: Basically in this interview, I'm just going to ask teachers who help me with my research, about their past experience with conferencing, and what they believe about conferencing based on their past experience, or based on what they have read, as a background interview.

C: Ok, ok.

A: I'm using this word 'conferencing', how do you... are you comfortable with this word? How do you... how do you see conferencing?

C: Yea I guess it's one of these sort of cliché, they become cliché, right? In all kinds of professions, but what I... the way that I see it is, it is a part of the process of writing, and, I use it... use it because I want partly to develop skills in the students, and partly because I want to raise their consciousness, to develop their critical thinking. Sometimes, initially, I might want them to see writing differently, rather than the usual, that you know, we are going to edit this correctly in grammar. So for these bigger issues that, I happened to believe that writing's all about. These we've... you and I have gone over before, alright? Critical thinking, that they are going to revise their writing, maybe make major changes in their ideas, and that writing is a recursive form of a recursive activity. So I see it is that, in a bigger framework, and then I also see it as a skill that they can use later for their own writing, in other words, I want to sometimes put them in the position, that they can put themselves in a position of being the reader. And maybe in the future they can see how to use a reader effectively, because a reader, especially if you go on to academic writing, reader is one of the best... your best friend, right? Yea your best friend. So I see it as... you know, it can have all of those different functions, depending on how many conferences you have, depending on the academic setting, because here, teaching... as we're teaching now, we see it... I mean we know how limited that is, even introducing writing within that framework is very difficult. So then conferencing is only going to be limited, maybe, but maybe with the second assignment, depends on how much er critical things they've brought to the second assignment. But I always tried to fit in conferencing.

A: Well I'm glad that they have those assignments like you said, rather than the assignments that don't require them to think at all.

B: Yes, right.

A: So, going back to the beliefs then...

B: Yea, going back to the beliefs then, then I don't think the conferencing is... prescriptive, not teacher-centered. I think it has to be interactive, and actually I prefer students to come with very definite questions in mind and with how they want to use this conferencing, so they see me as a facilitator. But it's ok if they don't come with questions. I would prefer them to have, um ...

A: Ok, you said just now that you like students to come with very definite questions, is that you... is that the way you go about it? In the past as well?

B: Sometimes, for instance, if I've given them written feedback on a piece, then that

will be, come and talk to me about it. Would you like to talk to me about your writing? Yes, would you like to come? Yes, ok. One of the things I like to see is look at the... my comments, my written comments, and if you have any problems with that, you can't understand your questions, then we'll start off with that, and, um, depends what conference it is; what's going to be the first conference, second or third or have they come in for a conference. How they see their writing, how they see... if they have worked for a long time, then they can see writing is a process. Some students see that very quickly, it's very attractive to them. Others see it also as putting down a pre-determined message, and then through the conferencing, may be they'll see writing as a recursive, maybe, depending on how much they have invested in a piece of writing, how interested they are in that writing...

A: Yes, sure, of course. So in the past, how did you organise your conferences? Do you allow them to be... do you allow this more like to be a voluntary thing, or do you... try to get everybody in the same class to come...

B: Yea, I've never made it., yea I never made it mandatory, so when I was teaching in New York, it was very... I give them the opportunity to come and see me.

A: Like... opportunity means, give them a time?

B: Yes, then we'll make an appointment, I would set it out, you can come and see me. So then that will be, then actually, then if you got better questions, or I've given, if they've given me a piece of work in the classroom, and then I've given them written feedback. All of the students if it was a practice task for instance, I never made the practice task mandatory. I always made them to choose to do it or not. Then each of those students I had given feedback to, written feedback, I'd go and sit with them, and give them an opportunity to respond. I see it as conferencing too, right?

A: Oh yes, that's conferencing, I think.

B: That's conferencing as I see it. Yea that's one kind of conferencing as being part of the writing workshop I suppose.

A: It's a part of the whole process.

B: Yes, conferencing as part of the process of writing. Of writing, yes, but then it's truncated. The way that we're forced to teach here. I mean it's an image of teaching here. Yea, so, yea, so, that's it.

A: Some teachers, they... like for example, another teacher that I just talked to, told me that she did it with... she tries to have two hours, or even up to three teaching hours in the week before the assignment is due, she'll sit down with her students one to one in class.

B: Oh ok. You can, yes, I, because as long as they have a piece of work that they want me to read, I mean... they have to be willing for you to read it, and they would so... you have to ask them, "why am I reading this?" Writing is a program here, right? Why do you want me to read this? What do you want me to read it for? I think that's really useful because they'll be, um, going to read their own work, they're going to read it with purpose in mind. I mean that you might read several times and you've got purpose right? So you want to develop that skill. Some students, um, So if I did it, before which I often do in the classroom, you've need to have a highly disciplined, cooperative class. Anyway, you've got to be short, be sure that you're not wasting the other students' time, because I mean they're all there, all 20 students, I mean

that's what they've paid for, I mean, to get three hours of English a week. They've got to be very involved with the task. Sometimes what you can do is to get your other students to be in a conference, so there's a peer conference before, usually better view to conference may be with them first, then a peer conference with each other. That can be going on. Depends on the process. You can tell the class, "you want me to keep teaching or do one on one? Is it valuable?" I've never have a student that doesn't think it's valuable. It's my experience. As long as we don't force it on them. Then you can... the sense of fairness, because it's fair, then at the same time you've got to give them something, anything that's worthwhile to do, they've got to be in the kind of process, get on with that. You know it's all dynamic, isn't it? A lot of things you need to consider before, yes, before you can do a class because a highly sort of disciplined co-operative, targeted class...

A: Even if you don't have a very highly co-operative in the class, would you still try?

B: I've never had it, where it's broken down completely. Even if I have to give, you know, stand up and give a sort of self righteous speech. So but I made them to feel guilty, they're screaming so I can't hear what they have to say, you know. Students are pretty cooperative on the whole, aren't they?

A: Oh they are.

B: Yea, I mean I would do that in different environments, I feel the environment here on the whole doesn't encourage that kind of teaching. I mean, yea, Columbia will ...because we're encouraged to do that. I mean it's wonderful when you reach the point in a class you are totally redundant. That's when you call successful classes, right? They don't need you anymore, at that point they don't need you.

A: Here?

B: And that would be the most successful class but it'll be seen here as being an unsuccessful class, you wouldn't do that, but anyway.

A: So you do conferencing here right?

B: Oh yes I do it all the time. I do it every lesson. One on one. Oh yea, I've already done that with another class.

A: That practice task?

B: Oh yea. Because actually I mean you never know what's going to come out of this conferencing, I mean you've got to mean, it's... you sit down with A in mind and funny enough, B happens, of course you learn, don't you?

A: And sometimes these unexpected things make you really happy as a teacher, because you expected something, you expected someone to learn X, but may be, like what you've said, something else pops up and... she learns more than just X, she learns Y as well.

B: Yes, something else pops up...roughly it's an opportunity for them to really really say what they think is problematic, I should never even have thought about.

A: Yea. So would you say that, that your experiences with conferencing are happy and positive? Like you sounded very positive just now.

B: Yea, I'm very very positive, if nothing else you feel that you've got to know the students better, so that will... just whenever you know the student better or the relationship is good, between student and teacher, and of course, only good things can happen, at least with Cantonese students here in Hong Kong, might be different from North America students.

A: But a better rapport always helps, a better rapport.

B: Yea, and definitely here in Hong Kong, where you know, when it's often distant, it's hard for you to access them because you don't share their mother tongue. So often there's little... all that sort of undercurrent of Cantonese going on in your classes. Well, it shouldn't be, but it does go on right? You couldn't pick that off, you couldn't react to that. You can't react to that.

A: Talking about mother tongue, would you... have you ever wished you could switch to their mother tongue?

B: Yea, absolutely.

A: If you speak their mother tongue, what would you do? Would you have switched?

B: I think there might be places where I switch, but what I do about their mother tongue is that I encourage my students when they appear conferencing with each other, to use their mother tongue, but then to think about when they are using their mother tongue, or when they're using English, and that is code switching, sometimes it can be helpful, but sometimes it can't be helpful. For them to know when it's helpful, of course they also want to use their mother tongue. So when they are conferencing together, let them think about it.

A: Interesting. Go back to past experiences, you just said that, your past experiences haven't been very very positive, has there been any problem? Any, any less positive things?

B: Yea, absolutely, I, often, when students only really want to use the teacher for just a quick fix, ok, they use as a quick fix and give me an impression of "don't bother me, just fix this piece of writing so I can get on to something that's worthwhile." And if you're going with four people in a group, and often a group will, they're not prepared to listen to anybody else's writing and they're not prepared to comment on it, they don't want to do it, when they do it, they can't see the value of it. And even if they can see the value of it, it's wasting their time, "just let me... just... just look at me and my piece of writing", I have a group of engineer students but only one engineer that had this attitude, whether, see, I don't know if they're just being polite or they like me and they're prepared to wait because they feel that the outcome... that's the upside is better than the downside, I don't know, I'm sure that's part of it, I'm never going to know, unless I do some studies. Or if they come to see me, like, "No, I'm not changing anything, you just tell me, where I can change the syntax, the linguistic clause", and then I'll tell them, "look, I'm not going to do that". I'm not going to that first. So I refuse to do that.

A: Yea, you refuse to give them that quick fix that they want.

B: Yea, but I can do that in my own class. Well then they can, ok, I mean, yes you can say, where do you want the quick fix? Here? Ok so read out where they want the quick fix. Sometimes, they self correct as they read, the reading, you point it out to them, so they never thought about that. Then you can ask them, is that clear? Of

course it's not clear, they think it's because of grammatical mistakes, but we know it's not clear because of a lot of other reasons, in the wrong place, organisations, and you can point out, I mean so you can change their attitude. If you got time and patience.

A: Yea, how long are your conferences usually?

B: Usually too long, I would say you know, see if ten minutes, but then you know, that's my big weakness, they all want to come and see me, and so I say ok, ten minutes each, I don't stick to the ten minutes, so I... really have to...

A: Time is a problem.

B: Time is a problem and then it's not fair to the students if you give them the time, and then you know you are running behind on other appointments. Ideally I want to finish twenty conferences in a week's time, i.e. three hours. So what's that? Ten minutes, no, around eight to nine minutes each.

A: If students come to see you, do you see them in your office?

B: I never see them in my office if there's other teachers around, if I can help it, sometimes I can't help it, but now I have a very good relationship with other teachers. I just go out, I want to be... I don't have to be thinking about two people at once, you know, the pragmatics of two things.

A: So anything else about your feelings of or beliefs about conferencing? Anything else you could possibly tell me?

B: No, I mean, I think it's something positive, not just in the writing but also... because, you know it's one on one, students always like one on one, they see it very useful, very useful and... And to be flexible during conferencing if you think they are not getting anything else, you know you've got to change.

A: Can I ask you how you learn to do it? Did you... did your teachers do that with you?

B: No of course... oh well, oh in school, when I was, um I never went to schools in England, I was never taught to how to write.

A: How about at Columbia?

B: Yes, Columbia is where I learned, because I did... I did a practicum, about... years of practicum with Gay, and... she was very much helpful, she comes from Raimes and... so that's how she... so we did all the theoretical stuff of it, I experienced it with her, writing...

A: Was that a good experience?

B: Yes, it was a very good experience, often the experience wasn't initially, it was often experienced several months later, see that's one of the things about the conferencing. What she had to say at that point wasn't accessible to me, and then, after three years and then I would say, "I know what she meant", and then I taught writing in their language program, so then I had an opportunity to conference with my students. That's a perfect teacher training course in my point of view.

A: Ok thank you. One more thing. From your point of view, it's always been very very positive. Do you know whether.... No, no, have you... do you find it useful to your students? Do you find your students have used the comments, or whatever comes out, the outcomes of the conferencing and use it in their revisions?

B: Oh whether... Yes, because usually after the end, at the end of the conferencing, I think it's often useful for the students because we get on to review quickly, ok, you're going back, you're going to rewrite on this. You know, what have we gone over. So that they can go back and make notes; we can check if we're talking about the same thing. I think that's a good one...

A: And you think that your students also find it very helpful.

B: What the students said, the point is they always get a better piece of writing, maybe that's just because they have rewritten with a larger... plans, larger ideas of writing, I don't know.

A: Anyway they had input and...

B: Yea.

A: Ok thanks.

Appendix 16 Pre-conference interview with teacher Jane

A: Researcher B: Jane

A: Ok, so thank you very much for coming to the interview. Jane, can we start off asking you about the term 'conferencing'. You know that in my research I used the term 'conferencing'. Does it mean anything to you at all?

B: Oh yea, I think 'conferencing' that specifically means, you know, you are talking with students about what they have done in the test or the assignment. You know, sort of idea of talking with them about their performance in the assignments or tests.

A: Right, so did you learn how to do conferencing when you did your BA, MA?

B: Nope. Nothing.

A: How about: have you had the experience of being conferenced?

B: Yes, when I did my MA. I had conferences, consultations with my supervisor.

A: Did they go well? Do you remember how many times you met?

B: Well, so-so. About 5 times I think, I'm not very sure.

A: And you yourself? When did you start conferencing students?

B: About the 2nd, no the 3rd year when I started teaching in university. I remember students had to do a 1,500-word assignment. They had three to four weeks to do it, so, what I mean is, I decided to see them to help them with er basically their draft.

A: Yea right, so what do you think of conferencing then?

B: Well, to be honest, I haven't done much because of the time constraints or my experiences, so I really haven't done that much. So, what I mean it's like... I think it's useful. I think it's quite useful. What I have done basically is... I haven't really done that much conferencing, you know that, after test conferencing, but I did a lot of conferencing like, you know, like post-test. For the post-assignment conferencing, I basically don't approach to students, usually it's the students, you know, approach to me, I'll explain to them why I comment in this way, and if they have any particular questions, I'll explain to them, but I myself, never really had the time...

A: Alright Jane, so what do you think about conferencing?

B: Conferencing is, you know, something really new. I myself haven't really tried that much, but I think that it's quite useful. I haven't done much of post-test conferencing, but I have done a lot of pre-test conferencing. Post-test conferencing, from the experience I have, is basically what students actually ask me, usually approach to me and ask me several questions, for example, my comments, or some particular parts that they don't really understand, they'll come and talk with me, but I never really approach to them, really, to talk about the performance, unless they have done something really really good or really really... something I knew they need to talk about them, you know, I don't do this in terms of whole class. What I did...

A: Can I ask you one thing here? You used the word 'post-test' and 'pre-test', what do you mean by a test, do you mean really an in class assignment?

B: Oh an in class assignment, I also... I use this in a very general term, because I use it also as a kind of, assignment to be have. We can also call it as a pre-assignment or post-assignment, yea. So what I'm trying to say here is, before... usually before we... a big assignment, especially something major... for the major assignment, what I'm trying to get them to do is trying to get students to talk to me about what they know about the assignment, and what kind of components they should put in. My way of doing it, ideally is in the classroom, I usually tell them ahead of time is by which which day it's supposed to write things, to write a list of things they're supposed to tell me, for the whole structure, the outline of the whole assignment or the whole article. And then, but the time they come, usually I actually do not really have the time to read the details, or what they have written, I just ask them, ok, right, since you have done this writing, and then, can you answer me this or that question, basically I ask them a lot of questions. But a lot of time it's like this, they couldn't tell much, and I have to really read, so I just quickly, you know, read through the outline and ask them a lot of questions. I found this is very... this is really important, conferencing, especially the pre-assignment or pre-test conferencing is important is that, a lot of time the students who are not on the right track. When you ask them about certain things, they answer in a very uncertain way and then, really have to question... a lot of questions and then they find, they realise, you know, what is really supposed to do and the way they do it. A lot of time I found this is very good actually, I, sort of... I don't... I never compare but I heard some other teachers talking about their students, some other teachers said, 'oh my students didn't really do the quality of task'. Well I said, 'I talk with them before.' And that's why most of my students were on the right track so they may did what the task I'm asking them to do, I found that's very productive. Students like it also, they really really like it, they feel like it, you know, I really spend a lot of time helping every individual ones, and everybody get similar amount of time, you know, similar attention, but if some students they really feel like, they just come... make... by the time I really want to see them or whatever, oh they just... they didn't want to see me, I don't mind. Basically everyone really really are keen on coming to talk with me.

A: Alright thanks, so how do you usually organise the conferencing, do you decide who comes to see you first? Do you decide how much time you spend with each student? Do you decide which week or which day of the week, which date of the assignment you'll see them you know?

B: I usually do it like, at least one week ahead, it's one week before the deadline of the assignment, sometimes two weeks ahead, just to ensure that they are really on the right track and that they have enough time to finish their whole assignment, usually it's like almost every time it's the same, it's the students at the beginning that they are always, it's like, 'oh I don't want to be at the beginning', (I: Is that right?) yes because they don't know if they can finish their outline by that time, because I require that everybody gives me the writing, yes that's basically that kind of requirement, but I mean usually when they come, it's a piece of paper written nicely already. So and then I just said you know if nobody wants to do it as the first one, then let's do it according to the class list, that's it, so that way, 'oh I'll do it'. You know if somebody are willing to do it, you know, ahead, I mean at the beginning session, I would say alright.

A: Alright, ok, can I clarify two things? Number one, does that mean that before you see them at the writing conference, you haven't read their writing yet, they bring their writing to you.

B: Yea.

A: That's the first time you can skim through their writing.

B: Yea, that's right.

A: Ok good number one; then number two, when you said just now is that students didn't seem to respond extremely (B: positively.) positively, because they thought they couldn't get their writing ready. (B: Yea.) Could there be any other reason, apart from this? I agree with you on what you said, because I have done conferencing before, I felt the same thing, I mean I felt the students feel they couldn't get anything by a certain day and so they thought, 'Do we have to come for this conferencing? I don't know whether I can have it ready.', but can there be any other reasons, among your students?

B: I could not really think of another reason. I think basically it's just they are basically worry that they cannot get it done on a certain day, but there are some very conscientious students who are willing to come here they are... 'Oh yea I'll do it next week.' You know there'll be people who do it. I don't think there's some other really... because everybody are very actively, if we talk about the assignment, of course they want to get a high mark, so they want to get help of course. They wouldn't really... don't want to come here early basically is they don't know if they actually can prepare things you know in time.

A: ok, so where do you do your conferencing usually?

B: Usually in the classroom, what I'm trying to do is I don't really ask any students to come on that day, I want to say, 'ok right, so you know your time', sometimes we'll do it group by group, so this group will come, you know, the rest of them can be just sitting, they can be doing their own things, and I'll talk with each person. Oh what I'm going to do is I just ask some just to come at a certain time, so that it's in the whole classroom I can be only need. But most of the time it's I sat with the whole class and give the whole class work to do, and then I myself will talk with each individual student.

A: Do you usually do it individually one to one?

B: One to one.

A: Usually one to one.

B: One to one is more productive, you can't really cater to two students at the same time.

A: I feel the same way, but has any student ever asked you that to see you together?

B: No, I have never...

A: Oh so... good, good. So I mean listening to what you said just now, it seems that you're very positive about conferencing.

B: I'm extremely positive about that. I think that it's crucial for students especially in the once-a-year tasks sheet, it's not very clear you know, sometimes it's very confusing. It shocked me several times when I talk in the class. Basically I'll try to talk through in the class, you know, some ,you know, brainstorming. I'll try to ask some what they really have to put, a lot of them they give me a lot of things that I'm really

surprised, 'Look this is not what you're supposed to do!' and even I talk in the class again and again, by the time I have conferencing, they still have a lot of misunderstanding. That one thing I haven't really told you is that I found something really strange. Usually I'm very very kind and smile and often talk very cheerfully with students, but when I come to conferencing, I have to keep apologising to students because I just somehow become very serious and keep asking a lot of questions. It's important to be serious during conferencing, because you can't just beat around the bush. You really need to hit the point and ask questions to do that. Yea, hit the point and ask them certain questions by doing that. Questions like "Why? How?" You know, this kind of ways of helping students may be, you know, very effective. I mean students find that I'm quite sharp or something, I really don't know, but I keep asking the questions just on the right point. Students just have to answer my questions. It just makes the students feel like, ah you know it's really shocking answering my questions. (A: Shocked?!) They are sort of like shocked many times, like a lot of time before the conferencing started, I have to say, 'Sorry I have to tell you that it's not my, I don't like certain students, that the only thing is I want to help you, and I have to ask you a lot of questions, and may be the way I ask you is sort of like very serious. I don't have any other purpose except that I really want to help you, and I think you know me well, I mean if I'm serious it's just to help you. It's nothing to do if I like particular person, I don't like particular person so don't get offended.' I tell people you know. Yea, I don't know. I mean, I just do that without knowing I am that you know, they are very serious. So I have to keep telling students, remind students that I'm not really trying to pick on certain students. That's very important, because I'm a bit of worrying that, you know, usually I talk with students very nice and suddenly I become sort of like, you know, and, you know, some kind of tough teacher, I don't want to be that, but I do that. I think it's really important, you can't just be there bush around. You really need to hit the point and ask them certain questions by doing that. You have to keep on asking, 'Why? How?' you know, and you get excited and of course you get serious and students get stunned!

A: So they got stunned but that's the way to help them?

B: Yea, that's the way to help them. So I have to explain to them, you know, just to make sure that they understand what I'm...

A: How much time do you usually spend on a student? I don't think we have a lot of time.

B: Basically, I don't really know, around five minutes? For each student you know we can't really afford that much, but usually when we do this kind of conferencing, I have to spend time in one class. I have five or seven students, I can't finish conferencing, I get them to do to come to this center here.

A: Come to these small partitioned areas?

B: Yea yea yea I have to do that, I'm willing to do because if I think that, you know, it really helps the students, I don't mind spend the time for the students.

A: How about the students? Do they like...

B: They don't mind at all, they don't mind at all, and they are even positive. I remember one time, sort of like very embarrassed. It's ST405 that because I've got a group of students they would come in with me about the assignment, because I was talking to each one and they were so cheerful, you know, really happy clapping and joking and laughing or something, I had to really look around to see if anyone, you

know, my place is not too noisy. Yea I mean they are really happy that the teacher is willing to spend this kind of time with them, and if you are really serious to help them, you know.

A: They get happy?

B: Yea they get excited, to ask you about things. So I really think conferencing, you know, is good, but I'm really not sure of the post-assignment or the post-test one (I: You mean after you have marked and graded a final product) Yea some of my experience is very strange. I wrote a lot of comments, I spent a lot of time. I'm doing my marking in bed in train in bus everywhere, and then by the time I give to the students, basically the students they just look at their grades, so and I ask if anybody have any question in class, basically I asked if anybody has any questions, usually that will be No. and there's very very few students who come usually it's for grammar, they don't really ask the comments or 'I don't understand the comments', there are some students who do ask, but not very often, it doesn't happen very often, they basically come to ask 'why I get it', you know, 'B instead of A?' that's all. That's one reason I didn't really do this kind of post-assignment conferencing but I do feel that this pre-test or pre-assignment conferencing is important.

A: Any problems at all? Have you experienced any problems? Any bad experience at all? Any problem or troubles or bad experience?

B: I think the only trouble I got it's the time, by that time usually it's everybody want to do the, you know, assignment and I can't finish the conferencing in class, I have to spend so much time within one week. I don't know how many hours I have in a week. I have to really work, you know, like a week, you know, if you can't finish one class usually you can't finish the other class either. And you have to keep finding time, and you have to find you own time to get them to work on certain place, you know, it's not really that easy. I can't think of other...

A: So time is a restriction, any other restrictions that you felt that you had when you do conferencing? You can say no if you don't think...

B: I'm still thinking, sometimes I get a bit frustrated with students with writing I can't really understand, you know, I can't really ask students to type it, you know, type out everything, you know, it's something I don't really want them to spend that much time. I want them to basically think to have an outline, sort of the brain map, but some students they got a kind of writing so messy that I cannot read clearly, you know. At the same time they can't really answer my questions clearly either, they get really frustrated, but that doesn't happen very often, that's just one or two cases, only with very, very weak students but there are still, you know, very enthusiastic getting conferencing, getting help, who is not like who didn't really want to do things, just sort of the way they do things, you know, I can't really think of other problems, the most serious problem is time, you know, in one week I have to do it at the evening time, I have to get them to ST...

A: Quite at the beginning of the interview, you were saying that you use the class time to do the conferencing right?

B: Yea.

A: So do you spend two hours of class time or the whole week of class time which means three hours?

B: Whole week, usually three hours. I don't really plan that, you know, for each student I have to spend five minutes or two minutes or ten minutes, for some students, you know, I actually have to spend over ten minutes if they need a lot of help, and these students who are not on the right track, and these students who cannot really understand yea...

A: Of course some students are stronger and you can 'boom boom boom' and get through it right?

B: Yea yea yea you can just get through it, yea this is good, this is good, and this is a question that you ask them, and then, 'oh yea yea I understand.' so they seem to move on really quickly, but other students they seems to 'why?' you know, they just seem to be slow in responding, you have to spend time, so that's basically why I have to spend so much time, but I don't mind, you know, I don't mind if they are weak or advanced students, if we are willing to do things, that's what we are here for.

A: ok well thank you very much, any thing else you want to tell me? That's all I have to ask.

B: I don't think I can have anything now.

A: Ok thank you very much Jane thanks.

Appendix 17 Pre-conference interview with teacher KK

A: Researcher B: KK

A: OK. Thanks for being so willing to do this taped interview. I just want to ask you a few things about your beliefs in conferencing. You know that I'm using this term 'conferencing' in my study; how do you understand 'conferencing'?

B: Well actually I understand the word 'conferencing' from teleconferencing. I understand it as a kind of computer operatives which allows three or more people talk with each other, but another way of using conferencing...

A: Yea, with conferencing you know that... yea, what types of conferencing have you done before?

B: I do, and, usually I have five different sorts of conferencing. One is individual conferencing, and more group conferencing. And basically these are two conferencing I did before, so...

A: Can you tell me how you usually organise these kinds of conferencing?

B: I usually, I usually... have a prior arrangement with my students. There are two ways at least, one is I ask them to choose the time or, if time doesn't allow me to do that, I just give them a time and ask them to come to me in small groups so that I can talk to them about something and this is... Yea basically there are two ways.

A: Right, about something you said you get them to come to you to talk about something, is that something usually a piece of assignment?

B: Usually it is, it is like report writing and letter writing. (I: So it's usually a piece of writing assignment.) A piece of writing assignment.

A: So you talk about it in class and you tell the students that you have this arrangement in class.

B: Very seldom do they come to me during my consultation hours voluntarily, usually they come only on my request.

A: You think they come happily, or do they come, like reluctantly?

B: I think... I think most of them are ok, their attitude is usually OK, because there is... maybe, there is something that they want to find out, why is the teacher organising something like this, which is new to them...

A: Yea, sure. You said that... you do conferencing with the students when they've got an assignment to hand in, such as letter writing or report writing, at what stage of their writing do you want to see them for conferencing?

B: Usually, for the first draft, for example of the reports, if they have finished the first draft, and that particular draft is going to be either presented orally, or submitted as a written report, so both, in both cases, I give them conferencing.

A: Can I just clarify this 'draft', ok? Like because I've been talking to other teachers about conferencing, and they... after their students, they have done their first draft...

if a student has only written a few paragraphs instead of the whole thing, or body without the intro, without the conclusion, do you accept that as a draft?

B: I accept that as a draft, yes, a few paragraphs or the body finished, because, if the report is going to be very long, for a thousand words, I would rather be... they come to me for conferencing, group by group instead of looking at the whole class.

A: Yea yea, same here, I agree completely....

B: The attention spent is not that, you know... my attention is famous, not very big either. Ha!

A: We have to teach many students in a row, we don't want to and we can't do it... so what do they usually bring to you, or bring with them to their conferencing? They bring with them the draft?

B: They bring with them the draft, a copy... if this is good work, and a copy of the same draft for each one of the group member, and then I expect them to give me a draft as well.

A: On the spot or beforehand or...

B: Beforehand. I prefer doing it beforehand.

A: So you can have a look at it beforehand?

B: Yea, some groups are, you know, doing things in a hurry, in the last minute, they can't prepare something, well I can't do it... immediately on the spot, continuously.

A: So how does it go usually, how does a conference go usually? Who speaks more?

B: Unfortunately, well, the teacher speaks more, I do the speaking quite often. Number one, because of, it's... I don't know if it's because of my bad habit, I tend to... I tend to be... slightly, a bit too teacher-centred sometimes, but, well, very often I tend to start with a more child-centred approach or student-centred approach, but once they do not give me answers, I started to be very teacher-centred. I don't know, because of the constraint of time perhaps, usually I give them about 15 to 20 minutes per group.

A: If it's an individual, how long do you give each person?

B: Well it's based on how long the assignment is, if it's just an memorandum writing, can be ten minutes, but if it's a long report, and two chapters or four chapters, it's a lot of time...

A: Yea, sure. Some people have a feeling that when the students come, they want to sit there and listen to the teacher talk about their writing, instead of them, they themselves talking about the writing, they like the teacher to talk.

B: I mean they do have a point, students don't want to talk but just want to listen when they come to conferences because they have spent a lot of time drafting and writing. The conference is the chance to hear the teacher talk. And then, they come as a group, if I ask them to have more discussion, it's going back to the original step number one, brainstorming, which is... to me, it is not a major purpose of the

conference. So I tend to be quite teacher-centred sometimes.

A: Do you do conferencing in the classroom then? Or do you do it in your office?

B: I do it in the partitioned teaching areas.

A: Ok, so do you seldom do it in class time? You usually do it outside of class?

B: Very seldom, very seldom. I did two or three times in class only.

A: Then why don't you do it in class?

B: Number one because of the tight schedule, students can't finish... Number two, well because of some kind of educational psychology, because if you give them a space which is novel to them, same old classroom, boring. If you ask them to come and then you take the group to a space where they have never been to, which is more and more room, which is, away from the same old classroom, boring, that is the new experience for them.

A: Yea right, and that new experience will help them?

B: Yea a lot. They enjoy the new environment.

A: Will that help them to speak up more?

B: Yes, if it is a suitable environment such as the partitioned areas.

A: Ok, can I go back to the point that you made, at the beginning of the interview, you said you do both one to one and one to small groups, which one do you tend to do more and, why?

B: Small group, tutorial... conferencing, because of the time constraint.

A: So it's only because of ...

B: Yea, because, I... if I do individual conferencing, it's, well, the same amount of time we can share, we can spread off... and so each student will get a shorter period of time, so I would rather spending longer time with the small group rather than shorter time with individual students, more focus.

A: More focus if you do it with the small group?

B: Yea.

A: Ok, how do you think the students will... do you think they prefer one to one? Or do you think they prefer one to group, that they can come with others?

B: I guess they like small groups. If it's two or three, they enjoy this kind of exercise. If it's five or six, perhaps it's too big. Individual conferencing is, ok but, because the word 'conferencing' suggests... some kind of interaction, not just one to one, but one to many perhaps, so... actually there is a real benefit over one to one conferencing, because sometimes I can ask them to... answer a question, which A asks me, and then I would throw it open to B and C, and see what they think, before I give them an answer. Or after I gave A an answer, I ask B and C whether they think my answer is appropriate. Sometimes I tell them, do not think that, well, everything the teacher

tells you is necessarily the best, you have to become a critical thinker and writer, because now you are university student, not that the Form 6 or Form 5. I told them that, well, very often it might first draft, I do not discover some of my own weakness, so, because my response just now to students may be just my first response. So if I look back into my own comments, I might find it not perfect. So this can only be done in small groups, if it's one to one, a lot of possibility it's not good.

A: Ok, just now you said that you talk more than the students... and if I ask you to recall that in the previous conferencing, did you praise the students? Did you point out their problems? If you did, how did you point out their problems, did you ask them questions? Did you just point out and tell them, 'now this seems to be a problem.'...

B: I tend to... sometimes I forget, sometimes I forget to praise them before I give them negative comments, but whenever I remember that, I usually... I tell them what are the strong, strong points about their writing first, before I tell them the weakness.

A: How do you point out their weaknesses to them?

B: I usually start by asking a question. 'What do you think? Do you think there is any room to improvement?' If they can give me a quick response, then I let them finish and then I add my comments, but if they have tried to say for ten seconds or twenty, and still they cannot come out with a certain answer, then I would... try to be more teacher-centred, I've got to tell them.

A: Tell them what?

B: Tell them about, yea, what kind of possibilities are there to improve...

A: Do you intend to do more conferencing with the students in this semester?

B: It depends whether I have time. This semester definitely I will do some, maybe more one-to-one. It depends on how much time we have, probably before submitting the report.

A: So would you say that your class, your previous conferencing experience have been positive?

B: Yea I think students enjoy conferencing experience very much, because they can stay away from the classroom for a while, and, they usually enjoy this kind of experience.

A: What about you, do you enjoy these, this kind of experience?

B: Yes I enjoy his kind of experience very much, because again I don't know why, once I'm in the classroom I, sort of... very conscious of time constraint. Out of class, I talk to students, very natural. But once I'm in the classroom, I have to teach something, if I spend the whole hour talking to individual students, I don't know why, perhaps it's something natural, in some other countries, that in Hong Kong, we are so used to classroom teaching, if I spend the whole lesson talking to individual student, I start to wonder whether the other 19 of the group will be doing, will be... you know, idling, they find it unusual. I think it from the prospective of the student, not from my own perspective. If we spend too much time on one student, the other 19 of the group, may start to say... 'well, why didn't he come to me and talk to me and...'

A: Any bad experience at all? Any problems, any bad experience?

B: Bad experience, well, I think the Hong Kong teaching situation is squeezing teachers at the neck. No time or energy for teachers to do anything else except preparing students for exams or finishing the syllabus. Difficult to include conferencing into the teaching schedule, although it's good to meet students, especially one to one.

A: Any other limitations?

B: Again it's... time constraint. I have some kind of uncomfortable feelings, if the rest of the class don't have anything to do, to occupy their time meaningfully, while I'm talking to one student, this is my only bad experience. Once I understand that, well I have been very... I am very successful in keeping the other issue or something meaningful, something that they can learn, to self learning, then I'm more comfortable, while talking to each student.

A: So have you found the way of keeping them busy?

B: Well sometimes I didn't do something I could not... to be submitted at the end of the lesson, for example, when I'm talking to June, and then, the rest of the class will be divided up into groups and... or pairs and to write something on these transparencies to be discussed at the end of the lesson. If that is something interested to them, then I don't feel bad. Otherwise, my old memories, feels, you know... because my teaching experience, at secondary school teaching tells me that, the rest of the class is idling, you know, discipline problem arises. So this kind of... you know people are affected subconsciously by the past experience. I keep conscious about this.

A: Alright, alright, well thank you very much, very interesting. You talked about your past experience. Were you ever taught how to conference?

B: Taught? No. I've never learnt how to conference before. I learned by doing.

A: OK. Is there anything else you can tell me about conferencing, either your experiences, beliefs of it or expectations of the upcoming ones with your students?

B: Well I'll tell you more if anything comes to my mind, if I bump into you in the corridor I'll tell you more.

A: Sure, thank you. Thank you very much.

Appendix 18 Post-conference interview with student Yvette

A: *Researcher* B: *Yvette*

A: Ok well, thank you Yvette. You just had your conference, first conference with Fiona. Now by conferencing I mean sit down, one to one, with your teacher, talk about your writing. How did you feel about that?

B: I feel useful because I really have some questions about my work, my report, so I need to ask her directly because, because she marks my report, so I need to ask her. Fiona was very clear when answered my questions.

A: Know what she thinks, right?

B: Yea.

A: Did you get the answers? Did you get what you want?

B: Some of it, yea. Because I've got a little time I can't ask all my questions.

A: Right, if you had more time, what would you have done?

B: I would ask more.

A: Yea, definitely.

B: I would ask more, because I, I just want to find out the answer, because I need to hand in on Friday, I need that high mark.

A: Yes of course, I think you had around ten minutes just now, ok? And, like what you've said, it's probably, probably not enough, right? How long did you think is... would be enough?

B: Fifteen to twenty minutes.

A: Alright, and this is the first conference you had with Fiona. Right? Are you going to talk to her again?

B: Maybe I will ask Fiona to meet me again.

A: Before you hand in your assignment?

B: Yup.

A: And you think that would be more helpful?

B: I can get more more information from her.

A: Right, ok alright. Anything you can tell me just now? Is there any happy or unhappy feeling at all?

B: No. Nothing unhappy. But I feel really very useful.

A: So, all very useful.

B: Yes, all very helpful. Some problems maybe maybe I misunderstand what Fiona said in class. When I cleared once more, clarified, I can even more get a definite answer from Fiona, so not confuse. Fiona helped me. She gave me the meeting – my chance to talk with her.

A: Your chance to talk with her.

B: Yes. My chance. I decide what things to talk. She gave me – it's my meeting.

A: Who do you think spoke more – you or Fiona?

B: Oh, me. Yes I spoke more because I asked many questions. I asked her first. Fiona will answer me. I then will again ask if it is like this, or should I do more of that.

A: OK.

B: I feel I and Fiona have no special communication problem. I don't mind she's a foreigner or if she speak Cantonese. No problem. I can understand Fiona without any difficulty.

A: So, you had no misunderstanding or difficulties in expressing yourself, is that right?

B: No difficulties. But maybe some classmates when they talk they difficult to express their feelings. We can understand among ourselves but when they speak English to Miss or Sir, it will be more difficult; but no big problem.

A: If you can, would you ask for another conference?

B: Yes, I will. I can ask and understand more.

A: Ok, alright. Could you briefly comment about your teacher's style at the conference?

B: First she will listen to what we say. After we finish, she will, mm, Fiona is very direct. She will not go around a circle to tell you something. You ask her what, she direct answer what. So I feel that most important is I ask well, I have to express myself. After Fiona understands, she will tell me. I am active in the meeting. She gets my message then tell me, so first I need to understand very clearly I do not know what, i.e. I need to make sure these I understand, these I don't understand, these are confuse me, then one by one I point out tell her. She will then one by one point, step by step tell me. Our conversation is very natural, not teacher forced conversation.

A: In other words, students' preparation is very important. You have to prepare very well.

B: Yes. That's right.

A: Was there any time during the conference that Fiona took over the initiative? That is, remember you said you were active? Yes, but was there any time when she had finished answering all your questions and she took the initiative to speak more?

B: During class time, yes.

A: But during conferences...

B: Mainly she answer questions. Yes, maybe not enough time, so the meeting is as fast as possible.

A: OK. Anything else you want to tell me about the conference? Maybe not only the conference but the whole process of learning. Anything else you can say?

B: I learned to be more active, especially we are in university, we should be active. But say easy, sometimes very lazy, don't know what to do. But in fact the teacher's role is to give us guidance, not leading us to do something. And... not be shy to ask questions. Don't understand? Ask. Whenever not understand, ask. And, really I need to do first more preparation. Now do project, need good quality, lots of quantity, give enough information to teacher when hand in assignment. So you have to first do many things, come up some things don't understand, have to ask teacher.

A: OK, need to understand and ask the teacher.

B: The first conference should be compulsory, the second one may be voluntary. Teacher is a leading, leader, she is like an order. She wants us to do something, we will follow teacher's guidance to do it. We are used to this way, maybe the environment, we are used to this learning method.

A: So the teacher sets the first conference, the first time.

B: Mm. I think Hong Kong students very difficult to have motivation.

A: Motivation to take the first time?

B: Yes, right. If...

A: If they've tried it once?

B: Yes, tried it once, good, you will know what is good, what can help you, you will be motivated, maybe to do it again. If first time is OK, is enough, then you no need, you can go on yourself, no need to find Miss.

A: Ok, good, thank you very much.

Appendix 19 Post-conference interview with student Lily

A: Researcher B: Lily

A: Ok Lily right? You just had your first conference with Fiona, can I know how you feel about it?

B: Some nervous, because I think my information is not enough and I'm nervous if she will... she... not happy of this.

A: Oh, alright. If she's not happy that you didn't have enough info. Is that what you mean? Ok, right. So was she unhappy?

B: No, I think she's nice, quite pleased.

A: How do you know?

B: She looked, yes, pleased; nodded, smiled; not angry, encourage. Sound voice pleased.

A: So are you pleased with the whole conference?

B: Yea.

A: Ahha. Why are you quite pleased with that?

B: Because she answered all my questions, all the questions I have asked.

A: Did you have a lot of questions to ask?

B: Not too much I think.

A: And she answered all of them?

B: Yes. At first I very nervous, very scared I writing is no good.

A: And then...

B: And then I, she answered my questions, I understand, not very nervous.

A: Ah, so you went from very nervous to not nervous?

B: Yes, lastly quite pleased. Direct...directions, enough to know how to write my assignment.

A: Right ok, so what are you going to do now? Are you going to follow her advice?

B: Of course, she mark me. I go home, revise, follow her approach.

A: 100%? If she were not your marker, would you follow everything?

B: Yes because she is Miss. I follow Miss suggestion. Important things. And I think she said, what she said is quite wise.

A: Wise. Do you think you've remembered everything the teacher had said at the conference, the meeting?

B: Not everything, no. Some things I forget already. But important things I remember and follow.

A: Ok, so any unhappy things just now?

B: No. No.

A: All happy and all very helpful.

B: Yea. I have satisfied. She answered all questions.

A: Alright, you also only had around 10 minutes time, was that enough for you?

B: Ok I think, yes. For me I think it's enough. Just right. Because I'm not have too many questions to ask. I just finish to ask all my questions. Ok time.

A: Would you like to see her again?

B: Yea, I want to see Fiona again.

A: And why would you like to see her?

B: Because she's nice and she's my teacher. She answers me.

A: And it's your homework, assignment, right?

B: Of course.

A: What do you think of the meeting with Fiona? How do you feel?

B: I think Fiona's answers is right. The meeting – interesting. Because... class time very seldom one-one talk to her.

A: Very seldom?

B: Because I seldom talk to teacher one-to-one, Chinese or English, especially with foreigners. Very more scared.

A: So if Fiona had not arranged the meeting, you would not have gone to see her?

B: I think so.

A: So in that sense, i.e. Fiona's arrangement has helped students?

B: Oh yes. Because maybe we are a little scared, because is English Miss.

A: Alright, can you say a bit more about that?

B: I think Fiona very willing to help us, cooperate. But I am a little scared myself to ask her, because she is foreigner, scared not know, cannot use English to express. If she not arrange tutorials, we will not ask.

A: OK.

B: I am quite happy. I talk individually with her.

A: Who do you think spoke more at the conference?

B: Maybe Fiona. She answered me.

A: Right, right. Can I ask one more question? You said she answered your questions. Did she say anything that you didn't ask her about?

B: I think no.

A: So, she mainly answered your questions.

B: I think so.

A: OK, anything else you want to tell me about the conference? About your interaction with the teacher?

B: No.

A: Alright, thank you very much, thank you.

B: You are welcome.

Appendix 20 Post-conference interview with student Celine

A: *Researcher* B: *Celine*

A: Right Celine, thanks for coming. Let's talk about your conferencing experience with Ashley. So could you tell me how you felt throughout the conference?

B: I think generally the conferencing helps me a bit. Not very, not, not, because I think the time is very limited, we had already one, like an hour conferencing but seems no time, time is...

A: Still very limited?

B: Yea, very limited because we go through like, first we go through all the paragraphs, then other that we did a grammar line by line, yea that's way it causes so many time.

A: Could I just come in here and ask a question? So what did you show Ashley, did you show her almost everything? I mean, what I mean is some students, when they saw Ashley, they only showed her several paragraphs, two sections. Did you show her a full draft?

B: Yes, a full draft. I finished it the night before. The whole report. That's why she has, she has to give some time to read it again and again. But reading takes a long time, so...

A: Alright, so you, the feeling that you had was the time was not enough.

B: Not enough. Useful, interesting, I think.

A: Ah, in what sense?

B: A direct relationship and contact to teachers, that interesting experience and also valuable experience that is to have, to speak English, yea, to have more, more personalised feedback from the lecturer, because I think generally in the whole class Ashley would tell us general guidelines but not specific to our passage or paragraph so I think that would be useful.

A: Right, thanks. You said just now about English. I know your English is very good. But was there any time at all during the conference experience that you have, which either one of you could have spoken in Chinese?

B: No I think. Because I think that's the real time that both of us cannot speak another language. We're forced to use English. And, helps us in writing and thinking and English speaking too. Because we're discussing the English writing, yea.

A: Great, great, so in no time was there any communication breakdown, or any difficulty in expressing your ideas?

B: Yea.

A: Very good. Who do you think spoke more at the conference and why?

B: She spoke more. She read my draft and explained my problems. She spoke more.

A: Was that OK?

B: O yea, that's fine.

A: Now I know that from you and from other people that you didn't write your draft until, when you almost come to see Ashley, right?

B: Yea.

A: Can I ask a question? Very personal, if you hadn't gone to see Ashley, if Ashley hadn't made that appointment with you, would you have started writing? Or would you have left it till later?

B: I think that's almost the time I start the writing because whether, the time I have conference with Ashley was...

A: Already very late?

B: Two days before the deadline. Yea. Anyway I have to start writing by that time.

A: Right if you could choose, would you have, have made an appointment with Ashley before that? Earlier than that. - would you have?

B: Yes. Earlier.

A: Yes, you would have chosen to have an earlier meeting with Ashley.

B: I would like to have one more conference even after the first conference too.

A: But as far as I knew, you did not go to the second conference that you planned to have the morning after the first conference. Could you tell me why?

B: Oh, sorry, I slept too late. I couldn't get up. Too early.

A: Ah, I see. Was that the only reason?

B: Mm... I think I'm going to get B+ anyway. I almost always get B+ for my English assignments. B+ is good enough for me. So if I can't get up, it's OK.

A: OK, anything else you can tell me about your conference?

B: Mm...

A: Did you like the way Ashley talked about content and organization first before she went on and talk about grammar?

B: Yea, because I think she had to give the look on the whole, tone or the whole content of the paragraph, because I'm not really sure whether I'm on the right track or not, and if she said it's ok and on the right track then, and grammar I think not as the first priority, they are minor problems.

A: OK, right. Anything else you can tell me about your interactions with Ashley?

B: Very nice teacher. We get on well. I feel quite natural and free in front of her.

A: OK. Anything else about the conference?

B: No.

A: Right, thank you then.

B: You're welcome.

A: Thank you very much.

Appendix 21 Post-conference interview with student Keung

A: Researcher B: Keung

A: OK, Keung, you had your conference just now. Could you tell me something about your conference?

B: I get some idea, I will follow to do. But I only remember a part, some I lose. Some content of the report I write wrong, e.g. this is not pure academic report, it's not an academic report, but I quote evidence in content, so this wrong. This is one example. I have, am wrong.

A: Ok, right. So how did you feel about the whole thing, about the conference? Your feeling?

B: I know more clearly how to write a report, not academic's report, because she point out my mistake.

A: Some students are very anxious when the teacher points out their mistakes. And you?

B: I no anxious feel. Feeling very natural, because I original want to ask her I have what problem. She point out my problem. I not feel ashamed or any feeling no good, but I think she point out my problem, I think this is advantage.

A: Ok, when you met with your teacher, were you shy?

B: At that moment, my feeling, not shy, because it was alone, one by one. Don't care she is foreigner, don't care she is female. I was so-so, I think my emotion state at that time was so-so, no shy, no not shy.

A: OK, that's interesting.

B: I don't talk a lot. Maybe...

A: Yea, maybe?

B: Because my English is poor. I always makes mistakes, so very afraid to talk English, but...

A: Mm-hm?

B: I have the chance to tell the teacher what is unclear, what I want to ask, so...

A: Ya?

B: Er, so I want to know what the teacher say about my assignment.

A: How long was your meeting?

B: I think have half an hour.

A: Was that alright?

B: OK.

A: Long enough?

B: I think enough, because almost answered all my questions.

A: Ah, is that right? That's good. Will you go back and revise now?

B: Yes. I will revise, follow the teacher's points. I make some notes at the meeting. But some points I have forget.

A: Can conferencing help teacher and student build up relationship, do you think?

B: Yes, will more familiar, I think.

A: Are you now more familiar with Ashley?

B: I think maybe I don't have many her lessons. But I think I and her relationship more familiar now.

A: So would you like to have more conferences in the future?

B: Yes, I think at least two times. How many time depend on how many question I can't solve. Of course I hope to solve all.

A: Right. Who do you think spoke more at the conference?

B: Teacher. She told me, point at my assignment. I listen, I write notes, sometimes.

A: Anything else you want to tell me about the conference? About your interaction with your teacher? How you sat? How you communicated?

B: She help me write. I have chance to hear her comments.

A: Yes?

B: I said my confusions, problems. She answered how to solve them.

A: Right, anything else?

B: No. Just helpful. Useful.

A: OK, thank you very much, Keung.

Appendix 22 Post-conference interview with student Peter

A: Researcher B: Peter

A: OK, Peter, thanks for allowing me to talk to you a bit about your first conference. Could you tell me about your experience? How did you feel about everything exactly?

B: I took out my report for her to see, then I find she, her requirements and ideas, many things very different from mine.

A: Yes?

B: Yes. Except introduction part, she thinks OK, everything else, the data, any data, and how to interpret the data, she's different with me. Yes, I think use these data is not without reason, but she thought that these things were useless.

A: OK, can I clarify this? You think what you wrote is not without reason, in fact has reason, is that right? But she thought they were useless.

B: Yes, useless, no use. I think, wow your requirement is how high ah? She held my report, very quickly ask you: what good is this? After you answer, oh, she said this no good. And that one? After I answer, again no good. I will feel, what to do? What data can I use? I feel, er, lost, helpless, don't know what to do.

A: What do you mean?

B: Feel anxiety...

A: Oh anxious, yes anxious, oh.

B: Yes, actually a bit, quite unhappy, turn down.

A: Unhappy because your thing got turned down by her?

B: Yes. I feel very nervous, because the assignment is important, 40%, I think, for the final grade.

A: So have you got direction to revise?

B: Direction? In conference not enough revision directions, because every time she will roughly ask me how I will use data, but when she does not very clear how I will use the whole set of data, then she immediately tell me this cannot be done. Then when she gave her direction, because for each data, she talk very fast, very fast, then I do not know how to do again. I, that conference, I did not get direction.

A: Alright.

B: She talks and talks. I don't want to talk.

A: She talked and talked. How long was the whole thing?

B: Around only five, six minutes.

A: Five, six minutes. Did you talk more or did she?

B: She talk more.

A: She talked a bit more.

B: Much more.

A: Did you understand everything she said?

B: I know she said I'm wrong. When she said direction, I really do not know how can analyse the data, so can say I do not understand her direction.

A: Not understand. Any time during the whole conference that you wish you could switch to Chinese so that you could express yourself better?

B: I know, I want to, because I can express myself clearly in a very short time. Then if after that, she give me a rejection, I will easier to accept it.

A: You mean, if she gives you a rejection after you express yourself clearly, you'll find it easier to accept.

B: Yes, because she will clearly know my direction, my aim. I think in the conference she only has rough idea, rough idea what I want to do.

A: She only had a rough idea of what you wanted to write, not clearly then?

B: Yes, not clear.

A: Ah.

B: So I think, a bit don't understand, why you can this certain tell me this part is useless? Her, the teacher's attitude and behaviour affect me.

A: Yes? In what ways did that influence you? What attitude, how did it affect you, can you say more?

B: She in that conference made me feel helpless, really don't know what to do.

A: Ok, why did she have that effect on you? What behaviour of hers caused this?

B: Because perhaps she has to handle many students' report, so our time was very short.

A: Yes, time was very short.

B: So she talk very fast, or when go through your report, very fast. So rapid made me very difficult to ask questions. I very difficult to catch chance to ask question.

A: Yes, OK. You and your teacher, your relationship, is it alright? Is it alright? Or what?

B: OK la. She normally quite nice. Willing to help us students. But we know her wish, her requirements, very high, we know.

A: OK, do you think she was worried?

B: More worried that I imagine.

A: Compared with you, more or less worried?

B: Yes, more. Will think our last homework, when I compare other classes, or last year's year one English class, she is tougher.

A: Ok, anything else you can tell me about your conference?

B: Think she is worried about our results, so she is this serious. And my report, I feel more helpless.

A: More helpless than?

B: Than before seeing her.

A: Oh OK. Anything else? No? Thanks very much. If you can think of anything else, let me know. Thanks.

Appendix 23 Post-conference interview with student Ben

A: Researcher B: Ben

A: OK Ben right?

B: Yea.

A: OK Ben, thanks for allowing me to ask you a few questions about your first conference with your teacher Jane. Could I ask you to tell me what your experience was? How do you feel about the whole thing?

B: Because I do this report, can say I do longest for report, i.e. the longest time I use to do English homework. Because before my English is weak, weaker, writing weak, I hope to write 寫得完善的 more better. I 不敢說 [do not dare say] have confidence before see her. 都 know I have mistake, but not too many or too bad.

A: So you're saying that even though you don't have 100% confidence in your writing, you still have some confidence in it.

B: Yes, some confidence. When she look my introduction part, she think my topic and my writing completely two things, then below's data is not correct. At that time I disappointed very much, very disappointed. I feel hardwork waste.

A: Did you let her know?

B: No need to tell her. She look at me, my face, she know I'm unhappy.

A: So do you think she knew?

B: Yes, she know, should know. She said I 有點離題 not right on topic, away from what she want me to write, so I very disappointed reason number one I put many time to do it, and have to new rewrite, very disappointed. And when she tell me I have to rewrite all, I 已經沒有什麼心情 no mood to hear her what she say after. She is so, er, neg-negative, because she said my report from beginning wrong, understand wrong the topic, so my write she no need to read la.

A: Mm-mm.

B: In fact afterward I read the topic sheet again, my write writing is little 偏離了 not...

A: Not on the right track, er, off-topic

B: Off track, yes, but I feel not very off track, I think not totally off track.

A: Right, not totally, right.

B: Not totally, but she will look it, read it, mark it. She now read it, think it is off track, I will have to write again, right? I write this write for she to read.

A: You're saying that she will grade your writing, is that right?

B: Yes, she grade, she mark. So to get certain mark, I will rewrite.

A: But you do not agree with her that you were totally off track.

B: Yes, I do not agree. But I will rewrite. I suit her. She mark. She decide topic right or wrong. So, result is I have to write again. I think she has tell me about the topic what to write, but 我太過沒心機了 I have no mood, not very, er, 太留意

A: pay attention

B: yes, not pay attention, 即是 i.e. 沒有一字一句都聽到 no hear one word one sentence. Because I have other homework assignments. I think I do not cry, but I feel I have try my best, result is no good, no use, is total loss, i.e. I feel is total loss, total loss.

A: O poor you, you felt total loss.

B: That mood, now I think I'm still very unhappy, very unhappy.

A: Yes, I can see.

B: 是, 基本上那個 meeting 我沒有說過什麼話, basically I do not say anything. That meeting I did not say many words, because I no chance to say, to ask questions. Before I ask question, she already told off track. Aye! Like a balloon lose air.

A: Mm.

B: Yes. She not talk to me. She questioning me. We had not a dialogue. She was 壓

A: press?

B: press things down in me, like a iron, press, press. Aye, very disappointed. Tragic. 是個打擊...

A: A blow?

B: Yes, blow. Not only negative, a blow. No good, unpleasant. Aye.

A: Did you express your feelings?

B: Express, but English I am difficult to express. I have to think very long. Use mother tongue I can express.

A: Ok, you may have to think for a long time, but your conference, was it long?

B: Yes, because meeting not very long, I can't every sentence think very long to speak.

A: Are you on good terms with your teacher? Your relationship – OK?

B: I think she is friendly in class, she care our grade and if we understand. But I feel her

A: requirements?

B: her requirements compare with my last teachers, compare, I think she, her requirements, for me, is high. She wants our homework to be perfect. I think so.

A: Do you think this works?

B: I think, I feel difficult to do. I cannot do it. She cannot 將人分類 divide students to groups, i.e. these good students, teach more; these bad students, teach their level. Aye. Bad experience. Very bad. Not a good memory. Unpleasant memory.

A: Have you had this feeling before?

B: If I do this report my effort not this many, 就應該 not feel so bad.

A: Did you feel bad when you went to see the teacher?

B: No. I went happily, left unhappily. I have some confidence for my write before I see her. See the teacher, aye, tragic.

A: So, you said you will change your draft.

B: Yes, no choice ah!

A: Would you want to meet Jane like this again about your assignments?

B: I want to get certain mark, so for certain mark, I meet the teacher. If hard, if harder...

A: No matter how hard?

B: No matter how hard, or how many time I get hurt, I still go again.

A: OK, but what if Jane was not your assessor, not your marker?

B: No, I will not go, not again.

A: Not go to another conference with Jane? Or not go to any conference?

B: Not Jane, not another teachers. Too tragic.

A: Mm. Anything else you can tell me about your conference? Anything else?

B: No. 就是這樣啦, that's all. A no good experience.

A: Ok, alright, Ok. Thank you for talking to me. If you can think of anything else, do tell me.

Appendix 24 Post-conference interview with student May

A: *Researcher* B: *May*

A: Alright, thank you very much May for coming to this post conference interview. Now you had your first conference with KK. I'd like to know, I'd just like to know how you felt about the whole thing. Ok? Can you say as much as you can about the conference?

B: I felt it was quite useful, because I actually have, there are many mistakes I did not know before. I always thought I am right until he told me it's wrong. Then I know it's wrong, then change them.

A: Was it a long conference?

B: I feel actually very short, maybe because I gave him short draft, or my mistakes are big mistakes, a big mistake. Very short, because he only point out my biggest problems, I can already revise, so I felt it was short.

A: So would you want it to be longer? Or is it already OK?

B: I like longer. I have questions to ask, but some questions I have forgot what I want to ask. In fact I prepare some questions to ask him because I feel I, my writing has some problems, so I have some questions want to ask him, but some questions I have forgot.

A: Forgot... why? You wrote them down – ah, you did not write them down.

B: No, not write them down.

A: But you had already come up with the questions.

B: Already come up with questions.

A: Then did you have a hurried feeling? You said time...

B: No that feeling. I feel not enough time maybe because I did not ask a lot, but in my heart is some questions, but I can't think of those questions. So I thought, ah, so fast, I haven't remembered my questions and the meeting's end.

A: But you found it useful, didn't you say?

B: Yes, useful. I know already I have many mistakes, so I will very happily listen to his opinions.

A: If you didn't have this conference, you may not have known...

B: I may not know the mistakes.

A: So, will you continue to revise and do your assignment?

B: Yes.

A: Alright, so were you unhappy at all?

B: No unhappy. I was really wrong, you see.

A: OK, so who talked more? You or KK more?

