Inviting student review in challenging a teacher's writing talk task interpretation

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Myriad second-language classroom instructional constraints may lead the teacher to assume the *successful completion* of small-group speaking tasks. Individual contributions to *shared* teaching-learning may consequently go unrecognized. We present one example of challenging the first teacher-researcher's interpretation of what transpired in a small group's talk task and why it did. Five first-year Japanese university EFL writing learners participating in a twice-weekly workshop were invited to review their classroom observation materials and to comment on their *cooperative* relations in resolving one representative task. While preliminary analysis disclosed *successful* task completion from the students' use of the appropriate metalanguage in negotiating the task, subsequent shared analysis revealed that three students purposefully oriented away from normal conversational conventions and pressed ahead to complete the task. Follow-on interviews with students suggest a more insightful alternative to the customary teacher "interpretation at best" (Christie, 2002) of what learners are accomplishing together in their small group talk, with students characterizing the initially-perceived interpersonal struggle very differently.

教室内での第二言語指導法には制限が無数にあり、そのため教師は小グループによるワークショップ形式の「talk　task」は「成功に終わる」ものだという誤った解釈にいたることがある。このため結果的に「shared　teaching—learning」にどの程度個々の学習者が貢献しているのか認識されないことがある。本論文では小グループによる「talk　task」において実際に行われている内容とその理由に関して、初めて指導者兼研究者の見地から解釈した実例を発表する。具体的には、まず始めに週2回のワークショップに参加する日本の大学に通うEFLライティングの1年生クラスの学習者5名を招き、授業内で使用された音声教材、ビデオ教材、タスクシートを再検討してもらった。その後、英文のパラグラフ及びエッセイメタ言語や文構造を回想、推察するために本授業において策定された典型的な一つのライティング「talk　task」を達成するにあたって、個々の学習者がどのような「協力」関係にあるかについて意見を述べてもらった。始めの段階では、タスクを通じての意見交換では学習者が適切なライティングメタ言語を機能的に使用しているので、タスクは「成功に終わった」と分析された。これに反し、教師と学習者間で行った最終分析では、三人の学習者が故意に通常の会話様式から逸脱しタスクの完了を敢行したことが判明した。更にタスクに引き続いて行われた学習者との対談は、学習者間の関係の亀裂について教師が当初認識していたものとは異なる特徴を明らかにし、小グループによる「talk　task」において、教師が抱いている学習者の「共同作業」に関する「interpretation　at　best—お決まりの解釈」(Christie,　2002)　に対し、可能な限りより洞察力に優れた考察を提言する。

Research background: Instructional realities, research development and questions

In previous research, Pat endeavored to delineate the potential outcome of teacher-introduced metalanguage-scaffolded small-group talk on students' developing English writing metaknowledge (Fulmer, 2003a, 2003b). In that trial research involving five first-year Japanese university EFL reading and writing students, Pat demonstrated a degree of achievement in the appropriate use of writing metalanguage as functional vocabulary in the overall metaknowledge building of the students. The in-group confirmed or corrected task sheets and the workshop talk thus generated disclosed that these five students engaged in *shared* teaching-learning and *successfully* completed the representative recall-inference writing task to discern paragraph and essay terms and structure.

In a follow-up study (Fulmer, 2003c), Pat sought to uncover in greater detail the individual contributive roles and intentions in the resolution of the recall-inference writing task. A closer examination of the students' final revised task sheets in conjunction with corroborative student review of the small-group audiotaped discourse revealed that considerable negotiation took place in the task resolution talk. Furthermore, evidenced in the negotiation was a perceived deepening interpersonal struggle among members whose individual contributions to one extent or another proved instrumental in pushing the task to conclusion (Fulmer, 2004a).

Subsequent student review of the classroom video and audio tapes and task sheets revealed that the interpersonal *struggle* that was perceived to have ensued among individual members served as the key factor in driving the task to completion (Fulmer, 2004b). The shared analysis revealed that three of the students, under pressure of task-specific requirements, purposefully oriented away from normal conversational conventions, ignored or elected not to respond to queries made by the other two students, and pressed ahead to conclude the task. However, when Ruriko later interviewed the students in several sittings about their discourse intentions and the reasons for their talk unfolding as it did, we found that many of their reasons for their decisions and metatalk during task completion differed markedly from Pat's speculations (Fulmer & Suganuma, 2005a).

