'An Asian student at Stanford … was told repeatedly that failure to speak up could be taken as an indication of failure to fully understand the material … and that speaking up and hearing the reactions of the instructor and classmates would help her to understand it better. Instead, Kim felt that she and her fellow Asian and Asian American students would not benefit from speaking because their fundamental way of understanding the material was not verbal. There is certainly a long tradition in the East of equating silence rather than speech with knowledge. As the 6th century B.C. sage Lao-tzu said, “He who knows does not speak, he who speaks does not know“… Is it a form of colonialism to demand that they perform verbally and share their thoughts with their classmates? Or is it merely common sense to prepare them for a world in which verbal presentation skills, even if it might be difficult to achieve them, will come in handy? (Nisbett 2003:210)
INTRODUCTION
- Rationale

- East Asian students do not always participate actively in UK postgraduate tutorials; some lecturers struggle (Gu 2008)
- Corpus linguistics shows the nature of classroom interactions (Biber 2006; Walsh and O'Keeffe 2007)
- Corpus linguistics findings could be made available to lecturers to guide them in good practices with East Asian students (Edwards and Ran 2006; UKCOSA 2004)

Introduction
- Question

- Which lecturer forms and structures correlate with East Asian students’ interactive participation?
- What model of
  - lecturer forms and structures
  - student interactive participation
  - can be used to analyse interactions?
DATA COLLECTION
- tutorials and subjects

- Tutorial 1 – 1hr30 m – 7A, 4O
  - Student presentations and task
- Tutorial 2 – 2hrs47m – 2A, 3O
  - Lecturer micro-teaching and student task
- Tutorial 3 – 2hrs – 7A, 2O
  - Student presentations and task
- Tutorial 4 – 2hrs30m – 15A, 13O
  - Student posters and micro-teaching
- Tutorial 5 – 1hr – 7A, 7O
  - Student presentations and discussion

DATA ANALYSIS
- student participation

- Frequent student turns
  - In each lesson
  - Student-to-student, student-to-lecturer
- Long student turns
  - Total talking time
  - Average length of turn
Data analysis
- lecturer forms and structures

- In-group code lexis
  - Technical words: ‘task-based learning’, ‘schemata’
  - General words: ‘they can recognize the whole thing’, ‘what happened?’
  - Slang/colloquial: ‘This is a bit dodgy for health and safety’
  - Informal address forms: ‘Jo-Lin’, ‘All right, and eh you?’

- Informal spoken grammar
  - Exophoric pronouns: ‘That’s not what they advertised’, ‘Whose is this?’
  - Spoken discourse utterance markers: ‘Right, let’s move on then’
  - Fillers: ‘They can sort of work out’, ‘At other times, we try er very hard’
  - Backchannels: ‘Aha aha’, ‘Mhm’
Data analysis
- lecturer forms and structures

- Elicitation (Exchange Theory)
  - Statement: ‘That would be really helpful’
  - Question: ‘Is that true for the rest of you?’
  - Command: ‘So please read this very carefully’

CALCULATIONS
- turn distribution

[Bar chart showing turn distribution across lessons]
Calculations - student turn distribution overall

- A s-l 64%
- A s-s 19%
- O s-s 7%
- O s-l 10%

Calculations - talking time

- L secs
- Os secs
- As secs

Graph showing distribution across lessons 1 to 5.
Calculations - average turn length

Calculations - lecturer forms and structures
EXAMPLES
- long student turns, s-s

AF4 Will you provide a frame, like a frame for the text like, eh like: you know, for the test, this is a letter from someone. Something like that.

OF2 Oh, yeah, I could do that probably. Haven't thought about that. (2) Yeah, if it's a letter, I will. (0.5) I should.

AF3 Ah, in the construct of the reading, why do you want to assess readers' motivation and emotional state? // Why do you (unintel)

OF2 // Not exactly to assess their motivation, but to take, you know, take into account what motivates them, what interests them, ah, to pick eh to choose the text that I am going to use.

Examples
- long student turns, s-s

AF2 It's the very old story.

OM3 [It's] a family living in the farm?

AF2 No. It's a very old story about //

LF2 //Tell us, tell us the story.

AF2 Yeah. The (1) kind of fantasy very old from Chine-China, called The Journey to the West about a monk and with his three fellowsh-fellows// go to

OM2 // Excuse me, what a monk and?

AF2 A monk and his three fellows go to the west to get eh the west country, west land like India. Actually, actually they arrived in India to get the (turns to researcher) qu jing de jing zeng me shuo?
Examples
– filler, colloquial, technical wds

LF3 So, can you give me something under the heading of micro-skills?
(pause 3 secs)
LF3 What was it? Eh, you two have a very good satisfying agreement. What would you put your success down to?
(pause 2 secs)
LF3 How did you start your conversation?
AF4 Eh, self-introduction.
LF3 Aha
AF4 An[d eh]
LF3 [OK].

Examples
- general word, filler

LF2 = What sort of things that really actually happen (0.5) with eh, adjectives, when do people use a lot of adjectives? =
OM3 = Mm =
LF2 = You know, you have to try and think //
OM3 // Descriptions
LF2 Yeah. Yes. But but when will you use adjectives?
OM2 Relevant contexts
LF2 What kind of, sorry?
OM2 Relevant contexts.
LF2 Yeah. What what would they be, you know?
OM3 (explains to OM2) She means in real life.
LF2 Yeah. What would //
AF2 // Describe people.
Examples - general word

LM1  Eh, are those (0.5) are those texts going to have all of those **activities** or are those **activities** going to run across, some with one text and some with another text, and or what, what's your thinking there?

(pause 3 secs)

OM1  Eh.

(pause 6 secs)

LM1  It's OK to say "I haven't thought about that so far." // OK?

All  // (laugh)

Examples - marker, FN, backchannel

LF4  **Right, AF1.** Let me ask you a question.

AF1  Mhm.

LF4  **Ehm,** why did you differentiate **eh** the levels of questioning? What's your rationale?

AF1  Mm. =

LF4  = that you are going to write about in your assignment?

AF1  Yeah. Because this is =

LF4  = Mhm =

AF1  = according to Bloom's taxonomy (unintel)

LF4  But why do you think it is important for learners to have different levels of questioning?

AF1  Mm, because maybe it's, it can developed a con- cognitive- yeah, cogni-nitive development.
FURTHER STUDY
- student interactive participation

- Initiation
  - Questions and topic shifts
  - Comments unprompted by lecturer
  - With latching, overlap and interruption

- Responses
  - Dispreferred (disagree, reject, refuse)
  - Without pause after lecturer
  - Without repetition/rephrasing of lecturer words

- Follow-up
  - Evaluations and feedback

Further study
- other variables

- Which lecturer
  - Interactional strategies - speech acts, cooperative and politeness maxims
  - Teaching strategies - pair work, presentations, posters

  Correlate with interactive participation?

- A nationwide study would mitigate other variables such as regionality, personality and situational context
REFERENCES


References