B: He spoke a bit more.

A: Did he speak a bit more or did he speak a lot more?

B: At first he speak more. But he say one thing, he stop, ask me any question. Finally of course I asked him, then I said more.

A: Can you say a bit more about his style please?

B: KK speaks slowly, like a father, very gentle, very kind. He asks if I understand.

A: How do you know he's gentle?

B: He speaks slowly; he touches his chin? Cheek? He looks at me; gentle voice; very sincere. He is very experienced too.

A: Ah ha.

B: He's much elder, older than me, so like he's father, I'm a youngster.

A: OK, anything else you can tell me about your conference? Will you use KK's suggestions?

B: Yes, will use, will use.

A: OK, anything else?

B: Don't think so.

A: Ok, thank you very much.

Appendix 25 Post-conference interview with student Peggy

A: Researcher B: Peggy

A: Alright, thank you very much for coming to this interview. I know that you had your first conference with KK. Could I just ask a very simple question, how do you feel about the whole thing? Please try to say as much as you can.

B: I of course felt useful, because before hand in homework, teachers write comments, we don't read and not know what mistakes. But this seminars let us to know our mistakes is where, can change and learn more. Know what is right.

A: You mentioned two very interesting points. Your first one is when teachers write comments to you, you glance at them, then you will not read again. But if he gives you oral consultation, whatever comments he tells you, you will listen. Is that right? Is there this difference?

B: Yes. Then I'll change my homework before hand in. I, mm, attention, his comments very important, in oral. I pay many attention about his comments, immediately go to correct, learn more.

A: Oh, can you remember everything he said?

B: Remember la, I think. Not sure every, but remember la.

A: Ah, so you remember most of the things he said. Another thing you said is you learned more. What exactly do you mean?

B: Before maybe I read book myself, then do report, I may understand wrong. Something always wrong I don't know. But if teacher tells you, then can correct those mistakes.

A: Then did he correct your work?

B: Yes.

A: Big correction, small correction?

B: He reads very detail, include graphic, pictures' titles he change too. Now I know the name of pictures.

A: How do you feel about that? Do you think you like his corrections and detailed changes?

B: Yes, like, like, useful.

A: How long was your meeting?

B: Very fast.

A: Went very fast. Actually how long then?

B: Around 20 minutes?

A: Was that quickly over?

B: Yes.

A: Was 20 minutes enough?

B: Enough, finish talking.

A: So who spoke more?

B: KK spoke more.

A: What did he talk about more? Grammar more, content more, or organisation more?

B: Everything he talk.

A: What did he start with? Or did he talk as he read?

B: From beginning down.

A: OK, anything else you can tell me about the conference and your interactions?

B: No.

A: Ah, one more thing, would you like to have more conferences in the future?

B: With KK?

A: With KK or with other teachers.

B: Yes.

A: Er, yes with KK or yes with other teachers?

B: Both. This meetings are good.

A: Right. Anything else you'd like to add? Anything?

B: No.

A: No? Nothing? Ok, thanks, Peggy.

Appendix 26 Post-conference interview with teacher Fiona

A: Researcher B - Fiona

A: Thank you Fiona for agreeing to be interviewed for my study. I'd like to ask you about your feelings of the first conferences that you had with your students, especially with Yvette and Lily. Could you just tell me your feelings about the conference that you had, if your feelings are different for each conference, you can tell me how it is...

B: Alright. OK, yea they have done a lot of work but, that was fine, because I said, doesn't matter, you just bring in what you've done. That wasn't a problem. This class of students I thought were really interested in what I had to say, and really want to make the drafts better. Some of them don't. And, so I'm happy about that. And, I thought they were asking really intelligent questions. So I was very impressed with them.

A: Good. Do you remember what how you prepared them? For the conferences like what you asked them to do before the conferences?

B: I think, I asked them to do as much of the report as they wanted to do. And, give me any piece of that draft that they have prepared, or, or, the whole lot. That didn't matter. If they did only one section, just bring that one section, I didn't mean to see everything that they had done, because I think quality is more important than quantity. But in fact, I think, I suspect they brought everything they had done. But that was fine. And then, and then they had to come with questions for me, because...

A: And they did?

B: They did. Yes, yes, I was quite strict on that particularly, because I think that was really important.

A: Are you happy you were strict to them?

B: Oh yea, because, because I could still be talking with them then. If, if I want to tell them everything, I wanted them to focus on what they wanted.

A: Yes. And, you, what do you think were your objectives? They don't have to be very explicit objectives.

B: In having a conference?

A: Yes. Was there anything, like embedded here or, that you had at the back of your mind that you wanted to be your objective of those conferences?

B: Yea, well I wanted, I had a choice of that state, I could have continued with that class as normal, giving more theories.

A: Yea.

B: Yea. Ok, or, I could have helped them individually. And I know that they need the most help, obviously, obviously. And up to then, we hadn't yet have a chance, or I don't think we had much of a chance to deal with individual written work. It was a lot of theory, not very much practice, and I notice it's not fair to grade something that

was 40% without giving them an individual feedback. And I thought the best way to do it would be to work a real thing like the draft, which is a bit of the draft they gave me. And work with them individually because all of them had individual needs. And, I gave them the choice. I said we can either do the week of, and the classes, but we're going to missing the stuff from the book basically. Or you could have individual conferences, and they chose that, a 100%.

A: 100%?

B: Yea, yea.

A: Not surprising at all.

B: No, no, no. I knew that. Psychologically I want to give them a choice. That would be better.

A: Yea, yea.

B: Ok seems looking at the first draft, it's a kind of confirm what my suspicions were. That they hadn't taken in what I had done in the theory classes. For example, what I was expecting in the structure of the report. I should have talked quite a lot of that. And that the content should be in different sections. And generally I got a lot of rubbish. A lot of stuff that was complete word for word from the text. And, so that can make me think that it may be better to help the whole teaching part, just conferencing and nothing else because I had tried the other way of like teaching first from the book. And that hadn't worked. Just clearly it hadn't worked. I wasted all my time. In the conferences I ended up reteaching what I had already taught.

A: Yea, yea. I have the same feeling that I was reteaching what I thought I had taught already.

B: Yea, yea. So a lot of time in the theory classes. And, I believe they liked the individual attention.

A: Yea.

B: And when they're not getting that, I don't know. If they're interested in the logistics of it. And for the times I wasn't seeing them, possibly because I said no I have something. I don't know that was five weeks? Because they all had a little bit of report writing. A little bit. I know it wasn't entirely relevant to what we're doing. They've got a good enough idea to start with. So,...

A: Yea I agree with you. If, like what you said, you do more conferencing and much less theory teaching, then for a full block like this, how much theory teaching were you probably doing for...

B: There'd probably be a lot of theory teaching but not to individuals.

A: Yea, yea, yea.

B: See it's only now, you know, I don't think it would be cut down. I just think it would be tailor made to an individual, which makes sense, because they don't all need the same thing.

A: Yea.

B: Some people might need a language focus or some other might need a layout focus or content focus, whatever, but would probably be clear after the first conference.

A: Yea, yea. Oh yea.

B: So quite a lot of teaching in fact.

A: Well you said that, that would be cleared up, might be cleared up after the first conference. So now that you had your first conference...

B: Yes the students.

A: Do you think it's cleared up in your mind? In the teacher's mind what their individual needs are?

B: Oh yea, absolutely, oh absolutely. I had no idea what they didn't know before this. I thought they all knew in theory.

A: Right. And now you realise that no....

B: Maybe one or two, bright ones, but that was not a very high percentage...

A: No that's not at all.

B: Some of them are so lazy as well. I'm not blaming them for... I'm just, understanding the... I just thought it was confusingly written.

A: Right, a lot of problems.

B: Yea, yea.

A: Now that you realise that your students have some weaknesses and the different students have different needs, would you do any follow up actions after this conference?

B: In the time alone, in the time available, I'd like to have a lot of conferences, because the first one showed so many gaps. Ideally, to do another one so that, kind of teaching finished, so that I really just focus on the overall pictures.

A: Right, right. Thinking of the conferences, the first conferences you had with your students, would you say that any one of them would have failed if they hadn't had a conference with you. Like if they had just...

B: Continued with what they're going. Yea. Possibly, yea. Do I need to name it?

A: umm...

B: Possibly the one who has, well, Lily. She might have failed because of the, I think she'd get a D, or a D+ perhaps, because I would expect the grade to go way down. Yes, she might have failed.

A: Can I ask you to say a little bit about how you perceived their attitude? I'm asking this question because some teachers felt that their students were very enthusiastic

but some teachers felt that their students were too laid back, too dependent, too waiting, too much waiting for the teachers to lead them by the...

B: Yea, yea...

A: So could I ask your perceptions of your students' attitudes?

B: Right. Just the ones you taped...

A: Yea the ones that I...

B: Um, no, I was quite happy with their questions. I really think that they came in with a clear idea of what they wanted. I don't know why, but because I think I told them in advance you have to ask questions, because I otherwise I wouldn't say anything. Because I'm really quite, I really believe in that. And, it's so easy just to tell them everything. That's not getting them anywhere. Because in the future I'm not going to be the one holding their hands and pointing out all their mistakes. They're going to have to deal with this kind of self editing if you like. So, I'd rather that they did that kind of thinking at the moment. I think it's a good training for the future... them to be self sufficient.

A: Right. And when you told them that something is not, may not be very correct, when they showed you a draft that was obvious that they were not completely on the right track, were they hurt?

B: Oh gosh, probably they all want to ask. Well I don't, they didn't look hurt for me, but that doesn't mean that they weren't. I can't tell.

A: Ok yes. Sure. They don't look doesn't mean that they aren't.

B: Cultural difference, yea, yea.

A: Right, sure. How about your own attitude? How do you say your own attitude was during the conferences? Was that too...

B: Attitude to them was like because I have to go through this one before I go on to the next one?

A: That kind of thing, yup.

B: Um, I, I don't know how it came over, I can't talk about that, but basically because of the timing, we had very little, all the conferences were timetabled. And that was like one after the other. I had to keep it to the timetable which is a little bit frustrated. I cannot move things on quite a lot. I didn't hang around and like them wonder in the areas like predicted. So perhaps I... for them it might've seemed a bit rush. I think it was. It was rush by my standard as well but I wasn't encouraging students to think about it in 5 minutes and then give me feedback. I just couldn't, it wasn't practical. Because it might be ideal. I didn't have a lot of time.

A: Not, not practical at all in our situation.

B: No, no. so perhaps a little bit of that. I care about their report and I think that these four, I definitely care about them, but it's easy to care about what they care. And it didn't matter what their levels are. I don't know if you're interested in the other

students, basically if they didn't care, I didn't care either. Because I just, just some human basically, if they didn't care they get a good grade at all...

A: Yea, yea, I agree.

B: Basically, depending on the students.

A: Yea, yea.

B: So, so I don't know if that's a kind of... I care, but it's like moving against time.

A: Yea, yea, I mean, yea, all of them have the time constraint. In fact that's my next question. The duration of each conference. You had, do you remember how long it was?

B: I think about 7 minutes.

A: Right, and that probably wasn't enough or...

B: No, no, no. I would like doing it in a much more leisurely way. Give them, there's a lot more work they've done than I thought. And yea, much more time.

A: Much more time. For example? Could you give me an approximate...

B: Ideally...

A: Yea, yea.

B: If I was going to do it again, what's my choice? Right?

A: Yea, and that you have all the time in the world. For example, there is another 4 week-block of teaching and learning.

B: Ok, alright. Well, I think I'd like at least 15 minutes, no, no, maybe start with a longer one, may be half an hour. And then, work done after the first week. And then a really really fast one. Maybe a 5 minute one in the end because it shouldn't be any, any teaching to be... it should be really efficient. Not meant to be a lot of positive feedback. Because the first one is a lot of teaching if we're going to, if we assume that there's not going to be any teaching after that... so, longer, after I have teaching and demonstration, and then longer, maybe half an hour.

A: Right.

B: And then the last one, we only need 2 or 3 minutes. That was great, or something like that, it shouldn't be very much if it's the fourth.

A: Right right, yea, yea. Agree. How about the location of the conferences? I remember you had...

B: X103.

A: Yea, in the classroom.

B: Yea.

A: With, may be half of the class with you.

B: Yea.

A: Right? Because you saw half of the class on one day, and may be half of the class on another day. Now, some teachers do it the same way, some teachers do it in the classroom but without any students around.

B: Right.

A: Some teachers prefer asking the students to come over to their offices, go to the areas or rooms or... so different teachers have different preferences.

B: Right, right.

A: So what do you think of the location, if you could choose a location?

B: If I could choose a location, I would like something with comfortable seats, like an armchair probably like the one we've got in resource area. Yea... because I would like students to feel as relaxed as possible in baring their souls to me... because that's what's happening. They were having to admit to their weaknesses basically and I might have to point them out, and that's an effect of me, that's going to happen. And it's much better if you could do it in a relaxed way, rather than in a teacher-student mode.

A: Yea.

B: So that, on a one to one basis, with no one around listening.

A: That would be ideal.

B: Ideal, yea. Yea. Sort of focus was on them, was listening to them, and they knew that.

A: Do you think they were conscious that other people were there, and they would have heard what was going on between you two.

B: There was definitely a possibility, I didn't get the impression that it was interfering. I didn't think of what... yea, not... but again, it was just for practicals, practicality seek, because I just thought, I didn't want to give them free time. And I want to have somebody to be there as soon as I finish with a student so, for that reason. And also, because to give them a chance to learn from each other. Because their task, when I was dealing with people during the conference was to ask the same questions to their group mates that they have prepared for me, so that maybe their group mates could, there were 2 reasons for that, maybe the group mates could answer the questions, so that would make my conference more efficient. They can do it in Cantonese as well. Perhaps it makes it more efficient. I don't have a lot of problem with that. Or, another one would be that, it might give other people ideas of about the kind of questions they could ask. They haven't thought about them before. Maybe a better question, they might change their questions, and therefore get more out of the conference. So I thought I had nothing to lose by it.

A: No, no, not at all.

B: If I didn't feel inhibited. And that was a chance I took. And I don't know the answer.

A: Oh I think that room was, well the room wasn't too big, but it was big enough so that you can take one corner and the rest could take the other half of the classroom.

B: Chairs weren't comfortable. Yea, still very... you know, me behind the desk, and them in the place.

A: Talking about language, were you saying that, you don't mind students talking in Chinese right? When they're going to clarify things with each other.

B: On that occasion.

A: On that occasion, yea. Now, you don't speak Cantonese, do you?

B: No.

A: During the conferences, were there any time, any moment at all, that you wish you could switch, you could do a quick switch to their mother tongue?

B: No, no. There are those occasions but in these conferences no.

A: Right, but during these conferences, you didn't feel that there was the need.

B: No, no, not for my point of view.

A: Because they, you thought that they understood pretty well.

B: I thought they did.

A: Was there any moment that they weren't able to express themselves very clearly in English?

B: I didn't notice. And if there was, I would say that that's absolutely normal. And I would expect a native English speaker to have the same difficulty in expressing exactly what they wanted in that situation.

A: Right, thanks. I'm asking this question because there are teachers who switch, not, not, I mean not in the mother tongue through out, but a quick switch

B: Just to be more efficient.

A: Yes. They could get a point across and that they could go on with them.

B: But with these ones I didn't feel that because there weren't many grammar problems that they couldn't understand. That their English was, if they couldn't understand, may be there were, may be they shouldn't be in university at all.

A: Right, right. You weren't using difficult English.

B: No, and there weren't difficult concepts particularly. So I don't, I don't, that's why I don't think there's a need for me in that occasion.

A: OK. One thing I'd like to, I always ask the teachers, is that I'd like to know the perception of teacher talk versus student talk. That is how they, do they think that they talk more, the students talk more, or did they share the floor rather equally?

B: Right.

A: What do you think of yours?

B: I don't think it was equal. I think there was more teacher talk.

A: Oh.

B: I suspect. And, I can't remember but I thought that out of suspect. And that was, perhaps what I would have expected as well.

A: Before the conference?

B: Yes, because they're not accomplished in this conference idea. It's new to them. I think they have never been in that situation that they have to ask questions, so I encourage them but, I don't think it's fair to put all the responsibility on them immediately, but if they were used to it, if they were doing it a lot, I would certainly expect them to, to talk more than they did, but perhaps not more than me because, like, that's why they've got me. I'm giving them my expertise if you like. And, a lot of it, on that occasion was explanation or teaching or something that, so, it has to be me.

A: Right, right. It's alright that?

B: Yea, yea, but I think in mind, you've also got ideas. The students talk in the group, when I wasn't seeing them individually right? That's also part of the discussion about their report, in which case, that was student talk. No, no, no teacher... it was unseen, but it brings up the student talk a little bit.

A: Oh, oh yes, quite a bit, quite a bit. Yea. Now, if I remember correctly, tell me about, your first conferences were at the end of a...

B: Yea, yea.

A: No, no, so actually that was week 9.

B: Right.

A: Yea, right, now you were saying just now that if you would do it all over again, you would have done it, done much less whole class theory teaching. And more conferencing where you can address each individual's needs.

B: Yea.

A: Just now you said about the chairs, the furniture was a thing that you would wish that they were comfortable. Any other restrictions that you could think of in the way that you conduct conferences?

B: Yes. Well time is the main one really. Ideally, say ideally, I mentioned week 7 to week 10, right? Ideally, I'd like to have the assessment task at the beginning of the semester. So that we could, we could do things with time and leisure, and rather

than this last minute rush, because it just make sense to me, that was a lot of work to them. 40% of the total grade afterall, and that's a credit based system, it's really really important. And I don't see any reason for them not to starting it earlier.

A: Yea, yea.

B: And that would need a kind of more flexible timetable. My, my timetable that I'm given with all the classes which ought to be more flexible in some ways. And, I'm not quite sure how that would work. If that means, the teachers having the power and the trust to perhaps do more work one week and less work the other week. For example, but, but when it's needed, obviously the students are the ones going to gain. But you know you just can't go giving 80 students half hour one to one tutorials... you can't, you just can't, your brain can't cope with that. Some sort of compromise, but other teachers just question whatever they can do, but I don't see any reason giving in...

A: I mean in this case, students get it until week 7? Teachers didn't get it until the end of week 6?

B: I know, I know, I remember. That's a big constraint for all I'm concerned, because I know they had a lot of, oh I think the students have the constraint of finding materials. And I thought I was really sorry for them, but what can I do? Except saying, oh I'm sorry, I'm sorry. Share your materials. And again maybe with time, that was being held, yea, the conferences, I can't think of anything, other constraints right now.

A: Hey, now, I'm quite interested in your conferences. Would you say that they were successful? If yes or, whether yes or no, can you tell me how you would, what you would say, see as a successful one? That each teacher defines a successful conference differently.

B: Yea.

A: How would you define whether you think that they were successful?

B: Well, I think those particular ones were successful in a way, up to an extent, because of such a time restraint on it. And partly because, they hadn't really done very much. There's one here that just have a page. So there's no saying what else they're going to do. And, but as far as it went, I felt, yea, that's ok. But ideally, just... more time, more conferences, less teaching, less, less like theory, and, I think give them the restrictions that I had, and the time, and, I think I asked them to bring 2 or 3 questions. I thought that's all we get through in that 7 minutes. Well that happened. So, successful but I'm not happy with that time limit.

A: OK, anything else you can tell me about the first conference?

B: I'm, I wonder how much being on camera helped them to take it more seriously. I wonder if, if, I just, I have no idea.

A: Right.

B: I think for those students, those particular students, they probably did.

A: Right, did...

B: The halo effect.

A: Yea, yea, yea. The halo effect. Did it affect you?

B: Oh yea, oh yea, yea.

A: Right, right. OK, if there wasn't a camera there, could you name a few ways that you might have been different?

B: I might be a little bit more jokey. And, if that was appropriate. Just, probably more relaxed.

A: Right, yea, OK, alright.

B: And less keeping to the time. I think we did go over the time. There's one thing, there's one thing that affected, I went, I think some of them got about 10 minutes instead of the timetabled 7 minutes, no. If the camera wasn't there, and there wasn't special studies being held, I probably would have insisted that you finish at 7 in order to keep to the timetable.

A: In order to get everybody finished in that class.

B: Yea, but I didn't want to break the continuity of what was going on. And as it turned out, I think there were 2 or 3 people who didn't get the conferences that they only have to slot in somewhere else, because I had gone over, that was my fault but I think I would normally be stricter.

A: On time. Alright. Ok. Alright.

B: That's all I can think of for now.

A: OK, thanks very much.

Appendix 27 Post-conference interview with teacher Ashley

A: Researcher B: Ashley

A: I think this tape is running. Ok, alright. Thank you Ashley for coming to this interview. I'd like to ask you about the, the feeling that you have about the first conferences that you did with you students. Ok, just go over the names. I think you did it with Keung.

B: Yes that's right.

A: Also a few other students including Celine.

B: That's right.

A: Yea. And, of course you also conferenced with other students in your class right?

B: yea.

A: So, can I start by asking you about your feeling? During and after...

B: With each student.

A: Yea, you can either talk about each on in turn or you can...

B: Talk about generally. Yup, for my experience, it's usually, it's a positive experience. Usually when I conference students, so it's something I do, that I mean to do it with all my students here. But there're problems with it because the tension between our syllabus, our curriculum, because it's exam driven, and, students are highly motivated to rewrite if they are, you know, if the text is going to be marked and it's going to be part of their grade. But, so that's problem between teaching writing. As you think it should be taught and the system that you're working in, so that's a tension right there. So maybe, some of these sort of, some of these conferencing, it might have been different because of that. That's because I conference very careful the way I conference the same way as in the Writing Assistance Programme. Because of the assessment system, and the tension...

A: Yea.

B: So that's one thing. So, do you want to talk about Keung first?

A: Yea. Sure.

B: Ok. Keung is very problematic. I found Keung the most difficult student. And, I think all the students I taught, the most probably the most unproductive.

A: Why?

B: I thought about why Keung is so unproductive. And I don't think it's just writing problem. I think the problems are wider than that. I actually saw what the problems are with Keung. If I could have talked to him in Cantonese, I think it might have helped. I think we're talking about cooperative here. The whole approach. His whole approach to the assignment is so completely different from the other students.

A: Is that right? oh!

B: Yea.

A: So, how did he approach it?

B: First of all, it was very much like, he wanted me, he just, he couldn't make any judgment himself. It was like if I do this, is it right? Would it please you, would it meet the assignment, rather than any understanding of the assignment at all. It was like, just tell me what to do, and I'll do it. He brought 30 pages of research. And so, I think I would teach Keung again, I mean I'd like to actually listen to my tape with Keung. See what was going on. It was frustrating. Because I get the feeling that I was just repeating myself, and repeating myself. Not getting very far with him. And I think would Keung, you know, I mean usually I ask my students what can I do for you, what particular area can we look at...

A: Alright, that's how you usually....

B: It's usually how I start. But I think I may with all the students, if I would have to do it again. I think that I would conference shorter. I think it should be shorter, because I think a lot of it is just repetitive. I maybe ask them to come with really specific questions.

A: Right but this time you didn't ask them to, to come with questions?

B: No I think I did it orally, saying come with areas in mind. But I think it might be better to give them actually a sheet.

A: Ah ok. So that's Keung, right? Anything else? About Keung?

B: No I'm so overwhelmed with this problem. He's just general ... problem with Keung. That I never connected with Keung. That there was never any meeting...I need to guide him more...

A: So you don't feel that he understood.

B: No I don't think he understood what we were talking about.

A: Do you think that you understand what he said? Did he say anything?

B: He did, I mean I asked him at the beginning to, I'm sure if I've answered him questions too properly. I'm just wondering if I would like to listen to Keung's tape and ask, and listen to the exact question that he was asking. Often think that sometimes whether my agenda is right for the conference, rather than students whether I don't...

A: With this one, with Keung.

B: With Keung, because I just think that I just see all his problems. His problem that he can't grasp his assignment. And if I could speak to him in Cantonese, and I know whether this was really an intellectual problem, not a writing problem, that we had to deal with. So I think I'd ask you maybe later, because this is what you. Well it would be very interesting to have, to work with a native speaker, a teacher and get... him or her to do it and see if, compare it.

A: Oh yea, yea. So that's Keung. Do you think it helped at the end of the conference? It helped him at all?

B: Probably because I think I became quite prescriptive. And said you have to do this, you have to do this, you have to do that. Because that's really what he wanted to do in the beginning, to be told what to do. So I told him. Very prescriptive.

A: Right. How long was it? You said...

B: It was very long, I think that's about half an hour. Even longer than half an hour.

A: So you spoke more than, according to what you said just now.

B: In the beginning, yea, in the beginning he spoke a lot. I said what do you want me to, he was talking about his findings. And I realize that I didn't understand his findings. And he just didn't have the intellectual ability to read this mass material and pull out what is relevant. Because when I looked at his findings, all his findings were from Britain or the United States. They were in town in Gloucester. What has this got to do with Hong Kong?

A: Right.

B: How are you going to make it relevant to Hong Kong? But it hadn't even occur to him. And it seemed to me so obvious. And I thought, he doesn't even understand that.

A: Yea. Ok, yea, occasionally we get students like that. Did you see Keung in class?

B: Yea, he's very much that way in class. Sorry, the questions he asked in class.

A: Yea, so he's like that, in conferences as he is in class.

B: Yea, yea.

A: What about the location of the conference? You have with Keung, did you have it here?

B: I did it privately, I had it in a video room here, but of course because I run out of time with all the students they were banging on the door, so often I asked them to come in and sit down. And...

A: While you were conferencing with a student.

B: While, by I came to the conference with Keung, in the conference I think I used another student's, the next student's paper to show Keung. This is what I meant, this is how this student has approached it, can you see the difference.

A: Right ok. Anything else you can tell me about the conference with Keung? What do you think of the, was there a focus of that conference? Is there a special objective of that conference?

B: Well I started off by, he didn't understand his findings, his background readings into the whole assignment. So we started off actually talking about the whole assignment. The meaning of the whole assignment. What he had to do with the whole assignment. And then organizing the assignment, he couldn't understand the

idea of categories. I mean, how you categorize. How you classify, so I mean that's an intellectual problem, not a writing problem, right? That's a higher level skill. There's nothing to do with language. I don't think.

A: I don't think so. That's the same and...

B: So I felt overwhelmed by his problems. And I thought well he's here, because they're driven to do well in their assignments right? You know that's why they're coming to see you. Because they see it's going to result in a better grade.

A: Did you do any preparations before the conference? I'm asking this because some teachers they prefer reading the draft before they see the students. Some teachers read on the spot. So, how's your style?

B: Yea, oh, I read on the spot, but part of that because this tension between where we are with the assessment. So I felt that the way I conference with them, the way I conference in the writing assistance program, which was reading on the spot with them. But part of that is time. With, what do I have? 80 students? And they all wanted to see me. And then I encouraged them to bring in just one section. To talk about 1 section.

A: Yea right. What grade do you think Keung would have got if that was not a draft. Would he have passed?

B: Yea he would have passed. He would have passed because of the nature of the assignment, you could copy all these findings and still not fair alright? It's a crazy assignment. ... and then we've got descriptive, like grammars etc, etc, organization, he might have got a C. C. D+. maybe.

A: Yea. Ok. Would you say the conference was helpful to him?

B: I hope so. I could only hope so, I'm not sure he understood me. I tried to get him to think in more... more specific terms, but I dunno, I...asked him questions...

A: You talked about students liking it, conferencing. Do you think Keung liked it?

B: That's a good question. I don't know. I don't know. I just can't figure Keung out.

A: Do you think he found it helpful?

B: O you'll have to ask him. Um, he's probably, it's going to result in a better grade for him, I think. He's so driven to do well.

A: Alright, so that's Keung. Right? how about another student?

B: Ok let's move on to another student. Who did I see? Oh Celine came in afterwards.

A: Shall we talk about Celine then?

B: Yea, let's talk about Celine. How do we start off with Celine? Celine is much more responsive, she's, Keung is not responsive. So, with Celine, where would you like me to start? She said I'd like you to comment on content and organisation. So I read the introduction, so we look at the organization so I had questions for her. If she's missed anything, she would have seen it. And then we'd come to a piece that

was unclear, so I would ask her to reword it. But she can reword it very easily, because she's very clear about what her meaning is. Keung doesn't even know what he has to write. He can't see the whole picture. So, she can explain to me what she means. And, then she could reword that. And so later I realised she wasn't writing down any notes, so I gave her a pencil and said so rewrite that. So then she could rewrite it. And, you feel that you asked them a question, and, they can pick up the question and answer it. And then sometimes that question would lead them to another meaningful question. They can see the drive of the question. So with Celine, I felt that it was some, that it was more positive, and she's got more out of it. But I think I tried to fix too much to, I try and do too much. With all of the students. And that's why I think I need to talk about if I would, you know, maybe for them to come with specific questions.

A: And then you concentrate....

B: And then concentrate on that one area.

A: Seems to me what you said about Keung, the conferencing with Keung and Celine, that the objective and the focus of the conference is very much depending on what the student....

B: Exactly, what the students bring.

A: And on what the students want to do. It's more like objective and focus decided by the students.

B: Yea, yea, exactly, by writing assistance program, what do you want to... yea how would you like me to help you. You know, why am I reading this? Why do you want me to read this? What do you want me to read it for?

A: OK. So how long was the conference with Celine?

B: Probably the same time, or longer. Yea, I go too long, yea. Because students just, students like it there, and they want you then you give them one thing, so I think you should probably set the boundaries more. If I would have to do it again, o yeah, I would conference shorter. Shorter. I think I tried to fix too much to, I try and do too much.

A: Mm-hmm.

B: I really wish I could speak the language because I think you get, you just, you just get a bigger picture of the students. With Keung it would help, with Celine, it doesn't matter. I mean it would be nice. You know, she come, she's focused, she's got questions, she's bright, she's intelligent.

A: So in the conference with Celine, you didn't feel there's a need to switch.

B: No, with Celine, no.

A: You felt that she understood your English.

B: Well, she understood. But then I think this rewording helps her then. I think then if I had ... in Cantonese, she need it. In other words, it's negotiation with me. That what we were doing. And, second language acquisition, negotiate meaning, dadada. Improves acquisition, proficiency.

A: Yea so. Ok. Did you do it in a video room? The same way you did...

B: We did it in a video room. What else did I do? Oh I did several things with her.

A: As far as you remember, did she talk more? Did you talk more? Was there any silent period? Quiet, not silent, quiet periods, either you or her were looking up a dictionary or...

B: Yea I asked her questions and I sat back. Let her do that, let she reword it, let she rewrote. Yea, allowed her to do, to rewrite it. Yea, I asked her what she wanted to do, and she came back with two things she wants us to look at... You know, students, sometimes they're self-correcting in reading. I wanted Celine to have that experience of talking out a piece of writing and self-correcting.

A: Do you think it's a good strategy? To allow students to read, reword and rewrite a bit?

B: I think so because they can actually read what they have written, a bit like you do in any language and then they read it out for themselves. Does it sound right? Does it not sound right?

A: Yea. Whether it sounds right or not.

B: Whether it sounds right, because one of the things I was working in class with them. That was the thing with Keung. That was it, I'm thinking about, because I think that a lot of our students, are, they are so , they believe that they hadn't internalize rules that they have internalized. They don't trust themselves enough. And they think that they all... have to have that rule. And therefore they want to I mean, over monitor for the rules. For the grammar rule. But actually if you get them to speak it out. And ask and get them to write it down. Get them to keep talking as you do. With... speaking it out, they'll self correct. And so then when they write it out, do I do this, is that this, you said read it out, whether you think does it sound right? and they write it down and they say there it's right. so part of the writing conference what you want to do of course, is to improve their general skills, whatever it is, depends on what student it is. But very much with Hong Kong students, it's that they aren't risk takers, or you want to give them the confidence that they do have a lot of ... knowledge that they don't trust. That's the thing with Keung. That's the barrier with Keung. But I think it would be barrier... it's nothing to do with writing.

A: I think that's he's not the confident type. He didn't have that confidence in himself that the things that he knows are correct.

B: Yea.

A: He doesn't trust in himself, his intuition. Ok, so back to that question. You talked more or Celine talked more?

B: Oh I can't remember. A lot of that, the way I go about it is that I take the paper and I read it. So I don't... if that's talking. Sometimes I'll read sometimes I'll get them to read.

A: Right ok.

B: Probably 50, 50 I don't know.

A: Right ok, do you call that conference a successful one? The one that you have with Celine?

B: Yes, because often a conference is you want to help them with their writing. Often it's because you have a better relationship with the students you talked with. Because students feel that they're important, and what they write is important. And, that you really care about improving their writing. And just that alone, just generate a trust that will may be go away and make a greater effort of what they have done. Because you have this relationship with them. And, I think students here, they know how tired, I was really really tired. And that always. They always... hey you look so tired. If you've got 5 students out there, and... so they appreciate it. That's if you're really giving them. They pick up if you're really trying to help them. Even with what, that particular piece that you're giving them, they don't see it as helpful or redundant. They really appreciate the all over thing is to help them. And that brings out the best in them.

A: Right, right. so do you think Celine is going to take all the advice on board and...

B: I don't know whether she should take all my advice somewhat, I mean, how do I know what I gave her is right for her? If she's ready to take, I mean...

A: I'm just wondering whether the students will do as you say or not. Ok, anything else about, what do you think she would get? If that was not a draft, that was...

B: What do you think she would, yes she would have got a lower grade. Yea.

A: C?

B: Oh no, she never gets C. She's too sharp for C. B. right. B. Because I was prescriptive at the start and problems with this particular assignment right. Yea.

A: But you think she's capable of a higher grade, of achieving, of doing better piece of writing.

B: What do you mean? If she rewrites? Oh yea, absolutely. Because she sees very clearly. Most likely a B+.

A: Ok.

B: Anyway, Celine and Keung cannot be more different. Hey, um, I've got a lesson coming up in a few minutes & I've got to do some last minute preparation...

A: Sure, sure. Thanks for giving me time for this interview. That was very helpful and interesting. Thanks a lot.

Appendix 28 Post-conference interview with teacher Jane

A: Researcher B: Jane

A: Ok, thank you very much Jane for coming to this post conference interview. I know that you had the first conference with your students. So, I'd like to ask you about your feelings, how you conducted it, and how you feel now after you have the first conference.

B: Ok.

A: Alright, so, could I start with the feeling's question, what were your feelings? And you can answer it differently for the students, you have got the names. 2 guys, one is Peter.

B: One is Peter, one is Ben.

A: So feel free to talk about them separately.

B: Ok, yea.

A: Alright, so could you say something about your feelings before, during and after the session of your students?

B: Yea, well this time the experience is different because the need of the task. I had a very high expectation on this group of students. Because, you know, they are really really hard working students although they have different proficiency level. So I was expecting everybody to understand the task really well. When I come to talk with them, I actually found that most of them didn't understand what they're up to do. They're really, you know, very very confused. I expect Peter, Peter seemed to be the one who actually knew something, you know, before he came to me. So, I mean most of the students this time seemed the same. They just take it for granted. So, they have their own definition of what information is suitable, what information is not suitable. They're just putting whatever information and then, I have to keep asking them why do you put this information here? How that is related to the purpose of your study? So, that's why, you know, this time I spent much longer time than this kind of conferencing I had before. You know that I had experience before. You know that I hadn't spent this much time before. So the nature of the task really affect the, you know, the whole conferencing.

A: Right, can I ask a follow up question? You just said that the students didn't seem to know what is suitable. They have their own idea of what is appropriate, what is suitable, what is acceptable.

B: That's right.

A: Before the conference, I'm pretty sure that you had explained the task instruction, the sheet of paper to the whole class.

B: Yea.

A: So, would it seem to you that, now looking back, that explanation of the instruction in front of the whole class wasn't very, wasn't good enough.

B: Well it's not clear at all, I have to say. It's really really not clear, it's quite confusing. I heard some other teachers complaining as well. They, I mean even the teachers were not clear about the nature of the task. Not even, think about the students. Well, and also, I think of one thing about this task. It's actually not really a bad task, it's good in the sense that it requires students critical thinking skills. Most Hong Kong students really don't have, they don't have this kind of skills. What they're good is to cut and paste. They just, you know, just read some related articles, you know, copy whatever things they can find. Then they try to put them together as their writing. So, that happened this time, that's why I have to spend so much time talking with every individual, person, again and again, you know, how that should be related to their recommendations. And that's what the report is for.

A: So, Jane, it seems to me, that students badly needed this conference to get them on the right track. But what do you think what would be the grade they would get if they have never come to this first conference?

B: Well, I can only give a guess that, what I think that most probably Ben would have got an F. And the other guy, Peter, might get a C or something. Because at the beginning, most of them are really really are not on the right track. They just put in whatever they think related. And they're not so much related to their recommendations at all.

A: That's very interesting.

B: That's very interesting. Yes, especially with the nature of this task. This time it really really requires conferencing. I don't know how other teachers manage to go without conferencing, my experiences they told me that most students would have got an F without talking with me. And that is also why I spent so much time talking with students this time.

A: Yes, can I go back to that point again. You said you don't know how other teachers manage without doing conferencing, do u know whether there are quite a few of other teachers aren't doing conferencing?

B: yes, I know, many of them didn't do it at all. So this time I heard some teachers talking, they actually said they accept the idea the kind of idea that students can put whatever things. So they, so if the students put the whole report as a literature review, or put it as a summary, if they put some kind of related recommendations at the end, that's fine. They themselves think that this is not students' thought, this is task, the nature of the task.

A: I thought that we all got instructions very clearly from the assessment committee. We have to downgrade anything looks like a lit. review. We've got that through groupwise.

B: Yea, yea. But most teachers, we just feel like this time the nature of the task is very confusing, it's really not students' thought. To some extent, I agree, I mean, you can't expect, I mean, what I'm trying to say is that you know, most people not really gave students a chance, I mean not to develop their critical thinking skills. And now you suddenly have this kind of task, is to ask students to have their critical thinking. I mean, they just can't manage. This is number one. Number two, even they can do it, their language, cannot really match that kind of things, I mean it's

just really hard for them. You know, it's just like you ask somebody, you know, somebody who does not have rice to cook rice. You know, to cook a meal for people. How can you do it? It's just very hard.

A: And you think that with conferencing....

B: With conferencing, at least you give them ideas, you know, I'm not saying that after conferencing, everybody was doing perfectly well. I still find a lot of, some of my students, you know, doing exactly the same thing, although I talked to each of them, again and again.

A: Using your analogy again, like what you said just now, asking somebody without rice to cook rice. Would you say that conferencing is like an act of giving them some rice? Or giving them sort of recipe of some sort or...

B: You give some kind of ingredient, you know, sort of... this kind of thing you know, this kind of report can be a product. So what kind of thing, when we come to the kind of meal you want, cook, they can't just put whatever, carrot, cabbage, whatever, they put it in there and then at the end it won't look like the kind of meal for human being. It might look like some food for pig or whatever animal, you know. See, what to put for this whole meal. You know, they feel like you know, it's vegetable, that's ok. They don't really think of what vegetable could create that kind of effect they want to have. I mean to create a meal that people look at it would like it and you have your own purpose. These people don't think of the purpose. That's why I have to tell them for this kind of meal, what kind of ingredients you need to put in and I have to tell them why. That's pretty time consuming and it's very hard for people to do and the most important thing, it requires critical thinking. I really find that Hong Kong students really don't have this kind of skills. They really really need to develop this kind of thinking skills in secondary school education.

A: Oh maybe in our courses, we should try to develop them as well. Not just put that in assignment, and expect them to have it but some sort of teaching and learning things.

B: Yea. Now, it has been much better but one course cannot really do that, you know, lots students doing their final year project or group project, whatever. I mean, I was just talking with students today, I can find exactly where they copied. They just copied, you know, sentence by sentence. They put them together. I asked them, why you have to copy it? They said, oh well, that's all we can find. Right, you know, so they don't really use them, I don't know why. They're just really really like cut and paste, I think that they are very good at you know, now at this kind of exercise, one problem is their language problem, the other one, I guess is the kind of education pattern of Hong Kong has been gone through.

A: Right, you mentioned several times just now, that your conferencing were longer than the conferences that you usually did. So, how long were the conferences? Do you remember?

B: Well for, it varies. For most students, I have to spend at least 7 to 8 minutes. I used to rely, you know, I sort of talk with students, I briefly look at the pattern of their writing and give them several points. Basically students would get it right away, because the nature of the task was not that demanding, but this time, it's really

demanding to really look through and find out the ideas. I keep asking them, a lot of them get a bit of confused even I talked with them again and again.

A: Right, so are you saying that, this time, on average, each of your conferences is around 7 to 8 minutes time?

B: If more than that, I guess it would be around 10 minutes for each person. I still remember I was doing that with a student at 10.30 or something in the evening.

A: And with the students that you met for my study, did you take around 10 minutes as well, right?

B: I took more than 10 for Ben because he's language level is very low, he works really really hard, I really appreciate his work. But I talked with him, you know, from the very beginning to the end, he's got problems at his introduction, and you know, he didn't understand what kind of ingredients should be put in. I mean his cognitive level is not up to the kind of standard. I mean he's very nice student, but...

A: So you think his cognitive level is not up to standard. And, language level? Not up to either?

B: No, so a couple of these students really affect this kind of things that actually make it hard for conferencing. Oh one thing I mention here before I forget, is I thought for certain things actually conferencing can be really effective.

A: Jane, would you say something more about what you mean by some things are effective and some things are not effective.

B: Well, yea, I can, I think certain part of the task can be effective. For example, when I talked with students about the introduction, because that's very direct. I just have to talk with them what kind of elements they should put in. And a lot of them actually misunderstood the task, still have a lot of misunderstanding. They thought the companies got problems already, that's why they're investigating this issue. And, I just discuss it with them, you know, tell them that was not the task to do. And also I discussed with them what elements should be included and I just couldn't see they understand it right away. Now we're talking about what should be put in as findings. A lot of, some of them got it right away. For some students, I have to explain to them again and again. Of course I couldn't see the result at those moments, and I have to see their writing to see what the effect the both sides are going to be, but I could see from students' facial expressions that they really really understood if they think that they really don't need that kind of long term training. Conferencing can only solve the short term. You know, we can't really solve term problems if they really have that kind of education pattern for so long. They can't just change it within one session.

A: Right, ok, thanks, so, remembering what you talked to your students in your first conference, and what they behaved and how they behaved in the first conference ok? Is there going to be any or would you take any follow up action at all? Any sort of follow up actions.

B: Yea. I did. I told some students to come back to me again. Because I talked with certain students and they seemed to understand but I could see from the facial expressions, they still not got the right point. So I told them, go back and find out

the information and list the titles you want to put in and then tell me why you want to put in, how that really take to your recommendations. I asked certain students to come back to me later.

A: Right, right. Can we go back to the conferences themselves, Ok? Did you have an objective?

B: Oh yea my objective is to put them on the right track. That's means to understand the task. I mean I don't know why these students, I explained in class, you know, what they supposed to do. And they don't know because they don't read the task sheet at all. So, I meet 30% coming, you know, I read their introduction this thing. My company has a serious problem, whatever.

A: So what would you say for the focuses of conference? You said the objective was to put them on the right track. Wonderful. Focuses were on?

B: What kind of information they should put in findings. Basically it's the kind of writing comprehension. For this kind of... what kind of information should be related to the purposes of findings.

A: So it's more on content and meaning than on grammar stuff.

B: No I can't really, you know, give conferencing on grammar, they haven't done much writing. Basically it's on content and organisation. The organisation is something I really want to emphasise to them. I want them to tell me how this information, you know, should be coherent to me related and all lead to the end, that's recommendations.

A: OK, can I ask you about your students' attitude. For the students that helped me in my study. Can you try to recall, each of them, separately. How would you describe their attitude?

B: Yea, yea. They were happy because they thought that they got what they want to get.

A: Ok.

B: And then Peter, was the really cool one. He seemed to be really cool. I mean I really like Peter because he is the only one who got the scope of critical thinking. So he's a kind of poor and he looked at me very, what, when we were doing conferencing, he seemed to be kind of purist, because he didn't understand why, you know, other people could not get really related findings, because basically he could. I didn't really have to spend much time with him. And, you know, of course, he was very happy as well, but I couldn't see that kind of excitement from his face that match.

A: Yea, and Ben?

B: He, you know, he's trying to be a man, and he tries to look cool, and he indicated his gratefulness to me. I think all of them, you know, like Ben, got something they really want to get, and they were really happy about it.

A: Right, how about your own attitude? Would you say about your own attitude?

B: My attitude is that I didn't expect this conferencing is going to be that tough at the beginning. So, I was feeling quite good. But then when I went through one by one, especially with Ben, I got really frustrated this time, because I explained to him so many times, he still couldn't understand. And finally, he's kind of like understood. Well he told me I understand what you mean but I can't find the kind of related information. So again, we come back to the task and because this task may require, I mean, may be too demanding.

A: You've told me their attitude. How about students' behaviour? Their performance during the conference.

B: To some extent, I mean the girls behaved like the, you know, they showed their excitement by you know, bouncing around and you know, very very happy about. Just the two boys, they sort of like, sort of you know, they're big men and they understood what you meant. So they didn't really try, you know, to show how grateful they are but the girls are really really, I mean they didn't try to make full use but you can see from their body language, they are really sort of like smiling at you. And you were dazing around, oh yea, yea, yea I know, thank you. That kind of....

A: Right, how about your own behaviour?

B: Well, my body language.... Well, as a teacher, I can't really show my excitement by you know, dancing around or whatever. But I mean, I felt really good that when the two girls were really dancing around and tell me that how much they have understood. And how grateful they were. I basically try to play cool, not to show too much of my excitement.

A: You said not to show your excitement, what were you excited about?

B: Well I mean when my students understanding the task well, and when I can see that they're very anxious to learn. I'm excited the tutorial's helpful. Of course I'm very happy. I mean I can't say I have no change of behaviour at all. I sort of like put my hand on their shoulder and, yea you have done well, go on. But I can't do things just like the students do.

A: So you thought you couldn't show the excitement. And just now you said that when you spoke with Ben, right? You said you were quite frustrated.

B: Yea.

A: Did you hide your frustration? Did you show your frustration?

B: I didn't show at all, because I think that is the professional behaviour I should have in front of students. And the reason I got frustrated is because I explained to me again and again and again and he seemed to be very confused. And I knew most students lining up to, you know talk with me. I got really frustrated. I explained to him many times. But I still manage to have a smile, try to encourage him, and you know, still make sure that he's not going to be panic. I think of that very important because he get scared. He got an enormous test already. If I scared him, you know, he would be really really, I mean, you understand what I mean? I mean he's not going to be doing a good task later on.

A: Right, but could I ask you about your rapport with your students? Do you think you're in good terms with these kids?

B: Yea, I'm very, I have good rapport with the students, and whatever I ask the students to do, they were very happy. I think because they feel very comfortable doing things with me.

A: Wonderful. Ok, can I switch to ask something else? How about before the conference? Did you prepare for the conference? Well I knew is this. Some teachers like to read the student's draft before the conference so that they can read it once before they come. I don't think you did that.

B: No, I did not. But I explained to them what they should have before they come to...

A: Yes, you should have.

B: Yea.

A: For example, what...

B: They need to finish their introduction because I want to know if they understand. The introduction of, although it's a small section of the report. It's a very important part. And then I asked them to give me their, the title, and what kind of information to put in. They should be, I didn't ask them to write everything in the finding, but I asked them to be able to explained to me why you put this information here, how it's related to your recommendations.

A: Right thanks. During the conference, there were almost inevitably something surprising or new unexpected pops ups. How did you decide for these conferences for the students, how did you decide what to do and how to do in the conference?

B: I didn't understand what exactly you mean.

A: For example, sometimes before we go to a conference, we have expected to help A, this way, A way. But you never know, sometimes it happens in the B way or C way rather than A way. So on the spot, we have to decide whether we go on with the A way, or we change to the B way or C way. Something happens and we have to deal with...

B: Yea, yea I got your meaning. Well, as I told you at the very beginning, I didn't expect the conferencing to be so tough. This time it's very time confusing, I mean time consuming. I was thinking of having five minutes to each students.

A: It's not a lot, 5 minutes for each student.

B: Because I just wanted to finish the whole class, within two hours. Then I end up talking at least ten minutes for each students. You know.

A: You probably took 4 hours for the whole class then.

A: How did they react to that?

B: They sort of look at me, they nodded they heads, they seem like understanding and some just laughed showing that they couldn't believe that I could change into another person.

A: When did you tell them this warning? Did you tell them at the time when you announce the conferences?

B: Yea.

A: Right. Any stark contrasts between the way you dealt with the students, in...

B: You mean from my side or from students'....

A: From your side.

B: When I tried to approach to everybody the same way because I don't want to discriminate any students. But obviously I spent much much more time with Ben than with Peter because if students got it right away, I would just encourage them, right, you've got a right way and you have got the right point, here you go. The other person I have to explain again and again so it differs in the time I explained to students. And sort of also the content.

A: Jane I know that you had your conferences in the classroom, right?

B: Yea.

A: With the students there, with everybody there. How do you think of this arrangement?

Would you like me to explain it a bit more?

B: I, let's see if I had everybody in the class. I did, ok, right. well, basically the other people had some other things to do, I'll get the people who wants to talk with me, just come to me so I think this the only way I can...

A: OK, Jane, let's go back to that question of location of the conferences. So you had it in the classroom with every students there and you were saying that either that, or the other way would be to ask the students who are not having conferences to leave. So that only the students who have conferences stay behind.

B: Yea.

A: Which would you prefer?

B: Well it depends if I actually have got a lot of tasks, you know, for students to do, and then I would monitor, I mean let students do in the classroom. But if I found that students are really really running out of time for the assignment. I prefer to get students who need to come here to come. And other people, if they don't really need to, they don't need to stay in the classroom because a lot of them have to use computers. I don't think they make too much difference because even we have it in the classroom there, the students would just talk with me, very quietly, it didn't really

affect the other people. Actually to some extents, it's effective, because they're sitting there, do whatever they want, otherwise, they have to be sitting outside, and waste their time for just to wait for their turn. So, to some extents, to do it with the whole class is better they can be sitting in the classroom, and they can do things you know, they don't really have to line up outside, talking nonsense.

A: Right, but you never really asked the students what they prefer, right? That was not a student initiative...

B: No, I didn't ask them. I mean, it really basically depends the situation, you know, the timing.

A: Right, some teachers would rather have it here in their offices or one of their rooms. How about that one? How about that for you?

B: I mean that's completely fine for me, I mean, I actually have several sessions there as well with some of my students because we just run out of time in the classroom and they can't find classroom. So in this area, we just come here.

A: But that would not be your first priority.

B: No.

A: That was only because you ran out of time and you have to....

B: It's difficult to organise, you can't just get the whole class to be here in the way I'm going to put students.

A: Going back to the conference Ok? One of the question I always ask the teacher to help me is to think about the teacher talk versus student talk. Do you think you talk more, than the students? Or your students talk more than you did? In those first conferences you had.

B: Well that varied as you know, as I said at the beginning, basically I asked questions a lot of time, students actually talked more than I do. I don't really want to just, you know, pose my ideas on students. I just ask them, ok, by doing this, what do you want to get here? And they might give me a good explanation, you know, what they're trying to do is really makes sense according to the purpose of their writing. I mean basically that's fine. So, I would say that the talk would be basically the student talk most. But for some students, I have to talk a lot. You know, it would be half half, or sometimes I will talk more than the students.

A: Right, so with the conferences that I taped, yea with Ben and Peter, would you say that they talked more?

B: I can't judge completely that normally students, like Peter, he actually talked more than I, at least half half for Peter. But for Ben, maybe I spoke more than half half...because he really had difficulties in expressing himself.

A: The others probably at least half half, if they didn't talk more than you do.

B: Yea.

A: Alright, thank you very much. How about the language that you used? Did you only English?

B: Well I never use Cantonese or whatever, students don't know I can speak other language so...

A: But they know you speak Putonghua.

B: No they don't know.

A: Oh I see.

B: I didn't tell them at the very beginning.

A: So you never switched.

B: I never switched.

A: So you never switched because they don't know you speak Putonghua.

B: And also I don't want them to know the reason is that I don't want them to pick the chance to say Chinese to me. I tried to encourage them to use this language to explain to me in different ways. So I want to show them that they can always manage to talk with people, they can't speak another language....

A: Right, how about, have there ever been any cases when you thought that the students simply couldn't express themselves in English? The language problem, you couldn't get his point. You know that you couldn't get his point, not he couldn't get your point, that students couldn't get the point.

B: Well they will, I think there were some cases like this. But basically I would try to explain to them if that's what they want to say. And, you know, ask them to comment on what I said and based on that, give me more explanation. I guess, most of my students, they really really care, I mean they just have to change their sentence pattern just to use another way to explain. I mean I never thought it's a real difficulty for me.

A: Well Ok, what about for them?

B: I never asked if that's a real problem. I couldn't find, I could have sensed that, you know, sometimes, like Ben, you know, he really had difficulties in expressing himself. And I sort of like understand what I think he said. Ok, is that what you mean? I explained that and in that way, you know, he basically understand. You know, would say more things.

A: Great. How about the timing of the conference? I know that you had your conferences in week 9 and 10. And students have to hand in their assignments, their final drafts at the end of week 10.

B: Yea.

A: Do you think this timing is acceptable? That the conferences is on week 9 and 10, when the students hand in the assignments at week 10?

B: Yea I think it would be better to do it in week 9, I mean finish within week 9 but I simply cannot finish. Because I think students need a lot of time to organise their information, you know, just to present the information in a better sense.

A: So that's why you say you would like to finish the conferences in week 9, so the students have more time, have a whole week to polish up, to change things.

B: That's right.

A: But you always said that that was impossible.

B: It's difficult because of the teaching schedule here. It's just very, and also very hard that it makes things very difficult. So I just use my own time, you know, make sure that I finish all the talk with students, I mean conferencing with students, before Wednesday. So at least, they still have 3 days.

A: Oh yea right. At least they have 3 days to write up their final things.

B: Yea.

A: Right, you were saying that it's difficult here, right? That brings me to my next question. Were there any limitation of the way of conferences can be conducted or can be done in ELC? For example, like what you said just now that is difficult to do all the conferencing very early. Maybe that has to do with the syllabus designer, you know, whatever, could you explain more on that?

B: Yea, well the conference actually has got, I see the limitation of conferencing is, I mean various. For example, I was talking about the timing. It's really hard, I really want to give students enough time, but I found it very difficult, I couldn't do anything about that at all. Although I give up my lunch whatever, even my sleeping time, whatever, to students, I still couldn't get much done within one week. Because I've got that many students. So, this is the kind of limitation. And also the nature of the task. I really think it affects, you know, put the limit on how much you can do for the conferencing.

A: Ok, anything else?

B: And also the time, actually I can have 2 weeks or something that maybe I could have a better communication with students. If I didn't have to rush through, I would be better, but we really have to finish all the teaching and everything. So, it was not really that easy to give students conferencing as a way we really want. That's the kind of thing. Yea.

A: Right, so, ok, do you think after the first conferences, your students could remember everything that went on? That you advised them on?

B: Well most of them could. Yea. And, well some of them, they remember you didn't mean that. They actually could really do the things I expect them to do.

A: So Jane would you say the conferences were successful and useful?

B: I would say it's very very useful. As we just not talked early, without this conferencing, some of them would have failed this task.

A: Right, ok, anything else you can tell me about the first conference?

B: I don't really think I have that much to say at this moment because my brain is not working now.

A: Alright, thanks very much.

Appendix 29 Post-conference interview with teacher KK

A: Researcher B: KK

A: The tape is running. KK thanks very much for allowing me to ask you a few questions about your conferencing with your students. I know that you had your first conference with your students. Could you tell me how you feel about those conferences?

B: I think they are quite preliminary in the sense that some of the students didn't even have a full draft. For example, Carol gave me just 2 or 3 paragraphs. I can't remember, 2 paragraphs which is introduction of the whole report. So I couldn't help Carol much.

A: Right, could I just clarify one thing here? I thought KK that you're doing the 80-20 ratio right? With the students. So when they come to your first conference, they should have already given you their....

B: Yes, they promised to come with a full draft, but then they said that they were too busy with tests. And then, they just couldn't make it.

A: Right, so Carol was the only one who came with less than a full draft. The others came with...

B: A full draft.

A: Right, right. ok, so your first feeling that you have about those first conferences that you had with your students is that they were about the preliminary. Did you require your students to come with certain things, for example, some teachers require their students to come with comments or whatever.

B: Sure, e.g. I welcome questions. In fact, if I remember correctly, I ask them to ask me questions first. I can't remember whether I did this to all, but at least 1 or 2 of them, I did ask them to ask me questions first, before I give them comments.

A: Right, right. Why did you do that?

B: Because I guess if they start asking me questions, it's a little bit more bottom up, more student oriented.

A: Yea, right. So did you get to see their draft before they come to the conference? Or was the conference the first time when you see the draft?

B: The first time.

A: I see, so you didn't read the draft before hand.

B: I of course, well, before they come, before they came to that conference, I had done my preparation, meaning that I have already marked the draft before they come to the conference.

A: OK, right, I see, so you marked their draft before they come to the conference and then the conference you talked about...

B: Talked about my comments.

A: Oh I see. Ok, right. Was it a specific organisation you talk about your comments?

B: The general approach is I ask them whether they have questions, number 1. Number 2 is I, I single out 1 or 2 my comments, and ask them to read that context. Maybe 1 or 2 sentences before that comments. Then, 1 or 2 sentences after that comment, and see whether they understand what I mean. And then, if they do, I ask them whether they have any further questions. And so on.

A: Oh right. I see. That sounds very useful. Right. Were there any considerations in your mind as you did the conference?

B: Very little, because I tried not to structure the conference. Structure, I mean follow a fixed approach, fixed procedure of giving comments, but I do have a very, very preliminary structure. Say, for example, I let them ask questions first. Something like this.

A: Right, ok. How about timing? Did you have enough time?

B: Basically, yes. I told them that was only the first tutorial, I would see them next week to look at the rest of the assignment.

A: How much do you think you gave to each student?

B: About 10 minutes, maybe? Not sure. Didn't look at the watch.

A: So who talked more, do you remember?

B: Er, they talked more, the students.

A: Yea, all of them?

B: Yea, the students talked more than the teacher. I try not to say too much.

A: Right. So how would you say their attitude was like?

B: Their attitude is OK, positive possibly. And then, after the conference I asked Peggy and May, whether they were a bit nervous being videoed, and they said no.

A: No they seemed very natural to me. They are quite natural. Now you said that the attitude was very positive. If you don't mind, could you be a bit, you know more specific, would you say that they were very eager?