This paper draws on and furthers our previous efforts by seeking to address two interrelated issues familiar to classroom teachers: how we might come to recognize struggle or discord in interpersonal relations that is not so easy to perceive and understand in a busy second-language classroom, and how we might then best minimize teacher-student perceptual differences of students' *shared contributive learning*. Specifically, often in pair and particularly in small-group work, not only is it difficult to hear and see this kind of second-language talk struggle developing in the classroom, but also as Christie (2002) states, the reasons for it are "interpretive at best" (p. 22). Although Pat had several hypotheses as to why this *rift* in relations arose in this particular case, he sought to address Christie's point by challenging and refining his own developing interpretations. We thus invited interview confirmation from the participating students to explore why this small group's interpersonal struggle ensued and

their talk unfolded as it did (Fulmer & Suganuma, 2005b, 2005c). In seeking to deepen our awareness, we posed three questions in this follow-on aspect of the research: What principal linguistic features characterized this interpersonal struggle as initially perceived? How did learners view their *cooperative* relations during task resolution? And did the students believe an interpersonal *struggle* actually occurred, and if so, why?

In this endeavor to illustrate the potential value of sharing practical teaching-learning in the classroom, we invited participating students to help Pat see and hear more clearly the nature and degree of these students' effort to contribute to their own learning experiences. We hope our example will be equally informative to our readers as well.

Small-group talk: Instructional setting, participants, and task

This study was initiated at a private women's university in Tokyo in support of ongoing communicative skills development for students' required 5 to 18 months of overseas study and continuing academic work on their return to Tokyo. The five participants in this study belonged to a skills group class of 24 first-year students, of which Ruriko was then a member, enrolled in an integrated reading and writing class meeting twice weekly for 90 minutes. This group was evaluated as being a medium-production group, meaning that students spoke English for at least half the time. There were 5 small groups in this class with 4-5 self-selected members each as advocated by Reid (1993, pp. 136 & 158). This representative group of 5 students sat together in the teacher-fronted on the bottom (or what we will later call the *south*) workshop arrangement depicted in Figure 1. Following a 3-week consideration period, all participants gave their oral and written consent to participate in this action research, and we have made every effort to ensure their anonymity.

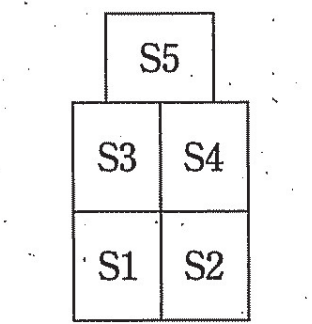

Figure 1. Workshop group's seating arrangement as a representative example

The focal research task here, presented in Figure 2, is on the students' talk developing to answer the final question of a 6-question recall-inference writing task (see Appendix A) given toward the end of term. At the bottom of the figure are Pat's expected target metalanguage responses. The task itself, which made use of a previously taught structural model of a 3-layered cake popular in Tokyo, was Task 47 of 53 reading-writing workshop tasks Pat gave over the term:

"Draw a TOPS CAKE below and then write the matching 4 key parts of a paragraph on the left-hand side and the 4 key parts of an essay on the right-hand side."

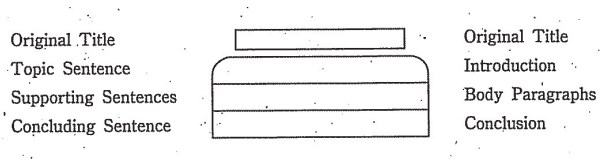

Figure 2. Recall-Inference writing task Question 6 and expected students' metalanguage/ metaknowledge responses

The task was designed to ensure that students were unable to successfully complete it without recalling paragraph structure, inferring essay structure, using appropriate metalanguage, and confirming their practical knowledge of how the paragraph and essay semantically and syntactically reflect each other.

The three data sources for this analysis continue to be the group's worksheets for the recall-inference English writing task first completed individually and then confirmed or corrected in discussion; audiotaped and transcribed talk of the resolution of the writing task; and follow-up corroborative student tape review and conferencing. For this paper, we narrowed our data source and collection focus to shed more light on students' individual contributions to the talk task resolution and on the differing teacher-student perceptions of the reasons for their talk flow.

Students were instructed to work individually in pencil for 5 minutes (see Fulmer, 2003a, for more details of this procedure). Students then took their task sheets to their talk group, turned their recorders on, and had 3 minutes to confirm or correct their answers using any color. Each student's task sheet thus provided the complementary data sources of the individually done task and the interim-workshop self-corrections as compared in Appendix B (Fulmer, 2004b, p. 37).

The audiotaped workshop talk, constituting the 2-minute 15-second moment of the writing workshop group's talk effort to resolve Question 6 is transcribed in Appendix C in the verbatim, selectively marked manner advocated by Allwright and Bailey (1991, p. 62), Hubbard and Power (1993, p. 45), and Tannen (1984, p. xix, 32-43). Language function categorizations relative to illocutionary force follow Quirk, Greenbaum, Leech, and Swartvic (1985, pp.78 & 804-805).