B: I think they were very eager to...

A: Do you think that, do you think they went away happy? Or not happy?

B: I think they were happy.

A: Because?

B: Because, perhaps they like, number 1, to have positive comments from teacher. Number 2, perhaps they like the idea of being interviewed, at least they don't mind.

A: Right, ok. Can you explain a little bit about both? Ok, you said that they like positive comments. So, did you...

B: That helps the report and helps the final grade I think. This is instrumental motive. And the second thing, I think is affective. Affective meaning that, well, if you are the centre of attention, some students try to be the centre of attention.

A: Oh is that right? Do you think any of them are like that? That they enjoy to be the centre of attention.

B: I think all of them enjoy this kind of things. I'm not sure. This is what I guess. And one evidence is that they told me after the conference that they were not nervous. Shows that they enjoy it, more than they are conscious about it.

A: Right, ok. Good, that's a very good thing. How would you think of their behaviour then? Attitude and behaviour can be different, by how they behave, did they, do you think they paid attention? Very close attention to...

B: Yes they paid full attention to what I was telling them.

A: Did they take the initiative to, to supply information, or to, or were they...

B: All of them, all students did ask me questions, when I asked them whether they have questions to ask.

A: Yea, right. I'm asking you this question of their behaviour because another teacher who helped me with my study told me that she was very frustrated with students, because the students only wanted the teacher to lead them by the nose. They didn't want to think. So she thought that their behaviour wasn't very satisfactory. So did anything like this happened?

B: No. I was happy about them. Before they came to the conference, I thought about this a little, and then I was so happy, because that didn't happen.

A: Right. How about the exchanging of ideas and negotiation of meaning? Did, were you, as the teacher, usually the one to initiate the exchange ideas, and negotiating meanings, or...

B: Usually I, I, point to one of my comments, and ask them to initiate questions. And then after that, I asked them to initiate other questions.

A: Right, so you were very actively trying to get them to take the initiative.

B: At least I intended to, but to what extent I did that, because sometimes people do things without being aware of what they're really doing.

A: Alright, sometimes we intend to do, we cannot do. Ok, so, how about yourself? Looking back at those conferences you did with these students, how would say, with your own attitude and behaviour?

B: My attitude is that, I did not want to influence them. I mean, I do not want to be asking the question, structure my question too much. This is my intention at least. And then I thought I was able to achieve what I intended to do.

A: This is wonderful. So you intended to do what?

B: I intended not to structure my question in order not to be too teacher centred.

A: Right, and then you think you achieved that.

B: Yea, I did that.

A: Yea, great. Great.

B: But of course the achievement have to be teacher centred.

A: Anything else that you can tell me about your attitude and behaviour?

B: I think the extent to which we should conduct our conference along the idea of student-centred. Yes. Conferences should be student-centred. I used towards a student- centred 2 times because we have to decide how much teacher-centred to use, depending on, how independent, how autonomous the learner is. If the student is very autonomous, very smart, in asking questions, autonomously, I'll let them go ahead, not trying to influence them. But if the student is rather inconfident in asking questions, and you keep on pushing, ok you should ask questions, not me, asking you questions, then perhaps, the effect can be not as good.

A: Right, right, that's true.

B: So in other words, we have a say in Cantonese: do not push the student if he is not ready to ask question. He's not ready to be autonomous. Like Peggy, she's not ready. We do not push unconfident students, not to ask or answer. And, how much you allow the student depend on the teacher, should be decided on the spot.

A: Right, right, like what you said just now, I absolutely agree with you. For example, the student is not ready to ask a lot of question yet, and you still keep to that rule that students should ask questions. Then it's no use for the students.

B: Especially in Hong Kong situation, because the Hong Kong culture, classroom culture is a lot different from the Australian, the US, the British classroom culture. Students are not used to ask questions, if you push them too hard, perhaps, well, what you expect will turn out to be something bad.

A: Right, give you worse result.

B: Of course, if you follow one set of theory, so called the best theory of teaching, ..., perhaps negative results.

A: Ok, you said that it's very special to Hong Kong. Can I ask another question that might be very specific to Hong Kong. In Hong Kong we have teachers like you, who speak Chinese, who speak the mother tongue, the same mother tongue as the students. Did you ever switched to Chinese?

B: Sometimes.

A: Sometime. When and why?

B: I think using Chinese expression will make the atmosphere a little bit less tense. Or, the translation of a certain idiom, is not as good as using the original one. Or if the receptive ability of the class, of the students, is far below a standard. If I insist

using translation, translating some Chinese idioms or problems into English. And they won't be able to benefit anything. So, perhaps, it's time to use one expression or two in Chinese.

A: Right, so you don't think the whole conference should be conducted in Chinese.

B: Although I did conduct the whole conference in English.

A: OK, say that again, although you did conduct the whole conference in English...

B: Although I didn't insist doing that. I didn't think that a teacher must no use Chinese at all.

A: Right, but you still feel that sometimes it might be necessary to use one or two terms in Chinese. Right, did your students say any Chinese? Speak any Chinese at all? During...

B: I did mention to them that if they would like to ask me questions in Chinese, go ahead, but no one did that.

A: Right.

B: Because their spoken English are Ok.

A: Right, yup. You had conferences with your students, were they different in any ways? I'm asking this because...

B: Since they have already finished the draft, I can give them very substantial comments.

A: Right, were there any differences because of personality or because of the...

B: I think basically the students were quite similar in both attitude and personality.

A: So, can you tell me what you think is a successful conference and whether you think that the conferences that you have with the students were successful.

B: I think there are at least 2 things you're able to develop the sense of autonomy. If your students get small autonomous after the conference. Then this is one thing. Another thing of course is the progress of their writing. These are the 2 things defining success.

A: OK, right, very interesting. So, according to these 2 factors, would you say that your conferences, your first conferences with these students were successful?

B: That has yet to be seen because I haven't looked at the final draft yet.

A: Right ok, but they might be able to achieve something?

B: Exactly.

A: Right so now you wait for them to revise.

B: And then give me the final report.

A: Ok, alright, anything you can tell me about the first conferences? A summary of your feelings about them?

B: Mm...I'm satisfied with them. Could be more student-centred, I think, but I've done my job, I've given substantial comments to them.

A: Right. Uh-huh. Anything else?

B: At the moment I don't have anything else.

A: Alright, thank you very much KK. Thank you.

Appendix 30 Video-stimulated recall session with teacher Fiona

A: Researcher B: Fiona

A: So Fiona, I'm going to play your conference with you. And then you please feel free to comment on anything.

B: Ok.

A: I'm especially looking at why you did something, or why you didn't do something, or if you were to do it again...now that you're watching your own video, is there anything that you would have done if you could do differently?

B: Ok.

A: And related to your background, anything.

B: Ok.

A: First of all, I remember you gave students a choice whether to have conferences or not, could you just say again why you did that?

B: Me, even when I'm pretty sure something's better than the alternative, and I still prefer to give them the choice, because what can I do with students is what I would prefer as a student and it's just you never have the right ideas in their head. Let them just get some sensitive involvement to what they're doing....

A: The students say they prefer tutorials. What if after they all said "yes, tutorials", and then one or two decided not to come at all. How would you feel?

B: With me, it's ok. It's their choice and I respect that. If they feel they don't need a tutorial, fine. No mind has said that they need it. I respect that intellectual decision. I like to force a little, if possible, on them, and basically it's their loss. It's all we did and if they don't come, it's their loss. They need to take the responsibilities for their action. I'm not a mother type of teacher.

A: Ok. That's an interesting thing you say you're not a mother type of teacher. What made you not a mother type? Is there...Had you ever have mother-type teachers?

B: Yes, I hated them, I hated them... because they usually made a wrong decision for me. It could be a mother-teacher or mother-manager, it wouldn't matter. But they usually made assumption of what I needed, and usually they're wrong, and it can turn to patronising, just because you're completely wrong and then you just switch off and then what do you like? Nothing. So that's from my own experience as a student, as a person being managed. I see myself as a manager in the classroom; put effects onto the students, to let them make decisions. And, I've gone wrong in the beginning...I was saying "what would you like to do" and then you will get silence, right? So that I soon learn it, you have to give to them unlimited amount of choices, and then I learn, just try to remember, two choices, usually two, usually three, very very small, and then I discovered that usually it keeps everybody happy. Even if one of the choices is none of the above, it still lets me learn what we want, because the teachers got to learn, what the students really want to do.

A: Right, OK. Let's play the video. Remember you can stop it any time and I may ask you a few things.

(Watch tape.)

(A stops tape.)

A: Can I just ask a bit? Uh...you use the front of the classroom. Was that alright for you?

B: Uh...in that situation, I would prefer low tables...easy chairs like those here. And no because that's typical teacher-student relationship, kind of sad, isn't it? And that's not I want to be, but you may also just conduct it in the other way. It's not what I would choose, no, I prefer to have much more relaxed, easy chairs, and no barrier, table barrier...because I just think it might make them see you more as a teacher, authority to...and I don't want to be like that.

A: Ok. How would you want it to be then?

B: Um...supportive, and I don't think they see you a normal teacher position as a supporting role. Exactly where I am because that's a normal question in my heart and I was always there expecting for things...There were restrictions there.

A: You were saying this is a conferencing you have with your students on a piece of paper, and you say you would prefer to play a less and more supportive role...

B: Well, not exactly, just to be seen more like that...what is in my mind...I was going to be supportive, but they might see it differently because of these physical barriers. And that's actually the same with the classroom...I was trying to be...to get rid of these roles and...

A: Yea, that would be nice.

(Watch tape)

(A stops tape.)

A: Um...you started off nodding at Yvette. That's your style?

B: Yea, I think so. I suppose to...what would be the alternative?

A: I suppose to start talking and start teaching...Yea, you nod, so you...

B: Yea, they take the initiative to ask me questions and...because that was the preparation, that...was the beginning of what's about and I reminded them, that...that was the deal...but they have to come prepared to ask questions...and...because that sort of conferences...I mean I teach the rest of the time and...because when I'm teaching, I'm sort of guessing the questions they have. This serves an opportunity for them to ask me what they really wanted to have on an individual basis. And...I asked them to prepare questions because...I just think they'll say they can't do it, but that would be unfair...there's something so important in that, and...I've done all of my talkings...I think we've been doing that for two weeks...and I've done my bit, that's all I needed to say...My training told me if you're going to ask a question, you wait for the answer, and I think maybe we sort of...you know...a long time with nothing happening...it took me a long time to be able to do that. And if you ask them a question or to do something, you just have to

sit back and wait, that's what I was told, and I think that's what was happening now. I wouldn't have any value for what I have learnt...

A: OK.

B: Like they have decided this was the section they want to be, they want it to be conference, they want to have the chance to talk about it, but since we have talked about what a conference would be and they have to ask me questions, I told them. I say that "I don't know what you want to know, I don't know...you tell me first...you tell me and we'll talk about that", and I took quite a while in explaining that, I say "you have to ask me questions" because of what I've just said, and...I said "I'm not going to be telling you anything unless you ask me". I said that if you come, and you sit down, you ask me one question, you'll get one answer...so ...we had agreed...they had decided that they want the conference, they want to know what's it all about. They'll have to be active, have to ask, have to learn to keep the conference going.

A: Ok, great. Can you go back to that point where you said that you probably pick it up from teacher training. How about other training?

B: O, I think I told you I once had the chance to observe a good manager. He didn't give solutions, he's never ever given one solution, something we all do naturally. As I said, I would bet it's all an interpersonal thing, because I was in lots and lots of these sections watching these experts and sitting along with them, eventually I was there to do feedback on the role-play, and because I wasn't new at the time to this kind of thing. I was always...I always try to have an expert sitting with me, you know, following up the work I was doing, in giving me feedback on what I'm doing. So I actually had some sort of training. And then once I had been trained, yea...easygo, easygo. It's all psychological.

A: So it's psychological, teacher psychological...

B: Yea, Yea. Because you think that somebody is not answering, somebody is not speaking, then the knowledge isn't there, or the interest, or something is not there...That's not the case...

A: Oh good. So the fact that you did wait, the fact shows that you...you are not...that you are securely not...

B: Yea. I know it's going to work.

A: Oh, wonderful. Any more? Or shall we...

B: No, no. Yea.

(Watch tape)
(A stops tape.)

B: It just proves...it's kind of...it can show the importance to let them speak...I'd never have known she had that question ...cause I would never have answered those questions to the class, never, never. And that's probably one of the things that to go from...you know...one grade to the grade above, because she changed it... Just...I'm just devoted to this kind of thing, whether it is done out of class or in class or whatever. And that just proved something that I have never predicted.

A: Doesn't that make the whole conference worthwhile?

B: Yea, Yea, exactly. Because there I have been going for two weeks, I get the chance to ask questions. This proves what we don't understand, or we can't ask about things that have never come up in front of the class. We're automatically making assumptions of what we need or what they want. I would never forgive me for that, never.

A: You did this in front of half the class. You think anyone was trying to see what's happening, going on? Or do you think they were really working on their own?

B: Yea, I think they were...I can't swear to that, and as I said from the beginning that they may have been watching, but once this is settled down, I think it will work. And so what...it doesn't matter, they'd still be listening. If they are listening, they might be picking something up. I don't mind.

A: Yea, that's a good point, that's a very important point actually. They might be picking something up that may not be directly immediately relevant to them, but they might remember and...

B: Yes, that's right. As long as it wasn't affecting her [the student being conferenced].

(Watch tape)
(A stops tape.)

A: Fiona, can I ask you one thing? You...

B: You think I was being a dictator there?

A: No, not at all. Do you think you're a dictator there?

B: Ummm...not by my standard no.

A: Ok, Ok. No, in fact it's just the opposite. I hear you were saying, a lot of hedging words. I don't think I heard you say "should" at all.

B: No, because that's what I believed. It's nothing to do with me, there's absolutely nothing to do with me, they can have what they want...Yea...cause I'm the one to help them...It's just...I see it as a piece of advice...

A: You wouldn't mind if they don't follow it?

B: No, no, absolutely not...I don't mind...no...because... there's going to be many opportunities to change a lot of other things...and you know, everything that we change affects everything else. I don't know what's going to happen next. Um...all I'm saying is as I'm thinking on my feet, and I hate being a dictator, I just hate it, and these guys...they're smart. I don't want them to see my work there in their writing, because when they come out and to work, like education is preparation for life. And that's a preparation for their life at work. And then...they have to be able to make certain intelligent positions in the future, they're not going to have a teacher person, they're going to have a boss, and if they always go to the boss and say "what should I do here, what should I do there", that means the boss is doing their work and they're not doing their own work, that means another instrument for their job, for their own. I'm always value with what was trying to achieve in the end. That's

why I see it, and therefore I prefer to...almost force them into making their own decisions. I know that sense a bit dictatorial...I've been saying it already right? It is dictatorial in a way, but again it's part of the atmosphere that I'm trying to build up.

A: Yes, uh-huh.

B: I also make it co-operative. I'm trying to think, I'm trying to help, and I'm trying to work with you...see what I'm saying? But it's like a psychological aspect of it.

A: Ok.

(Watch tape)
(A stops tape.)

B: I think she is...she was quite strong. So I think she needed less particular guidance. I thought that the open approach was much more suitable for her anyway...she has the ability to make sensible decisions, so I was leaving them to her.

A: Yea, Yea.

(Watch tape)
(A stops tape.)

A: Can I...we've stopped the tape anyway. I'm interested in the body language.

B: Oh...it's been changing since from the beginning.

A: How about the way you and Yvette sat? I see you looking at her all the time, and I think that if I were a student, I would love that.

B: Would you?

A: Yea, because, well...

B: I tried to. It's what I try to do because I'm talking to them.

A: And you use your hands...

B: Yea...that's another thing I got in that training, the management training, in which there was a psychologist doing staff counseling. We worked...as a person giving feedback to the people doing the role-play. I was always forced to think about body language because they were going to tell me how were they performed during the very sensitive exercise. I would consider this very very sensitive, if they didn't trust me. So we were trained to...to be your friend, things like that...you recognise this culture, ... I mean it's much more important to have good body language when you're talking about like personal difficulties, whatever relationship difficulties, something like this. But...I got a little bit psychological training that...where they said that your body language is so important because the other persons open up if your body language is staying closed. And hence I think it's natural...So I think...maybe we should all start off a psychology training rather than teacher training.

(Watch tape)
(A stops tape.)

A: OK. This is one of your strongest students but your classes aren't really the top classes in your university.

B: No, no, not at all.

A: Um...would you say that they're more in the middle...

B: Middle to low, Yea...

A: Interesting...Yea...because this is...I would say it is different...people may argue that of course your style works for strong classes...

B: I don't really know I just do it when I think it will work...and it's usually... the thought that "Ah, they can work out by themselves, I'm going to prove that they can do it", so...

(Watch tape)
(A stops tape.)

A: You two, you and Yvette, are getting closer.

B: Yea, Yea.

A: Oh, would you have preferred to sit face to face?

B: No, no.

A: Or would you prefer to sit like this?

B: Yea, Yea...because face to face is confrontational. I feel this was more co-operative.

(Watch tape. Fiona looked as if she wanted to say something.)
(A stops tape.)

A: Any comment?

B: Yea...I had no idea that it was her misconception, right? And I would never ever found out...I don't think I could find that out in a class holding a question session. I'd only find it out as my individual thing. That's pretty important, right? Cause she was talking about interviewing people...was it appropriate? That's not kind of...

A: You were saying that even you had an open session in the classroom, you still wouldn't have got that question out of her.

B: I don't think so, do you? No, I mean...that was just a kind of...just caught in the passing there, wasn't it?

A: But the strange thing is...oh, maybe not strange...but the interesting thing is that's actually a very important concept that she has to clear with the teacher...

B: Exactly, exactly. But she didn't know that it wasn't clear. That's what I'm saying...And I haven't thought about that at the time ...you know...it'd just one of the thing you do as you're moving onto the next questions, kind of thing.

(Watch tape. Fiona stopped the tape.)

A: What is it?

B: That was a missed opportunity. I didn't ask her a question. I should have said, "What do you think?" Now I've done the thinking for her.

A: You can do, you can do...

B: Not major, but I would prefer to have said that...

A: But if you could do your conferences again, you might be more conscious now, after watching this...that you would use that question in...

B: Yea, Yea, just be aware...cause she's rather a smart girl ...she could make a sensible decision there, so...

A: Yep, something not directly related, but...do you feel that some students want you to spoon-feed them?

B: Yea, Yea, I get that feeling...

A: They just want you to give them the answers.

B: Yea...and to dictate the sessions even, sometimes.

A: But you...refuse?

B: Refuse, because that's not the deal, that's how it could be done best. And it's new to them, isn't it? I get the feeling that it's new to them, right? So they need to be forced into the situation of doing it in the way that...we've agreed that...it'll be done. There was no complaint when we talked about it...they chose to go this way, so I'm sticking by it, I'm forcing it because I want to see if...we can do it, we can do it together...

A: Yes...and you did it together. You tell them...you want to show them that they could do it like that, you do.

B: Yea, I do.

A: They were still...of course they wanted confirmation to what they have talked to you, if it is correct...

B: Absolutely, but I hope what I've achieved was the...just supporting and giving them confidence to go with what they're thinking...because I might be giving them feedback---"Yea, Yea, this is right or not", in different ways...So it can typically be more of it, because I think in the end they'll be convinced, and they would get more confidence, and would stop even trying to lean on the teacher.

A: Eh...they know that the teacher doesn't want them to lean on her, but the teacher wants them to think, and the teacher is supportive and definitely co-operative, but the...what's the word?...the onus is on the...

B: Yes, really.

(Watch tape)
(A stops tape.)

B: Subconsciously I'm thinking "Yea, Yea, they're not used to this style dealing with things". In a face-to-face, it's the assessment of the situation, each situation that comes up, each student is different.

A: Oh, Yea, definitely yes. What you said is interesting, each conference is like a separate assessment of the situation, of each student, of their needs, of their level, of what's best for them...Are you quite sure that what you decided on the spot was right with everybody?

B: Never, never.

A: But would you call yourself a confident teacher?

B: Yes.

A: Yes, that's how I see you.

B: ...I'm happy with it.

A: But still you can never be sure...

B: No, can't...Even if I was to say to them afterwards, "what do you think about it? Was that successful?", they'll say yes, because I know that's the answer I want...I give them the grades...you know, you want to please people...that is what human beings do. So I've never thought about asking them. I'm convinced that that style was better for the students because I could see a much better improvement in the grades than doing the same kind of report writing without the conferencing... I'm happy with it because of that, because of the improvement.

(Watch tape. Fiona stopped the tape.)

B: I'm not sure if I have answered her question.

A: Now you're not sure or...

B: Now not sure. At the time I was...quite happily went on and on and she looked happy, but I'm not sure I do...

A: Oh, but she looked happy...

B: She did, I'm just not sure about...

A: I've always wondered watching your video, it's really important that we can see the students' facial expressions. That's why face-to-face conferencing is so important, like how would you know whether what you said sounded ok or not?

B: Yea, Yea. And she looked happy, she didn't look confused or terrified or something like that. I must be seen that I was answering a question.

(Watch tape)
(A stops tape.)

B: Yea, she understands that.

A: Oh, I think she did. Do you feel that you know your class better after the whole series of conferences?

B: Oh, Yea. I just thought there was much more of closeness, togetherness because...I just thought...they saw me as a human being. And I just thought that there were...one more behind me if you like...or if we have to go through something miserable afterwards...some horrible horrible task. I think they've really gone there with me, because we go up this relationship there. I hope that I can build the trust through that...

A: Do you think this kind of relationship is important in teaching and learning?

B: Two hundred percent! I'd rather start off each class like that each semester with this kind of conferencing than lessons where I tell them "you just sit and listen", and then they don't talk.

(Watch tape.)

(A stops tape.)

B: I was spoon-feeding there.

A: A lot?

B: Yea, quite a lot...I think I was picking up from her question and reaction...that she hadn't considered this before, could you see her? She looked on you to...that's why in her situation, I think it's appropriate...trying to give some answers, just say like: go, go that way.

A: It seemed to me that she thought "oh, I see...never thought of that". I mean the way she nodded.

B: Oh, Yea...

(Watch tape)

(A stops tape.)

A: You were saying that you were nodding quite a bit to...

B: Encourage them...stupid me...

A: No...that's body language. And she nodded back after some thinking.

B: Yea, but not very convincingly. But no, she's reflecting back her understanding of it which is wonderful.

A: Is she one of the...Do you think all students do that?

B: No...because they don't all have the confidence to do that. I don't think they have the confidence...linguistically, always.

A: Yea...

B: So, these conferences are so good because if you can get that trust going...

Then, hopefully we will, you know, hopefully the next time they'll be even more active. That will be nice.

(Watch tape)
(A stops tape.)

B: I like...I just like her confidence, I think that's great. Doesn't matter that she's right or wrong, I like her confidence when she's speaking to me...

A: She's obviously analysing things...

B: Yea, and processing. That's good, I'm happy to see that.

(Watch tape)

A: When you see her going to get things from her classmates, that I think it's another advantage of having a conference, one in front of classmates.

B: Quite important, isn't it?

A: Yea, Yea.

(Watch tape)
(A stops tape.)

B: At that stage, I wouldn't mind if they have spoken Cantonese.

A: Can you say why you wouldn't mind a bit at all?

B: Because sometimes there comes a time where it's more efficient to talk in your own language. And I don't think it will be adding anything to force them to speak English in that situation. Or even if it was for her to report back to those guys at the back, she can just pick it up from me, just say that quickly in Cantonese, cause they could say half an hour of conferencing time of the same question coming up. No problem with that.

(Watch tape)
(A stops tape.)

A: You said "No" and then "Uh, well, up to you". Can you remember why?

B: No...maybe before I go on to say, there I was going to explain, there can be sort of different solutions.

A: Ok.

(Watch tape)
(A stops tape.)

B: She offered a few questions that she really need answered, that's why I wanted them to go back and think again....Just I think, I believe you are muddled. Go and think about it, don't think on your feet, cause that was difficult even for, you know, native speakers. I don't think her problems are major that she needed another conference, but she did need more time there. She wasn't wanting to go, was she?

A: No, she didn't want to go. You were very efficient in your manner in conducting conferences, and you allowed...I feel at least, tell me if I'm wrong...I feel that you had a very clear idea of approximately how much time you want to give to each student. Although you were still flexible, but you had sort of an idea...

B: I wasn't that flexible in fact, really no. I was pretty tight about it actually inside my head. It was restricted and consciously so I would do the same again, I would do stricter. And maybe for the next conference, it would be strict even further. Because I want to be more focused on what they want. And because I think if we give them a long time, they would go on...I just think you really need to force them to focus them on the important things. They really...we should force them to look at the key things.

A: The key things.

B: Yea, I think so. If I say you get ten minutes to complete, it's going to be ten minutes. Otherwise it's not fair to the deal that we kept, that we arranged, and I try to keep it.

A: An interesting thing I realise, I don't know whether you realise yourself or you deliberately did it that way. You did not pick up the pen at all. I realise you didn't pick up your pen or pencil at all in your conferences. Consciously? Was that a conscious thing?

B: I don't know, I didn't know that I haven't done it. But conferences are all about speaking surely. It wasn't a conscious thing, no. it wasn't a conscious thing. I was thinking back and I just can't think why I didn't pick it up. And it would have been a bit more like the mother role, but I hate it. That's not what it's all about. It is all for them to clarify problems that they had. So, a pen wouldn't to be appropriate at all.

A: And even the piece of writing that they bring in, or the notes that they bring in, it's usually on the other side, or right in the middle between the two of you, rather than on your side.

B: It's all about the same thing. It's their conference. They are calling the shots and I'm reinforcing it. They are going to expect me to go through word by word, and I'll say "No...that's not right, change that...". They're the bosses. And I think I've already told them that in the preparation. I won't turn to anything unless they ask. So, how can they ask if they don't have their writings there? And it's kind of reinforces, cause it's theirs, it's not mine. And I've never changed that method.

A: Ah...you've always been like that and...

B: Yea...It's kind of you giving me the control by giving me the paper. I wouldn't change that.

A: No, but do you think...you were saying that they would be giving you the control if they give you the paper. Do you think they were willing to, or more than willing?

B: I'm sure, because I think they like spoon-fed. So again, that's why I'm saying I wouldn't change it. I would refuse to take it because it's their learning. And again it's because...I really want to force them into doing it properly from the start, and not giving them any sense of...

A: You had a lot of eye contact going.

B: Yea.

A: I've seen teachers do conferencing where the teacher looks at the piece of paper more than the student. How do you think about that, versus the way you do it?

B: Again, it's...just as I said before, I would never...I will hope that I would never do it. I can't promise that, because again, I think it's taking the responsibility away from the students...

A: Is that also a reflection that...er... a reflection of your confidence, er... You were saying that students probably...

B: Probably, Yea because I am confident of the work if we...if we just fought it through. And I have explained that before I am not ready to check that... and I am not really to... check the grammar, things like that, so I think that it was reasonable and to follow it to the end.

A: You are happy with the conference that you saw?

B: Yes, even though it was strict, and given the time restricted and everything. Yea, I was reasonably happy.

A: Certainly?

B: Yes! I think because of my ability... my awareness of what was going on... their culture, their linguistic ability.

A: Yea! Wonderful! Shall we watch another video?

(Watch Fiona-Lily tape.)
(A stops tape.)

B: It is obvious for me... I mean to a bit obvious, is that right? But I am really trying hard not to answer more than the question she's asked and it is difficult because it needed more, and I thought it is...

A: Did you want to answer more?

B: Hughly. I'm desperate to do it. But I only answer the question. Because it all part of the thinking and training. They have to figure out what... what're their problems, and what they needed to know, that... that was the end of the exercise. That wasn't the deal, Yea. But it's, really, in fact, really difficult to stop, but the... em...Yea.

A: OK. But so far do you see any difference between dealing with the two of them?

B: Yea, with the weaker student, we should do perhaps do more?

A: She is also em... more shy than the other.

B: Yea. Because she is weaker, I think. Yea.

A: Yea! And you think that's... that... that's...a factor?

B: Oh yes, that's the reason for doing a bit more, and the... the ... the part is the reason for... reason we teach differently.

A: You...you... teach students differently... you meet the student, and you think what is best for them for the most suitable for their needs?

B: I try, I try. I want to... I want to see what's significant... yea...

(Watch tape)
(A stops tape.)

A: Do you feel that she understood you?

B: I think she did. I think she did.... But she needed to be sure, she needed time to process.

A: And I realised you weren't really writing anything.

B: No.

A: You didn't talk about...grammar, no grammar and...stick to... the content, what should be in it, the layout and the structure of the recommendations for the trip.

B: Well! I try to stick to everything they asked. I... in all the classes and I don't remember one grammar question.

A: That's an interesting point. You don't remember... you don't recall the students, em...

B: Because...because I think they're smart on the whole. They knew. That's a waste of the question. Is that tense correct? I have been talking about it before, but...

A: And they know they wouldn't get a "Yes" out of it.

B: Yea! Yea! And ah...That's not the purpose... of this. So. Just a bit more...

(Watch tape)
(A stops tape.)

A: There's less eye contact in this one?

B: Because I looked more at the paper. What do you think?

A: Yea. As an observer, I can see that there is less eye contact. And also because your hands are more on the... on the paper. Em... what else? You nod quite a bit with the students though. Like what you said just now, you were encouraging their answers.

B: I prefer some comfortable furniture, I realise something that encourage writing... and something to encourage me to look at the person.

A: Yea. What do you think of your body language and Lily's?

B: Well, I try to be encouraging, and Lily, she seems more relaxed than at the beginning of the tape, don't you think?

A: O yea, that's what it seems to an onlooker.

B: I'm quite pleased with her. Very pleased. I think... I hope she's got quite a lot out of it.

A: Looks like she has. Anything else you can tell me?

B: Not for now. It's been a long day and I've still got 3 hours to go.

A: Yea, sorry, I shouldn't keep you any longer. Well, thanks very much for doing this. It's been very interesting.

B: You're welcome. I'm glad someone's doing research that can finally help with teaching.

Appendix 31 Video stimulated recall session with teacher Ashley

A: *Researcher* B: *Ashley*

A: Thanks for coming to the recall interview, Ashley. You look tired.

B: Yes, I'm exhausted. Sorry I'm so late. I was conferencing! They're taking up so much of my time. I'm sure you understand that.

A: O yea. They're very time-consuming.

B: Yea, and when students ask you questions, they're so eager, so ... you can't say no. I can't.

A: Right. I...

B: I'm afraid that doesn't leave us with much time, does it? So...

A: So, shall we get going? I'm going to play your conference with you. Please feel free to comment on anything. I'm especially looking at why you did something, or why you didn't do something. You can stop the tape any time or I may stop it and ask you a couple of questions. Is that alright with you?

B: Yea, yea. Which one is this one?

A: It's Celine's.

(Watch tape.)

(A stops tape.)

A: Ah, you asked Celine how you could help her. Is that your usual style?

B: I'd like students to tell me how they want to use me as their reader. They tell me what they want me to do, read, and I look at what they want, and if it's ok, I'll do it.

A: You seemed to be ok with Celine's requests.

B: O, she's very sensible. She's bright and intelligent. She knows what to ask, what she wants to get, o she's a sensible girl. Very fast.

A: Alright. Let's play on. It's a rather long conference.

B: Yes, I remember it was very long. I always go overtime. That's my problem. Whatever method I try to make them shorter, they, I, they're still usually too long. It's my big weakness. How do you do it?

A: How long ideally do you want your conferences to be?

B: Ideally? Say ten minutes? But it's hard sticking to that. There's so much, so many things to look at; I mean, that's why they're there. I know, we run late and the next student waits, but, and then it's not fair to the students – if you're giving them a time and you're running behind like doctor's appointments. Do you think we can finish watching the video today?

A: What time do you have to go? How much time have we got? Well, I guess we have to fast forward quite a lot to get two videos done, unless you can come again –

B: Let's try to get as much done today as we possibly can.

(Watch tape.)

(A stops tape.)

A: I really like the atmosphere of your conference. So jovial.

B: It was easy with Celine. She's so easy to talk to, interact with. She's very responsive. I wish more students were like her.

A: Yea, she seemed freer and more conversant than many other students.

B: She's highly motivated. Absolutely no doubt about that. She's determined to do better. And she's quite flexible in doing better. So she comes, she takes, she comes to the conferences, that she has specific questions. If she doesn't understand what you're saying, she will reword, do you mean this, do you mean that. See, Keung, you know Keung doesn't understand a word of what you're talking about. So he would just say, should I do this, should I do that. In other words... Well, Celine doesn't do that. She rewords and makes sure that she understands. She's well organised. She comes with an agenda. So she can really take on board a lot, that you, well, say, because, she's always been like this. I've seen this in her first assignment. She asked. I mean, interesting things will come will, with someone like Celine. You'd like to see her do another piece of work, whether it's just a draft, whether it's skills. But yea I don't think you can just see her once. It has to be an ongoing process, write, get feedback, rewrite, move on to another piece.

A: Shall we watch some more?

(Watch tape.)

(A stops tape.)

A: You talked about grade here. You reminded her she'd get a grade for her work. Do you think she needs reminding?

B: No, absolutely not. She knows what grade she'll likely get. It's whether she wants to get a higher one. But I need to let her know that she can't, she can't just write whatever she wants, in her own way, own format. There's guidelines, task, assignment task guidelines that she has to follow, otherwise I'll have to downgrade her. I don't want to downgrade any student.

A: You like her a lot, it seems.

B: Yea. I mean I like them all. They're very very different. Celine was confident. And, that, the other thing I like about conference is that you learn so much about students' experience of writing. So I learnt a lot with Celine about her past experience and they ways her mom taught her, trained her. So, I learned from her.

A: The conference seemed to be going smoothly with her?

B: Yes, yea. It's going to be beneficial to her. And I think she gained even more confidence.

(Watch tape.)

(A stops tape.)

A: There's an embarrassing smile on her face.

B: O yea, I think there were a couple of those. I teased her, you know. It felt great teasing her. She, ha, she understood. I feel I could get a, a conversation going with her, but with Keung...

A: Keung's very different.

B: The two can't be more different. O, so different. Keung, I want to know how he talks with teacher who speaks Cantonese, speaks his mother tongue. Is he the same? Probably I would do a much better job if I could have ...

A: But with Celine? Do you think she needs a Cantonese speaking teacher?

B: I don't think so. Her English's pretty good. She understood me perfectly, I think.

(Watch tape.)

(A stops tape.)

A: You were reading...

B: Yea, how else was I supposed to know what their problems were. I tried to read as fast as I can, but that takes time. You've got to read, unless you get them to submit beforehand, which is a lot of work, a lot, a lot of work for the teacher. So many students, can't read that many...

A: Mm. Yea, I know it's difficult, especially when teaching is already that busy. I think we have to fast-forward a bit.

(Watch tape.)

(A stops tape.)

A: You realise you have held a pencil almost from the very beginning?

B: Yea, I think I nearly always have a pencil with me. Just mark a few things down as I read.

A: How about the student? Was she holding one or not?

B: Not at that moment. But I remember writing a few notes myself, then I saw her with no pencil. She wasn't taking notes at all, so I remember I gave her my pencil and took another one for myself from the pencil box. I think that got her started on note-taking.

A: If you hadn't given her the pencil...

B: Then she wouldn't have picked up one herself. She would have left the conference without writing a single word.

A: Shall we?

(Watch tape.)
(A stops tape.)

A: You seemed very methodical, going from one aspect of the text to another, like from content to...

B: To organisation, to grammar. Isn't that the way you're supposed to do it? Content and organisation before grammar and punctuation. I'm sure the others do the same.

A: Well...

B: And anyway, with Celine, I'm just a facilitator, not a teacher. She's smart enough to go on by herself pretty much. She's fairly proficient, she can interact. I don't need to lead much. She's got questions. She's focused. She knows what she wants.

A: Let's skip a bit and watch some more. I have my eye on the time....

(Watch tape.)
(A stops tape.)

A: Ah, you see here Celine's finally picked up a pencil.

B: She could reword very easily. You gave her a pencil, she rewrote, you asked her a question, she could pick up the question and answer it. I'm sure she could rewrite. Her questions, sometimes that question would lead to another meaningful question. You just need her to see the drive of the question, the why. Her self-correcting ability is also high.

A: Yes, perhaps conferencing gives her and other students a chance to develop abilities.

B: She certainly can, but not all students. Whether conferencing can improve students' general skills, whatever it is, depends on what student it is. Why don't we fast-forward this more, then perhaps I can see a bit of the other video with you too.

A: Sure, sure.

(Watch tape.)
(A stops tape.)

A: Lots of laughter in your conference. Isn't that great?

B: Yea, it was easy to laugh with her. So relaxing. You could get a real conversation going, that's the difference.

A: Would you say that it's, this conference with Celine, was a pleasure?

B: Of course. They were all of them with pleasure, except maybe Keung. Because I was frustrated.

A: Shall we watch Keung's video then?

(Watch Ashley-Keung tape.)
(A stops tape.)

B: See, so different. Don't know whether I was connecting with him or not. He's so soft and talks so slowly.

A: Yea, very hesitantly. Maybe that's natural of him?

B: Maybe, but it seems he didn't understand a word I said. Seems like he just wants me to spoon-fed, spoon-feed him. Give me this, give me that.

A: You said you were frustrated with Keung?

B: I like, how should I, I like students coming with a clear agenda. He, don't know.

A: How about his attitude and your interaction?

B: Not much interaction. Very one-sided conversation, eh? I was very prescriptive with Keung. Think that's what he wanted from me, to be prescriptive, to tell him, you have to do a, you have to do b.

A: How would you describe your exchange of ideas? Would you say that and the negotiation of meaning between you two was effective?

B: With other students, yes.

A: And Keung?

B: Yea, well Keung's a problem. First I thought it was confidence. Then he was the first one.. I don't think it's confidence with Keung. I'm just, I don't know. Actually Keung would be interesting one to study... I'd like to explore a bit more about him and his learning strategies, if he has any other than memorisation. I'd love to have got a grasp on him.

(Watch tape.)

(A stops tape.)

B: He didn't say much, did he? O, I look so tired there. I've really got to make my tutorials shorter.

(Forward and watch tape.)

(A stops tape.)

A: How long do you think you two met, you and Keung?

B: About half an hour? No, more, more than half. I really should make conference shorter and be less repetitive. I'm so tired after conferencing with so many students, and this long conference with Keung made me feel really exhausted.

A: Exhausted?

B: Yea. Next time, they'll, I'll tell them to come with specific questions. Then, I'll only concentrate on that one area.

A: Was it not so this time?

B: No, with Keung, I pretty much looked at everything. Very tiring, do it this way.

(Forward and watch tape.)

(A stops tape.)

A: How would you describe the interaction?

B: Not much interaction. He just wanted to be spoon-fed and I, I, well...

A; Anything else you'd like to comment on what you've just watched? Interaction, talk, environment...

B: Environment – mm any environment's fine as long as it's private. You have a good agenda, good questions, you're in business. Is that video coming to an end soon?

A: Yea, you've got to go?

B: Yea... why don't you ask me more questions later? You know where to find me.

A: Sure, thanks for your time.

B: Sorry I have to rush.

Appendix 32 Video stimulated recall session with teacher Jane

A: *Researcher* B: *Jane*

A: Okay, good. Alright, now thank you Jane. I'd like to get the teacher involved, like you to.. to do some reflections with guidance from an observer like me, while watching your own video of your own conferences. Please feel free to comment on anything that you'd like. Ok sometimes you can just say 'pause' and I'll press the remote control and I'll pause or I might pause and I might ask you a question. Yea, then, this is.. your first conference with..

(Watch tape)
(A stops tape)

A: Okay can I ask you something on that?

B: Yea.

A: In general did you feel the the environment that the environment was okay in general?

B: Oh it's quite good but at the very beginning you know students were sort of like er you know er they were sort of like noisy er it wasn't but.. then I sort of like err show them that they would be quiet so that you know er.. I think it went.. as time went, students they're doing better and better and so the environment was quite alright. You know, students were given and really not used to that kind of you know, video things and they might be sort of like you know, curious of what I was doing, ah, yea..

A: Ok sure, alright.

(Watch tape)

B: Okay so maybe I.. I.. I.. I.. er.. er..

(B stops the tape)

B: So I think once I need to comment to exactly when I do conferencing I don't just em.. I started by telling people that I want to look at this I want to look at that usually I ask students to ask me questions first I guess that is what Peter was telling me.. I.. I think this must be important because you know er when you do conferencing you're trying to help students but we need to er.. give students a chance to ask you that kind of you know, things that they'd wanna ask you before you'd wanna ask some questions er.. I feel like er.. this is a very important procedure yea well err in conferencing and that's why I was asking them questions first.

A: Mmm okay and then you went on to..

B: Yea and then I went on to cos I asked them to write something before they came to see me and okay now let's get on to the er outline you have done and er.. just go point by point, yea.

A: Alright ok alright and you read the.. err.. and you read in the writing they bring in right there on the spot. Hmm.. what do you think of that actually, reading their writing on the spot there?

B: Er.. I think it's good because you know a teacher cannot really remember everything he or she has marked or whatever I guess you know it'd be important if you read em right on spot and you comment while you're reading.

A: So you feel it might be it's a good thing that you can read on the spot and then comment.

B: Yea.

(Watch tape)
(A stops the tape)

A: You're using a pen just now, and er..

B: Mmm..

A: Whether you were underlining, or were you crossing out, or were you pointing the students to the place that they were..

B: I... basically I was just pointing the student to the right place and I try not to underline things on student paper unless it's very important I need to comment on something. Basically I just point student look at this line and that line and that's student will have their attention there.

A: So you were telling the student that that was not right and you were pointing..

B: Yea.

(Watch tape)

B: Ah oh by the way...

(A stops the tape)

B: Well I do.. I do actually err draw something sometimes you know.. especially this section you know, especially when I want to tell students you know from this section to that section what they should do like something something yea draw but I not always, you know, draw lines on the paper but I do do it sometimes you know it was obvious there...

A: Mmm.. ok.. do you think that's alright, that helps?

B: That did help because when they go back they might see this is the part that the teacher has er.. draw my attention I might need to or come this part.

A: Ok, yea sure.

(Watch tape)
(A stops the tape)

A: Well it seems to me that at this point you were teaching him how to write it, telling him ok you should do A and then B and then C and then D and then you were asking him "do you understand".... right?

B: Mmm.. yea.

A: What do you think of that?

B: Mmm.. err.. the point that I er.. I do that is that...

A: Yea..

B: Err.. you know, the textbook actually err... provide information on how to do.. how to write in the introduction but because of some background of the students' education they seem to er.. always follow the kind of em.. way of em.. writing introduction. They always start from with a very very long background, and er.. they may not even mention the topic, you know, the theme at the very beginning of the introduction so not that they would not to write some unnecessary that was I was trying to point out directly because I have taught already so now I just point out directly that you should do this and do that..

A: Alright ok.. Do you think they want that kind of...

B: Oh, I definitely think they do want that because you know some part should be there some part should not be there. This is something I can.... they would really want to know.

A: Without that direction do you think they could get it?

B: No I don't think so err... I mean this is something has been really puzzling me. I mean no matter how many times I've explained in class and if I ask them do you understand everybody say 'yes' but they'd come to write again the students just do the exactly same thing like long long background and that background could be not be related. And it's still.. you know, they still do it.

A: Oh.. ok alright.

(Watch tape)
(A stops the tape)

A: let's just pause here for a while. You've just finished the first part. What do you think about the that part you did with him?

B: Well I do think you know he err.. did understand what he should put in, you can say he seemed to be er.. suddenly realising what he should do or shouldn't do. At the end you could see from his facial expression. I think that might indicate that you know, he's quite happy with the result of the conference... conferencing. So...

A: Then were you happy?

B: Well I think so.

A: Were you satisfied?

B : Well.. at least I know this student really understand the requirement of course, you know I was quite happy I guess.

A: Ok.

(Watch tape)

B: Can I comment on something?

(A stops the tape)

B: Well one thing I really would comment is that you know my way of conferencing is basically asking students a lot of questions. I guess you know er.. conferencing's not really I mean it could be part of a teaching it's really er... not a formal teaching. It's sort of... usually I try to ask student ask them why they say this and then I try to follow the answer that lead to the kind of er.. conclusion I want to get.

A: Yea really..

B: I remember somebody else talking about this kind of conferencing techniques. And I actually didn't mm.. get any training on conferencing. But what I learned that was when I was doing some literature study.

A: Literature study..

B: Literature study... in one of the universities actually.. I got a teacher who I'll never forget.. Most people just teach teach teach. They don't really ask you that many question. And what he did was very special.. what he did was he present all these stories or whatever, and he instead of he explaining everything.. He basically ask questions ask for questions why why why why why you know, and how why you know, and he just by asking all these questions, he finished explaining all his literature, you know, and this whole story or whatever, and.. I was very fascinated by his way of teaching. Actually I was very much interested and later on in my.. teaching I always try to ask students a lot of questions, you know, number one you get a lot of inter (quotation) you know yea..

A: Sorry I didn't get your word..

B: I mean sort of like..

A: Interpretation?

B: Err.... not interpretation.. err... what am I trying to say? I mean you get the.. you get the response from students. If not, it's like a one-way teaching, right, and on the other hand I think that ... will be more interesting.. and er.. relating this to conference I just believe that er.. you know, we should first of all find out what the student think, these students think about certain issues and then..

A: Follow the issues about the assignment?

B: About the assignment or about whatever they've just written and then just follow the ideas and then you need to... the quantity they need get... I mean if you actually take this whole conferencing as a kind of teaching ok you should then give the blah and then the blah and the blah and I don't think students get that much.

A: You were saying just now that er.. after you've asked the students questions about er..the different things they think about the writing or the assignment then you add then you lead them to er...

B: I mean to the point that I'm trying to get.

A: Ok, to the point that you're trying to get. So, before you go to your conference do you... so you have in mind already what are the points that you want to get.

B: Well actually this point basically have been.. have been explained in class already. It's just like er.. you know I told you just now already I explained, I could have explained millions of times. I mean after they have written something, they can still repeat exactly the same mistake they have made before. That's why I'm trying to.. actually conferencing is another way of convincing students, yes you should do it in this way as I'm using their own writing I've to convince them like logically from this point to this point, and then the other point to the other point. You know it's a kind of logical thinking, I mean in class you could just say, tell students you should do this and do that, so you may understand they may not be that much convinced, I guess.. but you know, by using their own writing and that'll be sort of like more convinced, and that's why the teacher asked us to do this.

A: Mmm...Sure

(Watch tape)

B: I was asking questions.

(A stops the tape)

B: I'm always asking questions in conference I'm not just saying doing this and doing that. If you see that it's the whole technique that I have thought of....

(Watch tape)

(A stops the tape)

A: Can you say something about that?

B: Yea... It's just so difficult to get the student to realise you know the recommendation has to be based on findings. You can see how difficult it is. You can see how much effort I'm.. you know, I'm making.. you know.. and I talked about this in class and at least three times already before you know.. conferencing.. And also this is what I believe.. that sometimes in class you know just somebody else states that students haven't thought about it, but .. when they do their own writing they have done all this research and then you say after they've done this, what kind of recommendation you want to give to other people and they might, you know, really think because this is really what they have done. And.. err.. they really understand. Ok, you know, really based on this I could do something.. I mean, most students would figure out what they should give if they really cannot figure out of course I would have to.. point out in the end. You can see how much effort I was making just to get him to understand the recommendation should be based on data, and you know, the findings, simple things. Because lots of students were doing things like.. well before they even write anything. They know their recommendation already, I mean, I also asked them, why do you need to do this research, if you know the recommendation before the research start.

A: Mmm, okay. Do you think language is a problem there?

B: Err..

A: Do they understand quite understand quite catch what you're trying to drive at because of the language? If you had spoken with them in mother tongue, would that help?

B: Umm, I don't really think language is a prob.. problem here. I mean.. I guess it's the students' way of thinking. I don't say it's a language problem. I believe that I explained everything very clearly because I usually explained, used several ways of explaining just one point. I really don't think er.. it's a language problem.

A: Alright. Ok.

(Watch tape)
(A stops the tape)

A: Excuse me, Peter was... he was er... giving you a lot of one word answer. Do you realise?

B: Yea. He was quite passive basically.

A: Is one word answer alright with you?

B: Yea.

A: Can you any more? Er... Like... you said it's alright, right?

B: Yea, it's alright.

A: Because?

B: Because if I get any my answer, it'll be completely fine. I don't need him/her to illustrate things. When I do need him/her to illustrate, I'll just say 'say more about it'. Yea.

(Watch tape)
(A stops the tape)

A: Do you think he knew what he was saying? Do you think he knew what he was writing, what he was doing, what he was saying?

B: I think yea, I think he actually understood what he was saying. And that's why I didn't ask him that many questions.

A: Ok. But what about the things he were... he was saying at that time?

B: I couldn't understand really clearly.

A: So you think he understood the whole thing much better than the others?

B: Yea. Exactly.

(Watch tape)
(A stops the tape)

A: You sound rather direct.

B: Direct.

A: Direct, yea exactly direct. Mmm..

B: Yea ... you can see how much effort I had.. I had made before getting that point. Because I was trying to say, 'look, based on this what should you say, based of that what should you say'. I was trying to lead to really... to the right recommendation look like you know... I mean it had reached the point that I'd have to be.. you're not doing right, you should do blah blah blah...

A: So finally you just have to say it clearly.

B: Yea.

(Watch tape)
(A stops the tape)

A: You didn't read the writing until right there err.. during the conference.

B: No. But I could see from.. it's really easy to find out that.. what he has done there.

A: Ok... Can you say more? What was really easy to find out?

B: Yea, easy to figure out, yea... yea...

(Watch tape)
(A stops the tape)

A: Yea.. you were leading quite a bit here, right?

B: Yea.

A: Quite... it was quite obvious that you were leading quite a bit. And, what do you think of that? Is there... there must be a reason why?

B: Yea. There was a very clear reason that.. still this will er... I mean this is something I believe a lot of Hong Kong students don't really have critical thinking skills. They usually just put something straightforward and they don't know.. ok, this is the data, you find it either from the book or from internet... whatever. And they put it there and feel like. Ok, and this.. it's this. They don't know how to use data. They just don't know how to use data. And, of course just based on what they found in this event you can't find really find anything comprehensive or useful, recommendation you might need to compare these with other things and this is what I've been usually thinking. I've been talking about it already that Hong Kong students lack critical thinking skills. And this is what I'm trying to.. to get them to really think by doing this and relate.. relating to something else that you might get to the point they're trying to get.

A: Ok.

(Watch tape)
(A stops the tape)

A: Ok, then look at the student's facial expression just now when you said..

B: He didn't look like he was very sure that he understood or something. I'm not really sure. You know, expression could be....

A: Alright. Errr right. Did you ask what the facial expression meant?

B: Err.. no I didn't really ask.

(Watch tape)

(A stops the tape)

A: So that was the conference with Peter. So overall speaking, how would you rate that conference? Would you say that you were satisfied with the conference?

B: Yes, I think so. It, er, helped the student, I think. Yes. He can get a higher grade in his assignment now. I'm really pleased.

A: Ok.. if you could redo this whole conference do you think you would probably have done it the same way?

B: Err... Most likely I would have done it in the same way. I believe I can only ask students questions .. by asking students questions I would er... you know, get to the point although it's that most students would have found that difficult to get that point.

A: Err.. Okay..

B: I mean.. I don't really know why it takes so long even now for students to understand er.. why they have to em.. why they have to er.. give the recommendation based on their findings.. I don't understand why it's so hard and I tried very very hard to get students to understand, I mean almost every group of students have exactly the same problem.. it just might be just some kind of critical thinking skills, some kind of logical thinking or critical thinking.

A: Er... Let's go on to Ben. No, errm, one more thing.. after you have watched your conference with Peter again, who do you think spoke more? I didn't look at the time, I didn't do a count .. er.. just an impression...

B: Mmm I guess err.. of course I spoke more because I kept asking questions and tried to lead him to the point and er.. I spoke more but maybe...

A: Maybe?

B: A little bit more.

A: Do you think that's alright?

B: Mmmm... I think so. Yea..

A: For all conferences..?

B: Well that depends.. I don't mean that all conferences you have to have a setting you have to speak more, students have to speak more...who's to speak more... it just depends on what kind of a topic you're talking about...

A: What kind of topic?

B: What kind of topic and er... the nature... let's say, it's the nature of the task.

A: Ok... the nature of the task.. you mean the assignment task or the...

B: Yea. The assignment task.

A: What else does that depend on?

B: I beg your pardon..?

A: Anything else..? You said that it depends on the task,

B: I... er... also depends on the.. maybe the purpose of the conference because for... if er... you basically would want to find out what students are thinking about certain things of course you know.. you just... student might have to talk about a lot and especially if they've written something and if they've written the whole thing they might come back to report to you 'should I do this or should I do that' you know ... so they might speak more but I guess at most, it would be half half, that means the student just half of the time and ...

A: At most?

B: Yea, I just....

A: So you would say that most of the time it would be the teacher speaking more than...

B: err... I can't see well.. err... generally but I can't say that all cases and sometimes some teachers can be very good and they ask a few questions and students could answer already. And also depends on the levels of the students.....

A: Ah... there was one thing that we didn't talk about just now and that was er... gestures and body language.. So feel free to say anything about that, ok? Like if you have any comments at all?

B: Well I remember that something that I remember that... I have been doing conferencing and just last semester I got some...err.. I got one group of students who complained to me that err... when I conference... do conferences to students.. I seemed to be very very serious, and that er... let me er.. feel like err.. I mean when I don't really understand I would look very very puzzled and my facial expression seemed to be sort of like influence the way I'm talking to... cos then they got nervous. Heh heh heh... I suddenly realise that.

A: Err... but if your students didn't tell you that, would you know about that?

B: Mmmm.. I actually knew but I didn't know it could be that serious. I have been doing a lot of conferencing and er... usually I er... I just tell students you know, before the conference that I said 'look, don't worry if I look very serious and look even solemn to you and you know I always you know er.. seem to be very friendly and er.. easy-going and this is only my way of talking to students because my purpose is just to get you to understand and what you should do and er... I usually would try to talk with students first about you know what I'd do and er... but maybe I didn't really talk.... last semester that's why I got complaint but they complained to me very friendly and I'm like joking that make them realise that I was sort of like just

too serious and I've just been too much involved and I forgot...that you know, I was really talking that.....

A: Sorry?

B: I mean most of the time of course in class I was trying to be cheerful whatever but er when I was trying to get students to understand something and that I felt so eager, you know, I should do this and I should do that, because of that, that you know, I sort of get like .. getting... very serious.

A: Then.. then are you going to do anything about that or.. do you think that it's just the way er...

B: No I'm trying.. err... I promise my student especially I got complaint to that group of students, I told them and I said, 'everybody would go one grade up, heh.. you know, one point up because of telling me this because I didn't realise this'...

A: And, in the future?

B: Of course I would try er... my best to be aware of what I'm doing, all the time, that's part of the er....

A: So that's a good point that would errm.... do you think you were aware of what you were doing at the conferences?

B: Well I... sometimes err...

A: Your Behavior, your attitude, your.. intonation, your...

B: Well I mean er.. im not really aware when I'm very serious. But usually after my talking, I would think back, especially when I'm talking to two students usually er... you think about it by your own and I realise that I was quite serious and that's why before each conferencing I always talk to students and tell them that 'don't get panic' or 'don't feel that I don't like certain student' or whatever, it's just my way of talking to student because I'm asking a lot of questions and that's er....

A: So were your students usually very nervous or ...

B: No, I don't really think so, I don't really think so, you can see from these people's facial expressions they're not really nervous. I mean they could really get frustrated when I look at them so seriously that you know especially my image of them of being a very lively and a cheerful person usually in the class then I'd be.. seem to be err... a very serious person err.. seem to be a sharp, you know, comparison to them. I mean if I'm always very serious, that doesn't really matter to them. But it seems to be a really big change.

A: So.. are you saying that it's either impossible or near impossible to stay the same in conferences as you were in class. You said in class you're usually more friendly and lively.. Is it not possible then to stay lively?

B: Well, I mean that it's not that easy for me I don't know how about other teachers. But it's not that easy because I just got er.. so involved, I just get really really involved and I feel like, you know, when I want to get this point.. clear, I'd ask one question after another you know just millions of questions pouring to students, sometimes it's really hard for students to deal with this.

A: Yea, you said sometimes it might be hard for students to deal with this.

B: Yea...

A: I think that it's the best way er...

B: I think that is the best way er... I always believe by asking students questions and I make them thinking.. I make them to think what they should do.

A: What if they get nervous like what you've said just now some of them just get nervous, do you think they would still be able to do.....

B: Well, that's really up to me I guess er.. I need to improve myself, that's why I'm always trying to be a gentle warning at the beginning.

A: Ok so let's go on....

B: Yea.

(Watch Ben's tape)
(A stops the tape)

B: I mean from here you could really see that's the significance of conferencing. You know, I mean of the task, I mean seem to be clear to everybody but not clear to him. You just need to really see individual understanding. But if your ask him in class, I'm sure he'll say, 'Yes I understand perfectly well.'

A: Can you look at the gestures - look at the images.

(Watch tape)
(A stops the tape)

A: You repeated that question 4 times. "You interviewed somebody?"

B: Yea. Because I didn't believe. Even now I still don't believe he did.

A: Ok. Do you think that was helpful?

B: Yes. I want him to understand that if you want to do a research, if you have done the interview, you have to be yourself... who has done the interview. It's not like like you've got somebody's statement, then part of the interview, that can be part of your own data. That's why I asked him. And he insisted that he did.

(Watch tape)
(A stops the tape)

A: Um... Could you comment on your own gestures?

B: Yes. I guess I got really frustrated because he really didn't understand the task itself. Yea. I mean I got a bit frustrated. I didn't realise that, you know that some students could, you know, not have understood the task by that time. I mean that was almost the time they should have written something. He didn't even understand the task. I think I've got a bit frustrated. I don't think I should have done it, but...

A: Do you think he got it? Do you think he realised that you were frustrated?

B: I guess so. Maybe.

A: Did you know at that time that he may have realised you were frustrated?

B: No, I was concentrating on er... telling him what's the right or wrong thing to do.

A: Does it matter to you that he may know? You know, some people may want the other people... others to know that they're frustrated. Some people may not want others to...

B: To me, he should understand that what he was doing is not really correct. He even got me... so much concern about this... I myself was confused and frustrated. He might need to know that he has made a serious mistake there.

A: So, does that mean that you ... it doesn't... it would be ok for him to know that you were frustrated?

B: To me, it was ok.

A: Because then, he would know from your frustration...

B: And he would know ... maybe how serious his mistakes have been.

(Watch tape)
(A stops the tape)

B: Could you imagine how frustrated a teacher can be? You know, after all this explanation in class, after all these, you know talking and reading of this task, this student seems to be getting nowhere. He didn't seem to understand anything.

A: Um.

B: Completely on the wrong track. I mean, if I haven't done this conferencing, he might have got straight F.

A: Um.

(Watch tape)
(A stops the tape)

A: Yea?

B: See? I've proven my point. I mean he said he has done an interview blab la bla. This is his friend's company. This is another point I was trying to make. I really didn't think he had made the interview by himself... that he had done his interview, from the data here.

A: Okay. I 'd like to ask you about his gestures. Take a look at his gestures. What do you think?

B: His gestures? What? Mm?

A: He was basically turning, he was like this, I am you, and you are him. And it's like this. You were facing that way, right?

B: Yea.

A: What do you make of that? I mean you can say 'nothing', ok? You can say 'there's nothing special there at all.'

B: I guess he was trying to avoid my eye contact because he hasn't really done the right thing. Most likely, I couldn't remember clearly, but vaguely, obviously the data has been collected by somebody else and he claimed everything was his. And now he thought he was caught red-handed. That's why he was sort of like... sort of like embarrassed. He was trying to avoid my eye contact. Yes, embarrassed.

A: Oh I see. So that's why he was turning away.

B: You could see very clearly he avoid looking into my eyes.

A: How do you feel?

B: I guess I just felt more frustrated, you know. I just couldn't understand why a student did that.

A: Did that? Did...

B: You know, make up all these stories.

A: Oh I see. Ok. So you were not frustrated with his body language, but you were frustrated with er...

B: What he did with his writing. What he intended to do with his writing. I mean I didn't remember teaching data collection. And he claimed that he had made all these efforts of data collection or whatever. Now he was really caught. He felt so embarrassed. I myself feel really worse. I mean that was being... the fact that he couldn't write well, because he didn't have to do such things. It's sort of like not honest, you know.

A: Um. Ok. This is an interesting point that, you know, the student isn't being honest to you. You're almost 100% sure that that person has lied.

B: Mm mm.

A: Would you make it known to him that you know that he has lied?

B: Yea, definitely. I don't want him to go, to get out of thing easily. I want him to know that study is something... academic research is something serious. You can't make up stories. Otherwise, there's no point of studying this. This is I think writing is one part of helping him to understand any kind of study process is something else you need to understand.

A: Let's go on.

(Watch tape)
(A stops the tape)

A: Could you look at the papers on the desk?

B: The papers?

A: Yea, the position of the papers.

B:

A: Yes. Do you realise the papers face you more than they face him?

B: Mm? Oh yea. (Realising the point.)

A: Then the papers were more like this to yours.

B: But I think the paper that were right in front of me were the one we've talked about, the one we were talking about at that moment was sort of between us. I think that's alright.

A: Does that matter at all?

B: No. But if we've finished something, of course I just push to this side. Just to tell me I've finished that part. I don't think anybody would mind.

A: How about the one you were talking about? Does that matter where it is put?

B: Oh, that's important. I need to make sure that he will see what I'm talking about if we both could look at the things easily. That's really really important. I don't want to talk about something that he doesn't even have a clue.

(Watch tape)

(A stops the tape)

A: Can you look at his face? You saw his facial expression when you said that 'you have to do it all over again'?

B: Um... Disappointed. He was disappointed... frustrated or something.

A: Do you think he would do it again at that point? Do you think he would?

B: I'm sure he would because I told him he wouldn't have a good grade.

A: Yea.

B: Yea. That was the point I was making very clear.

(Watch tape)

B: Could I comment on two things?

A: Yea.

(A stops the tape)

B: I think I had a different technique of talking with students. So you could have found out. I sent him back to talk with classmates because it's simply too difficult to get him to understand the point.

A: Mm.

B: This is number two. I mean, by watching this video, I realise my change of facial expression. I could see very clearly that when I'm not really talking about what is on the paper, I seemed much more friendly. You could see I was smiling. I was considering how I should talk with him. But when I was talking about the paper itself, I looked ...I was very much... in the context, the language of the content.... Now I could see the facial expression. But that means I wasn't aware of the facial expressions, you know. I should have what... I guess when I was talking the really the real content, it's difficult for me to be completely aware.

A: Right. You obviously, you weren't happy with him. But you were trying to smile at the end.

B: I mean you can't get him to feel like he's completely helpless. To be a teacher, I need to maintain a good relationship, have this kind of, you know, good ... You should always have a good relationship. We can't say I don't really want to talk with you. I need to indicate that I was willing to help him.

A: How important it is... is it for you to maintain an image with your students? And how important it is for you to... How important it is to you that you have a good relationship?

B: It's very important for me to maintain a good relationship with students. I don't want anybody to feel like, you know, I'm not approachable.

A: Ah, ok.

B: That's very important. No matter how frustrated I'm, I always come back with a smiling face. I feel it's very very important to a teacher. I mean no matter how frustrated I could be... it's my problem. It's not students' problem. The students just are students. Otherwise, he or she doesn't need to pay money to come to be taught here.

A: Back to the first question then. How important it is to maintain the image that you want?

B: I can see this question is related to the question we've talked. I mean, the image... I need to be a kind of... it's important to have the image of being supportive and friendly. I mean I could get serious. But I really think it very important to maintain this kind of positive image. I don't want my students to see that this teacher is just pretending to be friendly but really comes for help, this teacher is keeping me away.

A: Oops. Could you repeat the last line for the cassette? That they come to you for help but you pretend to be friendly. Remember that line? Just hold on. I just want to make sure that I get it on tape.

B: What I was saying that I don't want them to feel like when they really need help, I sort of like... I was turning them away with my body language, I don't want to do that. I just believe that very important part of the quality of a teacher. I mean no

matter how frustrated, you could see I was very frustrated, I still come back with a smiling face, say sorry blab la bla, you have to bla bla bla.

A: Ok. Sure.

(Watch tape)
(A stops the tape)

A: I realise, maybe you realise as well, that you said quite a number of 'no's. Quite a bit of 'no' to Ben. Would you say that those 'no's were actually necessary?

B: Um... Yes. I mean I can't really just say something, 'it's ok, it's ok, it's ok'. I mean in the end, students may feel like everything is correct and I get very bad marks.

A: They can just go on with what they were doing.

B: That's right. I need to be direct to some extent.

A: Just go on. Ok? I sensed as an observer, I already sensed you were a bit different from...

B: Yea. I myself even have sensed that because I was very very frustrated.

A: Aha, With Ben?

B: Yea.

A: But how were you with Peter? You sensed the difference as well?

B: Yea. I didn't really get frustrated because at least when I was... I remember when I was reading the introduction, he got most of the part correct. And he was basically on the right track.

(Watch tape)
(A stops the tape)

A: Can I ask you one thing about your gestures?

B: Yea.

A: Do you realise that throughout the conferences, you... what's the word? You do this to the table.[Hitting the table.]

B: Yea Yea Yea.

A: Like this, and this. [Chopping hand on the table.] Did you realise you... that you do this? Is that alright with you? You find that that's fine, right?

B: Well...that's... that may not be a very good habit, but I...

A: I mean different teachers are different.

B: Yea. This is the different way of talking with people. When I was trying to say 1 2 3 thing, it's just part of the body language. I remember using this kind of gestures when I was teaching somewhere else because in those days, I was wearing a big

ring and sometimes I suddenly... I was wearing a ring on one of my fingers and I suddenly realised that I was knocking on the blackboard, it's not whiteboard, it was blackboard. I heard this noise and I suddenly realised I was doing it. Otherwise I don't really know I... So I guess that's part of the ways I'm talking with people, especially when I get excited with certain things. I do it without knowing it. I really don't feel like that's really... I mean I don't see that's really bad. But I don't think it's good either. It's just different people have different way of talking with people.

A: Any comments?

B: Um...

A: If no, we'll just go on.

B: Yea, just go on.

(Watch tape)

(A stops the tape)

A: **Ok. Um.** How would you say was your conference with Ben?

B: It was very frustrating.

A: Was it useful?

B: At least I got him to understand he was completely off track.

A: Right. So you think it was successful? It did some good?

B: Oh, completely. Otherwise he would be feeling very happy thinking that he was doing the right thing. After that, at least he should have done much work, he would do much more work.

A: So, it wasn't ... so he was definitely on the wrong track.

B: Completely completely off track.

A: Could he have gone on with the same way...

B: Oh Yea. I could definitely imagine him getting a complete big F for that kind of work.

A: And the conference with Peter, would you say that it went much better?

B: Well... I think... yea...I won't say it's much better. But it is better.

A: Um. How do you think he was feeling throughout?

B: I think he just feel like he's getting things and he understood. It's basically quite different. I didn't get that much frustration.

A: Ok. Alright. Coming to an end of this. Before you went into conferences, what did you want to achieve?

B: I basically just want to know if they're on the right track. And if anybody is on the right track, I'll feel very much released. I was very frustrated because Ben was completely off track. And this guy Peter is only a bit off track.

A: Right. So what did you expect of your students before you went to the conference?

B: Expect what?

A: Expect of the students. What do you expect of them before you started their conferences?

B: Just to prepare everything well.

A: Ok. Reality. You've gone through the conferences. You've watched the video of your conferences. Do you think the reality match with your expectations? Your belief of what you could do, or what would happen in the conferences?

B: Um... They have done their homework. I can only say they've done their homework. But if they've done the right homework, that's another story.

A: So do you think they've done the right thing so far?

B: Yea. I think they've done the right thing. At least they've done what I've asked them to do.

A: Which is...

B: Which is get things ready. I mean all these people have written the past that was required.

A: So you would say that reality match with your expectations?

B: Yea. Because I was making it very very clear if you people don't write anything, don't come to see me because I don't have time to see people who just come here to get my ideas. Basically I try to get their ideas. I have my ideas in class. Conferencing time is basically a time they need to talk with me... I was very very clear at the beginning and er... if anybody come here without any writing, I say 'sorry, come back later'. Very simple.

A: Do you think you have achieved your own role in these conferences?

B: Definitely. Yea.

A: Yea? Your role was to...

B: My role was to make sure that they understood, they understand what they should do. I mean we can see some people are still a bit frustrated. That's difficult. I mean it's the nature of the task, you know. So I can't really do more than that.

A: Ok. Alright. Before we go, is there anything else you can tell me from watching the videos?

B: Mm...no.

A: Well, thanks very much for your time and er... for all the reflections. If you can think of anything more, drop me a note.

B: Okay.

A: Thanks again.

Appendix 33 Video stimulated recall session with teacher KK

A: Researcher

B: KK

A: Anyway, okay. Alright. Thank you KK for being to...um... to do this reflection on your own conferences so far. Um... So, I'll briefly just say what we'll do today. I'm just going to ask you to watch your own video, and comment on anything you want to comment on. And there're things that I'd like to specifically ask you to comment on, then I'll ask you a question. Otherwise, you just go ahead. If you want me to pause, you just tell me to pause. If you want me to fast forward, because there's enough of this student already, you want to go on to the next student, that's fine. Just tell me what to do. Okay? Thanks. So, if everything is alright, I'll start playing this tape. Do you remember this student's name?

B: Er... This is Peggy.

(Watch tape)

(A stops tape)

A: Can I just pause and ask you a few questions? It's very obvious that you've read the student's writing before you saw her.

B: Yea, I did.

A: Could you say why you did that?...because...

B: Because that's just... er...preparation. So if you haven't read the student's writing, and that you mean that you'll have to read the piece of writing together during the interview. I do not want to make it too long.

A: Right. Did you have an idea before you did any conferences with your students how long you wanted your conferences to be?

B: Yea, I have a rough time-limit here. But I don't mind expanding it.

A: Right. It was the rough time-limit? I mean usually with your students, not only with these four.

B: Usually it's about 20 minutes per student.

A: Right. What do you think you were doing then?

B: At the very beginning, I was asking the thing that can be added to the introduction. This is to do with the organisation of the whole report. But then the second question I asked is related to grammar sentence level thing. So I think can be separated. So I...it's better for me to finish all the macro thing before getting down to the many minor.

A: Right. Could you say more about what you mean by 'macro'?

B: I define 'macro' by something like organisation of report, er...

A: Aha.

B: What else?... The content of the report, something unrelated to grammar I call 'macro'.

A: Anything else? Content, organisation...

B: Content, organisation and focus of the report. Right. Focus, in a sense, belongs to the content. If it's focused, the content is better.

A: Sure. Now, you asked your student a question. Is that your usual way of conferencing? Like asking questions?

B: Sometimes I'm more teacher-centred, and sometimes I'm student-centred. So what I mean is if something is initiated by the student, then I'll discuss that particular something. And that seems to be, seems to me to be a bit... more student-centred, structured way of conferencing.

A: You've mentioned a very interesting point just now. You say student initiate something that they want to discuss. So, in your experience, in your conferencing experience, do students usually initiate things? Like they... the kind of things they come with things they want to discuss? They want to ask?

B: Very often, I start off trying to be more student-centred in communication, and ended up being more teacher-centred. But I gradually try to train them to initiate ideas.

A: Has that been successful?

B: Well, it depends from students to students.

A: Do you think that is possible?

B: That's possible, if it's a one-to-one or small group conferencing. I mean Sometimes if it's a big group of , say four to five, it is more difficult.

A: More difficult for?

B: For students-centredness.

A: You mean for them to...?

B: Initiate ideas, to let them initiate something from which you expand. Things like that.

A: Hey, that's interesting. What'd you think is more difficult to do: When you see students in group than see students in

B: If the class size is very big, it is quite difficult to be learner-centred, a bit more difficult.

A: Of course. So, in other words, are you saying, am I right, you're saying: if you do conferencing one to one versus conferencing one, let's say, to five, one teacher to five students, then it's more difficult?

B: I'd say from one to five is still okay, easily more manageable. I mean if it's one to ten, it begins to become more difficult.

A: Of course. Okay. Alright.

B: That's my experience in doing the sub-sections. One to five is still manageable.

A: Sure. Oh, by the way, how long have you been doing conferencing? You've been doing this for quite a number of years.

B: Yea, quite a few years.

A: And, if necessary, you'd continue doing that. Is that how you feel about it?

B: Yea, if time allows, time allows.

A: You were saying just now you used 20 minutes per student, that means... 20 students... that would be...

B: Yea. That's the real problem. The whole class, if I have a large class, if the whole class come 20 minutes each, that doesn't mean that I'm not willing to devote my personal time. Sometimes they do not want to come, so they're two things. One, is my personal privacy. Two is they don't want to come. I sometimes give them a choice. If you want to come for detailed discussion, I'd be available within such period.

A: Do they have to sign up? Otherwise they'll all clash. I mean they may all come at the same time.

B: Yea. I circulate a piece of paper for them to write down the time.

A: Okay, alright. Let's go on watching the tape.

(Watch tape)
(A stops tape)

A: Yea. Just now you gave the comment to your student, you say, 'Perhaps you could move that somewhere else'. You remember? You just said that to your student. You put it in a very nice way. You say. 'Perhaps you could move that somewhere else' in a very suggestive way, not forcing them to follow your idea. Do you think students would follow your idea?

B: I think this um.. particular student, er... was able to understand what I mean, the implied meaning, although I was polite.

A: And you were implying. .?

B: Because it's a kind of er... courtesy, trying to be polite to even to your students. Some students, their standard is not high enough to appreciate.

A: So, for those students, what will you do? Would you not use those polite phrases then?

B: I'll look at them to see if they look at me blank. Er... I'll judge from their facial expression whether they understand me. Otherwise, I'll...

A: Okay, right?

B: So, if they don't understand, I'll tell them more directly.

A: Right, right. How often do you think you look at your students during conferences?

B: Well, very often, almost always. Because it's... especially when we come to one-to-one conferences. Because I can afford the time, I mean er.. the... the attention. If I'm conferencing with a larger group, I don't think I can do it well enough.

(Watch tape)
(A stops tape.)

A: Um... In your experience in conferencing the students, is the use of English, um... or has the use of English ever been a problem?

B: It's... sometimes it's a big problem for er.. some weaker students. And then they have great difficulties understanding your English explanations. And I er... I supplement my English explanations with some... some Cantonese.

A: And you mean if they...

B: If they so ask for supplement.

A: Aha. Do sometimes students....

B: Very seldom do they specifically ask for some Cantonese. But er... if they don't know how to ask?

A: Yea? You'll give it.

B: Yea.

A: And do you find that helpful?

B: Yes, really helpful. It's really helpful.

A: Right. Okay. Good. Right. Okay. Alright. Good. Shall we go on?

B: Yes.

(Watch tape.)
(A stops tape.)

A: Er... you... Sorry, um... You see that you had a pen in your hand and you wrote throughout that conference? Is that your common practice? Your usual practice?

B: Sometimes I do.

A: Um... Do you find that helpful? Having a pen around and er...

B: Sometimes I use pencil.

A: Yea, a pen or pencil. Having one around, and you can write any time you want to.

B: I don't have a strong feeling about using or not using a writing instrument. Whenever I find it necessary, I write something.

(Watch tape.)

(A stops tape.)

A: Um... Alright. Um... That conference was shorter than 20 minutes. What do you feel about the whole conference?

B: Um... It was er... sort of okay as I'm satisfied with my own performance because the communication is quite successful.

A: Yep. Okay.

B: And then Peggy understood what I meant.

A: Aha, aha.

B: And that is the major thing.

A: Right. Okay. The major thing for the conference is that students understood you.

B: Yes. The messages are put across successfully.

A: Right. Any other good things about that conference?

B: Um...

A: Don't be too humble.

B: I think that's about it.

A: Yea...

B: Yes, I... I er... I did try to be sometimes more student-centred. One of the weaknesses perhaps is er... I was not able to ...perhaps I did not have time to be so student-centred. So, I did, I did try to make the section shorter by telling Peggy what I think is correct sometimes.

A: Rather than?

B: Rather than letting her to initiate her own ideas to improve her own writing.

A: Okay. Alright.

B: But I think it's not absolutely wrong to use teacher-centred approach to teaching. Sometimes it's necessary because when you're teaching a student of lower confidence, and before you successfully boost his or her confidence, do not use too much student-centredness. Otherwise, er... it won't work. Experience tells me.

A: Oh, Yea? Can you say more about that?

B: Well, because every single pathological theory, such as teacher-centredness is no good, children-centredness is better. I don't think you can have a conclusive, very um... reliable conclusion.

A: Er?

B: That... I mean for every single theory, there is situation where it's not applicable.

A: Right. Okay.

B: So, people insisting that something is better than... one approach is better than another approach is bound to be confusing sometimes. They'll...

A: Um... Um...

B: Without considering space and time. At this particular of time, the student needs more teacher's help, then be more teacher-centred.

A: Yea, right.

B: It's no harm to familiarise yourself with more teaching methods, more teaching approach. Some of them are more often better than others. Well, it's no harm in learning some of these theories.

A: O...Okay. Thank you. Any other things that you think you can improve after watching that first conference that you had with that student?

B: Um...

A: Or you think that that was actually a good conference?

B: Yep, well, I don't think it's very good. But it's quite balanced, macro and micro.

A: Would you say that... It seems to me as an outsider, okay, as an observer, that you gave very detailed comments. Would you agree?

B: Yes, very detailed. Because er... I was prepared to give her that amount of time. Alright, I don't mean that, I'm not saying that I can always afford that a lot of time for a particular student.

A: But before you saw her, you already wrote some comments on the student's draft.

B: Mm-hmm.

A: And then er... you gave her that, those comments. And at the very end, do you remember you gave general comments? You say general comment on that... Do you often do that?

B: Yes. I think that's more important.

A: Er... what? You mean...

B: More important than individual grammatical advice, grammar advice...

A: So you always wrap up with some general comments. Are those general comments usually positive or negative?

B: I try to be more positive. But sometimes I make mistakes.

A: You make mistakes?

B: Well, I... I'm careless enough to give some negative comments.

A: Alright. Okay. So, put it another way, if...

B: If I'm careful and all my comments will sound positive in tone. You know what I mean?

A: Right. Will sound positive.

B: But sounding positive is not as important as um... substantial suggestions for improvement. Because students are not keen for ways to improve, they're not looking for comments that please them, make them happy.

A: Right. Substantial comments.

B: I think this is very much Chinese cultural thing. In the west, I don't know about whether this is right or wrong. In the west, you have to say well, it is excellent, that is wonderful, although it's not excellent. And you have to praise the students a lot because they say if you give what we call in management, this is what we call positive reinforcement in management. If you give more positive reinforcement comments, like "excellent", "marvelous" "well done", if you encourage students more, using these positive reinforcement expressions, the more, the better. But it doesn't work in Chinese culture like China or Hong Kong. Hong Kong perhaps... is a bit westernised. It might work. But in some eastern countries, if you give them praise, they really understand, misunderstood that this is not some expressions.

A: Yes. Very interesting. This is very interesting. So because you're aware of this cultural difference, so with Chinese students.

B: It all depends on that particular student sometimes.

A: And at the end you gave this student a chance to ask you questions. Do you do that always?

B: Yea. Almost always.

A: Do they usually ask questions? Or...

B: Some of them do, not too many of them.

A: So, in your experience, do students take, er... make good use of that chance to ask some really good questions?

B: If they really have something to ask, they really er... For example, if they don't understand x, they really want to find out from you about x. And they'll ask.

A: But any idea about whether they usually ask you micro things or macro things? In your experience...

B: As far as I can recall, they ask about skills more.

A: Right. Did you realise that that student never picked up a pen or pencil throughout the whole conference?

B: Yea.

A: And that's not strange at all to you, is not that right? So most of your students do not pick up a pen or pencil. They just come and listen to you.

B: Yea, they come and listen.

A: They don't jot notes.

B: Some of them do. They always jot notes.

A: Alright. So it might be different groups of students.

B: Because of age difference, I suppose.

A: Oh. Anything more to say about your conference with Peggy now that you've watched your own video?

B: Not really.

A: Shall we go on to the next one?

(Watch May's tape)

(A stops tape)

A: Alright. I found that just in the past, in the last two minutes of the tape, I found it quite obvious that this student, she is May, right? May is more... um.. May talked more, much more than Peggy. Peggy was very... quite quiet.

B: You see May's personality. Number one is spoken English. Number two is a different character from Peggy. Perhaps more motivated to speak up, more willing to speak up.

A: Yea, that's why I feel...

B: Maybe she's from a different secondary school.

A: Could be.

(Watch tape)

(A stops tape)

A: Any comment so far?

B: Yea. May is using her pencil now. I should have let the student write notes more perhaps, instead of writing notes all the time for them. Because they remember their own notes more than teachers' notes, more impressive. I don't know. Just in the moment I come up with some idea. Because you were asking me the kind of reflection to reflect on my own method of conferencing.

A: Very often through reflection of our own teaching we learn. We come to think of many more things that we've never thought of before.

B: But again, it's more time-consuming asking them to write things down.

A: True. You've got to wait for them to finish writing before you can go on.

B: But it's worth spending time with, if it is not too rush.

A: Any other comment about this conference so far? In general, do you think it has been very smooth so far?

B: Um... I have been focusing a lot on the referencing skills which I think is the major weaknesses of May's report.

A: Okay. Your conferences are quite short, so let's just go on watching it.

(Watch tape)

(A stops tape)

A: Again, you asked the student to ask you questions at the end of your conference. Can I ask you how you usually feel? Not particularly in these conferences only, but in your years of conferencing your students. How do you feel when students ask you questions?

B: How do I feel? I feel...er...happy because if they initiate questions, that mean they number one, motivated to learn.

A: Yea.

B: Number two, they're thinking...

A: Yea.

B: You can be more student-centred. And I do not have to, I do not have to be wasting my time trying to be... trying to wait for students' sentence.

A: Um... trying to wait for students' sentence...

B: To come.

A: I asked that question because in the past few years, I've talked to a lot of teachers about their teaching. A lot of teachers, not only for this study, but for other studies as well. A lot of teachers...and some teachers have mentioned the fact that they, although they're happy that their students ask them questions, but they sometimes get worried that they don't know how to answer those questions.

B: Well, that was 20 years ago I had this kind of feeling. But now I'm a more mature teacher. And I don't feel embarrassed whenever I can't answer some factual questions. I just tell them that I need time to find out and let them know next lesson.

A: Right, of course. Um... We've seen your conferences with two ladies, young ladies. The very act of conferencing means that you sit quite close to each other. Er... does it... I mean, is there any gender factor?

B: Gender factor... I ... To me, it's very minimal if there's any. Because this is very natural for you to sit close together if you're sharing only one copy of the book. It's very natural.

A: It doesn't bother you at all?

B: I don't even thought about, thought of this problem.

A: Could age difference be a factor that...

B: Age difference...

A: If there's a bigger age difference, then gender ...

B: Of course age difference does matter. But the extent to which it matters, I don't think it's that serious in the east, in China, or in countries like China, or Korea, or Hong Kong even. Because that'd be a positive thing to them. Because the older you are, the more experienced you are as a teacher. And they trust you more. That's an advantage. Even if you tell them literally what should be done, they accept it.

A: Okay. Right. In general, were you happy about the last conference with May?

B: Yes, I was happy. Number one, May was actively asking questions. The communication seems to be er... successful. And I believe it was successful.

A: Could you say that that's the main thing that you can communicate your ideas?

B: The content, I think, the content of the report er...

A: I mean the main thing of the... for the conference.

B: Yea, to put the message across or ... you do not have to be teacher-centred. But if situation doesn't allow you to be too student-centred, then you have to er... happy with teacher-centredness.

A: But with that conference that you had with May, would you say that that was pretty student-centred?

B: It's more interactive, I think.

A: More interactive between you and May. So, overall speaking, you're quite happy with that?

B: And I'm also happy with Peggy's one. Because that suits her personality. So, we, as a teacher, should treat students as a client. If the client is of that particular characteristic, I mean personality trait, do not force her to change overnight or immediately to suit your style. If you think teacher-centredness is bad, student-centredness is good, if force a student who's custom more to teacher-centredness, then it will be disaster. So, I'm equally happy with Peggy's performance.

A: Um... And the way the whole conference... You were equally happy with that.

B: Yes.

A: Shall we now talk about your own um... paralinguistic devices? Your gestures, your facial expressions, your body language, and the students' body language and gestures.

B: Er... Perhaps I don't like the way I sometimes er... emphasise certain point, repeat using a pencil or finger to point at something.

A: What's wrong with that?

B: For so many times. It sounds to me a bit.. a bit what... overdone and strong.

A: Overdone and it's wrong?

B: Strong.

A: Strong. Okay.

B: A bit too...

A: Mm?

B: Authentic.

A: You mean...

B: I don't think that's necessary.

A: I like the way you keep on looking at the student. You look at the student a lot. You try to establish eye contact with students.

B: That is necessary, to understand whether you're convincing the student, whether you're satisfying the student in case the student is still quite immature in the role of developing autonomy, that kind of things. If the student is already a very mature student, give them chance to think and don't try to be too direct in giving an answer or suggesting answer, that kind of thing.

A: Right. Okay. How about your students? Gestures and expressions? Any comments?

B: May was very natural. It seems to me that she was not bothered by the camera.

A: No. It seems to me she has completely forgotten about the taping.

B: And compared with Peggy, for example, Peggy was a bit shy.

A: Um. Especially at the beginning. Yea.

B: Even with Peggy, once you really let her think about her own work, then she forgot the other things . Her focus... She became focused on her own piece of writing and the comments. I remember asking them whether they were bothered by the camera. And they seems... seem to have told me that they were not bothered.

A: No. How about you yourself?

B: No, totally not.

A: Totally not? Oh, right. Was that because you've been video-taped many times or because your mind is set on...?

B: I don't know why. I've never been video-taped like this. I've been video-taping... I did have the experience of video-taping the class presentation.

A: Yea.

B: And except for that, well, I've never been video-taped.

A: I see. So, that leads to an interesting thing too. What about...What do you think of watching your own video then? So, this is the first time you watch your own video.

B: Yea, in this situation, yes. Er... I was... Yea, as I said just now, I don't like the way I repeatedly pointed at something or taping on the tape to emphasise a certain point. This is something I don't like. And I was satisfied with the way I switch from very directive instruction of teaching, from asking students to think whether they can suggest something, or they agree or not with something, or asking them to suggest if you're to delete something, if you're to add something here, what would you do?

A: Right.

B: But it can be even better if I ... I can reformulate the question to "Do you think something can be added here?" instead of "If you're to add something, what'll you add?" I should have asked "If you think something can be added to make this part better?" It could be even better.

A: So you want to make it more...

B: Give them freedom. Don't push them to accept that something must be added here.

A: Right.

B: Shall we talk about the time spent on each student?

B: I was... was not what I... Time, how much time to be spent is not an important factor to... Sometimes I spend more, sometimes I spend little... less to certain students, depending on the real need.

A: So, you don't really keep to time-limit. So, very flexible basically. Depending on the students' needs, then you choose your own strategy, then you decide on how long you spend?

B: Yea. Exactly.

A: Um... From my talking with other teachers, I realise that some of them have had experience of being conferenced by their own teaches. How about you? If you look back you own study experience, your own learning experience, have you ever been conferenced by your teachers?

B: I don't think so except for my math teacher in my secondary... in my primary school.

A: Aha, maths teacher.

B: I have no conference experience with all my language teachers in the past.

A: Not in secondary? Not in university? Undergraduate degree? No?

B: No.

A: No. How about masters? I know you have two master degrees.

B: Um...

A: Have you ever had any conferencing experience?

B: Let me recall. I did my MA in linguistics in HKU. I don't remember any conferences.

A: Okay.

B: And in my MBA study, er... no... twice in my doctoral studies.

A: Did you learn anything from those two conferences?

B: Yea. Yea. And he was trying to point out some of the important things.

A: Do you think your conferencing strategies are similar to your supervisor's conferencing strategies?

B: Might be a little, slightly influenced by him. I'm not consciously aware of that.

A: Right.

B: But subconsciously, perhaps I was influenced.

A: But then you only had two face-to-face ones.

B: Two in my life. But I am happy about my own way of developing conferencing skills. Perhaps at the very beginning, I might be a little bit clumsy. But that clumsy experience will be a very good asset for developing future conferences... I mean skills which suit individual students rather than skills that model on some kind of theory or some kind of teachers, some lecturers in the class.

A: Um. Trial and error and then develop your own style.

B: So, this is basically my... my views.

A: Yea. Good. Okay. Thank you. Very interesting. Thank you very much.

B: You're welcome.

A: Great. Okay. Thanks for your time.

B: Welcome.

Appendix 34 Fiona and Yvette conference transcript

Location: Classroom with students working at the back of the room

Seating arrangement: Fiona to the right of Yvette on tablet chairs

- 1 Fiona: (Smiles, nods, hands on lap.)
- 2 Yvette: My topic is sex discrimination in workplace. I have a problem for my
- 3 introduction. Here it says we need to write the purpose of the report, that's
- 4 prevention of sex discrimination. Is it the purpose? (Both look at the paper.)
- 5 Fiona: (Thinks for 2 seconds.) Not exactly. It comes from this (points at the paper)
- 6 part. (7 seconds of pause looking for the point in the paper) OK, it's there, and
- 7 (3 seconds of pause looking up her own notes) yes, and there, this paragraph
- 8 and this paragraph. So it's a mixture of them, yes. It asked you to describe the
- 9 desk research. To provide description of desk research () and to recommend
- 10 preventive measures. So you're not taking preventive measures, you're just
- 11 recommending preventive measures. (Yvette looks at Fiona while Fiona
- 12 talks.)
- 13 Yvette: Recommend my boss?
- 14 Fiona: Recommending to your boss. Yes.
- 15 Yvette: To minimize the occurrence of sex discrimination?
- 16 Fiona: Yes, exactly. So that: () your argument is... work more efficiently.
- 17 Yvette: To work more efficiently. (writes)
- 18 Fiona: Because basically your boss... (Fiona looks at Yvette while Yvette talks,
- 19 habitually supports her chin with her left hand.)
- 20 Yvette: So I need to interview my colleagues?
- 21 Fiona: No, just do some desk research (points at the instruction sheet), that means
- 22 use this (picks up Yvette's script to show Yvette).
- 23 Yvette: (3 seconds of pause) Don't do any interview?
- 24 Fiona: Please don't do any. Please don't do any (makes a praying gesture). Because
- 25 you're not asked to. Your boss just said, do some desk research. It's OK.
- 26 Yvette: Do I need to quote some figures in Hong Kong? Not only for my own
- 27 organization but it's overall figure in Hong Kong.
- 28 Fiona: (Fiona takes her hand away from under her chin.) You can do, yea. It can be
- 29 either general Hong Kong or general to your industry. Whatever figure you've
- 30 got, use them. Just when you write it down, you make it clear what you're
- 31 talking about. Just this is the situation in Hong Kong or this is the situation in
- 32 the textile industry. (Fiona resumes the previous posture with her hand
- 33 supporting the chin while listening.)
- 34 Yvette: (2 seconds of pause looking at her draft) So, (7 seconds of pause, keeps
- 35 looking at draft) outline the general background in my office – my
- 36 organization?
- 37 Fiona: Yes.
- 38 Yvette: How can I state clear about the general background?
- 39 Fiona: OK.
- 40 Yvette: I need to quote some figures or...?
- 41 Fiona: No (shakes her head), I think that's not fair. It's too difficult. You're doing sex
- 42 discrimination. (thinks for 3 seconds) You've got 3 (raises middle 3 fingers)
- 43 possible ways. () One (raises the thumb), (um 3 seconds) you can say ()
- 44 there is no problem at the moment in your organization. (Yvette jots
- 45 something down.) So that means you're finished with that in 1 sentence.
- 46 (Fiona count the points with fingers as she introduces the points one by one)
- 47 Or () you can say I don't know whether where is a problem at the moment ()
- 48 and I'll investigate. So that means some other one sentence. Or, there is a

- 49 problem at the moment. And then invent what the problem is. () That has to
 50 be invented obviously. () (To the researcher:) We can keep going? (The
 51 researcher changes the audio tape and says to Fiona: If you want to. Both
 52 Fiona and Yvette return to the draft at hand immediately.)
- 53 Yvette: So I can choose among the three.
- 54 Fiona: Yea, if this one you just need one sentence. If you choose the other one, you
 55 write a paragraph to describe the problem. This one is easier. It's up to you. I
 56 just think it's difficult to invent problem. It's up to you. It's up to you.
- 57 Yvette: So I don't need to have any background about my company? General
 58 background? (Fiona habitually supports her chin with the left hand.)
- 59 Fiona: Yea, hold on. Toby, Toby, can I have the plan thing that I gave you? Yea, Toby.
 60 Are you feeling lazy? He's not your servant! Ask him to pay fifty dollars for
 61 your service! (Everyone laughs.) Alright (Fiona shares the instruction sheet
 62 with Yvette, points out the points on the sheet for Yvette), so you are going to
 63 have the introduction, and that's what I'd like what you're going to put in the
 64 introduction. Very short. You're going to have a background section, for you to
 65 describing the relevant detail for both of your companies, right? You all both
 66 have the problem. The relevant detail. Remember in the book, when you look
 67 at the background, it does, we were talking about the five of the... remember?
 68 And the background describes, not anything students find, only describe the
 69 process like the offices, and the factories, and things like that. You're going to
 70 do something similar. You're going to describe, () something can activate
 71 sexual discrimination, so you're going to be describing, () perhaps:: how
 72 many women you have, how many people there are at each grade. Because
 73 often sex discrimination for promotion, yea? That's the background. That's all.
 74 Nothing connected to the problem at all. (2 seconds of pause looking at Yvette
 75 to check if she understands) OK, because they believe that this section, when
 76 I come to read the findings, when I come to read the recommendations, I can
 77 relate those recommendations to the background, does it fit? Or does it not?
- 78 Yvette: So under, under the section sex discrimination, there are 4 aspects, one is the,
 79 based on sex, man and woman, sexual harassment, and single or married.
 80 (Fiona habitually supports her chin with the hand while listening)
- 81 Fiona: And among those with children or those without children.
- 82 Yvette: Sex... (2 seconds of pause thinking) I need to concern only one aspect.
- 83 Fiona: Yea, yea, yea. (Shows much agreement.)
- 84 Yvette: So I can say in my company, for example in my company, there's only about
 85 60% on discrimination according to sex, so I just focus on these aspects.
 86 (Fiona maintains good eye contact with Yvette while Yvette talks.)
- 87 Fiona: For those on (3 seconds of pause thinking) Yea, yea. (40 seconds of pause)
 88 (Yvette gets up to go back to her seat to look for something.)
- 89 Yvette: (Sits back down.) Doesn't matter. (Cannot find what she is looking for.)
- 90 Fiona: Are you sure? Just focus on one, one of the aspects. If you can. (4 seconds
 91 looking at Yvette to confirm understanding; Yvette thinks for a short while.)
- 92 Yvette: Do I need to say the reason, why [I've just...? (F. keeps supporting her chin.)
- 93 Fiona: [Why you've just, no. (Fiona shakes her
 94 head). Ah, well, up to you. You can choose one or you can choose them all. ()
 95 And in that way, you'll give me a definition, somewhere, (looking at draft for 2
 96 seconds) give a definition if necessary, then give me a definition in
 97 introduction section. One purpose of this report, I: , () I: () will use the
 98 following definition of () sexual discrimination. Underneath you'll tell me what
 99 you'll exactly define. What you're including, what you're excluding. OK? And
 100 you do it.
- 101 Yvette: And also some of the recommendations is based on the aspect, for example,
 102 I just say we discriminate based on sex, so I recommend the boss only at this
 103 aspect.

104 Fiona: Whatever you say in the introduction, I'm going to write about blablabla, the
105 recommendations fit that blablabla. (9 seconds of pause, Yvette looking at the
106 papers thinking seriously; Fiona looking at B meanwhile) OK? We're going to
107 have to finish that; I have to see somebody else, alright? Think about it. Go
108 back and have a look at that plan that I gave because, have a look at the
109 recommendations again. And see what weaknesses you know. Think about it,
110 and if you've got any questions at the end, you can come to me, alright?
111 Yvette: Alright, thank you.
112 Fiona: OK.

113

Appendix 35 Word Count Tables: Fiona and Yvette

The 1 st time Fiona spoke	0 word	The 1 st time Yvette spoke	35 words
The 2 nd time Fiona spoke	56 words	The 2 nd time Yvette spoke	3 words
The 3 rd time Fiona spoke	5 words	The 3 rd time Yvette spoke	7 words
The 4 th time Fiona spoke	10 words	The 4 th time Yvette spoke	4 words
The 5 th time Fiona spoke	4 words	The 5 th time Yvette spoke	7 words
The 6 th time Fiona spoke	10 words	The 6 th time Yvette spoke	4 words
The 7 th time Fiona spoke	23 words	The 7 th time Yvette spoke	23 words
The 8 th time Fiona spoke	53 words	The 8 th time Yvette spoke	9 words
The 9 th time Fiona spoke	1 word	The 9 th time Yvette spoke	9 words
The 10 th time Fiona spoke	1 word	The 10 th time Yvette spoke	7 words
The 11 th time Fiona spoke	92 words	The 11 th time Yvette spoke	7 words
The 12 th time Fiona spoke	47 words	The 12 th time Yvette spoke	13 words
The 13 th time Fiona spoke	220 words	The 13 th time Yvette spoke	26 words
The 14 th time Fiona spoke	9 words	The 14 th time Yvette spoke	7 words
The 15 th time Fiona spoke	3 words	The 15 th time Yvette spoke	28 words
The 16 th time Fiona spoke	5 words	The 16 th time Yvette spoke	2 words
The 17 th time Fiona spoke	14 words	The 17 th time Yvette spoke	11 words
The 18 th time Fiona spoke	66 words	The 18 th time Yvette spoke	30 words
The 19 th time Fiona spoke	62 words	The 19 th time Yvette spoke	3 words
The 20 th time Fiona spoke	1 word		
TOTAL words spoken	682		235

$$\text{S talk : T talk} = 235 : 682 = 1 : 2.902 = 1 : 2.9$$

$$\begin{aligned} \text{Average S talk/time} &= 235 \text{ words} \div 19 \text{ times} = 12.37 \text{ words/time} \\ \text{Average T talk/time} &= 682 \text{ words} \div 20 \text{ times} = 34.10 \text{ words/time} \end{aligned}$$

$$\text{S talk/time : T talk/time} = 34.1 : 12.37 = 1 : 2.757 = 1 : 2.8$$

# of words per turn	How many times by Fiona	How many times by Yvette
0-10	11	12
11-20	1	2
21-30	1	4
31-40	0	1
41-50	1	0
51-60	2	0
61-70	2	0
71-80	0	0
81-90	0	0
91-100	1	0
101-110	0	0
111-120	0	0
121-130	0	0
131-140	0	0
141-150	0	0
151-160	0	0
161-170	0	0
171-180	0	0
181-190	0	0
191-200	0	0
201-210	0	0
211-220	1	0

Appendix 36 Coded nonverbal behaviour table for Fiona and Yvette (plus explanation of nonverbal behaviour codes)

Nonverbal Behaviour Codes

BM	=	body movement	P	=	posture	GES	=	gesture
FE	=	facial expression	GE	=	gaze	VC	=	vocal cues
PT	=	pitch	T	=	tone	VOL	=	volume
P	=	pace	PS	=	pause time	S	=	silence
TH	=	touch						
Ω		nod	σ		shake head	□		nothing in particular
⇒		lean against table	⇐		lean backward	[F●]		face front
↔		face student	⇔		face teacher	⊠		face away from s/t
≧↑		lean sideward (left)	↑≧		lean sideward (right)	⇒		move sideward (right)
⇐		move sideward (left)	⇒!		lean forward suddenly	⇐!		lean backward suddenly
↑↑		sit up straight	{		sit with back bending a little	⌂		sit in a relaxing manner
↑!		sit up straight suddenly	↓		sit back in chair	⋈		lay on table
[<↑>]		sit up quite straight	[⇐●]		sit back but still engaged in talk	[⇐⇒]		sit back with relieve
[↑×]		slouch	[⇐⊗]		sit back with a bored expression	√		tap legs on floor
[⌘ ×]		cross legs away from s/t	⌘		cross legs towards s/t	人		uncross legs away from s/t
[人 人]		uncross legs but still face s/t	⌘		look at the floor	⌚		look at the floor (to find sth)
Π		walk away to get notes	[≡]		more left/right to find materials	[Π ×]		walk away w/ non meeting reasons
		hold pen (right hand)			hold pen (left hand)			hold pen (both hands)
[×]		not hold pen/pencil	/		jab with pen	∅		no obvious change
>		put right hand on legs	<		put left hand on legs	><		put both hands on leg
X		turn pages			underline words on draft	✍		write on draft
☞		hold draft (left hand)	☞☞		hold draft (right hand)	[☞ ×]		not hold draft
≡		touch draft (both hands)	{≡}		touch draft (left hand)	≡}		touch draft (right hand)
☞		point draft (w/ left hand finger)	☞		point draft (w/ left hand & pen)	☞		write on schedule
☞✓		point draft (w/ right hand finger)	☞		point draft (w/ right finger & pen)	☞		point desk with finger

	point pen at chin		right hand point far away		right hand put on table		both hands off desk		right hand off table		support head with left fist		support head with left palm		support head with right palm		support head with both hands		support forehead w/ right palm		support chin with right fist		support neck with right fist		fold left hand into fist		touch cassette player		'barrier' position: student puts the elbow closer to the teacher on the desk and raises that arm to support chin with hand/fist to create a barrier between the student and the teacher		hit paper with pencil/finger		pick up pencil to write		hand movement (right)		put/throw pencil down on desk		point pencil/finger at T/S		clasp fingers together		count with fingers		raise second finger		right hand scratch head		left hand scratch eyebrow		left hand scratch head		both hand touch face		touch own collar		touch hair (both hands)		point right finger at head		left hand point far away		left hand put on table		right elbow on desk		left hand off table		support head with right fist		support head with both palm		support head w/ right hand back		support head back w/ right palm		support chin with left palm		support chin with left fist		support neck with right palm		spread out right hand		hold hand up to stop the t/s from continuing to talk		make circles in air (right)		right hand play pen		hand movement (left)		chopping motion with either one hand or both hands		slightly hit desk w/ palm		both hands together on desk (fingers not clasped together)		left hand wraps right hand		right hand touch face		right hand touch head		left hand touch eye		left hand fingers touch chin		hands cover mouth - laughing		touch hair (left)		touch neckerchief (both hands)		fold arms		hands together on desk		both hands on table		left elbow on desk		one elbow touch table		both arms on desk (folded)		support head with right hand fingers		support head with left hand fingers		support forehead with right hand		support chin with left hand fingers		support chin with left hand		fold right hand into fist		spread out left hand		raise up right hand a little in the air		play with fingers		both hand movement		slightly hit side of desk with palm		rub hands		right hand fingers touch chin		right hand scratch eyebrow		left hand touch face		left hand touch head		touch own neck		touch hair (right)		both hands touch clothes
--	-------------------	--	---------------------------	--	-------------------------	--	---------------------	--	----------------------	--	-----------------------------	--	-----------------------------	--	------------------------------	--	------------------------------	--	--------------------------------	--	------------------------------	--	------------------------------	--	--------------------------	--	-----------------------	--	---	--	------------------------------	--	-------------------------	--	-----------------------	--	-------------------------------	--	----------------------------	--	------------------------	--	--------------------	--	---------------------	--	-------------------------	--	---------------------------	--	------------------------	--	----------------------	--	------------------	--	-------------------------	--	----------------------------	--	--------------------------	--	------------------------	--	---------------------	--	---------------------	--	------------------------------	--	-----------------------------	--	---------------------------------	--	---------------------------------	--	-----------------------------	--	-----------------------------	--	------------------------------	--	-----------------------	--	--	--	-----------------------------	--	---------------------	--	----------------------	--	--	--	---------------------------	--	--	--	----------------------------	--	-----------------------	--	-----------------------	--	---------------------	--	------------------------------	--	------------------------------	--	-------------------	--	--------------------------------	--	-----------	--	------------------------	--	---------------------	--	--------------------	--	-----------------------	--	----------------------------	--	--------------------------------------	--	-------------------------------------	--	----------------------------------	--	-------------------------------------	--	-----------------------------	--	---------------------------	--	----------------------	--	---	--	-------------------	--	--------------------	--	-------------------------------------	--	-----------	--	-------------------------------	--	----------------------------	--	----------------------	--	----------------------	--	----------------	--	--------------------	--	--------------------------

☺	smile (genuine)	☺	half smile	☹	unhappy
E	look embarrassed	🗨️	attentive	★	friendly
[▼]	laugh	?	look puzzled	??	inquiring look
v	frown	🏴‍☠️	tired	η	bothered
🎵	happy	[🔔]	understand comment	[👤]	stern
⊗	look / sound unsatisfied	💧	nervous look	✂️	annoyed
👂	patient	📖	bored	✂️	look sideways at S/T
Ò	eye contact with S/T	Ŝ	look at student	†	look at teacher
Ŋ	look at draft	F	look at front	[🏠]	look at the ceiling
Ĝ	glance at S/T	°F	quick glance at floor	F≡	look far away
[🏠]	roll eyes & look bored	①	roll eyes (thinking)	[★★]	look elsewhere with mtg reasons
[📷]	look at camera	{ 📷	look at sth behind camera	[☆☆]	look elsewhere without mtg reasons
[Ø]	no obvious changes to gaze	[📷]	roll eyes & look impatient/frustrated/annoyed		
*	little	**	sometimes	***	always
↘	low	↗	high	→	moderate
▶▶	quite fast	✈️	fast, like rushing	💧	urging
#	blaming	🔥	aggressive	♥	soft
!!	questioning	❗	impatient	👂	flat
[]	hesitant	💡	joyful tone	[👂??]	inquiring tone
[↑]	harsh tone	[👂]	sarcastic tone	[▶]	quite slow
[🚲]	respond very quickly	[🚲]	interrupt student talk/teacher talk	[Ø]	no obvious changes in vocal cues
×	nil	÷	lightly pat on the other's arm	☐	prolonged touching
∩	pat on the shoulder	L	listening	TK	talking
TN	thinking	R	reading draft	W	waiting

T= Fiona S=Yvette

Starting position and environment: Teacher and student sitting on tablet chairs at ~115°. The student sat to the left of the teacher. There was no other seat available nearby.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s
BM (T)	↔, →, Ω	←	⇒, ←	∅	↔, →, Ω	Ω	Ω	Ω, σ	Ω	Ω, σ	⇒, ←	←, σ	∅	Ω
BM (S)	∅	∅	∅	∅	∅	∅	∅	∅	∅	∅	∅	Ω	←	Ω
P(T)	{, ⇒	{	{	{	{	{	{	{	{	{	{	{	{	{
P(S)	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔	↑, ↔
FE (T)	☺, 🗨️	□, TK, TN	□, TK, TN	□, TK	□, L, TK	🎵, TK	🗨️, L, TK	□, TK	🗨️, L	🗨️, TN, TK	🎵, TN, TK	□, TK	☺, 🎵	🎵, L, TK
FE (S)	□, TN, TK	□, L, TK	□, L, TK	□, L, TK	□, L, TK	□, L, TN, TK	□, TK	□, L, TK	□, R, TK	□, TK	□, L	□, ✂️, TN	☺	☺
GES (T)	👉, >	👉, 📄, 👉	📄, ✓, 👉	👉, 📄	👉, 📄, J	X, Y, J	Y	J, Y	Y	Y, Y, Y, Y	J, ✓, f	J	<, J, Y	}, ✂️, J, >
GES (S)	, 📄	, 📄	, 📄	, ✂️, 👉	, ✂️, 📄	, 📄	, 📄	, 📄	, 📄, 📄, ✓, X, J	, ✓, J	, ✂️, 📄	✂️		, 📄
GZ (T)	Ń***	Ń***	Ń** Ŝ**	Ŝ*** Ò**	Ń** Ŝ** ✂️*** Ò*	Ŝ*** Ò**	Ń** Ò** ✂️***	Ŝ*** Ò***	Ń** Ò*	Ń*** ✂️*** Ò*	Ń** ✂️***	Ŝ*** ✂️*	✂️*	Ń*** Ŝ**
GZ (S)	Ń*** Ť**	Ń** Ť**	Ń***	Ń** Ť** Ò**	Ń** Ť** Ò*	Ń*** Ť** Ò**	Ń*** Ť** Ò**	Ť*** Ò***	Ń** Ť** Ò*	Ń** Ť*** Ò*	Ń***	Ń***	Ń***	Ń*** Ť**

VC (T)														
PT	→	→	→	→	→	→	→	→	×	→	→	→	→	→
T	♥	♥	♥	♥	♥	♥	♥	♥		♥	♥	♥	♥	♥
VOL	→	→	→	→	→	→	→	→		→	→	→	→	→
P	→	→	→	→	→	→	→	→		→	→	→	→	→
VC (S)														
PT	→	→	↘	↘	↘	↘	↘	↘	↘	↘	×	×	×	↘
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥				♥
VOL	→	→	↘	↘	↘	↘	↘	↘	↘	↘				↘
P	→	→	→	→	→	→	→	→	→	→				→
S (T)	L	R, TN	R,L	L	L	L	L	L	L	TN	L	L	L	W
PS (in s)	10	18	10	17	18	25	10	15	30	9	20	18	10	23
S (S)	×	R, L	L	L	L	L,TN	L	L	L	L	L	↘, TN	R	↘, L
PS (in s)	20	25	28	28	21	21	17	27	21	18	30	30	30	24
TH (T1)	×	×	×	×	×	×	×	×	×	×	×	×	×	×
TH	×	×	×	×	×	×	×	×	×	×	×	×	×	×

	15 th 30s	16 th 30s	17 th 30s	18 th 30s	19 th 30s	20 th 30s	21 st 30s	22 nd 30s	23 rd 30s	24 th 30s	25 th 30s	26 th 30s	27 th 30s	28 th 30s	29 th 30s
BM (T)	σ, Ω	\leftarrow, \rightarrow	\Rightarrow	\emptyset	\leftarrow, \rightarrow	\leftarrow	\leftarrow, Ω	\leftarrow, Ω	\Rightarrow, Ω	\emptyset	\emptyset	Ω	Ω	\Rightarrow	\Rightarrow
BM (S)	Ω	\emptyset	\emptyset	Ω	\emptyset	Ω	Ω	\emptyset	Π	Π	Π	\emptyset	\leftarrow	\emptyset	\emptyset
P(T)	$\{$	\Uparrow	\Rightarrow	\Uparrow	\Uparrow	\Uparrow	\Uparrow	\Uparrow	\Rightarrow	$\{$	$\{$	\Uparrow	\Uparrow	\Uparrow	\Rightarrow
P(S)	$\Uparrow, \Leftrightarrow$	$\Uparrow, \Leftrightarrow$	$\Uparrow, \Leftrightarrow$	\Rightarrow	\Rightarrow	$\Uparrow, \Leftrightarrow$	\Rightarrow	\Rightarrow	\Uparrow	Π	\Uparrow	\Uparrow	\leftarrow	\Uparrow	\Uparrow
GES (T)	\odot, J	$\odot, \text{J}, \blacktriangledown$	J, TK	\square, TK	\square, TK	\bullet, TK	\odot, J	\odot, \bullet	\odot, \bullet	\odot	\odot	$\odot, \text{J}, \blacktriangledown$	ω, J	$>, \text{f}$	$>, \text{f}$
GES (S)	$\square, \text{L}, \text{TN}, \text{TK}$	\odot	\odot	\square, L	$\square, \text{L}, \text{TN}$	\square, L	$\square, \text{TN}, \text{TK}$	$\square, \text{TN}, \text{TK}$	$\square, \text{TN}, \text{TK}$	\times	$ $	$, \text{J}, <, \text{X}$	\equiv	$, \text{J}, \text{TK}$	$, \equiv$
FE (T)	$>, \text{J}, \Upsilon$	Υ, f	J, TK	J, TK	J, TK	J, TK	J, TK	J, TK	$>, \text{J}, \text{TK}$	$>, \text{J}, \text{TK}$	\odot	\bullet, TK	\square, TK	$\odot, \text{J}, \text{TK}$	\odot, J
FE (S)	$, \text{f}$	$, \text{f}, \text{J}$	$ $	$ $	$, \text{J}, \text{TK}$	$, \text{J}, \text{TK}$	J, TK	$, \text{f}$	$, \text{f}$	\times	$\square, \text{L}, \text{TK}$	$\square, \text{L}, \text{TK}$	$\square, \text{L}, \text{TK}$	$\square, \text{TN}, \text{TK}$	$\square, \text{TN}, \text{TK}$
GZ (T)	$\acute{N}^{**}\acute{S}^{**}$	$\acute{N}^{**}\acute{S}^{**}$	\acute{N}^{***}	\acute{N}^{**}	\acute{S}^{**}	\acute{N}^{***}	\acute{S}^{**}	\acute{S}^{**}	\acute{S}^{***}	\times	\acute{S}^{***}	\acute{N}^{**}	\acute{S}^{***}	\acute{S}^{***}	\acute{N}^{***}
	$\acute{N}^{***}\acute{S}^{**}$	$\acute{N}^{***}\acute{S}^{**}$	\acute{N}^{***}	\acute{N}^{***}	$\acute{S}^{***}\acute{S}^{**}$	$\acute{S}^{***}\acute{S}^{**}$	$\acute{S}^{***}\acute{S}^{**}$	$\acute{S}^{***}\acute{S}^{**}$	$\acute{S}^{***}\acute{S}^{**}$	\times	$\acute{S}^{***}\acute{S}^{**}$	$\acute{N}^{***}\acute{S}^{**}$	$\acute{S}^{***}\acute{S}^{**}$	$\acute{S}^{***}\acute{S}^{**}$	$\acute{N}^{***}\acute{S}^{**}$
GZ (S)	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\times	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}
	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\times	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}

VC (T)															
PT	→	→	→	→	→	→	→	→	→	×	→	→	→	→	→
T	♥	♥	♥	♥	♥	♥	♥	♥	♥		♥	♥	♥	♥	♥
VOL	→	→	→	→	→	→	→	→	→		→	→	→	→	→
P	→	→	→	→	→	→	→	→	→		→	→	→	→	→
VC (S)															
PT	↘	↘	×	×	×	×	↘	↘	↘	↘	↘	↘	↘	↘	↘
T	♥	♥					♥	♥	♥	♥	♥	♥	♥	♥	♥
VOL	↘	↘					↘	↘	↘	↘	↘	↘	↘	↘	↘
P	→	→					→	→	→	→	→	→	→	→	→
S (T)	W	L	L	L	L	L	L	L	L, W	W	W	L	L	L	W
PS(in s)	11	8	8	8	5	7	8	26	16	30	20	7	20	16	25
S (S)	L, TN	W	L	L	L, TN	L	L	L	L	Π	Π, L	L	L	L	TN
PS(in s)	15	10	30	30	30	30	22	10	10	22	28	24	10	14	5
TH (T)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	⊃ ■ (6s)
TH (S)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

Appendix 37 Fiona and Lily conference transcript

Location: Classroom with students working at the back

Seating arrangement: Fiona to the right of Lily on tablet chairs

- 1 Fiona: Lily, come. (Looks at Lily and waits.) And Lily, can you bring the list from Toby,
- 2 please. Thank you. Now you don't have to ask all your questions if the answers
- 3 are with them [previously conferenced students], you don't have to repeat them,
- 4 if you are happy with 'em, OK? Just ask me what you want, OK? What can I
- 5 help you? (Fiona rounds her back, supports her chin with the right hand and
- 6 waits for Lily to speak.)
- 7 Lily: (Fiona looks at Lily as Lily speaks.) I don't know what's the difference between
- 8 findings and, and ... I've got some statistics, but I don't know, is it by, maybe I
- 9 give some questionnaire for my clients, and then ask them some questions
- 10 about stress, because I'm talking something about stress. Then I can have a
- 11 case study result, and then find out what's the reason and the cause of the
- 12 stress. (Fiona looks at both Lily and her paper.) I can [...]
- 13 Fiona: [So what, so what
- 14 content should you have in the findings? (Looks at Lily.) OK, easy, that's easy.
- 15 (Speaks with certainty and a smile). You've answered it, (smiles); you have
- 16 answered it, in fact. You're going to have, let me just read it first (picks up Lily's
- 17 paper, leans towards Lily and reads for 10 seconds). OK. It's exactly this, right?
- 18 (Looks at Lily.) Alright. This is number one of your findings, it is number two,
- 19 and this is number three (spots on the paper for "one", "two" and "three"). And
- 20 these pieces of information in your findings will come from your research (Picks
- 21 up the research paper to show Lily). OK? (Nods at Lily.) Because that's general,
- 22 not your company, only the general situations.
- 23 Lily: (Points at draft in Fiona's hand.) It's result from the general and? (Looks
- 24 surprised.)
- 25 Fiona: Yes, all of it, all of these.
- 26 Lily: (Points again.) The situation?
- 27 Fiona: Not this one, forget (cover the part with one hand) this one. This one, this one
- 28 and this one. (Points at different places in the draft.)
- 29 Lily: I haven't included findings.
- 30 Fiona: This, this and number 1, number 2 and number 3 (pointing at different places
- 31 on the draft), these are the findings. That's are your findings section. And the
- 32 information comes from general: (left hand sweeps slightly above the draft in
- 33 front of Lily to indicate "general") research that you've done. (Looks at Lily for 3
- 34 seconds, see if she gets her point.) This (points at the paragraph on
- 35 background situation) will go before the findings. (A student off camera asks to
- 36 go to the washroom; Fiona nods/smiles in acknowledgement. Then looks at
- 37 Lily again immediately.)
- 38 Lily: And my report only have this situation, reasons of job stress?
- 39 Fiona: What reasons? In general? Or reasons for your own company?
- 40 Lily: General. All my reasons and consequence is from general data.
- 41 Fiona: Not how to prevent... No don't write that, no problem, that's fine. You don't
- 42 want that. Have you included that...
- 43 Lily: Yes, that's... (Looks at Fiona.)
- 44 Fiona: Perfect ↑! No, not (shakes her head vigorously) in your recommendations, in
- 45 your findings.
- 46 Lily: It is in the findings.
- 47 Fiona: Yes, because that's what you: (points at Lily) find, () about how to prevent
- 48 stress. Even about how to prevent, so can you find it? Because that's what you

49 found out, and you found it.
50 Lily: And then I have no recommendation.
51 Fiona: You do, you do, you do (fast)! OK, (picks up another page to show Lily) alright,
52 so you've got your introduction, your background about your company, alright?
53 This is invented? This is invented, yea. And you can copy this later if you want.
54 The findings of this, this and this, you said. OK? And you're going to have, a
55 similar organization, exactly like that, that's the first bit. Perhaps these are
56 subtitles, OK? But it's all general, and this is your final section of the findings,
57 alright? (Fiona looks at Lily; Lily nods.) Because it's what you find out, so it's still
58 in the findings. And then ↑, your conclusion, for you're going to summarize, this,
59 so you're going to summarize this, this and this. Tell me the important things
60 briefly, as briefly as possible, OK? (Lily nods.) And then you're going to have
61 recommendations. Now the recommendations section, in your report, it's re:ally
62 the most important thing, OK? (Lily nods.) Because that's what your boss ask
63 you to do. () (Lily nods.) OK? You know about it, don't you? (Lily nods.) Yea.
64 The recommendations might be similar to those ones, (Fiona points at draft in
65 front of Lily,) it might be similar to what the experts are doing, in general, but it
66 might not. OK? It might not, so there's 3 things it could be. It could be exactly
67 the same, it could be similar with a little bit of change, or it, you can invent it, it
68 doesn't have to be there, OK? But, and it can be a mixture of these ones, it can
69 be one of these, two of these, and three of these, for example. Or one, one, one!
70 Or it can be three, zero, zero. Whatever. That's up to you, but, they must all be
71 relevant to your company. (Fiona pauses for a second; Lily nods.) OK? And
72 what I say that, it means, you've got to fit (looks at Lily's facts sheet) that (turns
73 to a page and points at it) your recommendations must be sensible for what
74 you've described and explained, alright because I will read that, your
75 recommendations.
76 Lily: Recommendations are based on company, which is the company I'm working
77 for?
78 Fiona: Yup. Not on your position, because it doesn't matter, that doesn't matter. That,
79 () the other things will be important for your recommendations. So basically, I'm,
80 I'm just looking: has she said something sensible here? (Lily nods.) Alright, and
81 if it's based on fact, it's sensible, if it's related to your company. (Lily nods; Fiona
82 looks at Lily to see if she understands.) Alright? You can have a wonderful
83 suggestion, that your invent, but it might be suitable for her company, or it might
84 be suitable for his company, not yours. (Lily smiles slightly.) Alright, so it must
85 relate to the details that you're going to write there, OK? (Lily nods.) And give
86 me the reasons for them, I'm not really interested in the findings, not really.
87 (Fiona shakes head.) The findings are really just a backup of what you're going
88 to say in your recommendations. (Lily nods.) Alright, I'm going to believe what
89 you say there because I understand what you say there. (Lily nods.) OK? Is that
90 clear? (Fiona maintains good eye contact with Lily and pauses slightly before
91 "OK" to see if Lily understands.)
92 Lily: Yes. (Nods and smiles.)
93 Fiona: OK. And you have questions?
94 Lily: No. (Shakes head and smiles.)
95 Fiona: Not at all? (Lily shakes head.) Alright, think about what I've said, and come
96 back and ask me more at the end if you've got any questions, OK. Alright,
97 thanks for being here. Thank you, good questions. (Smiles at Lily as Lily gets
98 up and leaves.)