Subsequently, in line with Allwright and Bailey (p. 73), Brown (2001, pp. 228 & 248), and Hubbard and Power (p. 94), Pat invited the five participating students and two of their classmates in a number of separate sittings to explore the tape for each student's contribution to the group's task resolution effort. Together we worked to ascertain the predominant features of the students' interactions involved in completing the task. Pat then invited Ruriko to assist in the analysis in order to encourage the students to share their stories of why the interaction unfolded as it did and to gain richer linguistic and contributive insight into the student talk.

Illuminating tenor relations in students' task resolution: Discovering negotiation of meaning in the developing talk struggle

The responses for Question 6 of the individually completed worksheets compiled in Appendix B indicate a degree of student difficulty in producing the proper paragraph and essay structure and in recalling or inferring the practical metalanguage. This is particularly so for Students 2 and 3 (S2 & S3) and in the central part for Student 4 (S4) (Fulmer, 2004b, p. 37). A positive result of the talk workshop was that the group confirmed or corrected their task sheets fairly successfully, although it is difficult to discern here.

The annotated sample of student talk produced to complete the writing task appears as Appendix C. In the talk, Pat could initially see appropriate functional use of the target English paragraph and essay metalanguage in students' repeated or confirmed paragraph and essay structure as a whole. This led to his belief that students engaged in successful shared teaching-learning (Fulmer, 2004b, p. 38).

Subsequent post-task corroborative review with selected students of the audiotaped talk and transcript revealed that the group completed the task principally through engaging in four interlocking sequences of meaning negotiation in which the target metalanguage served a key function (Fulmer, 2004b, pp. 39-44). These sequences illuminated what appeared to be an interpersonal struggle among individual group members that worked to push the task to completion. Notably, while the inquiry outcomes were rarely successful for Ss1 and 2 whom Pat had assumed were actually driving the discussion, Ss3, 4, and 5 unexpectedly contributed more significantly to resolving the task. In clarifying these sequences of meaning negotiation below, Pat followed Gass and Varonis's (1985, 1991) four-prime model of a trigger, indicator, response, and optional reaction, also explored in Ellis (1994). To facilitate our discussion of the tenor relations involved, we present these sequences and the transcript in translation. We use underscoring throughout to indicate the English and particularly the target metalanguage produced. In what follows, we take a closer look at linguistic features characterizing the talk, individual student contributions, and the developing interpersonal struggle. These have been explored in detail elsewhere (Fulmer, 2004b; Fulmer & Suganuma, 2005a).

The focus of Negotiation Sequence 1 is on incomplete understanding for S1 & 2 overridden by S4's confusion, refocusing, and declaring. The metalanguage focus here for S4 is on "essay" and "four parts." S4 starts the sequence by turning to S2 on her left or *south* in the seating arrangement and asking her in turn (2) to clear up S4's confusion about the middle part of the essay because she knows that "problem" and "solution" she wrote as essay parts 2 and 3 on her task sheet are incorrect. But S2 responds with her own question, repeating "Essay?" in turn (3). At this early point, S4 gives S2 the only response S2 will get during the entire task: "Yeah, here…", she says in (4). Conversely, to skip ahead, since S4 gets no real help for her confusion, and no other-repair from anyone else from turns (5) to (8), she unilaterally declares that "Yeah, [there are] four [parts] here!" in (9). The center of this initial talk is noticeably to S4's left or in the "south" of the students' seating arrangement.

Negotiation sequence 1:

(1) S2: I don't get this picture! (My drawing) gets worse and worse! Half joking

[*laughter*; S1 & S3: No, no, not like that!]

(2) S4: Hey, here…. The essay…what'd he say was the second part? Trigger 1 (for S2)

(3) S2: Essay? Indicator 1 for S2

(4) S4: Yeah, here…. Responds by redirecting

(5) S1: Oh, I wrote somethin' totally different here! Indicator 1 for S1

(6) S2: Ya know, I drew three [things] here but….! (Repeated)

Indicator 2 for S2

(7) S4: Four key part[s] of…! Refocusing

(8) S2: You're writing in the wrong place? Indicator 3 for S2

(9) S4: Yeah, [there are] four [parts] here! Declaring (Becomes Trigger 2 for S2)

The focus of Negotiation Sequence 2 is on S2's continued incomplete understanding, more confusion for S4, S3's first response, and S5's initial encouragement. The metalanguage focus here for S4 is again on her attempt to clear up her confusion about the two middle parts of the essay, and for S3, sitting across from S4, offering S4 one key part of the essay, "Like introduction…." in (11). Throughout this exchange, again neither S3 nor S4 responds to S1 or S2 or offers either other-repair. We also have S4 turning away from S2 and to her right, or "north," to S5, asking, "[Pat said] This one's the essay, right?" in (15), and her getting a positive response from S5's "Yep" in (16). Notably again, S2 gets no responses to her questions or indicators.

Negotiation sequence 2:

(9) S4: Yeah, [there are] four [parts] here! Trigger 2 for S2

(10) S2: I gotta write four key part[s] here? Indicator 4 for S2

(11) S3: Like introduction…. S3's Response 1: not to S2 but to S4's (9)

(12) S4: Introduction, problem, solution…. S4's hazarding

(S3 laughs.) &

(13) S4: I don't get it! S4's indicator

(14) S2: Introduction. Conclusion…. Indicator 5 for S2

(15) S4: [Pat said] This one's the essay, right? S4's indicator 2

(16) S5: Yep. S5's confirming Response 1

Self-reflection and self-repair exemplify Sequence 3 in the form of continuing confusion for S4, S3 taking the lead in hazarding and declaring, and S5 continuing to

offer encouragement. Here the metalanguage focus shifts to S3 hazarding the essay parts, S5 confirming them or offering encouragement, and S4 reacting by writing down these essay parts on her task sheet. Importantly here, with confirming disagreement from S5 in (19) that it is not "title" but "original title", and prompting to continue with "Introduction..." in (21), S3 fully assumes the role of leading the group in hazarding and declaring the four essay parts in turns (20), (23), and (25). Noticeably, S3's individually done task sheet showed no pencil marks, indicating that she was initially unable to answer the question. However, engaging in the foregoing negotiations of meaning appeared to stimulate her recollection and inference to resolve the task. We consequently have S4 reacting to S3's response by exclaiming with a certain jubilation that the middle part is "body paragraph[s]," repeating in turns (26), (27), and (30), and writing down her answers on her own task sheet. Most notably, this focused exchange also takes place in the north of the seating arrangement with S3, 4, and 5 all directly overlooking both S1 and S2 and working to finish the task themselves.

Negotiation sequence 3:

(17) S4: Problem? (Repeated) Indicator 3 for S4; (following (12) & (13))

(18) S3: I wonder? Oh, hey, origi[nal] title, isn'[t it] Or title? Start of S3's Response 2

(19) S5: Nope. S5's confirming Response 2 ("No" to "title"; yes to "original title")

(20) S3: Title. Introduction....

(21) S5: Introduction... S5's confirming Response 3

(22) S1: Should I put in somethin' like introduction and ID?

(23) S3: ...introduction...body... body paragraph...

(24) S2: What's that you're writin' there?

(25) S3: ...and conclusion. End of S3's Response 2

(26) S4: Original title...introduction... Reacts by repeating & writing on her task sheet.

(27) S4: Uh, it's body paragraph[s]! Looking at S3's task sheet & reacting

[(28) Pat: Hookay! If you're finished...if you're fin-.... If you've finished ah 47, please go to 48.]

(29) S1: Say what?

(30) S4: ...conclusion. Finishes writing

The final prominent Sequence 4 or segment is embedded in Sequence 3 where increasingly more rapid task resolution is evident in the surrounding S4-S5-S3 exchange. The focus is on the unresponded and thus unsuccessful indicators of S1 and 2, respectively (22) and (29), and (24). We set out

this embedded sequence in this emphatic way because it epitomizes the thrust of the deepening interpersonal struggle in the students' otherwise cooperative relations. Mirrored in the south-to-north shift in the talk, as resolution accelerates, S1's and S2's triggered indicators toward contribution go unresponded by any of the other three. Clearly in evidence is the negotiation focus remaining on incomplete understanding for S1 and 2 with no direct response or other-repair received, leading to their overall unsuccessful involvement.

Negotiation sequence/segment 4 (embedded in sequence 3):

(22) S1: Should I put in somethin' like introduction and ID? — Indicator 2 for S1; gets indirect response from S2 & S3 in writing

(24) S2: What's that you're writin' there? — Indicator 6 for S2; gets no response

(29) S1: Say what? — Indicator 3 for S1; gets no response

Exploring individual learner contributions to task resolution

In Appendix D, we summarize four of the principal linguistic features characterizing this struggle and delineating the individual contributions to resolving the task (Fulmer, 2004b, p. 44). These are the total utterance and metalanguage counts/student, the instances of questions being posed and addressed or unaddressed in these sequences, instances of indicators being considered or overlooked, and their possible speaker status evidenced in student efforts to self- or other-repair. These quantified data underscore the prevailing dominance and prominent contributions of Ss3, 4, and 5 in stark contrast with those lower counts of Ss1 and 2 tabulated throughout. The data also reveal that Ss3 and 4 command a greater degree of respect or status than do Ss1 and 2. Taken together as individual contributors, these features characterize the shift in the talk away from Ss1 and 2 in the south of the seating arrangement and toward Ss3, 4, and 5 in the north resulting in the initially perceived rift or break in student tenor relations.