Appendix 38 Word Count Table: Fiona and Lily

The 1 st time Fiona spoke	54 words	The 1 st time Lily spoke	68 words
The 2 nd time Fiona spoke	80 words	The 2 nd time Lily spoke	6 words
The 3 rd time Fiona spoke	7 words	The 3 rd time Lily spoke	2 words
The 4 th time Fiona spoke	13 words	The 4 th time Lily spoke	4 words
The 5 th time Fiona spoke	35 words	The 5 th time Lily spoke	11 words
The 6 th time Fiona spoke	10 words	The 6 th time Lily spoke	10 words
The 7 th time Fiona spoke	20 word	The 7 th time Lily spoke	2 words
The 8 th time Fiona spoke	9 words	The 8 th time Lily spoke	5 words
The 9 th time Fiona spoke	33 word	The 9 th time Lily spoke	6 words
The 10 th time Fiona spoke	306 words	The 10 th time Lily spoke	12 words
The 11 th time Fiona spoke	146 words	The 11 th time Lily spoke	1 word
The 12 th time Fiona spoke	5 words	The 12 th time Lily spoke	1 word
The 13 th time Fiona spoke	25 words		
TOTAL words spoken	743		128

$$\text{S talk : T talk} = 128 : 743 = 1 : 5.805 = 1 : 5.8$$

$$\begin{aligned} \text{Average S talk/time} &= 128 \text{ words} \div 12 \text{ times} = 10.7 \text{ words/time} \\ \text{Average T talk/time} &= 743 \text{ words} \div 13 \text{ times} = 57.2 \text{ words/time} \end{aligned}$$

$$\text{S talk/time : T talk/time} = 10.7 : 57.2 = 1 : 5.35 = 1 : 5.4$$

# of words per turn	How many times by Fiona	How many times by Lily
0-10	4	10
11-20	2	1
21-30	1	0
31-40	2	0
41-50	0	0
51-60	1	0
61-70	0	1
71-80	1	0
81-90	0	0
91-100	0	0
101-110	0	0
111-120	0	0
121-130	0	0
131-140	0	0
141-150	1	0
151-160	0	0
161-170	0	0
171-180	0	0
181-190	0	0
191-200	0	0
201-210	0	0
211-220	0	0
221-230	0	0
231-240	0	0
241-250	0	0
251-260	0	0
261-270	0	0
271-280	0	0
281-290	0	0
291-300	0	0
301-310	1	0

Appendix 39 Coded nonverbal behaviour table for Fiona and Lily

T= Fiona S= Lily

Starting position and environment: teacher and student sitting on tablet chairs at ~115°. The student sat to the left of the teacher. There was no other seat available nearby.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s	15 th 30s
BM (T)	∅	Ω, ←	⇒	⇒, ←, Ω	←	←, ⇒↑, Ω σ	←, Ω, σ	⇒, ←	⇒, ←	∅	⇒↑	←	⇒, ←, Ω	←	←
BM (S)	⌚, ⇔	∅	∅	↑≡	↑≡	↑≡, Ω	↑≡	↑≡, Ω	Ω	Ω	Ω	Ω	Ω	Ω	Ω
P (T)	↑↑	{	⇒	⇒	↑↑	←	↑↑	⇒	⇒	↑↑	←	↑↑	←	↑↑	↑↑
P (S)	↑↑	↑↑, ʘ	↑↑, ʘ	ʘ, ↑↑≡	ʘ, ↑↑≡	ʘ, ↑↑≡	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ	↑↑≡, ʘ
GES (T)	ʃ, ʘ, >	ʘ, ≡	ʘʘ, ʘ	ʘʘ, ʘ	ʘʘ, ʘ, ≡	ʘ, ʃ, ʘʘ, J	ʘʘ, ʘ	ʘʘ, ʘ	ʘʘ, ʘ	ʘʘ, ≡	ʘʘ, ʘ	ʘʘ, ʘ, ʃ, X	ʃ, X	ʃ, ʘʘ, J	ʘʘ, J
GES (S)	, X	, ʃ	, ʘ, ʘ	<, , ʘ, ʘ	, ʘ	, ʘ, <	, ʘ, <	, ψψ, <	, ψψ, <	, ʘ, <	, <	, <	, ʘ, ʘ, ʘ	, <, X	, ʘ
FE (T)	☺, ʘ, ʘ	ʘ, L, TK	ʘ, R, TK	ʘ, TK	□, L, TK	☺, ʘ	☺, ʘ	☺, ʘ	□, TK	□, TK	☺, ʘ	☺, ʘ	□, TK	☺, ʘ	☺, ʘ
FE (S)	☺	□, T, TK	□, R	□, L, TK	?, v	??	□, L, TK	□, L, TK	□, L, TK	□, L	☺	□, L	□, L, TK	□, L	☺

GZ (T)	Ŝ*** Ò***	Ň** Ŝ**Ò***	Ň*** Ŝ*Ò**	Ŝ*** Ò**	Ň** Ŝ**, Ò**	✂*** Ň***Ò**	✂*** Ŝ***Ò**	Ň*** Ŝ**Ò**	Ŝ*** Ò**	✂***Ň** Ŝ**Ò**	✂*Ň** Ŝ***Ò**	✂*** Ŝ**Ò**	Ŝ*** Ò**	✂*** Ŝ***Ò**	✂*** Ŝ***Ò**
GZ (S)	Ť** Ⓢ Ò***	Ť*** Ⓢ Ò***	Ň*** Ò**	✂*** Ť** Ò**	Ť*** Ň* ✂* Ò**	Ť*** Ⓢ Ò**	Ť***Ò*** F⊆ *	Ň*** Ò** F⊆ *	Ň*** Ť* Ò** F⊆ *	Ň*** Ò** Ň***	Ň*** Ò**	Ť*** Ò**	Ť*** Ò**	Ť*** Ò***	Ť*** Ò**
VC (T)															
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥
VOL	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VC (S)															
PT	⌞	⌞	×	⌞	⌞	⌞	⌞	⌞	⌞	×	×	×	⌞	×	×
T	♥	♥		♥	♥	♥	♥	♥	♥				♥		
VOL	⌞	⌞		⌞	⌞	⌞	⌞	⌞	⌞				⌞		
P	→	→		→	→	→	→	→	→				→		
S (T)															
PS (ins)	L 19	L 26	R 15	L 8	L 12	L 12	L 9	L 6	L 5	L 28	×	×	L 6	×	×
S (2)	L	L	R	L	L, TN	L	L	L	L	L	L	L	L	L	L, TN
PS (ins)	19	8	30	27	28	28	20	21	23	30	30	30	23	30	30
TH (T)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
TH (S2)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

Appendix 40 Ashley and Celine conference transcript

Location: Small learning area with a round table and chairs

Seating arrangement: Ashley to the right of Celine

- 1 Ashley: Are we on? OK, here we go. OK, thanks for coming. How do you think I can
- 2 help you?
- 3 Celine: Just to check whether I'm on the right track or not, because I'm, when writing,
- 4 I'm, I have a little bit confusion about who am I talking to, or the tone of the
- 5 writing.
- 6 Ashley: OK.
- 7 Celine: And also some grammars, what kind of tense I should use.
- 8 Ashley: OK. (Celine: mm) So, did you fill out the fact sheet?
- 9 Celine: Yes.
- 10 Ashley: OK, so if, alright, because this fact sheet is going to be, also tell me about
- 11 what is going to be your relationship between you and your boss, alright? So
- 12 your Hotel California, is this in Hong Kong?
- 13 Celine: No, it is a new hotel established myself. (Both laugh.)
- 14 Ashley: OK, but it's a hotel that is in Hong Kong, it's a Hong Kong, it's built in Hong
- 15 Kong.
- 16 Celine: Yes.
- 17 Ashley: OK, what size is it?
- 18 Celine: About 400 to 500 rooms.
- 19 Ashley: So it would be a bit like the what? If we would to compare your hotel with a
- 20 hotel that's existing?
- 21 Celine: Nikko Hotel.
- 22 Ashley: OK, got it. And what's your position?
- 23 Celine: I'm the financial controller. (Laughs)
- 24 Ashley: Oh, OK. Who're you writing this report for?
- 25 Celine: Actually, oh, I have some mistakes in the introduction.
- 26 Ashley: That's OK! You just change this.
- 27 Celine: OK.
- 28 Ashley: Who are you writing it for?
- 29 Celine: I'm writing for the financial controller.
- 30 Ashley: OK, so you are writing to the financial controller. And what's your position?
- 31 Celine: Assistant of the financial controller.
- 32 Ashley: Sounds good. What's your relationship?
- 33 Celine: Relationship. I don't get it.
- 34 Ashley: OK, when I say your relationship, are you very formal with this man or woman,
- 35 or are you very relaxed?
- 36 Celine: Hmm... (2 seconds of pause) formal, half formal I would say.
- 37 Ashley: OK, do you call him mister? Or do you call him by his first name?
- 38 Celine: Mister. In the workplace.
- 39 Ashley: In the workplace. OK.
- 40 Celine: But outside work, I would call him his name.
- 41 Ashley: OK, so you socialize with him. (Celine: Yep.) OK, prevention of waste of
- 42 resources in hotels. So would you like me to just to read through it, is that
- 43 clear, and comment as I go. What about grammar, do you want me to stop
- 44 with the grammar, and talk about grammar, or should I read through it for
- 45 meaning first, and back to grammar?
- 46 Celine: Yes, that'll be better.
- 47 Ashley: I think so, yes. OK, so I'll read it out loud, OK? This report... waste of
- 48 resources in hotels and suggests measures to prevent such problem. This

- 49 report was initiated by a financial controller has revealed... OK, I might make
50 some notes on it, alright?
- 51 Celine: OK.
- 52 Ashley: (10 seconds of pause.) OK, because this is desk research. You've got to be
53 careful about just doing one hotel, alright?
- 54 Celine: Oh.
- 55 Ashley: (2 seconds of pause.) Electricity, finding about suggestions, right? (Celine:
56 mm.) OK, waste of electricity, this is the second one, right? Waste of electricity,
57 central air conditioning, any waste of fuel, waste of water. They are main, three
58 main subheadings, right?
- 59 Celine: Yes.
- 60 Ashley: OK, recommendations coming up?
- 61 Celine: I've put the recommendation inside the problems.
- 62 Ashley: Yes, then, yes, then you have to change that, because, part of the marks you
63 have to follow this, right? So you have to follow the outline of the answers here.
64 Some of the answers here. OK, a title page. So you need a title page.
- 65 Celine: Yes.
- 66 Ashley: Yes, do you understand what that is?
- 67 Celine: I don't have the time to do it. (Laughs embarrassingly.)
- 68 Ashley: That doesn't mind, you just see it, OK? An introductory section you've got,
69 OK, a finding section in which you present your data, interpret it and discuss
70 them, right? So, a conclusion section in which you summarize the findings, a
71 recommendation suggestion in which you make recommendations arising
72 from this, so this is your suggestions, right?
- 73 Celine: Yes.
- 74 Ashley: So you might be able to keep it, or you might have to move it around.
- 75 Celine: But don't you think that it's quite inconvenient to look? Because I think that,
76 um, mentioning the problem and then, um, talk about the suggestions,
77 because you know, um, some suggestions will be quite, um, operational and
78 not so, not giving a direct goal, direction or goal, (Ashley: mm) but some are
79 guidelines. (Ashley: mm) And I think that it will be much clearer if I just follow,
80 mention it after the problems.
- 81 Ashley: OK, let's go back to this, the instructions and issue, right? So, for instance,
82 let's start here with this. You've done this well (Celine: mm) in the introduction;
83 but it's kind of a problematic situation, it says that, you know, she has not
84 received any reports or specific incidents but nevertheless she wants to take
85 preventing measures. So it's like, well, you're writing a report, but there's no
86 real problem, but you've addressed it really well, OK. You've got over that. So,
87 now, because it's desk research, (Celine: mm) therefore, your research, it
88 needs, what did you say, it's a desk research, right? I mean it's really clear
89 here. (Points at instruction sheet.) Desk research, exactly as you said in your
90 sources, is the Nikko Hotel and articles in tourism in periodicals, so you're
91 going to address the general situation in Hong Kong, (Celine: mm) but not all
92 of those problems and those suggestions would be relevant for your hotel.
- 93 Celine: Yup.
- 94 Ashley: So the recommendations are just going to be your problems in the hotel and
95 the solutions to those problems. (Celine: mm-hm) So the way that they
96 structure this is that they see that your findings are going to be overall findings
97 and then when they get the recommendations they want to see what you've
98 pulled out from that, (Celine: mm) that's relevant to your hotel.
- 99 Celine: Would the recommendations be written in the point form or in a paragraph?
- 100 Ashley: They can be in a point form. Many, some students have done that, you know,
101 they've just written a topic sentence and then put it in point form, but each of
102 the points would be in sentence.
- 103 Celine: It seems that I, um, I write it in a wrong way because I write those solutions

- 104 like the guidelines taken by the Nikko Hotel. (Ashley: mm) And after the
 105 problems, and then in the conclusion I just conclude giving the general, um,
 106 recommendations how our hotel could do, to prevent such kind of problems.
- 107 Ashley: Conclusions, right? You go back to this, conclusions are... conclusion section
 108 which summarizes your findings. So I mean for grade, I mean you do writing is
 109 for grade, you've just got to follow this. I mean, if you don't, then you're going
 110 to have to lose marks and it's a shame, because of your writing. Because if in
 111 the workplace, you do exactly as it's done.
- 112 Celine: Yes.
- 113 Ashley: You know, you do it the best way that you think. The most intelligent way that
 114 you think.
- 115 Celine: I'm not in the business now.
- 116 Ashley: Yes, exactly. We might have to change, may, I don't think you have to rewrite
 117 this, you're just going to have to do a cut and paste.
- 118 Celine: Maybe I just go through this.
- 119 Ashley: Let's go to findings. So we're going to get rid of this, right? For starting, so it's
 120 going to be fine. (3 seconds of pause) Were you here for the last lesson when
 121 I did cohesion? The topic I've found?
- 122 Celine: No. (Laughs embarrassingly.)
- 123 Ashley: This is just what I see.
- 124 Celine: Because I remember that once in the, in the lesson that you told us, don't use
 125 so many conjunctions like therefore, furthermore, moreover.
- 126 Ashley: Yes, yes.
- 127 Celine: That reminds me, oh, don't bother so many things like that.
- 128 Ashley: Right, exactly. When I gave a lesson about it, and everybody had, sort of
 129 analyzed it, and I so talked about topic upfront which this is what this is. OK,
 130 we can talk about it later. (Reads draft.) This is very clear, electricity in town
 131 doesn't in the main area vary in the hotel. (3 seconds of pause) I've got to
 132 mark this, OK? If I've got time, I'll give you a little grammar lesson about this.
 133 (20 seconds of pause reading) OK, this is clear. The electricity used in air
 134 conditioning account for 50% used in the hotel, alright. The public areas in
 135 hotels, you mean hotels generally? So the public areas in hotels are always
 136 too low. The temperature in the public areas of hotels is always too low, where
 137 guests are not in a comfortable environment. I, I, I'm not quite sure what you
 138 mean here. Maybe you could tell me what this means?
- 139 Celine: Because I found that some problems in the restaurants or some outlets in the
 140 hotels are usually of too low temperature, (Ashley: OK) guests sitting there are
 141 felt very cold.
- 142 Ashley: OK.
- 143 Celine: And they're not really in a comfortable situation having the dinners or having
 144 their coffee.
- 145 Ashley: OK, so in other words, what we're saying here is most hotels, most public
 146 areas, public areas in most hotels in Hong Kong, the temperature is kept too
 147 low. (Celine: mm) The temperature is kept too low in most public areas in Hong
 148 Kong. And guests are not comfortable. Is that, what you mean?
- 149 Celine: Yes.
- 150 Ashley: OK. So it just needs to be a bit more...
- 151 Celine: Rephrasing.
- 152 Ashley: Yes, rephrasing. In addition, much more... (Reads draft.) So it's not 'in
 153 addition', this is, this is the cause, this is the effect, isn't it?
- 154 Celine: Besides, I mean, besides causing the, um, discomfort in guests, (Ashley: mm)
 155 it also needs more energy to keep [the...]
- 156 Ashley: [Yea. OK, these low temperatures, right,
 157 need more energy. Keeping these low temperatures uses a great deal of
 158 energy, right? (Reads.) (8 seconds of pause.) So it's very clear, I mean, the

159 organization pattern is very clear, just the grammar problems here, which is
 160 linkage problems, which if you've come to more lessons you would really
 161 know what it is. I'm giving you a hard time! (Laughs.)
 162 Celine: The lessons are too early! I just can't get up!
 163 Ashley: OK. OK, be careful with this, not because it is not good in the hotel, because
 164 of this, (reads draft). My advice is, maybe don't, this is more like an academic
 165 report. So, so why don't you just start here and get rid of this, and don't have
 166 any in text citation at all.
 167 Celine: That means in business report, we usually don't quote anything, anyone, any
 168 person.
 169 Ashley: Not usually, I mean there's not, there are not definite rules about it, unless
 170 your boss says to you, look, Nikko's doing good things, go and have a look
 171 what Nikko Hotel is doing, and then you'll use it.
 172 Celine: The way I'm doing is just because Nikko is doing very good.
 173 Ashley: Yes.
 174 Celine: And I'd like to (Ashley: mm) increase the credibility of the information that I've
 175 given alone.
 176 Ashley: Yea, yea, yea, that's, I mean, what you say makes so much sense and I think
 177 if I was your boss, that's what I would like to read, but unfortunately, (both
 178 laughs) we're stuck with this right? We're stuck with this.
 179 Celine: OK. (Laughs.)
 180 Ashley: OK. So, but that's the nature, yes, hmm, I mean that is such a good point.
 181 Celine: It's OK but I just...
 182 Ashley: Yea, you could put that maybe in the introduction which is the sources, right?
 183 (Celine: mm) Or maybe even in your appendix.
 184 Celine: OK.
 185 Ashley: Because I agree with you, it's a very good... (reads draft).
 186 Celine: This paragraph are the suggestions [...
 187 Ashley: [Exactly, and it's fine, and just, you don't
 188 have to change this at all. I mean you could, it's obvious to, you don't need to
 189 even use a subheading. The second largest electricity is lighting systems...
 190 the second largest user of electricity is, is the lighting system. (12 seconds of
 191 pause reading draft) OK, where are we now? (Celine points at draft.)
 192 Celine: The problem, then just.
 193 Ashley: That's fine, I find no problem with that at all. ... It's easier to control the guests
 194 or the staff.
 195 Celine: The staff?
 196 Ashley: Of course, right, so that you can do, (Celine: mm) maybe in your conclusion
 197 or recommendations.
 198 Celine: Yes, I've quoted it in the conclusions.
 199 Ashley: Great, OK. (5 seconds of pause reading) Yes, fine, so this you don't have to
 200 change anything, yup.
 201 Celine: Just move it to the back.
 202 Ashley: Well I don't think so, I think these are your general findings, because you're
 203 saying hotels can reduce water usage. That means hotels generally.
 204 Celine: Yes, but these are the recommendations to prevent the waste of resources.
 205 Ashley: Yes.
 206 Celine: Then, how can I put, where should I put it, in the recommendation in the later
 207 part?
 208 Ashley: OK, wait when we'll talk about that, we'll get there, OK?
 209 Celine: OK.
 210 Ashley: (3 seconds of pause.) I'm reading very fast now. I'm not reading for grammar
 211 at all, because [I'm...
 212 Celine: [Really really really fast. (Laughs.)
 213 Ashley: (8 seconds of pause reading.) OK, let's just go think about your

214 recommendations will go. Usually there're more than one kitchen in a hotel,
 215 how many kitchens does California Hotel have? As it's fairly small.
 216 Celine: Three, two.
 217 Ashley: OK, so here you can say, we only have two kitchens, OK? (Celine, mm) And
 218 it's easier to control like water consumption in our first kitchen than the other
 219 kitchen. (Celine: mm) So, that would be (2 seconds of pause thinking) We can
 220 send a, who? If you're in the kitchen, who do you think in the kitchen would be
 221 responsible for this? Ultimately responsible for this in the kitchen.
 222 Celine: F & B manager.
 223 Ashley: Food and beverage manager.
 224 Celine: Yes.
 225 Ashley: OK, so what can you do? As we've got the food and beverage manager, you
 226 have two kitchens and the food and beverage manager is ultimately
 227 responsible.
 228 Celine: Maybe I ask him to closely monitor his staff.
 229 Ashley: Yes.
 230 Celine: Or I found that he can install some water meter measure. Water meter,
 231 something like that.
 232 Ashley: OK, OK.
 233 Celine: To exactly measure how, how much water is used in each kitchen and report it
 234 back to the staff and to remind them all you should prevent to waste the water.
 235 Ashley: OK, so you could say that in your recommendations. Monitor, install,
 236 whatever devices called, install the water device, and monitoring. We can
 237 make our food and beverage manager understand everything and responsible
 238 for this. We can send him on a training course, and make him be responsible
 239 for making sure that all the...
 240 Celine: Oh, you mean that in the recommendation part we use, we say something
 241 particularly to our hotel.
 242 Ashley: Yes, exactly.
 243 Celine: Oh, I see.
 244 Ashley: You've got it.
 245 Celine: Yup.
 246 Ashley: OK. And then you can use your imagination in California Hotel.
 247 Celine: Oh, that means in the solutions here suggested can be used or can be
 248 mentioned again in the recommendation part, it just, um, I try to, um, follow the
 249 measures that other hotels have taken.
 250 Ashley: Yes. So you can't put anything in your recommendations that's not in your
 251 findings.
 252 Celine: Oh.
 253 Ashley: Because that's why you're doing an investigation.
 254 Celine: OK, I get it.
 255 Ashley: You get it. I knew you'd get it. Ha ha. (Both laugh.) OK, (2 seconds of pause)
 256 right, in this aspect, hotels can do little to control their guests, so OK. OK, so
 257 that can be in your recommendations and then we...
 258 Celine: Recommendations.
 259 Ashley: Yes. OK, all level of staff in the hotel must, this is the passive, right? You
 260 would call it the passive?
 261 Celine: (Reads closely) Passive... must be involved.
 262 Ashley: Yes, and the prevention of waste of resources. (8 seconds of pause reading.)
 263 OK. Remember this is not actually a summary of your findings. I think the
 264 summary of your findings would start up the main wastages in the hotel are
 265 electricity.
 266 Celine: Yes, electricity, town, fuel, gas and water.
 267 Ashley: Yes. They're the main wastages. And then after that, it would be summarized
 268 in the solutions. Or even electricity I noticed that you've mentioned, heating

269 and ventilation in lifts.
270 Celine: Just summarize the facts that are found in the report.
271 Ashley: Yes, yes. Summarize the solutions.
272 Celine: Because I found that these information are quite useful in our hotel.
273 Ashley: They are useful.
274 Celine: And I don't know where I should put it.
275 Ashley: OK, if you haven't mentioned this, the manager, the technical staff, and every
276 individual should be well informed to prevent wastages. This would be very
277 good few recommendations. How are you going to do this? OK, to accomplish
278 this, we should have our food and beverage manager to be responsible for this,
279 the head of our house keeping staff, whatever she's called, or he's called.
280 Celine: It's called the house keeping manager.
281 Ashley: OK, so this can be an introduction of your recommendations. This is,
282 remember this is, I'll put a line through this, (writes) because the waste of
283 resources in our hotel is not very significant in the moment. This is
284 recommendation because it's specific to your hotel. Conclusion is only a
285 summary. It's a summary of your findings in general. OK, so this, could be a
286 nice introduction to your recommendations. This is all recommendations here.
287 Celine: Yeah! (Laughs.)
288 Ashley: So, here, basically you have to add a bit to your conclusion, you need to
289 summarize this a little more. And then this can be switched to your
290 recommendations.
291 Celine: OK.
292 Ashley: However you want to do it.
293 Celine: But I'm afraid that I will exceed the word limit because it's already 1480
294 something.
295 Ashley: OK, so therefore, what you're going to do is cut down some of this, (points to
296 early part of draft). It's a shame, because it's nice, isn't it?
297 Celine: Because I spent the whole night to do it, I just don't want to cut it! (Both laugh.)
298 Ashley: I know. Writing is precious, writing is precious! We don't want to cut it down,
299 but of course if you had come and see me before, I would have, before you've
300 written this, I would say, that's what I want.
301 Celine: (Laughs embarrassingly, leans towards Ashley, pats Ashley on the left arm.)
302 Or maybe I just cut the, cut the few.
303 Ashley: Yes, can you, I mean if you could just reduce it. Maybe some of the solutions.
304 Celine: (2 seconds of pause reading) No... solutions are very hard to think.
305 Ashley: They were very nice solutions, but there, the solutions are from your end. Or
306 take some of these solutions maybe and put them into your recommendations.
307 I don't know if you can do that. Or...
308 Celine: I'd like to know, um, that how long would you expect to be the
309 recommendations about half page, or...
310 Ashley: Yes, hmm, because your findings are very very long. You know then, your
311 recommendations are going to be, let's go... (Flips page.) You have no
312 recommendations, alright.
313 Celine: Because I thought that recommendations are the suggestions to that.
314 Ashley: Well I agree that makes sense. But mind you, I think if you were running a
315 hotel, it would be nice to know which ones of these you could, would be most
316 relevant (Celine: mm) for your hotel.
317 Celine: Just pick up the most relevant which is the...
318 Ashley: Yes, what can you do? I mean you've only got so much budget, you've only
319 got so much money.
320 Celine: To cut the biggest, cost, like the electricity, and also the water.
321 Ashley: Yea, OK.
322 Celine: And for the electricity, um, fine tune control, (Ashley: OK) in the air
323 conditioning, (Ashley: mm) in the auto control something, controlling the

- 324 lighting, (Ashley: mm) when there's nobody in the room.
- 325 Ashley: Yes, OK.
- 326 Celine: I mean just switch off, (Ashley: mm) and for the waters, I think the main ways
- 327 that you offer water is that dripping taps, the leakage of the tap.
- 328 Ashley: OK.
- 329 Celine: And also the, hmm, also the, (thinks for a second) no, no more. The main
- 330 sources are necessary water usage.
- 331 Ashley: OK, so it's nice report, I mean, you do have some errors, you have some
- 332 grammar errors, but this is, I think, we'll sort it out.
- 333 Celine: Yup.
- 334 Ashley: And if you... (Reads the instruction sheet.) How many words, if you give me a
- 335 new report, if you give me a report so I'll send it to double marking, it'll come
- 336 back and say 'A'...
- 337 Celine: I hope I can get an A too. But seems like this, I only get a C.
- 338 Ashley: No, that's not true. OK, you'll need to write a minimum of 900 words and a
- 339 maximum of 1500. OK? The head of assessment wrote this. (Points at
- 340 instruction sheet.) You know, can I be flexible about this? But that's not my
- 341 decision, it's some else's decision.
- 342 Celine: Maybe I, I think, I better follow the rules.
- 343 Ashley: Yes.
- 344 Celine: Because it may be unfair to other students, because in other subjects we
- 345 study, some lecturers let us to work exceed twice the word limit, (Ashley: mm)
- 346 but some lecturers do not allow us, because he thinks if you can write double
- 347 number of the words, you can cover a lot of things, (Ashley: yea) that makes,
- 348 that you can get a lot of marks from that.
- 349 Ashley: Yea, yea.
- 350 Celine: Therefore, I just cut down some, some...
- 351 Ashley: Yea, I think we can be, you know, it says 1500, you know, if you're going to
- 352 give me 1650, I mean I'm not going to make a fuss about that, but if you give
- 353 me 2500...
- 354 Celine: And I'm afraid I'll write a lot because I have so many to say.
- 355 Ashley: (Laughs.) So now, anymore questions about what we've been talking about?
- 356 Celine: Am I on the right track? Or right tone?
- 357 Ashley: Oh yes I think there's no problem with your tone.
- 358 Celine: Just I have to, to arrange the conclusion and the recommendations.
- 359 Ashley: Yes.
- 360 Celine: And I don't have to move the suggestion back.
- 361 Ashley: No, no, because I don't think you have, but I would just put this under findings.
- 362 I would just keep findings because I see that your suggestions are really
- 363 solutions to the problems.
- 364 Celine: Yes.
- 365 Ashley: And so therefore, they're solutions more than suggestions, and I see it as part
- 366 of your discussion. So these are, these are the facts, I'm going to discuss how
- 367 you can cut it down.
- 368 Celine: OK.
- 369 Ashley: I think that's presented very well. (Celine: mm) What about grammar? Would
- 370 you like to take a look at the grammar now?
- 371 Celine: Yes.
- 372 Ashley: Oh you do, you do. (Both laughs.)
- 373 Celine: I'm afraid I would cry.
- 374 Ashley: You're not going to cry, you're not going to cry. OK, let's see. (2 seconds of
- 375 pause.) This report presents the findings, oh, by the way, this is from the book,
- 376 isn't it? Yes, this is actually taken directly from the book.
- 377 Celine: Yes. (Julia enters room to check on tapes.)
- 378 Ashley: We are still here, Julia, this is awful, how long? You all do it in 10 minutes and

- 379 I'm here like an hour 10 minutes.
 380 Celine: (Laughs.)
 381 Ashley: It's not so much findings, I know why you wrote that because it's that report,
 382 that 'Shek Kip Mei' report, right? About the fire.
 383 Celine: Yes.
 384 Ashley: And I, we taught it but there's nothing in the book that helps you. So this
 385 report, investigates, alright? (Julia leaves room.)
 386 Celine: Investigate.
 387 Ashley: Because it's not just findings, that report was just findings.
 388 Celine: And also the solutions.
 389 Ashley: Yes, this report investigates the waste of resources in hotels, and, suggested
 390 measures to prevent such problems, which is exactly here, right?
 391 Celine: Ahha.
 392 Ashley: (9 seconds of pause.) That's OK. OK this is, we're talking about big grammar
 393 errors, prevention of waste resources can save money for the hotel, this is
 394 your main verb, right? Say... and then, so, subject, verb, alright, is the
 395 sentence, and then it's a full stop, or a semi colon, or a conjunction. So here,
 396 prevention of waste resources can save money for the hotel. It also helps to
 397 protect our environment, but there's no, linkage. It's a run-on sentence. You
 398 finish the sentence, and instead of putting a full stop, or a linkage word, such
 399 as, you just put a comma.
 400 Celine: I think that 'also' is already the conjunction.
 401 Ashley: No, 'also' is not a conjunction. There's only five coordinative conjunctions,
 402 and, but. (Counts with fingers.)
 403 Celine: However.
 404 Ashley: However is an adverb, it's not a conjunction. (Both laughs.) It's a linkage, it's
 405 a linkage word, but it's not, OK?
 406 Celine: It seems so strange to me when you're talking about the grammars.
 407 Ashley: It what?
 408 Celine: I don't know anything about the grammars, you know, I don't remember the
 409 grammar rules. I even don't know what is infinitives, I just, I don't know, from
 410 gut feeling that I just say it...
 411 Ashley: Yes, it's actually not gut feelings, it's that you internalize the rules, you know
 412 the rules.
 413 Celine: I don't know. (Laughs.)
 414 Ashley: You... you do know the rules. For instance, if we had another, if we had a
 415 native speaker that's not an English teacher, or if we had a native Chinese
 416 speaker, how well do you know rules in Chinese?
 417 Celine: No. (Laughs.)
 418 Ashley: OK, so, if I say it to you, how do I say it in Chinese? You'll be right, because
 419 it's your language. (Celine: mm) So, I'll repeat it, and I'll be correct. If I say to
 420 you why do you do that, you can't tell me, just know it's right. You know it's right
 421 because you know the grammar. (Celine: mm.) You just can't explain the
 422 grammar. It's the same with native speakers. If you asked a native speaker
 423 this, they might tell you that, but they had no idea. They'll say it's a
 424 coordinative conjunction. In fact, if they're not trained as English teachers,
 425 they usually give you the wrong ways, cos they're embarrassed, cos they think
 426 they should know it, right? So they give you some obviously wrong reasons.
 427 English teachers are, would hopefully give you the right reason, if they are
 428 very good, they would say 'I don't know, I'll go and look it up.' So what would
 429 help your English? So it's, you do know because when we did that tense,
 430 remember we did that tense exercise? You came up with all the right tenses.
 431 Celine: Yes.
 432 Ashley: A lot of them. And then I said, 'Do you know the rules?'
 433 Celine: No.

- 434 Ashley: No, you didn't know the rules, right?
- 435 Celine: I don't know about the rules, but Keung knows a lot of rules.
- 436 Ashley: Well... hahahaha (Both laugh.)
- 437 Celine: Therefore, I just keep my mouth shut, when you're talking about the grammar.
- 438 What kind of grammar, what kind of tenses you are using, then I just, I don't
- 439 know.
- 440 Ashley: So what would help you? Your English proficiency is pretty high. Your writing
- 441 is good, your organization is good, I can understand it. So now if you want to
- 442 get better, it would help you if you could at least when I say something open
- 443 your book, (Celine: mm) I'll give you a book that will help you, so that you,
- 444 alright, so. So let's read this with the...
- 445 Ashley & Celine: The prevention of waste resources can save money for the hotel,
- 446 and it also helps to protect our environment.
- 447 Ashley: So this is the conjunction, this called the coordinating conjunction. And
- 448 there're only five of them. This is a very native speaker error as well.
- 449 Celine: Oh I remember in my last assignment, you told me to add in some
- 450 conjunctions in the paragraph.
- 451 Ashley: OK, and you didn't know what they were.
- 452 Celine: No. (Both laugh.)
- 453 Ashley: OK, OK, so let's talk about this.
- 454 Celine: (Reads aloud.) Tourists are concerned about.
- 455 Ashley: Exactly, so you can... why don't you take a pencil. (Gives Celine a pencil.)
- 456 Because when you read, you intend to self correct.
- 457 Celine: Tourists are concerned with the environmental quality of the destination and
- 458 therefore, keeping environmental quality in Hong Kong.... (reading)
- 459 Ashley: OK, tourists are concerned about the environmental quality of the destination,
- 460 oh, tourists are concerned about the environmental quality of their destination.
- 461 Celine: Their destination.
- 462 Ashley: Yes. Tourists are concerned about the environmental quality of their
- 463 destination, I know what you mean, but I'm sure if it's clear enough. Tourists
- 464 are concerned about the environmental quality of the countries that they visit.
- 465 Is that what you mean?
- 466 Celine: Yea!
- 467 Ashley: Yea.
- 468 Celine: Of the country they visit.
- 469 Ashley: Yes.
- 470 Celine: Because, because it's destination means the country they'll visit in the study.
- 471 Ashley: Yes, it does. It means that may be to a travel agent. Oh is that Julia I'm
- 472 wondering if... (No.) That's Lina... that's OK. (Reads aloud.) Tourists are
- 473 concerned about the environmental quality of the countries that they visit, and
- 474 therefore, keeping the environmental, and therefore keeping the
- 475 environmental quality in Hong Kong. Keeping the environmental quality in
- 476 Hong Kong means maintaining the income source of hotels to, yea, the source
- 477 of income.
- 478 Celine: Source of income. (Writes on draft.)
- 479 Ashley: Yes. (5 seconds of pause) I don't know why, I wonder if this is from Chinese.
- 480 Many people like this long long phrases...
- 481 Celine: OK.
- 482 Ashley: And sometimes it works, sometimes it doesn't and this is the wrong way, it
- 483 doesn't. Probably will not, probably will govern... (reads draft) ... the
- 484 information in the report is based on the conservation guidelines provided in
- 485 the Hotel Nikko web sites and also some articles in the tourism, in the tourism
- 486 periodicals, tourist periodicals, in tourism periodicals, yea. There were rules
- 487 for this, I don't know them.
- 488 Celine: In tourism periodicals.

- 489 Ashley: Yea. Electricity and town gas are the main areas, are the main...
- 490 Celine: Areas.
- 491 Ashley: Yes, of energy consumption in a hotel. No, here you can do a comma,
- 492 together with water consumption because this, doesn't have a noun, doesn't
- 493 have a verb. So you can do it. Now, you need a full stop. This is referring back,
- 494 what does it refer back to?
- 495 Celine: Um, the electricity, town gas, and also the water consumption, contributes to
- 496 the main...
- 497 Ashley: OK, but it's so, it's singular or plural?
- 498 Celine: Singular.
- 499 Ashley: So is this singular or plural?
- 500 Celine: Plural.
- 501 Ashley: OK, so?
- 502 Celine: They contribute to the major cost of...
- 503 Ashley: They contribute to the major operating cost of the hotel. (Reads.) OK, you
- 504 also, this is what I was teaching to. This is a referring back pronoun. If it's
- 505 singular, it can be 'it'. If it's plural, it can be 'they' or 'these'. 'These contribute
- 506 to', it could be, right? Even 'these contribute'. If it's very long, you can also do
- 507 a summary words, these, these, these sources of energy, right, contribute to
- 508 the major operating, but here I don't think you need it, this is better. (Reads
- 509 aloud.) Electricity is mainly used for air conditioning, lighting, lifts and
- 510 escalators. The annual electricity used for air conditioning, OK, you read this
- 511 one. (Sits back.)
- 512 Celine: The annual electricity used for, accounts for.
- 513 Ashley: Mmm.
- 514 Celine: Offer 50% of total electricity used in a hotel. The public of... most, the public
- 515 areas in most hotels are always kept in a low temperature.
- 516 Ashley: Yes, are always kept, yes, yes. (Someone knocks on the door.)
- 517 Celine: Are always kept in a low temperature.
- 518 Ashley: (More knocking.) Yes, come in, come in, come in. Come in! (Gets up to open
- 519 the door.) How long have you been here? (Female student voice from outside
- 520 the room.) Over here, we've been for a long time. OK, we're going to, we're
- 521 still going, we're going to stop. (Closes door. Sits down.) OK, Yes, let's do
- 522 some re... let's reword this. The public, just reword it yourself. You can do it.
- 523 Celine: The public areas in most hotels.
- 524 Ashley: In Hong Kong.
- 525 Celine: In Hong Kong, always...
- 526 Ashley: Are always.
- 527 Celine: Are always kept in low temperature.
- 528 Ashley: Yes, are always kept, are always too cold.
- 529 Celine: Too cold.
- 530 Ashley: Yea, what's wrong with that? Are they always too cold?
- 531 Celine: Yea. That means I don't need the 'kept', 'are always too cold'?
- 532 Ashley: No.
- 533 Celine: Are always too cold.
- 534 Ashley: Are always too cold. Or it's kept too cold. No, are always too cold. The public
- 535 areas in Hong Kong hotels are always too cold.
- 536 Celine: Because I think that, um, the hotels, um, just I would like to stress the, the
- 537 meaning that hotel actively or intentionally to keep the temperature low.
- 538 Ashley: OK.
- 539 Celine: Yea, therefore I would like to use 'keeping' or 'kept'.
- 540 Ashley: OK, OK. The public, OK, let's get that first one done, let's write that first part
- 541 down.
- 542 Celine: OK. The public areas in most Hong Kong hotels ... (keeps writing) ... are
- 543 always ... (thinks of which word to use) ... keeping cold.

544 Ashley: No. Are always kept too cold.
 545 Celine: Yes.
 546 Ashley: Can we do that?
 547 Celine: The hotels in Hong Kong are always kept cold. Yes.
 548 Ashley: Maybe, let's try that, that sounds...
 549 Celine: OK.
 550 Ashley: Does that sounds OK? What happens when I, I've been teaching now since 9
 551 o'clock this morning, and what happens to me is I lose my ears of this point
 552 even though I'm a native speaker.
 553 Celine: (Laughs.)
 554 Ashley: You try teaching Chinese or Putonghua. The public areas in most Hong Kong
 555 hotels are always kept too cold. Maybe, something rings about with me, but I'll
 556 read it next time you come.
 557 Celine: OK.
 558 Ashley: OK, where else can we go in? Where is our next room?
 559 Celine: (3 seconds of pause.) Here. (Directs Ashley to a place on the draft.)
 560 Ashley: OK.
 561 Celine: Oh.
 562 Ashley: Oh, let's get the guest, it's too cold. (Reads aloud.) The public areas in most
 563 Hong Kong hotels are always keeping cold.
 564 Celine: And guests are not comfortable.
 565 Ashley: Yes. (Writes.) How about, if we put guest up front? Most guests are, most
 566 guests, most guests are not comfortable.
 567 Celine: Because of the cold temperature in most, in the public areas in most...
 568 Ashley: Hotels, I wonder if we can do that. Most, most, OK, guests are not
 569 comfortable, guests are not comfortable in Hong Kong hotels are kept too cold.
 570 And guests find it too uncomfortable. Guests find, guests find the temperature
 571 in most public areas in Hong Kong hotels...
 572 Celine: Are always.
 573 Ashley: Yes. Guests find the temperature, is that how we go?
 574 Celine: Yes, guests found... (writes).
 575 Ashley: Find.
 576 Celine: Find or found?
 577 Ashley: Find. Why find?
 578 Celine: Find?
 579 Ashley: Read it, just for the sound of it. Guests find the temperature too cold. Guests
 580 found the temperature too cold. Guests find the temperature too cold. Guests
 581 found the temperature too cold.
 582 Celine: They are similar.
 583 Ashley: Very similar, what do you prefer?
 584 Celine: I prefer 'found' because they have experienced the cold temperature.
 585 Ashley: Yes, but do they experience it all the time?
 586 Celine: No, just when they are in the hotel.
 587 Ashley: (Laughs.) OK, but whenever they are in the hotel?
 588 Celine: Yes.
 589 Ashley: They find it in the present tense, because they find it all the time.
 590 Celine: Oh, if that happens all the time then we use that.
 591 Ashley: The present tense, yes.
 592 Celine: Guests find...
 593 Ashley: Guests tend to find the temperature too cold. Guests find the temperature too
 594 cold. Now I've started somewhere else. Guests...
 595 Celine: Temperature? Found... (writes).
 596 Ashley: Guests find...
 597 Celine: To find... (writes).
 598 Ashley: Temperatures too low, alright, temperature can't be cold, it can be high or low,

599 that's how we...
600 Celine: Yes.
601 Ashley: Guests find the temperature too low in...
602 Celine: In public areas in the hotels. (Writes.)
603 Ashley: OK.
604 Celine: In most Hong Kong hotels. (Writes).
605 Ashley: OK. (Reading.) OK. Guests tend to find the temperatures too low in most
606 Hong Kong hotels, in most Hong Kong hotels. Let's put it here. OK, (9
607 seconds of pause reading) then we could have, guests find the temperatures
608 too low in Hong Kong hotels. Most public areas, (4 seconds of pause) guests
609 tend to find the temperatures too low in Hong Kong hotels, as public areas are
610 always kept too cold. We can use that.
611 Celine: Public areas. (2 seconds of pause writing.) Would it be very long?
612 Ashley: But we've got a subordinate conjunction here.
613 Celine: Yes, public areas are always kept too cold.
614 Ashley: Yes, read it, see if you like the sound of it. Guests tend to find the
615 temperatures too low in Hong Kong hotels, as public areas are always kept
616 too cold. What do you think of it?
617 Celine: Too cold temperature, I think they are telling the same things.
618 Ashley: Yes, but you want it to have, you want it, you told me you want it to be
619 deliberate, and you felt that, this, was the deliberate part.
620 Celine: Guests tend to find the temperatures too low in Hong Kong hotels, as public
621 areas are always kept too cold. (Thinks.)
622 Ashley: Sounds OK to me. By how, how you can do that?
623 Celine: Using some conjunction connections. (Laughs.)
624 Ashley: But how are you going to find it? What method are you going to use?
625 Celine: Say it aloud?
626 Ashley: Exactly, same for native speakers, it works for you. Because it sounds right, it
627 doesn't sound right.
628 Celine: I did it, at home, and my Mom thinks I'm crazy.
629 Ashley: (Laughs.) Tell your mother that's how.
630 Celine: Yes.
631 Ashley: It's interesting to get your mother to read something in Chinese. I bet she'll
632 read it out loud.
633 Celine: But she always asks us to read aloud when we're studying in primary school,
634 in secondary school. She thinks that read, read it out can help us to memorize
635 things.
636 Ashley: Oh really? You mother asks you to do that? I wonder that's why you've got
637 such a good ear for the language.
638 Celine: But my brothers didn't, my brother didn't do that. It's just me and my sister.
639 Therefore, our English is much better than him.
640 Ashley: So your mother was hoping your memorization but of course what she did,
641 was help your English skills.
642 Celine: I don't know, that helps me, but I found it out later.
643 Ashley: It seems to me that it's what's happening here, because whenever I ask you
644 to read, you self correct. And then when I asked you why, you say 'I don't
645 know, it just sounds right.'
646 Celine: (Laughs.) Yes, so when should I meet you next time?
647 Ashley: I don't know. Next year?
648 Celine: (Laughs.) Next year!
649 Ashley: Is that OK?
650 Celine: No, probably, would, I would meet you tomorrow!
651 Ashley: Tomorrow, OK, let's have a look at this.
652 Celine: Because tomorrow we have class.
653 Ashley: That's right, we do, but you're not going to be there. (Jokes and laughs.)

654 Celine: No, (laughs a bit embarrassingly) tomorrow I'll come, because I don't have
655 any...
656 Ashley: When do I see you? It's in the afternoon?
657 Celine: No, because I have to attend the interview.
658 Ashley: Oh OK, so when am I going to see you?
659 Celine: Before 9, no, before 9. (Hesitantly.)
660 Ashley: I don't have my schedule here...
661 Celine: Before 10:30, before the class.
662 Ashley: OK, what time is our class? I can't remember.
663 Celine: 10.30 to 11.30.
664 Ashley: OK, 10.30 to 11.30, our class. Angela is coming at a quarter to 10.
665 Celine: That takes you about 30 minutes.
666 Ashley: No, we're faster, we're long with you, I'm faster with other people. (Laughs.)
667 Celine: Yes? Really? (Laughs)
668 Ashley: Can you come earlier than 9.45?
669 Celine: (Thinks and laughs.) I'm not sure. Would it be OK if I come at 10?
670 Ashley: You'll come at 10? Oh yea, you can come at 10.
671 Celine: Yes, and then wait.
672 Ashley: Wait, for here, but then I have to be in class at 10.30.
673 Celine: Yes, then I, I'll go to classroom with you together?
674 Ashley: Late, I bet we'll be late. What about 11.30, afterwards?
675 Celine: 11:30? (Silent for 4 seconds)
676 Ashley: No?
677 Celine: No, better before the class.
678 Ashley: OK, so what time do you want to come tomorrow?
679 Celine: I try to come 9.15 OK?
680 Ashley: You try to come 9.15. (Both giggle.)
681 Celine: You think it's too early for you?
682 Ashley: No, it's not too early for me but I think it's too early for you.
683 Celine: Yes. (Giggles.)
684 Ashley: You want to come at 9.30. Can you make 9.30?
685 Celine: OK, no problem.
686 Ashley: No problem for 9.30.
687 Celine: No.
688 Ashley: If you come at 9.30, what I'll do is I'll start doing it with you and we'll finish,
689 we'll go much faster. OK? And then I'll do Angela.
690 Celine: I think tomorrow takes shorter time because I've seen you today.
691 Ashley: You've seen me today, so I think we're going to go pretty fast with the
692 recommendations and conclusions. And think about your grammar errors,
693 maybe you'll mark certain grammar errors that you think are problematic.
694 Celine: OK.
695 Ashley: That might be interesting. Maybe when you're reading through it, and you're
696 not sure, mark them.
697 Celine: OK.
698 Ashley: So maybe I can go through, I just look at certain areas that you think are
699 problematic but you can work out what they are.
700 Celine: OK.
701 Ashley: If you think it's useful.
702 Celine: Yes, of course.
703 Ashley: Yes, OK. I'll see you tomorrow at 9:30.
704 Celine: Yes, I'll go to bed earlier.
705 Ashley: OK, and I think we have to decide what the researcher's going to do for us.
706 (Laughs.) What do you think?
707 Celine: Um, I'll think about that.
708 Ashley: You'll think about that.

709 Celine: Or maybe we can discuss with Keung together.
710 Ashley: OK.
711 Celine: Buffet!
712 Ashley: A buffet, that sounds good.
713 Celine: Yes.
714 Ashley: OK. Thanks very much for coming in, Celine, I appreciate that.
715 Celine: Thank you, thank you.