We further triangulated our supporting data in our previous paper (Fulmer & Suganuma, 2005a, pp. 24-30) to illuminate clearly the logogenesis or flow of the task talk from a Hallidayan perspective (Halliday & Martin, 1993, p. 18). We demonstrated the markedly differing student contributions and their developing struggle in their talk logogenesis—"growth and development in the text" (Christie, 2002, p. 5) or the "unfolding of the text itself, moving from its beginning to its middle to its end" (Christie, 2002: p. 97). We confirmed that the first half of student talk up to turn (16) rather dominantly shifted in the second half toward a speedy resolution by Ss3, 4, and 5, and that the exclusively shared or considered talk in the north between Ss3, 4, and 5 strongly contrasted with the unanswered indicators Ss2 and S1 continued to pose from the south, delineating this south-north tear line in tenor relations.

Corroborating student review and narrowing teacher-student perceptual gaps

In the foregoing, we briefly reviewed what happened in the 2-minute 15-second talk and how it happened. Here we explore why the interpersonal struggle arose, as we believe it may be of value to those of our readers who may also be involved in classroom instruction, particularly that scaffolded by small-group workshop talk. In our exploration, we limit our focus to how inviting participating students to review and discuss their talk task sheets, transcripts, and audio- and videotapes as classroom observation materials served to refine Pat's perceptions as a classroom teacher of the reasons for their unfolding talk. As we wanted to know how the perceptions of Pat and the participating students compared and what we might learn together, we present our discoveries in four stages, emphasizing the importance of the stories the students shared.

Firstly then, or *What happened in the task?* are Pat's initial interpretations immediately pre- and post-task after initial task sheet examining and one tape listening. Pat's pre-task assumptions were that Ss1 and 2 were the group leaders, and that Ss3, 4, and 5 were quiet and self-reflective. His post-task perceptions were that group members worked cooperatively to solve the task because this was their 11th week together, and that *successful task completion* was seen in two places: in appropriate structure and metalanguage on the task sheets, and in appropriate use of writing metalanguage functionally in the talk.

In the following, or *How did the shift happen?* are Pat's second interpretations after discerning students' negotiation of meaning in task resolution leading to their interpersonal "struggle."

1. All were under time pressure.
2. Ss1 and 2 were the group "leaders" but S4 was the key force in completing the task.
3. Ss3 and 4 in particular, as well as S5, were not quiet but vocally active.
4. S4, and then S3, were initially deferential to their seniors.
5. Ss1 and 2 offered Ss4 and 3 little to no on-task interaction or interchange, and gave few or inappropriate responses.
6. S4, in a hurry to finish quickly, became more persistent with the increasing frustration of getting no response from S1 and 2.
7. S3 took the lead to complete the task, stepping in to hazard metalanguage responses, even though she wrote nothing on her task sheet and got brief but salient support from S5.

Pat then wondered if the struggle occurred because:

8 Ss3, 4 and 5 knew each other well as *Go-shusei* (or still officially high school seniors) and were junior to S1 & 2, and thus relied on their close and comfortable familiarity?

9. There was outright violation of conversational rules or simply no accommodation?
10. Ss3, 4, and 5 simply gave up on Ss1 and 2 and pressed ahead with task completion?

Thirdly, or *Why did the shift happen?* are students' first

disclosed perceptions of why the talk shifted north after their initial review and discussion of their classroom materials. The students either confirmed, negated, or amplified Pat's perceptions here. Notably, students confirmed these initial beliefs of Pat's:

1. Ss3, 4, and 5 were comfortable with and used to each other as Go-shusei.
2. S4, and then S3, wanted to get the answers quickly and finish the talk.
3. Ss3 and 4 felt considerable time pressure, were initially respectful to Ss1 and 2, and got almost no interaction or responses from them to their questions.
4. Ss3, 4, and 5 gave up on Ss1 and 2 and went ahead on their own to finish the task.