Appendix 41 Word Count Table: Ashley and Celine

The 1 st time Ashley spoke	19 words	The 1 st time Celine spoke	34 words
The 2 nd time Ashley spoke	1 word	The 2 nd time Celine spoke	11 words
The 3 rd time Ashley spoke	9 words	The 3 rd time Celine spoke	1 word
The 4 th time Ashley spoke	38 words	The 4 th time Celine spoke	8 words
The 5 th time Ashley spoke	19 words	The 5 th time Celine spoke	1 word
The 6 th time Ashley spoke	5 words	The 6 th time Celine spoke	5 words
The 7 th time Ashley spoke	21 words	The 7 th time Celine spoke	2 words
The 8 th time Ashley spoke	7 words	The 8 th time Celine spoke	4 words
The 9 th time Ashley spoke	8 words	The 9 th time Celine spoke	9 words
The 10 th time Ashley spoke	6 words	The 10 th time Celine spoke	1 word
The 11 th time Ashley spoke	6 words	The 11 th time Celine spoke	6 words
The 12 th time Ashley spoke	13 words	The 12 th time Celine spoke	5 words
The 13 th time Ashley spoke	3 words	The 13 th time Celine spoke	5 words
The 14 th time Ashley spoke	20 words	The 14 th time Celine spoke	7 words
The 15 th time Ashley spoke	15 words	The 15 th time Celine spoke	4 words
The 16 th time Ashley spoke	4 words	The 16 th time Celine spoke	9 words
The 17 th time Ashley spoke	62 words	The 17 th time Celine spoke	4 words
The 18 th time Ashley spoke	45 words	The 18 th time Celine spoke	1 word
The 19 th time Ashley spoke	15 words	The 19 th time Celine spoke	1 word
The 20 th time Ashley spoke	35 words	The 20 th time Celine spoke	1 word
The 21 st time Ashley spoke	4 words	The 21 st time Celine spoke	7 words
The 22 nd time Ashley spoke	46 words	The 22 nd time Celine spoke	1 word
The 23 rd time Ashley spoke	7 words	The 23 rd time Celine spoke	8 words
The 24 th time Ashley spoke	56 words	The 24 th time Celine spoke	1 word
The 25 th time Ashley spoke	14 words	The 25 th time Celine spoke	65 words
The 26 th time Ashley spoke	149 words	The 26 th time Celine spoke	1 word
The 27 th time Ashley spoke	62 words	The 27 th time Celine spoke	13 words
The 28 th time Ashley spoke	37 words	The 28 th time Celine spoke	51 words
The 29 th time Ashley spoke	65 words	The 29 th time Celine spoke	1 word
The 30 th time Ashley spoke	18 words	The 30 th time Celine spoke	6 words
The 31 st time Ashley spoke	27 words	The 31 st time Celine spoke	6 words
The 32 nd time Ashley spoke	35 words	The 32 nd time Celine spoke	1 word
The 33 rd time Ashley spoke	6 words	The 33 rd time Celine spoke	23 words
The 34 th time Ashley spoke	2 words	The 34 th time Celine spoke	11 words
The 35 th time Ashley spoke	144 words	The 35 th time Celine spoke	28 words
The 36 th time Ashley spoke	1 word	The 36 th time Celine spoke	15 words
The 37 th time Ashley spoke	52 words	The 37 th time Celine spoke	1 word
The 38 th time Ashley spoke	10 words	The 38 th time Celine spoke	1 word
The 39 th time Ashley spoke	23 words	The 39 th time Celine spoke	17 words
The 40 th time Ashley spoke	60 words	The 40 th time Celine spoke	10 words
The 41 st time Ashley spoke	50 words	The 41 st time Celine spoke	13 words
The 42 nd time Ashley spoke	40 words	The 42 nd time Celine spoke	12 words
The 43 rd time Ashley spoke	1 word	The 43 rd time Celine spoke	14 words
The 44 th time Ashley spoke	40 words	The 44 th time Celine spoke	1 word
The 45 th time Ashley spoke	16 words	The 45 th time Celine spoke	5 words
The 46 th time Ashley spoke	22 words	The 46 th time Celine spoke	1 word
The 47 th time Ashley spoke	8 words	The 47 th time Celine spoke	5 words
The 48 th time Ashley spoke	52 words	The 48 th time Celine spoke	7 words
The 49 th time Ashley spoke	20 words	The 49 th time Celine spoke	2 words
The 50 th time Ashley spoke	15 words	The 50 th time Celine spoke	7 words
The 51 st time Ashley spoke	13 words	The 51 st time Celine spoke	6 words
The 52 nd time Ashley spoke	22 words	The 52 nd time Celine spoke	12 words
The 53 rd time Ashley spoke	1 word	The 53 rd time Celine spoke	17 words
The 54 th time Ashley spoke	11 words	The 54 th time Celine spoke	1 words
The 55 th time Ashley spoke	14 words	The 55 th time Celine spoke	4 words

The 56 th time Ashley spoke	30 words	The 56 th time Celine spoke	2 words
The 57 th time Ashley spoke	61 words	The 57 th time Celine spoke	4 words
The 58 th time Ashley spoke	4 words	The 58 th time Celine spoke	1 word
The 59 th time Ashley spoke	27 words	The 59 th time Celine spoke	9 words
The 60 th time Ashley spoke	1 word	The 60 th time Celine spoke	16 words
The 61 st time Ashley spoke	2 words	The 61 st time Celine spoke	31 words
The 62 nd time Ashley spoke	52 words	The 62 nd time Celine spoke	17 words
The 63 rd time Ashley spoke	2 words	The 63 rd time Celine spoke	3 words
The 64 th time Ashley spoke	3 words	The 64 th time Celine spoke	1 word
The 65 th time Ashley spoke	11 words	The 65 th time Celine spoke	33 words
The 66 th time Ashley spoke	14 words	The 66 th time Celine spoke	1 word
The 67 th time Ashley spoke	7 words	The 67 th time Celine spoke	4 words
The 68 th time Ashley spoke	34 words	The 68 th time Celine spoke	1 word
The 69 th time Ashley spoke	21 words	The 69 th time Celine spoke	4 words
The 70 th time Ashley spoke	38 words	The 70 th time Celine spoke	7 words
The 71 st time Ashley spoke	29 words	The 71 st time Celine spoke	10 words
The 72 nd time Ashley spoke	5 words	The 72 nd time Celine spoke	13 words
The 73 rd time Ashley spoke	3 words	The 73 rd time Celine spoke	9 words
The 74 th time Ashley spoke	60 words	The 74 th time Celine spoke	6 words
The 75 th time Ashley spoke	72 words	The 75 th time Celine spoke	1 word
The 76 th time Ashley spoke	29 words	The 76 th time Celine spoke	1 word
The 77 th time Ashley spoke	6 words	The 77 th time Celine spoke	15 words
The 78 th time Ashley spoke	21 words	The 78 th time Celine spoke	16 words
The 79 th time Ashley spoke	35 words	The 79 th time Celine spoke	10 words
The 80 th time Ashley spoke	16 words	The 80 th time Celine spoke	7 words
The 81 st time Ashley spoke	37 words	The 81 st time Celine spoke	18 words
The 82 nd time Ashley spoke	25 words	The 82 nd time Celine spoke	10 words
The 83 rd time Ashley spoke	36 words	The 83 rd time Celine spoke	9 words
The 84 th time Ashley spoke	19 words	The 84 th time Celine spoke	12 words
The 85 th time Ashley spoke	2 words	The 85 th time Celine spoke	25 words
The 86 th time Ashley spoke	2 words	The 86 th time Celine spoke	27 words
The 87 th time Ashley spoke	1 word	The 87 th time Celine spoke	16 words
The 88 th time Ashley spoke	26 words	The 88 th time Celine spoke	1 word
The 89 th time Ashley spoke	31 words	The 89 th time Celine spoke	17 words
The 90 th time Ashley spoke	41 words	The 90 th time Celine spoke	9 words
The 91 st time Ashley spoke	1 word	The 91 st time Celine spoke	62 words
The 92 nd time Ashley spoke	2 words	The 92 nd time Celine spoke	7 words
The 93 rd time Ashley spoke	36 words	The 93 rd time Celine spoke	14 words
The 94 th time Ashley spoke	10 words	The 94 th time Celine spoke	9 words
The 95 th time Ashley spoke	10 words	The 95 th time Celine spoke	11 words
The 96 th time Ashley spoke	1 word	The 96 th time Celine spoke	9 words
The 97 th time Ashley spoke	32 words	The 97 th time Celine spoke	1 word
The 98 th time Ashley spoke	34 words	The 98 th time Celine spoke	1 word
The 99 th time Ashley spoke	20 words	The 99 th time Celine spoke	1 word
The 100 th time Ashley spoke	5 words	The 100 th time Celine spoke	5 words
The 101 st time Ashley spoke	38 words	The 101 st time Celine spoke	1 word
The 102 nd time Ashley spoke	22 words	The 102 nd time Celine spoke	0 word
The 103 rd time Ashley spoke	24 words	The 103 rd time Celine spoke	1 word
The 104 th time Ashley spoke	19 words	The 104 th time Celine spoke	1 word
The 105 th time Ashley spoke	10 words	The 105 th time Celine spoke	4 words
The 106 th time Ashley spoke	22 words	The 106 th time Celine spoke	1 word
The 107 th time Ashley spoke	99 words	The 107 th time Celine spoke	8 words
The 108 th time Ashley spoke	12 words	The 108 th time Celine spoke	1 word
The 109 th time Ashley spoke	19 words	The 109 th time Celine spoke	11 words
The 110 th time Ashley spoke	2 words	The 110 th time Celine spoke	35 words
The 111 th time Ashley spoke	16 words	The 111 th time Celine spoke	3 words
The 112 th time Ashley spoke	39 words	The 112 th time Celine spoke	1 word
The 113 th time Ashley spoke	183 words	The 113 th time Celine spoke	1 word

The 114 th time Ashley spoke	13 words	The 114 th time Celine spoke	1 words
The 115 th time Ashley spoke	7 words	The 115 th time Celine spoke	13 words
The 116 th time Ashley spoke	1 word	The 116 th time Celine spoke	29 words
The 117 th time Ashley spoke	67 words	The 117 th time Celine spoke	19 words
The 118 th time Ashley spoke	19 words	The 118 th time Celine spoke	18 words
The 119 th time Ashley spoke	24 words	The 119 th time Celine spoke	1 word
The 120 th time Ashley spoke	8 words	The 120 th time Celine spoke	4 words
The 121 st time Ashley spoke	7 words	The 121 st time Celine spoke	18 words
The 122 nd time Ashley spoke	19 words	The 122 nd time Celine spoke	2 words
The 123 rd time Ashley spoke	22 words	The 123 rd time Celine spoke	1 word
The 124 th time Ashley spoke	41 words	The 124 th time Celine spoke	5 words
The 125 th time Ashley spoke	1 word	The 125 th time Celine spoke	12 words
The 126 th time Ashley spoke	1 word	The 126 th time Celine spoke	3 words
The 127 th time Ashley spoke	70 words	The 127 th time Celine spoke	1 word
The 128 th time Ashley spoke	19 words	The 128 th time Celine spoke	3 words
The 129 th time Ashley spoke	64 words	The 129 th time Celine spoke	1 word
The 130 th time Ashley spoke	12 words	The 130 th time Celine spoke	14 words
The 131 st time Ashley spoke	49 words	The 131 st time Celine spoke	1 word
The 132 nd time Ashley spoke	8 words	The 132 nd time Celine spoke	1word
The 133 rd time Ashley spoke	6 words	The 133 rd time Celine spoke	7 words
The 134 th time Ashley spoke	2 words	The 134 th time Celine spoke	7 words
The 135 th time Ashley spoke	108 words	The 135 th time Celine spoke	26 words
The 136 th time Ashley spoke	1 word	The 136 th time Celine spoke	7 words
The 137 th time Ashley spoke	6 words	The 137 th time Celine spoke	6 words
The 138 th time Ashley spoke	53 words	The 138 th time Celine spoke	4 words
The 139 th time Ashley spoke	3 words	The 139 th time Celine spoke	6 words
The 140 th time Ashley spoke	2 words	The 140 th time Celine spoke	2 words
The 141 st time Ashley spoke	8 words	The 141 st time Celine spoke	12 words
The 142 nd time Ashley spoke	10 words	The 142 nd time Celine spoke	4 words
The 143 rd time Ashley spoke	1 word	The 143 rd time Celine spoke	25 words
The 144 th time Ashley spoke	25 words	The 144 th time Celine spoke	10 words
The 145 th time Ashley spoke	1 word	The 145 th time Celine spoke	17 words
The 146 th time Ashley spoke	17 words	The 146 th time Celine spoke	1 word
The 147 th time Ashley spoke	6 words	The 147 th time Celine spoke	10 words
The 148 th time Ashley spoke	4 words	The 148 th time Celine spoke	1 word
The 149 th time Ashley spoke	7 words	The 149 th time Celine spoke	0 word
The 150 th time Ashley spoke	36 words	The 150 th time Celine spoke	1 words
The 151 st time Ashley spoke	30 words	The 151 st time Celine spoke	1 word
The 152 nd time Ashley spoke	12 words	The 152 nd time Celine spoke	1 word
The 153 rd time Ashley spoke	1 word	The 153 rd time Celine spoke	5 words
The 154 th time Ashley spoke	20 words	The 154 th time Celine spoke	13 words
The 155 th time Ashley spoke	19 words	The 155 th time Celine spoke	2 words
The 156 th time Ashley spoke	47 words	The 156 th time Celine spoke	3 words
The 157 th time Ashley spoke	10 words	The 157 th time Celine spoke	3 words
The 158 th time Ashley spoke	1 word	The 158 th time Celine spoke	1 word
The 159 th time Ashley spoke	3 words	The 159 th time Celine spoke	3 words
The 160 th time Ashley spoke	29 words	The 160 th time Celine spoke	10 words
The 161 st time Ashley spoke	6 words	The 161 st time Celine spoke	8 words
The 162 nd time Ashley spoke	9 words	The 162 nd time Celine spoke	1 word
The 163 rd time Ashley spoke	8 words	The 163 rd time Celine spoke	11 words
The 164 th time Ashley spoke	14 words	The 164 th time Celine spoke	2 words
The 165 th time Ashley spoke	4 words	The 165 th time Celine spoke	2 words
The 166 th time Ashley spoke	20 words	The 166 th time Celine spoke	2 words
The 167 th time Ashley spoke	2 words	The 167 th time Celine spoke	1 word
The 168 th time Ashley spoke	17 words	The 168 th time Celine spoke	6 words
The 169 th time Ashley spoke	7 words	The 169 th time Celine spoke	5 words
The 170 th time Ashley spoke	1 word	The 170 th time Celine spoke	7 words
The 171 st time Ashley spoke	75 words	The 171 st time Celine spoke	8 words

The 172 nd time Ashley spoke	7 words	The 172 nd time Celine spoke	11 word
The 173 rd time Ashley spoke	34 words	The 173 rd time Celine spoke	20 words
The 174 th time Ashley spoke	28 words	The 174 th time Celine spoke	4 words
The 175 th time Ashley spoke	4 words	The 175 th time Celine spoke	3 words
The 176 th time Ashley spoke	7 words	The 176 th time Celine spoke	11 words
The 177 th time Ashley spoke	15 words	The 177 th time Celine spoke	1 word
The 178 th time Ashley spoke	17 words	The 178 th time Celine spoke	30 words
The 179 th time Ashley spoke	5 words	The 179 th time Celine spoke	23 words
The 180 th time Ashley spoke	18 words	The 180 th time Celine spoke	12 words
The 181 st time Ashley spoke	21 words	The 181 st time Celine spoke	9 word
The 182 nd time Ashley spoke	16 words	The 182 nd time Celine spoke	2 words
The 183 rd time Ashley spoke	34 words	The 183 rd time Celine spoke	8 words
The 184 th time Ashley spoke	5 words	The 184 th time Celine spoke	5 words
The 185 th time Ashley spoke	3 words	The 185 th time Celine spoke	9 words
The 186 th time Ashley spoke	8 words	The 186 th time Celine spoke	8 word
The 187 th time Ashley spoke	11 words	The 187 th time Celine spoke	5 words
The 188 th time Ashley spoke	9 words	The 188 th time Celine spoke	5 words
The 189 th time Ashley spoke	10 words	The 189 th time Celine spoke	3 words
The 190 th time Ashley spoke	6 words	The 190 th time Celine spoke	6 word
The 191 st time Ashley spoke	9 words	The 191 st time Celine spoke	3 words
The 192 nd time Ashley spoke	14 words	The 192 nd time Celine spoke	12 words
The 193 rd time Ashley spoke	12 words	The 193 rd time Celine spoke	4 words
The 194 th time Ashley spoke	6 words	The 194 th time Celine spoke	10 words
The 195 th time Ashley spoke	10 words	The 195 th time Celine spoke	0 word
The 196 th time Ashley spoke	13 words	The 196 th time Celine spoke	5 words
The 197 th time Ashley spoke	10 words	The 197 th time Celine spoke	6 words
The 198 th time Ashley spoke	1 word	The 198 th time Celine spoke	7 words
The 199 th time Ashley spoke	10 words	The 199 th time Celine spoke	1 word
The 200 th time Ashley spoke	5 words	The 200 th time Celine spoke	3 words
The 201 st time Ashley spoke	15 words	The 201 st time Celine spoke	1 word
The 202 nd time Ashley spoke	10 words	The 202 nd time Celine spoke	11 words
The 203 rd time Ashley spoke	4 words	The 203 rd time Celine spoke	1 word
The 204 th time Ashley spoke	29 words	The 204 th time Celine spoke	1 word
The 205 th time Ashley spoke	33 words	The 205 th time Celine spoke	1 word
The 206 th time Ashley spoke	16 words	The 206 th time Celine spoke	1 word
The 207 th time Ashley spoke	26 words	The 207 th time Celine spoke	6 words
The 208 th time Ashley spoke	5 words	The 208 th time Celine spoke	4 words
The 209 th time Ashley spoke	8 words	The 209 th time Celine spoke	9 words
The 210 th time Ashley spoke	20 words	The 210 th time Celine spoke	1 words
The 211 th time Ashley spoke	4 words	The 211 th time Celine spoke	4 words
The 212 th time Ashley spoke	1 words		
The 213 th time Ashley spoke	5 words		
The 214 th time Ashley spoke	11 words		
TOTAL words spoken	4571		1696

$$\text{S talk : T talk} = 1696 : 4571 = 1 : 2.695 = 1 : 2.7$$

$$\begin{aligned} \text{Average S talk/time} &= 1696 \text{ words} \div 211 \text{ times} = 8.04 \text{ words/time} \\ \text{Average T talk/time} &= 4571 \text{ words} \div 214 \text{ times} = 21.36 \text{ words/time} \end{aligned}$$

$$\text{S talk/time : T talk/time} = 8.04 : 21.36 = 1 : 2.657 = 1 : 2.7$$

# of words per turn	How many times by Ashley	How many times by Celine
0-10	93	157
11-20	47	38
21-30	25	9
31-40	21	4
41-50	7	0
51-60	7	1
61-70	7	2
71-80	2	0
81-90	0	0
91-100	1	0
101-110	1	0
111-120	0	0
121-130	0	0
131-140	0	0
141-150	2	0
151-160	0	0
161-170	0	0
171-180	0	0
181-190	1	0

Appendix 42 Coded nonverbal behaviour table for Ashley and Celine

T= Ashley S= Celine

Starting position and environment: Teacher sits on the right hand side of student at a round table.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s	15 th 30s	16 th 30s	17 th 30s	18 th 30s	19 th 30s	20 th 30s	21 st 30s	22 nd 30s	23 rd 30s	24 th 30s
BM (T)	⇒, Ω	⇒	⇒, ↑	ℓ	⇒	↑, ⇒	↑	∅	∅	↑, ⇐, ⇔	Ω	∅	⇒	∅	⇐, Ω	⇒	⇒	Ω	⇒	∅	⇒	Ω	⇒	⇒
BM (S)	⇒	Ω, ⇒, ⇐	⇒, ↑	Ω	Ω	Ω, ↑	∅	∅	⇒, ↑, Ω	∅	Ω, ⇒	Ω	Ω	Ω	Ω	⇒	Ω	∅	Ω	∅	∅	Ω, ⇒	Ω, ⇒	Ω
P (T)	⇒	⇒	⇒, ↑	⇒	⇒	⇒	↑, ℓ	ℓ	⇒, ℓ	⇒, ℓ	⇔, ℓ	⇔, ℓ	ℓ	ℓ	ℓ	ℓ	ℓ	⇒	⇒, ℓ	⇒, ℓ	⇒, ℓ	ℓ	⇒	⇒, ℓ
P (S)	⇒	ℓ	ℓ	⇒	⇒, ℓ	⇒, ℓ	⇒, ℓ	ℓ	⇒	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒	⇒, ℓ	⇒, ℓ	⇒, ℓ	⇒, ℓ	ℓ	⇒, ℓ
GES (T)	, , ↗	, X, ↗,	, , ↗	, , ↗, ↘, ↗,	, , , ↗,	, , ↗, ↘,	, ↗, , , J	, ↗, , , X	, X, ,	, , , , X,	, , , ,	, ↗, , ,	, , , , ,	, ↗, , ,	, , , , X,	, , , ,	, , , ,	, , , ,	, , , ,	, , , ,	, , , ,	, , , , ,	, , , ,	, , , ,
GES (S)	, , J, , , ,	X, , , ,	, , , ,	, , , , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,	, , , , , , ,

FE (T)	☺, 9	▯, ☺	☺	☺	💬, ☺ , ★	▯	▯	▯	★, ▯	💬	💬	9	9	9	💬	☺	☺	☺, ★	▯	▯	▯	💬	9	9
FE (S)	☺, ▯	☺, ▯	☺	☺, TN	☺	▯	▯	▯	☺	▯	▯	💬, ☺	💬	💬, ☺	▯, ☺E	☺	☺	☺ , 💬	▯	▯	▯	▯	☺, ▯	💬
GZ (T)	Ŝ*** Ò***	Ŋ** Ŝ**	Ŋ** Ŝ** Ò**	Ŝ** Ò**	Ŋ** Ŝ** Ò**	Ŋ*** Ŝ*	Ŋ*** Ŝ*	Ŋ*** Ŝ*	Ŋ** Ŝ**	Ŋ* Ŝ*** Ò*	Ŝ*** Ò**	Ŋ** Ŝ** Ò*	Ŋ* Ŝ*** Ò***	Ŝ*** Ò**	Ŋ* Ŝ** Ò**	Ŋ** Ŝ*	Ŋ* Ŝ*** Ò**	Ŋ*** Ŝ*	Ŋ*** Ŝ*	Ŋ*** Ŝ*	Ŋ* Ŝ*** Ò**	Ŋ*** Ŝ*	Ŋ*** Ŝ*	
GZ (S)	Ť*** Ò***	Ŋ** Ť**	Ŋ** Ť** Ò**	Ť** F* Ò**	Ŋ** Ť** Ò**	Ŋ*** Ť*	Ŋ*** Ť*	Ŋ*** Ť*	Ŋ*** Ť**	Ŋ** Ť* F*Ò*	Ť** Ť*	Ŋ*** Ť*	Ŋ* Ť*** Ò*	Ŋ** Ť** Ò**	Ŋ** Ť** Ò**	Ŋ** Ť** Ť*	Ŋ*** Ť** Ť*	Ŋ*** Ť*	Ŋ*** Ť*	Ŋ*** Ť*	Ŋ** Ť** Ò**	Ŋ*** Ť*	Ŋ*** Ť*	
VC (T)																								
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
VOL	↘	↘	↗	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↗	↗	↘	↘	↘	↘	↘	↘	
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	
VC (S)																								
PT	→	→	→	→	→	→	×	→	→	→	→	→	×	→	→	×	→	→	×	×	→	→	→	
P	→	→	→	→	→	→		→	→	→	→	→		→	→		→	→			→	→	→	
VOL	→	→	→	→	→	→		→	→	→	→	→		→	→		→	→			→	→	→	
T	→	→	→	→	→	→		→	→	→	→	→		→	→		→	→			→	→	→	

S (T)	L	L	L	L	L	L, R	R	R, L	R	L	L	L	R	L	L	X	R	L	R	R	L	L	L, R	R, L
PS (in s)	15	5	15	14	13	10	27	25	3	15	18	2	0	5	22	0	16	15	11	22	3	18	5	12
S (S)	L	L	L	L	L	L, R	R	R, L	R, L	L	L	L	L	L	L	L	L, R	L	R	x	R	L	L, R	L, R
PS (in s)	15	25	15	16	17	27	30	27	27	15	12	28	30	25	8	30	24	15	30	30	28	12	26	22
TH (T)	x	x	x	x	x	x	x	x	÷	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
TH (S)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x


[illegible]

FE (T)	☺,★	👂	👂	☺	👂	👂	□	☺,★	🗨️	👂	👂	👂,🗨️	👂	👂,☺	🗨️,☺	👂,☺	👂	👂	🗨️,👂	👂	👂,☺	☺,🗨️	☺,👂	👂
FE (S)	☺E	🗨️	☺	☺	☺	🗨️	☺	□	☺	🗨️,☺	□	TN	🗨️	□	🗨️,☺	🗨️	🗨️	🗨️	☺	🗨️	🗨️,☺	🗨️,☺	☺,🗨️	🗨️
GZ (T)	Ň** Ŝ** Ò*	Ň** Ŝ**	Ň* Ŝ*** Ŝ**	Ň** Ŝ**	Ň***	Ň***	Ň***	Ň*** Ŝ*	Ň** Ŝ** Ò**	Ň** Ŝ** Ò*	Ň** Ŝ**	Ŝ*** Ò**	Ŝ***	Ň* Ŝ*** Ò***	Ň* Ŝ*** Ò***	Ň*** Ŝ*** Ò**	Ň* Ŝ*** Ò**	Ň*** Ŝ** Ŝ***	Ň*** Ŝ** Ŝ***	Ň** Ŝ** Ň**	Ň** Ŝ*** Ŝ**	Ň** Ŝ*** Ň**	Ň** Ŝ** Ň**	
GZ (S)	Ň*** Ť* Ò*	Ň***	Ň*** Ť***	Ň***	Ň***	Ň***	Ň***	Ň*** Ť** Ò**	Ň** Ť** Ť*	Ň** Ť* F*Ò*	Ň***	Ť** F** Ò**	Ť*** Ò*** Ò**	Ň** Ť** Ò***	Ť*** Ò***	Ň*** Ť** Ò**	Ň** Ť** Ò**	Ň*** Ť** Ò**	Ň*** Ť** Ò**	Ň*** Ť** Ò**	Ň** Ť** Ò**	Ň*** Ť** Ò**	Ň** Ť** Ò**	
VC (T)																								
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
VOL	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↗	↘	
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	
VC (S)																								
PT	→	×	→	→	→	×	→	→	→	→	→	→	→	→	→	→	→	→	×	→	→	→	→	
P	→		→	→	→		→	→	→	→	→	→	→	→	→	→	→	→		→	→	→	→	
VOL	↗		→	→	→		→	→	→	→	→	→	→	→	→	→	→	→		→	→	→	→	
T	→		→	→	→		→	→	→	→	→	→	→	→	→	→	→	→		→	→	→	→	

S (T)	R, L	R, L	L	R, L	R	R	R	R, L	R, L	R	L	L	L	L	L	R	R	L, R	L	R, L	L	L	R	L
PS (in s)	15	12	18	12	15	10	28	17	15	14	5	21	16	12	20	17	16	11	5	5	6	13	13	18
S (S)	×	R	L	L	R	R	R	R	R, L	L, R	R, TN	×	L	L	L	R	R, L	L, R	R, L	L, R	L, R	L	L	L
PS (in s)	25	30	12	20	26	30	28	23	18	27	28	10	14	20	14	28	27	20	27	30	24	18	24	16
TH (T)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
TH (S)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	÷	×	×

	49 th 30s	50 th 30s	51 st 30s	52 nd 30s	53 rd 30s	54 th 30s	55 th 30s	56 th 30s	57 th 30s	58 th 30s	59 th 30s	60 th 30s	61 st 30s	62 nd 30s	63 rd 30s	64 th 30s	65 th 30s	66 th 30s	67 th 30s	68 th 30s	69 th 30s	70 th 30s	71 st 30s	72 nd 30s
BM (T)	⇐, ↔	Ω	Ω	⇒,⇐	⇒,⇐	Ω	⇐, ↔, ⇒	∅	⇒,⇐	∅	∅	⇒	⇐	⇒,⇐	∅	⇒, ↔	⇐, ↑≡, ↑,↯	⇐, ↔	⇒	∅	⇒	∅	∅	∅
BM (S)	Ω,	∅	∅	⇒,Ω	⇒	≧↑	≧↑, ↑≡, ⇒	Ω	Ω, ⇒,⇐	⇐	↑≡, Ω	⇒,Ω	≧↑	⇒,⇐	⇒,⇐	Ω	Ω, ↑	≧↑	Ω	Ω	↑,⇒	Ω	Ω	∅
P (T)	↯	⇐, ↔	⇐, ↔	↯	↯	⇐	↯	↯,⇒	↯	↯,⇒	↯,⇒	↯,⇒	↯,⇒	↯	⇐, ↔	↯	↯	↯	⇐, ↔	↯,⇒	↯,⇒	↯,⇒	↯,⇒	↯,⇒
P (S)	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	↯	↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒,↯	⇒
GES (T)	, ↯,≡, ∫	PP	PP	, ↯, ≡×, ≡≡, ≡	, ↯,≡, ≡×, ↯,X	,PP, ↯,≡, ↯	,PP, ↯,≡, ≡≡, ≡≡, ≡≡	, ↯,≡, ↯	, ↯,≡, ↯,X, ≡≡, ≡	, ↯,≡, ↯	, ↯,≡, ↯	, ↯,≡, ↯	, ↯,≡, ↯	,J	,PP, ↯,J	,J, ↯	,J, ↯	, ↯,≡, ↯	,PP, ↯,↯,≡, ≡≡	, ↯,≡, ↯	, ↯,≡, ↯	, ↯,≡, ↯	, ↯,≡, ↯	, ↯,≡, ↯
GES (S)	PP, ↯	PP,∫	∫	∫,PP, ↯,↯, ↯	PP,↯, ↯,↯, ↯	≡×, ↯	≡×, ↯, PP	∫,PP, ↯,↯, ↯	≡×, ↯, ↯	PP	PP	PP	PP, ↯, ↯	≡×, ↯, ↯, PP,∫	PP, ↯, ↯	↯,↯	↯,↯	↯,↯, ↯,↯, ↯	↯,↯, ↯, ↯	PP, ↯	,≡	,↯, ↯, ↯	, ↯, ↯, ↯	↯, ↯, ↯, ↯

FE (T)	☺, ★	☺	☺, ★	☺, ★	☺, ☺	☺	☺, ★	☺	☺	☺	☺, ☺	☺	☺, ☺	☺, ★	☺	☺	☺	☺, ☺	☺	☺, ☺	☺	☺	☺	☺
FE (S)	☺, TN	☺, TN	☺, TN	☺, ☺	☺	☺	☺, ☺	☺	☺	☺	☺, ☺	☺	☺, ☺	[▼]	☺	☺, ☺	☺, ☺	[▼]	☺, ☺	☺, ☺	☺	☺	TN, ☺	☺
GZ (T2)	Ń** Š** Ò**	Š*** Ò***	Š***	Ń***	Ń** Š** Ò**	Š***	Ń** Š***	Ń*** Š*	Ń*** [☺]	Ń***	Ń*** ☺	Ń** Š**	Ń** Š*** Ò**	Š*** Ò***	Š***	Š*** Ò***	Š*** Ò***	Š*** Ò***	Š*** Ò**	Ń***	Ń***	Š*** ☺	Ń***	Ń***
GZ (S)	Ń** Ť** Ò**	Ť*** F* Ò***	Ń*** Ť*	Ń***	Ń** Ť** Ò**	Ť** F** ☺	Ń*** Ń*** Ń*** ☺	Ń*** Ń*** Ť*	Ń*** [☺]	Ń*** ☺	Ń*** ☺	Ń*** Ń*** Ť*	Ń** Ť** Ò**	Ť*** Ò***	Ť*** Ò***	Ť*** Ò***	Ť*** Ò***	Ť*** Ò***	Ń** Ť** Ò**	Ń***	Ń***	Ń*** ☺	Ń***	Ń***
VC (T)	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VOL	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥
VC (S)	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
PT	→	→	→	→	→	→	→	→	×	×	→	→	→	→	×	→	→	→	→	×	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VOL	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
T	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→

S (T)	L	L	L	R, L	L	L	L	L	L	L	L	×	L	L	L	×	L	L	R	L	R	R	L	R
PS (in s)	20	28	22	24	18	23	22	5	11	5	27	0	5	25	2	0	5	13	3	21	20	5	20	17
S (S)	L	×	R, TN	L	R, L	×	L	L	L	L	L	L, R	L, R	R, L	L	L	L		L	R	R, W	R, 	R	
PS (in s)	17	0	20	26	17	7	18	27	27	30	30	30	26	8	28	30	25	17	28	19	30	28	27	27
TH (T)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	
TH (S)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	

	73 rd 30s	74 th 30s	75 th 30s	76 th 30s	77 th 30s	78 th 30s	79 th 30s	80 th 30s	81 st 30s	82 nd 30s	83 rd 30s	84 th 30s	85 th 30s	86 th 30s	87 th 30s	88 th 30s	89 th 30s	90 th 30s	91 st 30s	92 nd 30s	93 rd 30s	94 th 30s	95 th 30s	96 th 30s
BM (T)	↑	⇒,⇐	∅	Ω,↑, ⇒	⇒,⇐	Ω, ≧↑, ⇒,↑, ⊠	[Π× , ⇒,↑, ⇐	⇐	⇒,⇐	⇒, ⇐, ↑≦	≧↑, ⇒	⇒	⇒, ↑	↑	⇐	∅	∅	⇒, ↑≦	∅	⇐	⇒, ↑≦, ⇐	Ω	⇒	↑≦
BM (S)	∅	Ω	∅	∅	Ω	Ω	Ω,⇒ ,⇐	⇒, ≧↑	↑,⇐	∅	↑	∅	Ω	↑	Ω	∅	∅	∅	∅	Ω	↑,⇐	↑,⇐	∅	Ω
P (T)	ℳ,⇒	ℳ	ℳ	ℳ,⇒	ℳ	⇐	↑, ⊠	↑, ⊠	⇐	ℳ	ℳ	⇐	⇒	⇒	⇒	⇐	⇐	⇒	ℳ	ℳ	⇐	⇐	⇒, ℳ	⇒, ℳ
P (S)	⇒	⇒	⇒	⇒	⇒	⇒	⇒	ℳ	⇒	⇒	↑	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	↑,⇒	⇒,↑	↑
GES (T)	, ☞, ×, ☞	, ×, , ☞	, , ☞	, , ☞,✱ ☞	, , ☞	, ☞, ☞	,☞☞	,J, ×	, ×, , ☞	, ☞, ☞	, ☞, ☞	, ☞, , , , ☞	, , , , ☞	, , , , ☞	×, , ☞, ☞	☞☞	☞☞	☞☞	, ☞, , ☞,μ	, ☞,μ	☞☞	, ☞, ×	, , ☞	, ☞, , ☞
GES (S)	☞, , ☞, ×	×, ☞	,✱, ×, ☞	, ×, ☞	, ×, ☞	, ×, ☞	, ×	,J, ☞	,☞, ,J	, ☞,J, ,☞ ☞	☞, , ●	,☞, ×, , ×	, ×, ×, ☞☞	, ×, , ☞	, , , ☞	☞, 	, 	, 	, , ×, , ☞	, , ×, , ☞	,☞, ×	☞, ×	☞, ×	,☞, ×, ☞

FE (T)	☞	☐	☐	☐	☐	☐	☺	☐	☞	☞	☺	☞	☞	☺	☞	☺	☺	☞	☐	☐	☐,☺	☐	☺	☐
FE (S)	☐	☺,☐	☐	☺	☞	☐	☺	☐, TN	☐	TN	☺	☺	☞	☐	TN, ☺	☐	☐	☐	☺	☐ TN	☐	☐	☐	☐
GZ (T)	Ń***	Ń***	Ń*** Ŝ*	Ń*** Ŝ*	Ń***	Ń***	☞☞	Ŝ** *	Ŝ** *	Ń** Ŝ**	Ń* Ŝ**	Ń* Ŝ***	Ń** *	Ń** *	Ń* Ŝ**	Ŝ** Ò**	Ŝ*** Ò**	Ń** *	Ń** *	Ń** Ŝ**	Ń** Ŝ**	Ń** Ŝ**	Ń** *	Ń** Ŝ**
GZ (S)	Ń***	Ń** Ŧ**	Ń***	Ń***	Ń***	Ń***	☞☞	F***	Ń** F**	Ń** Ŧ**	Ń*** Ò**	Ń** Ŧ***	Ń*** F*	Ń*** Ŧ*	Ń*** Ŧ*	Ŧ** F**	Ń** Ŧ**	Ń***	Ń***	Ń***	Ń***	Ń** Ŧ*	Ń*** F**	Ń*** Ò*
VC (T)	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VOL	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥
VC (S)	→	→	→	×	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	×
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VOL	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→

T	→	→	→		→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→		
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(T)																								
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BM (T)	←	⇒	←	←	←	⇒	⇒	∅	∅	∅	∅	↑
BM (S)	↑	↑	⇒	⇒, ←	Ω	Ω, ⇒	⇒, ↗, ↑	Ω	σ	⇒	Ω, ↑	↑
P (T)	↯	⇒	↯	←	←	←	⇒	⇒	⇒, ↯	⇒	⇒	↑
P (S)	↑	↑	⇒	⇒	←	⇒	⇒	⇒	⇒	⇒	⇒	↑
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GES (S)	↗, , X, X, ↗	↗	, X, ↗	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘	↗, ↗, ↘, ↘, ↘
FE (T)	↗	☺	☺	☺	☺	☺, [▼]	☺, ★	☺, ★	☺	☺	☺	☺
FE (S)	☺, ☺	☺	☺	☺	☺	☺	[▼], TN	☺	☺, TN	☺	☺	☺
GZ (T)	Ń** Ŝ**	↗	Ŝ*** ↗	Ŝ*** Ò**	Ŝ*** Ò***	Ŝ***	Ŝ***	Ŝ** Ò**	Ŝ** [☺]** Ò**	Ŝ* [☺]*** Ò*	Ŝ*** Ò**	Ŝ*** Ò**
GZ (S)	Ń***	↗	Ť*** Ò***	Ń** Ť**	Ť*** Ò***	Ť***	Ť** F**	Ť** F**	Ť** [☺]**	Ť** [☺]**	Ń** Ť**	Ť*** Ò***

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VC (T)												
PT	→		→	→	→	→	→	→	→	→	→	→
P	→		→	→	→	→	→	→	→	→	→	→
VOL	↘		↘	↘	↘	↘	↘	↘	↘	↘	↘	↘
T	♥		♥	♥	♥	♥	♥	♥	♥	♥	♥	♥
VC (S)												
PT	x	⚡	→	→	→	→	→	→	→	→	→	→
P			→	→	→	→	→	→	→	→	→	→
VOL			→	→	→	→	→	→	→	→	→	→
T			→	→	→	→	→	→	→	→	→	→
S (T)	x		L	L	L	L	L	⚡, L	L	L	L	L
PS (in s)	0	5	16	21	15	15	12	15	18	8	8	15
S (S)	L, ⚡		L	L	L	L	L	L, TN	L, TN	L	L	L, ☺
PS (in s)	30	27	18	9	19	10	18	15	20	23	27	15
TH (T)	x	x	x	x	x	x	x	x	x	x	x	x
TH (S)	x	x	x	x	x	x	x	x	x	x	x	x

Appendix 43 Ashley and Keung conference transcript

Location: Small learning area with round tables and chairs

Seating arrangement: Ashley to the right of Keung

- 1 Ashley: I made some notes: this is from the last time that we met, right? So, tell me
- 2 what you've done briefly between last time that I talked to you and...
- 3 Keung: I have found some more journals from the internet about the sexual
- 4 harassment because the bullying behaviour can be divided into 2 parts. (Keung
- 5 rests his arms on the table, looking at the papers while he talks; Ashley rests her
- 6 left arm on the table and support the head with her right hand, looking at Keung.)
- 7 Ashley: OK. So what are you, so... I remember last time we talked about
- 8 classification, right?
- 9 Keung: Yes.
- 10 Ashley: That's where we left off. So now, we have 2 main classifications?
- 11 Keung: 2 mains, the first one is workplace aggression, and the other one is sexual
- 12 harassment.
- 13 Ashley: Both in the workplace?
- 14 Keung: Yes.
- 15 Ashley: OK. S-so?
- 16 Keung: So, I have not yet finished my whole report, and, er, I have just done it, partly.
- 17 Er, I have not yet, er, finished, er, all of this but I have found, er, some problems.
- 18 Ashley: OK, what problems?
- 19 Keung: Because, er, in the report, er, about the findings, we should, er, develop it into
- 20 3 parts. And the first part is the categories and the frequency of bully behaviours,
- 21 causes and prevention, but, can I... because there are 2 types of bully behaviour,
- 22 can I, er, develop the findings into 2 parts? Finding 1 and finding 2. Finding 1, er,
- 23 categories and frequency of, er, workplace aggressive. And then look at
- 24 workplace aggressive causes and er the prevention of it. And the second part is
- 25 the finding 2, er, it's about the sexual harassment. (Ashley looks at Keung but
- 26 Keung only looks at the papers while he talks.)
- 27 Ashley: Yea, but when you say findings 1 and 2, that we take findings, right? (Ashley
- 28 starts to write something on a piece of paper.)
- 29 Keung: Yes.
- 30 Ashley: Like this. So, you're going to maybe start off by saying there're 2 kinds of, 2
- 31 kinds of...
- 32 Keung: 2 kinds of bully behaviours.
- 33 Ashley: OK, so that's going to be your introduction. There're going to be 2 kinds of
- 34 bullying behaviours, which are?
- 35 Keung: Which are workplace aggression.
- 36 Ashley: OK, which are work...
- 37 Keung: Workplace...
- 38 Ashley: Aggression. Right? Aggression. And? Sexual harassment. Alright? So then
- 39 your first subheading – which one do you want to talk about first?
- 40 Keung: Er...workplace aggression.
- 41 Ashley: OK so these are your 2 main categories right? So you're going to have
- 42 workplace aggression here. And then, your findings. When I talk about your
- 43 findings right? I talk about those 2 main, 2 main things you have to include in
- 44 findings. First, it's... what? (Ashley keeps writing on a piece of paper to help with
- 45 her explanation.)
- 46 Keung: First is, er, is it causes or categories?
- 47 Ashley: No these are the categories. You're going to talk about bullying, right?
- 48 Keung: Yes.

- 49 Ashley: And you've divided bullying into 2 categories, right?
- 50 Keung: Verbal, non verbal.
- 51 Ashley: No, not verbal and non verbal. When, (searches for her notes) oh I've left it in
- 52 the other room. But, when we, when I taught (writes on paper) it in class right? I
- 53 put findings up on the OHP. And I said findings first you present, present the facts,
- 54 information. And then you discuss (both looking at the paper at this moment) it. So,
- 55 the discussion can be a solution. It can be frequency, OK? Or it can be... A
- 56 discussion can take many different forms.
- 57 Keung: Yes.
- 58 Ashley: So, in other words, a discussion is 'what do the facts means'? That's going to
- 59 be your discussion. So the workplace aggression is going to be your first,
- 60 right? Your first classification. So where is this here? (Asks Keung to show
- 61 the place to her on his draft.)
- 62 Keung: Here. [I...]
- 63 Ashley: [It's not categories, you know. You're not actually... When I say
- 64 categories, I mean... You're talking about bullying, right?]
- 65 Keung: Yes.
- 66 Ashley: That's a main point of bullying. And you told me that there are 2 kinds of
- 67 bullying. One, (Ashley writes, Keung keeps looking at his papers and Ashley's
- 68 writing) workplace and the other, the other was sexual harassment. So these are
- 69 your categories.
- 70 Keung: Yes. Findings, this is about its categories. What is it in this part is, I have
- 71 developed this part into 2 main categories.
- 72 Ashley: Oh, OK, so you're going to have...
- 73 Keung: Sexual harassment.
- 74 Ashley: Right.
- 75 Keung: Yes.
- 76 Ashley: But this is, what's this here?
- 77 Keung: It is the introduction part.
- 78 Ashley: Did we go over the introduction or do I need to look at this again?
- 79 Keung: ...(looking at the draft and thinking) No need. (Very softly.)
- 80 Ashley: No need to, you're happy with that. OK findings. "Bullying at work is
- 81 widespread and has long been a prolonged problem in the workplace. However,
- 82 this issue has just came out of the closet in recent years. More and more cases
- 83 have been voiced out." (Ashley reads from the draft.). OK, no grammar problem
- 84 there. And "actually there are still a lot of..."
- 85 Keung: "A lot hidden".
- 86 Ashley: "A lot hidden", OK. (3 seconds of pause, both reading.) So here, you need to
- 87 have ↑this up here. OK. Up here. (Ashley uses a pencil to circle and writes arrow
- 88 on the points on the paper.) (10 seconds of pause, both reading.) OK, "workplace
- 89 bullying takes a variety of forms", OK. "Different workplace have different
- 90 categorizations. However distinctions are often made between workplace
- 91 aggression and sexual harassment" (Ashley reads from Keung's draft). It's not an
- 92 academic report, so you don't need that. OK? You can even say up here the main,
- 93 the main kinds of bullying are: workplace aggression and sexual harassment,
- 94 right? So this needs to come up here; it's part of the introduction. This seems to
- 95 me as almost specific, which belongs to the introduction.
- 96 Keung: It is the, the introduction part of the findings.
- 97 Ashley: Yea.
- 98 Keung: It's the...
- 99 Ashley: Yea. (14 seconds of pause reading.) I think actually this can go up in the...(2
- 100 seconds of reading and thinking) Mmm...
- 101 Keung: (Ashley looks up at Keung when Keung starts to talk.) Because when I wrote
- 102 it, I thought that if I just, er, under the findings, under the title of finding, I, I, if I just
- 103 wrote, according to some authors, it may be, er, it may not so con..., er, it may, it

- 104 may not have any connection with the introduction part and the findings part. So I,
 105 em, it seem that they are the, they are 2 different sections. Er, they have no any
 106 linkage with each other. So I have, I wrote this to link each of them.
- 107 Ashley: Oh OK. So OK. So we can keep this as the introductions but then you've got
 108 to go here and say... You don't (Ashley underlines the paragraph for Keung) need
 109 to have this. OK? You don't need to have this at all. "Workplace bullying takes a
 110 variety of forms." That's fine. This, is gonna be up here. (Ashley underlines.) No
 111 categories or frequency of bullying, OK. "Workplace bullying takes a variety of
 112 forms", (pauses for a short while) but there are two main distinctions, OK, which
 113 are workplace aggression and sexual harassment. OK? So now you've got to
 114 choose. If you said that there are two (Ashley underlines) different types of
 115 aggression, o-of bullying, so your next heading should be either of these. And this
 116 is the way, this is academic (Ashley underlines) writing, OK? (Both looking at the
 117 draft during this conversation.)
- 118 Keung: Because I, when I wrote this report, I, I didn't know whether I can develop the
 119 findings into, into 2 separate, er, type; the finding 1 and finding 2, so I just combine
 120 both of them into 1 finding.
- 121 Ashley: Yea. OK. But that's, the examples that I gave you, that's when I started talking
 122 about it. Remember I had it on the OHP with all of the different headings?
- 123 Keung: Yea.
- 124 Ashley: And, have you bring you book here? Oh you don't have your book, do you?
- 125 Keung: No.
- 126 Ashley: OK, because I could use that book, I could use that... to show you again. But
 127 let's just work from this. So you're going to take, this is one heading and this is
 128 another heading. So where is workplace aggression here?
- 129 Keung: Here.
- 130 Ashley: OK. (5 seconds of silent reading.) So it's not 'he further argues'. It's, this is
 131 academic writing. And it's not here. So you're going to start here. Workplace
 132 aggression, yea, has different types. "There are different types of workplace
 133 aggressions". OK? (Ashley underlines and points at the draft with a pencil to help
 134 explain.) There are, for example, these are all your examples. OK. (pauses for 3
 135 seconds, underlining.) So this is going to be under sexual harassment right? So
 136 that's not going to be the... So how is this, you talk ↑threats of verbal attack
 137 harassment, right? Then, if you mention these you have to develop these, (Ashley
 138 points at the draft), or is this, is this related to this (Ashley points at a different
 139 place on the draft)?
- 140 Keung: No. No. Er, actually the causes of the workplace harassment can be divided
 141 into 4 sections.
- 142 Ashley: OK.
- 143 Keung: 4 types.
- 144 Ashley: OK.
- 145 Keung: (Starts drawing a flow chart on paper.) It is the chart in the journal. The first
 146 one is the organization.
- 147 Ashley: OK.
- 148 Keung: It is about the supervisor. (Ashley supports her head with the right hand but
 149 keeps looking at Keung while listening to Keung.)
- 150 Ashley: OK... Fair enough. OK.
- 151 Keung: And it is about the social system of...
- 152 Ashley: OK, OK.
- 153 Keung: The, and the victims in...
- 154 Ashley: OK.
- 155 Keung: Themselves.
- 156 Ashley: OK.
- 157 Keung: There may be some overlaps between the supervisor, between the
 158 supervisor organization and the social system of their work group.

- 159 Ashley: Oh OK.
- 160 Keung: Because the, the, the one, em, bullies the other may be, may be supervisor.
- 161 Ashley: OK, but you're gonna make sense of it. OK, there're some overlapping, I
- 162 understand that. But you know, you've got to come up, you know, with some kind
- 163 of organization plan for it that makes sense for the reader. So let's go back to this.
- 164 So you're going to introduce 2 categories here, and then you're going to start with,
- 165 your first category is, I'm lost here. (Ashley looks at Keung and the draft
- 166 alternatively, and uses a pencil to points at the draft during her explanation.)
- 167 Keung: It is the...
- 168 Ashley: Which is the, why don't you write it in here? You write your thing up here.
- 169 (Keung writes for 6 seconds.) Maybe we could, yea. OK, workplace
- 170 aggression. So now you're going to talk about it. So where is the first
- 171 sentence about workplace aggression? (Keung points at a sentence.) OK
- 172 right here. So it starts here. OK, then you're going to further categorize it into
- 173 4 different...
- 174 Keung: Yea, it is just the...
- 175 Ashley: Then these are just the examples of the aggression right? Then this is where
- 176 it happened or who does it or what.
- 177 Keung: It is the, er... (writes as he talks)
- 178 Ashley: Causes.
- 179 Keung: Causes.
- 180 Ashley: OK.
- 181 Keung: Causes...
- 182 Ashley: And there are 4 causes of it?
- 183 Keung: Yes.
- 184 Ashley: OK.
- 185 Keung: Besides the causes, there may be some consequences, some just, the types
- 186 of... (Keung sometimes underlines and writes to help himself explain; Ashley
- 187 keeps looking at the paper.)
- 188 Ashley: But you've just told me the types. These are the types.
- 189 Keung: Yes.
- 190 Ashley: These are types up here, aren't they?
- 191 Keung: Types of bully...
- 192 Ashley: But you've just told me that these are the types of bullying behaviour.
- 193 Keung: Because, according to this author, she, er, he has not, has not developed the,
- 194 the, (2 seconds of silent thinking) he has developed the, er, the bully behaviour,
- 195 bullying behaviour into 2 types. But er, this, er, author hasn't, er, done it. So they,
- 196 er, just say, er, it is sexual harassment, it's just one type, er, of bully behaviour.
- 197 And there isn't 2 main types of bully behaviour according to this [author...
- 198 Ashley: [Yea, but what if
- 199 you've got to do: you're reading 2 pieces of information.
- 200 Keung: Yes.
- 201 Ashley: Right. So you have to find some way to put those pieces of information
- 202 together. In other words, you've got to synthesize them. So you've got to find
- 203 some kind of way to organize your report so that you can use information from
- 204 both articles. You can't use all the information from both the articles but you've got
- 205 to find something common of it. So if you want to have causes, that's fine, then
- 206 have different causes, then you have to have different facts under different causes.
- 207 (Ashley looks at Keung and his draft when she talks.)
- 208 Keung: Yes.
- 209 Ashley: OK, let me see if I can make sense of this. (25 seconds of pause, both
- 210 reading the draft.) OK, so this is sexual, this is workplace right?
- 211 Keung: Yes.
- 212 Ashley: So here are causes.
- 213 Keung: Yes.

- 214 Ashley: So, () so here we can get rid of all of this and say: not he explains. In other
 215 words, you're telling me what the author explains but you need to be telling me
 216 what you got out of this reading. I mean what was the main points of what he said.
- 217 Keung: OK, that means, in each part, we should, er, besides, beside (thinks for a
 218 short while) summarise some author's opinion, we should also give our own
 219 opinion.
- 220 Ashley: No, not saying that you should give your own opinion. It's not your own
 221 opinion, you've just got to take up the main points both of these authors have
 222 made, so that I can read it, instead of just keep taking pieces from the article. So if
 223 we talk about workplace aggression, right, go back here, then we have causes of
 224 bullying behaviour. So this is going to be your next heading. (Ashley underlines.)
- 225 Keung: Yes. (Softly.)
- 226 Ashley: OK, then it's going to be prevention of bullying behaviour.
- 227 Keung: Yea. (Very softly.)
- 228 Ashley: So, (5 seconds of pause reading) so it's not that 'he argues'. (Ashley
 229 underlines.) This is, you've got to decide how many causes there are.
- 230 Keung: Yes, it's, it's just, all of these is related to the both of the workplace aggression
 231 and sexual harassment.
- 232 Ashley: OK.
- 233 Keung: But none, but mainly for the workplace aggression because (Ashley: OK)
 234 under workplace aggression there are many many types. But under sexual
 235 harassment there's one type. It is one type.
- 236 Ashley: Oh Ok, OK. So now we're in the sexual harassment again.
- 237 Keung: Yes.
- 238 Ashley: So, I think what you've got to do is go back and take workplace aggression,
 239 and think about how you're going to talk about it. First of all, you tell me that this is
 240 a different types of workplace aggression. This is your first statement. Can you
 241 say anything more about these types of workplace aggression?
- 242 Keung: (4 seconds of silent thinking) Mm.
- 243 Ashley: You've just going to introduce it. Is it that you'll be able to discuss any of these?
 244 Can you? (Looks up at Keung.)
- 245 Keung: For example, is this what you mean, er, is, for example, er, criticizing people
 246 publicly?
- 247 Ashley: Yea.
- 248 Keung: I should, er, write something more about it.
- 249 Ashley: Yea, which is the most common here?
- 250 Keung: Yes (thinking and reading).
- 251 Ashley: Which is the most common?
- 252 Keung: Er, maybe the, (5 seconds of pause scanning and looking for the right word)
 253 verbal attacks, attack and criticizing people publicly.
- 254 Ashley: OK. Maybe you know, which is the most common? Are they more common in
 255 one, you know, in one workplace than the other workplace? I don't know. So you
 256 tell the reader this but you didn't develop it at all. And then, so this needs to be a
 257 little bit developed. Maybe it can be from both articles. Then the causes of bullying
 258 behaviour, you have to list the causes, I don't know, exactly as what you did here?
 259 (Ashley points at the draft when asking "here".) And then prevention. So the
 260 prevention must be based on the causes. (Ashley looks at both Keung and his
 261 draft.)
- 262 Keung: Yes.
- 263 Ashley: So you have to list the causes. And then next one you have to do is go on to
 264 the sexual harassment right?
- 265 Keung: Yes.
- 266 Ashley: And develop ↑that exactly the same way. Present it, and then discuss it. And
 267 maybe causes and solutions. (Looks at Keung.)
- 268 Keung: Yes. (Ashley leans closer to the table, right hand supporting the forehead,

269 and looks at the paper as she listens.) I haven't finished to write about workplace
 270 aggression for the prevention of the bully behaviour. I, I've just, er, written the, the
 271 (Ashley leans back on the chair, and runs her fingers through her hair), the
 272 workplace aggression about...
 273 Ashley: OK. (Ashley leans forward again.) OK, so you need to do that. So you need to
 274 rework the workplace aggression. (Looks at Keung.) And then, what else, and
 275 then do sexual harassment.
 276 Keung: Yea.
 277 Ashley: And then what's...
 278 Keung: It is about the recommendation, and it is about the prevention. Er...
 279 Ashley: So here it's sexual harassment right?
 280 Keung: Yes.
 281 Ashley: So instead of keep going, this is not an academic report, so you need to get
 282 rid of all of these. We don't need this. This is not academic. (Ashley underlines.)
 283 Keung: OK.
 284 Ashley: (Thinks for 6 seconds.) I think what would help you is you need to read the
 285 articles and make notes as you read the articles.
 286 Keung: Yes.
 287 Ashley: Because you have too much in the articles. You're reading the article, and
 288 you're keep quoting from the article, keep going back to the article, to write the
 289 report. And I think what would help you is to read the article and make notes.
 290 Make notes of the main points.
 291 Keung: OK.
 292 Ashley: And then put away the articles, both of them, and see, then, organize it from
 293 the notes.
 294 Keung: Yea.
 295 Ashley: Then you might want to go back to the article to help you maybe with some of
 296 the grammar. Maybe some of the words that you can't spell or may be some
 297 of the word partnerships that you can't spell. (Ashley talks softly here.)
 298 Because what I'm seeing here, it's just little pieces from all over, you know,
 299 quoted haphazardly, from all over, all over the, er, articles. Let's go to the
 300 recommendations. (Ashley underlines). What company...
 301 Keung: (Points at the cassette recorder.)
 302 Ashley: Oh, has it reversed?
 303 Keung: (Ashley turns her head to Keung to look at him, supporting her jaw with the far
 304 hand) It's the front, it just put the end and go back to the front. (He means
 305 the audio cassette tape.) (Ashley smiles for the first time in the conference.)
 306 (~22 mins.)
 307 Ashley: OK, OK, so maybe...
 308 Keung: There maybe some over, overlap with the previous content.
 309 Ashley: Oh OK, OK. So you think we should stop here.
 310 Keung: No, just I don't know whether these, anything on the outside.
 311 Ashley: Then she's lost her other recording, that could be a problem. Right? (Turns
 312 the audio cassette recorder off.) So better may be I should just turn it off. But
 313 I want to continue talking to you about this, OK? (Points and looks at draft.)
 314 Keung: Yes. (Looks at draft immediately.)
 315 Ashley: What company you're working for, Keung?
 316 Keung: Accountancy department of ABC company.
 317 Ashley: OK.
 318 Keung: Just the personnel department. One of the, one member of the personnel
 319 department. And because there are some process stress, there are some
 320 problem of the accountancy department members have risen. So, er, because I'm
 321 one of the personnel department, (A. looks at the papers while he explains this
 322 point; K. mostly concentrates on the paper,) [so I ...
 323 Ashley: [OK, so let's go into this. "Sexual

324 harassment in expression of hostility and aggression." This is a definition,
 325 OK? So this doesn't belong here. (Ashley underlines.) (Ashley reads for 4
 326 seconds.) This is not recommendations. Recommendations are what
 327 you're going to do, what do you suggest for your company. What (Ashley
 328 starts to write the words on the draft) do you suggest for your company.
 329 (Ashley keeps writing.) So it has to..... you have to start of 'I suggest'.
 330 (Ashley writes.) So what do you suggest from your findings? (Keeps
 331 reading the draft.) What? This is definition. This is not... Your
 332 recommendation has to come from your findings. (Ashley looks at Keung
 333 and at his paper during explanation.)

334 Keung: Can... (As B speaks, Ashley initially rests her far elbow on the table, then
 335 raises her right hand to reach the back of her neck and looks at the ceiling, before
 336 turning her gaze back at Keung.) I say that's because bullying behaviour is
 337 especially, because it's a serious problem especially because of the sexual
 338 harassment. Some measures should be taken by the company and besides the
 339 company... er...

340 Ashley: (Ashley turns her body a little bit away from Keung for a short while and then
 341 resumes the original position.) No, you have to think about where you're...
 342 No, you have to think about where you're working, OK? I mean, I suggest
 343 you know, in the accountancy department, we should do, whatever we
 344 should do. In accountancy department or in the operations department, we
 345 should do this. What measures you're going to suggest? That your
 346 company should do? Should people be retrained? (Ashley stills looks at
 347 Keung while she talks.)

348 Keung: OK.

349 Ashley: Should the supervisor, should they be made aware of what sexual
 350 harassment is?

351 Keung: (Ashley leans back.) That means in this part, I should write something the
 352 revised policy about...

353 Ashley: No. (Ashley shakes her head and looks up at the ceiling, head shaking.) If
 354 you think that's going to be a good thing for it, in other words, (Ashley makes
 355 small chopping movements on the table) you have to make the decision,
 356 you have to imagine you're working (chops gently in the air) for the company.
 357 That's what you're going to ↑do. So that's a decision you have to make after,
 358 from your ↑findings.

359 Keung: (Keung thinks for 5 seconds, while Ashley looks at Keung.) That (Ashley
 360 leans back on the chair and brushes her hair with both hands) means it is the
 361 report, is just a () writing similar to our °common writing°. It just (Ashley keeps
 362 leaning back and looking at Keung while Keung talks; Keung seldom looks at
 363 Ashley while he talks) it's because actually what I've learnt previously is that
 364 because report is °something°, er, should be quoted from the °other° °academic
 365 author°...for the relevant °resources°... it is just their °opinion°...(Keung hesitates
 366 a lot and speaks with a fading voice.)