Students negated Pat's previously held beliefs in these ways:

5. Ss1 and 2 "didn't understand what to do and had no suggestions" for the other three.
6. Ss3 and 4 quickly experienced an increasing degree of impatience and discomfort, not frustration.
7. Ss1 and 2 were not leaders, but seniors, and Ss3, 4, and 5 were not quiet.

Students amplified Pat's beliefs by telling him that:

8. Ss3, 4, and 5 were anxious to talk together and finish the task.
9. S4 had offered all but the middle part correctly, and S3 began hazarding metalanguage responses though she was initially unsure what to write on her task sheet.
10. Ss1 and 2 were "thinking too much" instead of attending to the task and did not seem to grasp the pace of the task; S2's questions especially seemed inappropriate and inconsequential.
11. As Ss3 and 4 felt a physical and verbal division happening, they discarded their politeness and opted to hurry on and finish the task.

Finally, in order to minimize as much as possible both the observer's and the participant's paradox, Pat asked Ruriko to talk casually with these five learners about why they believed their talk really shifted north. In separate sittings, Ruriko found that all five students agreed with 7 key points they believed contributed to the dynamic of their talk struggle. These 7 points differed markedly from Pat's first ideas. Lastly then, or *Why did the shift <u>really</u> happen?* are these students' second, privately revealed perceptions of these agreed key contributors.

1. Ss1 and 2 were focused on the talk but were taking too much time considering instead of hazarding responses; S2's questions in particular were off pace and off task.
2. S4, as was accustomed, asked seniors first, and then tried shifting to someone else (to S5 and then to S3).
3. S3 also deferred to seniors but became more uncomfortable with Ss1 and 2's inattention (silence and neglect) to the task, stepped outside her customary reservation, risked a response, and then assumed the lead in completing the task.
4. Anxious to solve the task quickly, Ss3, 4, and 5's perspective was: "Not expecting Ss1 and 2's full

cooperation, we forgot them." Equally salient and agreeably conceded, Ss1 and 2's perspective was: "Knowing Ss3, 4, and 5's tenacity, we let them go ahead."

5. Ss3, 4, and 5 "almost always found the answers by ourselves."

6. "Pat said we were free to choose our own workshop talk groups, which we did in the second week, but though we wanted to change later, we thought we couldn't *unchoose* our groups."

7. "The way we solved our talk tasks became natural for us. Asking seniors first and then going ahead was not sudden or new because we'd been practicing this talk almost every time since the beginning of our small-group work. Yes, it was a struggle for us, but we got used to it [this interactional pattern]."

As is clear, the thinking of these students varied considerably from Pat's initial perceptions. Apparent also is the value of having students share their stories or views of what happened from their own perspectives. Clearly in evidence in these stages is the students very differently characterizing this struggle: The task flow was neither a first-time isolated incident nor was it a struggle but rather their familiar interactional pattern. Again, the principal point we wish to make here is that, for classroom teachers like Pat, students' task sheets, talk transcripts, and even students' initial review and commentary perceptions may not reveal much of why their talk may unfold as it does.

Closing remarks: Limitations, implications and further challenges

There are obvious limitations to this small-scale study and analysis. Exploration could go much deeper. The study looks at only one aspect of one language art. A degree of perceptual and interpretive error remains as an inevitable result of data selectivity. As Christie (2002) notes, selecting down hours of tapes and hundreds of pages of transcripts and discussions is in itself a clear and unmistakable form of interpreting what to present. A further limitation is the obvious difficulty of another teacher-researcher being able to replicate this study.

That said, however, we believe there are salient implications here for classroom teaching. Firstly, what we *see and hear* in the classroom, for example, may only hint at the nature and degree of individual student contributions to their classroom learning endeavors and of their L2 discourse effort to engage in and stay involved in the talk. Secondly, our perceptions as teachers of how and why talk may be unfolding in the classroom may be far from the perceptions of those with whom we share our classrooms and seek to instruct. Finally, we would again caution against over-reliance on readily observable or evidentiary classroom realia *signaling* individual students' learning (Fulmer & Suganuma, 2005a).

Regarding challenges to our perspective, there are at least three. Though this is a small-scale study, it illustrates the age-old classroom teacher's dilemma: As teachers, we are under constant pedagogical, material, and time pressure to push students hard to make greater language learning progress. And we hope that pressing for their more

fearless production will lead learners toward more confident performance and then to greater proficiency. Yet pushing hard means that we may invariably rely on traditional q*uick and fast* means of evaluating language learning progress that may in fact offer very little evidence of students' actual performance. As Yasuda (2005) aptly concludes in her ESL writing study: "Teachers need to develop an awareness of students as individual agents involved in shaping their activities based on their own particular goals and previous learning histories" (p. 157). And she continues,

> Examining the processes whereby individual learners undertake a task would be more informative than looking merely at a subject group's product because just because students undertake the same task does not mean that they are engaged in the same activity. (p. 157)

The findings in this study are obviously neither new nor startling in any way. Rather they simply underscore the relevancy to this dilemma of three converging disciplinary issues. Christie (2002) asserts that neither discourse nor discourse analysis is neutral and that classroom talk transcripts as well as the video record, once removed from classroom reality, are interpretive (p. 22). We agree. We also concur with Christie that "we need large-scale collections and analyses of classroom talk, the better to understand and interpret what actually happens" (p. 118) in such talk. Yet we must also respectively agree with Fanselow (1992, 1997) and Gebhard and Oprandy (1999) that, in observing our classes, what we need to learn anew is how to see and see again, and need as well more directed inquiry guiding our participant observation. At the same time, in speaking to the contentious issue of teacher's assessment and evaluation of student performance, we support the call Casanave (1995, 2003) and Elbow (1993) make for the need to find other ways, besides looking at writing and task sheets alone, to assess or evaluate what students are doing.

As another challenge to consider, inviting post-analysis interviewing with students may possibly be a more insightful alternative to the usual teacher *interpretation at best* (Christie, 2002) of the *successes* we may believe learners are *accomplishing together* in their small-group talk work. Clearly, for example, had Pat done the customary appraisal of students' work post-task, he would have missed much and been unfair in his interpretation as evidenced herein. Without engaging the participating students in follow-up review and discussion, particularly in reflecting on and telling back their stories of what happened, Pat would never have known nor arrived with any certainty at the reasons for the students' continuing talk struggle with each other.

As a final challenge to our thinking, we believe that involving students in the task talk review and confirmation process may also be one resourceful way to share practical teaching-learning in the classroom. We believe including the participating students in this perceptual analysis presented them with a reflective opportunity to make their own appraisal about shared teaching-learning in the workshop talk setting. Moreover, involving these learners enabled them to look critically at their own language production and talk performance.

We are aware that coming to recognize the meaning of a possible interpersonal struggle arising in a language-learning workshop, or in any other instructional setting, may be

difficult. Compounding gaining any such understanding is that our teacher assumption, appropriation, and interpretation may not often particularly advantage our learners as we demonstrated here. Rather our own teacher speculation, devoid of the benefit of student voices as was initially true in Pat's case, may more often than not cloud our ability to see and hear clearly the value of individual student contributions to their task learning and to their language effort as a whole. In future, we hope to encourage more students' stories and reflective views in our classrooms to guide us toward ever more balanced and informed teaching and learning.

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Appendix A. Task 47. End-term final process writing practice

Name: _____ ___ Class: _____ Date: _____ 30 pts: /30]

1. Concerning the writing process, which do you do 1st, 2nd, 3rd, and last?

   _____ Organize your ideas.

   _____ Rewrite your paragraph.

   _____ Think of your ideas.

   _____ Write your paragraph.

2. Concerning the paragraph parts, which is 1st, 2nd, 3rd, and last?

   _____ Concluding sentence (CS)

   _____ Original title (OT)

   _____ Topic sentence (TS)

   _____ Supporting sentences (SSs)

3. When you write a paragraph, which do you write 1st, 2nd, 3rd, and last?

   _____ Concluding sentence (CS)

   _____ Original title (OT)

   _____ Topic sentence (TS)

   _____ Supporting sentences (SSs)

4. What are the two key parts of a topic sentence?

5. Are "signal words":

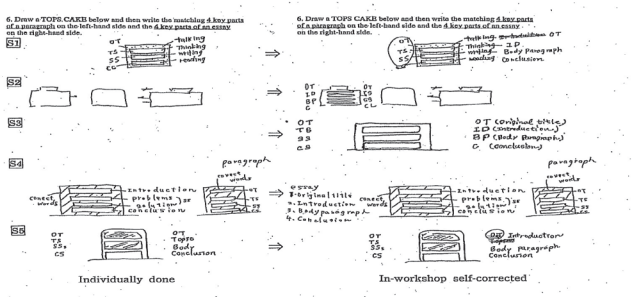
   _____ a) Words that connect your ideas together.

   _____ b) Words that connect your sentences together.

   _____ c) Both (a) and (b).

6. Draw a TOPS CAKE below and then write the matching 4 key parts of a paragraph on the left-hand side and the 4 key parts of an essay on the right-hand side.