367 Ashley: (Ashley remains leaned back on the chair.) Yea, but you have to follow the
 368 task sheet that I gave you.

369 Keung: Yes.

370 Ashley: And you have to, there are different kinds of report in the business ↑world.
 371 But you also have to follow the task of this ↑assessment. And your
 372 recommendations, the findings are general to the workplace.
 373 Recommendations are what you're going to do for your ↑business. What do
 374 you think your accountancy firm should do about it? Should they make new
 375 policies? OK? Should they retrain people? I've no idea. Should they fire
 376 people? I'm not sure. You have to make those decisions. I can't make those
 377 decisions for you. (Ashley keeps leaning back but touches the table with her

- 378 right hand.)
- 379 Keung: OK.
- 380 Ashley: (Ashley leans forward.) During the last lesson, you remember I suggested
- 381 that you read other people's reports?
- 382 Keung: Yea.
- 383 Ashley: And I noticed that you didn't read anybody's?
- 384 Keung: Yea.
- 385 Ashley: Why was that? (Ashley looks at Keung.)
- 386 Keung: Because actually, um, Geoff has not finished about his °report°.
- 387 Ashley: Yes right. How about somebody else?
- 388 Keung: (Keung uming for 4 seconds; Ashley leans back and keeps looking at Keung)
- 389 I found that, er, it's may be a problem, er, for me °to° have the ability to
- 390 communicate. So, I always just keep silent...(Keung's voice fades.)
- 391 Ashley: I (Ashley keeps leaning back a bit, picks up a pencil with the right hand to
- 392 point at the paper while she talks) know. But I actually would really think it
- 393 would help you if you read other people's reports. There were a lot of people
- 394 sitting behind you with their reports, so you could see their
- 395 recommendations, so you could see what they were, their writing, other
- 396 people's writing. You know, it's not that you're going to copy them. And
- 397 maybe you can give your writing to somebody else, and let them give you
- 398 some comments as well. So that's one way that you could learn. I don't
- 399 know how many in your class are writing about this but I'm quite sure quite a
- 400 few in other classes are writing about this, OK? S-so, basically ↑reorganise
- 401 this into the two different types, right? The causes and the prevention, and
- 402 then ↑reread this here, OK?
- 403 Keung: That means I can just say that, this is finding 1.
- 404 Ashley: It's not finding 1! (Ashley opens her left hand, shakes her head and looks up
- 405 at the ceiling.) The whole thing are finding. The whole thing are finding. It's
- 406 just... The whole thing are finding. It's just... You're just going to have 2
- 407 different categories of findings, OK? (Ashley leans forward to read for 3
- 408 seconds.)
- 409 Keung: Because if I develop them into 2 parts, there may be 2 titles, which are the
- 410 same.
- 411 Ashley: Why would they... Yes (Ashley rubs her forehead with the right hand, and
- 412 appears to be impatient), they'll be causes of bullying behaviour and causes of
- 413 sexual harassment. They are different.
- 414 Keung: So there are 3 different causes and preven[tion]
- 415 Ashley: [No, it's not categories. The 2 categories of
- 416 bully behaviour, within bullying behaviour, first, what bullying behaviour is,
- 417 what are the causes and what are the solutions. The causes and solutions
- 418 are not categories. It's part of the categories. Here you say, here you say,
- 419 somewhere, something about, (2 seconds of pause) "therefore appropriate
- 420 measures should be taken by companies to curb sexual harassment". What
- 421 kind of appropri↑ate measures? What kind of appropriate measures that
- 422 companies can take? (Ashley looks at Keung and his draft alternatively.)
- 423 Keung: For example, we should have a clear policy for the sexual harassment.
- 424 Ashley: OK, so that can be your recommendation.
- 425 Keung: Yes.
- 426 Ashley: So it's important that we have a clear policy. How can you, how can you, how
- 427 can you disseminate that clear policy? How can you make everybody clear about
- 428 that policy? How would you do that? (Body of Ashley starts to turn slightly away
- 429 from Keung)
- 430 Keung: Em... we should have a document about the, or a statement about the...
- 431 (thinks for a short while) what is the (Ashley leans back) definition about

432 sexual harassment is, what is the punishment if somebody [er...
 433 Ashley: [OK, penalty,
 434 right?
 435 Keung: Yes.
 436 Ashley: How (Ashley turns her head away from Keung) are you going to do that?
 437 You're going to do it on email, or... (At this point the researcher enters the room.)
 438 Ashley: (To the researcher.) This has stopped.
 439 Researcher: OK. (Researcher leaves the room.)
 440 Ashley: (Returns to Keung.) OK. Maybe (Ashley looks at the paper again and use the
 441 eraser end of a pencil to point at the paper) you'll have a document, maybe
 442 you'll have a meeting at night, so everybody would understand it. Maybe we
 443 should put it on email. Maybe we give it to the supervisor so that the
 444 supervisors are responsible for everybody to understand what the law is.
 445 That's what you've got to do in the recommendations.
 446 Keung: I would like to ask whether the, because it's not an academic piece of writing.
 447 Ashley: No, it's not.
 448 Keung: How about the references? I should put all these ...
 449 Ashley: Your references were in your introduction, right? (Turns the pages and
 450 doesn't look at Keung.)
 451 Keung: Is there an[y...
 452 Ashley: [Where are your references? Your references are in your
 453 introduction right?
 454 Keung: References...
 455 Ashley: Sources are in your introduction, right? Where are your sources? OK, so
 456 what you can say is, see appendix. (2 seconds of pause writing on paper.)
 457 Then, you can put them, if you wish, to list them and put your references in
 458 an appendix. Right? And don't do this in-text citation that you're doing. So
 459 you can't do that. OK? (Looks at Keung.)
 460 Keung: I (Ashley leans back and listens) have one more question. I wonder... How do
 461 I, how do I express my opinion?
 462 Ashley: There's, it's no opinion here. Your opinion is in your recommendations.
 463 Keung: How do I write the report, because it is the categories, there are types,
 464 workplace aggression and sexual harassment. And each of them has, have their
 465 causes, [so
 466 Ashley: [Yes, so you have, up front there are 2 different kinds of bullying right?
 467 Sexual harassment and workplace. Then you put workplace here. (Ashley
 468 writes.) And you underline it. (Ashley underlines.) And you have an
 469 introduction talking about it. (Ashley writes.) Then you have causes. (Ashley
 470 writes.) Then you have solutions, right? Then you have the next one which
 471 is sexual harassment. (Ashley writes.) And you underline it, explain what it
 472 is or maybe present it. Then you do causes (Ashley writes) and then you do
 473 solutions (Ashley writes). That's it.
 474 Keung: (Ashley leans back again.) Is it necessary for me to, to have, er, a title for
 475 these causes?
 476 Ashley: (Ashley keeps leaning back.) Well, there is a title: 'Causes' are a title.
 477 Whatever the causes are, I don't know. There are 5 causes, I don't know what the
 478 causes are (pulling her scarf with both hands over her neck). O.K. Keung. I think
 479 we keep saying the same thing over and over again. OK? (Gazes at Keung.)
 480 Keung: Is it the deadline of the report?
 481 Ashley: Yes, well, give it to me on Monday.
 482 Keung: OK.
 483 Ashley: OK. (Ashley toys with her scarf.)
 484 Keung: Can I have another...
 485 Ashley: Session. I'll talk to you tomorrow about that. We have a class tomorrow.
 486 Keung: OK.

487 Ashley: Let me talk to you about it. What would help you is if you can find other
488 classmates so you can have a look at their reports. I don't know how. Do
489 you read each other's work? Do you have a friend in the class that you can
490 read his report or her report?
491 Keung: Yes. (Hesitantly.)
492 Ashley: Yea, do ↑that. Then you'll see how they've written.
493 Keung: OK.
494 Ashley: OK, see you.
495 Keung: Thank you.
496 Ashley: You're very welcome.

Appendix 44 Word Count Table: Ashley and Keung

The 1 st time Ashley spoke	30 words	The 1 st time Keung spoke	23 words
The 2 nd time Ashley spoke	15 words	The 2 nd time Keung spoke	1 word
The 3 rd time Ashley spoke	12 words	The 3 rd time Keung spoke	15 words
The 4 th time Ashley spoke	4 words	The 4 th time Keung spoke	1 word
The 5 th time Ashley spoke	2 words	The 5 th time Keung spoke	35 words
The 6 th time Ashley spoke	3 words	The 6 th time Keung spoke	95 words
The 7 th time Ashley spoke	14 words	The 7 th time Keung spoke	1 word
The 8 th time Ashley spoke	18 words	The 8 th time Keung spoke	5 words
The 9 th time Ashley spoke	19 words	The 9 th time Keung spoke	4 words
The 10 th time Ashley spoke	4 words	The 10 th time Keung spoke	1 word
The 11 th time Ashley spoke	21 words	The 11 th time Keung spoke	3 words
The 12 th time Ashley spoke	46 words	The 12 th time Keung spoke	8 words
The 13 th time Ashley spoke	12 words	The 13 th time Keung spoke	1 word
The 14 th time Ashley spoke	8 words	The 14 th time Keung spoke	3 words
The 15 th time Ashley spoke	71 words	The 15 th time Keung spoke	1 word
The 16 th time Ashley spoke	37 words	The 16 th time Keung spoke	2 words
The 17 th time Ashley spoke	19 words	The 17 th time Keung spoke	1 word
The 18 th time Ashley spoke	32 words	The 18 th time Keung spoke	23 words
The 19 th time Ashley spoke	7 words	The 19 th time Keung spoke	2 words
The 20 th time Ashley spoke	1 word	The 20 th time Keung spoke	1 word
The 21 st time Ashley spoke	6 words	The 21 st time Keung spoke	5 words
The 22 nd time Ashley spoke	15 words	The 22 nd time Keung spoke	2 words
The 23 rd time Ashley spoke	58 words	The 23 rd time Keung spoke	3 words
The 24 th time Ashley spoke	96 words	The 24 th time Keung spoke	9 words
The 25 th time Ashley spoke	1 word	The 25 th time Keung spoke	2 words
The 26 th time Ashley spoke	11 words	The 26 th time Keung spoke	90 words
The 27 th time Ashley spoke	118 words	The 27 th time Keung spoke	39 words
The 28 th time Ashley spoke	30 words	The 28 th time Keung spoke	1 word
The 29 th time Ashley spoke	14 words	The 29 th time Keung spoke	1 word
The 30 th time Ashley spoke	41 words	The 30 th time Keung spoke	1 word
The 31 st time Ashley spoke	93 words	The 31 st time Keung spoke	16 words
The 32 nd time Ashley spoke	1 word	The 32 nd time Keung spoke	2 words
The 33 rd time Ashley spoke	1 word	The 33 rd time Keung spoke	13 words
The 34 th time Ashley spoke	1 word	The 34 th time Keung spoke	5 words
The 35 th time Ashley spoke	4 words	The 35 th time Keung spoke	8 words
The 36 th time Ashley spoke	2 words	The 36 th time Keung spoke	5 words
The 37 th time Ashley spoke	1 word	The 37 th time Keung spoke	1 word
The 38 th time Ashley spoke	1 word	The 38 th time Keung spoke	20 words
The 39 th time Ashley spoke	2 words	The 39 th time Keung spoke	14 words
The 40 th time Ashley spoke	67 words	The 40 th time Keung spoke	3 words
The 41 st time Ashley spoke	58 words	The 41 st time Keung spoke	5 words
The 42 nd time Ashley spoke	22 words	The 42 nd time Keung spoke	4 words
The 43 rd time Ashley spoke	1 word	The 43 rd time Keung spoke	1 word
The 44 th time Ashley spoke	1 word	The 44 th time Keung spoke	1 word
The 45 th time Ashley spoke	7 words	The 45 th time Keung spoke	1 word
The 46 th time Ashley spoke	1 word	The 46 th time Keung spoke	13 words
The 47 th time Ashley spoke	11 words	The 47 th time Keung spoke	1 word
The 48 th time Ashley spoke	7 words	The 48 th time Keung spoke	3 words
The 49 th time Ashley spoke	13 words	The 49 th time Keung spoke	58 words
The 50 th time Ashley spoke	14 words	The 50 th time Keung spoke	1 word
The 51 st time Ashley spoke	87 words	The 51 st time Keung spoke	1 word
The 52 nd time Ashley spoke	20 words	The 52 nd time Keung spoke	1 word

The 53 rd time Ashley spoke	4 words	The 53 rd time Keung spoke	1 word
The 54 th time Ashley spoke	51 words	The 54 th time Keung spoke	22 words
The 55 th time Ashley spoke	72 words	The 55 th time Keung spoke	1 word
The 56 th time Ashley spoke	10 words	The 56 th time Keung spoke	1 word
The 57 th time Ashley spoke	12 words	The 57 th time Keung spoke	19 words
The 58 th time Ashley spoke	1 word	The 58 th time Keung spoke	30 words
The 59 th time Ashley spoke	11 words	The 59 th time Keung spoke	1 word
The 60 th time Ashley spoke	56 words	The 60 th time Keung spoke	1 word
The 61 st time Ashley spoke	19 words	The 61 st time Keung spoke	15 words
The 62 nd time Ashley spoke	1 word	The 62 nd time Keung spoke	8 words
The 63 rd time Ashley spoke	7 words	The 63 rd time Keung spoke	1 word
The 64 th time Ashley spoke	5 words	The 64 th time Keung spoke	10 words
The 65 th time Ashley spoke	91 words	The 65 th time Keung spoke	1 word
The 66 th time Ashley spoke	23 words	The 66 th time Keung spoke	1 word
The 67 th time Ashley spoke	19 words	The 67 th time Keung spoke	27 words
The 68 th time Ashley spoke	25 words	The 68 th time Keung spoke	1 word
The 69 th time Ashley spoke	3 words	The 69 th time Keung spoke	12 words
The 70 th time Ashley spoke	6 words	The 70 th time Keung spoke	1 word
The 71 st time Ashley spoke	29 words	The 71 st time Keung spoke	1 word
The 72 nd time Ashley spoke	21 words	The 72 nd time Keung spoke	1 word
The 73 rd time Ashley spoke	50 words	The 73 rd time Keung spoke	1 word
The 74 th time Ashley spoke	17 words	The 74 th time Keung spoke	1 word
The 75 th time Ashley spoke	75 words	The 75 th time Keung spoke	0 words
The 76 th time Ashley spoke	4 words	The 76 th time Keung spoke	14 words
The 77 th time Ashley spoke	4 words	The 77 th time Keung spoke	9 words
The 78 th time Ashley spoke	10 words	The 78 th time Keung spoke	11 words
The 79 th time Ashley spoke	33 words	The 79 th time Keung spoke	1 word
The 80 th time Ashley spoke	6 words	The 80 th time Keung spoke	5 words
The 81 st time Ashley spoke	1 word	The 81 st time Keung spoke	42 words
The 82 nd time Ashley spoke	83 words	The 82 nd time Keung spoke	33 words
The 83 rd time Ashley spoke	62 words	The 83 rd time Keung spoke	1 word
The 84 th time Ashley spoke	13 words	The 84 th time Keung spoke	13 words
The 85 th time Ashley spoke	49 words	The 85 th time Keung spoke	47 words
The 86 th time Ashley spoke	13 words	The 86 th time Keung spoke	1 word
The 87 th time Ashley spoke	89 words	The 87 th time Keung spoke	1 word
The 88 th time Ashley spoke	14 words	The 88 th time Keung spoke	1 word
The 89 th time Ashley spoke	8 words	The 89 th time Keung spoke	1 word
The 90 th time Ashley spoke	3 words	The 90 th time Keung spoke	10 words
The 91 st time Ashley spoke	6 words	The 91 st time Keung spoke	24 words
The 92 nd time Ashley spoke	133 words	The 92 nd time Keung spoke	11 words
The 93 rd time Ashley spoke	34 words	The 93 rd time Keung spoke	17 words
The 94 th time Ashley spoke	18 words	The 94 th time Keung spoke	8 words
The 95 th time Ashley spoke	78 words	The 95 th time Keung spoke	12 words
The 96 th time Ashley spoke	7 words	The 96 th time Keung spoke	1 word
The 97 th time Ashley spoke	36 words	The 97 th time Keung spoke	28 words
The 98 th time Ashley spoke	3 words	The 98 th time Keung spoke	1 word
The 99 th time Ashley spoke	15 words	The 99 th time Keung spoke	15 words
The 100 th time Ashley spoke	3 words	The 100 th time Keung spoke	9 words
The 101 st time Ashley spoke	56 words	The 101 st time Keung spoke	3 words
The 102 nd time Ashley spoke	3 words	The 102 nd time Keung spoke	1 word
The 103 rd time Ashley spoke	7 words	The 103 rd time Keung spoke	16 words
The 104 th time Ashley spoke	11 words	The 104 th time Keung spoke	28 words
The 105 th time Ashley spoke	53 words	The 105 th time Keung spoke	14 words
The 106 th time Ashley spoke	11 words	The 106 th time Keung spoke	7 words
The 107 th time Ashley spoke	77 words	The 107 th time Keung spoke	1 word
The 108 th time Ashley spoke	42 words	The 108 th time Keung spoke	4 words

The 109 th time Ashley spoke	8 words	The 109 th time Keung spoke	1 word
The 110 th time Ashley spoke	1 word	The 110 th time Keung spoke	1 word
The 111 th time Ashley spoke	13 words	The 111 th time Keung spoke	1 word
The 112 th time Ashley spoke	54 words	The 112 th time Keung spoke	2 words
The 113 th time Ashley spoke	9 words		
The 114 th time Ashley spoke	3 words		
The 115 th time Ashley spoke	3 words		
TOTAL words spoken	2864		1108

In Ashley's 99th & 100th turns, she was talking to the researcher rather than the student.

$$\text{S talk : T talk} = 1108 : 2864 = 1 : 2.585 = 1 : 2.6$$

$$\text{Average S talk/time} = 1108 \text{ words} \div 112 \text{ times} = \mathbf{9.89} \text{ words/time}$$

$$\text{Average T talk/time} = 2864 \text{ words} \div 115 \text{ times} = \mathbf{24.9} \text{ words/time}$$

$$\text{S talk/time : T talk/time} = 9.89 : 24.9 = 1 : 2.518 = 1 : 2.5$$

# of words per turn	How many times by Ashley	How many times by Keung
0-10	48	78
11-20	27	18
21-30	8	8
31-40	5	3
41-50	5	2
51-60	7	1
61-70	2	0
71-80	5	0
81-90	3	1
91-100	3	1
101-110	0	0
111-120	1	0
121-130	0	0
131-140	1	0

Appendix 45 Coded nonverbal behaviour table for Ashley and Keung

T= Ashley S=Keung

Starting position and environment: Teacher and student sitting at a round table. Teacher sitting on the left hand side of student.

[illegible]

(S)																				
VC																				
(T)																				
PT	→	→	→	×	→	→	→	→	→	→	→	→	→	→	→	×	→	→	→	→
P	→	→	→		→	→	→	→	→	→	→	→	→	→	→		→	→	→	→
VOL	→	→	→		→	→	→	→	→	→	→	→	→	→	→		→	→	→	→
TN	♥	♥	♥		♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥		♥	♥	♥	♥
VC																				
(S)																				
PT	↓	↓	↓	↓	↓	↓	↓	↓	×	×	↓	↓	×	×	↓	↓	↓	×	↓	↓
P	↓	↓	↓	↓	↓	↓	↓	↓			↓	↓			↓	↓	↓		↓	↓
VOL	↓	↓	↓	↓	↓	↓	↓	↓			↓	↓			↓	↓	↓		↓	↓
TN	☞	☞	☞	☞	☞	☞	☞	☞			☞	☞			☞	☞	☞		☞	☞
S	L	L	L	L, 30	L, 20	L	×	×	×	×	L, R	R, L	R	×	L, R	L	L	×	L	L
PS	19	20	28	30	20	5	0	0	0	0	20	3	23	0	21	30	24	0	10	15
(in s)																				
(T)																				
S	L	L	×	L	L, R	L, TN	L, R	L, R	L, R	L, R	L	L, R	R	L, R	L, R	L	L	L	L, R	L
PS	12	16	3	0	10	25	25	27	30	30	10	28	30	30	25	5	6	30	20	15
(in s)																				
(S)																				
TH	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
(T)																				
TH	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
(S)																				

[illegible]

VC (T) PT P VOL TN VC (S) PT P VOL TN	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ①	→ → → ①	×	→ → → ①	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ①	→ → → ♥	→ → → ♥	→ → → ①	→ → → ♥	→ → → ♥	→ → → ♥
S PS (in s) (T) S PS (in s) (S)	R 6 ×	R 25 L, R	L 15 L, R	L 28 ×	L 15 L	L 10 L	L, R 20 L, 20	L, R 23 23	L 30 ×	L 15 L	L 13 13 , L	R 15 L, 15	L 15 L, R	R 4 L, R	L 28 ×	L, R 5 L, R	L, R 23 L, R	L, R 10 10 , L, R	L 5 L	L 15 L, R
TH (T) TH (S)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

	41 st 30s	42 nd 30s	43 rd 30s	44 th 30s	45 th 30s	46 th 30s	47 th 30s	48 th 30s	49 th 30s	50 th 30s	51 st 30s	52 nd 30s	53 rd 30s	54 th 30s	55 th 30s	56 th 30s	57 th 30s	58 th 30s	59 th 30s	60 th 30s
BM (T)	⇒	∅	⇒	⇒,	↑, ⇒	↑	∅	↑ ≤ , 	↑ ≤ , ⇒, , 人, ←,	←	←	←	∅	⇒	↑, ↑ ≤ , ⇒	←	σ	⇒, ←	⇒	, ⇒
BM (S)	Ω	Ω	Ω	∅	Ω	∅	∅	∅	Ω	Ω	∅	∅	∅	⇒, Ω	Ω	Ω	Ω	∅	∅	Ω
P (T)	⇒, ←	⇒	, ⇒	⇒	⇒	⇒	⇒	↓	⇒	←	←	←	←	←	←	←	σ	⇒	⇒	⇒, ←
P (S)	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑
GES (T)	l, , H	, H , J	f,l, H , , _	, H , ●●, , ю	H , , f, , ю	l,ю, , o o {≡	, z, {≡	, H , d d	l, d d, , H	l, , H , f	l, z z z, z	l, p p, f	l, , H x, f, , {≡	, p p, 	l, , H x	, z, ≡, {≡, f	, H , 	l, , H , 	l, , H , 	l, , H ,
GES (S)	, H	l, H	l, H	l, H , 	l, ✓, l, {≡	l, {≡	l, H	l, H	l, f, H	l, , H	l, H	l, H	l, H , ψψψ	l, H , z	l, H	l, , H	l, H , z	l, H , z	l, , H	l, H
FE (T)	①	□	⑧	☺,		📖, z	□	, 📖			①,			①	z, ☺	z		①	z	①
FE (S)					☺				□	□			TN	, E	☺E	□				
GZ (T)	S* N***	S*** N*	S* N***	S* N*** °F	S*** []	S* N***	N***	N** []	S* N*** 🕒, []	S** N**	S***	S***	S***	S* N***	S** N**	S** N**	S** N** []	N***	N***	S** N**
GZ (S)	N***	N***	N***	N***	T* N***	N***	N***	N***	T* N***	N***	N***	N***	N***	N***	N***	N***	N***	N***	N***	N***

VC (T) PT P VOL TN VC (S) PT P VOL TN	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ✂ ↓ ↓ ↓ 🔌	→ → → ✂ ↓ ↓ ↓ 🔌	→ → → ✂ ↓ ↓ ↓ 🔌	× ↓ ↓ ↓ 🔌	→ → → ✂ ↓ ↓ ↓ 🔌	→ → → ✂ ↓ ↓ ↓ 🔌	→ → → !! ↓ ↓ ↓ [II]	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ⓘ ↓ ↓ ↓ 🔌	→ → → ♥ ↓ ↓ ↓ 🔌	→ → → ⓘ ↓ ↓ ↓ 🔌
S PS (in s) (T) S PS (in s)	L 20 L, R 19	L 5 L, R 30	× 0 L 30	L 17 L 13	L 9 L 13	L 20 L 10	× 0 L, R 30	L 22 L 8	L 5 L, R 25	L 5 L 25	L 30 × 0	L 15 L 15	× 0 L 30	L 20 TN 10	L 20 TN 10	× 0 L 30	L, R 11 L 19	L, R 15 L 15	R 3 L, R 30	L 17 L, R 19
TH (T) TH (S)	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×	× ×

	61 st 30s	62 nd 30s	63 rd 30s	64 th 30s	65 th 30s	66 th 30s	67 th 30s
BM (T)	☒, ⇐	☒,	☒, ⇒	⇐	☒,	⇐	⇐
BM (S)	Ω, [☆☆]	⇐	∅	∅	⇐	Ω	Ω, σ
P (T)	⇐	⇐	⇒	⇒, ⇐	↯, ⇐	⇐	⇐
P (S)	↑	↑	↑	↑	↑	↑	↑
GES (T)	, F, lll, pp	☞, ω, ☞☞	☞, {≡, ω, ☞	☞, , pp	, ☞, pp, ≡	☞, _,	, ☞, J, ☞
GES (S)	,	, , ☞	, ☞, , ☞	, ☞, ☞,	, f, ☞,	,	, ≡
FE (T)	①, ☺[☞]	①	①	①	☞	①	①
FE (S)	☞	☞	☞	☞	☞	☞	☞
GZ (T)	Ŝ***	Ŝ**, N**, [☆☆]	Ŝ**, N**	N***	N***	N***	N***
GZ (S)	N***	N***	N***	N***	N***	N***	N***
VC (T)	→	→	→	→	→	→	→
PT	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→
VOL	→	→	→	→	→	→	→
TN	①	♥	♥	♥	♥	♥	①
VC (S)	↘	↘	↘	↘	↘	↘	↘
PT	↘	↘	↘	↘	↘	↘	↘
P	↘	↘	↘	↘	↘	↘	↘
VOL	↘	↘	↘	↘	↘	↘	↘
TN	☞	☞	☞	☞	☞	☞	☞
S	L	L	L, ☞	L	L	L	L
PS (in s)	15	10	15	16	15	10	20
(T)	L	L, R	L, R	R, ☞	L, R	L, R	L
S	L	10	20	23	15	20	10
PS (in s)	16						
TH (T)	x	x	x	x	x	x	x
TH (S)	x	x	x	x	x	x	x

Appendix 46 Jane and Peter conference transcript

Location: Classroom with students at the back of the room working on their own.

Seating arrangement: Jane at the long arm of the teacher's desk and Peter at the short arm to Jane's right.

- 1 Jane: OK, what's the topic? (Peter sits down at the adjacent side of Jane at a
- 2 rectangular table, body not totally facing Jane, hands resting on his thighs.)
- 3 Peter: Computer related illness.
- 4 Jane: You didn't (points with her pen) mention prevention. That's the most important.
- 5 (Points pencil at Peter.)
- 6 Peter: Prevention of computer related illness.
- 7 Jane: (Flips pages) At least you have got this word here, otherwise I'm worried that
- 8 you're talking something not related. Do you have, er, so do you have any
- 9 question to ask me first?
- 10 Peter: Can I compare the case in general situation with my company?
- 11 Jane: No. The reason... (pauses)
- 12 Peter: No? No comparison?
- 13 Jane: That's mean you, (pauses for a short while thinking) yea, I think you can. (nods)
- 14 Peter: Because the general, it's assumed that this will happen in my compa[ny].
- 15 Jane: [Yes,
- 16 yea, in that case, I suppose you can. That means you assume, you compare
- 17 other companies with the situation in your company. And may be you'll find out
- 18 similar situation is happening. Yes, yes, good. That means you have to create
- 19 the kind of data in your company, right?
- 20 Peter: Yes.
- 21 Jane: OK, I don't mind if you do it logically. That's fine. OK. (Reading for 16 seconds.)
- 22 You can put this one or two. It's OK. Or you can just put a star at the end.
- 23 (Reading for 2 seconds.) Internet article. This one you might try to give me a
- 24 sort of detail, like what kind of website, like government website? Or what
- 25 websites. Maybe some more detail? And, er, (13 seconds of pause looking at
- 26 the papers with left hand holding paper, Peter looking at the papers as well) OK,
- 27 good. I think your introduction is quite clear. So you have any question?
- 28 Peter: No.
- 29 Jane: No. OK. I think this one is quite clear. Finding. (3 seconds of pause reading)
- 30 Categories. (10 seconds of pause reading and flipping pages.)
- 31 Peter: The first ca[te]go[ry]...
- 32 Jane: [So these are the categories?
- 33 Peter: Yes.
- 34 Jane: You don't have data, do you?
- 35 Peter: Here. (3 seconds of pause reading.) And the one in this paragraph is in the
- 36 introduction. (Points at different places on the draft.)
- 37 Jane: (2 seconds of pause reading.) So from this one you are trying to, this section,
- 38 you're talking about what kind of computer related illness. OK. And then, so
- 39 after this, based on this information, what suggestions you could give to your
- 40 boss? (Looks up at Peter.)
- 41 Peter: (Peter 2 seconds of pause thinking, Jane gazing at Peter waiting for his
- 42 answer.) Also need to read with the other findings.
- 43 Jane: That means based on this you can't give anything. Then why do you need to
- 44 talk about this? (Looks at Peter.)
- 45 Peter: (5 seconds of pause thinking.) I need to show people that they may feel
- 46 uncomfortable after long use of... There is something related in later part. (Flips
- 47 page.) Because there's the sufficiency level. (Jane looks at the papers.) That

48 means one kind of computer related illness is related to this discomfort. So I
 49 need to know which part of the body may get the... (pauses).
 50 Jane: What's the difference of talking about this one and this one? (Flips page).
 51 Peter: This one shows which part of the body.
 52 Jane: And this one?
 53 Peter: And this one shows the working posture or other features. (Jane takes a look
 54 at the papers.)
 55 Jane: OK, based on that information, what suggestions can you give to your boss?
 56 Peter: (5 seconds of pause thinking.) (Peter still keeps his near hand on the thigh and
 57 uses the far hand to point at the papers to help explanation at this point.) How to
 58 change the working environment and to reduce the risk of these problems,
 59 maybe, to correct the problem.
 60 Jane: (5 seconds of pause thinking and looking at the papers with the hand near
 61 Peter supporting her jaw.) Yours is sort of like literature reviews. You
 62 understand what I mean? You are talking about the problems in a very general
 63 sense, it may not be very useful to your report. Let me go back again (flips page)
 64 and come back later. What's your third finding?
 65 Peter: Third finding is the cause of...muscular sclerosis...
 66 Jane: Causes of what?
 67 Peter: (3 seconds of pause thinking.) Causes, there are many things [here.
 68 Jane: [No, I know. I
 69 saw this table somewhere. You quoted it from somewhere right?
 70 Peter: Yes.
 71 Jane: I don't think you need all of these here. What do you need to do is you need to
 72 include the information that is necessary.
 73 Peter: The comparison here is about sitting properly and sitting improperly. What's
 74 the difference between these [two.
 75 Jane: [OK. Yes, I think this one is useful. Because it
 76 gives suggestions by (7 seconds of pause thinking and turning the papers) so,
 77 this is three findings, they are basically categories and then office features and
 78 posture of work. And then it's the causes. (7 seconds of pause thinking hard.)
 79 But each finding you have here you need to be able to give recommendations.
 80 It's like your are just literature review. (Leans towards Peter rather abruptly.)
 81 You know what is literature? Literature review is basically you just present what
 82 you're done. But you didn't really select the information for your own purpose. I
 83 think you need to reorganize your information here. OK? Look at, let's come
 84 back to your recommendations. The recommendations like, what's your first
 85 piece of recommendation?
 86 Peter: How can I choose the working environment that [...
 87 Jane: [That's related to what?
 88 Peter: Related to this principle. (2 seconds of pause thinking and keeps his hand
 89 pointing at the papers)
 90 Jane: OK, what's the second one?
 91 Peter: The second one gives suggestion (6 seconds of pause thinking) it's quite
 92 similar I think. (Jane gazing at Peter while listening, with her near hand
 93 supporting the chin.)
 94 Jane: Yes. That's what I think. You actually talk about something very similar.
 95 Peter: But it's just like to tell the audience, to show what's the reasons of the...first
 96 one shows the figures, then I will show the working posture of the office workers
 97 and lastly, I finally talked about the causes.
 98 Jane: OK, according to this, let's imagine. I'm (place her hand at the chest indicating
 99 "I") your boss. After this kind of information, I actually (chops and then bangs on
 100 the table) can get this kind of information from textbook or somewhere right?
 101 These are very general information I can get right? After I get this, what actually
 102 should I do? I know this: You're like giving me a kind of teaching. You're not

- 103 investigating the things I need.
- 104 Peter: (3 seconds of pause thinking.) It may actually happen in our company.
- 105 Jane: Yea, I understand. But I think what you need to do is, if you talk about the
- 106 computer related illness, (thinks for a short while) you look at other companies,
- 107 er, how serious it is in other companies. And in what kind of situation this
- 108 happen. For example, it happens most frequently in offices. To what kind of staff
- 109 or whatever and what is the cause. You know causes are very important one.
- 110 For example, because of the chair, or because of the screen or because of the
- 111 working hours. So you need to think of those things. But you are not really
- 112 talking about those things. You understand what I mean? Because you sort of,
- 113 like, presented it as a kind of literature review. This is not the kind of things I feel
- 114 like I need, but this information is quite useful information. But you need to
- 115 reorganize them.
- 116 Peter: Yes, (Jane: Mm.) I need to show the causes.
- 117 Jane: Yes. Basically it's like, for example how this happens or in what kind of situation
- 118 this happens, so there's something the boss can do. Basically the boss can do.
- 119 You should be able to give some specific information to your boss. Something
- 120 specific. Yours is very general. You understand what I mean?
- 121 Peter: Too general.
- 122 Jane: Too general. Yea. You give some specific information so that I would
- 123 understand. Oh yes. So the chair in that company are the causes, or because
- 124 the staff does not pay enough attention to the sitting posture. Or because
- 125 whatever. And then as the boss, I suppose alright, maybe I should give some
- 126 guidelines in what ways. After I read this, I can't really give my self some
- 127 suggestions. You understand what I mean?
- 128 Peter: Yes. And the last part, in the recommendations, (Jane: Yes, you recommend) I
- 129 recommend about the, I would like to invite someone to talk to our staff.
- 130 Jane: Well, it's OK. If you feel like, if you...but this one is based on what? If you found
- 131 that most people in other companies are still not aware (chops on the table) of
- 132 this problem, that means you have to do this. But you don't have this findings.
- 133 Why you have this recommendation?
- 134 Peter: I just find that most staff have improper working posture.
- 135 Jane: If you can find that, fine. (Peter looking at Jane.) Also a lot of people are not
- 136 aware of this problem. Understand what I mean? If they're not aware, of course
- 137 it's very logical to put in that, inviting someone to give a talk. So you can find out
- 138 in each finding. You know. You should have recommendations. Your problem is
- 139 that you are too general. It will not lead to anything. Any questions?
- 140 Peter: No.
- 141 Jane: OK, you might have to come back (laughs) to talk about this again. Yes. Alright.
- 142 Thank you very much.

143

Appendix 47 Word Count Table: Jane and Peter

The 1 st time Jane spoke	4 words	The 1 st time Peter spoke	3 words
The 2 nd time Jane spoke	8 words	The 2 nd time Peter spoke	5 words
The 3 rd time Jane spoke	27 words	The 3 rd time Peter spoke	11 words
The 4 th time Jane spoke	1 word	The 4 th time Peter spoke	3 words
The 5 th time Jane spoke	8 words	The 5 th time Peter spoke	12 words
The 6 th time Jane spoke	42 words	The 6 th time Peter spoke	1 word
The 7 th time Jane spoke	74 words	The 7 th time Peter spoke	1 word
The 8 th time Jane spoke	21 words	The 8 th time Peter spoke	1 word
The 9 th time Jane spoke	6 words	The 9 th time Peter spoke	11 words
The 10 th time Jane spoke	36 words	The 10 th time Peter spoke	8 words
The 11 th time Jane spoke	18 words	The 11 th time Peter spoke	48 words
The 12 th time Jane spoke	11 words	The 12 th time Peter spoke	18 words
The 13 th time Jane spoke	13 words	The 13 th time Peter spoke	18 words
The 14 th time Jane spoke	42 words	The 14 th time Peter spoke	6 words
The 15 th time Jane spoke	3 words	The 15 th time Peter spoke	6 words
The 16 th time Jane spoke	12 words	The 16 th time Peter spoke	1 word
The 17 th time Jane spoke	25 words	The 17 th time Peter spoke	15 words
The 18 th time Jane spoke	103 words	The 18 th time Peter spoke	4 words
The 19 th time Jane spoke	4 words	The 19 th time Peter spoke	2 words
The 20 th time Jane spoke	5 words	The 20 th time Peter spoke	10 words
The 21 st time Jane spoke	12 words	The 21 st time Peter spoke	37 words
The 22 nd time Jane spoke	62 words	The 22 nd time Peter spoke	7 words
The 23 rd time Jane spoke	127 words	The 23 rd time Peter spoke	1 word
The 24 th time Jane spoke	1 word	The 24 th time Peter spoke	6 words
The 25 th time Jane spoke	43 words	The 25 th time Peter spoke	2 words
The 26 th time Jane spoke	63 words	The 26 th time Peter spoke	12 words
The 27 th time Jane spoke	47 words	The 27 th time Peter spoke	10 words
The 28 th time Jane spoke	64 words	The 28 th time Peter spoke	1 word
The 29 th time Jane spoke	18 words		
TOTAL words spoken	900		260

$$\text{S talk : T talk} = 260 : 900 = 1 : 3.462 = 1 : 3.5$$

$$\text{Average S talk/time} = 260 \text{ words} \div 28 \text{ times} = 9.29 \text{ words/time}$$

$$\text{Average T talk/time} = 900 \text{ words} \div 29 \text{ times} = 31.03 \text{ words/time}$$

$$\text{S talk/time : T talk/time} = 9.29 : 31.03 = 1 : 3.340 = 1 : 3.3$$

# of words per turn	How many times by Jane	How many times by Peter
0-10	9	19
11-20	6	7
21-30	3	0
31-40	1	1
41-50	4	1
51-60	0	0
61-70	3	0
71-80	1	0
81-90	0	0
91-100	0	0
101-110	1	0
111-120	0	0
121-130	1	0

Appendix 48 Coded nonverbal behaviour table for Jane and Peter

T= Jane S= Peter

Starting position and environment: Each of teacher and student sit at one side of a rectangular table. Teacher sits on the left hand side of student.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s	15 th 30s	16 th 30s	17 th 30s	18 th 30s	19 th 30s	20 th 30s	21 st 30s	22 nd 30s	23 rd 30s	24 th 30s	25 th 30s
BM (T)	←,⇒	Ω,←	⇒	∅	∅	∅	∅	∅	∅	∅	∅	∅	↑,ℓ	⇒	σ,←	ℓ	←	←,⇒	←	∅	←,⇒	←,⇒	⇒	←	←
BM (S)	∅	Ω	Ω	⇒,Ω	Ω	Ω	∅	⇒	∅	↑	∅	Ω	∅	↑,Ω, ⇒	⇒	⇒, ←	⇒	Ω	←	Ω	Ω	Ω	Ω, ⇒	⇒	Ω, ↑≡ ↑
P (T) P (S)	ℓ ↑,↑ ≡	← ↑,↑ ≡	ℓ ℓ, ↑≡	ℓ ⇒, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	↑,ℓ ℓ, ↑≡	↑ ℓ, ↑≡	ℓ ℓ, ↑≡	ℓ ⇒ ↑≡	ℓ ℓ, ↑≡	ℓ ℓ, ↑≡	← ⇒ ↑≡	← ℓ, ↑≡	← ℓ, ↑≡	← ℓ, ↑≡	← ℓ, ↑≡	ℓ ⇒	ℓ
GES (T)	ℓ, ☐, ↗, ℓ, ℓ	ℓ, ↗, ℓℓ, ∫	ℓ, ℓℓ, ☐, ∫	ℓ, ↘, J, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, ☐, X, ☐	ℓ, X, ℓ, X	ℓ, ℓX, ℓ, X	ℓX, ℓ, X	ℓℓ, ω, ∫	ℓ, J, J, ℓℓ	ℓX, J, ∫	ℓ, ∫, 3E, X	ℓ, ∫, ℓℓ	ℓℓ, ℓ, ∫	ℓℓ, ℓ, ∫	ℓℓ, ℓ, ∫	ℓX, J, ∫
GES (S)	ℓ, ℓℓ, ℓℓ, ℓX	ℓ, ℓℓ, ℓℓ	ℓ, ℓℓ, ℓ, ℓℓ	ℓ, ℓℓ, ℓ, ℓℓ	ℓ, X, ℓX, ℓℓ	ℓ, ℓℓ, ℓ, ℓℓ	ℓ, ℓℓ, ℓ, ℓℓ	ℓ, ℓℓ, ℓ, ℓℓ	ℓ, ℓℓ, ℓ, ℓℓ	ℓ, ∫, ℓX, ☐, X	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓℓ, ℓX, ℓX	ℓ, ℓ, ℓX, ℓℓ	ℓℓ, ℓX, ℓ	ℓ, ℓℓ, ℓX, ℓ	ℓ, ℓℓ, ℓX, ℓ	ℓ, ℓℓ, ℓX, ℓ	ℓ, ℓℓ, ℓX, ℓ	ℓ, ℓℓ, ℓX, ℓ

FE	☺	☺	☐	☐	☐	☐	☺	☺,T	V, η,	V, η	V, ⓘ	ⓘ	V,	V, ⓘ	ⓘ	☺	TN,	ⓘ	V, ⓘ	ⓘ	ⓘ	☺	☺	☐,☺	☐,☺
(T)								N, ?	?				TN				V, η								
FE	☺	☹	☐	☐	☐	☐	TN	☹(E)	☐	TN,	☐	☐,	☐,	☐	☐	☐,	☹(E)	☐,	☐	☐	☐	☺	☐	☐	☐,☺
(S)		(E)						, TN		η		☹(E)	☹			TN☹	TN	TN						☐,☺	
GZ	Ŋ***	Ŝ***	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŝ***	Ŝ***	Ŝ***	Ŝ***	Ŝ***	Ŋ**	Ŝ***	Ŝ***	Ŋ**	Ŋ**
(T)		F*	*	*	*	*	Ŝ**	Ŝ**	*	*	*	*	*	*	*		Ŋ*	Ò*	[☆	*	Ò*	Ò*	*	Ŝ**	
GZ	Ŋ**	Ŧ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŋ**	Ŧ**	Ŋ**	Ŧ*	Ŋ**	Ŋ**	Ŋ***	Ŋ**	Ŋ**	Ŋ**	Ŧ**	Ŋ**	Ŧ**	Ŋ*	Ŋ**	Ŧ**	Ŋ**	Ŋ**	
(S)	*	Ò*	Ŧ*	*	*	*	*	F**	*	F**	*	Ŧ*	Ŧ*	Ŧ*	Ŧ*	*	Ŧ*Ò*	*	Ŧ**	*	Ŧ**	*	Ŧ**	Ŧ**	
	Ĝ*	[Ĝ]		Ĝ*		[Ĝ]	[Ĝ]			[Ĝ]		F*	Ŧ*			Ŧ*Ò*	[Ĝ]	Ŧ*Ò*		Ŧ*		Ò*	F*		
VC																									
(T)								×																	
PT	↗	↗	↗	↗	↗	↗	↗		↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	
P	→	→	→	→	→	→	→		→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
VOL	↗	↗	↗	↗	↗	↗	↗		↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	
T	→	→	→	→	→	→	!!		→	→	→	ⓘ	ⓘ	ⓘ	!!	ⓘ	ⓘ	💧	→	→	→	→	→	→	
VC																									
(S)																									
PT	→	→	×	×	→	→	→	→	→	→	→	→	→	×	→	→	→	×	→	×	→	×	→	→	
P	→	→			→	→	→	→	→	→	→	→	→		→	→	→		→		→		→	→	
VOL	↘	↘			↘	↘	↘	↘	↘	↘	↘	↘	↘		↘	↘	↘		↘		↘		↘	↘	
T	→	→			→	→	→	→	→	→	→	→	→		→	→	→		→		→		→	→	

S	R, L	L	R	R	R	E, L	L	R, L	L	L	L	R,L	R, L	R	L	L	L	L	L	×	L	×	L	R, L	L
PS	17	10	15	9	22	16	15	30	25	25	12	18	9	6	8	23	26	0	5	0	3	0	18		3
(in s)																									
(T)																									
S (S)	L, R	L	L, R	L, R	R, L	L	TN,	×	L	L	R, L	L	R, L	30	L, R	L	L	L	L	L	L	L	L	L	L
PS	20	25	30	30	28	21	L	0	15	18	24	13	5	L, R	25	11	4	30	25	30	26	30	22	17	28
(in s)							19																		
TH	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
(T)																									
TH	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
(S)																									

Appendix 49 Jane and Ben conference transcript

Location: Classroom with students at the back of the room working on their own.

Seating arrangement: Jane at the long arm of the teacher's desk and Ben at the short arm to Jane's right.

- 1 Jane: Alright, come on, Ben.
- 2 Ben: I've many problem about the report. (Sits down at a side of the table, body facing
- 3 desk, hands on desk.)
- 4 Jane: You've many problem even before you can come. You know you have problem
- 5 already. What's your title?
- 6 Ben: My company background. (Gives paper to Jane.) My topic is about sex
- 7 discrimination.
- 8 Jane: Sex – sex discrimination. OK.
- 9 Ben: Yes, in a toy company.
- 10 Jane: You are in a toy company, right?
- 11 Ben: Yes.
- 12 Jane: Good. (4 seconds of pause reading the paper. Ben looks at Jane reading his
- 13 draft.) Um, that means you should have a lot of, er, you should have a lot of, er,
- 14 women working in your company right? (The last 3 syllables said very quickly.)
- 15 Ben: Yes. (Nods.)
- 16 Jane: OK and that they are sex discriminated, right?
- 17 Ben: Yes. But not in the employment process, just something in the construction in a
- 18 company. (Jane looks at Ben.) For example toilet or something giving to the staff
- 19 have not got even. For example, in this report I say that in the one floor, many
- 20 many, so many females use one toilet but very less males use one toilet. (Jane
- 21 frowns.)
- 22 Jane: OK.
- 23 Ben: That's the difference between them.
- 24 Jane: OK, OK. Alright. I understand what you mean. (Reading for 5 seconds.) (Softly
- 25 reads:) "This report seeks to look into sex discrimination in..." (suddenly rather
- 26 loud:) in your company!?! (Starts pointing at the draft and in the air with the pen in
- 27 her hand.) Hey, Ben, you need to be careful. Because according to the task sheet,
- 28 your company does not have this problem. You are looking to see if other
- 29 companies or organizations are having this problem. (Ben crosses legs away from
- 30 Jane but still faces the desk.) Did you read the task sheet carefully?
- 31 Ben: (Think for a while, rubs his chin with the hand.) Er... No.
- 32 Jane: No.
- 33 Ben: Then there are something – the sex discrimination is not exist in our company.
- 34 Jane: That's right.
- 35 Ben: But I see some problem in other com[panies].
- 36 Jane: [Other companies right? Yes, so you should
- 37 (Jane shakes her pen in the air while Ben supports his head with the left hand,
- 38 looking at the paper and listens. His left hand is between his body and Jane's)
- 39 read your task sheet carefully, it states it very clearly, that your company doesn't
- 40 have this problem. You are just looking into other similar companies to see if
- 41 they have this problem. (3 seconds of pause looking at Ben.) OK? (22 seconds
- 42 of pause, Jane reading while Ben keeps looking at the paper.) OK, so you here
- 43 are talking about background right?
- 44 Ben: Yes.
- 45 Jane: So basically you're trying to tell people that this situation is happening, I mean,
- 46 this kind of problem is happening in other places right? And what you're trying to

47 do now is you're trying to look into this problem to see how it's happening and
 48 why it's happening in other companies, so that you will give some suggestions to
 49 your own companies so that this kind of things will not happen in your company.
 50 So this is what you're supposed to do. (Looks at Ben for 2 seconds.)
 51 Understand?
 52 Ben: Yes. I understand. I change the situation. I find some problems (Jane: Yes.) in
 53 other companies.
 54 Jane: Yes. And you can tell, because of this, so somebody has instructed you to do
 55 this. You can also – somebody has instructed you to do this because of, you
 56 know, because of the seriousness of this problem in other companies. And then,
 57 (reading for 7 seconds) did you interview anybody? (Underlines words on the
 58 draft.) Of course not, right?
 59 Ben: No, only one department –
 60 Jane: You interviewed? (Jane stares at Ben.)
 61 Ben: Yes.
 62 Jane: You ↑interviewed? (Keeps staring at Ben. Moves body forward as she said this
 63 emphatically, and Ben springs backward in his seat in response to Jane's body
 64 movement.) You interviewed somebody?
 65 Ben: Yes.
 66 Jane: Yes? You went to interview somebody!?!
 67 Ben: °I° want to °interview° °somebody°.
 68 Jane: Do you know you are not supposed to do that? (Ben places his left elbow on the
 69 desk with his left hand placed near the mouth.) You are supposed just to read, to
 70 read what other people has done. You're not supposed to do the, what we call
 71 the primary data collection.
 72 Ben: Primary data collection.
 73 Jane: Not supposed to do that. (Shakes head.) You only need to read what other
 74 people has done.
 75 Ben: (3 seconds of uming.) That's, I need the secondary data.
 76 Jane: Yes! Exactly. You don't need to interview people. You really went to interview
 77 someone, some people, right?
 78 Ben: °Yes°.
 79 Jane: You do not really need to do that. I don't know why you do that. (Ben puts his
 80 hand down on the desk, draws his eyebrows together.) I explained many times
 81 to you in class that you need to do desk research. (Jane drops her pen on desk
 82 rather noisily. Ben puts his hand back on the thigh.) Desk research means that
 83 you read different kind (Jane chops with both hands in the air) of things. That's
 84 all. (Looks at Ben.)
 85 Ben: °Ok°.
 86 Jane: Understand?
 87 Ben: I understand.
 88 Jane: So you're not doing the right thing again. Basically from the very beginning I
 89 know that you're not supposed to do this. You only need to read what other people
 90 had done and then, you know, select other people's information, you know, to do
 91 your own writing.
 92 Ben: °Yes°.
 93 Jane: So you need to change this. (Reads for 3 seconds.) What is EDO? Er...EOC.
 94 (Jane keeps talking while Ben tries to look up the article to give her the answer.)
 95 Ben: Um... [Er...
 96 Jane: [(loudly) At the beginning you start to use EOC. What do you mean this
 97 one? (Finds explanation of EOC in the script.) Oh, EOC is this, right - Equal
 98 Opportunity Committee. That means you're trying to tell people that (pause for 2
 99 secs thinking) there are more and more complaints, um, to this company – this
 100 purpose, right?

101 Ben: Then our company must [uhm...
 102 Jane: [OK, then you're trying to tell people this is serious.
 103 (Reads for 7 seconds.)
 104 Ben: This is to interviews the staff...(Jane keeps looking at the paper) results or
 105 [response
 106 Jane: [Wh-which part have you done to interview people?
 107 Ben: Which part?
 108 Jane: Yes. (Ben tries to answer.) So, you interviewed one department? (Ben puts left
 109 elbow on the desk.) Do you know these people? By yourself? You know these
 110 people? How did you interview them? You went to ask them some questions?
 111 Ben: Yes.
 112 Jane: You did?
 113 Ben: Yes, (Jane looks at Ben in a very astonished way) because I at first I think this
 114 problem is exist in my company, then I got (Jane puts her pen down, trying to tidy
 115 up her collar) something to compare data from. (Ben puts his hands back on the
 116 thighs) One department staff then I want to, want to improve about the problem.
 117 (Jane does not look at Ben but at the desk while Ben talks.)
 118 Jane: But Ben, do you understand that (Ben puts left elbow on the desk with the hand
 119 up near the mouth again) you're not supposed to do this? You're only asked to: do
 120 reading and that's getting useful information, right? I don't know, so this one – if
 121 this data comes from some reading, that's fine. But if it comes from your own, I
 122 don't really know how to (hh) comment on this. (Jane moves forward in a sudden
 123 movement; Ben immediately leans slightly backwards.) Because this is something
 124 that is beyond the task requirement, so you need to consider this. So how about
 125 this? How about this? This is also from your interview?
 126 Ben: Yes.
 127 Jane: Ha?! (in a very astonished manner)
 128 Ben: Yes.
 129 Jane: This is also from interview! You did ALL these interviews?!
 130 Ben: (puts left hand on desk) These 2 charts - this is our company's statistics. [These
 131 Jane: [Your company's
 132 statistics? How can you get this company's statistics?
 133 Ben: Statistics...
 134 Jane: From...
 135 Ben: Each department has...
 136 Jane: From which company?
 137 Ben: Our company.
 138 Jane: This means this is a real company, right?
 139 Ben: Yes.
 140 Jane: This is not a company that... So where did you get the information from then?
 141 Ben: This is my friend's company's find that. My friend's company's (Ben moves his
 142 hands away from the desk). (Jane puts down her pen, showing a face of doubt.)
 143 Each department has how much staff...
 144 Jane: (Picks up her pen.) It's the staff's distribution, right? (3 seconds of pause,
 145 holding the paper in the air and looking at it.) Again, I think you're (puts pen down
 146 and bangs on the desk with one hand; Ben puts his left hand up towards his mouth
 147 again) doing the wrong thing. The reason is – look, what you haven't done, what
 148 we asked you to do. We asked you to do the desk research and (Jane picks up pen
 149 to write on the draft) here you're talking about the own company, right?
 150 Ben: Own company.
 151 Jane: (Drops pen down on the desk rather loudly.) What's the purpose (uses index
 152 finger to point at the paper) of talking about this?
 153 Ben: Um, because I found (keeps his elbow and hand in a "barrier" position) that we
 154 should have the equal between female and male. Then I found that each
 155 department, the numbers of females and males and then give some suggestions

156 of that. (Ben lowers his left hand to help express ideas.) Why they feel this is
 157 unequal. (Jane crosses her hands, then covers her left jaw with her left hand,
 158 listening.) Because the distribution between [the male and female...
 159 Jane: [Yes. (Jane keeps her hands crossed, nodding.) I
 160 understand this very well. (Rubs hands together quickly.) But the problem is that
 161 now, Ben, I really, really (Jane bangs the desk with both hands, and Ben puts his
 162 near hand up towards the chin again) appreciate your work. The problem is that
 163 you're not doing the thing that I asked you to do. I asked you to do research from
 164 reading (chops air with hands) and you went to do your own interview!
 165 Ben: (Puts left hand down to aide idea expression.) Because in the information about
 166 sex discrimination, not have the data like... (Jane holds up her right hand in a
 167 gesture like a wall to stop Ben from continuing) ... the numbers [of the...
 168 Jane: [I understand. But
 169 the problem is you have to choose different topic. Go to get the task sheet. (Left
 170 hand points to Ben's original chair at the back of the room.) I can explain to you.
 171 Do you have your task sheet?
 172 Ben: Yes. (Almost getting up.)
 173 Jane: Anybody got the task sheet? (A third student hands the task sheet to Jane. Ben
 174 returns to "barrier" position with left hand up to support chin.) What's the desk
 175 research? (5 seconds of pause reading paper.) What's the desk research? OK,
 176 desk research is to consult relevant documents. (Taps paper.) You don't need to
 177 do that. And also, OK, we've got it very clear. Look at here. It says your
 178 colleagues will investigate the actual situation in the firm by interviewing people.
 179 (Taps paper again.) You're not supposed to do that. But ↑you're supposed to do
 180 the desk research. You did the completely wrong thing. (Taps fingers repeatedly
 181 on paper.) What to do now? I really don't know. It's very hard.
 182 Ben: Write again. (Hits his thigh lightly with the left hand.)
 183 Jane: I think you have to do everything, start from the very beginning again because
 184 this is not what you're supposed to do. ↑How come you...? ↑Did you read this
 185 one? (Shakes the task sheet with right hand in front of Ben.)
 186 Ben: I have read this one.
 187 Jane: You have read, but how come you make this kind of mistakes?
 188 Ben: Not very clear.
 189 Jane: OK, Ben, I'm sorry (Jane smiles brightly) you just have (Ben shows the "barrier
 190 position" again) to do it all over again. I can't really give you the kind of mark if
 191 you're actually not doing the thing that we asked you to do. I can't be flexible.
 192 Understand? I myself cannot decide the mark, to decide your grade. So you
 193 have to do it all over and over again. Please read this carefully. (Picks up the
 194 task sheet with left hand.) You're supposed (bangs on desk with one hand) to do
 195 a kind of literature review. (Ben puts his left hand on his thigh.) That means you
 196 have to read different kind of things, and come back with some data. So the data
 197 should not come from you but come from other people. (Looks at Ben for 2
 198 seconds but Ben did not look at her. He looks down unhappily.) OK? Talk with
 199 some of your classmates. Just see how they do it, alright? Then come back to
 200 talk with me, OK?
 201 Ben: OK.
 202 Jane: Don't worry ok? Looks like you've been, er, you're very worried.
 203 Ben: Because I, uh, (left arm returns to "barrier position"), we have a test on Friday.
 204 Then, I, this is very [busy in this week...
 205 Jane: [Oh you have a test? What should I, I really don't know. I
 206 really appreciate your work but it's completely not, I mean, not the thing that we
 207 asked you to do. (Stacks paper together.) And look like you're very worried.
 208 Don't worry. Just calm down. Try to see what you...Talk with some people. (Ben
 209 shakes his head and collects his paper together, not looking at Jane.) See what
 210 you actually can, what you actually can do. I really appreciate your hard work. I

211 know interviewing people is really time consuming. I really appreciate your work.
212 I don't know. If you know myself, I don't really want to do this. Just really hard for
213 me to do. (Ben looks at Jane.) So I appreciate but I really don't know how to give
214 you a grade. You need to read the task sheet again carefully. OK?
215 Ben: OK.
216 Jane: Is that OK? Come back and talk with me, OK? And maybe talk with some other
217 students first.
218 Ben: What time...in ... week and...
219 Jane: Weekend?
220 Ben: In this week.
221 Jane: In this week - I'll talk with the whole class to find out what time they're going to
222 be free. Then I'll set up some time to talk with you people. Is that OK?
223 Ben: OK.
224 Jane: Alright. So don't worry too much. The thing now for you to do is not to worry, but
225 to go to do some reading and come back and give me the writing, OK? Alright?
226 Ben: OK.
227 Jane: Some information might be still useful. I don't know. I think even this is not
228 useful. (Picks up some paper from Ben's stack of papers.) Because you're not
229 supposed to talk about your own company. You're supposed just to talk about
230 other people's place, so that, because we're calling this prevention, that means,
231 if you talk about this, it means it's happening in your company already. Alright?
232 OK, that's it. Go to, please go to read something and find out what you can do
233 and come back to talk with me. But don't worry too much. (Jane pats Ben's
234 shoulder.) You look like you're sweating now. Ha ha ha ha ha. (Jane doubles
235 over at the desk.)
236 Ben: Because I have no time to...(Ben appears frustrated and shakes his head.)
237 Jane: (Ben not looking at Jane.) I understand, I really understand. (Shakes her head,
238 smiling brightly.) But you know, you might really have to do it again.
239 Ben: OK.
240 Jane: So, come back and I'll be very happy to talk with you, OK?
241 Ben: Thank you.
242 Jane: I'm sorry that you have to do it all again. (Jane laughs. Ben leaves the desk.)