Appendix B. Comparative compilation of Question 6 task sheets "Individually done" and "In-workshop self-corrected"



Appendix C. Transcript of Group 3's Question 6 recall and inference task resolution

Turn	S	Discourse Utterance	Language Function(s)
(1)	S2:	このえが分かんない！　どんどん悪くなってる！ [*laughter*; S1 & S3: ちがう! ちがう!]	Puzzling & joking
(2)	S4:	ああ、これさ…. Essay のさ…２番めって何?	Directing & asking
(3)	S2:	Essay?	Noticing
(4)	S4:	これさ….	Redirecting
(5)	S1:	あーう！これ　ぜんぜん　ちがう　こと書いちゃった！	Realizing mistake
(6)	S2:	何かこれ三つ書かれたんだけど! ...ル...ム... (*yawns deeply*) [*laughter*]	Hazarding
(7)	S4:	四 key part of...!	Refocusing
(8)	S2:	何 わけ 分かんない とこ 書いてんの?	Puzzling
(9)	S4:	じゃあ、これ 四つで!	Declaring
(10)	S2:	これ 四つの key part を書けってこと?	Asking to clarify
(11)	S3:	Introduction とか....	Hazarding
(12)	S4:	Introduction, problem, solution.... [S3 *laughs*]	Continuing by hazarding
(13)	S4:	分かんない!	Mock giving up
(14)	S2:	Introduction. Conclusion....	Hazarding
(15)	S4:	こっちがessayなん だよね?	Confirming/Reflecting
(16)	S5:	うん。	Agreeing
(17)	S4:	Problem?	Hazarding
(18)	S3:	何だろうね?..... ああ, origi... あっ,title じゃん! Title?	Puzzling, declaring & self-questioning
(19)	S5:	ううん。	Disagreeing
(20)	S3:	Title. Introduction....	Self-repairing & continuing
(21)	S5:	Introduction...	Prompting to continue
(22)	S1:	Introduction と ID とか いれる?	Confirming by hazarding
(23)	S3:	...introduction...body...body paragraph....	Continuing
(24)	S2:	何て書いてあったの?	Confirming (looking over at S3's paper) & writing
(25)	S3:	...で conclusion.	Declaring
(26)	S4:	Original title...introduction... [*coughing*]	Reconfirming by repeating & writing
(27)	S4:	あっ, body paragraph だ!	Declaring & continuing to write
[(28)	Pat:	Hookay! If you're finished...if you're fin-.... If you've finished ah 47, please go to 53.]	Signaling
(29)	S1:	うん?	Prompting to continue
(30)	S4:	...conclusion.	Continuing & writing

Appendix D. Summarized individual contributions to task resolution

1) Total utterance and metalanguage counts/student:

Total # of utterances/S			Total metaL used as functional vocab/S		
S1	3	10.34	S1	2	5.88
S2	6 (+ joke (1)	24.13	S2	5	14.70
S3	5	17.24	S3	11	32.35
S4	11	37.93	S4	15	44.12
S5	3	10.34	S5	1	2.99
Totals:	29	99.98%		34	99.99%

2) Instances of questions being **addressed**/unaddressed:

Total question turns		Questions **addressed**/unaddressed	
S1	2	(**22***) (29)	**1**/2
S2	4	(**3**) (8) (10) (24)	1/4 = 2/6
S3	2	**(18): 2 questions**	**2/2**
S4	3	**(2) (15) (17)**	**3/3 = 5/5**
[S5	0	None asked.	0/0]

*Gets S2's and S3's indirectly writing down S1's hazarded "ID."

3) Instances of indicators being **considered/addressed** or overlooked/unaddressed:

Total indicator turns		Indicators **considered**/overlooked or unaddressed	
S1	3	(5) **(22)** (29)	**1**/3
S2	6	**(3)** (6) (8) (10) (14) (24)	**1**/6 = **2**/9
S3	3	**(11) (18) (20)**	**3/3**
S4	5	**(2) (9*) (13) (15) (17)**	**5/5 = 8/8**
[S5	0	None made.	0/0]

*Since no one counters or offers other-repair, which is a form of consideration, S4 declares "Yeah, four [parts] here!" in turn (9).

4) Efforts to stimulate self- or other-repair:

a) S5's brief but guiding responses encourage repair in turns (16) & (19), and continuing in (21).

b) S3's self-repair response sequence in turns (18), (20), (23) and (25).

c) S4's persistence in hazarding, realizing and self-repair in turns (12), (13), (15), (17), (26), (27) and (30), pushing ahead with 11 of the total 29 student utterances.

d) S1 offers 1 self-/other-repair effort (22) & gets indirect written response from S2 & S3; S2 attempts 2 self-repairs in (10) & (14) but gets no response.

e) S1's and S2's 7 of 9 indicators go unresponded or elicit no other-repair.