243

Appendix 50 Word Count Table: Jane and Ben

The 1 st time Jane spoke	4 words	The 1 st time Ben spoke	6 words
The 2 nd time Jane spoke	17 words	The 2 nd time Ben spoke	9 words
The 3 rd time Jane spoke	4 words	The 3 rd time Ben spoke	5 words
The 4 th time Jane spoke	7 words	The 4 th time Ben spoke	1 word
The 5 th time Jane spoke	24 words	The 5 th time Ben spoke	1 word
The 6 th time Jane spoke	8 words	The 6 th time Ben spoke	55 words
The 7 th time Jane spoke	1 word	The 7 th time Ben spoke	5 words
The 8 th time Jane spoke	61 words	The 8 th time Ben spoke	2 words
The 9 th time Jane spoke	1 word	The 9 th time Ben spoke	13 words
The 10 th time Jane spoke	2 words	The 10 th time Ben spoke	8 words
The 11 th time Jane spoke	49 words	The 11 th time Ben spoke	1 word
The 12 th time Jane spoke	83 words	The 12 th time Ben spoke	16 words
The 13 th time Jane spoke	50 words	The 13 th time Ben spoke	4 words
The 14 th time Jane spoke	2 words	The 14 th time Ben spoke	1 word
The 15 th time Jane spoke	5 words	The 15 th time Ben spoke	1 word
The 16 th time Jane spoke	6 words	The 16 th time Ben spoke	5 words
The 17 th time Jane spoke	36 words	The 17 th time Ben spoke	3 words
The 18 th time Jane spoke	15 words	The 18 th time Ben spoke	6 words
The 19 th time Jane spoke	17 words	The 19 th time Ben spoke	1 word
The 20 th time Jane spoke	42 words	The 20 th time Ben spoke	1 word
The 21 st time Jane spoke	1 word	The 21 st time Ben spoke	2 words
The 22 nd time Jane spoke	47 words	The 22 nd time Ben spoke	1 word
The 23 rd time Jane spoke	10 words	The 23 rd time Ben spoke	1 word
The 24 th time Jane spoke	44 words	The 24 th time Ben spoke	5 words
The 25 th time Jane spoke	10 words	The 25 th time Ben spoke	9 words
The 26 th time Jane spoke	8 words	The 26 th time Ben spoke	2 words
The 27 th time Jane spoke	29 words	The 27 th time Ben spoke	1 word
The 28 th time Jane spoke	2 words	The 28 th time Ben spoke	35 words
The 29 th time Jane spoke	84 words	The 29 th time Ben spoke	1 word
The 30 th time Jane spoke	1 word	The 30 th time Ben spoke	1 word
The 31 st time Jane spoke	10 words	The 31 st time Ben spoke	10 words
The 32 nd time Jane spoke	10 words	The 32 nd time Ben spoke	1 word
The 33 rd time Jane spoke	1 word	The 33 rd time Ben spoke	3 words
The 34 th time Jane spoke	3 words	The 34 th time Ben spoke	2 words
The 35 th time Jane spoke	8 words	The 35 th time Ben spoke	1 word
The 36 th time Jane spoke	15 words	The 36 th time Ben spoke	16 words
The 37 th time Jane spoke	44 words	The 37 th time Ben spoke	2 words
The 38 th time Jane spoke	7 words	The 38 th time Ben spoke	47 words
The 39 th time Jane spoke	50 words	The 39 th time Ben spoke	16 words
The 40 th time Jane spoke	29 words	The 40 th time Ben spoke	1 word
The 41 st time Jane spoke	84 words	The 41 st time Ben spoke	2 words
The 42 nd time Jane spoke	30 words	The 42 nd time Ben spoke	5 words
The 43 rd time Jane spoke	12 words	The 43 rd time Ben spoke	3 words
The 44 th time Jane spoke	125 words	The 44 th time Ben spoke	1 word
The 45 th time Jane spoke	11 words	The 45 th time Ben spoke	18 words
The 46 th time Jane spoke	125 words	The 46 th time Ben spoke	1 word
The 47 th time Jane spoke	18 words	The 47 th time Ben spoke	5 words
The 48 th time Jane spoke	1 word	The 48 th time Ben spoke	3 words
The 49 th time Jane spoke	34 words	The 49 th time Ben spoke	1 word
The 50 th time Jane spoke	98 words	The 50 th time Ben spoke	6 words
The 51 st time Jane spoke	16 words	The 51 st time Ben spoke	1 word
The 52 nd time Jane spoke	13 words	The 52 nd time Ben spoke	2 words
The 53 rd time Jane spoke	10 words		
TOTAL words spoken	1424		349

$$\text{S talk : T talk} = 349 : 1424 = 1 : 4.080 = 1 : 4.1$$

$$\text{Average S talk/time} = 349 \text{ words} \div 52 \text{ times} = 6.71 \text{ words/time}$$

$$\text{Average T talk/time} = 1424 \text{ words} \div 53 \text{ times} = 26.87 \text{ words/time}$$

$$\text{S talk/time : T talk/time} = 6.71 : 26.9 = 1 : 4.009 = 1 : 4.0$$

# of words per turn	How many times by Jane	How many times by Ben
0-10	24	44
11-20	9	5
21-30	4	0
31-40	2	1
41-50	7	1
51-60	0	1
61-70	1	0
71-80	0	0
81-90	3	0
91-100	1	0
101-110	0	0
111-120	0	0
121-130	2	0

Appendix 51 Coded nonverbal behaviour table for Jane and Ben

T= Jane S= Ben

Starting position and environment: Teacher and student sitting at a long teacher's desk - the teacher sitting at the long arm of the desk, with the student sitting to the right of the teacher at the short arm. No other seats are available for the student.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s
BM (T)	⇒,⇐,↔	Ω	Ω	Ω	∅	∅	⇒,⇐ Ω, λ	⇒,Ω,ψ	Ω, ⇒!, σ	∅, √	∅	∅, √	⇒	⇒,⇐
BM (S)	⇒	∅	⇒	⇒, ψ	Ω, ⇒	⇒	Ω,⇒	⇒	⇐!, ⇒	⇐, ⇒	Ω	Ω	⇐	⇒,
P (T)	⇒,↔	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒!	⇒	⇒	⇒	⊗	⊗
P (S)	⇐,↑,↔	↑	⇒	↑	⇒	⇒	⇒	⇒	⊗, ⇐!	⊗	⊗	⊗	↑	⊗
GES (T)	, ☐	, ☐	, ☐,	⊗, x , -	, -, ☐	☐, x /*	, ((, (, ((, (, ((, (, ⊗, ≤	, ☐, /*, ⊗, λ, ☐, ≤	, - ☐, /*	, ⊙, ⊗, /*, (, ((, (, (, (, (
GES (S)	X	∫, pp	∫, pp, 	∫, γ, pp	γ, ψ	ψ	ψ, ∫, ψψ, pp	∫	⊗, ψψψ	⊗, ψψψ	☐✓, ω, pp	ω	∫, J	⊗, ☐
FE (T)	☺, ♪	☺, ♪, L	☺, ☐, ♪	☺,	☐, R	V, TK	TK, R	☐	⊗	⊗	☐, R	①	①, V	①
FE (S)	☺	☺	☐	☐, L, TK	⊗, R	☐, R, L	☐		⊗, TK	V, ⊗	☐, R	⊗	☺, V	①
GZ (T)	Ń*** Ō*	Ń* Ŝ***	Ń** Ŝ**	Ń*** Ŝ***	Ń*** Ŝ**	Ń***	Ń*** Ŝ**	Ń***Ŝ***	Ń**Ŝ***	Ń** Ŝ**	Ń*** Ŝ*	Ń***	Ń*** Ŝ**	Ń*** Ŝ**
GZ (S)	Ń*** Ō*	Ń*** F***	Ń*** F***	Ń*** F***	Ń***	Ń***	Ń***	Ń***	Ń** F** Ŧ*	Ń***	Ń***	Ń***	Ń** Ŧ** F**	Ń***

VC (T) PT TN VOL P	→ → → ↗	→ → → ↗	→ → → →	↗ !! ↗ →	→ → → →	→ → ↗ ↗	→ → → →	↗ !! ↗ ↗	→ → → ↗	→ → → →	↗ → ↗ →	↗ !! ↗ →	↗ ① ↗ →	↗ !! ↗ →
VC (S) PT TN VOL P	↘ ♥ ↘ ↘	→ ♥ → →	→ ♥ → →	→ ♥ → →	×	×	→ ♥ → →	→ ♥ → →	→ ♥ → →	×	×	→ ♥ → →	→ ♥ → ↘	→ ♥ → →
S (T) PS (in s)	L 10	L 30	L 10	L 14	R 18	R 30	R 7	R 7	R 6	×	×	L 13	L 20	L 5
S (S) PS (in s)	L 20	L 0	L 20	L 16	R,TN 30	R,L 30	L 23	R 20	TN 24	L 30	L 30	L 17	L 10	L 25
TH (T)	×	×	×	×	×	×	×	×	×	×	×	×	×	×
TH (S)	×	×	×	×	×	×	×	×	×	×	×	×	×	×

	15 th 30s	16 th 30s	17 th 30s	18 th 30s	19 th 30s	20 th 30s	21 st 30s	22 nd 30s	23 rd 30s	24 th 30s	25 th 30s	26 th 30s	27 th 30s	28 th 30s
BM (T)	$\Rightarrow, \Leftarrow, \Rightarrow!$	\Rightarrow, \Leftarrow	\Leftarrow	$\Rightarrow, \Omega, \Leftarrow$	\emptyset	$\Rightarrow, \Leftarrow, \sigma$	$\Omega, \sigma, \Rightarrow$	$\Leftarrow, \Rightarrow, \sigma$	$\Rightarrow, \Leftarrow, \sigma$	\Leftarrow, σ	$\Omega,$	\Leftarrow, \Rightarrow	$\Leftarrow,$	σ, Ω
BM (S)	$\Rightarrow, \Leftarrow!$	$\Rightarrow, \Leftarrow,$	$\Rightarrow!$	\Leftarrow, \Rightarrow	$\Uparrow, \Rightarrow!$	\Leftarrow, \cdot	\Leftarrow, Υ	$\Rightarrow, \Leftarrow, \sigma$	\Leftarrow, Ω	\Leftarrow, σ	$\Leftarrow,$	\Leftarrow, Ω	\Leftarrow, σ	$\sigma, \Omega, \boxtimes$
P (T)	$\boxtimes, \Rightarrow!$	\Rightarrow, \Leftarrow	\Leftarrow	\Rightarrow	\Rightarrow	\Rightarrow	\Rightarrow	$\boxtimes \Rightarrow$	\Leftarrow, \boxtimes	\Leftarrow, \boxtimes	\Leftarrow	\Leftarrow, \boxtimes	\Leftarrow, \boxtimes	\Leftarrow, \boxtimes
P (S)	$\Leftarrow!, \boxtimes$	\Leftarrow, \boxtimes	$\Rightarrow!$	\Leftarrow	\boxtimes	\Leftarrow	\Leftarrow	\Rightarrow, \Leftarrow	\Leftarrow	\Leftarrow	\Leftarrow	\Leftarrow	\Leftarrow	\Uparrow
GES (T)	$\downarrow, \boxtimes, /^*$	$\downarrow, \angle, /^*, \mathbf{U}, \mathbf{P}\mathbf{P}$	$\mathbf{P}\mathbf{P}, \alpha, *, \leq, \mathbf{U}$	v, \searrow, τ	$\mathbf{P}, \mathbf{P}, \perp, 3\mathbf{E}, \angle, v$	\mathbf{P}, \boxtimes	$\boxtimes, \mathbf{J}, \mathbf{J}, \nabla$	$\leq, \searrow, \searrow, \boxtimes$	$\mathbf{f}, \searrow, \leq$	$\boxtimes, \mathbf{P}\mathbf{P}$	\mathbf{O}, \boxtimes	$\equiv,$	$\cap, \equiv,$	\downarrow
GES (S)	$\searrow\checkmark, \searrow, \mathbf{P}\mathbf{P}$	$\searrow\checkmark$	$\mathbf{P}\mathbf{P}, \checkmark, \mathbf{J}, \searrow\checkmark$	$\boxtimes, \searrow, \searrow,)$	$\boxtimes, \searrow, \searrow\checkmark$	$\boxtimes, \mathbf{P}, \searrow$	$\psi\psi\psi, \mathbf{P}$	\boxtimes, \searrow	\boxtimes, \searrow	\mathbf{F}, \boxtimes	$\equiv, *$	\boxtimes	\boxtimes	\boxtimes
FE (T)	V, \odot, \mathbf{i}	V, \mathbf{i}	V, \mathbf{i}	V, \mathbf{i}	V, \mathbf{i}, \odot	\mathbf{i}	V, \mathbf{i}	\odot	$\odot,$	\odot	$\odot\odot$	\odot	$\odot\text{lip}$	$\odot\text{lip}$
FE (S)	\mathbf{i}	\mathbf{i}	V, \mathbf{i}	V, \boxtimes	\mathbf{i}	\odot	\odot	\odot	$\odot\odot$	\odot	\odot	\odot	\odot	\odot
GZ (T)	$\acute{N}^{***} \acute{S}^*$	$\acute{N}^{***} \acute{S}^{**}$	$\acute{N}^{***} \acute{S}^{**}$	\acute{N}^{***}	\acute{N}^{***}	$\acute{N}^{***} F^* \acute{S}^*$	$\acute{N}^{**} \acute{S}^{**}$	$\acute{N}^{***} \acute{S}^{**}$	$\acute{N}^{**} \acute{S}^{***} \acute{O}^*$	$\acute{N}^{**} \acute{S}^{**} \acute{O}^{**}$	$\acute{N}^{**} F^* \acute{S}^{**} \acute{O}^{**}$	$\acute{N}^{**} \acute{S}^{**} \acute{O}^{**}$	$\acute{N}^{**} \acute{S}^{***} \acute{O}^{**}$	$\acute{S}^{***} \acute{O}^{**}$
GZ (S)	$\acute{N}^{***} \acute{T}^*$	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	\acute{N}^{***}	$\acute{N}^{***} \acute{T}^*$	$\acute{N}^{***} \acute{T}^*$	\acute{N}^{***}	$\acute{N}^{**} \acute{T}^* \acute{O}^*$	$\acute{N}^{***} \acute{O}^{**}$	$\acute{N}^{***} \acute{O}^{**}$	$\acute{N}^{***} \acute{O}^{**}$	$\acute{N}^{***} \acute{O}^{**}$	$\acute{N}^{**} F^* \acute{O}^{**}$

VC (T) PT TN VOL P	↗ !! ↗ →	↗ ① ↗ →	↗ ① ↗ →	↗ ① ↗ →	↗ ① ↗ →	↗ # ↗ →	↗ # ↗ →	↗ !! ↗ →	↗ → ↗ →	→ → → →	→ → → →	→ → → →	→ → → →	→ → → →
VC (S) PT TN VOL P	→ ♥ → ↘	→ ♥ → →	→ ♥ → ↘	↘ ♥ ↘ →	→ ♥ → →	↘ ♥ ↘ →	→ ♥ → →	↘ ♥ ↘ →	→ ♥ → →	↘ ♥ ↘ ↘	↘ ♥ ↘ →	↘ ♥ ↘ →	↘ ♥ ↘ →	↘ ♥ ↘ →
S (T) PS (in s)	L 25	L 12	L 18	L 15	L 2	L 8	L 6	L 10	L 7	L 12	L 6	L 8	L 4	L 10
S (S) PS (in s)	L 5	R 18	R 12	L 15	R, L 28	TN 22	L, TN 24	L, TN 20	TN, 23	L, TN 18	L, TN 24	L, TN 22	L, TN 26	L, TN 20
TH (T)	x	x	x	x	x	x	x	x	x	x	x	x	∩	x
TH (S)	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix 52 KK and May conference transcript

Location: Small study room with a round table and chairs

Seating arrangement: KK to the left of May

- 1 KK: May, (starts to turn all the pages to take a quick look at them) since this is our first
- 2 tutorial and we'll have another one next week, right? So I'm going to discuss, say
- 3 the first 5 pages (flips pages) and next time I'll discuss the other 3 pages °OK°?
- 4 (Looks at May.) To start with, () can I () draw your attention to () this part and this
- 5 part of your introduction? (Points at May's script.) So () you said you have 2
- 6 types of materials, one type is the () field research. The other one is desk
- 7 research. And () you mention that you did a questionnaire, right?
- 8 May: Actually, I originally, I want to have the desk research and I found the graphs,
- 9 but I don't know how to use the graphs then I change it and make it become the
- 10 field research, but actually it is not. And I, because I don't know how to write, use
- 11 their graphs, so... (KK looks attentively at May while May talks; both have good
- 12 eye contact with each other and look at the drafts.)
- 13 KK: You don't know how to use other research report's graphs.
- 14 May: Yes. Actually the content is the same but (2 seconds of pause thinking) just I
- 15 don't know how to use [others ...
- 16 KK: [So you regard this as your own field research?
- 17 May: Yea. I think it's more easy to write my report so I just write it this way.
- 18 KK: So, what about now, do you want to change your mind?
- 19 May: I want to change my mind.
- 20 KK: To go back to desk research, right? You don't need to talk about field research
- 21 and (2 seconds of pause, reading, touching his jaw with the left hand) whenever
- 22 you are (2 seconds of pause reading) designing headings, right? So, (2 seconds
- 23 of pause reading) the problem is not there. But before, you have 2 types of
- 24 research, and you say finding, I do not know what types of finding (drums the
- 25 paper gently with fingers for "finding"). You have to specify – field research or
- 26 desk research (puts hands down on the table). Now (3 seconds of pause reading)
- 27 you want to switch back to desk research only. So I have to ask you a question.
- 28 So from table one (points with a finger), what source? () Desk research, you
- 29 must have a source.
- 30 May: The source, I don't remember the name but the name is at home.
- 31 KK: OK, so include this, right?
- 32 May: I just writing down the sources is just OK?
- 33 KK: Number 1, you have to write down the source. Number 2, if you do not want to
- 34 mention the source every time when you come to something important, then you
- 35 can say, () I am now using this source in the following two or three paragraphs,
- 36 all the description and analysis are from that writer (makes circles with finger on
- 37 the paper).
- 38 May: But if I just use their raw data but the analysis is er...
- 39 KK: Is yourself. You have to mention, now I am using this table, (May: Mm) according
- 40 to this writer, () (May: Mm) I mean this writer have this and this (May: Mm) and
- 41 this kind of () view point, but "to me", right? "To me", "in my opinion", it's up to you.
- 42 You can say "to me" or "in my opinion". "To me", well, "we can interpret the table in
- 43 () another way".
- 44 May: Mm. Yea.
- 45 KK: You have to indicate which part is your own opinion. (May: Mm) That will be very
- 46 good if you keep doing that. (May: Mm) Compare your own opinion and the
- 47 original writer's opinion. (May: Mm) It would be interesting and useful to your own
- 48 company. Good. And (6 seconds of pause reading) there are some minor ()

- 49 grammatical mistakes. (May: Ogh.) I have underlined or make a mark (May: Ogh)
 50 and I'm going to let you go home and do it as an exercise. Do it as an exercise.
 51 Try to improve it, alright? (May: Ogh.) I'll have a look at it next time. (May: Mm)
 52 And, (turns pages) page 2, page 3, () page 4, again, page 4 you said research:
 53 "Research suggests". Is it your own research or, it's the same question.
 54 May: Actually it's the desk research. But I don't know how to use it but because in that
 55 research, that's not, it doesn't include, it includes many field of companies. Not
 56 only, at this time, I'm the financial investment company. Myself is the manager of
 57 it. But at that research, it includes bank, financial investment and many many
 58 kinds of company. And I don't know how to use it because I, as there are so many
 59 companies included. (KK and May keep good eye contact; KK looks attentively at
 60 May when May talks.)
 61 KK: So after this morning's lesson, perhaps you'll know a little bit more about it.
 62 May: Yea, yea, I know a little bit more about it but I still don't know whether I can use
 63 it, it's just like not very relevant.
 64 KK: If it is too, not too re-ve-levant, you can cut the part which is not relevant and keep
 65 those parts which you think is useful, alright?
 66 May: Ogh, ogh, yea. Mm.
 67 KK: So that's why use, er, secondary research data needs some kind of judgment:
 68 which part is ok, which kind is irrelevant. (2 seconds of pause turning pages) So
 69 page 5, () basically I'm asking the same question. But now this time, I'll ask you
 70 something slightly different. You say here (points with a finger), "the prevention
 71 method". (2 seconds of pause reading) Presumably, I guess you're talking about
 72 (2 seconds of pause thinking of the words to use) prevention method mentioned
 73 by that writer?
 74 May: Actually I'm not.
 75 KK: It's your own opinion?
 76 May: Some is my opinion. And some is the other writers say that. It's sometimes from
 77 newspaper, and sometimes from other, I don't remember, it is maybe from some
 78 lecturer or something.
 79 KK: Then you have to do more referencing, right? So the referencing (writes on paper)
 80 work will be like this. (2 seconds of pause writing) If you say point 1 and 2 is from
 81 a certain lecturer called, () called () say Lee, right? And () 1999. And Lee has an
 82 article, from a journal, for example, it talks about environment and equipment. So
 83 points 1 and 2 are from Lee.
 84 May: But I just combined some, many writers' views [and my own opinion
 85 KK: [Then you can write, what you
 86 can do is to write an introductory session. Try to name all these names: Lee,
 87 Johnson, etc., etc. You can say point 1, 2, 3, 4 is from these 2 writer, point 5, 6
 88 (pretends to write) is from another writer. You must indicate whether this is your
 89 own () primary () source data, your field research data or not. (May jots
 90 something down.) But I see that you have quite a lot of useful information, the
 91 only, only thing is that you have to do better referencing. (KK reads, May jots
 92 something down.) OK? So (KK flips pages) I'm going to stop here () on page 5.
 93 Do you have question to ask me? (May puts pen down.)
 94 May: Yes, I want to ask, will it be too colorful in the report?
 95 KK: (Answers quickly) Yea, usually in academic report writing, we do not welcome
 96 colorful pictures. But in a business setting, () it's slightly different, slightly
 97 different. But Hello Kitty on the front page is not advisable, I think (last two
 98 words very softly). But if you think well, () printing out bar charts and pie charts
 99 like this using different colors, it helps the reader () to identify which part is
 100 which. (May: Ogh.) It's easy, it helps. (May: Mm) Doesn't matter. (May: Mm) But
 101 you don't need Mickey Mouse on the front page, that kind of thing.
 102 May: Um, also in the, um, criteria, you said that we should find out the common way
 103 to solve the problems, and then the particular way (KK: Yes) that is used for my

- 104 company, and then I set my recommendation of which particular kind of ways in
105 just my recommendation part?
- 106 KK: Yes, for example, (turns pages) it's a good question, because here just now I
107 asked you a question whether it's your method suggested by you or by, you said
108 it's by other writer, right? Means this is part of your desk research finding, (May:
109 Yes.) right? Finding.
- 110 May: Yes.
- 111 KK: Now you can say under the heading of recommendations, right – then you can
112 say I recommend this, this and that. (May: Ogh.) You can repeat this idea
113 because now you are using them (May jots down notes) in your own (KK taps the
114 draft with pen) company. (KK and May maintain good eye contact.)
- 115 May: Ogh.
- 116 KK: Here you don't need to do referencing again. It doesn't matter if you repeat some
117 points here, right? But the repetition is necessary. If you don't repeat, how do I
118 know which one that you want to use in your company? (May: Ogh.) (KK keeps
119 looking at the draft.) OK? So, I think basically this is it for today. So, up to here,
120 alright? (May nods.)

121

Appendix 53 Word Count Table: KK and May

The 1 st time KK spoke	82 words	The 1 st time May spoke	53 words
The 2 nd time KK spoke	10 words	The 2 nd time May spoke	16 words
The 3 rd time KK spoke	9 words	The 3 rd time May spoke	17 words
The 4 th time KK spoke	11 words	The 4 th time May spoke	6 words
The 5 th time KK spoke	88 words	The 5 th time May spoke	13 words
The 6 th time KK spoke	5 words	The 6 th time May spoke	9 words
The 7 th time KK spoke	54 words	The 7 th time May spoke	13 words
The 8 th time KK spoke	65 words	The 8 th time May spoke	2 words
The 9 th time KK spoke	111 words	The 9 th time May spoke	77 words
The 10 th time KK spoke	14 words	The 10 th time May spoke	26 words
The 11 th time KK spoke	26 words	The 11 th time May spoke	4 words
The 12 th time KK spoke	58 words	The 12 th time May spoke	3 words
The 13 th time KK spoke	4 words	The 13 th time May spoke	31 words
The 14 th time KK spoke	59 words	The 14 th time May spoke	12 words
The 15 th time KK spoke	102 words	The 15 th time May spoke	13 words
The 16 th time KK spoke	81 words	The 16 th time May spoke	48 words
The 17 th time KK spoke	43 words	The 17 th time May spoke	1 word
The 18 th time KK spoke	35 words	The 18 th time May spoke	1 word
The 19 th time KK spoke	56 words		
TOTAL words spoke	913		345

$$\text{S talk : T talk} = 345 : 913 = 1 : 2.646 = 1 : 2.65$$

$$\text{Average S talk/time} = 345 \text{ words} \div 18 \text{ times} = 19.17 \text{ words/time}$$

$$\text{Average T talk/time} = 913 \text{ words} \div 19 \text{ times} = 48.05 \text{ words/time}$$

$$\text{S talk/time : T talk/time} = 19.17 : 48.05 = 1 : 2.507 = 1 : 2.51$$

# of words per turn	How many times by KK	How many times by May
0-10	4	7
11-20	2	6
21-30	1	1
31-40	1	1
41-50	1	1
51-60	4	1
61-70	1	0
71-80	0	1
81-90	3	0
91-100	0	0
101-110	1	0
111-120	1	0

Appendix 54 Coded nonverbal behaviour table for KK and May

T= KK

S= May

Starting position and environment: Teacher and student sitting at a round table; teacher sitting on the right side of student.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s	15 th 30s	16 th 30s	17 th 30s	18 th 30s	19 th 30s	20 th 30s	21 st 30s
BM (T)	↵	↵,⇒, ↑↑	∅	↵,Ω	∅	∅	∅	⇐	∅	∅	∅	⇐, ⇒	∅	⇐, ⇒	⇒	∅	∅	∅	↑↑	∅	↑↑
BM (S)	Ω,↵	↵	∅	Ω	↵,Ω	Ω	Ω	Ω	Ω	∅	∅	Ω	Ω,⇒	Ω,⇒	∅	Ω	Ω	Ω	∅	Ω	↵,⇒
P (T)	↵	↵	↵	↵	⇒,↵	↵	↵	↵	↵	↵	↵	↵	↵	⇐	↵	↵	↵	↵	↵	↵	↵
P (S)	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵	↵
GES (T)	X,☞ ✓, ≡ X	☞✓, ≡ X, PP	PP	PP, ≡, ≡, 3E, ☞✓, ☞, ☞	☞, ☞, ☞, ☞✓, ≡,≡, f, j	☞, ≡,≡, f, ≡ ☞✓	☞✓, ≡, ≡ X	≡ X, ☞✓, f,≡	X, ☞✓	☞✓, f, X, ≡ ≡	PP, f, f, X	f, PP, f, X	≡ X, ☞, f	☞, ≡ X, ☞, f	☞, X, f	l, X, PP	≡, PP, ☞	l, ≡, f, X	l, ≡, f, ≡,≡, X	☞, ☞, ≡,≡, X, ☞	
GES (S)	PP, z	PP, z	≡, ☞, j, PP	≡, PP, ☞	PP	PP, ☞✓	PP, ☞✓	PP	PP, X, ≡}	PP, ☞✓, f	PP, f	PP, X	PP, f, ≡ X	PP	PP, f	PP, ☞, ≡ X, {≡	PP	PP, ☞✓, ≡ X, PP	PP, z, X, ☞	l, {≡	
FE (T)	□	□,☺	☺,☞ ★	☞	□	□	☞	☞	☞	☞,☺, ★	☞, ☞	☞,☞	☞	☞	☞	☞	☞	☞	☞	☞	□
FE (S)	□	□, ☺E	☺E	☺	☺	☞	☞	□	☞	☺E	□, V	☺	□	☺	☞	☞	☞	☞, ☺	☞	☞	□

GZ (T)	N***	N*** S*	S*** O*	S*** O**	N*** S*	N** S** O*	N** S** O*	N*** S*	N***	N* S** O**	S*** O***	S** O**	N** S** O*	N*** S** O**	N*** S*	N*** S*	N*** S*	N*** S*	N*** S*	N*** S*	N*** S*
GZ (S)	N***	N***	N***	N** T** O**	N*** T*	N*** T*	N** T** O*	N** T*	N***	N** T** O**	T*** O***	N*** T*** O**	N** T*** O**	N*** T*	N*** T*	N*** T*	N*** T*	N*** T*	N*** T*	N*** T*	N*** T*
VC (T)																					
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VOL	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥
VC (S)																					
PT	x	→	→	→	x	→	→	x	x	→	→	→	→	x	→	→	→	x	→	→	→
P		→	→	→		→	→			→	→	→	→		→	→	→		→	→	→
VOL		→	→	→		→	→			→	→	→	→		→	→	→		→	→	→
T		♥	♥	♥		♥	♥			♥	♥	♥	♥		♥	♥	♥		♥	♥	♥
S (T)	x	L	L	L	x	L	L	L	R	L, R	L	x	L	L	L	R	L	R	L	x	x
PS (in s)	0	3	20	10	0	15	9	0	7	15	24	0	3	13	6	3	5	5	10	0	0
S (S)	L	L	L	L	L	L	L	L	L, R	L, R	L	L	L, R	L	L, R	L, R	L	L	L	L	L
PS (in s)	30	27	10	22	30	15	21	30	30	15	6	30	27	17	24	30	23	30	22	28	30
TH (T)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
TH (S)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix 55 KK and Peggy Conference Transcript

Location: Small partitioned learning area with a round table and chairs

Seating arrangement: KK to the right of Peggy

- 1 KK: Peggy, today I'm going to discuss about 50% of this report, because next week,
- 2 I'll finish discussing the other part, OK? Er...first of all, () now, er, we'll look at
- 3 the introduction bit, the introduction, here, (points with a finger) you used quite
- 4 a lot of sentences to describe, () I think this is the background, is that right?
- 5 Peggy: Yes.
- 6 KK: This is the background. So what do you think, (covers the comments he's
- 7 written on the draft with his left hand) if I ask you to add one thing, () what do you
- 8 think () can be added () for this background?
- 9 Peggy: (8 seconds of pause, Peggy thinks and KK waits for her) Our company.
- 10 KK: That's very good. (Takes hand off the script.) That's exactly, this is what I have
- 11 written down, (points at his comments) so () mention something about your
- 12 own company's background, alright? Actually, I think you already got some
- 13 background information somewhere (turns to a page and circles the
- 14 paragraph with a finger) in the middle? (Looks at Peggy for confirmation.) I
- 15 don't know, I can't remember. Would you have comment... how about your
- 16 comment? (Peggy thinks without answering.) You haven't included anything
- 17 about your company. (KK and Peggy maintain good eye contact with each
- 18 other as well as look at the paper.) (Peggy talks in a monotone.)
- 19 Peggy: (2 seconds of pause, Peggy thinks and A looks at her) I just... this finding is
- 20 just talk about () banking industry, but no information is about the company.
- 21 KK: So this is something, alright, you can improve. (Points at script.) Can you tell me
- 22 what this sentence is about: "Therefore, it is necessary for our management to be
- 23 aware of this problem and then design some remedies methods to reduce the
- 24 disability payment"?
- 25 Peggy: That is about the...
- 26 KK: Do you call it background? (Sticks out his thumb.) Do you call it recommendation?
- 27 (Sticks out his 2nd finger too.) Do you call it conclusion? (Sticks out his middle
- 28 finger too.) Do you call it, (sticks out his fourth finger) well...
- 29 Peggy: (2 seconds of pause thinking about the answer) It seems to be
- 30 recommendation.
- 31 KK: It seems to be a recommendation, exactly. Since this is the introduction only, so
- 32 you don't need to use this kind of tone, alright, (looks at Peggy) you don't need.
- 33 Perhaps you can move (pretends to move the paragraph to the end of the paper)
- 34 this to the end of your report; it's better. () And there's something about spacing.
- 35 Break this down into paragraphs. Tell me how many, how many paragraphs () are
- 36 there - one or two or, for your introduction? (Peggy talks slowly and pauses a lot.)
- 37 Peggy: I think it's two.
- 38 KK: Two paragraphs starting from where?
- 39 Peggy: This paragraph and then this, this. (Points at script, speaks very softly.)
- 40 KK: One, two, three. Leave some space in between, OK? Either indentation, you
- 41 know indentation?
- 42 Peggy: No.
- 43 KK: Indentation (picks up a pen to pretend to write) means you need to add the
- 44 space here and you don't need the double spacing here. But if you don't use
- 45 indentation, then double spacing, alright?
- 46 Peggy: (2 seconds of pause thinking) The requirement said we need to use double
- 47 spacing. (KK supports his jaw with the near hand for a short while)
- 48 KK: Yes, you need to have double spacing. (Looks up because of sudden noise from
- 49 outside, but looks down immediately and resumes conference.) In other words,

50 double spacing times two, means here is double the double spacing. But if you
 51 use indentation, doesn't matter, you don't need to leave so much space. OK? (6
 52 seconds of pause reading) Use the word 'its' here. "Its possible...". "In this report,
 53 I will explain the categories of the problem, (2 seconds of pause reading)
 54 frequency of symptoms, present its: possible causes". When you say "its", do you
 55 mean what? (KK keeps supporting his jaw during explanation)
 56 Peggy: (3 seconds of pause reading and thinking) °The problem°.
 57 KK: I will explain the categories of the problem, frequency of symptoms, the possible
 58 causes of the problem and the prevention method. (KK keeps the posture and
 59 talks with a very voice) (4 seconds of pause reading) Now when you say problem,
 60 it's the problem in the company or () problem in general? (looks at Peggy)
 61 Peggy: Problem in general.
 62 KK: That's why I'm asking you this question. Do you know why I'm asking you this
 63 question? (Smiles and looks at Peggy. Eye contact establishes.)
 64 Peggy: No.
 65 KK: Because it's a business report. All your purposes should be directed to the
 66 benefits of the company. It'll () say, well, this problem is a general problem,
 67 perhaps it's not enough. You know what I mean? (Eye contact maintains.)
 68 Peggy: (2 seconds of pause thinking, seems a bit lost) Er.
 69 KK: Problem of your company.
 70 Peggy: Just focus on the company?
 71 KK: Focus on your company (nods his head gently), and you say that, the desk
 72 research materials will help, later on you can say here (circles on the paper). "I'm
 73 going to talk about some desk research materials which talks about general
 74 problem and the general problem relates to our company's (hits gently with a pen
 75 on the table, looks assuringly at Peggy) problem". But then the purpose of your
 76 report is focus on the problem of your company. That's better. More clever. Your
 77 boss might be happier. OK? (8 seconds of pause reading) (KK supports his jaw
 78 with left hand.) Here the finding session. 2.1, finding from research project. 2.1.1
 79 categories of the subjects in the research projects and here () you mentioned ()
 80 the table. "As the findings in table 1 reveals the participants were recruited from
 81 random sampling...", now you mentioned the methodology of this project, right? ()
 82 Sometimes it's necessary, but sometimes it's not. (Eye contact establishes.) If you
 83 do your field research, then er, if you do your own research, I mean, if you do your
 84 own field research, you must talk about methodology. If you're describing other ()
 85 projects, the methodology may not be necessary. Do you think this is necessary?
 86 Peggy: No.
 87 KK: Why not? (Smiles and looks at Peggy.)
 88 Peggy: (7 seconds of pause thinking) Because it's not (Peggy raises her near hand to
 89 support the jaw) related to this.
 90 KK: In what situation will it be related?
 91 Peggy: (2 seconds of pause thinking) If the sampling is for our company.
 92 KK: It is related.
 93 Peggy: Yes.
 94 KK: Perhaps, yea, here I don't see any important relationship between the sampling
 95 and the purpose of this report. If there is some obvious relationship, then you
 96 can mention this, otherwise you can forget about it. (5 seconds of pause
 97 reading) Participants is ok. "Participants in the project" - Sometimes you can
 98 use words like 'subjects'. You can also use, do you remember another word
 99 that I mentioned before? (KK keeps on supporting his jaw)
 100 Peggy: (2 seconds of pause thinking)
 101 KK: You can also say 'respondents' (KK writes the word down), right? Participants
 102 (KK no longer supports his jaw) in the project, but as far as research or study is
 103 concerned, you can use words like this. It's not wrong (spots on the paper). (2
 104 seconds of pause reading) Some space here. (Points at draft.) (2 seconds of

- 105 pause reading) Because your report, () if your report is well spaced out, the
 106 format is () more, er, good looking. Take care of this aspect as well. (5 seconds of
 107 pause reading) There are some grammatical mistakes. (Points at draft.) I've
 108 underlined for you, so you can go home and see if you can correct them. Here
 109 (points with a finger), there is one thing. You mentioned in the past 12 months. (4
 110 seconds of pause reading) What is the year you are referring? You mean past 12
 111 months of 1999? Or past 12 months of 1994? (2 seconds of pause turning pages
 112 and reading) Or? Do you know what I'm asking? Because the reader do not know
 113 what year this is. (No eye contact. 10 seconds of pause reading) The use of
 114 pronoun. I think you improve it yourself. It's not difficult. (4 seconds of pause
 115 reading) Er... One more point before we finish. One more point is here, () you
 116 said () "in this project, well over half of the office worker () reported the symptoms
 117 of () this kind of this kind of discomfort () had been developed". Since the present
 118 job, when you say "present job", what would that be? What are you referring to?
 119 (KK keeps on talking in monotone.)
- 120 Peggy: (2 seconds of pause thinking) The job in this company.
- 121 KK: (3 seconds of pause thinking) You mean in the company of this project (circles
 122 somewhere on the paper)?
- 123 Peggy: Yes.
- 124 KK: (3 seconds of pause thinking) Perhaps you can choose another () way of
 125 expressing this one. Because the present usually means your project, (2
 126 seconds of pause looking at B) your company. You know what I mean? Here I
 127 think you need another verb. Sentence structure (KK underlines). "It shows"
 128 (spots on the paper), add the word 'that' (KK underlines). "It shows that", after
 129 'that', you need another clause, alright? "It shows that", what is a clause? A
 130 clause is subject, verb, but I don't see a verb here. Which is the verb? (KK and
 131 Peggy mostly look at the paper)
- 132 Peggy: (2 seconds of pause thinking) Most of them have chosen...
- 133 KK: Yes, something like that. Think of the verb, it's not a verb anymore. (Flips pages.)
 134 Not a verb anymore. My general comment is that you have quite substantial ()
 135 content already. The thing is () the background has to be (2 seconds of pause
 136 turning pages and thinking) more background information is necessary. (Flips
 137 pages without looking at Peggy.) And do you have questions to ask before you
 138 go?
- 139 Peggy: (6 seconds of pause looking at her paper, flipping one page back and forth.) If
 140 I change this graph () into chart, do you think it's better?
- 141 KK: You mean pie chart or bar chart or something?
- 142 Peggy: Yes.
- 143 KK: (thinks for a short while) Er... I think this is already quite clear. Unless
 144 sometimes if you have () too many () percentage, too many figures, too many
 145 numbers, it can be very confusing to the reader, then you need bar chart or pie
 146 chart. In this case, I think it's clear enough. So it's up to you. Never mind. Both are
 147 Ok. But the thing is that, how can you make it look more beautiful? Look nicer?
 148 OK?
- 149 Peggy: (Nods.)
- 150 KK: Alright, so I'll see you next week for the second time. (KK and Peggy both look at
 151 the paper.)
- 152 Peggy: Mm. (Nods and takes back her paper.)

153

Appendix 56 Word Count Tables: KK and Peggy

The 1 st time KK spoke	53 words	The 1 st time Peggy spoke	1 word
The 2 nd time KK spoke	27 words	The 2 nd time Peggy spoke	2 words
The 3 rd time KK spoke	55 words	The 3 rd time Peggy spoke	17 words
The 4 th time KK spoke	41 words	The 4 th time Peggy spoke	4 words
The 5 th time KK spoke	20 words	The 5 th time Peggy spoke	5 words
The 6 th time KK spoke	67 words	The 6 th time Peggy spoke	4 words
The 7 th time KK spoke	5 words	The 7 th time Peggy spoke	6 words
The 8 th time KK spoke	14 words	The 8 th time Peggy spoke	1 word
The 9 th time KK spoke	27 words	The 9 th time Peggy spoke	9 words
The 10 th time KK spoke	70 words	The 10 th time Peggy spoke	2 words
The 11 th time KK spoke	38 words	The 11 th time Peggy spoke	3 words
The 12 th time KK spoke	16 words	The 12 th time Peggy spoke	1 word
The 13 th time KK spoke	35 words	The 13 th time Peggy spoke	1 word
The 14 th time KK spoke	4 words	The 14 th time Peggy spoke	5 words
The 15 th time KK spoke	167 words	The 15 th time Peggy spoke	1 word
The 16 th time KK spoke	2 words	The 16 th time Peggy spoke	6 words
The 17 th time KK spoke	7 words	The 17 th time Peggy spoke	7 words
The 18 th time KK spoke	3 words	The 18 th time Peggy spoke	1 word
The 19 th time KK spoke	63 words	The 19 th time Peggy spoke	0 word
The 20 th time KK spoke	199 words	The 20 th time Peggy spoke	5 word
The 21 st time KK spoke	8 words	The 21 st time Peggy spoke	1 word
The 22 nd time KK spoke	72 words	The 22 nd time Peggy spoke	5 words
The 23 rd time KK spoke	51 words	The 23 rd time Peggy spoke	12 words
The 24 th time KK spoke	9 words	The 24 th time Peggy spoke	1 word
The 25 th time KK spoke	72 words	The 25 th time Peggy spoke	0 word
The 26 th time KK spoke	11 words	The 26 th time Peggy spoke	1 word
TOTAL words spoken	1136		101

$$\text{S talk : T talk} = 101 : 1136 = 1 : 11.248 = 1 : 11.25$$

$$\begin{aligned} \text{Average S talk/time} &= 101 \text{ words} \div 26 \text{ times} = 3.88 \text{ words/time} \\ \text{Average T talk/time} &= 1136 \text{ words} \div 26 \text{ times} = 43.69 \text{ words/time} \end{aligned}$$

$$\text{S talk/time : T talk/time} = 3.88 : 43.69 = 1 : 11.26 = 1 : 11.3$$



# of words per turn	How many times by KK	How many times by Peggy
0-10	7	24
11-20	4	2
21-30	2	0
31-40	2	0
41-50	1	0
51-60	3	0
61-70	3	0
71-80	2	0
81-160	0	0
161-170	1	0
171-180	0	0
181-190	0	0
191-200	1	0

Appendix 57 Coded nonverbal behaviour table for KK and Peggy

T= KK S= Peggy

Starting position and environment: teacher and student sitting at a round table; teacher sitting on the left side of student.

	1 st 30s	2 nd 30s	3 rd 30s	4 th 30s	5 th 30s	6 th 30s	7 th 30s	8 th 30s	9 th 30s	10 th 30s	11 th 30s	12 th 30s	13 th 30s	14 th 30s	15 th 30s
BM (T)	⌚,⇒	↑↑	↑⊆	Ω	⌚	∅	⇒	⇒, ⌚, ⊆	⇒	⇒	⇒, ⊆	⇒, ⊆	⇒, ⊆	⇒, ⊆	⊆
BM (S)	Ω	⇒, ⌚,Ω	↑,σ, Ω	⇒	⇒,⌚, Ω	⇒, Ω	⇒	⇒, ⌚,Ω	⇒, Ω	⇒	⇒,σ	⇒, Ω	⇒, Ω	⇒, Ω	⇒, Ω
P (T)	⇒	⌚, ⇒	⌚, ⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⌚	⇒,⌚	⇒	⊆,⌚
P (S1)	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⌚	⇒	⇒	⇒
GES (T)	⌚⌚, ☞✓, ☞	⌚⌚, {≡, ☞, ☞	⌚⌚, X, ☞✓, ⌚,●● X	X, ☞✓, ⌚⌚, ⌚⌚, ☞, ❄, ω	⌚⌚, ω, V, ☞✓, ☞	☞✓, ∩, ☞, ∩	⌚⌚, ψ, ⌚⌚, ✓ψ, ☞, ☞✓, ⌚	⌚, ⌚, ⌚⌚	⌚⌚, ⌚, ☞, ☞, ⌚⌚ X, ✓ψψ	☞, ✓ψψ, ⌚, {≡	☞, ⌚, , ∩	⌚,☞, ☞	☞, ⌚⌚, {≡, ✓ψψ	⌚, ∩	⌚⌚, ⌚, ∩, ☞, ☞, ☞, ❄❄
GES (S)	⌚⌚, @	⌚⌚, μ	⌚⌚, ω, X	⌚⌚	⌚⌚, {≡	☞☞	⌚⌚	☞☞☞,☞	⌚⌚, @	⌚⌚, @	⌚⌚, ✓Ω, ⌚⌚, ⌚	⌚⌚, {≡, ☞, ☞✓	⌚⌚	⌚⌚	⌚⌚
FE (T)	□	☺,□	☺	☞	□,☺, ★	☞,☺	☞	□,☺	□	□	□,☺,★	☺	☞	□	☺,★
FE (S)	☞	TN, ☺E	☺,☞	☺	☺	☞	☞	☞,□	□	□	□,☺	? , ☺E	□	☞	☞

GZ (T)	N*** S* O*	N***	N* S*** O** [] O**	N*** S*	N*** S*	N*** S* O*	N***	N*** [☆☆]	N** S**	N***	N*** S** O**	N** S** O**	N** S** O**	N***	N*** O**
GZ (S)	N*** T* O*	N***	N** T** [] O**	N*** T*	N*** T*	N*** T* O*	N***	N*** T* [☆☆]	N***	N***	N*** T* O**	N** T** O**	N*** T* O**	N***	N** T** O**
VC(T)															
PT	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
P	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
VOL	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
T	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥
VC(S)															
PT	x	→	→	→	→	x	→	→	→	→	→	→	→	x	x
P		→	→	→	→		→	→	→	→	→	→	→		
VOL		↘	↘	↘	↘		↘	↘	↘	↘	↘	↘	↘		
T		♥	♥	♥	♥		♥	♥	♥	♥	♥	♥	♥		
S	x	W	L	L	W	x	L, W 4	L	R	L	R	L	R	x	W
PS (in s) (T)	0	12	4	11	2	0		9	4	7	11	3	6	0	3
S	L	TN, L 27	TN, L 25	R	TN, L 27	L	L, R	L	L, R	L, R, TN 28	L, R	L, TN 27	L, R	L	L
PS (in s) (S)	30			20		30	23	24	27		28		26	30	30
TH (T)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
TH (S)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

	16 th 30s	17 th 30s	18 th 30s	19 th 30s	20 th 30s	21 st 30s	22 nd 30s	23 rd 30s	24 th 30s	25 th 30s	26 th 30s	27 th 30s
BM (T)	∅	⇒, ⇐	∅	∅	∅	∅	∅	∅	⇒, ↑	∅	⇐	⇒, ↑
BM (S)	∅	Ω	Ω	Ω	⇒, Ω	⇒, Ω	⇒, Ω	Ω	Ω, ↑	∅	⇒, Ω	Ω, ↑
P (T)	⇐, ↲	↲	⇒	⇒, ↲	⇒	⇒, ↲	↲	↲	⇒	⇒, ↑	⇒, ↑	↲
P (S)	⇒	⇒	⇒	⇒	⇒	⇒	⇒	↲, ⇒	↲, ⇒	↑	⇒	↲
GES (T)		, ☞, ☞, ∫, X, ↯	↯, ↯, ↯, X, {≡, ☞	∫, {≡, X	, ☞, {≡, ☞, X	, {≡, X, ☞	, ☞, ☞, {≡,	☞, {≡, ↯, ∫	↯, , ☞, ☞, J, ☞, X	☞, , X, ∫, ☞, ☞	, , ☞, {≡, ☞	X, X, ∫, ☞
GES (S)	, ☞, ☞, ☞	↯, ☞, , ☞, ☞, ☞	, ☞, ☞, ☞	, ☞, @	@	, ☞, ☞, ☞, ☞	☞, , ☞	☞	☞, ☞, ☞, ☞, ☞	, ☞, ☞, ☞, X	☞, ☞, ☞, ☞, ☞	{≡, ☞
FE (T)	☺, ☐	☐	☺	☐	☐	☐	☞	☐, ☺	☐	☞	☞	☐
FE (S)	?	☞	☺E, ☞	☞, ☺	☐	☐	☐	☞, ☺	☐	☐, ☺	☺	☐, ☺
GZ (T)	N** S**	N***	N** S**	N***	N***	N***	N***	N*** S* O*	N***	N*** S*	N***	N***
GZ (S)	N** T**	N*** T*	N***	N***	N***	N***	N***	N*** T* O*	N***	N***	N** T**	N***

VC (T) PT P VOL T	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥	→ → → ♥
VC (S) PT P VOL T	→ → ↘ ♥	x	x	x	x	x	→ → ↘ ♥	x	→ → ↘ ♥	→ → ↘ ♥	→ → ↘ ♥	x
S PS (in s) (T) S PS (in s) (S)	W, TN 18 L, TN 23	R 6 L 30	x 0 L 30	x 0 L 30	x 0 L 30	R 16 R, L 30	L 8 L, TN 25	L 5 L 30	L 5 L 26	W 5 L 27	L 25 L 22	L 0 L 30
TH (T) TH (S)	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x




































Appendix 58 Patterns of posture and body movements across students

- Codes: 1 = both arms on desk [🖐🖐] 2 = both arms not on desk [🖐🖐]
 3 = one arm on desk [🖐, 🖐] 4 = lean slightly forward against table [⇒]
 5 = lean backwards with back touching chair [⇐]
 6 = sit up quite straight [⇐↑] 7 = sit up very straight [↑↑]
 8 = sit up straight suddenly [↑↑!] 9 = slouch [↑↑✕]
 10 = sit back but still engaged in talk [⇐☹]
 11 = sit back with a bored expression [⇐🙄]
 12 = sit back with relief [⇐😊] 13 = tap feet on floor [✓]
 14 = cross legs towards teacher [⌘]
 15 = cross legs away from teacher [⌘ ✕]
 16 = cross then uncross legs but still face teacher [⌘↔]
 17 = cross then uncross legs and turn away from teacher [⌘↔]
 18 = face teacher [⇐, ⇐] 19 = face draft/face front [F☹]
 20 = move left & right to find meeting-related materials [↔↔]
 21 = walk up to get notes [↑↑]
 22 = walk up with no meeting related reasons [↑↑✕]
 23 = big meeting-related body movements, e.g. standing to explain a point [M]
 24 = nod [Ω] 25 = shake head [σ]
 26 = no obvious big changes in body movement/posture throughout [Ø]
 ✓ = this posture/movement appeared only a couple of times
 ✓✓ = this posture/movement appeared several times
 ✓✓✓ = this posture/movement appeared many times

	Yvette	Lily	Celine	Keung	Peter	Ben	May	Peggy
1	✓✓		✓✓	✓✓✓	✓		✓✓	✓
2		✓✓	✓		✓	✓✓✓	✓	✓✓
3	✓				✓✓	✓✓		
4	✓✓✓	✓✓	✓✓✓	✓✓✓	✓✓	✓	✓✓	✓✓✓
5						✓✓		
6	✓✓✓	✓✓✓	✓✓✓		✓✓✓	✓	✓✓✓	✓✓✓
7				✓✓✓				
8								
9			✓					
10						✓		
11								
12								
13								
14		✓✓✓						
15						✓✓		
16								
17						✓✓		
18	✓✓	✓	✓✓		✓✓	✓	✓✓	✓
19	✓✓	✓✓	✓✓	✓✓✓	✓✓	✓✓✓	✓✓	✓✓✓
20								

21	✓							
22								
23						✓		
24	✓✓✓	✓✓✓	✓✓✓	✓✓	✓✓	✓	✓✓✓	✓✓✓
25			✓				✓	
26	✓✓	✓✓✓		✓✓✓	✓✓	✓✓	✓✓✓	✓✓✓

Appendix 59 Patterns of gestures across students

- Codes: 1 = hold pen/pencil [|] 2 = not hold pen/pencil [| ✕]
 3 = jab air with pen/pencil/finger [/] 4 = touch draft [=]
 5 = hold draft [ / ] 6 = not hold draft [ ✕]
 7 = turn pages of draft [✕]
 8 = point at draft with fingers/pen/pencil [, , ✓]
 9 = write on draft, such as underline, circle, and jot notes [, , ]
 10 = cover comment written on draft [] 11 = write on white board []
 12 = support chin with hand/palm/fist/fingers etc. [, , ]
 13 = support head with hand/palm/fist/fingers etc. [, ]
 14 = hit desk with hands [, ]
 15 = touch or scratch himself/herself at the neck/hair/face/eyebrow/collar/scarf etc. – usually short and small movements [, , , , ]
 16 = use hand movements to aid expression of ideas [, , , ]
 17 = use hand movements and other gestures without obvious meeting-related reasons, e.g. run fingers through hair [, , , , ]
 18 = pat teacher on the shoulder []
 19 = touch teacher's hand/arm []
 20 = no obvious big changes in gestures throughout []
 ✓ = this gesture appeared only a couple of times
 ✓✓ = this gesture appeared several times
 ✓✓✓ = this gesture appeared many times/very often
 ✓ (3m4s) = this gesture appeared after 3 minutes and 4 seconds into the conference

Student	Yvette	Lily	Celine	Keung	Peter	Ben	May	Peggy
1	✓✓✓	✓✓✓	✓ (34m)	✓ (9m)	✓✓✓		✓ (8m)	
2			✓✓✓	✓✓✓		✓✓✓	✓✓	✓✓✓
3								
4	✓✓✓	✓✓✓	✓✓	✓✓✓	✓	✓	✓	✓
5	✓✓✓	✓✓✓		✓				
6			✓✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓
7	✓✓	✓✓	✓ (42m)	✓	✓		✓	
8	✓	✓	✓✓	✓✓	✓✓	✓	✓✓	✓
9	✓✓	✓✓	✓✓ (40m)	✓✓ (9m)			✓ (8m)	
10								
11								
12		✓	✓			✓✓		
13			✓✓			✓✓		✓
14								
15	✓	✓	✓✓✓	✓	✓	✓	✓	✓✓
16	✓	✓	✓✓✓	✓	✓	✓	✓	
17	✓	✓	✓✓✓	✓		✓		✓✓
18								
19								
20	✓✓	✓✓		✓✓✓	✓✓		✓✓	✓✓

Appendix 60 Patterns of facial expressions across students

- Codes: 1 = laugh
 2 = smile
 3 = friendly
 4 = understand teacher's comment
 5 = attentive
 6 = inquiring
 7 = fake smile
 8 = unsatisfied
 9 = frown
 10 = puzzled
 11 = embarrassed
 12 = stern
 13 = nervous
 14 = unhappy
 15 = impatient
 ✓ = this expression appeared only a couple of times
 ✓✓ = this expression appeared several times
 ✓✓✓ = this expression appeared many times/very often

Student	Yvette	Lily	Celine	Keung	Peter	Ben	May	Peggy
1			✓✓					
2	✓	✓	✓✓✓	✓	✓		✓✓	✓
3	✓		✓✓✓	✓	✓		✓✓	✓
4	✓✓✓	✓✓	✓✓✓	✓	✓✓	✓	✓✓✓	✓✓
5	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓
6	✓✓	✓✓✓	✓✓	✓	✓	✓	✓✓	✓
7					✓✓	✓		
8					✓	✓✓		
9		✓				✓✓		
10		✓	✓	✓✓	✓			
11			✓	✓	✓	✓	✓	✓
12								
13		✓✓✓		✓✓				
14						✓✓		
15						✓		

Appendix 61 Patterns of gaze across students

- Codes: 1 = eye contact with teacher [Ò]
 2 = look at teacher but no eye contact [Ŝ]
 3 = look at draft/look at teacher writing on the draft [Ń]
 4 = look at front [F]
 5 = look at the ceiling [☒]
 6 = look at the floor [⊥]
 7 = look elsewhere with meeting-related reasons, e.g. look at watch [∞]
 8 = look elsewhere without meeting-related reasons, e.g. look at wall [∞]
 9 = roll eyes & look bored [⦿]
 10 = roll eyes & look impatient/frustrated/annoyed [⦿]
 11 = no obvious big changes to gaze throughout [Ø]
 ✓ = this direction of gaze appeared only a couple of times
 ✓✓ = this direction of gaze appeared several times
 ✓✓✓ = this direction of gaze appeared many times/very often

Student	Yvette	Lily	Celine	Keung	Peter	Ben	May	Peggy
1	✓✓✓	✓✓✓	✓✓✓		✓	✓	✓✓	✓✓
2	✓✓	✓✓	✓	✓	✓	✓	✓	✓
3	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓
4		✓	✓	✓	✓	✓		✓
5								
6								
7	✓	✓				✓		
8					✓		✓	✓
9								
10								
11	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓

Appendix 62 Patterns of vocal cues across students

Codes: 1	= low pitch [↘]	2	= moderate pitch [→]
3	= high pitch [↗]	4	= soft gentle tone [♥]
5	= neutral tone [→]	6	= joyful tone [☺]
7	= inquiring/puzzled tone [☹??]	8	= harsh tone [↑]
9	= urging tone [♣]	10	= impatient tone [①]
11	= sarcastic tone [☹]	12	= low volume [↘]
13	= medium volume [→]	14	= loud volume [↗]
15	= quite slow [▶]	16	= neutral pace [→]
17	= quite fast [▶▶]	18	= very fast, like rushing [→]
19	= hesitant []		
20	= very quick in responding/taking a turn [☺]		
21	= silent for a second or two to think before answering or to wait for the teacher to think/talk [☺]		
22	= longer periods of silence to think before answering or to wait for the teacher to think/talk [☺ ■]		
23	= interrupt teacher talk [↗]		
24	= no obvious big changes in vocal cues throughout [∅]		
✓	= this vocal cue appeared only a couple of times		
✓✓	= this vocal cue appeared several times		
✓✓✓	= this vocal cue appeared many times		

Student	Yvette	Lily	Celine	Keung	Peter	Ben	May	Peggy
1						✓		
2	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓
3								
4	✓	✓✓		✓				✓✓
5	✓✓	✓	✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓	✓
6			✓✓					
7	✓✓	✓✓	✓✓		✓	✓✓	✓✓	
8								
9								
10								
11								
12		✓✓✓		✓✓	✓✓	✓		✓✓✓
13	✓✓✓		✓✓✓	✓	✓	✓✓	✓✓✓	
14								
15		✓		✓✓✓		✓		✓
16	✓✓✓	✓✓	✓✓✓		✓✓✓	✓✓	✓✓✓	✓✓
17								
18								
19		✓✓		✓✓✓	✓	✓		✓
20								
21	✓✓	✓✓	✓	✓	✓✓	✓✓		✓
22								
23								
24	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓

