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Social development within learning communities: A linguistic study of the lower primary years

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Abstract

The language found in child-child group interactions provides insight into children's learning and social negotiations (Wenger, 1998; Cekaite et al., 2017). This research set out to explore the significance of child-child learning through moment-by-moment interaction during primary school children's work-related discourse. Furthermore, the research explores how work-related interaction changes throughout the lower years of primary and explores the dialogue used in learning communities to accomplish social negotiation of activities.

Using transcripts from audio data collected from several year groups in a primary school (year 1, 2, 3 and 4) this will be achieved through discourse analysis. Four tools from Gee's (2014) discourse analysis toolkit were implemented for data analysis to explore the children's learning experiences of their linguistic and social negotiations. This investigation of children's peer talk will be valuable for institutions and researchers as it will detail further knowledge about children's learning negotiations. This focus will try to further challenge the idea that learning should only occur within teacher-child interaction, which is a problematic stance according to Corsaro and Eder (1990). Moreover, the thesis demonstrates the social and academic benefits of child-child interactions.

The findings show children's self-awareness of activity expectations and the supportive behaviour they demonstrate while working as well as their efforts to define the context of their work as 'play', increasing investment. Investigation of identities and relationships revealed the children's socially negotiated efforts to display 'smartness' and reinforce their membership in the learning community. Furthermore, the research demonstrated the children's protective nature of their partner relationships and how they make use of authority to guide other members through activities. Lastly, the negotiations of power relations were demonstrated through further supportive behaviours, the efforts made to challenge others or themselves, and the accountability children display towards each other.

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1. Introduction

It takes a village to raise a child
Ancient African Proverb

The primary school environment is essential to the development of children's communicative competence, creating a space for children to interact with each other in groups. Schools provide opportunities for learning experiences, often asking children to work together and arguably making a foundation for their future interactions (Cekaite et al., 2017). Groups where children negotiate their experiences can be defined as Communities of Practice (CofP) (Wenger, 1998). According to Wenger (1998: 47) CofP are social units interacting in a "historical and social context," which gives the actions the group undertake structure and meaning. An important type of CofPs are those which function as learning communities. Membership of these communities is the result of an interaction between competence and experience (Wenger, 1998), both gained through interactions with other community members. According to Wenger (1998), learning communities allow children to socially reconfigure their own community internally and in the broader context – accomplished through the identities they enact together.

Another important element in children's learning experiences is their peer culture, which plays a crucial role in childhood socialisation. Peer culture informs children's communities by providing routines or practices for use while they interact with one another in schools (Corsaro & Eder, 1990). These normative interactional processes (Cekaite et al., 2017) are introduced to children early on in their school lives along with the rules and expectations of the institution or individual teachers (Schmidt & Tomasello, 2012). The peer cultures occurring in schools provide the platform for 'peer talk' to operate and give children the experience of interacting. The types of talk that occur here create the opportunities for talk that can advance learning (Teasley, 1995) and provide experience for future interactions (Cekaite et al., 2017).

The interest in children's moment-by-moment interaction comes from a learning experience perspective. Schools are an institution where learning takes place but also where children gain experiences of working together and negotiating with other people – preparing them to eventually function in the wider adult world. Wenger (1998) argues that learning is a response to pedagogical intentions, explaining that teaching is a resource to inform our learning and it is the *experience* of learning that should be considered valuable for children. However, according to Cekaite et al. (2017), there have been few publications in the research literature to date

focussing on the moment-by-moment peer talk interactions of children. This context provides children with opportunities to learn in dyadic interactions with other children (Rogoff, 1990; Cekaite et al., 2017). Despite this we know little about their behaviours in a learning community context and their negotiations of identities using peer talk, pointing to a gap in the field. In fact, one critical feature within Wenger's (1998) work on learning communities is the literature cited on CofP is aimed at and exemplified by adults in a community, and rarely considers children.

The aim of the thesis is to fill this gap in knowledge and provide an exemplar analysis of children's moment-by-moment peer talk in learning communities. It is hoped this will prove useful for other researchers to use as a basis for their research or to draw upon for comparisons. Moreover, the insights provided by exploring child-child learning may have pedagogical implications for further enhancing teacher's knowledge around children's learning interactions. This thesis examines how work-related interaction changes as communities age, which addresses another research gap in this field. Furthermore, the thesis considers the significance of child-child learning against the traditional view of teacher-child learning. Moreover, the research gives insight into how groups of children function in what Wenger (1998) describes as learning communities, further exemplifying CofP as a source of knowledge for children's negotiations.

The data comprises audio recordings from small groups of primary school children in years 1-4 in the UK education system, to examine peer talk and CofP differences linked to age. The data is analysed using four of Gee's (2014) discourse analysis (DA) building tools to explore the learning experiences the children were undertaking through their linguistic negotiations of the community and activities. Learning and education practices are communicative events, so it stands that discourse analysis is a valuable approach (Rodgers, 2011). Moreover, when considering that children spend extended periods in multi-party interactions with their peers (Cekaite et al., 2017), this analysis gives insight into learning and meaning negotiation among children. This multi-party idea has been considered in depth for this project as the data was gathered while children were at their table with other community members – an adult was present in the room but not in the table's vicinity. This created as natural a setting as possible for peer talk to occur, allowing investigation of children's language in naturalistic interaction.

It is hoped that results of an investigation into children's peer talk will be valuable to institutions and researchers as it will detail more knowledge concerning children's negotiations during learning. It also provides details and insight into the children's socialization, how they approach each other and the activities they complete. The thesis will also challenge the idea that learning should only occur within teacher-child interaction, which is a problematic stance

according to Corsaro and Eder (1990). It will be useful for schools to understand this better, and to thereby organise the children or learning in such a way that optimises learning opportunities. Equally, this thesis adds to research on learning during small group activity and informs practitioners as to how they might enhance group learning. Finally, this thesis could be considered a starting point for other areas of research such as comparison with other classrooms (national or international), interactions between multilingual children, and potential applications to clinical linguistic research.

1.1 Research questions

The purpose is three-fold, to investigate the following:

- What does a discourse analysis of children's school interactions reveal about their learning?
- How does the children's school-based interaction change as the learning communities age?
- How is the dialogue during work-related interaction used to accomplish the children's activities, social identity and relationship negotiation, and power relations?

This thesis will be organised as follows: a review of the relevant literature, methodology used in this project, a detailed analysis and discussion of the data and findings, ending with a conclusion drawing the findings together whilst considering future work in this field.

2. Literature Review

Work in the field of young children's peer talk in classroom environments from a linguistic perspective is sparse. Any research that has taken place focuses on small features of children's communities, like Ehrlich's (2017) exploration of distancing using arguments. Similarly, the existing research is typically so context specific (e.g. Rydland, Grøver & Lawrence's (2014) research on vocabulary development of 5-10-year-old Turkish immigrant children in Norway) that it is difficult to use for informing other studies unless the contexts are similar. The only research sufficiently detailed enough to inform the present study is published in Cekaite et al.'s (2017) book *Children's peer talk: Learning from each other*. Even then, a large portion of this book focuses on multilingual children and their interactions, which, although important, is not a primary concern for this thesis. In fact, research studying children's moment-to-moment interactions in peer talk tends to focus on multilingual children (Kampf & Blum-Kulka, 2007; Wang & Hyun, 2009; Rydland, Grøver & Lawrence, 2014; Piplai, 2015; Pinto, Tarchi & Bigozzi, 2016). By contrast, the current research examines contexts in which monolingualism is the norm.

This chapter will be structured as follows: an examination of research into children's peer cultures; a review of research into peer talk; a review of literature on communities of practice and education; an introduction to Gee's discourse analysis toolkit; and research concerning rules.

2.1 Children's peer culture

When people find themselves together in a community for an extensive period, certain aspects of interactions establish themselves as normative interactional processes or social practices – the makings of cultures (Cekaite et al., 2017). Within institutions concerning children, these sorts of cultures that develop are called peer cultures and appear from an early age, continuing until late adolescence (Corsaro & Eder, 1990). These cultures are typically defined as: "A stable set of activities or routines, artefacts, values, and concerns that children produce and share in interaction with peers." (Corsaro & Eder, 1990: 197)

A large portion of research on peer culture has focused on adolescents rather than on young children leaving gaps in broader knowledge and understandings of peer culture. Research into peer culture has gone through significant changes, fields and stances since the 1960's (Corsaro & Eder, 1990) and these developments will be outlined throughout this section

Before the mid 1960's, a behaviourist view on the theory of child development predominated, with emphasis on modelling and reinforcement as key mechanisms of human learning (Corsaro

& Eder, 1990). This placed importance on the input of adults for children. Problematically, this led to children being relegated to a passive role in their own socialization, seen as unilateral in this process and only shaped and moulded by adults (Corsaro & Eder, 1990). Corsaro and Eder (1990: 198) explain this perspective consisted of measuring "consistencies and variations in adult socialization practices", meaning that children were compared to adults and no unique childhood features were considered or explored.

Eventual questioning of the narrowness of this position initiated the development of constructivist theories (Corsaro & Eder, 1990). These approaches, best represented by Piaget (1950, 1968 cited by Corsaro & Eder, 1990), stress that the child has an active role in socialization where they interpret, organise and use information from their surrounding environment while acquiring adult skills in the process. This was a different approach from behaviourism as it placed more control over the children's development in the hands of the children. This thinking brought about extensions of Piaget's work on intellectual development. Youniss (1980) argues that for acquiring social skills and knowledge, peers are as important as adults for facilitating them.

The constructivist theories focus on the interactions of the children on an interpersonal level, comparing how interactions (adult-child versus peers) affect the development of the individual (Corsaro & Eder, 1990). Corsaro and Eder (1990) argue that the way in which participation in these interpersonal relations reflect and reproduce the cultural patterns and systems was not seriously considered. Considering this emphasis on individual development, such phenomena embedded in peer culture, like friendship, are rarely considered within the natural contexts in which they occur.

Thus, despite the change in understandings to a more child-centred, culturally focussed research paradigm, early approaches like behaviourism and constructivism provides reasons why most research still puts emphasis on child-adult interactions or individualistic developments.

The adoption of constructivist theories led to an exploration of theoretical work by Vygotsky (1978) which were interpretative in nature (Corsaro & Eder, 1990). Corsaro and Eder (1990) argued that Vygotsky did more than acknowledge that children's activities are interactive, but the interactions are essential for producing and maintaining cultural systems. Even though this provided a foundation for a more "culturally orientated view of socialization" (Corsaro & Eder, 1990: 199), Vygotsky's research still focused on individual development, leading scholars to argue for challenging this individualistic perspective and emphasising a focus on peer culture instead. These ideas, beginning with Vygotsky's work, propose that child socialization happens

publicly due to it being a collective process (Corsaro & Eder, 1990). Corsaro and Eder (1990) explain that when it comes to development, the interpretive theories view it as reproductive rather than linear as previously understood. They explain: "[…] children enter into a social nexus and, by interacting and negotiating with others, establish understanding that becomes fundamental social knowledge on which they continually build." (Corsaro & Eder, 1990: 200)

This suggests that the interpretative model is a productive-reproductive model of increasing density that changes as cognitive abilities mature and changes in children's social worlds occur. Schools are a major change in setting which children experience outside the family and the first setting developing peer cultures where knowledge and practices are transformed into skills required to participate in the adult world (Corsaro & Eder, 1990). The interpretive approach seeks to better grasp the crucial role that these skills play in childhood socialization, moving away from an individualistic developmental paradigm.

2.1.1 Differences between children's peer culture and adult culture

The ideas underpinning this study come from the researchers mentioned above, and the first idea to understand when discussing peer culture, is how it is different from adult culture. If adult and child language are not the same due to imbalances in power and cognitive functions (Cekaite et al., 2017; Blum-Kulka & Snow, 2004), then the peer cultures that inform and surround the language must also be considered different. One of the key themes across most peer culture research is that by interacting with adults and each other, children are gaining and refining skills to function in adult society (Corsaro & Eder, 1990; Kyratzis, 2004; Goodwin & Kyratzis, 2007; Cekaite et al., 2017; Nelson, 2017). If this is the case then it should be evident that while acquiring these skills, the peer culture they are members of will not be on an equal level with adult peer culture. They have not acquired the skills, understanding or desire to act the same as adults.

Confusion regarding practices can often be pursued through the predictable, familiar structures of interactions or understood by reproducing and readdressing them in activities making up peer culture, experiencing them with other children (Corsaro, 1988 cited by Corsaro & Eder, 1990). Nelson (2017) argues that peer cultures are a sub-component of the larger cultural community, and through interactions with adults' children are integrated to function within these specific sub-cultures.

In fact, this idea expresses how peer culture works within a community whilst also showing how complicated communities can be within larger structures or institutions like schools. If the school is one large community, then each key stage might be considered a community situated within it, and then each year group is once again a community within that, and each class is

again its own community. The amount of situationally different peer cultures at work is therefore immensely complex.

Despite much research arguing that child peer culture is different from adult peer culture, how the culture is built and informed tends to be viewed from differing perspectives. Kyratzis (2004) argues that children do not simply mimic adult culture but actively take part and merge them with their own. This emphasises an important point about how they are active members in their own cultural learning, reformulating social categories they have appropriated from adult culture and using it specifically for their contexts and social goals.

Similarly, Cekaite et al. (2017) stress that children produce their own cultures but posit that peer cultures are not separate from the wider societal processes but operate within it. Furthermore, there is a mutually informing relationship at the dialectal level, whereby "Children in peer activities can be seen to both appropriate and reinterpret adult practices and resources in ways that make them peer specific." (Cekaite et al., 2017: 6). Nelson (2017) also makes the distinction that adult language or culture is a "resource" for children to appropriate for their own cultural needs.

Moreover, Corsaro and Eder's (1990) research shows that children creatively appropriate information from the adults' culture to produce a culture unique to them. Corsaro and Eder argue that children can extend or elaborate adult peer culture to meet the concerns of their own community while also contributing to the reproduction of adult culture. It is this autonomy that makes them worth studying according to Corsaro and Eder (1990). Also important is research by Dunn (1988) which suggests peer culture may first be introduced by an older sibling who may have been introduced to peer culture by an even older sibling or possibly by appropriating the parents' culture for their own use.

Children do this to socialize their siblings into *their* established peer culture. This is interesting, as when peer culture is introduced in a child-child setting there should be no need to adapt the peer culture as is proposed by Cekaite et al. (2017), it should simply be taken on board or the practices accepted. This adaptation is possibly due to the lack of societal power imbalance which is present with adult-child but not with child-child interactions (Maine, 2015).

On a final note from Corsaro and Eder (1990: 202), they reason that studies suggest "[...] that peer culture [in early childhood] emerges, develops and is maintained and refined across the various social settings making up children's worlds."

Cekaite et al. (2017) describe the process as "appropriation and reinterpretation" which is similar to Corsaro and Eder's (1990) view of the process. The description here proposes that

children observe, take and change adult peer culture for their own uses causing it to be entirely different and unique.

Kyratzis (2004) and Nelson (2017) instead use descriptions such as "merge" and "resources" which suggests a different view, in that children are selective with what they take into their peer culture but when they do it is the *same* practice as in the adult peer culture, with no changes to make it unique. They may well have their own practices they have created but the ones that are informed by adults are taken in as they are practiced by adults. These are two stances that propose diverse ways of examining and understanding children's peer cultures. The approach underpinning this present research is that children creatively appropriate adult peer culture using it for peer specific reasons (Cekaite et al., 2017; Corsaro & Eder 1990) which are detailed in the following section.

2.1.2 Control

Research suggests that children's motivation for enacting peer cultures are different from those of adults, coming from a desire for control over their own social circles and goals (Corsaro & Eder, 1990; Kyratzis, 2004). Corsaro and Eder (1990: 202) explain that while peer culture is a vast topic and many features have been recognised two themes appear consistently: "Children make persistent attempts to _gain control_ of their lives and to _share_ that control with each other." This makes children's desire for control a major aspect of peer culture.

Corsaro and Eder (1990) found that in pre-schools children are concerned with social participation as well as attempts at challenging adult authority. This persists when children enter the next level of education in primary schools, but with the new social routines and environment, they gradually move toward social differentiation within the peer group (Corsaro & Eder, 1990). This is managed and marked by negotiations and conflict within the peer group, as attempts to not only gain control of other children's attitudes but of their behaviour as well. However, this is not elaborated in existing research and lacks in exploration of how successful this type of behaviour is.

Of course, social ordering like this happens within children's peer groups but the main attempts to gain control come from their opposition to, and desired autonomy from adults. This can be identified in children's tendency to "protect their shared spaces, objects, and ongoing play itself from intrusion of others." (Corsaro & Eder, 1990: 203). Corsaro and Eder (1990) suggest that this may be because peer relationships in early life are fragile and so protecting these shared activities, from adults or possibly other children, is a way of maintaining and controlling relationships.

Kyratzis (2004) develops this notion explaining that children strive to maintain the definition of play and the specific definition of the situation (Goodwin 1993; Whelan, 1995 cited by Kyratzis, 2004). The act of 'playing' is a child orientated activity – it is not something adults regularly take part in or perpetuate in their cultures so by defining their activities as 'play' it is within their control and experiences. It may not matter whether the activity was directed by the adult, but if they can define the context it is taking place in, then that provides sufficient autonomy over their own socialisation and culture.

While in school, children develop a strong group identity with their peers; Corsaro and Eder (1990) suggest that this identity and unity can be strengthened by challenging or even mocking teachers. There is a certain amount of amusement in forbidden acts that can challenge adult authority, but this translates to the classroom as adults often have many rules and values they want children to adhere to, so to challenge them with or without peer involvement is a way to exert control over their own lives. Moreover, this allows children to negotiate and push the boundaries of the relationships in the classroom.

The last point to mention about control within peer groups is that children: "[…] produce innovative routines and practices that directly challenge and circumvent adult authority." (Corsaro & Eder, 1990: 204)

These practices and routines are explained further on as "secondary adjustments" and they involve subterfuge. Often these are known by the teacher, but the secrecy keeps them from being disruptive and so enforces the rule which the children are trying to circumvent. An example given by Corsaro and Eder (1990) is when children secretly bring toys into the classroom. They know they cannot have them so in the act of being secretive and hiding them, they are therefore minimising the disruption or distraction.

2.1.3 Conflict talk

Within any context where language and communication exist, there is an opportunity for communicators to have differing viewpoints, causing disagreement. This is the case in children. Rogoff (1990: 179) defines what she classes as argumentation by citing Miller (1987): "To include any discussion that involves divergence of understanding, such that participants have to resolve what is being talked about in order to proceed."

Within a classroom setting the idea of conflict would be negative and opposite of what would be desired to have a functioning learning environment (Corsaro & Eder, 1990). However, studies that have examined conflicts among children have worked to challenge the assumption

that conflict is a disruptive behaviour (Goodwin & Goodwin, 1988 cited by Corsaro & Eder, 1990) and argue for the valuable skills children can build through it (Mercer, 2000).

Rogoff (1990) posits that arguing can be useful for children's cognitive development. Goodwin and Goodwin (1988, cited by Corsaro & Eder, 1990) explain that conflicts can provide an area for language development, inter-personal and social organisational skills, as well as knowledge in those areas. In fact, this seems to be an important point about argumentation – conflicts can construct social order within a community (Corsaro & Eder, 1990). Similarly, Goodwin (1990, cited by Kyratzis, 2004: 7) suggests that conflicts act as a "resource for reconstructing their social organisation on an ongoing basis." There is a continual negotiation of how each member of the community orders themselves with respect to their peers and views the current social standing. Moreover, they can also be a means for cultivating, testing and maintaining friendships as well as helping children build, develop and display their social identities which are important skills for functioning in adult culture (Corsaro & Eder, 1990).

Additionally, conflicts are one of the central forms of social exchange that can bring about shared thinking, in addition each participant involved in the conflict unknowingly becomes part of an effort to come to a closer understanding of one another (Rogoff, 1990; Mercer, 2000). Lastly, enacting conflict could be one of the many attempts to resist adult culture (Kyratzis, 2004). Within everyday society, adults, at least in front of children, hardly argue or they attempt to instil cooperative values. Therefore, conflict may not only be good for their language skills, but also a way for them to take control of their actions which is a key theme in research on peer culture.

To conclude this section, it seems important to reiterate why children's peer culture is relevant in relation to peer talk. Peer talk happens *within* peer culture, as well as having a heavy influence on what, how and why peer talk operates the way it does. Whilst informing peer talk, peer culture can be a platform for children to gain skills, either linguistically, cognitively or in social practices that will help them with their culture and the adult culture of which they will one day be a part (Corsaro & Eder, 1990; Rogoff, 1990; Kyratzis, 2004; Goodwin & Kyratzis, 2007; Cekaite et al., 2017). Additionally, research identifies that peer culture is specific to the individuals involved in making it, meaning each peer culture is unique. (Corsaro & Eder, 1990, Nelson, 2017, Cekaite et al., 2017). There exists a rich peer culture that can only be found by studying children's perspective and entering their everyday lives (Corsaro & Eder, 1990) which can only help our understanding and ultimately aid in the teacher's efforts to facilitate learning by being aware of these negotiations.

2.2   Peer talk

The function of education for humans is an important factor in life and sometimes a requirement for advancing in certain cultures. Therefore, to give children the best start in life they spend much of their early life, up until young adulthood, in the education system. From early on children spend extended amounts of time in dyadic or multi-party interactions with peers, sometimes with differing ages (Rogoff, 1990; Cekaite et al., 2017). Even though there should be a wealth of linguistic data on peer talk and how children interact, functioning as a community that does not involve adults, it has scarcely been researched from this perspective (Cekaite et al., 2017; Nelson, 2017).

An important distinction is made by Blum-Kulka and Snow (2004) about the difference between peer talk and peer interaction that needs to be addressed before the rest of the literature is explored. They argue that peer interaction should be understood as encompassing "a wide variety of interests, including but not limited to a focus on language" (Blum-Kulka & Snow, 2004: 293). Therefore, they determine that peer talk encompasses the language element found when children interact, making peer talk a subcategory of peer interaction. This current research will focus on language using this viewpoint to underpin the analytical approach, but it is important to understand that there is much more to interaction than the language that emerges.

Some research has focused on adult-child interactions which may serve a purpose from a peer culture perspective as adult and child cultures are functionally different, but in terms of peer talk, adult functions cannot reliably inform research into children's naturally-occurring talk. When children are in child-child dyads, they are sensitive to the presence of adults influencing how they communicate and interact (Rogoff, 1990; Maine, 2015). Cekaite et al. (2017: 4) have argued that peer talk contributes to social interactions "in ways that usefully complement the role of adult-child interactions". It should be contended that these separate roles should be given equal attention, particularly as a focus on peer talk extends beyond individual achievement and provides models for many other topics surrounding peer interaction and children's development (Nelson, 2017).

Education gives peer talk a platform to operate on, and this rich discourse has been neglected and overlooked by broader adult-child research. This means that any research on child-child interaction has been influenced by the broader linguistic field of adult-child functions and may not have been fully understood (Nelson, 2017) because it has impacted researchers approaches and understanding of children's interactions.

Recent research has referred to peer talk as a 'double opportunity space' (Nelson, 2017; Blum-Kulka & Snow, 2004; Blum-Kulka, Huck-Taglich & Avni, 2004; Enrlich & Blum-Kulka, 2010; Cekaite et al., 2017). This means that peer talk operates on two planes – social and linguistic. The social plane refers to children's dynamic negotiation of meanings and relationships related to local peer culture. This creates a 'web' of tools pertaining to that peer culture and possibly creates unique childhood words (Blum-Kulka, Huck-Taglich & Avni, 2004). The linguistic plane is seen as an "arena for language development" and explained as: "[…] constituted by peer talk functioning as a central area for development, of discursive and pragmatic skill, and the social skills of perspective taking that underlie both." (Blum-Kulka, Huck-Taglich & Avni, 2004: 2). The skills developed in the linguistic plane are stepping stones into more adult-like uses of language and interaction, possibly even membership into adult cultures in the future. These stepping stones are fundamental ideas that every communicative individual acquires to function in society.

On this note, it is also important to consider that the types of talk occurring between peers create opportunities for talk experiences, learning and cognition to advance (Teasley, 1995; Cekaite et al., 2017). Cekaite et al. (2017) further explain that children are often seen as co-constructing their peer culture and understanding the world around them whilst undertaking interactional practices to create stepping stones for their cognitive development and discursive and social skills. The belief that the experiences and discourses children are involved in during school work are providing a foundation for their future interactions is an important point concerning peer talk. These experiences are informed by the wider socio-cultural community and the historical nature of the institution of which they are a part (Cekaite et al., 2017; Wenger, 1998).

Peer talk often occurs in small group activities in lessons. This type of interaction is a tool which develops important socio-cognitive functions as well as making knowledge easier to acquire (Monaco & Pontecorvo, 2017). Not only this but it motivates children, who are often in open discussion, to "explore links and figure out alternate solutions […]" (Fasulo & Pontecorvo, 1999: 81- 82 cited by Monaco & Pontecorvo, 2017) if or when challenged during discourse. Schools could be arranging this type of interaction more or put more inherent value on it but there is a resistance to this thinking according to Monaco and Pontecorvo (2017). They explain that there is an implicit theory in education where the ideal context for knowledge acquisition are interactions between adults and children, where it is assumed that new and complete information can only be offered by competent, expert status teachers. According to Wenger (1998), here in lies a key problem with teaching – it assumes learning must come from teachers.

This is an odd concept on multiple fronts. Adult language and child language are not the same, above all else there is an imbalance of power and cognitive functions (Blakemore & Choudhury, 2006; Casey et al., 2005). Peer talk is such a dynamic site for social development and learning as it is not hindered by this imbalance, and therefore offers children the opportunity for dialogue, discussion, mutual exchanges and the ability to freely express ideas without intimidation from adult participants (Cekaite et al., 2017; Blum-Kulka & Snow, 2004). The notion of expert status for teachers only is challenged by Cekaite et al. (2017) and Blum-Kulka and Snow (2004) where they argue that children can learn from each other as they switch fluidly between the roles of expert and novice when they interact. Vygotsky's (1978) zone of proximal development (ZPD) outlines the distance between children's actual developmental level determined by their independent solving skills versus their higher-level potential when solving problems with adult guidance or more competent peers (Vygotsky, 1978; Daniels, 2005). ZPD is synonymous with a term called scaffolding, wherein support provided by adults or peers for the initial performance in an activity allows for subsequent performance without assistance (Vygotsky, 1978; Daniels, 2005).

This is the basis for Cekaite et al. (2017) and Blum-Kulka and Snow's (2004) argument as each child has different skills and competencies in subject areas which, through interaction, can teach other children allowing them to function on their own next time. This is not to say that children cannot learn from adults, rather the results and experiences are so different they each have their own value. Blum-Kulka et al. (2004) explain that discursive learning is not a question of *more or less* learning, but rather context-specific gains offered more widely than in child-adult interaction.

Due to the social nature of this activity, schools are an important place for the development of this skill. Facilitated by peer talk, children experienced in historical reasoning and children without such experience will scaffold each other as they are challenged on view points, answers or even challenge each other in a similar way. This phenomenon is supported by an idea in Teasley's (1995) research on talking with partners. Teasley found that people with partners had more organised cognitive structures when they *expected* to have to explain or justify their ideas. Teasley (1995) cites Grice (1989) when explaining that within communication there is an obligation to make sense to a conversational partner. So, when anticipating an interaction with a partner, individuals' careful deliberation is engaged to be coherent and shows more cognitive complexity (Teasley, 1995). It should also be pointed out that, within a classroom context, the teacher is always an active and anticipatory participant – the children may not need to explain or justify to each other but are always aware of this possible interaction with adults.

A linguistic concept associated with peer talk is explanatory talk (ET). ET is where individuals engage critically with another's ideas, offering opinions without being dismissed and each turn is linked to the previous one and is the basis for the next (Monaco & Pontecorvo, 2017). This sort of structure within a small group setting facilitates collaborative thinking whilst limiting anxiety over answering correctly as participants would assumedly be of around the same ability (Monaco & Pontecorvo, 2017). Monaco and Pontecorvo do mention, however, that small group activity structure does not always imply cooperation but provides the context and opportunity for explanatory talk. Rojas-Drummond et al. (2006: 9) suggest explanatory talk is a "particularly effective and sophisticated type of educated talk or social mode of thinking" further adding that it can be applied to many domains. Rojas-Drummond et al. (2006), however, do not make explicit how and why this talk is effective, merely arguing that it is able to be flexibly adapted to tasks that is a productive style of interaction.

A final point to make about peer talk is that, in naturally occurring groups, it allows children to take control of their own socialisation, an important skill for their future as adults (Cekaite et al., 2017), as well as constructing and maintaining ideas, valued behaviours, identities and relationships through their talk (Goodwin & Kyratzis, 2007).

Peer culture is not only a vital aspect of child socialization and how they acquire skills, but also influences peer talk when it occurs naturally in communities. However, *some* researchers (Corsaro & Eder, 1990; Kyratzis, 2004; Goodwin & Kyratzis, 2007; Cekaite et al., 2017; Nelson, 2017) have approached this field with a community perspective, with less focus on individualistic development.

2.3   Communities of practice and learning communities'

When discussing how children communicate within schools, it is useful to discuss Wenger's (1998) concept of communities of practice (CofP). A community is a social unit of people living or growing together. 'Community' is different from 'culture' discussed above as cultures operate at a societal level and inform community norms and interactions which are more localised. Wenger (1998) argues that humans cannot avoid being part of multiple CofPs. Practice is "doing in a historical and social context that gives structure and meaning to what we do" (Wenger, 1998: 47). This is an important feature of organisations and institutions as practices are what informs the work. This also is a way of describing how schools, as institutions, function, especially as CofP are so closely linked to learning (Wenger, 1998).

Learning is integral to our everyday lives (Wenger, 1998) – it is not a separate activity that stops the moment we leave one community and move to another. Unfortunately, learning is not always seen as this fluid process but as an individual process that has a beginning, an end

and is the result of teaching (Wenger, 1998). Wenger (1998), however, would argue what is learnt influences and is useful in every aspect of our lives whilst engaging in practices and it is this learning that is the most personally transformative, causing identities to be created in relation to the CofP.

The aspects of Wenger's work drawn upon in this research is how CofPs inform and construct learning communities. Learning communities are a combination of engagement, imagination and alignment. Moreover, they are an interaction between competence and experience (Wenger, 1998), which individuals gain or build through interactions with others. We can view engagement as our direct experience of the world, the way we engage others and how that reflects who we are (Wenger, 1998). Wenger argues that this ability to participate in meaningful activities is about the negotiation of meaning and the unfolding of/doing the histories of practice. The power of engagement comes from the ability to shape and negotiate the context within which our identity is constructed and experienced. However, this can also be a limitation in that being able to shape the context can enforce a structure where there is little scope to change and innovate but only to reinforce uniformity.

Imagination, in Wenger's (1998: 176) sense, is "an important component of our experience of the world and our sense of place in it." It can change the experience of our identity and viewpoints. Wenger (1998) exemplifies imagination with a story of stonecutters who are asked what they are doing. One replies, 'I am cutting stones into a perfectly square shape' while the other replies 'I am building a cathedral'. Wenger argues that neither of the stonecutters are wrong but what they take away from the activity is entirely different. Imagination can impact humans' very sense of self. This is also a way of recognising experience in others, often imagining ourselves in others' shoes (Wenger, 1998). According to Wenger (1998: 177) imagination transcends the work of engagement, by being a different type of self-work that "concerns the production of images of the self and images of the world."

If engagement is actively building identity, then imagination is being able to visualise oneself whilst also being able to visualise the future and past of the institution they are in. Furthermore, much like engagement, imagination is anchored in social interactions and communal experiences (Wenger, 1998). The word imagination may suggest withdrawal from society, but this is not the case. It fully involves the social world as a mechanism to expand on the scope of reality and identity, and without it we would not be able to locate ourselves in the world and in history. However, Wenger (1998) explains that this is a delicate act of identity and can be disconnected and inefficient, taking us away from any lived form of membership. Thus, by losing touch with social efficacy, our experience may be judged as incompetent.

Alignment is an important aspect of belonging that is not confined to mutual engagement but operates separately (Wenger, 1998). Wenger (1998: 179) argues that alignment allows us to "become part of something big because we do what it takes to play our part" i.e. expressing belonging to the broader social system. This is different from engagement as it is not confined by time and space but connected through the energies, actions and practices that participants perform or undertake. Alignment constitutes a coordinated enterprise on a large scale which is not inherent in engagement or imagination (Wenger, 1998). To engage or imagine one does not need to have the broader social system in mind, but it is the only way to perform alignment in Wenger's estimation. To achieve alignment, Wenger (1998) argues that individuals require the ability to coordinate perspectives and actions to direct energies to a common purpose. Furthermore, he suggests that alignment comes with a certain amount of power – power to direct one's energy around alignment and to inspire or demand others alignment.

Wenger (1998) argues that CofPs are a location for the creation of knowledge. Learning is one of the more valuable resources that humans have. Learning is a transformative process and it has a great impact on identities, viewpoints and how we interact socially (Wenger, 1998). To participate in a CofP an individual engages with the practices that make the community, and therefore they define who one is within that context. Not only is learning in a community positive for the individual but there is an essence of mutual development going beyond socialization (Wenger, 1998). We discursively construct each other when we interact in CofP.

Finally, Wenger (1998) argues there are some misconceptions regarding teaching and learning. He would argue that a focus on teaching is not the same as a focus on learning – one does not fully involve the other. Within education, there seems to be an unquestioned assumption that teaching causes learning. Wenger (1998: 266) would suggest this is not the case as learning is "but a response to the pedagogical intentions of the setting." It follows that learning is a response to the efforts of the teacher, further explaining that teaching creates the *context* for learning to take place (Wenger, 1998). Learning itself can take place without teaching, so the idea that teaching directly informs learning could be a somewhat misleading notion. It is also argued by Wenger (1998) that often in classrooms what is desired to be learnt may not always be what is learnt.

For example, a maths equation may not be fully understood but through the process and interaction with the learning community a child may learn some other kind of knowledge whether social, personal or even on a different subject matter, that can further develop their broader understandings and experience. This is what leads Wenger to argue that teaching must be an opportunistic event, possibly leaving teachers with little control over its own effect.

This may seem negative from a teacher's point of view but Wells (1987) instead argues that people cannot take knowledge directly from a teacher and implant it into the pupil – there would be little need for schools if this was achievable. Rather, the point of schools is so pupils fully take over their own learning in time, and how, if learning was all the direct impact of the teacher, is this achievable if not mostly fuelled by the pupil to begin with. Wenger's (1998) argument is much the same in that teaching is a *resource* used by a learning community to inform their own learning.

Furthermore, Wenger (1998: 56) describes identity as a vehicle, particularly as participation can be a source of identity "constituted through relations of participation" resulting in mutual recognition. Moreover, he suggests that for information to become knowledge it needs to be integrated within this identity of participation. With this, Wenger seems to suggest that it is the children's identities driving their learning, and it is the job of the teacher to facilitate this kind of context or environment. This should all be taken into consideration when teaching, and produces a positive way of viewing children, learning communities and the purpose of teachers.

Additionally, CofPs need to be considered when teaching, as Wenger (1998) defines them as a living context and if approached right can be a place for the creation and acquisition of knowledge. Moreover, this supports Well's (1987) views, where he argues that every situation gives children the *opportunity* to learn, further adding that this is because they are active learners by attempting to construe what knowledge is new, compared to what they already know.

Some of Wenger's final points on education concern how education and learning should affect the broader lives of children or should even be the main focal point of learning. He suggests that the experience of learning is itself perhaps more valuable than what is learnt. Rather than the generalised curriculum that children are presented with (Wenger, 1998), the ability and skills that come with learning as a group are perhaps more valuable to the child and society. Wells (1987) also argues that the job of education should be to broaden the range of children's experience, preparing them for life in an adult world. Additionally, he also argues that schools should not be a beginning but viewed more as a transition to a broader community.

Throughout Wenger's work, there is a prevailing theme of self-awareness when engaging with or moving within CofP. People understand what belonging to a group and engaging in the practices surrounding their organisation does for themselves and the organisation. This suggests a sort of willingness to engage, and a certain level of control over their own CofP. In relation to children, this should be interesting to consider due to their lower levels of control

over independence or participation in schools. Wenger does not make explicit whether this self-awareness is key to operating within CofP and learning communities, but it seems to underlie all his theories. Even without a level of self-awareness, children still manage to belong to CofP so through engaging with CofP this self-awareness should be something they *gain*.

2.4   Discourse Analysis of children's peer group interaction

Discourse analysis (DA) is the study of language in use, often considering the broader socio-cultural contexts to inform the interpretations. Gee's (2014) book *How to do discourse analysis: A tool kit* explains that any theory of discourse is always made up of a tool set with which to analyse language in use. Gee also mentions that there is no one theory of DA that is universally applicable – it is up to the researcher to adapt the tools to fit their own data, approach and goals. Gee views DA as tied closely to the details of language structure (grammar), but also deals with meaning in social, cultural and political terms, further explaining that it is a broader approach to meaning than is common in mainstream linguistics. Gee's DA framework consists of 28 tools which range from the focused detail (grammar tools) all the way to the situational tools which deal with cultural, social and historical meanings. A tool, in Gee's (2014) definition, is a question to be asked of the data to look closer at the details of the language. He further adds, that it is meant to connect these details to what the speakers "mean, intend, and seek to do" (Gee, 2014: 2).

This DA approach for the current research was chosen for the structure it applies to data through each tool, their purposeful use with educational data (Rodgers, 2011) and their appropriate nature to the goals of analysing in detail the children's language use from a social-functional perspective. The tools selected from Gee's toolkit for this study are: activities building tool, Identities building tool, relationship building tool and the politics building tool. These tools are valuable in demonstrating participants language use and identities they negotiate together, additionally it shows their competence and experience, which is what constitutes the learning communities. Furthermore, they offer a platform to discuss the work-related interaction of the communities as they age, whilst demonstrating the actions children take to navigate their social systems. Each tool will be explained and exemplified in the Methodology chapter.

Discourse analysis is also concerned with analysing rules and routines in language that relate to community norms and practices. Schools not only give children an education based on the curriculum, but also familiarise them with being and working together in a society that is full of rules or expectations of individuals. Carter (2016: 1) argues that individuals involved with childhood education work to "ensure standards of social practice are meaningful, understood,

properly interpreted and translated for the classroom", further arguing that this is done to inform children's 'behavioural standards' as a way for children to learn to cooperate and experience that cooperation in an 'effective' manner. Thornberg (2008) and Thornberg and Elvstrand (2012) both discuss teachers' desire to negotiate rules or social norms with children. Thornberg (2008: 1) even argues that children are active agents in their socialisation process, however he also argues that there is an expectation of "unquestioning obedience" to adults as rule makers. Thus, meaning that following the rules is much less of a negotiation as 'active agents' may suggest. Moreover, Alderson (1999, cited by Thornberg, 2008) explains that children in schools are involuntarily subject to and organised by routines, power imbalances and discipline.

This sort of relationship between pupil and teacher leaves the school mediating the dominant values the children must follow whilst permitting no critical analysis or feedback (Thornberg, 2008). Social rules or values are often referred to as 'glue' that binds society together (Carter, 2016; Schmidt & Tomasello, 2012), and this is emphasised by the tendency to mimic the methods of others in the group. Carter (2016) argues that these rules and values are learnt from more competent members of the group, which leads to following these norms as a function of claiming membership in the group (Wenger, 1998). These social values or norms are also influenced by participants identification with the group members and their acceptance of the rules (Carter, 2016). Moreover, Carter (2016: 2) argues that this can be further influenced by the "social pressures exerted within the group to behave in expected ways." Schmidt and Tomasello (2012) agree there are *expectations* by adults and the others in their group to adhere to social norms. Furthermore, Schmidt and Tomasello (2012) explain that social norms get their attachment to a social group through mutual expectations of the members, not from external forces. Children may even comply with the group's perspective despite participants having no allegiance or acceptance of it (Over & Carpenter, 2012, cited by Carter, 2016). Besag and Nelson (1984, cited by Thornberg, 2008) might explain this complicity being due to how children's degree of conformity is rewarded or punished by schools, resulting in obedience over acceptance.

Thornberg (2008) further explains that the structures schools put in place contain assumptions about how children should behave, even though Lewis and Lovegrove's research (1987b, cited by Thornberg, 2008) argue that children want clear rules made in consultation with them, taking into consideration the teachers' *and* the pupils' needs. However, what these do, according to Carter (2016), is create a baseline for social interaction to occur during an early childhood context that identifies behaviours appropriate for cooperation. Lastly, Carter (2016) and Thornberg (2008) both explain that children expect rules in a school environment, often

understanding the reason for them. They even have confidence in the school rules or expectation of them and teachers' methods of upholding them. It is for the reasons outlined above that Gee's DA framework is used as the analytical framework throughout this project.

3. Methodology

3.1 Participants

The children were recruited for the study from a primary school in the North of England and the target years were 1, 2, 3 and 4 (six- to nine-year olds). As work-related interactions were required to demonstrate community aspects in small groups (Wenger, 1998) the teacher chose participants based on familiarity and who often chose to work together without teacher direction. The fact that participants were familiar benefitted the thesis because a well-established community creates natural interaction (Wenger, 1998). The groups comprised four participants from year 1, six participants from year 2, six participants from year 3 and nine participants from year 4. Parents were fully informed of the aims and objectives of the study and signed parental consent was obtained for all those taking part (blank consent forms can be found in Appendix 3). A smaller number of parents consented for their year 1 children to take part within the time frame, therefore there were fewer participants from year 1.

3.2 Materials

An Evister L58 digital voice recorder was used to record the interactions, and written transcripts of the recordings were made, and can be found in Appendix 2. The recorder was chosen for the lock button located on the side, so participants could not interfere with the recording that was taking place, which was useful several times in the data. The transcripts were created using the transcript conventions from Markee (2015) to add detail to participants interactions and fully inform the analysis.

3.3 Procedure

Two recording sessions took place. The first session was in the school's first term, achieved over two weeks and data was collected for participants from year 2, 3 and 4. The second session happened in the second term collecting the data for the year 1 participants over two days. Before any recording started, the teacher informed the participants, and consequently the class, about the details of the project and told them that each of their parents had consented to their participation. Then participants were asked if they wanted to be recorded or not, all participants decided they would so that they could take part in the study.

The researcher was present for the recording and was responsible for setting up the recorder, then ending recording when the lesson was over. The audio device was set up in the middle of the table when possible to capture clear recording of all the voices present. The observer's paradox (Labov, 1972) was considered during this thesis. This thesis was designed to be non-intrusive to the school, teacher and children as the required data was just of children

interacting. So, them completing their required school work was an optimal setting, limiting the influence of the observer's paradox.

This procedure yielded seventeen audio recordings across the years. The audio recordings were then turned into transcripts to inform the analysis section of this thesis. Only three transcripts were made from each year, as it was felt that this would create an ample amount of data to answer the research questions. The first recording session of each year group has been made into a transcript as that captured their initial interactions and reactions to new, imposed community aspects (Wenger, 1998). Then the rest of the transcripts were made from the last of the recordings inward due to increased familiarity with the process of the thesis hopefully accounting for the observer's paradox (Labov, 1972). In consideration of the ethics for the thesis it was determined that all the participant's names would be anonymised and any information pertaining to the identity of the participants involved or sensitive information would be removed from the transcripts.[1]

3.4   School context

The school has a three-form entry. From an interactive perspective the fact that the school is a three-form entry proposes some community features to consider. For every school year there are 3 classes of approximately thirty children, and as this school goes all the way from nursery to year 6, therefore this is a big community of interacting children and adults. Not only this but the school is mostly open plan, with no walls or sectioned off classes but predefined spaces for each class to use. This, along with the large number of students, means a busy and free moving community which will be discussed more in the analysis.

3.5   Lesson overview

This is an overview of the contexts that the recordings come from, the transcripts in the appendix have a more detailed description.

Year 1s

- A lesson playing educational games on a laptop, this included the log on process as well
- A maths lesson figuring out numbers in a sequence

Year 2s

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[1] Ethical approval has been received from York St John University research ethics committee for this project and the authorisation code is as follows: 171103_Beesley_140076183_LL

- A maths lesson using a whiteboard and number cubes to add or subtract two numbers

Year 3s

- A maths lesson on the four and eight-times tables
- A geography lesson using a map to find coordinates
- A lesson focused on making a booklet on food from around the world

Year 4s

- A maths lesson on factor pairs
- A guided reading session involving answering questions regarding the book
- A RE lesson discussing prayers

Overview of the total hours of data collected for each year group:

- Year 1s were recorded for 2 hours 11 minutes
- Year 2s were recorded for 1 hour
- Year 3s were recorded for 2 hours 40 minutes
- Year 4s were recorded for 1 hour 49 minutes

Overview of the total hours turned into transcripts for analysis from each year group:

- 48 minutes of the year 1s
- 49 minutes of the year 2s
- 1 hour 38 minutes of the year 3s
- 52 minutes of the year 4s

The transcripts themselves were analysed using Gee's (2014) DA framework. Four of the tools in Gee's framework were used to interpret the social interactions taking place between participants. Gee's approach has yielded some informative data analysis that is valuable to the field of children's learning communities.

3.6   Discourse analysis toolkit

Before discussing the tools used for this thesis, it is worth reiterating a point made in the literature review. The framework is Gee's suggestion on how theories of discourse analysis are made up of tools and therefore he provides a set of tools and explanations of their applications. Each tool poses a question to ask of the data that looks closely at the details of language for the purposes of understanding the speakers meaning or what they seek to accomplish. Gee (2014) advocates any of his tools being adapted by the researcher to fit the context of the research and the data being used. In fact, in a book about critical discourse

analysis (Rodgers, 2011) Gee discusses how he would rather researchers do not call them 'Gee's tools' but just tools for discourse analysis because they are so adaptable that in use they would never be what he originally published.

The reason for mentioning this is to make explicit that the tools have been adapted to fit the data set and the intended outcomes of this thesis. Most of the DA toolkit (Gee, 2014) deals with the minute details of grammar whereas for this thesis the tools are intended to explore the more social aspects of language. This results in a focus on how children achieve actions or goals through language (by applying the activities tool), how they form identities through language (identities & relationships tool) and how they navigate through systems of social power (politics tool). This is how the tools have been adapted and the explanations below have been crafted in such to reflect this. The tools are effective for exploring CofPs or learning communities because Wenger (1998) explains CofP are units of interaction accomplishing social action and social action is what the tools focus on and provide insight into.

The 'big D discourse tool' was considered for the analysis but in the end did not become a part of the thesis. Gee considers this tool to identify the language groups use that continue through time, existing before the speakers were born and continuing after they die. The tool dealt with what language Discourses are a part of, the *who* and *what* the speaker is trying to get realised with their actions, interactions, values and beliefs (Gee, 2014). For instance, doctors act a certain way in their institutions to be recognised as doctors and therefore accomplish goals as professional medical staff. However, these actions of accomplishing goals and displaying their professional status are inherited from the previous generation of doctors, thus the historic aspect of individuals language the tool explores. This tool would have been valuable at identifying the participants community at the broader socio-cultural level and discussing the historical aspect of children's interactions. However, once the tools below were explored in the analysis it was evident that the 'big D tool' would take away from the already significant findings.

3.6.1   The Activities building tool

Language is used to carry out actions and this tool asks how an action or sequence of actions carries out or builds a socially recognisable, institutionally or culturally normed endeavour (Gee, 2014). Gee (2014: 103) goes on to further explain that

"The distinction between actions and activities is not air tight",

arguing that what matters is whether we focus on the "doing here and now" which would be considered actions or "the meaning, social significance, and the social, institutional or cultural

norms being followed" which would be the activity or practice being performed. This tool describes how to look at the way various actions are being carried out as people build, often together, activities. These activities must be built or produced each time they occur, but they will be enacted in similar ways. Gee also makes the distinction that to use the tool you should ask what action or activity this communication is seeking to get others to recognise as being accomplished. Gee tries to show the contrast between action and activity with explanations like these:

"If I say John is "playing basketball at the park" I am naming an action. If I say, "John plays basketball for the Yankees" I am naming an activity, professional sports." (Gee, 2014: 103)

The idea of this tool is to consider the data within its broader socio-cultural context, rather than just describing actions being performed in a decontextualized way.

3.6.2   Identities tool

This tool explores how language is used to be recognised as taking on certain identities, and roles recognising these identities in others (Gee 2014). Identity, in the use of this tool, is explained by Gee (2014: 112) as "being recognised and recognising different socially significant "types of people"". He further explains that in DA, researchers care less about the core identity of a person but in how people express their sense of who they are through language as well as their other multiple identities. These multiple identities are all about who we are within the contexts we find ourselves engaging in. Gee (2014: 112) gives an example of a person being: "a parent, a male, an African-American, a professor, an avid video gamer, an evangelical Christian, a committee chairman and other such identities."

The point Gee makes is that these are all who that person may be but they never all exist at the same time, in the same place or even the same way in recurring contexts. Moreover, when one or more are being performed they can be influenced by the other identities the person holds. For instance, decision making as a committee chair may be influenced by the Evangelical Christian identity of that person, even though at that time being a Christian is not relevant to the action being performed.

An important distinction that Gee (2014) makes is that you must talk and act to get recognised as having the right or appropriate identity for the context or in the way people with the same identity would expect you to act. This is important as identities cannot exist without other people recognising them, either for themselves or others. Certainly, this works in line with how people portray others' identities to enact their own. You can position people with language in such a way they take up an identity and talk within it for that time and place.

The purpose of this tool is to explore the socially recognisable identity the speaker is enacting, or getting others to recognise how speakers treat other identities as well as what they recognise for others in relation to their own (Gee, 2014). Finally, the tool accounts for how speakers' position or invite others to take up an identity (Gee, 2014).

3.6.3   Relationships tool

Much like identities, relationships are built and sustained through language (Gee, 2014), meaning identities and relationships are closely linked. According to Gee (2014: 120), the identity that we present or enact is "often defined by how we see and construe our relationships with other people, social groups, cultures or institutions." So, these two tools go hand in hand, but it is important to look at them separately as creating or taking on an identity is not the same as sustaining a relationship. We can relate to people differently depending upon what identity we view them as having. For instance, if we see someone as a colleague or a friend, these dynamics set up different sorts of interactions, and they will both be treated differently.

Identity only sets up the parameters for a relationship to exist. An example Gee gives is how being a professor (an identity) gives him the ability to have relationships with many students of different types but there are constraints on what this relationship can be without breaking the identity of a professor. Gee also mentions that being a friend can be considered an identity as it is a role, a way of being a certain type of person.

This tool provides a systematic means of identifying how language is being used to build, sustain or change various relationships, among the speaker, others, social groups or institutions.

3.6.4   Politics tool

This tool concerns itself with 'social goods' and their management within society and social groups. Gee (2014: 126) defines social goods as "anything a social group or society takes as worth having" and uses the term politics to mean "any situation where the distribution of social goods is at stake" (Gee, 2014: 124). He much later explains that the use of 'politics' in his tool name comes from the idea that the language used in the management of social goods can get 'political' and that a great deal of work in the government is concerned with negotiation and conflict over what society would deem social goods.

According to Gee these social goods are built and destroyed by our language and there are lots of social goods in any society. He further explains that there are social goods that are viewed as such by nearly everybody in society but there are social goods that can take the form of

specific sub-groups within society itself. This is important in that a social group decides or demonstrates what social goods are worth distributing or withholding. Specifically, this is important for the current thesis as it can be inferred from this that sub-groups of a society (children in a school) can possibly reject as well as accept what they deem to be social goods. Even if the wider society is telling them to adhere to that structure, it seems Gee is arguing it is acceptable for them as a community to choose these social goods for themselves, creating an individualistic nature to the sub-group.

Gee does give such examples of social goods as being treated with respect, deference and solidarity and that these can easily be given or undone through language. It is also noteworthy to say that the idea of Goffman's (1967) face needs are prevalent within his explanation of how one can threaten social goods through language, with a distinction between imposing on someone in contrast to respecting their needs for solidarity. Face needs are one category of social goods that can be given or withheld. Another large category is how we would like "ourselves, our behaviours, or our possessions treated as "normal," "appropriate," "correct," "natural," "worthy," or "good."" (Gee, 2014: 126).

Gee (2014) also discusses face work as part of his politics building tool, specifically he discusses face needs. Gee's (2014: 125) definition of face needs is in line with Goffman's original ideas wherein it is the "sense of worth or dignity we want honoured in society". This comes down to two main areas: positive face needs and negative face needs. Negative face needs are where privacy and whether speakers are imposing on the person should be considered. Whereas, positive face needs are the desire to belong and be involved in community activities. Depending on the culture, context or individual, one of these needs may be valued more and so their community will focus on that side more often, according to Gee.

Gee's final comments on the politics tools regard how we build what counts as a social good, withholding or distributing them and at the same time building viewpoints of how social goods should be distributed in society. This tool, when applied, accounts for how this is managed in discourse.

3.7   Approach to analysis

The data for the year 3s were incredibly rich and insightful to their learning community aspects yielding great interactions, discussions and features of an interpersonal nature. Therefore, the analysis focuses more upon the year 3s. They will be used as a stable element within the analysis. Often the year 2s and 4s are compared to the year 3s way of interacting as this makes for a cleaner, well informed discussion of children's learning communities. This was done to have a stable year group with which to compare the older years to, making for a more detailed

analysis. Rather than trying to compare them all to each other, which would have caused a complex analysis, hindering the overall analysis and research. The year 1s, unlike the other classes, have less experience as a community and will be used to show where the older classes started and have developed their skills in terms of dynamics of interaction.

The tools have been consistently applied to all transcripts, providing a notable number of features for exploration in the analysis. This enabled the similarities and differences to be compared across the year groups.

4. Analysis

This chapter will be structured as follows: an exploration of the activity-based findings; followed by an exploration of the identities and relationship negotiations; the exploration of children being social actors and power relations; and a table summarising the findings.

4.1   The approach to work or tasks: Activities tool

4.1.1   Expectations

The participants approach their activities defined by the teacher, or each other, in different ways. For this to be understood the approaches utilised by different years will be analysed and compared using the activities building tool (Gee, 2014) explained in the previous chapter. The tool identifies what the participants are achieving in the broader social context. Children are taught many rules, principles and values to ensure good-natured cooperation in their surroundings since starting school. These rules become social norms with which children are to conduct themselves (Carter, 2016). Such principles include not harming another child (physically or emotionally), not eating in class, sharing and many more (Hardecker et al., 2016). Moreover, children understand that while at school they are expected to do the activities the teachers set for them (Thornberg, 2008). The year 3 and 4s language demonstrates awareness of these expectations. However, participants often remind others of these expectations.

Extract 1 (YR 3)

105.	Liam:	stop it:
106.	((Sounds of messing around))	
107.	Liam:	WE need to work (1.0) so first (comes some [work)]
108.	Lydia:	[let's start] with out with this so erm:
109.	Lucas:	[we have to do] work? ((sarcastic tone))
110.	Olivia:	[so we have]
111.	Lydia:	start at thirteen
112.	William:	why are you not [working]
113.	Lydia:	[no its thirteen]
114.	Lucas:	(I'm me)
115.	Liam:	we have to work

Liam is evidently frustrated by the groups behaviour and feels the need to redirect them to the current activity. This is not directed at a participant, but the inclusive first-person plural 'we' is repeated throughout extract 1, to get the whole group's attention. This is a well-established

community, having been together as a class for 4 years, and arguably a learning community (Wenger 1998). By repeatedly using 'we' it conveys a group mentality to the work, purposefully aligning everyone to play their part in the activity (Wenger, 1998) or to remind them of the broader socio-cultural context they are in. Equally it builds social order in the group, achieved through a conflict over approaches to the activity (Corsaro & Eder, 1990). At least the social order may change for a short duration, the transcripts express that social order fluctuates and never lasts long during peer interactions. This will be discussed in greater detail during section 4.2. The point is, social order is never permanent.

Such a community will already have taken on the ideologies of the school and of their classroom teacher. This seems to be expressed by Lucas on line 109 with his sarcastic comment appearing as derision, clearly expressing that he does not need to be reminded to do work. It is clear from previous utterances and the other year 3 transcripts that they all understand what is expected of them (Thornberg, 2008). Furthermore, Liam's actions appear as an attempt to change the social standing (Corsaro & Eder, 1990), rather than refocus the group. The social negotiation Liam attempts uses a stance of authority and denies the others recognition of their activity progression (Gee, 2014). However, Liam's actions provide Lucas and William the opportunity to twist that social ordering for their own benefit. William's comment on line 112 'why are you not working' suggests hypocrisy in Liam's words. If you can see us not working then you yourself are not working, turning Liam's initial criticisms back on him. Liam then repeats himself, offering no explanation for his behaviour as he does not want to be recognised as not doing the activity. In fact, this lack of historical reasoning (Monaco & Pontecorvo, 2017), the skill of explaining individuals' behaviours, hints at Liam's social subterfuge to increase his social standing (Corsaro & Eder, 1990).

Extract 1 contains aspects of negotiation between participants around social order and autonomy that Corsaro and Eder (1990) discuss. As a community acting within their broader peer culture, they want to gain control from adults and share it with each other. However, it is possible that in Liam's alignment attempts (Wenger, 1998) to keep control of the activity and share control, other members viewed it as imposing on *their* autonomy or found it foolish to suggest what they 'need' to do.

Similarly, the year 4s also have an instance where a classmate urges the group to do work but under different circumstances:

Extract 2 (YR4)

349.	Jonah:	guys we need to [(get on)]
350.	Ben:	[we've only got]

351.	Violet:	where does he (shout)
352.	Jonah:	guys
353.	Clare:	we need to do m<u>ore</u> work

The expectations on the year 4 participants are much the same as the year 3s. Here the group are tasked with discussing a religious matter, with a view to provide feedback on what they discussed to the rest of the cohort – a regular aspect of classrooms (Lyle, 2008). Similarly, the extract opens with one of the participants reminding the group using inclusive pronouns to create a group mentality and focus like Liam. Jonah's goal seems to be different though, as the approaching time limit and repeated use of 'guys' suggests some urgency. He appears worried they may have nothing to offer the classroom discussion and he or others may be recognised as not taking part (Gee, 2014). In contrast to extract 1 where participants were possibly arguing over autonomy, here participants have had autonomy but may be frowned upon for not using it wisely. Clare understands this as well and voices concern over the amount of work they have done on line 353.

This expectation participants express becomes odd when the context of the task is considered. This is a group discussion task where they utilise several of their communication skills such as; conflict talk, meaning and negotiation skills, explanatory talk, historical reasoning (Corsaro & Eder, 1990; Monaco & Pontecorvo, 2017; Wenger, 1998) and interpersonal skills. The development of these skills appears to motivate the use of such activities, building up the skills and knowledge needed to function in adult society (Wenger, 1998). However, what is expressed through the extract is that tangible discussion evidence is also needed and expected from them.

In terms of data from the year 1 and year 2 classes there is no evidence which suggests they have self-awareness over what work is expected from them. In fact, the year 1s seem to work and if anything comes up they are less likely to discuss it as a group but immediately involve an adult. However, involving an adult does not keep the control between themselves. By contrast, the year 2s do something worth discussing regarding autonomy. These extracts occur toward the end of a maths lesson:

Extract 3 (YR 2)

459.	Cole:	oh that's easy (3.0) add
460.	Lauren:	Chloe do a really really hard one for Cole
461.	Cole:	yeah
462.	Chloe:	ok [ah::]

Extract 4 (YR 2)

516.   Grace: give it one to me Lauren I'll do one to Cole can I do one to Cole

517.   Lauren: only if you only if I do one to you - that isn't that hard

518.   Cole: not as hard as Chloe's one (3.0) ok

A common theme throughout the first year 2 transcripts is a sense of challenging each other and going beyond the original task. At this point in the lesson they appear to be finished with or at the end of the activity. Challenges cause the year 2s to not only do extra work but create new sums, going beyond activity expectations (Thornberg, 2008; Schmidt & Tomasello, 2012). The extra learning through challenges counts as being recognised as doing the activity, further informing their community context. Children are always attempting to gain control and then share it with their peers (Corsaro & Eder, 1990). As is evidently demonstrated in extracts 3-4 where participants have gone beyond taking control but using autonomy to engage with the task on a different level. A level of cooperativeness even when challenging each other suggests a high level of enjoyment and enthusiasm, much different from the approaches made by the years above.

Moreover, extracts 3-4 provide examples of Cekaite et al. (2017) and Blum-Kulka and Snow's (2004) discussion regarding the benefits of child-child learning. Everyone involved is arguably on an equal power level – they do not have to provide an *answer* to anyone but are able to freely express ideas without intimidation from an older participant. Effectively this allows participants to build on their communication and social skills. An experience that will apply to adult interaction, whilst learning in a valuable way.

Comparatively, the other classes tend not to do more than what is within the boundaries of an activity and certainly never challenge each other in the same way as the year 2s, at least not in the data collected for this project. A key finding is that the older participants do what is expected and nothing more, which indicates self-awareness about expectations, leading them to stay within the boundaries set. However, the year 2s who have less experience as a community, demonstrate going further and possibly find more enjoyment together from the activity. Interestingly, these actions exemplify the ways in which participants approach work and how they exert their control over that work or community members to different extents.

All participants appear to be taking control of their own learning despite their different approaches. Wenger (1998) would argue the act of children guiding their own learning is the point of schools and learning communities. Correspondingly, control over learning leads to control over socialisation. The participants use their language to negotiate (extracts 1-2) and maintain relationships (extracts 3-4) – important skills for adult society. Notably this is shown

in extract 1-2 as the older, more experienced participants are more socially aware of their approaches to each other. However, the year 2s are direct with their comments. The extracts above demonstrate participants being social actors in the broader social context and being recognised or recognising other members. Importantly, members coordinate their social negotiations with projecting and building their social identities (Wenger, 1998).

4.1.2   Defining work environment as play

A tactic the children employ to gain or remain in control of their activities is when they define their work context and environment as play (Kyratzis, 2004). This tactic is approached differently by participants, depending on what artefact, linguistic resource or social negotiation is available at that time. A direct method by a year 3 participant relates being recorded to 'playing' at being 'movie stars':

Extract 5 (YR 3)

96.	William:	gonna be movie stars - gonna be movie stars – were gonna be movie stars
97.	Liam:	William stop it seriously
98.	William:	ok – moving on
99.	Zoe:	hm: number three
100.	William:	I'm gonna be a movie star

Importantly, Zoe originally started this joke at the beginning of the interaction, being used several times by other participants. However, William is the only one repeatedly returning to the joke, keeping the situation in a play-like context that makes him more invested. The extra investment may get him more participation recognition. Corsaro and Eder (1990) argue that playing is a child orientated activity. Thus, William moves the activity from an adult directed activity to one he and others define on their own terms.

A tactic found in the year 4 data comes from Ben who uses nicknames or jokes to inform the context. Ben is often the participant shaping the year 4 context and this may be due to his humorous nature, further discussed in section 4.2.5. The exploration below simply identifies some of the choices he makes to define the activities and manipulate the community's context (Kyratzis, 2004).

Extract 6 (YR 4)

65.	Ben:	Joanna the cook
66.	Leo:	We could start with the number twenty-eight
67.	Ben:	By the way Joanna the cook is a cook
68.	Maria:	Joanna the cook is reall:::y craz::y

'Joanna the cook' is used as a nickname for Jonah who is also on the table. Nicknames are understood as friendly and, in this usage, amusing to distort the reality of who someone is. The nickname usage identifies how Ben approaches activities on his own terms and recognition for his actions derives from other participants (Gee, 2014). Kyratzis' (2004) viewpoint regarding context definition is that children do not want to completely take over the activity, turning it into something non-educational. In contrast, what is demonstrated is the participants manipulating and negotiating the context in small ways that it can be classed as theirs but without being so different as to disrupt the teacher. These running jokes, nicknames and general messing can be attributed to their attempts at gaining autonomy over their socialisation or culture (Corsaro & Eder, 1990).

Context definition instances happen between the year 3s more often than the year 4s, where those instances are the result of Ben only. This may be because in time, as Wenger (1998) argues, children should be taking over their own learning. This may be the reason other year 4 participants are not seen defining the context as play. They are already invested enough in the learning and have control over their own socialisation, manipulating the context so it is more 'play-like' is no longer necessary for this community. This is not to say they never make jokes or play around but those jokes seem opportunistic rather than context driven. Furthermore, any amusing interactions or jokes are in response to Ben much like Maria in extract 6.

With all this in mind, it may be assumed that the lower years function the same as the year 3s when attempting to define their context as play. However, there are no visible indications of this. Although the reason for this may lie in the context of the lessons. Both arguably took place within contexts of play; the year 1s were trying to log onto a laptop to do math games, the year 2s were using number blocks to do sums. In either case there is an element of fun and play that is not present in the older participants activities. So, there may have been no need to gain autonomy over their own socialisation, as through the activities they already had the desired autonomy.

4.1.3   Peer support

One way in which participants get recognised by other members of the group is through helping one another with the activities. Therefore, displaying that they are doing the activity but also paying attention to the community needs. Of course, this can also be linked back to the expectations and rules of the classroom (Hardecker et al., 2016; Thornberg, 2008). In Extract 7, the year 1's actions are unsupportive and not conducive to a learning community or a cooperative environment.

Extract 7 (YR 1)

14.	Oscar:	so two
15.	Anna:	you need to start with (right)
16.	Oscar:	can you be quiet a minute

During the lesson it is suggested by an adult in the classroom that Anna helps one of the other participants with their maths. Oscar objects to her actions and does not recognise her activity work, despite fulfilling a teacher directive. Anna however does not listen to him but overall it is not the supportive attitude seen in the older year groups, suggesting that the year 1s will need to build cooperative or supportive skills within their community as this type of interaction is frequent.

In contrast the older years support each other in numerous ways:

Extract 8 (YR 2)

121.	Sofia:	shall I – shall I make a ten for you

Extract 9 (YR 4)

332.	Ben:	what are we doing next Maria (2.0) we need to do one thousand times two

A method found regularly among the year 2s, is to structure the activity for each other, used to move the activity along for their own sake or help their partners progress. The negotiation in the activities perpetuates a supportive community which is not only what the teacher wants but what should be desired by children. Peer support can create future opportunities for participants to look to one another for guidance based on past interactions, informing the communities context in the present. Additionally, these actions get recognition from others and then recognises others through offering guidance.

Extract 10 (YR 2)

74.	Sofia:	=She's got two extra ((referring to Chloe))=
75.	Cole:	=She's got the hang of it

Extract 11 (YR 3)

1013.	William:	((whisper screech)) yes hospital yes
1014.	Liam:	Will you are the best at that
1015.	Lucas:	that is just the best find ever

Another common supportive feature seems to be congratulating or recognising other participants academic success. Especially, if that success contributes to the group efforts, as displayed in extract 11. Through this type of support, it builds a sense of pride in the targeted

individuals and creates precedent for others to do the same in future interactions. Arguably this creates a sense of community where doing work leads to positive feedback, which recognises efforts in the activity. Interestingly, the year 2s are the most supportive of the communities by using both faciliatory support and noticing academic success regularly. By contrast, the year 3s only recognise the successes of others if it contributes to the community efforts on the task, while extract 9 appears to be the only example of support within the year 4 data. This could be a result of the efforts the year 2s make to build and negotiate their community by creating a cooperative and supportive ethos. However, the older participants may have already built this ethos or no longer have need of it during their work, and subsequently strive for recognition in other ways.

To summarise the findings from the Activities tool analysis, participants approach their activities as a community in a way fitting their established culture and institution, purposefully being recognised as taking part in that culture and community (Gee, 2014). What is demonstrated by the extracts is the participants' desire to control their own environment and share that control between each other (Corsaro & Eder, 1990). This is individually driven by participants through; acknowledging the expectation placed on them, defining the activity in a way that suits them and supporting each other in the activities. Notably, this implies that through this process children take over their own socialisation, using this context to negotiate how they interact within their peer cultures. Furthermore, the socialisation that they negotiate is one of the platforms with which these children maintain relationships on their own terms. Moreover, the supportive nature they demonstrate creates future opportunities for facilitating work by turning to one another for guidance or praise. In fact, this system of praise over academic success becomes an important factor in their culture and a regular feature of activity work recognition (Gee, 2014).

The building of these approaches arguably informs the future adults skills needed in wider society. Whether it is being cooperative, taking control of one's own situation or working with other people in an institution, building skills may be invaluable experience for children to gain and incorporate into their lives. These extracts are from a small selection of data from one classroom and cannot identify all the features utilised by participants. However, according to Gee (2014), activity work is often built or produced in similar ways to how it occurred before. This must be the case as otherwise participants would be unable to recognise what is being done. Thus, it can be suggested that these extracts demonstrate how participants build support through language. The point of employing this tool is that it gives insight into how these children create and control their contexts or cultures in which they spend much of their young life.

4.2   The approach to each other: Identities and Relationship tools

To begin the section there will be an explanation of why these two tools have been grouped together, even though Gee (2014) argues they should be separate. Considering the tools separately is still important as one is not the other, but in the transcripts when identity work occurs so too does relationship work. So, rather than having a separate section addressing the relationship tool it will be more effective to explain them together. The reason these two tools co-occur so often is that identity work sets up the parameters for a relationship to exist and consequently the participants produce some interesting, rich socialisation.

4.2.1   'Pupil'

An identity all the participants enact, for recognition purposes, is that of a pupil. Arguably, this is a basic identity for functioning in the school community. Moreover, being a pupil functions as membership of their community (Wenger, 1998) and even the peer culture they have co-constructed over time (Cekaite et al., 2017). This type of identity could be demonstrated any time the participants are interacting in relation to or about an activity, and utilised to focus themselves when doing a task, flawlessly or consistently moving between doing the work, interacting and then back to work again.

Extract 12 (YR 3)

18.	Zoe:	twenty-four thirty-two which is thirty-two
19.	Liam:	do you mean four (sixteen is two)
20.	Olivia:	seven two
21.	Lydia:	[thirty-two divided by four]
22.	William:	[four (Nah)]

This, at a basic level, may be the most socially recognisable action for the identity of a pupil – children doing work. Schools function as a means of socialisation but also for learning, which the year 3s are engaging in during extract 12. An identity like this creates a basis for others to relate to and causes others to recognise you as being a pupil based on their own enacted pupil identity (Gee, 2014). Simultaneously, the enacted identity asserts your CofP membership (Wenger, 1998). Each participant is engaging in the activity, using the demonstrated method to solve the equations but has a secondary function of displaying their pupil identity to classmates and importantly, teachers.

Another reason pupil identity is important is because it enables the co-operative interactions expected by teachers and other participants. This is achieved by providing opportunities to relate to an accepted community identity. Liam's action on line 19 demonstrates this link

between identity and relationship. Zoe, much like the others, verbally displays her thinking and identity pertaining to the task. Therefore, Liam uses his identity and the identity Zoe is enacting to sustain the relationship between them (Gee, 2014). The details regarding what the utterance meant, or the intentions are not important here. However, the act of sustaining a relationship based on mutual identities which allows participants to engage others cooperatively is important to understand.

Similarly, the other year groups have instances of displaying their pupil identities and using them to create interactions and achieve sustaining work:

Extract 13 (YR 2)

101.	Grace:	wait are you on eighteen=
102.	Cole:	Go on then
103.	Sofia:	I'm on the first one
104.	Noah:	seventy-six

Extract 14 (YR 4)

121.	Mike:	you have to do the little (circle)
122.	Leo:	one hundred times one equals one hundred
123.	Maria:	it should be the other way round as well
124.	Ben:	twenty-seven times two

The pupil identity and relationship work in the extracts above are much the same when participants want to be recognised by the others as being pupils. They use maths related talk (numbers, math functions) and activity related talk like question numbers ('eighteen') or instructions ('circle'). These function as key identifiers of membership to the community as it directly interacts with the nature of the activity and the expectations of the institution. Participants use their pupil identity to relate to others based upon the identity they view them enacting (Gee, 2014).

The reason these types of interactions are important to discuss is that they are normative interactional processes (Cekaite et al., 2017). Using these processes and negotiation between participants (Blum-Kulka et al., 2004), the children's peer culture is either created or in the case of the existing peer culture belonging to the older participants, perpetuated (Cekaite et al., 2017). Through this co-construction, participants are shaping the contexts within which they build and experience their identities (Wenger, 1998). The type of shaping occurring is difficult to identify clearly in the data as it takes place over the course of numerous lessons and is an ever-changing process. However, what extracts 12-14 can demonstrate is the

participants' direct experience of their world – their 'engagement' (Wenger, 1998). These interactions also display small work-related interactions with other participants, reflecting part of who they are during these instances. Thus, through discourse and the work routines participants go through to approach activities they become regular aspects of their interactions. Furthermore, these actions demonstrate the peer culture they have created.

4.2.2 'Smart'

Another identity prominent in the transcripts is when the older participants enact an identity of being 'smart' or displaying 'smartness'. The most common method of presenting a smart identity is by making known their status, whether that is through completion of a task or quantity of work produced. They arguably use this method to build their identity based upon institutional achievements or on what the community accepts as constituting 'smartness' (Wenger, 1998). The participants achieve this in differing ways:

Extract 15 (YR 3)

197.   Liam: I've almost finished my page

Extract 16 (YR 3)

354.   William: I just need one more

These extracts show two of the year 3 participants displaying their smart identities by letting the other participants infer their status in the activity. The tactic present is to suggest how close they are to completion or that they have achieved a large amount of work. Liam displays this tactic in extract 15. In terms of projecting an identity recognised by others, this is much subtler than some of the other 'non-smart' identity work the year 3s engage in. This offers a clue as to how the community socially navigates and negotiates identities. For relationship work, enacting an identity in this way does not create much interaction or at least stating you are *nearly* finished does not garner enough attention to change a relationship. Furthermore, the method employed above is an especially marked choice when compared with how the other years create opportunities for relational work.

Extract 17 (YR 2)

181.   Cole: [I'm on my last one]
182.   Noah: [equals zer::o]
183.   Lauren: what
184.   Noah: equals zero
185.   Lauren: oh - my god <u>HE</u> is [on his last one]

Extract 18 (YR 2)

270.   Lauren: [how many have you done]

271.   Cole: I've done all of them

272.   Lauren: I've done all of them

Extract 19 (YR 4)

280.   Ben: [and I'm finished]

Comparatively, the other years are much more direct with this kind of identity work. They will often state, enthusiastically, that they have completed the activity. Extract 18 even has Lauren creating an opportunity to state *her* status by asking the status of another. The goals the participants might be trying to achieve here are arguably the same as the year 3s goals – a 'smart' identity built on institutional achievement and community defined 'smartness'. However, extracts 17-18 achieve something different. They create opportunities for relationship work solidifying the smart identities they are enacting. There is little difference between extract 16-17, both claim they are close to finishing the activity or section but extract 17 should be understood as *being* recognised due to Lauren's response on line 185 of 'oh - my god HE is [on his last one]'. A focus on Lauren's utterance reveals both identity and relationship work being enacted.

First, Lauren recognises Cole's identity work, establishing or maintaining his 'smart' identity for the rest of the participants to see. This is accomplished through an emphasised use of 'HE', explicitly referring to Cole, and marks her surprise at the amount of work accomplished. Moreover, her action shows how impressive Cole's progress is compared to hers. Gee (2014) discusses that identities of others are often constructed in relation to your own. Thus, by recognising another identity, Lauren is successfully enacting her own, whatever that may be. Secondly, the language Lauren uses suggests an attempt to sustain the relationship in that moment (Gee, 2014). Additionally, extract 18 demonstrates this same identity work and sustaining of their relationship by doing something similar. However, this time Lauren's response on line 272 displays an equal identity of smartness with Cole rather than the surprise seen in extract 17.

Thirdly, the extracts suggest that perceived 'smartness' perpetuates the idea in the community that completing work or having done a large amount of work is 'smart' and an identity participants should aspire to enact. Additionally, speed seems to be a factor in constructing these identities, like in extract 19 with Ben stating, 'I'm finished'. Here the identity is built around finishing, much like any other example there is no consideration of the success or quality of the activity. This suggests that the identity is further informed by the speed in which

a participant completes their activity. It brings them extra worth or praise on top of the already enacted smart identity. This is especially evident in extract 17 where Lauren exclaims that '<u>HE</u> is [on his last one]', recognising and bolstering his claim for a smart identity whilst marking her surprise at the speed. In fact, any instances where participants seem like they are updating each other on their progress, extracts 15-17, point specifically to the notion that speed is important for smart identities. Therefore, speed is considered to be of value in the communities. However, speed may lead to incorrect answers and negatively impact their learning. It is possible that the older years can manage this better than the younger years as they accomplish off-topic socialisation whilst doing the task, but it could inhibit the less experienced.

Another reason smart identities are a common occurrence could be due to teacher expectations. If this is considered, then it is possible teachers position their students to enact a smart identity (Gee, 2014). The intention may be to imbed this in their culture so in the future they want to enact it and do the work as part of normal community functions. Interestingly, this could be a part of how children take over their own learning, by enacting the identity themselves (Wenger, 1998), which is demonstrated by the older participants. This becomes an aspect of their shared community and participants regularly have interactions around completion of an activity, arguably making it a normative interactional process (Cekaite et al., 2017). Moreover, the extracts above suggest an attempt at displaying competent community membership. Mehan (1979) argues that integrating interactional skills with academic knowledge are what displays competent membership to a community, which is what is occurring in the extracts above.

4.2.3 'Competitive'

Equally important is the competitive identities participants display alongside their smart identities. The reason these two identities often co-occur could be to do with the tools of this section and how they inform one another. In his explanation for both identities and relationships, Gee (2014) argues that we react to other participants based upon what they are displaying. So, if a participant displays a smart identity then other participants may feel they should do the same. This is prevalent in the data. However, this leads to participants appearing competitive, realised as attempts to surpass one another.

Extract 20 (YR 3)

308.   William: six <u>seven</u> seventeen for (exports)

309.   Zoe: I've got – I've got (eighteen)

Extract 21 (YR 3)

333.   Zoe: I wonder how many I got right and how many I got wrong

334.   William: I think I might have got them all right (1.0) mark them

This type of competitiveness is predominantly found among the year 3 participants. Both extracts are typical ways in which participants would approach enacting smart identities whilst displaying a competitive element. The opening lines of each are smart identity displays. The participants are reporting academic success or quantity but the way in which other participants relate creates this competitive element. Zoe uses an enthusiastic 'I've got – I've got' on line 309 to grab the attention of the others and tell them that she has *one* more than William. The fact that it is one more suggests a competitive aspect, enacting this in such a way that she wants or is seen as being competitive as well as smart. This informs her identity and makes her appear smarter or more skilled than William. Similarly, William in extract 21 relates to Zoe's smart identity around academic achievement to discuss his own but suggests that his identity may be 'smarter' because William explains he got none wrong unlike Zoe.

In contrast, participants in the other year groups seem to demonstrate a competitive identity by hinting at their academic success without divulging details:

Extract 22 (YR 2)

172.   Grace: we've already figured it out

173.   Chloe: go on then [whats]

Extract 23 (YR 1)

28.   Anna: I actually do know

29.   Max?:   what=

30.   Anna: =(the juice)

Pronoun uses facilitate enactment of a competitive identity as they mark the 'thing' that is known as having been done by 'me' or 'us'. However, what else is important is not only the individual's context but seemingly how the other participants achieve relationship work through a competitive identity. In both extracts the initial speaker is challenged to produce knowledge, encouraging enactment of a competitive identity on the speaker's part, even if that is not their intent. Notably this is what identity and relationship work is all about – identities only create the parameters for a relationship to exist (Gee, 2014).

Enacting an identity is one thing but having people relate based upon it depends on their personal actions or choices. Participants may not intend to create a competitive nature, but

the relationship work achieved can influence how participants interact with one another. Arguably this competitive identity work seems to keep participants focused on their work cultivating academic success. This focus may be to surpass one another or enact their smart identities, which from a teacher perspective may be beneficial as the children are progressing with the work. If we look back at the extracts from smart identities, this is also enacted through quickness of completion. This may be facilitated by teachers as they work to time frames and not necessarily activity success. This may lead to incorrect or incomplete answers, which is a negative outcome. The competitive identity and the ensuing relationship work are prevalent within the data by being made use of to inform their overall smart identities or to surpass others. However, these usages could result in instances that are not conducive to their learning as it promotes achievement of any answers, whether correct or not.

4.2.4   Smart tokens

An interesting device that participants use regularly is referred to as a Smart token and is also discussed in section 4.3.4. These smart tokens consist of participants using the word 'easy' to define their assessment of the activity and to indicate to other participants that assessment. The reasoning behind defining these as 'Smart tokens' is simply that the use of the word marks their understanding and their perceived achievability of the activity whilst also displaying it to others. A significant portion of smart token uses appear like the instances below, separate from any form of interaction as a one-off remark.

Extract 24 (YR 3)

87.   Olivia: easy – ok

Extract 25 (YR2)

205.   Cole: [where is] ((Unintelligible)) seven add four that's easy

Extract 26 (YR 4)

115.   Leo: Twenty-five times six is – easy

Extract 27 (YR 1)

251.   Mason: [easy]

Extract 27 is the only use of 'easy' found in the year 1 transcripts but the older years use this device regularly. Each instance is used to mark an assessment made by the participant showing their direct experience with the activity, their engagement (Wenger, 1998), as well as enacting a smart identity by defining the work as achievable for them. Together with the smart identity

work, these devices promote competition. For instance, extract 25-26's instances appear after they have read one of the sums from a task aloud, they then make that assessment of 'easy' for the rest of the participants to overhear (Schaefer, 1992). This indicates to the other participants their academic prowess, enacting their smart identity, but also relates back to the notion of 'surpassing each other', creating a competitive orientation.

Extract 28 shows William using the device in two different ways:

Extract 28 (YR 3)

266.	William:	[this is easy isn't it]
267.	Zoe:	like where you go to court and then the judge
268.	Liam:	no no you reach one of them broke his car
269.	William:	this is so easy

The first instance on line 266 marks his assessment of the activity and enacts a smart identity but the use of the tag question 'isn't it' shows an intended inclusivity to his utterance. However, his use on line 269 is different. Arguably this example displays what most smart token uses intend, to boast or brag. Important to note is this does not appear to be a malicious or arrogant boast but used to inform the enacted smart identity, creating a competitive identity in the process. Moreover, it could be viewed as challenging the other participants to agree or even disagree depending on their ideas of easiness. We relate based upon the identity we view others as having (Gee, 2014). If this is the case, then when a participant interacts using the device, the appropriate response may be to use a similar identity creating a competitive nature. This gets both the speakers identities recognised. In a way this achieves something Gee (2014) calls 'positioning' within identity work – using language to offer an identity which a member may decide to take up. However, positioning in interactions can go differently than expected.

Extract 29 (YR 3)

241.	Zoe:	this is easy maths
242.	William:	know it is
243.	Lucas?:	like [this]
244.	Zoe:	[except] it's a bit tricky on reasoning
245.	William:	no its not its always easy we always get easy maths
246.	Liam:	reasoning is always easy
247.	Zoe:	well it's not (found) easy

The first instance of positioning from Zoe on line 241 is much the same attempt at identity work as discussed in extract 28 – a smart identity is enacted by using a smart token to make an assessment about the activity. This smart token positions or invites others to make the same assessment therefore recognising her identity and offering a chance to sustain relationships with her. Zoe in this case happens to be successful in positioning and creates an interaction where William, who is usually her partner during activities, takes up this identity based on her enacted identity. Thus, this recognises her smart identity whilst he enacts his own. Furthermore, by agreeing with her ('know it is' - line 242) he too is accepting a competitive nature in which they are now 'level'. On line 242 they are both perceived as equal in terms of academic success. However, this action causes Zoe to position again on line 244 about finding the 'reasoning' in the activity 'tricky' which conflicts with William's assessment.

This is arguably where William becomes competitive and begins to boast, at the expense of Zoe's smart identity, that he does find it simple. In effect, boosting his academic achievement for the community to see. The relational work is important to consider here as it could hardly be argued as sustaining that relationship, so it must produce a relationship change. Worth remembering though is that social change like this rarely matters as it is so fleeting and fragile (Corsaro & Eder, 1990), there would be no repercussions to an interaction like this. Zoe appears unconcerned by the comment and Liam decides to enact his identity in the same way as William, by using the interaction as a chance to express his academic achievements on line 246 in comparison to Zoe's. Although, her language may still have enacted her smart identity in a less boastful and competitive way. Such language as 'bit tricky' or 'found' suggests that even though it is not *easy* she has still completed it, gaining greater levels of academic success through her presentations to the community.

Through conflicts and competition, much social work is accomplished. The identity work conflict enables are maintaining, testing and cultivating friendships. It can also achieve negotiation around social ordering (Corsaro & Eder, 1990). At this age social ordering is most likely done subconsciously but the way in which William and Liam interact with Zoe reworks the current social standing in their favour, no matter how small the fleeting change.

Considering this, how we treat other identities is a part of competitive identity work. William and Liam deliberately use Zoe's assessment of 'reasoning' to their advantage to negotiate the social order as well as inform their identities they want recognised (Gee, 2014; Corsaro & Eder, 1990). However, impacting another's identity can be done without meaning to:

Extract 30 (YR 2)

85.   Cole: [this is easy]

86.	Grace:	ten eleven twelve [((Unintelligible))]
87.	Noah:	[Of course it's easy for <u>you</u>]

Cole's actions are the same as any of the other participants when it comes to smart tokens, assessing the activity to invite others to make a similar assessment. This is not achieved, at least not as a normal function of relationship work. His utterance causes relationship work on line 87 from Noah regarding the smart identity Cole is enacting. There is clearly some hostility toward Cole's academic skills from Noah, whether about flaunting them or the skills as compared to his own. Furthermore, the emphasis on '<u>you</u>' reinforces that hostility. Inadvertently they both impact the others' identity. Cole's use of the device impacts Noah's direct experience with the world –engagement (Wenger, 1998) – as well as how he locates himself within that world – Imagination (Wenger, 1998). However, it may mostly have impacted his self-esteem around the activity causing a disconnect from the learning community. However, Noah's comment, even though it is negative, recognises the smart identity Cole enacts. There is no further interaction or reaction to Noah's comments by the other participant due to the overlap made with Grace, leaving it unheard despite the unfriendly tone. It would follow that the relationship work here might have a negative impact on their friendship, suggesting a change rather than the usual sustaining participants engage in.

Lastly, it would be worth mentioning that extract 27 is the only demonstration of the year 1s using the device – it is not a common feature of Year 1 interactions. The older participants have incorporated this device into their normative interactional processes to enact a smart identity (Cekaite et al., 2017). Arguably, the year 1s have yet to take it into their community or connect it to informing a smart identity.

4.2.5   Identity positioning: the case of Ben

Identity positioning is a part of identity work requiring some exploration especially when we explore if the identities we enact are our own or the product of repeated positioning. This argument will be explored through analysis of an identity Ben from year 4 enacts, the 'class clown'.

Extract 31 (YR 4)

105.	R:	well everyone here make sure you don't touch it
106.	Ben:	((mocking tone)) wh::y:

Extract 32 (YR 4)

| 146. | Ben: | BONJOUR (mes amie)= |

Extract 33 (YR 4)

18.   Ben: I might go get it back again

Extract 34 (YR 4)

82.   Ben: [I've found a] I've found and on and off button on the side

For context, extract 33 shows Ben suggesting he may go fetch his pencil case from the teacher's desk after it has been taken from him, and in extract 34 he is referring to the recorder being used for the project.

These extracts demonstrate multiple instances where Ben may be enacting a humorous identity for the purposes of causing the other participants to laugh or join in his antics. He puts effort into this identity, often using this to interact when not assuming the identity of 'pupil' to approach academic activities. This is not to say that others across the years are not humorous or witty. However, the 'class clown' identity appears more noticeable than any of the others and this may be down to the way in which the rest of the year 4 participants position him to take up that identity.

Extract 35 (YR 4)

22.   Violet?:   If you gonna touch it (Ben)

Extract 36 (YR 4)

16.   Ben: can you put it on this side=

17.   R: =no

18.   Ben: why not:

19.   Violet: [cos you'll be silly in it]

20.   Ben: [((Unintelligible))] [can I try]

21.   Sarah: [You'll be] silly I know it

Extract 37 (YR 4)

46.   Clare: Ben I dare you to pause

47.   Emma: no - don't

48.   Sarah: Ben I dare you::

These extracts all happen around the beginning of the lessons. They demonstrate how even though Ben has yet to enact an identity they pre-emptively have expectations about his behaviour. What is worth considering here is whether Ben *chooses* this 'funny' identity or is repeatedly positioned through the community's expectations. For instance, extract 35-36 are

suggesting that the participants know he will do something so therefore he may align himself to play the anticipated part (Wenger, 1998). What should be remembered is that for humans in communities or cultures, proving membership is an ongoing process (Corsaro & Eder, 1990; Wenger, 1998). So, if Ben feels this is how he fits into the community, and how others see him fitting in, he may be more inclined to take up this type of identity. Especially when they motivate him in ways like extract 37, creating a situation for him to be 'silly' (Wenger, 1998) and perpetuating that self-identity.

Therefore, these actions are a normative interactional process that participants have co-constructed throughout their school lives to be a part of their individual peer culture (Cekaite et al., 2017). It is difficult to identify whether Ben enjoys enacting the identity due to the occasional positive responses or if he is positioned to take it up. Context is key but entirely impossible to view it as it was in the exact moment (Gee, 2011).

Ben's humorous identity and the clear positioning made by the other year 4s is easily identifiable here. However, this does not suggest positioning takes place in this way all the time or attempts to create a consistent identity like Ben's 'class clown'. It may be happening in subtler ways across all the years that are harder to interpret or did not take place during the data collection. It is possible the identities may only make sense to the participants individual context of experiencing the world (Wenger, 1998).

4.2.6 'Partner' identities

The data displays how working together is valued by the participants and autonomy over being a partner, whether chosen or put together, is protected. This comes back to Kyratzis' (2004) peer culture discussions on children's persistent attempts at controlling what they can within their world. This may be why these extracts demonstrate participants being defensive or assertive over their partner identities:

Extract 38 (YR 2)

134.	Lauren:	you are not working [with Noah or me]
135.	Grace:	[Three four five]
136.	Noah:	yeah can't work [with you] already got a partner you know

Extract 39 (YR 4)

232.	T:	=maybe let Maria choose [the number]
233.	Emma:	[one hundred] times two
234.	Ben:	[and she she chose the second one]
235.	Maria:	[I I chosen that one]

236.	T:	ok

The identity work and control achieved in extract 39 demonstrates a level of loyalty to each other. The teacher attempts to interfere with Ben and Maria's autonomy by suggesting that Ben is doing the choosing for them. This may have been the case in previous activities, due to Ben's personality, therefore she decides to create a cooperative nature which is presumed as not already happening. The pair see this as infringing on their established turn taking and rush to explain by overlapping with one another, thus keeping their autonomy (Corsaro & Eder, 1990; Kyratzis, 2004). One pair of participants in year 2 appear to be close friends who enjoy working together, accomplishing co-operative negotiation around their task in a manner that may be ideal for teachers.

Extract 40 (YR 2)

15.	Sofia:	so
16.	Grace:	now it's my turn so [you gonna swap over now]
17.	Noah:	[There's no bit of (po-)]
18.	Sofia:	yeah
19.	Grace:	So rub these out so you can [dra::w]
20.	Sofia:	[Yes]=
21.	Grace:	=and then I've got my own pen

The extract above identifies how these participants negotiate their activities together. They facilitate each other's learning with committed turn taking and their friendship which becomes a driving force for their own engagement (Wenger, 1998). There are no participants in the data that have such a willingness to operate like this, fully accommodating their identities and continually sustaining their relationship, aligning the parts they play. This was an example of when cooperation is done well and suggests how they have built their normative interactional processes (Cekaite et al., 2017). Although, relationships such as this can cause problems when one participant does not follow these processes and moves ahead of their partner.

Extract 41 (YR 2)

149.	Sofia:	[Grace] [we're meant] to be doing this together

Extract 42 (YR 2)

157.	Sofia:	grace [you've already done (it:)]
158.	Noah:	[Lauren you should have this (pack)] he - Is really really smart
159.	Grace:	sorry

Extract 43 (YR 2)

172.   Grace: we've already figured it out
173.   Chloe: go on then [whats]
174.   Sofia: [no we] haven't

Extract 44 (YR 2)

55.   Grace: =we're ahead of you if you know we're on forty-six (1.0) (ow)
56.   Sofia: erm: no we're not I'm on my second one
57.   ?:   ·hhh
58.   Sofia: you're just rushing

Through one lesson Grace gets ahead of her partner in the activity, causing Sofia to make several comments expressing her annoyance. This is especially interesting from the perspective of children having and negotiating friendships as it is widely unexplored (Corsaro & Eder, 1990), certainly not from a moment-by-moment peer talk interaction perspective.

It is clear from the extracts that Sofia deems it important she is paired and working with Grace. She enacts this partner identity with words like 'we're' and 'together', with the goal of getting Grace to recognise this identity. Here it should be suggested that Sofia's actions at the beginning are to sustain the relationship (Gee, 2014) by bringing Grace back to the partnership identity she feels Grace left behind. Grace does acknowledge some fault in extract 42 by apologising but continues to do the activity without Sofia.

Throughout the extracts it seems that Grace does not see a problem with the identity she is enacting. She feels there is a partner identity happening between them and continues forward as such by always using first person plural pronouns, 'we've', to inform the group of *their* progress. She never leaves this partner identity even though she is aware Sofia is behind in the activity. Through this she seems to be enacting a smart identity and attaching Sofia to it. What is important to Grace though is that she feels she is sustaining the relationship as normal (Gee, 2014). This is arguably where the problem lies for Sofia – she wants to push back against the identity she feels is being falsely attributed to her. This is achieved with various comments made when Sofia uses 'we've' to distance herself from that identity. For instance, line 174 of extract 43 '[no we] haven't' achieves this distancing by remarking how only Grace has 'figured it out' but also displays her frustration verbally to the community. This marks a change in the relationship (Gee, 2014), causing Sofia to relate differently than she normally would while working with Grace.

Several points seem important to understand from this interaction. First, an issue with identity work can create a brief shift in friendship paradigms. The participants went from being a fully cooperative pair of children in extract 40, to one of them trying hard to distance themselves from all comments made by the other. This suggests how much participants care about the partner identities they enact, especially when working with friends. Secondly, this displays how children may verbally reject identities. In fact, they are willing to reject it, if it affects their engagement or experience with the world. Lastly, this may exemplify the forming of adult skills for dealing with difficult people and negotiating the context to suit everybody (Wenger, 1998), although Sofia's current negotiation skills are far from perfect.

Similarly, there is sometimes a difference of identities between certain year 3s when one participant feels there is a cooperative nature to the activity, but another views the activity as individualistic. The extract below demonstrates how identities are attached differently to work.

Extract 45 (YR 3)

26. Zoe: so four times – eight equals thirty-two (2.0) and thirty-two divided - eight oops

27. William: or eight

28. Liam?:   [equals four]

29. Zoe: [four time eight equals] thirty-two eight times (three) equals thirty-two thirty-two   divided by=

30. Liam: =four=

31. Zoe: =eight equals four and thirty-two [divided by four equals]

32. Liam: [Zoe stop that I'm- telling you four] (2.0)
                           four eight twelve sixteen [twenty- twenty-four]

What is most obvious is the difference of approaches in the activity, Liam clearly wants to provide an answer and Zoe ignores him. The interactions throughout the transcripts suggest that Liam's desire to offer an answer fits in with the normative interactional processes that these participants use (Cekaite et al., 2017), though his approach is direct and more so when he is ignored. His reasons around this could be to display a smart identity, have Zoe recognise that identity, and perpetuate or sustain the cooperative relationship the community works within (Gee, 2014). Zoe refuses multiple times to recognise this, leaving Liam to repeat his identity invitation of 'four' and even telling her off for ignoring him on line 32, 'Zoe stop that'. Zoe, in all utterances of the extract, is repeating the sum aloud. Arguably it would appear that this is a technique to approach the task and the repetition suggests her determination to do it herself, enacting a smart identity through it (Gee, 2014). This is contrary to Liam's actions,

which makes Liam change the relationship through positioning her as in the wrong on line 32. Both are enacting a smart identity, regarding academic success, but Zoe's gets in the way of Liam's. Liam's attempt at a smart identity with unsolicited help is opportunistic whereas Zoe is sticking to an approach she often explores.

Extract 46 (YR 3)

874.   Zoe: I'm on nine I'm figuring out the word – I'm not sure what it is=

This is the approach Zoe takes to activities, frequent uses of personal pronouns, suggesting an individualistic mentality to completing her own work. Moreover, her offers of answers are less frequent than others but appear much like Liam's attempt.

Identity conflict is complex due to context but what is important to take away from this example is how identities can be tied differently to activities, informing their approach and direct experience with learning. Although it can cause conflicts, it can give children the opportunity to deal with others, in a working environment, who may not share all their views or understandings of the community. Of course, this provides experience of dealing with differing identities to build future adult skills. Similarly, these communities allow participants to see and understand a variety of identities which may challenge their own or even be performed in a different way. This provides further insight into how these participants function within their learning community.

4.2.7   Enacting an identity of authority

Identities built around authority may be assumed to display power over others. However, the data demonstrates this is not the case. Power adds less of a controlling element to identities but rather an element of strong positioning for yourself or others. Authority in schools comes from the teacher's participants interact with on a regular basis. Therefore, most authoritative identities resemble or embody the language of teachers. This language is employed by the year 4 girls:

Extract 47 (YR 4)

35.   Emma: no don't
36.   Violet: don't (do it)

Extract 48 (YR 4)

40.   Violet: Ben stop [it]
41.   Ben: [but] he [took my pencil] case away

Extract 49 (YR 4)

109.	Sarah:	some people come sit in the middle
110.	Ben:	no (we don't wanna sit)
111.	Emma:	ok that's gonna be me and Violet probably=
112.	Violet:	=Ben: Ben and Jonah
113.	Emma:	everyone come on

Occasionally, the male participants in year 4 mess around, be silly or engage Ben's humorous identity work. This causes the girls to adopt an oppositional identity for most of the lesson to offset the messing around or to distance themselves, as seen above. These approaches usually involve short directives before or after another participant is disruptive, modelled in the ways their teacher may handle those situations. These instances are aimed at Ben, even though as discussed in 4.2.5 the girls often motivate him to act this way. Extracts 47-48 use these short directives to position Ben into taking up a different identity, one that fits in with their activity needs for the community. Additionally, the direct address in 48-49 influence this positioning as it directly reprimands the participants in front of the whole community. Although, any positioning, however strong the similarity to the teacher, does not have to be taken up by Ben or any other (Gee, 2014) and is often ignored.

Moreover, this identity is an attempt at changing the community's social order as well as directing it to fit their needs. For instance, extract 49 is part of a large interaction trying to get the boys to move closer to discuss an activity using repeated directives like 'come sit in the middle' and direct address to draw their attention. Eventually, the boys decide to join in which not only achieves the girls' goal but reorganises the social order in their favour, recognising their identity of authority (Gee, 2014). The boys accept their new position within the social standing they are being manoeuvred into:

Extract 50 (YR 4)

214.	Sarah:	while you three are=
215.	Jonah:	=no not me I'm listening
216.	Mark:	[It doesn't look]
217.	Sarah:	[ok you two then]
218.	Mark:	Doesn't look down there
219.	Ben:	I'm Listening its Mark

The boys are quick to make the girls understand they *are* taking part and Ben even pushes blame onto another participant accomplishing sustaining relationship work against the

accusations of not paying attention (Gee, 2014). The fact they feel the need to defend themselves, demonstrates this power and social imbalance built during this activity. This social positioning helps the girls align the boy's actions by moving their attention to the discussion (Wenger, 1998). An identity of authority is often used by the year 4 girls to position identities, directing focus to the activity and negotiate the current social order.

In contrast, the year 2s use this identity to get other participants to do an activity, aligning their perspectives and positioning the others to play their parts (Wenger, 1998). The reason for this identity comes from an instruction made by an adult:

Extract 51 (YR 2)

8.	T:	Brilliant- and Cole I want you to be showing Chloe the steps because this is
	what's	important to help each other ok off you go
9.	Cole:	you have to now put ((unintelligible))
10.	Sofia:	so it's fifty-three
11.	Cole:	Bottom of the
12.	Chloe:	[fifty thre:e]
13.	Grace:	[fifty-three] - good work
14.	Cole:	do you want to write four

The teacher positions Cole as the authority in this pair using an instruction. He takes this identity up by directing her to the activity on line 9. Even though Chloe is probably agreeable to the teacher directive, Cole uses second person plural pronouns to draw her attention to the activity and aligns Chloe's perspective to his (Wenger, 1998). The extract demonstrates how he uses this identity to lead her through the task. This is best exemplified on line 14, where he suggests how to continue the task but phrases it as a question. This use of the identity positions her to act but even though he arguably has the authority, it becomes her choice. Arguably, line 12 recognises his identity work when she engages after his direction (Gee, 2014).

Extract 52 (YR 2)

| 81. | Cole: | So now can you write |

Throughout the maths lesson Cole continues to guide Chloe using the identity of authority. Between them they negotiate the context for their identities to be experienced, informed and that context impacts their learning. Cole is not the only member of the community to use an identity of authority to align a participant during pair work. In fact, it may be a direct result of Cole's effort in front of Lauren that she decides to employ the same tactic with Noah.

Extract 53 (YR 2)

25.	Lauren:	Noah can you write
26.	Grace:	[forty-two]
27.	Lauren:	[seven in here]
28.	Cole:	forty-two
29.	Noah:	((noise of possible agreement))

Lauren uses pronouns ('Noah'), direct address ('you') and suggestion ('can') to position Noah to take up an identity where he engages with the activity. The extract above is also one of the only demonstrations of Noah verbally recognising Lauren's identity work (Gee, 2014), where on line 29 he agrees to do a part of the task. The difference between the two pairs is that Cole has been directed by the teacher, leaving him little room to disagree, whereas Lauren has not. This suggests that the action to enact an identity of authority was her choice and may have been influenced by the other pair's success. The reason for Lauren needing this identity could be because Noah is a participant that gets distracted easily, often yelling or making odd remarks like below:

Extract 54 (YR 2)

290.	Noah:	TOFFEE

This is not conducive to the pair work they have been assigned. So, by using the structure that Cole implements and the language of the teacher it may attempt to position Noah to engage in the task.

Extract 55 (YR 2)

155.	Lauren:	[so now Noah]
156.	Grace:	Whats sixty-one
157.	Lauren:	It's forty-two – yeah so can you write

Lauren's positioning continues throughout the interactions and is possibly the only reason Noah does the work, which Lauren may understand from previous interactions. Therefore, approaching Noah with this identity gives him the structure needed to engage him in the work. Lauren facilitates his learning through aligning his perspective with the activity (Wenger, 1998). The year 2s use an identity of authority to position the other participants to engage with the activity and to guide them through it as part of their everyday community interactions.

The year 3s enact an identity of authority like the 2s but often it guides participants through an ongoing task rather than positioning them to engage the activity.

Extract 56 (YR 3)

459.   Lydia: First [of all you need to write the letters cos it said that on]

Extract 57 (YR 3)

305.   Lydia: you've got to do ten in each one [(though)]

306.   William: [one two three] four five

307.   Zoe: Yeah

Extract 58 (YR 3)

219.   Lydia: it says (1.0) easy really easy it is the same the answers true

220.   Zoe: I know but you've got to write got to explain why

221.   Lydia: I know why it's just your numbers swapped just the same number turned

                     around so obviously it is

222.   Zoe: that's right

Zoe and Lydia are participants who make use of an identity of authority to direct others through classroom activity. Zoe and Lydia's directing seems focussed on demonstrating that they should be in charge, purposefully adjusting the social order in the classroom. By contrast, the year 2 students use this identity to guide each other through tasks. The year 3 have displayed their willingness to change the social structure through numerous examples in this analysis. Arguably, this is the year group where figuring oneself out in the community is the most important. The years either side are seemingly less concerned by their social standing. However, this could be due to the individual personalities of the participants. These extracts display Zoe and Lydia's attempts at utilising identities of authority to increase their social standing within the group.

All the instances of identity work in extracts 56-58 were freely offered direction – none of the other members asked for help during the activity. These actions demonstrate their level of knowledge and suggests the others lack that activity awareness, at least in Lydia's estimation. This works in conjunction with the fact that Lydia uses the second person pronoun in an arguably plural way. She could have used 'we' to include everyone but her choices of 'you' set her aside from the rest of the group, presenting herself as the authority on the task. Lydia may present herself in this way to change the social order by being recognised as *the* authority in the activity. These uses are markedly different from the way Zoe uses 'you've' in extract 58 line 220 because she is directly referring to Lydia rather than addressing the community. Lydia is the only participant using an identity of authority to distance herself and negotiate her social

standing. The year 2s did affect the social standing but the identity was used to get another participant to do the activity along *with* them, whereas Lydia directs other participants.

Zoe's identity and relationship work within the extracts above are attempts at social standing negotiation but through interacting with Lydia's attempts. In extract 57 Zoe agrees with Lydia on line 307, recognising Lydia's enacted identity and essentially attaching herself to that identity or level of knowledge. Additionally, it could be argued that Zoe is indirectly recognising herself as the agreement adds authority to Lydia's utterance by confirming it, while suggesting she knew that all along.

Similarly, extract 58 shows Zoe using relational work to praise Lydia and attach herself to the presented knowledge. The first half of the extract is an enactment of authority where Zoe displays knowledge and further details what she feels Lydia has yet to do. However, once Lydia relates to enact a smart identity by using 'I know' on line 221 and detailing what Zoe thought she missed, it keeps the participants on the same level as each other. This negates Zoe's attempts at socially negotiating her standing until she affirms and recognises Lydia's smart identity with 'that's right' on line 222. This praise and recognition is a second attempt at negotiating her social standing by, once again, attaching her identity to Lydia's. Furthermore, the praise is reminiscent of teacher language occurring during child-adult interaction and adds the authority to the identity being enacted, which extract 59 demonstrates:

Extract 59 (YR 3)

909.	T:	Library that's right

At the start of this exploration it was discussed how adults in schools are the root of authority for children and therefore the identity being explored in this section. Thus, to use language to enact this identity involves being familiar with the teacher's usage and may explain why this identity is not found within the year one data. They may not have been acculturated into the school context enough to understand how to use it in their own communities and they involve the teacher frequently in activities:

Extract 60 (YR 1)

104.	Oscar:	miss well we did it same one with because we didn't see hide
105.	Anna:	we're just doing the thing
106.	Oscar:	hide didn't come up
107.	T:	right well have another [go]
108.	Anna:	[I'm] gonna tell miss (Well)
109.	T:	so when you click what do you want the bubble to do

110.   Anna: [Miss well]

This means an adult is often at their table or around other tables dealing with their classmates. This could be how the older years built up their familiarity with the language usage, enough to begin incorporating it into their own communities. Once again, this usage is a skill the year 1s will gain over time from interacting with adults.

To summarise, identity and relational work are complex systems participants navigate in everyday interactions within their community as well as the wider society they belong to. A simple reason identity is enacted can be down to the group membership a participant wishes to display. Often this is achieved using the pupil or smart identities, demonstrating to the other participants they are a competent member of the CofP (Wenger, 1998) or attaching themselves to enacted identities. Another noticeable feature is the frequent implementations of identity and relationship work suggesting they are necessary functions of the community and even enjoyable for participants. These functions of identity appear to be the smart, competitive and partner identities as they have meaningful implications within the community. In fact, the partner identity appears to have the most attachment surrounding it due to the relationship elements it represents between participants.

The moment-by-moment interaction demonstrates adult skills being experienced or built as participants interact. These include some of the important skills like negotiating with liked or disliked individuals and even participants who are enacting different identities than you. Even social standing changes have been exemplified through attempts at authority, smart identities and how participants position others or themselves. Particularly important is the friendship aspect to several of the extracts as that is an aspect understudied in natural contexts (Corsaro & Eder, 1990). Worth mentioning though is that the identities and the methods for recognition participants undertake are distinctive to the individual. They may not be enacted by other children in a similar way, but the outcomes are often the same.

The point of employing these tools for the thesis was to identify how identities inform the participants' approach to the context that has been built with the activities tool, revealing the interactions attached to them. Moreover, relationships are the driving force behind group activities, interactions and the community functions.

4.3   The approach to social goods and being social actors in a community: The politics tool

The politics tool does something markedly different from the other two building tools. The activities tool demonstrates how participants create and control their community aspects.

Equally the identities and relationships section display how children inform their communities to fit their needs through enacting identities. The politics tool however, demonstrates how these two tools interact with each *other*, further informing their community and the wider social-cultural context they belong to. The tool also allows the concept of power to be demonstrated, as power relations shape social life and it appears to have a function within community negotiations (Fairclough, 2015). According to Fairclough (2015) power is not a negative aspect of interactions. In fact, "the power of people to do things is generally a social good" (Fairclough, 2015: 26). Furthermore, no one person or social group can hold power definitively, power must only be won or exercised through "social struggles in which it may also be lost" (Fairclough, 2015: 73). There is a distinction between 'power behind' discourse (ideology) and 'power in' discourse where individuals use language to express power through manipulation or rationalization. The latter is often found being exercised by participants.

4.3.1   Challenging other members

Participants often challenge each other during their interactions. Previously challenging has been discussed in the context of activity engagement, smart tokens and enacting an identity of authority. However, the politics tool is connected to how social goods (SG) are distributed or withheld by the participants whilst challenging. The year 2s demonstrate this below:

Extract 61 (YR 2)

459.	Cole:	oh that's easy (3.0) add
460.	Lauren:	Chloe do a really really hard one for Cole
461.	Cole:	yeah
462.	Chloe:	ok [ah::]
463.	Lauren:	[he probably] knows everything
464.	Cole:	no no no [seriously] I know what a thousand add a thousand is
465.	Chloe:	[ok]
466.	Cole:	a million
467.	Grace:	yeah I know – I know what two hundred add two hundred is – four hundred – four hundred add four hundred is eight hundred

Above is an expanded version of extract 3 which adds more detail around how the participants engage as social actors concerning the distribution of SG. The discussion surrounding extract 3 demonstrated how participants gained their autonomy by going beyond learning expectations and gain activity recognition. This is furthered by the exchange of SG around Cole's knowledge and Grace's attempts to gain SG on the back of that knowledge. SG is anything a community decides as worth having and the political aspect derives from SG negotiations in a social

struggle (Gee, 2014; Fairclough, 2015). Gee argues that being treated with respect, deference and solidarity is something we value. Furthermore, he discusses how we value having ourselves and behaviours treated as "normal", "correct" or even "worthy" (Gee, 2014: 126). This is displayed in extract 61. The SG in this extract focusses on Cole and how capable he is at math equations. This comes back to the smart identities discussion and how being 'smart' or being perceived as smart is one of the traits the community deems as worth having, thus proving smart identities have political aspects. Furthermore, knowledge being a desirable SG means there is attainable power through 'smart' displays to the community or attaching oneself to knowledge (Fairclough, 2015), which may drive political negotiations during interactions.

In extract 61 Lauren distributes SG, offering it for solving extra maths problems. She instigates this on line 460 where she asks Chloe to provide Cole with a sum but uses 'really' twice to signify the sum difficulty. Lauren offers SG through a hard sum and arguably where Cole attains it through his confident response 'yeah'. He accepts the challenge, but the confidence adds enthusiasm, suggesting a desire to prove himself in front of the community and gain SG (Fairclough, 2015). Lauren furthers the SG by using a claim of '[he probably] knows everything' on line 463 to suggest or even boost his community status. This claim suggests the standard that Lauren holds him to within a maths context and hints at how the community views his ability. Furthermore, he displays confidence in his abilities to tackle maths using 'no no no [seriously]' and discusses large numbers on line 464 to imply that it is easy for him. Again, this negotiates the SG involved in this situation by enacting the smart identity and then attempting to prove it with a hard sum of his own. He provides a wrong answer on line 466 but no one corrects him, due to Grace's actions.

Grace's part in this interaction is interesting as she attempts to gain SG by attaching herself to Cole's knowledge (Fairclough, 2015). Arguably, Cole's wrong answer is not corrected because of Grace's response 'yeah I know' on line 467. Both Cole and Grace are viewed as clever members of the community, enacting smart identities in confident ways. So, when Cole answers confidently and Grace agrees, she adds further acceptability to it. This leaves the community no reason to question it. Moreover, Grace could have figured out it is incorrect but wanted to join in and gain SG for herself, so she jumped in with a positive assessment of his answer. Following this she proceeds similarly to Cole, giving herself a sum and answering it, enacting a smart identity. The acknowledgement grants Cole the SG Lauren is offering, which he worked to achieve. Grace's actions attach herself to Cole's knowledge in hopes of putting her at the same level as Cole (Fairclough, 2015).

This type of interaction happens a lot during the year 2 data, extract 4 (4.1.1) is also an example of SG distribution whilst participants gain activity recognition:

Extract 4 (YR 2)

516.	Grace:	give it one to me Lauren I'll do one to Cole can I do one to Cole
517.	Lauren:	only if you only if I do one to you - that isn't that hard
518.	Cole:	not as hard as Chloe's one (3.0) ok

This extract concerns the difficulty of the sums. The participants want to be recognised as taking part in the activity but not risk losing SG by being unable to answer. Additionally, any participants who provides another with a difficult sum may lose SG as they did not follow the request or consider the group abilities.

The face work implications in this extract is worth discussing. Lauren impositions Chloe to take part, paying no attention to her negative face (Gee, 2014) – which is the need for privacy and autonomy. Moreover, these actions exercise Lauren's power through a manipulation by pulling on Chloe's partner identity (Fairclough, 2015). However, Chloe is complicit in these actions, her familiarity with the partner identity and not wanting to lose face (Goffman, 1967) may be factors in her actions. Furthermore, Lauren's actions may achieve 'giving face' (Goffman, 1967), providing Chloe the chance or positioning her to enact an identity. Anyone interacting with her partner may cause a face threatening situation due to their previously discussed protectiveness over partners. Similarly, Cole's positive face needs are met by Lauren's actions. Lauren makes Cole the focus of the activity as well as giving him a chance to enact several identities he deems worth displaying.

Although, these instances of challenging can cause participants to withhold SG depending upon who is attempting to take part. This happens to Noah – a year 2 participant in the same lesson as extract 61:

Extract 62 (YR 2)

484.	Lauren:	trillion [trillion thousand]
485.	Noah:	[no ive got a really hard] one for you
486.	Chloe:	want me to do a really hard one for you Cole
487.	Cole:	yes
488.	Grace:	can I do a really hard [one] to you

Extract 63 (YR 2)

| 479. | Noah: | I know what a thousand take away a thousand take [a way a hundred equals] |

480.	Lauren:	[now I have to wipe them]

The challenge instances above do not involve Noah. He is often ignored, talked over or they do not engage him in his attempts at activity recognition. For this reason, attempts at gaining SG are withheld from him by the community as they interact around him, especially in extract 62. Language is a social act and he cannot build SG if no-one will cooperate but nonetheless he continues his attempts regardless of their unwillingness. This is despite the other members disregarding his positive face needs (Gee, 2014), even though in the flow of events he is adhering to the structures the interactions have previously built.

Another year group found challenging for SG is the year 4s, but they undertake this differently to the year 2s.

Extract 64 (YR 4)

105.	Emma?:	Let's do Twenty-seven
106.	Sarah:	Twenty-five
107.	Violet:	Ah now we're doing thirty-five you could do fifty-five
108.	Leo:	we're doing fifty-four
109.	Jonah:	we're doing one hundred [it was his idea]

The extract may not appear political but more a method of approaching the activity in a cooperative way with their partners. However, they discuss their actions publicly and doing so causes elements of SG negotiation. There is seemingly no need to discuss any of this. It seems to serve a different purpose. Arguably participants are challenging themselves, in their partnerships, to do certain sums but verbally so that they are held accountable by the community. This creates instances where SG is at stake due to the public nature of disclosing what sum they hope to achieve. An indicator of this is the use of first-person plural pronouns in lines 107-109. These uses of 'we're' report what the pair are doing to the *group*, not the partner. If they wanted to tell a partner they would use Emma's language on line 105 of 'let's'. Therefore, there is more to this action socially than just activity negotiation. What is at stake is the SG from discussing actions and then gaining that SG when you complete the action (Gee, 2014). Thus, a method the year 4s use to negotiate SG distribution is by challenging themselves publicly.

Although, doing this can cause instances of face threatening acts where SG is withheld:

Extract 65 (YR 4)

290.	Ben:	no: you've already copied us on one of them
291.	Maria:	don't don't copy us

With the year 4s method of challenging, making actions community knowledge, there can be disadvantages. One disadvantage is that other members may be influenced by your choice and copy, much to the participants annoyance in extract 65. Not only do they both withhold SG from the copying participant, they also further this by marking their behaviour as inappropriate and face-threatening. Maria uses her partner identity to agree and reinforce these ideas. Moreover, they add to the face threatening act by imposing on the negative face of the other participant by forcing them to pick another sum (Goffman, 1967).

Extract 66 (YR 4)

257.   Leo: look I told you we should have done one hundred and fifty

Another consequence of this method is demonstrated in extract 66. The reasoning behind this method is to make it known to others which sum is being tackled and when completed gain the SG created by sharing it. The problem then arises if the participants do not complete the sum or finish it to a satisfying standard. Leo deals with this event by pushing blame onto Jonah in a face-saving act (Goffman, 1967), verbally acknowledging to the community that something has gone wrong with the sum and suggesting it is not his fault. Leo uses withholding as a technique to save face (Gee, 2014).

These challenges occur often during the year 2 and 4 transcripts but are not obvious or present during the data from the other years. This may be because these challenges occurred during maths lessons, which were not recorded for the year 3s and 1s.

4.3.2   Comedy

Another site for SG exchange is the humour attempts and being recognised as humorous. There is no doubt being able to make other members laugh is valued as a 'social good'. The value is evident in the number of instances during the interactions and the feedback given by the participants. Additionally, humour is arguably a way to gain control over activities by negotiating the context to be one they create rather than prescribed completely by teachers (Corsaro & Eder, 1990). The humour displayed is defined by each year group's social rules (Wenger, 1998), often occurring as an opportunistic interaction based on the rules of the CofP. Another aspect of comedy emerging in the data is the opportunistic nature – the participants use the ideals of their established community to create humorous interactions when the situation arises. This is demonstrated by the running joke in the year 3 data, begun by Zoe but continued by William, as a form of feedback.

Extract 67 (YR 3)

5.   Zoe: we are being recorded but we're not gonna be film stars ok (1.0) we're not film

        stars   (3.0) I've got the tiniest pencil in the world – see

The joke regarding 'film stars' was discussed in section 4.1.2 concerning William's attempts to define the community's situation as play, much like Zoe in extract 67. This is informed and devised around the act of being recorded, taking an exaggerated view on the outcomes of the project to add humour to the situation. William uses Zoe's joke as a device for SG negotiation:

Extract 68 (YR 3)

88.   Zoe: William you know you're telling us everybody the answers

89.   William: no I'm not I'm thinking out loud so that that will hear me

90.   Lydia: ok hhh you're just messing around (basically)

91.   William: hhh no we're not – we got we're gonna be movie stars – gonna be movie stars

92.   Olivia: I know

93.   William: gonna be movie stars

Zoe reprimands William in extract 68 for seemingly discussing the answers aloud, which may impede on Zoe's pupil identity (Gee, 2014). Zoe, like the others, is trying to do her part and William discussing the answers directly affects her engagement (Wenger, 1998). By doing the work for Zoe this possibly leaves her unable to learn. Through reprimanding him, Zoe is withholding any SG he may have been able to gain through being recognised as accomplishing the activity. Although, he disagrees he is affecting anyone on line 89. He explains he is accomplishing the activity whilst adhering to the situation dictated by the adults, in attempts to be recognised as doing the activity (Gee, 2014). Furthermore, this accomplishes alignment (Wenger, 1998), by professing to be playing his part, allowing the other members to align themselves and understand his actions. However, this is not accomplished as Lydia recognises William to be 'messing around'. Lydia's comment positions William's identity into something undesirable, like Ben's 'class clown' identity. Therefore, the SG he built has little or no value and Lydia exercises power by affecting his reputation, changing the current power relations (Fairclough, 2015).

William uses the 'movie stars' joke as a face-saving act, in response to Lydia. These actions distract the others and contests the positioning and withholding of SG. This serves the purpose of shifting the topic of conversation, leaving the SG negotiation behind. William's comments on line 89 concerning the recorder possibly reminded him of the joke and spontaneously cause him to use it. During this, it arguably distributes SG to Zoe by using her joke as well as sustaining the relationship between them (Gee, 2014) which may have been affected by his actions. Moreover, both Zoe and Lydia do not consider the face needs of William (Goffman,

1967). Zoe's actions may be understandable if William attacked her face needs, but Lydia's reasons are unclear. Even if his face-saving act is successful, he takes the joke too far for Liam:

Extract 5 (YR 3)-see 4.1.2

96.	William:	gonna be movie stars - gonna be movie stars – were gonna be movie stars
97.	Liam:	William stop it seriously
98.	William:	ok – moving on
99.	Zoe:	hm: number three
100.	William:	I'm gonna be a movie star

The over use of this 'joke' causes another instance where a participant decides to withhold SG like Zoe and uses a face-threatening act to stop the joke from continuing. The same considerations of face are made here as in extract 68 and it changes the relationship of these two as Liam makes negative comments based upon William's actions (Gee, 2014). William does make the joke once again on line 100 after he agrees, with possible sarcasm, to stop on line 98. Although he does use the joke more in the data, this is the only set of instances generating an interaction.

The participants use comedy with several other goals in mind, a common usage is to mock other community members:

Extract 69 (YR 4)

44.	Emma:	we have to be talking about maths not talking about something else
45.	Ben:	You're talking about smelling stupid pencils
46.	Sarah:	hhh
47.	Emma:	Oi: come on they're not stupid

Mocking occurs when Emma on line 44 attempts to align (Wenger, 1998) Ben to the activity by enacting a pupil identity as a disempowering response (Fairclough, 2015). Additionally, Emma's utterance recognises her activity participation (Gee, 2014) by asking other members to interact. However, Ben uses this opportunity to mock her regarding a previous interaction about her pencils, pointing out her hypocrisy. Furthermore, this action counteracts Emma's power she exercises while trying to direct Ben by disempowering her power relations through the hypocrisy (Fairclough, 2015). This is an example of withholding SG from Emma by specifically not recognising her as taking part in the activity (Gee, 2014) and for Ben this mock humour negotiates his social standing, or at least negates Emma's attempts to move it (Corsaro & Eder, 1990). Ben's behaviour is validated by Sarah laughing, 'hhh', which distributes SG to him from her amusement. Emma seems to accept this mocking on line 47 by only

contradicting the use of 'stupid'. The year 4 mockery is an example of relationship sustaining work due to their interactive and opportunist nature, as well as them being accepted by the other participants.

Below is an example where Ben is mocked over his enthusiasm to complete a sum containing numbers he understands to be large:

Extract 70 (YR 4)

295.	Ben:	WE could go for one °thousand°
296.	Mike:	yeah I will five hundred [times]
297.	Ben:	[yeah lets do it] Maria
298.	(2.0)	
299.	PP:	hhh
300.	Violet:	((mocking tone)) we could go for one thousand

The joke in extract 70 may be regarding Ben's enacted partner identity with Maria and how the enthusiasm shows through. Although, the humour and mocking does gain Ben activity recognition for his enthusiasm. Clearly this is something the community finds humorous, as shown in the laughter on line 299 after (2.0) seconds pass from Ben's previous comment. Violet seems to be responding to this laughter rather than the comment itself, to capitalise on what the community is finding funny at that moment. This gains her SG or higher social standing, but as no one verbally responds it is difficult to say. Ben seems to continue enacting this type of identity with the same amount of enthusiasm throughout the lesson – the mockery does not deter him.

The year 4s are sophisticated in their usage of mockery but there were few examples, and this is the same with the year 3s. One of the only examples has already appeared in section 4.1.1 extract 1. Lucas's comment, '[we have to do] work? ((Sarcastic tone))', was discussed previously as a response of derision to Liam's suggestion that they should be working. This mockery seems to be aimed at Liam's community membership or relationships between participants, as it is something they do not need reminding of. Williams response, 'why are you not [working]' is used in the same way as Ben in extract 69, mocking Liam and withholding SG by not recognising his activity participation. The relational work in these seems to be sustaining the relationships in a neutral or positive way.

However, not all the examples of mockery sustain relationships:

Extract 71 (YR 2)

300.	Noah:	ah you did ten (and a good ruler)

301.   Cole: ha ha that isn't even funny

Noah attempts to get recognised by joining an interaction that has been occurring for a few lines. However, Cole's mockery is aimed at disempowering Noah and discourages the behaviour he attempts to get recognised (Fairclough, 2015). Cole's face-threatening act impedes on Noah's positive face needs, his desire to be included, withholding SG from his attempt at humour (Gee, 2014). As discussed throughout this analysis Cole and Noah have an unfriendly relationship and extracts like these only seem to sustain that negative relationship (Gee, 2014).

Often participants use comedy as ways to amuse themselves during lessons and arguably the SG distribution occurs when other participants engage or give them feedback. Ben is a frequent user of humour for the purposes of defining his situation falling into this category of amusing himself:

Extract 6 (YR 4) – see 4.1.2

65.   Ben: Joanna the cook

66.   Leo: We could start with the number twenty-eight

67.   Ben: By the way Joanna the cook is a cook

68.   Maria: Joanna the cook is reall:::y craz::y

Extract 32 (YR 4) – see 4.2.5

146.   Ben: BONJOUR (mes amie)=

Extract 72 (YR 4)

336.   Ben: ((Scottish accent)) sausage

These appear more for the benefit of Ben than anyone else and may function as SG distribution. As discussed with Goffman (1967) and in the identity positioning section, this may be a face Ben has emotional attachment to and why he enacts humorous identities or uses humour in his interactions. Any feedback Ben is given distributes SG as it validates his identity and attempts to define the situation, like in extract 6 where Maria comments on the nickname. There is even an argument that no feedback (extracts 32 and 72) is not necessarily a withholding of SG. From a politics tool standpoint Gee (2014) talks about having our behaviour and actions treated as normal or appropriate. So, it is possible not having negative feedback *is* a matter of SG distribution and thus validates his actions.

There are a few examples of small exchanges between two year 2 participants demonstrating them having fun between themselves:

Extract 73 (YR 2)

490.   Cole: [trillion thousand]

491.   Lauren: trillion [trillion thousand]

Extract 74 (YR 2)

120.   Cole: [how did you know that (all)]

121.   Lauren?:   mystery

When using comedy to interact the year 2s frequently distribute to each other. They make use of the previous utterances to validate other members and enforce all the identities involved (Gee, 2014). For instance, Laurens humour here derives from the comical contributions she made regarding Cole's comments. These instances are examples of SG distribution through comedy as these jokes possibly follow the known humour and sustain relationships through usage (Gee, 2014).

Extract 75 (YR 3)

128.   William: erm me I once tried a human arm

129.   Liam: fat pig

130.   Zoe: [Ok]

Seemingly behaviours occur that may not fit into the community defined rules, creating confusion. Evidently, the joke William made in extract 75 is not received well by Zoe or Liam. This attempt at humour causes participants to withhold SG from William as his behaviour did not conform to the community rules. However, all there is to explore is the short utterances relating to William's humour attempt (Gee, 2014).

This is another section of the analysis where the year 1s do not appear due to lack of examples in the data. The reason for this could be a result of how the group came together – they are not established friends and have no relational work as a community to guide their interactions. Moreover, the task they were doing is arguably fun and required little talking effort on their part. Thus, this suggests that humour as a social good is built through experience, friendship, and opportunity.

4.3.3   Cooperative nature of the participants

Another area of SG negotiation valuable to discuss is the cooperative nature of the interactions. The participants being cooperative is not only indicative of being in a community but also expected of them by the teachers (Schmidt & Tomasello, 2012) and the wider community (Wenger, 1998). Furthermore, it benefits the participants to create a situation

where they can turn to one another for peer support or guidance. Supportive behaviours must be something they value as a social good as the supply and demand of answers during activities can create an exchange of SG simply by coordinating:

Extract 76 (YR 4)

206.	Clare:	erm they can give you advice
207.	Violet:	they can
208.	Clare:	on what to do
209.	Emma:	yeah only if you are alone though

This exchange of year 4s working through the activity is a typical demonstration of how cooperativeness benefits participants *as* a community. Each response performs the action of recognising the previous participants' engagement as well as the identity they may be enacting (Gee, 2014). Doing this clearly furthers the activity progress as well as considering the positive face needs of the others by allowing and acknowledging their participation (Gee, 2014; Wenger, 1998). By paying attention to these needs this extract accomplishes relationship work by sustaining their friendships and building community experience. The political work here is demonstrated with interaction in line with what the community has defined as worth having and offering SG to be validated or denied. Thus, SG is distributed between them through recognition, sustaining work and cooperation to achieve the task together. Extract 76 is also a good example of exploratory talk made by the participants (Monaco & Pontecorvo, 2017), where each line builds and adds to the previous, facilitating thinking. In fact, Maine (2015: 77) explains that cooperative moves "appear to generate more creative thinking, particularly through the use of questioning or making suggestions […]" as the above extract displays, suggestion moves the participants through the activity by facilitating creative thinking or discourse.

This cooperativeness is prevalent in Sofia and Grace's interactions (Year 2 data) while they are completing activities. These were discussed in sections 4.1.3 and 4.2.6, with an argument around how important this cooperativeness is to their identity. Sofia and Grace distribute SG using the same method as participants in extract 76 but the nature of their friendship makes distribution much more personal than only accomplishing the activity together. They facilitate the learning for each other by guiding one another through the activity as the benefits of working together and maintaining their relationship outweigh activity completion or progress (Gee, 2014).

Cooperation is even a feature used by the year 1s which demonstrates how it is routine within school communities. The year 1s lack most features the older participants have but they

understand that being cooperative will get them what they want. In extracts 77-78 they ask to participate:

Extract 77 (YR 1)

340.   Mason: Can I do it

341.   Oscar?:   you can do the bubbles

Extract 78 (YR 1)

373.   Anna: [can I try]

374.   Max: of – ok

375.   Anna?:   did it – oh

Not only does this achieve their participation but also performs indirect face and political work. To refuse would not consider the other partner's positive face needs, so to be a competent social actor it is necessary to accept the request or negotiate. Furthermore, it positions the participant being asked to receive SG if they accept, making the request more appealing (Gee, 2014).

Interactions embodying these cooperative principles make up a large portion of the data, suggesting they establish normative interactional processes (Cekaite et al., 2017), used to guide, ask each other for help and make progress. However, as much time as participants spend working together, they spend as much time refusing this cooperative interactional process. Extract 79 demonstrates one of these occasions:

Extract 79 (YR 3)

164.   William: what does PW stand for=

165.   Olivia: =I'll never tell

166.   William: I'm not sure what PW

167.   Liam: er toilets – no way let me erm:

William approaches this in a way many of the other successful cooperative interactions occur, trying for activity recognition by asking for guidance from other community members whilst creating an opportunity for SG distribution (Gee, 2014). However, Olivia makes a comment on line 165 refusing to answer his question. The reasons for this are unclear. It could be for a comedic effect, which the latch on (=), signalling speed, and phrasing suggest. Additionally, it could concern her identity as a pupil, as she may want to hold onto knowledge as knowledge elevates her social standing and power (Corsaro & Eder, 1990, Fairclough, 2015). In fact, if this is the case it seems to only withhold SG from herself and lose face (Goffman, 1967), whereas

the comedic route could gain SG but arguably there is more change in social standing if she supplies an answer cooperatively. Especially as William repeats how unsure he is, appealing to the wider community, he clearly cannot proceed in the activity. Fortunately for William, Liam uses this opportunity to supply an answer and gain the SG William is offering. Moreover, this perpetuates the normal cooperative community aspect and reinforces the cooperative nature of Liam's pupil identity (Gee, 2014).

By contrast, some year 3 participants simply refuse to answer at all, going against the cooperative norm often seen:

Extract 80 (YR 3)

478.	Lucas:	er: so whats (the) road how's the=
479.	Zoe:	=don't ask me Lucas=
480.	Lucas:	=but is it the same as the road (sign)
481.	Zoe:	you don't ask me what number seven [is]

Extract 80 differs from normal circumstances. Lucas is approaching a participant in a way often seen; using his language for activity recognition, progressing in the task, offering SG and perpetuating a cooperative community. Zoe directly refuses twice. Not only does she use direct address and pronouns to point her refusal at Lucas, it seems protective of her answer. This may link back to the discussion around her identity within group work (see 4.2.6). The approach she takes is individualistic in nature, so when specifically asked for one of her answers she takes precautions to protect that pupil identity (Gee, 2014). Furthermore, Goffman (1967) does discuss positive social values that a person claims for themselves, which may be the case here as she may value her individualism. Of course, this contradicts what Goffman and Gee discuss around social values but may explain why she willingly accepts loss of face with her refusals. This may however be indicative of the year 3 community during this time as William also refuses to help another member:

Extract 81 (YR 3)

611.	William:	[I'm not showing] you the answer

Arguably, these actions could be William protecting his achievements and identity during the activity (Gee, 2014). His work has given him an answer and it is worth the face loss if it can hold him in a higher standing regarding knowledge (Corsaro & Eder, 1990). This balance of what is worth more to the participants seems to be a large part of the year 3 community as they occur enough to be a regular part of their interactions. Furthermore, the one example from another year has vastly different goals:

Extract 82 (YR 2)

38.	Cole:	what - done then tell me what twenty-five [add seventeen is]
39.	Noah:	[(look at that)]
40.	Chloe:	I can't tell you the an<u>swer</u>

Chloe's comment on line 40 seems to be for comedic effect, making light of Cole's identity of authority over her (section 4.2.7). She would not refuse if the teacher had asked her the answer, but the circumstances give her an opportunity to make a joke out of refusing an authority. It is unclear what this accomplishes for her, whether it is a joke or an attempt at negotiating the social standing through comedy (Wenger, 1998) because her position in this lesson is less powerful than Cole's. The emphasis on the word 'an<u>swer</u>' suggests she understands the power difference and makes use of it to inform the joke. Chloe's actions withhold SG from Cole. In this instance his attempts to guide Chloe on line 38 and enact his identity are impeded (Gee, 2014).

In contrast to seeking help and refusal to help, occasionally participants will offer answers:

Extract 83 (YR 2)

248.	Cole:	(one hundred and eighteen)
249.	Noah:	are you sure its eighteen
250.	Cole:	y<u>es</u> I'm sure its eighteen

Extract 84 (YR 3)

315.	Olivia:	[it's the library]

Extract 85 (YR 3)

337.	Zoe:	four is library

Extract 86 (YR 4)

199.	Mike:	copy me – twenty-seven

These all seem to be in pursuit of SG and perpetuate their community ideas around being cooperative. As has been established a cooperative behaviour is valuable so these actions fall under worth displaying and putting identities at stake (Gee, 2014). Each action forces SG distribution by providing answers that no one asked for by being pre-emptively cooperative, possibly as an attempt to align themselves with others (Wenger, 1998). Although, offering answers seems to leave participants open to being challenged on the answer provided (Extract 83) or runs the risk of another reiterating the answer to gain the SG if unheard (Extract 84-85).

The last feature identified through the cooperative nature that offers SG distribution is accountability. This is demonstrated considerably in extract 1-2 (section 4.1.1) where participants from different years are claiming 'we have to work' due to the expectation put on them by the institution. Any action involving expectations displays 'power behind' discourse, the ideology of the institution, which coordinates the hidden power relations imposed by the school (Fairclough, 2015). Although, this perpetuates the cooperative communities they have built and gets them recognised as taking part in the activity (Gee, 2014). Moreover, it enacts their identities as pupils by persuading and prompting others to return to the activity for social standing reasons or to gain SG for being the member who promoted learning (Gee, 2014), regardless of power considerations.

Another example of accountability for them as social actors occurs in Extract 87:

Extract 87 (YR 3)

1080.	William:	me I don't (know)
1081.	Lydia:	do maps maps
1082.	William:	I didn't want to do it but ok I said i
1083.	Olivia:	tidy
1084.	William:	I didn't want to do it but ok
1085.	Lucas:	I'll do it
1086.	William:	no just give it to me

Whilst the girls attempt to direct William to help tidy up, a common end of lesson interaction, he begrudgingly accepts on multiple lines as a joke. Although when Lucas offers to do it; to gain SG, sustain relationships (Gee, 2014) and take the burden off William, he demands to take part. This suggests that even though he may not want to do it he feels some accountability over helping the others clean up and the backtracking may sustain the relationships he is negotiating through humour.

Extract 50 (YR 4)-see 4.2.7

220.	Sarah:	while you three are=
221.	Jonah:	=no not me I'm listening
222.	Mark:	[It doesn't look]
223.	Sarah:	[ok you two then]
224.	Mark:	Doesn't look down there
225.	Ben:	I'm Listening its Mark

As previously discussed with this example, the boys accept their position in the social hierarchy, equally distributing SG to the girls with this acceptance and defence of their actions (Gee, 2014). The extract also demonstrates their accountability to the ongoing discussion they should be a part of and the accountability to the girls who, up to this point, assume they are alone in the activity. However, it could be argued this quick defence of theirs is a way to align themselves (Wenger, 1998), to avoid trouble as a face-saving tactic. Ben even goes as far as to push blame onto another participant, in a face-threatening act (Goffman, 1967), to inform this defence.

Lastly, this small example demonstrates Mike making a comment around participating in the paired activity that is seemingly funny:

Extract 88 (YR 4)

71.   Mike: ok fine I'll do it

72.   Leo: hhh

73.   Mike: erm:

This may be down to Leo's expectation that Mike should take part, and Mike's mockery or derision of that accountability gains him SG from Leo's laugh. Additionally, this could be an attempt to align his actions with Leo's by bringing focus to the activity whilst adding humour regarding his obligation (Wenger, 1998). This sustains the relationship between them (Gee, 2014), allowing more cooperative activities to be undertaken in the future.

4.3.4   Smart tokens

Arguably these are the most politically motivated features as knowledge is a means to exercise or contest the power relations present in a positive way for themselves (Fairclough, 2015). These often appear in the form of 'easy' or any comment made concerning their positive assessment of an activity:

Extract 24 (YR 3)-see 4.2.4

87.   Olivia: easy – ok

Extract 26 (YR 4)-see 4.2.4

115.   Leo: Twenty-five times six is – easy

The feature is invested in the community's smart identities. These are used to mark understanding and the achievability of the activity whilst informing the enacted smart identity, creating ways in which other participants can relate to them (Gee, 2014). In a similar way the

feature is tied to political work and negotiation over SG. Other than possibly focussing their attention on the activity it seems directed at *others* in the community to hear the assessment. It is an effective way to appear smart in front of your community, sought after by participants as a social good and to display knowledge related power (Fairclough, 2015). There is little purpose for the device other than to increase your social standing and thus gain SG due to the community specific values. Extract 28 demonstrates this SG negotiation:

Extract 28 (YR 3)-see 4.2.4

270.   William: [this is easy isn't it]

271.   Zoe: like where you go to court and then the judge

272.   Liam: no no you reach one of them broke his car

273.   William: this is so easy

The focus here is the second 'easy' on line 273 as the first use has inclusivity with the use of the tag question, arguably earning SG, but the second use demonstrates how it is normally acted out. The repeated 'easy' with the intensifier 'so' positions William to appear capable in front of the community by announcing his ease (Fairclough, 2015) and engagement with the activity (Wenger, 1998). There can be no other reason for this usage than to be a capable, knowledgeable and skilled member of the community, enforcing his smart identity while negotiating his social standing (Wenger, 1998; Gee, 2014; Fairclough, 2015).

To summarise, the politics tool demonstrates the link between the activities, identities and relationship tool by putting actions they deem worth having as a community or participants face needs at stake. Furthermore, it identifies what the participants value, who has power and how that power is negotiated. The areas identified for building these types of negotiations are; when participants challenge one another, their attempts at humour, the cooperative nature and the use of smart tokens. These are with the purpose of achieving some of the themes already discussed, whether that is negotiating social standing, gaining control of their activities or relationship work. However, through the politics tool each of these has added an aspect to the learning community giving further insight into the community workings and power negotiations.

The opportunistic nature is demonstrated often through the comedy attempts and challenging areas of their language use. Particularly interesting is the face-saving use comedy played in deterring SG withholding. Furthermore, examining the cooperation of the participants identified their ideas around accountability to each other as well as to the activity they want to achieve. Moreover, when participants choose not to cooperate they often do so to protect a worthwhile identity they are enacting, no matter the face or SG consequences. Of course, all

this experience builds on the adult skills that the children are developing during their time at schools and will be useful for wider society, especially skills being cooperative. The point of employing this tool, alongside being the link for the other tools, is that it reveals power aspects of the community and aspects of how they negotiate being social actors.

Table 4.1 provides a comparative summary of the findings of each of the DA tools applied to the data-sets for each year group in the study. The implications of these findings will be considered in the concluding chapter.

Year group	Activities	Identities/Relationships	Politics
1	• No expectation awareness in the activities, less community autonomy • No visible context definition attempts • Few supportive interactions	• Pupil identity used as a form of membership • Few instances of smart identity • Non-direct employment of competitive identity • One instances of a smart token • No protection of partner identities • No familiarity with identity of authority yet	• No challenge instances • No comedy instances • Supportive behaviours in pursuit of SG • Few smart tokens
2	• Go beyond activity expectations to exercise autonomy through learning • No visible context definition attempts • Supportive and facilitatory nature, recognising activity success	• Pupil identity used as a form of membership • Direct use of smart identities • Non-direct employment of competitive identity • Display perceived achievability through smart tokens • Protective of partner identities • Identity of authority used as social work to get participants to do an activity	• Challenge each other to display power and gain SG • Comedy used for mockery and amusement • Supportive behaviours in pursuit of SG • Smart tokens display knowledge, thus attain power
3	• Awareness of expectations and do *only* what is necessary, exercising their autonomy • Opportunistic or running jokes to gain autonomy over socialisation and increase investment • Activity success recognition only	• Pupil identity used as a form of membership • Non-direct use of smart identities • Direct employment of competitivity identity • Display perceived achievability through smart tokens • Certain members are protective of partner identities • Identity of authority used as social work to guide participants through an activity	• No challenge instances • Comedy used to gain SG and as face-saving acts • Supportive behaviour and accountability present, but will oppose them if protecting another identity • Smart tokens display knowledge, thus attain power
4	• Awareness of expectations and do *only* what is necessary, exercising their autonomy • One participant defines the context using humour • Few support interactions	• Pupil identity used as a form of membership • Direct use of smart identities • No visible employment of competitive identity • Display perceived achievability through smart tokens • Identity positioning used on one participant consistently • Protective of partner identities • Identity of authority used as an oppositional identity to achieve social work	• Challenge themselves to display power and gain SG • Comedy used for mockery and amusement • Supportive behaviour and accountability present • Smart tokens display knowledge, thus attain power

Table 4.1 Summary of results

5. Conclusion

5.1 Summary of findings

This project set out to investigate children's moment-by-moment peer interactions to enhance understanding of children's discursive negotiations around learning. This was approached by investigating the work-related interactions of communities and how it changed between participants of increasing age. Moreover, this project attempted to dispel the notion that learning should only occur in adult-child interactions – which devalues the significance of child-child learning. Given these aims, if achieved this project provides teachers with knowledge around children's interactions that may lead to facilitating learning using more diverse and effective methods. Through the application of Gee's (2014) discourse analysis toolkit, the functions of the children's learning communities, and their identity negotiations with each other, have been identified and evaluated.

The application of the activities tool from Gee (2014) has revealed insights into features surrounding children's control of context or culture. The findings suggest that children have a level of self-awareness about what is expected of them (Thornberg, 2008; Schmidt & Tomasello, 2012) and how this is linked into the autonomy they gain over activities as they progress through schools (Corsaro & Eder, 1990; Wenger, 1998). Linguistic instantiations of this include; reminding others of activity expectations, realisations of using time wisely and by going beyond the activity expectations to exercise the control they had. Notably, these features occurred because there are regular feedback interactions involving the teacher (Lyle, 2008). However, feedback does not display the learning experiences that occurred but are expected by the teachers as evidence of engagement and successful application of their autonomy as a group (Thornberg, 2008). But this autonomy does allow children to develop adult skills of negotiation and relationship management as well as giving them opportunities to take control of their own learning (Wenger, 1998). It was also useful to note that year 1s, as a growing community, were lacking in this self-awareness or autonomy and needed more adult support to develop these adult skills unlike the older participants.

The context defining aspect of peer culture (Corsaro & Eder, 1990) provided useful insight and exploration of children's socialisation achieved through; jokes, nicknames and opportunistic 'playing'. The participants define their context so that the situation is understood as in their control without causing it to be non-educational. This allows the children to create a space where they can socialise on their own terms (Corsaro & Eder, 1990; Thornberg, 2008), informing their communities and learning with the pedagogical resources offered through the lesson input (Wenger, 1998). Overall this increases their investment in the learning or

negotiation with others and once again deepens their experiences acting as a community, which is useful for their future interactions. Another feature the activities tool has demonstrated is the supportive nature of the participants. This is evidenced in how the children facilitate the activities for each other, to enable progress, and recognise and value each other's academic success. This supportive approach creates future opportunities for the community to facilitate work using the same method, as they can turn to one another for help or guidance. This is a regular feature of activity recognition (Gee, 2014).

Correspondingly, the employment of the identities and relationship tools has enabled the participants' approach to the context to be explored as well as identifying the interactions attached to them. A 'pupil' identity is enacted throughout the data as a community accepted role, allowing participants to enact and relate to others for the purposes of activity or identity recognition. Furthermore, it functions as membership of the community by being a socially recognisable and expected identity of children in the schools. This identity facilitates the cooperative nature expected of children (Thornberg, 2008) by sustaining relationships in a way that all members can draw upon. Therefore, it has become a normative interaction process (Cekaite et al., 2017) that perpetuates and impacts the peer culture through shaping the context of their engagement (Corsaro & Eder, 1990; Wenger, 1998). The prominent 'smart' identities in the data build identities based on institutional achievements or peer community defined 'smartness'. These are informed by the speed and completion of activities, which appears to be a valued function of the community.

Moreover, the use of this identity creates a competitive nature to the interactions informing or reinforcing the enacted smart identity (Gee, 2014). In a way this cultivates academic success, as they wish to surpass others by engaging in the work. However, this success is demonstrated by speed which may lead to incorrect answers. Often smart and competitive identities are used in conjunction with smart tokens – the use of the word 'easy' to mark or display perceived achievability during an activity. Each identity relating to 'smartness' has become a normative interactional process (Cekaite et al., 2017) that demonstrates competent community membership (Mehan, 1979). Overall, work in a social context maintains and changes relationships or attempts social ordering (Corsaro & Eder, 1990) through their direct engagement with one another (Wenger, 1998).

Partner identities emphasise the control participants desire (Kyratzis, 2004) and are highly valued. These identities serve the purpose of perpetuating the cooperative nature by being in control and protecting their interactions with their partners, which informs the learning investment. Furthermore, it also functions as a marker of imagination (Wenger, 1998) due to some participants identities being tied differently to activities. This demonstrated how

participants reject identities that have been attached to them, if it affects their engagement or learning experience (Wenger, 1998). Moreover, they will attach their identity to others for the same reasons. During partner work, an identity of authority may arise if an oppositional identity is needed to accomplish social work. This functions as a method of guiding other participants through activities or distancing themselves from others. Often identity work occurs in the pursuit of effecting the social order (Corsaro & Eder, 1990), gaining adult skills through being a learning community that negotiates their social work together.

The political aspects of participants interactions have given insight into what learning communities find of worth during interactions. Often found among the interactions are instances where participants challenge each other regarding the activity in attempts to gain social goods (SG), social order and power (Gee, 2014; Corsaro & Eder, 1990). However, there are aspects of this opportunistic feature that points to shared fun over proving oneself to others as well as desiring to progress in the activity. Although this is a function of the community negotiations, there is inherent accountability in challenging others, yourself or being challenged. Notably, this accountability puts the SG at stake, making it worth attaining. The opportunistic instances of comedy that participants demonstrate are defined by each community and are often built through experience or friendship, often staking SG through using comedy for relationship-sustaining purposes (Gee, 2014). This was implemented as a face-saving act to deter participants from perpetuating a negative identity into which a participant was being positioned (Goffman, 1967).

A valuable area of political negotiations is how and when participants are cooperative with one another. However, cooperation is expected of them (Thornberg, 2008) and is indicative of their pupil identities as community membership (Wenger, 1998). These expectations leave them accountable to guide and negotiate with one another. Cooperation functions through identity recognition and sustaining relationships (Gee, 2014) to achieve progress in their activities. The cooperative areas of the language indicated that participants consider face when dealing with one another but will take a loss of face if it means they can protect a part of their identity or even answers they worked out themselves (Goffman, 1967; Gee, 2014). The most apparent political device participants use for power and SG gain is the smart token 'easy'. This appears for no reason other than to be directed at others to achieve the social work of being perceived as smart. Thus, there is power in being smart so using the device allows participants to gain power by putting their identities at stake. Moreover, it is a key function of their community membership as it allows them to be viewed as competent and skilled by stating their perceived achievability of an activity. Each use reaffirms their position in the social standing (Corsaro & Eder, 1990) and aligns their membership with the other community members (Wenger, 1998).

5.2 Evaluation of the project

Context in the data was a limiting factor. As Gee (2014) argues, when offering an interpretation of utterances there is always more context to apply that will widen the meaning. This is where the difficulty lies with DA, as there is only so much context one can know without being one of the participants themselves and even then, context of the other participants would still be unknown. Despite this, DA is still one of the more appropriate and effective frameworks for examining language in use especially for educational practices (Rodgers, 2011; Gee, 2014). A further limitation includes the data being a snapshot of the children's community activities as the data was collected over a period of two weeks in only one school. However, this was the best scenario for the allowed time limit and to gather data that fulfilled the goal of investigating communities as they age. These findings have demonstrated interesting and beneficial functions of child-child learning communities that allows useful insight for educational institutions to facilitate learning while being fully informed of these facts. However, the findings cannot be applied to all children without consideration for the context, institution and communities in which they took place.

The findings have provided insight into a previously under-researched, but valuable, area of learning that should be the basis for further research. This thesis attempted to challenge the idea that learning should only occur in adult-child interactions and proved it by demonstrating the wealth of interactions happening between children while they work or at least it warrants further investigation. Additionally, the findings have demonstrated that children acquire or imitate the skills of adults but practice and experience them with their community in their own way.

5.3 Implications of the Research

One hopeful implication is for teachers. Overall the information from the findings and attempts at creating interest in future research are meaningless if the information cannot be of use to schools. It should be accepted, through this thesis, that child-child learning is much more significant than it appears to have been given credit for, which is an advantage for teachers to understand. The knowledge from this thesis can allow teachers to facilitate learning in their classrooms in the best way possible according to the linguistic research available. Moreover, through the identification of learning communities (Wenger, 1998) it provides teachers with the knowledge and insight into creating working environments that facilitate children's learning and emphasise the building of adult skills. As Wenger (1998) argues, schools should not be a beginning but a transition to a wider society, allowing children to experience working together and preparing them for future interactions.

5.4 Future directions

The findings from this research, although important, call into question how the field of children's learning communities would benefit a longitudinal study or similar research to this thesis. This would allow a deeper understanding into the developments of learning communities and their social negotiations, implications of adult skills development and educational benefits across years. There may be many intricacies into child-child learning unseen in this study due to the short period of data collection. In fact, there may be findings that detail subtle changes or negotiations that can *only* be investigated with data spanning multiple years. The point is, within the field of child-child understanding around learning communities is limited to a handful of books or theories that cannot display the intimate details of learning well enough to benefit the modern-day education institution.

The research presented in this thesis is a valuable contribution because it provides a detailed and systematic analysis of interactional data from children in different year groups. The analysis provides original insights into children's moment-by-moment interactions and how they relate to their experiences of learning and negotiation within their social worlds.

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7. Appendix 1: Transcript conventions

These conventions are adapted from *The handbook of classroom discourse and interaction* (Markee, 2015: 527-528).

IDENTITY OF SPEAKERS

Dan:	pseudonym of an identified participant
?:	unidentified participant
He Hua?:	probably He Hua
PP:	several or all participants talking simultaneously

SIMULTANEOUS UTTERANCES

Dan:	[yes	
He Hua:	[yeh	simultaneous, overlapping talk by two speakers

Dan:	[huh? [oh] I see]	
He Hua:	[what]	
Feng Gang:	[I don't get it]	simultaneous, overlapping talk by three (or more) speakers

CONTIGUOUS UTTERANCES

=	indicates that there is no gap at all between the two turns

INTERVALS WITHIN AND BETWEEN TURNS

(0.3) a pause of 0.3 second

(1.0) a pause of one second

CHARACTERISTICS OF SPEECH DELIVERY

?	rising intonation, not necessarily a question
yes.	a period indicates falling (final) intonation
so,	a comma indicates low-rising intonation suggesting continuation
descr↑iption↓	an upward arrow denotes marked rising shift in intonation, while a downward arrow denotes a marked falling shift in intonation
go:::d	one or more colons indicate lengthening of the preceding sound; each additional colon represents a lengthening of one beat
no-	a hyphen indicates an abrupt cut-off, with level pitch
<u>because</u>	underlined letters indicate marked stress
SYLVIA	large capitals indicate loud volume
sylvia	small capitals indicate intermediate volume

sylvia	lower case indicates normal conversational volume
°sylvia°	degree sign indicates decreased volume, often a whisper
.hhh	in-drawn breaths
hhh	laughter tokens
>the next thing<	>…< indicates speeded up delivery relative to the surrounding talk
<the next thing>	<…> indicates slowed down delivery relative to the surrounding talk

COMMENTARY IN THE TRANSCRIPT

((coughs))	verbal description of actions noted in the transcript, including non-verbal actions
((unintelligible))	indicates a stretch of talk that is unintelligible to the analyst
… (radio)	single parentheses indicate unclear or probable item

OTHER TRANSCRIPTION SYMBOLS

co/l/al	slashes indicate phonetic transcription
…	ellipsis
]	points of overlapped speech across two turns
::	lengthening of syllable
(( ))	researcher comments or translation
italics	non-English speech
-	short untimed pause
(x)	unclear word
Word-	false-start or self-correction

8. Appendix 2: Transcripts of classroom interactions

8.1 Year 1 recording 2 transcription

Context – This recording consisted of the participants logging onto one of the school laptops, so they could play educational games. The log on process, which they have instructions for in front of them, was complicated. They had a laptop between two. Participants pairs: Mason and Oscar, Max and Anna. The audio device behind Mason and Oscars computer.

T = Teacher

TA = Teacher assistant

R = Researcher

1.	Oscar:	It's got it's flat
2.	Anna:	mine are thinking
3.	Mason:	can you get us a new one=
4.	R:	=I'll get you a new one [((Classmate)) you're not on this table]
5.	Oscar:	[((Classmate)) you're not on this table]
6.	(3.0)	
7.	Anna:	only we're supposed to be on this table for working
8.	Max:	yeah (1.0) I wonder why
9.	Anna:	may because we're smart
10.	Max:	maybe because we are clever
11.	Oscar:	((Unintelligible)) then you move this until it get onto [no: then you press next]
12.	Max:	[(two turn)]
13.	Anna:	oh [yay ((Unintelligible))]
14.	Oscar:	[then you write the bottom one]
15.	Max:	[yes]
16.	Anna:	[yes]
17.	Mason:	ok ok ok
18.	Max:	I don't (really)
19.	Anna:	I'm supposed to return it
20.	Max:	(oh there on the side)
21.	(2.0)	
22.	Anna:	whats your last word

23.	Mason:	it just turned off itself
24.	Max:	[ok wait]
25.	Oscar:	[NO NO no]=
26.	Anna:	=if you
27.	Oscar:	[((Telling a classmate to leave the table))]
28.	Max:	[no arguments]
29.	Oscar:	((explaining why to classmate))
30.	Anna:	ok so sixteen
31.	((Researcher intervenes))	
32.	Anna:	one
33.	Max:	/o/ six
34.	Anna:	wheres the /e/ /e/
35.	Max:	/h/
36.	Anna:	/h/ ((negative noise))
37.	Max:	there a /h/ there=
38.	Anna:	=((negative noise)) does that say /h/ in
39.	Mason:	hey
40.	Anna:	((Unintelligible))
41.	?:	(thug)
42.	Oscar:	no Mason
43.	Mason?:	/e/
44.	Anna:	so /d/ where we (1.0) /d/
45.	Max:	/i/
46.	(1.0)	
47.	Oscar:	no actually I need to go back need to go back on this erm: yeah- back to this
48.	Anna:	Capital
49.	Oscar:	that is supposed to read
50.	(1.0)	
51.	Mason:	((Unintelligible))
52.	Anna:	no it isn't
53.	Max:	it is the /h/
54.	Oscar:	next

55.	Anna:	is a /k/ aw: [no /i/]
56.	Oscar:	[I typed it] too long
57.	(1.0)	
58.	Anna:	/i/ /i/
59.	Max:	/i/
60.	(3.0)	
61.	Oscar?:	(san)
62.	(4.0)	
63.	T:	come on sit yourself there
64.	Oscar:	and he s not allowed cos er: he he just ((Unintelligible))
65.	Max:	what am I supposed to do now
66.	((Redacted part due to interaction with non-participant and TA from another class))	
67.	Anna:	and oh erm: no but look wait there lo:- no no delete all of that
68.	Oscar:	(get it)
69.	Max:	I do delete
70.	Mason:	I take - I took too long
71.	Oscar:	no its not cos you took to long or did type it the way
72.	Mason:	well we don't need anymore (back)
73.	Max:	(this one) wrong type of ((Unintelligible))
74.	Anna:	no black (it says thinking)
75.	Max:	next we can't do a next cos won't work
76.	Anna:	and then do /b/
77.	Oscar:	so (couple) it
78.	Anna:	/B/ /b/ (1.0) /l/ NO wait backspace backspace: its needs to be a capital letter (1.0) I'll hold this you press /b/
79.	Max:	/b/
80.	Oscar:	wait its meant be a couple letter
81.	Anna:	la
82.	Oscar:	right
83.	Anna:	la [put la]
84.	Oscar:	[wheres shift] [you]
85.	Anna:	[/b/] /l/ /a/
86.	Mason:	I don't know what to do

87.	Anna:	/k/ I know where [the (self press)]
88.	R:	[bottom one]
89.	Oscar:	[yeah it]
90.	Anna:	[/c/ /k/]
91.	Oscar:	does that but it types too long
92.	Anna:	can you write the game erm:
93.	(3.0)	
94.	Mason:	nope nope nope nope nope [no nope nope no]
95.	Oscar:	[what what]
96.	R:	there we go
97.	Oscar:	then we use the mouse to click that
98.	Anna:	I know I know I know
99.	Max:	might be on the (bottle)
100.	Oscar:	there
101.	Mason:	ok there I
102.	Anna:	/r/
103.	Mason:	I know I know
104.	Max:	/r/
105.	Mason:	(why they) question
106.	Oscar:	what
107.	Mason:	(my press got)
108.	Oscar:	oh yeah I press (got /c/ /p/ pa)
109.	Anna:	three
110.	Oscar:	yeah but we're not onto purple ((retracted)) yet
111.	Mason:	oh yeah so yeah
112.	Anna:	[((Unintelligible))]
113.	Oscar:	[so::] you need [to write]
114.	Anna:	[press x]
115.	Max:	you mean dot
116.	Anna:	no you write (this) down /p/ /o/ /r/
117.	Mason:	I don't know what we have to do next
118.	Max:	put a /p/
119.	Anna:	a /p/ /o/=

120.	Max:	=ok ok ok
121.	Anna:	all its there
122.	Oscar:	there's a /p/ (hes) right there
123.	(1.0)	
124.	Max:	now what do we do
125.	Anna:	I don't know
126.	Oscar:	oh let me do it
127.	Max:	[didn't we supposed to type in /p/]
128.	Oscar:	[/r/ up /r/ where- wheres the] /r/
129.	Max:	yeah [we are supposed to] type in /r/
130.	Mason:	[it's next to that]
131.	Oscar:	yeah
132.	Mason:	it's I think it's a /p/
133.	Oscar:	/p/ /p/: (2.0) /p/
134.	Oscar:	where do we go=
135.	Mason:	=back up again – pass
136.	(2.0)	
137.	Anna:	what does that mean
138.	(2.0)	
139.	Max:	I don't know
140.	(3.0)	
141.	Mason:	can [you help me please]
142.	Max:	[supposed to go and build the ((Unintelligible))]
143.	Mason:	can you help=
144.	R:	=one second keep having a go
145.	Max:	what should I do now
146.	Oscar:	[oh yeah press the] – that says continue
147.	Max:	[what do we have to do next]
148.	Mason:	oh
149.	Oscar:	well just start getting onto ((Unintelligible))
150.	Mason:	oh
151.	Max:	well I know what to do
152.	Mason:	[we have to go back]

153.	Oscar:	[press the x] back get rid of things
154.	Anna:	so oh ((Unintelligible))
155.	Max:	but we can't it won't go back [there]
156.	Anna:	[yeah] that's it that's it=
157.	Max:	=then
158.	Oscar:	please
159.	Anna:	so be careful what you press /p/ /u/ (3.0) /u/
160.	(1.0)	
161.	Oscar:	then you let – do it again
162.	Anna?:	don't know what to do next
163.	Oscar:	press then press (the) – (so the one do there)
164.	Mason:	I know I know
165.	TA:	there you go now move onto (purple mash)
166.	Mason:	turn up to ((Unintelligible))
167.	PP:	((Unintelligible))
168.	Anna:	/h/ (2.0) you don't need a capital ((loudly)) /H/
169.	Max:	I know
170.	Oscar:	I didn't know you did (anything)
171.	R:	((sighs))
172.	Oscar:	oh yeah
173.	R:	press and hold it
174.	Anna:	no [no no (mend)]
175.	Oscar:	[press it] no no
176.	Mason:	I need to do that bit
177.	Oscar:	you keep doing it
178.	Max:	/h/
179.	Oscar:	until we get onto the
180.	Anna:	/b/=
181.	Mason:	=oh I need to do - type Mason ((Redacted)) me
182.	Oscar:	yeah now Mason ((Redacted))
183.	Anna:	/h/
184.	Mason:	so /a/
185.	(1.0)	

186.	Oscar:	/a/ /a/
187.	?:	la (3.0) (ja) (3.0) /w/
188.	(5.0)	
189.	Anna:	/i/ /n/
190.	(4.0)	
191.	Max:	no no no no now its that ((Unintelligible))=
192.	Anna:	=I know what to do on this now
193.	Max:	/g/ /g/
194.	Anna:	/e/
195.	(1.0)	
196.	Max:	(not /e/)
197.	(2.0)	
198.	Anna:	(go in)
199.	Mason:	got it wrong
200.	Anna:	I know the first (round)
201.	(3.0)	
202.	Anna:	wait shall I do it
203.	Max:	no::
204.	Oscar:	I know how to do it
205.	Mason:	oi
206.	Max:	we've got to go back we've got to go back
207.	Anna:	press
208.	Mason:	/s/ /m/ ((Redacted)) yes
209.	Oscar:	now we can stop
210.	Mason:	huh
211.	(3.0)	
212.	Oscar:	why do you need help
213.	Max:	we don't know what to do
214.	Oscar:	it says incorrect - password or login even though we did it right it said incorrect
215.	Mason:	why don't we go – ther-
216.	Oscar:	BECAUSE WE DID IT W<u>RONG</u>
217.	Mason:	we didn't we did it right (4.0) press back

218.	Oscar:	((grunt)) this is not work<u>ing</u>
219.	Mason:	will it not do it (2.0) me do it (on) (2.0) it's a capital /p/=
220.	Oscar:	=it wont work
221.	Mason:	shift press it /p/
222.	Oscar:	what
223.	Mason:	press the /p/ (1.0) the /p/'s right there
224.	Oscar:	(you) remember all that
225.	Mason:	yeah
226.	Oscar:	we don't know if we remember that (2.0) what
227.	(2.0)	
228.	Anna?:	we didn't do anything
229.	Max:	yeah but it just came up like that
230.	T:	yes
231.	Anna:	it say ((Unintelligible))
232.	T:	have another go=
233.	Anna:	=it [just came up like that]
234.	Oscar:	[Miss Well] Miss Well like Mason on the first (number) this second number
235.	T:	which bit are you looking at [this bit]
236.	Oscar:	[this (number)
237.	T:	it's not Mason if you look you've got to look on here can you see – what does that say does it say mason
238.	Mason:	no
239.	T:	no it doesn't does it – greens on the bottom but it's not Mason on the top you need to look what it says on there - you two got on
240.	Max:	no it's [cos]
241.	T:	[right]
242.	Max:	it's cos [even though we did the wrong password (oh)]
243.	Oscar:	[well it didn't type [(bin on the bottom)]]
244.	Mason?:	[page (four)]
245.	T:	password and you've spelt it right
246.	Max:	yeah
247.	T:	/h/ but in the green /g/ /r/ /e/ /e/ /n/ (3.0) oh it works isn't that funny

248.	Max:	what do we do now=
249.	Anna:	=we go onto the computer (1.0) press
250.	Oscar:	no=
251.	Anna:	=/p/
252.	Oscar:	[NO NO NO ((unintelligible))]
253.	Max:	[(that's the wrong) purple mash] you put
254.	Anna:	lets go back [onto the (home) page]
255.	Oscar:	[you can try to (get it on)]
256.	(3.0)	
257.	Oscar:	Dad ((R)) can you help us
258.	Anna:	aw do you need
259.	Max:	you guys need help
260.	Oscar:	yeah we are trying to get it back up to the top but we can't cos my life is ((unintelligible))
261.	Anna:	/m/
262.	Oscar:	no: we're onto the bottom where you need (type) these
263.	Anna:	/g/
264.	(1.0)	
265.	Mason:	oh yeah yeah I can type it
266.	Max:	Anna this is hard you need to sit here
267.	Oscar:	Miss well (2.0) miss Well
268.	(2.0)	
269.	TA:	there you go=
270.	Oscar:	=top
271.	TA:	don't worry just sit down
272.	Max?:	(not sitting)
273.	Oscar:	green box (blah)
274.	(2.0)	
275.	((Redacted due to Classmate at table (7.0) messed with recorder))	
276.	Mason:	I'll just check it now
277.	Max:	no:
278.	Mason:	I'll just check if we are supposed to do it
279.	T:	you are supposed to be sat on the carpet though

280. Oscar: Miss well

281.   ((End of recording))

8.2   Year 1 recording 3 transcription

Context – This recording is a follow up to recording 2 where the participants had to log onto the computer and navigate to a website. Now they have to play logic-based games, mainly around coding on a site called purplemash. Participants pairs: Mason and Oscar, Max and Anna. The audio device behind Mason and Oscars computer.

T = Teacher

TA = Teacher assistant

R = Researcher

1.   Oscar: I'll go and - how did he that that's my seat

2.   Mason: Yeah (I need to move) over there

3.   Oscar: so we need to go [into coding]

4.   Anna: [it switched it off] though

5.   Oscar: [((Unintelligible))]

6.   Max: [no::]

7.   Oscar: so the green monkey this go onto [the green monkey]

8.   R: [oh there you go]

9.   Max: [yay:]

10.   Oscar: [we don't] need (that one)

11.   Anna: er: [(what lose that)]

12.   Mason: [a green monkey]

13.   Anna: where (shall) we go

14.   Max: then:

15.   Anna: go to the world

16.   Max: go to the world

17.   Anna: the bubble

18.   Oscar?:   how do you spell (right)

19.   Anna: bubble - do the bubble one - click on it

20.   Max: no how do we go [down]

21.   Mason: [have]

22.   Oscar: yeah then (clicks) onto it

23.   Max: how do [you go down]

24.   Mason: [just wait]

25.   ((to the class))

26.	T:	if you've not done the fish one do the fish one first (please)
27.	Oscar:	THERES the first (<challenge>) – OK you do the first challenge I'll do the second
28.	Mason:	well we know what to do so we [got to do the fishes]
29.	Anna:	[one ((Unintelligible))]
30.	(1.0)	
31.	Oscar:	no cos we've already done that
32.	Mason:	bubbles=
33.	Anna:	=so:
34.	Max:	what did miss just say – what did miss say
35.	Oscar:	Thursday challenge
36.	Anna?:	then we want it to go up
37.	Max:	what did (it) say
38.	Mason:	then
39.	Anna:	no you don't have to
40.	Oscar:	they the bubble
41.	Mason?:	what did miss (well) say
42.	Max:	could be that
43.	Oscar:	Yay we did the first [challenge]
44.	Anna:	[bubble is up]
45.	(2.0)	
46.	Max:	what did miss well [say we are supposed to] do next
47.	Oscar:	[I'm supposed to go next]
48.	Anna:	((Unintelligible))
49.	Max:	no we aren't meant to play that
50.	Mason:	we- we didn't make these ((Unintelligible)) make it clear
51.	Oscar:	i- we did the first challenge but it didn't talk to us
52.	Mason:	we did we did it
53.	T:	well I think you can read so you done bubble up – pull it across the when clicked
54.		
55.	Oscar:	so when [clicked]
56.	Max:	[that] this that and then

57.	Anna:	(bubble and knee)
58.	Max:	that is supposed to go on
59.	Oscar:	then click
60.	Max:	times
61.	Oscar:	bubble – put a bubble on the question mark then (hide) underneath
62.	(2.0)	
63.	Max:	<u>ye</u>s
64.	Oscar:	did you do the first challenge
65.	Max:	yeah we- no we've done the next one
66.	Mason:	wheres hide=
67.	Oscar:	=THE second one
68.	Mason:	[wheres hide]
69.	Max:	[yeah its gone onto that] gone onto that
70.	Mason:	wheres hide - wheres hide
71.	Oscar:	you- SO you've done the THIRD one (3.0) ·hhh HOW DID THEY DO the second one
72.	Anna:	leave it=
73.	Max:	=now look they've come up
74.	Anna:	Wait
75.	Max:	look them has come up
76.	Anna:	lets press play – let me just
77.	Max:	Oscar now all them have come up
78.	(1.0)	
79.	Oscar:	Try to pop them then
80.	Mason:	can it try
81.	Anna:	if you (pull) all those
82.	Max:	oh
83.	Oscar:	try and pop them
84.	Mason:	I'll try
85.	Max:	(I'll) try and pop them
86.	(1.0)	
87.	Anna:	YES we did it
88.	Mason:	(three mean)

89.	Anna:	((victory grunt/noise))
90.	Oscar:	we [did it]
91.	Max?:	[yay]
92.	Mason:	Oscar we [did (have it)]
93.	Max:	[(wait a minute)]
94.	Anna:	no they are [going too fast:]
95.	Mason:	[Oscar we did it look]
96.	Oscar:	one minute
97.	Anna:	this isn't fair
98.	Oscar:	(try) and look at it
99.	(4.0)	
100.	Max:	oh yeah yeah [we got that (one wrong)]
101.	Mason:	[no he didn't]
102.	Anna:	aw: we lost let's try again
103.	(2.0)	
104.	Oscar:	miss well we did it same one with because we didn't see hide
105.	Anna:	we're just doing the thing
106.	Oscar:	hide didn't come up
107.	T:	right well have another [go]
108.	Anna:	[I'm] gonna tell miss (Well)
109.	T:	so when you click what do you want the bubble to do
110.	Anna:	[Miss well]
111.	T:	[because] the bubble underneath an then what do you want the bubble to do [hide]
112.	Mason:	[we've] done both of together
113.	Max:	aw:
114.	T:	have you have you both done all the fish one
115.	Mason:	yeah
116.	Oscar:	yeah that then press play
117.	Mason:	it just came up like that when we did
118.	Oscar:	well
119.	Mason:	the second bit
120.	T:	so save and exit

121.	Mason:	press x – go to the x (3.0) °press x°
122.	(3.0)	
123.	T:	[Anna:]
124.	Mason:	[Miss well]
125.	T:	and:
126.	Anna:	Max
127.	T:	Max
128.	Oscar:	when we just started the se- when we did it it just went onto this
129.	Mason:	((upset noise))
130.	Oscar:	when we did the [second challenge it just]
131.	T:	[have a go at]
132.	Oscar:	went onto this
133.	T:	do I look like I'm talking to somebody have a go at another one – see if you can - click the top one
134.	Anna:	woah
135.	Mason?:	four
136.	Anna:	press there Max
137.	Max:	I want to watch it
138.	Mason:	excuse me
139.	T:	one second
140.	((some sort of video on the website is playing))	
141.	(3.0)	
142.	Anna:	Max this is actually quite boring you (know)
143.	(2.0)	
144.	Max:	let's juts press next
145.	(2.0)	
146.	Mason:	how do we do this
147.	Anna:	we just ((Unintelligible)) this game
148.	Max:	we are
149.	Mason:	oh my lord look at the no:
150.	Oscar:	press x (1.0) Then go onto the fish=
151.	Mason:	=To get do I press it now – see I got it now
152.	Max:	[no no (press)]

153.	Oscar:	[AND AGAIN]
154.	Max:	put that [put that back]
155.	Oscar:	[press play] press <play>
156.	Max:	put that back and then (3.0) click that - we doing it to<day>
157.	Oscar?:	click click (there)
158.	Anna:	er: well
159.	Mason:	yes we can (beated) another level
160.	Oscar:	YES
161.	T:	tuna
162.	Max:	and then (3.0) play and then we're done
163.	T:	press then then see what it presses
164.	Max:	miss well
165.	T:	yeah
166.	Anna:	what do we have to do – we just have to press=
167.	T:	=so you have a question mark there so you need to go back (1.0) and=
168.	Max:	=[won't work]
169.	T:	[sort that] question mark out ok
170.	Oscar:	I know (oh)
171.	Mason:	I know
172.	Oscar:	no not (oh) we need to hide
173.	Mason:	there - hide - press play (1.0) press play (2.5) press play (2.0) Oscar
174.	Oscar:	press ((Unintelligible))
175.	Anna:	try the plot point
176.	Max:	she said (can) we go on that third one
177.	Anna:	I've got one
178.	Oscar:	le<u>ave</u> the mouse where it is=
179.	Max?:	=pop
180.	Mason:	((grumbles under breath))
181.	Oscar:	because
182.	(3.0)	
183.	Mason:	but I'm still just (watch((ing)))
184.	M + A:	YES
185.	Mason:	I'll put that - oh no: and then go to [((Unintelligible))]

186.	Anna:	[the snails]
187.	Max:	can I just=
188.	Anna:	=hhh
189.	Anna:	hey
190.	Mason:	I will pop them
191.	Anna:	(are the fish ok) WAH [((incoherent excited or surprised yelling))]
192.	Oscar:	[((Unintelligible)) because it's a video]=
193.	Anna:	=go
194.	Max:	no
195.	Anna:	no GET HIM
196.	Max:	get them
197.	Oscar:	no Mason there's too many people for=
198.	Anna:	GO RED (1.0) (I got him)
199.	Max:	GO ((slams table))
200.	Mason:	the snails not moving
201.	Oscar?:	it's ((Unintelligible))
202.	Max:	I think we got them
203.	Anna:	[BAH:]
204.	TA:	[oh hang] on that's far too hard
205.	M + A:	((yelling))
206.	TA:	((Unintelligible)) sorry
207.	M + A:	((excited yelling))
208.	Mason:	can I - miss Well ok have a go
209.	Oscar:	oh Wh- but I've not had a go
210.	TA:	Yeah have a [go (moving) something]
211.	Mason:	[there the blue one] oh we're doing
212.	Max?:	YES
213.	Anna:	can I go [first]
214.	Max:	[I just] yeah you can go first – no don't (pick) the ((Unintelligible)) first
215.	Mason:	(this wont work)
216.	Oscar:	no: we need to get it
217.	Anna:	((yelling))

218.	Mason:	oh: [yeah that's what I want]
219.	Max:	[there are two instructions [(on how to do it)]]
220.	Anna:	[I know how to do it] ((Unintelligible))
221.	Max:	(they're the same)
222.	Mason:	oh yeah
223.	Oscar:	does – the two are supposed to turn right isn't it
224.	Mason:	yeah cos its just gonna arrow
225.	Anna?:	it's gonna turn right - no no (wait there [wait there)]
226.	Mason:	[stupid arrow let] me try
227.	Anna:	no no no press the [((Unintelligible))]
228.	Oscar:	[NO we're already got the red one]
229.	Anna:	then you want it to move right
230.	T:	pop again
231.	Oscar:	WE'VE already pop a red one
232.	T:	right
233.	Oscar:	now we just need to get a pink green and blue
234.	Anna:	no there's loads
235.	T:	when you pop the bubble and different oh - when you click a bubble
	and	different a different bubble disappears can you fix it – now look at
	this when	clicked red bubble and it says [blue bubble hide]
236.	Anna:	[no you have to]
237.	T:	that's whats going wrong
238.	Oscar:	no you don't need to do that - [the green] bubbles hiding
239.	T:	[so: select this]
240.	Oscar:	no the [(prams)] I know what the (Cats) supposed to do
241.	T:	[so lets um:]
242.	Max:	that's supposed to turn left [cos I've done] it before
243.	Mason:	[press x]
244.	Oscar:	open it here
245.	Mason:	no wait there and then press it open again and do left left left left
246.	T:	right you have to fix it we don't want the blue bubble there do you
247.	Mason:	((unintelligible))
248.	T:	so when you click [the red bubble]

249.	Mason:	[and click play]
250.	T:	which [bubble do] you want to disappear
251.	Mason:	[easy]
252.	Max:	er the green one
253.	T:	no no no the [(blue)]
254.	Max?:	[and then]
255.	T:	bubble
256.	Max?:	the purple go left then next challenge
257.	(1.0)	
258.	Mason:	stay away
259.	Oscar:	oh
260.	Anna:	I know it
261.	Oscar:	goes in green bubble goes in green bubble
262.	Mason:	no no press x [press x press x press x]
263.	Oscar:	[go to the green bubble]
264.	(1.0)	
265.	Mason:	press x
266.	Oscar:	no green bubble hide [so you go to the green bubble go to the]
267.	Anna:	[and now we both go this]
268.	Oscar:	[go to that one – that one]
269.	Anna:	[yes so like that one turn it up]
270.	Mason:	let let let [no let me] do four
271.	Oscar:	[that one]
272.	Mason:	this bits really tricky I can do this
273.	Oscar:	don't – [press]
274.	Mason:	[so: hide] right
275.	Oscar:	[hide]
276.	Anna?:	[(right)]
277.	Max:	yeah then press the green bit - that bit
278.	Anna:	ok up
279.	Max:	and then the clown fish is supposed to go=
280.	Mason:	=I'll do it
281.	Oscar:	I I know what to [do]

282.	Anna:	[down]
283.	(2.0)	
284.	Mason:	found it (1.0) (go)
285.	(1.0)	
286.	Max:	oh yeah I remember (blip) that's supposed to go left
287.	(2.0)	
288.	T:	ok if you are on the bubbles if you are doing bubbles come and sit on the carpet if you are doing fish carry on
289.	Max?:	do we go now
290.	T:	if you are doing fish carry on if you are doing bubbles come over here
291.	((Mason and Oscar seem to have left the table))	
292.	(4.0)	
293.	Anna:	only if you are doing (the bubbles)
294.	(4.0)	
295.	Max:	but how do we do it (1.0) (move) to the right
296.	Anna:	that's what we just=
297.	Max:	=move sharp left (1.0) move from (this) side - do the mouse (its not)
298.	(3.0)	
299.	Anna?:	what we do next
300.	Max:	(oh we've done it)
301.	(11.0)	
302.	Anna:	miss said to do this than the ((Unintelligible))
303.	(37.0)	
304.	((Some messing around seems to be happening through all the gaps, no work heard))	
305.	Anna?:	it's stuck
306.	(6.0)	
307.	Anna:	wheres the cat gone now – wheres the cat gone now
308.	(23.0)	
309.	Max:	yes yes yes press yes (1.0) press yes (get) instead of no press yes then press - press yes (1.0) no no I know what happened cos that happened to me before you get this
310.	Anna:	wha::t (1.0) so I press ok now

311.	Max?:	no no so
312.	Oscar:	pop on the (tape) it said ((Unintelligible))
313.	Mason:	I'm gonna go and get onto fishes
314.	Anna:	[carry on with the bear one]
315.	?:	[((Unintelligible))]
316.	Anna:	[oh]
317.	Oscar:	[looking] for the fish
318.	Mason:	((Unintelligible)) was yesterday
319.	Anna:	[erm: I wanna do] this
320.	Mason:	[((Unintelligible))] do it again
321.	Max:	no
322.	Anna:	well ((singing))
323.	Mason:	I know what to do
324.	Max:	WHY
325.	Mason:	((Unintelligible)) oh
326.	Anna:	hey
327.	Mason:	Friday
328.	Anna:	I was [supposed to go (next)]
329.	Mason:	[take it to the bear]
330.	(6.0)	
331.	Anna?:	why am I still on the fish
332.	(9.0)	
333.	Max:	(loads) slow now we know whats going on bubble one is done the bubble one (3.0) bubble one
334.	Anna:	bubbles:
335.	(5.0)	
336.	Max:	did it
337.	Anna:	/g/
338.	(4.0)	
339.	Max:	no: idea (1.0) ((Unintelligible))
340.	Mason:	Can I do it
341.	Oscar?:	you can do the bubbles

342.	Mason:	now bubble (1.0) right bubble: we're doing (that) no the bubble is supposed to go up isn't it
343.	T:	lets have a look
344.	Mason:	bubble
345.	T:	oh you started with a red button hiding you don't want the red button to hide you want the red bouton to move up red bubbles gonna move up blue bubbles gonna move up pink bubbles gonna move up blue bubbles gonna move up when you click on the red button the red buttons gonna hide yeah
346.	Oscar:	[can we]
347.	T:	[this one] that's [ones there]
348.	Oscar:	[fix it]
349.	Anna:	next
350.	T:	red bubble up [don't know why its doing that]
351.	Anna:	[last night (rex)]
352.	T:	that's fine right when clicked red will remember whats been clicked when clicked here
353.	Anna:	do we have to click ((Unintelligible))
354.	Max:	no
355.	T:	when clicked on the pink bubble ((Unintelligible))
356.	Anna:	does it go up - where does it go
357.	T:	don't want that do we
358.	Mason:	no
359.	T:	click on the right bubble
360.	Max:	so [Anna anna]
361.	Oscar:	[Click on the green] one
362.	Mason?:	oh look
363.	Oscar:	not the red one the pink one=
364.	Mason:	=then then then just press the so
365.	Oscar:	when clicked on pink bubble then red bubble=
366.	Mason:	=hide (1.0) red bubble
367.	Oscar:	press on the red one (3.0) no: click on the pink pink one
368.	Mason:	it's not hiding [OH I know]

369.	Anna:	[((Unintelligible))] like that
370.	Oscar:	right - one minute – when press bu- bubble red bubble hide
371.	Mason:	that
372.	Max:	go onto the first one before that so
373.	Oscar:	you are doing it all wrong (3.0) make it go pink bubble cos then go to hide we [(don't) want that to] do do we
374.	Anna:	[can I try]
375.	Max:	of – ok
376.	Anna?:	did it – oh
377.	(2.0)	
378.	Mason:	go do fishes
379.	Oscar:	I'll try
380.	Anna:	they can get it get it
381.	Mason:	(work)
382.	Anna:	get it – shall we go back into the (share)
383.	Max:	no
384.	(2.0)	
385.	T:	right
386.	Max:	n<u>o</u>
387.	T:	lets try
388.	(1.0)	
389.	Oscar:	because when you click on the pink one the red the red (falls) apart
390.	T:	right hang on (3.0) I don't understand why=
391.	Anna:	(grab) it
392.	Max:	I <u>am</u>
393.	Mason:	red right
394.	T:	give me a second so that needs to move [up that should be fine so why is it]
395.	Anna:	[only you can do it]
396.	T:	not when you click a bubble a different bubble disappears can you fix it I [don't know why its flashing that at me]
397.	Anna:	[see you do it while I do it]
398.	T:	we want them all to move up don't we

399.	Mason:	yeah and be all
400.	T:	hang on lets do this - just move your arm mason I cant see
401.	(7.0)	
402.	((mumbling from T))	
403.	(9.0)	
404.	T:	oh (4.0) here we go
405.	Oscar:	are we doing the airplane one soon
406.	T:	((Unintelligible)) can you just pick up ((Unintelligible)) try again
407.	(9.0)	
408.	Max:	er no wah
409.	(7.0)	
410.	Max:	what do we get the
411.	Mason:	so when clicked on that oh (3.0) ((Unintelligible))
412.	Max:	((classmate)) you're not in our area get in your own area
413.	Oscar?:	ohh yay
414.	Mason:	get out
415.	(11.0)	
416.	Anna:	((messing around))
417.	(1.0)	
418.	Mason:	there when clicked on pink ball
419.	(16.0)	
420.	T:	press the arrow to get down
421.	Max:	it won't even work
422.	Mason:	ok when clicked on pin-
423.	(13.0)	
424.	Max:	when we've read it it won't work
425.	Oscar:	when you press the green bubble the (other) bubbles pop
426.	Anna:	help hel:p
427.	R:	go sit down I'll come over
428.	(2.0)	
429.	Mason:	excuse [me]
430.	R:	[this] one is complicated
431.	Oscar:	we don't need help

432.	R:	so
433.	Anna:	what happened
434.	R:	right click what do we want to click
435.	Anna:	((noise))
436.	Max:	the bubble
437.	Mason:	well when we=
438.	R:	I'll be with you in a sec go here and click on the bubble oh there you go press play and click on the bubble
439.	Anna:	its not doing anything
440.	R:	yay: (2.0) I think you are going onto the next [another game now I think]
441.	Anna:	[your not doing anything]
442.	Max:	another game
443.	Mason:	now now it's a snail it's a snail that's ((Unintelligible))
444.	Anna:	((Unintelligible))
445.	Oscar:	YEAH WE COMPLETED IT (DUDE) ((Unintelligible))
446.	Anna:	no: we need to do the airplane don't we
447.	(14.0)	
448.	Anna:	the snout
449.	(1.0)	
450.	Mason:	excuse me whats supposed to be doing with it
451.	Anna:	((Unintelligible)) the same ((comical voice)) what do we have do ((banging table)) what do we have to do what do we have to do
452.	R:	((Unintelligible because of table banging))
453.	Mason:	how lets just do the bubble
454.	R:	one sec I'll come in a sec sit down I got it so click ok right oh
455.	Max:	are we not doing ((Unintelligible))
456.	R:	oh no that looks way to complicated for you
457.	Oscar:	no we've already done that
458.	R:	you've done it
459.	Oscar:	yeah
460.	R:	oh well done then
461.	Anna:	I need [two ((Unintelligible))]
462.	Oscar:	[well try to go onto the second] (clue)

463.	(2.0)	
464.	Max:	yeah
465.	R:	but the
466.	Anna:	(in there you)
467.	Max:	no you've hardly done anything your just gonna click away
468.	Mason:	no: [no:]
469.	Max:	[because]
470.	Anna:	I'm gonna try (it all)
471.	(2.0)	
472.	Max:	(get away)
473.	Oscar:	boring
474.	Mason:	nothing happened
475.	R:	when you click on them they hide
476.	Oscar:	yeah they hide the bubble
477.	R:	yep
478.	Oscar:	yeah then that one hides then (1.0) that one hide
479.	Anna:	hhh
480.	Oscar:	but we are trying to find something ((Unintelligible))
481.	(7.0)	
482.	R:	the next challenge after that one
483.	Oscar:	yeah
484.	(16.0)	
485.	Mason:	How do you get onto the [next one]
486.	Oscar:	[we can go to airplane one]
487.	Max:	you just press (save)=
488.	Mason:	=(take) us to airplane one
489.	Oscar:	so we move that off here
490.	(3.0)	
491.	Oscar:	WOAH
492.	(1.0)	
493.	T:	ok it is lunch time my children
494.	PP:	YAY
495.	T:	you need to ((Unintelligible))

496.	PP:	YEAY
497.	T:	erm my children
498.	((explaining pack up))	
499.	Anna:	we are already past there
500.	Max:	we leave
501.	Mason:	(press in doubts)
502.	Oscar:	no I'm not
503.	Anna:	go and
504.	Max:	no no no go on there
505.	Mason:	done it
506.	R:	we are finished now
507.	Anna:	lets have a
508.	Mason:	you need to get this
509.	Max:	you turn this off
510.	Oscar:	[we've already turned ours off]
511.	Anna:	[how can you even get this off]
512.	((End of recording))	

8.3   Year 1 recording 6 transcription

Context – Maths lesson where they had to work out the numbers in the squares based which were ten less or ten more than the number in the middle. Participants: Mason, Max, Oscar and Anna. The audio device was in front of Anna.

T = Teacher

R = Researcher

1.	Mason:	How do you do this please (1.0) what do you need to do
2.	Anna:	twenty
3.	Max:	six
4.	R:	so you have to work out
5.	Anna:	this ones twenty six
6.	Oscar:	yeah that's (me)
7.	R:	there you go Anna will tell you - tell Mason how to do these
8.	(3.0)	
9.	Mason:	is it
10.	Anna:	so you have to [draw]
11.	Max:	[so]
12.	Anna:	the picture they can help you if its really big number
13.	(1.0)	
14.	Oscar:	so two
15.	Anna:	you need to start with (right)
16.	Oscar:	can you be quiet a minute
17.	(1.0)	
18.	Mason:	ten less
19.	Anna:	then two
20.	(1.0)	
21.	Oscar:	that's fifty-four - is that fifty-four
22.	Max:	it (certainly looks it)
23.	Mason:	zero - is that zero=
24.	R: =yes	
25.	Oscar:	no
26.	Anna:	or two
27.	Mason:	two

28.	Anna:	I actually do know
29.	Max?:	what=
30.	Anna:	=(the juice)
31.	(13.0)	
32.	Mason:	eight one two three
33.	Max:	I'm now I just need work out this number
34.	Mason:	its eight its eight its eight its eight
35.	Max:	yeah I know
36.	Mason:	its eight in this
37.	Oscar:	ok I need to ((unintelligible))
38.	(8.0)	
39.	Max:	six
40.	(10.0)	
41.	Mason:	two four (2.0) times six six
42.	(8.0)	
43.	Max:	I've done these nine
44.	(3.0)	
45.	Oscar:	ten plus eleven yeah=
46.	Mason:	=ok
47.	Oscar:	why you still doing oh yeah I know that
48.	(4.0)	
49.	Max:	why is that tracker on
50.	Oscar:	I don't know
51.	(23.0)	
52.	Mason:	can you come and say which one I've got right
53.	R:	give me one second
54.	((Classmate at table for (17.0)))	
55.	((Max picks up recording device and drops it))	
56.	Mason?:	max why did you pick that up
57.	Max:	(seal) wants it
58.	Anna:	who the heck is that
59.	Mason:	I'm telling – [R]
60.	Anna:	[that was loud too]

61.		(7.0)
62.	Mason:	(mud) did you get all of them right
63.	Max:	(don't have any)
64.		(20.0)
65.	Oscar:	WOAH MASON
66.	Mason:	what have I got a mistake everywhere (1.0) is it all wrong
67.		(3.0)
68.	Oscar:	erm:
69.		(10.0)
70.	Anna:	YOU'RE NOT SUPPOSED TO DRAW ANYTHING IN THERE at the moment
71.	Mason:	I know (but does not matter) does not matter to me
72.	((a participant groans))	
73.	Oscar:	I'm telling - Mason touched the thing
74.		(1.0)
75.	Oscar:	oh:
76.	R:	no touching
77.	Mason:	I didn't
78.	R:	[well]
79.	Mason:	[I only] di this
80.	Oscar:	no he didn't he picked it up he picked it up didn't he
81.	Anna:	yeah
82.	Mason:	no I did not just touched it
83.	Anna:	oh::
84.	Max:	at all
85.	Anna:	I'm thinking this is twenty-six (1.0) thinking this is twenty-six
86.		(15.0)
87.	?:	oh no
88.	Anna:	((classmates name)) drawed a love heart a big one
89.	Max?:	look you can't
90.	Anna:	can I use your little one
91.	Max:	(or you can) draw a star
92.	Anna:	rubbish star
93.	Mason:	im what im drawing a big one

94.	(1.0)	
95.	Anna:	that's not even how you draw a star - this is how you draw a star
96.	(2.0)	
97.	Oscar:	no I draws my I draw my name
98.	(5.0)	
99.	Anna:	this is what I draw for my name
100.	PP:	hhh
101.	(21.0)	
102.	Oscar:	which one is right
103.	(2.0)	
104.	R:	which one (7.0) what have you done here why have you done you have done these ones but not ((Unintelligible))
105.	(3.0)	
106.	((Researcher explaining for the rest of the recording))	
107.	((End of recording))	

8.4   Year 2 recording 1 transcription

Context – Maths lesson, adding numbers using whiteboards and number cubes or number sticks to do the sums that are on the board. Working partners: (Grace and Sofia) (Noah and Lauren) (Cole and Chloe). The audio device was in front of Sofia and Grace.

T = Teacher

1.	T:	Because you are helping each other so is that ok with you all
2.	Cole:	[yeah]
3.	Chloe:	[I've worked out] the answer
4.	T:	Fantastic
5.	Lauren:	((Unintelligible)=
6.	T:	=yeah not bothered
7.	Noah:	us too
8.	T:	Brilliant- and Cole I want you to be showing Chloe the steps because this is what's important to help each other ok off you go
9.	Cole:	you have to now put ((unintelligible))
10.	Sofia:	so it's fifty-three
11.	Cole:	Bottom of the
12.	Chloe:	[fifty thre:e]
13.	Grace:	[fifty-three] - good work
14.	Cole:	do you want to write four
15.	Sofia:	so
16.	Grace:	now it's my turn so [you gonna swap over now]
17.	Noah:	[There's no bit of (po-)]
18.	Sofia:	yeah
19.	Grace:	So rub these out so you can [dra::w]
20.	Sofia:	[Yes]=
21.	Grace:	=and then I've got my own pen
22.	Sofia:	so
23.	Noah:	yes we do=
24.	Grace:	=Got my own pen
25.	Lauren:	Noah can you write
26.	Grace:	[forty-two]

27.	Lauren:	[seven in here]
28.	Cole:	forty-two
29.	Noah:	((noise of possible agreement))
30.	Sofia:	These [are all I need]
31.	Cole:	[add nineteen]=
32.	Grace:	=Forty-two
33.	((rummaging around in box of number cubes))	
34.	Noah:	and then two
35.	Grace:	[So I need two]
36.	Sofia:	[I need one ten]=
37.	Grace:	=forty-two
38.	Noah:	guess what
39.	Grace:	and then
40.	Sofia:	and write – yeah
41.	Cole:	now we need some
42.	Sofia:	[now we need]
43.	Noah:	[(guys)]
44.	Sofia:	[you – you write four write four]
45.	Lauren:	[nineteen- right to the bottom]
46.	Grace:	o:k
47.	Cole:	now I need nine (bowls)
48.	Sofia:	so=
49.	Grace:	=I'll see if I can
50.	Noah:	six – seven
51.	Chloe:	ok
52.	Sofia:	add nineteen
53.	Chloe:	four
54.	Sofia:	add nineteen
55.	Grace:	Seventy-two add nineteen
56.	Noah:	Put them all together
57.	Grace:	so we need a one stick
58.	Noah:	(look) at me
59.	Cole:	then we got

60.	Sofia:	and then nine
61.	Cole:	Together
62.	Chloe:	Ermm
63.	Cole:	(Like) say what
64.	Lauren:	Six there
65.	Chloe:	and then move those into there and you get another pair
66.	Grace:	eh-eh-excuse me what could you move [them here]
67.	Sofia:	[oh] right I forgot about that ok
68.	Chloe:	We got two extra
69.	Grace:	one [two]
70.	Cole:	[Yeah]
71.	Grace:	three four [five six]
72.	Cole:	[yea:h]
73.	Grace:	Seven eight nine=
74.	Sofia:	=She's got two extra ((referring to Chloe))=
75.	Cole:	=She's got the hang of it
76.	Noah:	hey
77.		((Coughing))
78.	Noah:	now they are gonna hear what we just said
79.	Chloe?:	hhh don't you (werr)
80.	Sofia:	So we gonna bring all – wait so
81.	Cole:	So now can you write
82.	Noah:	((pain sound)) ow
83.	Cole:	five in here
84.	Sofia:	one and then nine
85.	Grace:	and then we're gonna bring them down ok
86.	Noah:	I (know) what the other one is
87.	Grace:	so we bring [them down Sofia]
88.	Noah:	[(long way down)]
89.	Sofia:	Ok=
90.	Grace:	=we bring [them do]wn
91.	Sofia:	[great] – great
92.	Cole:	You know you know you don't need to (proper drop) that one

93.	Grace:	n:eed
94.	Cole:	It's
95.	Grace:	n:eed to add one
96.	Cole:	five hundred and one
97.	Sofia:	fifty
98.	Cole:	I don't even know what that looks like
99.	Sofia:	fifty one fifty two fifty three
100.	Grace:	no [wait wait wait]
101.	Sofia:	[fifty four fifty five]
102.	Cole:	no that's easy
103.	Chloe:	[it says cos it's not really]
104.	Grace:	[five six seven eight nine ten eleven] – [SO]
105.	Sofia:	[No wait] let me just check
106.	Grace:	we need to- [take away ten]
107.	Sofia:	[let me just check] can
108.	Gace:	[erm we need to take away ten]
109.	Sofia:	[no- no can I check]
110.	Grace:	yeah
111.	Cole:	now we need to [do sixty-seven]
112.	Lauren:	[write it down]
113.	Sofia:	one two three [four]
114.	Noah:	[why] [are you doing (those)]
115.	Chloe:	[you can do those]
116.	Noah:	(what are all the way there)
117.	Sofia:	six seven eight
118.	Cole:	that's five seven – now what's the answer
119.	Sofia:	nine ten elven ok so
120.	Cole:	((uninteligable)) hundred and fifty-three
121.	Sofia:	shall I – shall I make a ten for you
122.	Noah:	there
123.	Grace:	erm no [I]
124.	Cole:	[Another] ten
125.	Grace:	can I do it

126.	Cole:	Give me the (box)
127.	Sofia:	yes – count- to ten with them I think [I would have to take one away]
128.	Cole:	[Now what's the answer]
129.	Grace:	I'll have to take away
130.	Noah:	easy
131.	Grace:	No wait
132.	Cole:	there we [go]
133.	Grace:	[no but- no we have to put this away]
134.	Lauren:	you are not working [with Noah or me]
135.	Grace:	[Three four five]
136.	Noah:	yeah can't work [with you] already got a partner you know
137.	Grace:	[six seven] eight
138.	Noah:	oh and [look there a] (subtraction) on the board
139.	Grace:	[nine ten] so we got ten
140.	Cole:	one
141.	Noah?:	well anyway
142.	Grace:	we got ten and how many – no these- were our – these was an in
143.	Cole:	Grace so you were
144.	Chloe:	Are you sure you're doing it right
145.	Cole:	you were supposed to put all of those back and then change it for a tens stick
146.	Sofia:	We did get [(sti:ck)]
147.	Cole:	[where do we have] another rubber
148.	Chloe:	to rub
149.	Noah:	oh come on sixty-seven
150.	Grace:	one two three
151.	Cole:	[I just got you] the hardest one
152.	Sofia:	[Wait we can take] [we have to take]
153.	Grace:	[four five]
154.	Sofia:	no we have to [get a different ten]
155.	Lauren:	[so now Noah]
156.	Grace:	Whats sixty-one
157.	Lauren:	It's forty-two – yeah so can you write

158.	Cole:	Sofia you [have to get that on your (four) and] put that in
159.	Lauren:	[Can you get four of these]
160.	Sofia?:	stop ermm
161.	Chloe:	Wait
162.	Sofia:	[Pen]
163.	Cole:	[Ok then you] can get that one
164.		((referring to the tray of cubes and sticks))
165.	Grace:	Chloe that was actually [me you don't just] shove it in the middle
166.	Noah:	[erm A dark white (one)]
167.	Chloe:	just have to go all (see) about it
168.	Noah:	((redacted due to utterance about a classmate))
169.	Lauren:	ok – one more then
170.	Cole:	one two three four [five six seven] eight
171.	Grace:	[ok sixty-seven]
172.	Noah:	er:m (these)
173.	Grace:	yeah so then [you could sixty-seven so it's you turn]
174.	Cole:	[one two three four five six seven eight]
175.	Noah:	so what do
176.	Chloe:	so that's in [this part first]
177.	Grace:	[One two]
178.	Cole:	So we need nine there
179.	Grace:	[three]
180.	Sofia:	[six]
181.	Grace:	four five
182.	Noah:	(need that there)
183.	Grace:	three add two is [fiv:e]
184.	Chloe:	[cos its twelve]
185.	Cole:	And then can you write twelve in there
186.	Grace:	[And then we got six]
187.	Cole:	[twelve in there]
188.	Sofia:	twelve ones
189.	Grace:	yes – six
190.	Noah:	Its nine

191.	Cole:	its eighty-two
192.	Noah:	No it isn't its nine
193.	Cole:	°right°
194.	PP:	Sixty
195.	Grace:	seven
196.	Lauren:	Can you get two of these [and put them in there]
197.	Chloe:	[so put them in there]
198.	Sofia:	shall I get – shall I get some (six or three)
199.	Lauren:	and [put them in there]
200.	Grace:	[I got three]
201.	Noah:	there you go
202.	Lauren:	oh:
203.	Sofia:	Wait wait I think we've got a bit too many
204.	Noah:	>(I want three)<
205.	Sofia:	three
206.	Noah:	[(and I forgot it)]
207.	Sofia:	[I think – can I have them] please
208.	Grace:	we got [three]
209.	Cole:	[and right] can you write two in there
210.	Chloe:	[In here - write] – two
211.	Sofia:	[and now I'll put this one here]
212.	Grace:	[two three] four five
213.	Noah:	[my turn]
214.	Grace:	five si:x
215.	Noah:	what – I don't need to
216.	Grace:	seven
217.	Cole:	ow
218.	Grace:	(there)
219.	Chloe:	seven
220.	Grace:	Write the name – [you write it down]
221.	Lauren:	[Put one ten in]
222.	PP:	oh:
223.	Chloe:	seven

224.	Cole:	now we need four
225.	Chloe:	ohh (black and one)
226.	Cole:	Thanks – and five
227.	Chloe:	one ten (hhh)
228.	Noah:	on top of the [thing]
229.	Chloe:	[a:nd] that does it – add the
230.	Noah?:	(Break)
231.	Sofia:	number fifty-six [help me on (six)]
232.	Cole:	[now we need to write] ((unintelligible)) (then we are done)
233.	Lauren:	forty-five
234.	Grace:	add [twenty-five]
235.	Cole:	[now you make] forty-five
236.	Grace:	[twenty-five]
237.	Cole:	[now you need to do]
238.	Lauren:	[put nine in here]
239.	Grace:	[we'll get some tens]
240.	Lauren:	nine in here=
241.	Grace:	=and then i'll- put them [on if] ok
242.	Noah:	[(my sheet)]
243.	Grace:	[I'll put them on]
244.	Noah:	[four that (first)] ((unintelligible))
245.	Sofia:	you can put the ones on
246.	Noah:	Who's (shirts) [came off]
247.	Grace:	[We may need [that in there]]
248.	Cole:	[alright that is fine]
249.	Grace:	twenty-one twenty-two
250.	Noah:	(toffee)
251.	Cole:	winner
252.	Sofia:	oh no wait wait no
253.	Noah:	oh: aw: (far from us)
254.	Sofia:	I don't like it
255.	Grace:	these ones=

256.	Noah:	=[I'm kicking]
257.	Lauren:	[why]
258.	Grace:	cos they [are a bit annoying]
259.	Noah:	[it to get it upwards] so I can put my foot – back in it
260.	Sofia:	I don't know why
261.	Lauren:	(fair)
262.	Noah:	OH AH
263.	Chloe:	hey
264.	Lauren:	what are you EH:: I was writing it this
265.	Sofia:	thirteen seven
266.	Chloe:	thankyou that's the middle of the table
267.	Sofia:	I think we could (half) these then
268.	Grace:	some extra
269.	Cole:	there is no forty-seven
270.	Cole:	(tomps) on top
271.	Grace:	[sixty-seven I mean]
272.	Lauren:	[Noah] on the graph
273.	Noah:	I want to-
274.	Lauren:	because Noah needs to put all of those in and then six go in – something something (bottom of the ocean sea) something [something]
275.	Chloe:	[STOP] the recorder is there
276.	Cole:	(he) keeps doing that
277.	Chloe:	Lauren (4.0) °look° (2.0) °look°
278.	Sofia:	we don't have to be quiet
279.	Cole:	so now how- [many have you put in]
280.	Sofia:	[But don't just talk about it]
281.	Chloe:	one two=
282.	Cole:	=we only needed two
283.	Sofia:	(unless you wanted to)
284.	Grace:	WOW how many have we got here=
285.	Cole:	=we need to work out the ones first
286.	Chloe:	then write two in there [nine ten]

287.	Grace:	[so] three four [five six seven eight]
288.	Noah:	[lets get a (draft)]
289.	Grace:	we got eight there
290.	Noah:	TOFFEE
291.	Grace:	one two
292.	Sofia:	Oh wait I like eight – three
293.	Noah:	(they ground some coffee up)
294.	Grace:	five six=
295.	Lauren:	=can you guys
296.	Noah:	excuse me [oh (please) pass your boards to the class]
297.	Grace:	[Seven eight nine ten] [eleven twelve]
298.	Cole:	[thankyou thankyou]
299.	Grace:	thirteen
300.	Noah:	you pass (around) ((singing))
301.	Grace:	so thirteen
302.	Noah:	[toffee fell to the ground]
303.	Chloe:	Do we have to write – what – how many
304.	((redacted for classmate at table))	
305.	Chloe:	oh: we have to swap them all - all for a ten
306.	Cole:	guys guys guys wait
307.	Sofia:	ten
308.	Chloe:	So how do you
309.	Noah:	what's just happened
310.	Lauren:	two two four five so [can you write five in here]
311.	Noah:	[look – look – (gone)]
312.	(3.0)	
313.	Noah:	five
314.	Sofia:	seven eight nine [ten]
315.	Chloe:	[yes] and then this – yep
316.	Lauren:	now we need [to] bring one of those out
317.	Noah?:	[No]
318.	Lauren:	Can you write four in there
319.	Sofia:	no wait we don't have eight we don't have eight (2.0) we have nine

320. Lauren: right – now – what guys

321. Chloe: [we're on to three]

322. Sofia: [Nowhere near them]

323. Noah?: its called (tracing)

324. Cole: ten in two

325. Sofia: we have ninety-three so

326. Lauren: so now Noah

327. Cole: that alright (tracing)

328. ((lots of movement in the box of cubes))

329. Grace: So now its

330. Sofia: oops

331. Lauren: Time to

332. Chloe: I love that look on the ((unintelligible))

333. Lauren: we've got sixty – so can you put six on [these then]

334. Grace: [Now its time to swap over]

335. Lauren: six

336. Sofia: can I rub these out for you

337. Grace: yes

338. Noah: no /t/

339. Lauren: Yeah

340. Sofia: There you go

341. Cole: Grace I actually think this is for

342. Grace: What

343. Cole?: It keeps (falling)

344. Noah: Ohh a toffee – a toffee [a giant toffee]

345. Lauren: [put it in then] put a- toffee in

346. Noah: o:k

347. Chloe: oh I'm not writing out all (that)

348. Sofia: I think I need to rest my [elbow]

349. Noah: [light purple]

350. Sofia: [I think I need to rest my elbow]

351. Noah: [Not this purple] – the top of the (house) Yeah

352. Lauren: Right

353.	Grace:	so:
354.	Lauren:	can you out two more in
355.	Sofia?:	the top [of the o:cean]
356.	Chloe:	[Can you tell him to stop messing about] he's writing people's names
357.	Sofia?:	the bottom of the sea
358.	Cole:	go then – write the other one
359.	Noah:	(No one) hhh
360.	Lauren:	are you on to the last one
361.	PP:	yes
362.	Chloe:	on fifty-six
363.	Grace:	forty so I need four on here [please]
364.	Lauren:	[Those are on] fifty-six
365.	Cole:	fifty-six add fifty [equals]
366.	Grace:	[forty] - Five units please
367.	Lauren?:	COME ON
368.	Sofia:	[fifty-six]
369.	Noah:	ok
370.	Cole:	add one fifty
371.	Sofia:	that is five I know it is one two three four five=
372.	Noah:	=woohoo
373.	Lauren:	we needed five ten
374.	Noah:	But this is gonna be
375.	Grace:	Add three-
376.	Chloe:	So that's four
377.	Cole:	and that is not a six that is
378.	Lauren:	put five on and [five of these]
379.	Noah?:	[oh come on]
380.	Grace:	thirty-five
381.	Cole:	that is
382.	Noah:	what – [evil purple]
383.	Grace:	[er:]
384.	Cole:	Round the graph

385.	Grace:	three – thirty-[fiv:e]
386.	Noah:	((rumbling)) [COME ON] its getting there
387.	Lauren:	[oh (this is embarrassing)]
388.	Noah:	[er::] a guy in vinegar
389.	Cole?:	[that is like vinegar]
390.	Sofia:	[(I've finished)] one two three four
391.	Lauren:	and then can you write [five]
392.	Sofia:	[one]
393.	Lauren:	in there
394.	Chloe?:	yeah five
395.	((one of the participants screams))	
396.	Noah:	[(good is vinegar)]
397.	Grace:	[take – take] ok now – oh yeah – equals [so like ne::w]
398.	Noah:	[(there more do) for vinegar]
399.	Lauren:	Them all down there
400.	Grace:	one two three
401.	Noah:	ok:
402.	Grace:	four five six seven [so seven]
403.	Lauren:	[then we do] right
404.	Grace:	one two [three]
405.	Lauren:	[three four] so you got three (in the tray)
406.	Grace:	three four (frights) five six seven
407.	Noah:	what you doing
408.	Grace:	eight
409.	Cole:	fifty=
410.	Grace:	=nine ten SO – can- we:
411.	Sofia:	what
412.	Lauren:	[no:]
413.	Grace:	[take away ten]
414.	Lauren:	no: don't [don't don't]
415.	Noah:	[(oh shouldn't) say] that
416.	Sofia:	Ten take [away (three)]
417.	Chloe:	[ok yeah]

418.	Noah:	yay [(can we) open this]
419.	Grace:	[So now we need a ten stick] is one two three four five
420.	Sofia:	it's [eighty]
421.	Grace:	[Six seven] eight thats
422.	Cole:	That needs to be
423.	Sofia:	Now we've got six
424.	Grace:	eight
425.		((loud growl from somewhere else in the classroom))
426.	Noah:	whats just happened
427.	Sofia:	you shouldn't react
428.	Grace:	THAT'S HAPPENED IN THE MORNING FOR ME
429.	Cole:	what (assa) tape coming off
430.	Lauren:	Oh my god can i
431.	Grace:	yeah
432.	Lauren?:	er:
433.	Grace:	yes
434.	Chloe:	is our coming off is ours
435.	Lauren:	Right er can you write [(five) in here]
436.	Noah:	[no no don't] n:::o
437.	Lauren:	write five in here=
438.	Cole:	=(please)
439.	Chloe:	yeah
440.	Noah:	yeah
441.	Chloe:	ok - and [then]
442.	Noah:	[that's gonna] be easy
443.	Chloe?:	Where do you [find lava]
444.	Grace:	[Fifty-nine]
445.	Lauren:	Right ok [(first in there)]
446.	Noah:	[you need to do five hundred] add five hundred=
447.	Chloe?:	=Where did you find
448.	Noah:	(lets) do one for you [now]
449.	Chloe?:	[where did] you find lava
450.	Cole:	It's in the (unintelligible)) down there

451.	Noah:	WHATCH doing
452.	Cole:	and then – so we've got
453.	Lauren:	a thousand
454.	Cole:	zero units and eight tens
455.	Noah:	Tonight
456.	Lauren:	thousand add
457.	Grace:	Chloe you don't do that
458.	Chloe:	yeah
459.	Cole:	oh that's easy (3.0) add
460.	Lauren:	Chloe do a really really hard one for Cole
461.	Cole:	yeah
462.	Chloe:	ok [ah::]
463.	Lauren:	[he probably] knows everything
464.	Cole:	no no no [seriously] I know what a thousand add a thousand is
465.	Chloe:	[ok]
466.	Cole:	a million

467. Grace: yeah I know – I know what two hundred add two hundred is – four

hundred –   four hundred add four hundred is eight hundred

468. ((banging and rumbling on table for 10.0))

469. T: Listen carefully put your pens down going to have a couple more

minutes I   know a couple people are some up (2.0) [everything out of

your hands]

470. Chloe?:   [Ten times a hundred equals]

471. T: show me your hands

472. ((mumbling on table))

473. Lauren: hhh you don't know that you are ((unintelligible))

474. ((coughs))

475. T: show me your hands [couple more minutes]

476. Cole: [°minus a hundred°]

477. T: finishing off challenges for your partners - then we are going to tidy up –

do   one together on the carpet – and then we are going to do our

English – ok   I'm putting the timer on it's the – music we had yesterday

by the time that   finishes we should be ready to come to the [carpet ok off you] go

478.	Cole:	[I know that but I just]
479.	Noah:	I know what a thousand take away a thousand take [a way a hundred equals]
480.	Lauren:	[now I have to wipe them]
481.	Sofia:	yeah but what is that=
482.	Noah:	=minus a hundred
483.	Sofia:	yes but can you get the one on top of mine
484.	Noah:	so easy
485.	Cole:	what
486.	Chloe:	One million add one million
487.	Noah:	that's easy –
488.	Lauren:	two million
489.	Noah:	[no]
490.	Cole:	[trillion thousand]
491.	Lauren:	trillion [trillion thousand]
492.	Noah:	[no ive got a really hard] one for you
493.	Chloe:	want me to do a really hard one for you Cole
494.	Cole:	yes
495.	Grace:	can I do a really hard [one] to you
496.	Chloe:	[five]
497.	Noah:	I wo-
498.	Sofia:	no: not yet
499.	Grace:	And there this one
500.	Lauren?:	Five zero zero five
501.	Grace:	I really wanna do
502.	Noah:	ah I found one
503.	Cole:	apart from
504.	Grace:	don't (leave it) [because] we're meant to just be doing them ones
505.	Noah:	[WHAT YOU DOING]
506.	Sofia:	yeah and them we get to do it so after those three

507.   Lauren?:   thousand

508.   Cole: oh that's easy

509.   ((metallic bang))

510.   Chloe: wow

511.   (6.0)

512.   Noah: Come on quick quick

513.   Sofia: thousand one two – done

514.   Grace: we need to tidy up

515.   Noah: two million trillion – no:

516.   Grace: give it one to me Lauren I'll do one to Cole can I do one to Cole

517.   Lauren: only if you only if I do one to you - that isn't that hard

518.   Cole: not as hard as chloes one (3.0) ok

519.   Noah: what does that equal

520.   Cole: hey you why you looking at us

521.   ((may be talking to recorder, that researcher in the room or both))

522.   Chloe: put it in here

523.   Lauren: here

524.   Noah: can somebody please pause that thing

525.   Sofia?:   what the hell - what the hell are you doing

526.   Lauren: stop stop

527.   Cole: Who's is it

528.   Sofia: it's the teachers

529.   Researcher: don't worry its ok

530.   ((End of recording))

8.5   Year 2 recording 3 Transcription

Context – Maths lesson using cubes and sticks of tens to do addition and subtraction on a whiteboard. Participants: Grace, Sofia, Noah, Lauren, Cole and Chloe. The audio device was in front of Sofia and Grace.

T = Teacher

R = Researcher

1.	Cole:	The sun – eyes
2.	Grace:	eighteen [add fifteen]
3.	Cole:	[the top of the] sea bottom of the sea=
4.	Finely:	=lava
5.	Chloe:	how do we start (please)
6.	Sofia:	You don't do the title
7.	Lauren:	So the answer is fifteen
8.	Grace?:	((American accent)) can you
9.	Noah:	do:t
10.	Cole:	right we've done these first ones=
11.	Noah:	=I haven't
12.	Grace:	eighteen [fifteen]
13.	Noah:	[salt]
14.	(1.0)	
15.	?:	no
16.	(2.0)	
17.	Noah:	vinegar
18.	Cole?:	which ones salt
19.	Lauren?:	((weird voice)) (kinkerris)
20.	Cole:	erm:
21.	Lauren:	right now we need to do the second one
22.	Noah:	VINigar: [woah]
23.	Alex:	[what its] coming to above
24.	Cole:	er
25.	Sofia:	shall I do the pencil
26.	Noah:	vinegar
27.	Chloe:	you (doing) it up to twenty-five

28.	Sofia:	(wrote)
29.	Noah:	[ice]
30.	Cole:	[twenty-five] – yeah twenty-five
31.	Noah:	(insurance)
32.	Cole:	add
33.	Noah:	top of the (earth)
34.	Grace:	I'm [always gonna do the one like] that
35.	Noah:	[already on to the ((unintelligible))] [(farther down than)]
36.	Sofia:	[I couldn't find any] (anyway)
37.	Noah:	salt vinegar
38.	Cole:	what - done then tell me what twenty-five [add seventeen is]
39.	Noah:	[(look at that)]
40.	Chloe:	I can't tell you the an<u>swer</u>
41.	Cole:	what's five add seven
42.	Lauren:	six six seven
43.	Grace:	I need the rubber someone
44.	?:	[erm:]
45.	Lauren:	[back]
46.	Noah:	come on
47.	Cole:	((noise))
48.	Noah:	[I need it]
49.	Grace:	[I [need a rubber]]
50.	Sofia:	[I've got - go and get] my unicorn [pencil case]
51.	Noah:	[I got ((Unintelligible))]
52.	(2.0)	
53.	?:	/s/
54.	Noah:	there you go
55.	Sofia:	there you need it
56.	Grace:	hey: Cole
57.	Cole:	you just - put it there it cos – that was on there and I didn't want it to mi-
58.	Grace:	where is the rubber there
59.	(1.0)	

60.	Lauren:	is it in this one
61.	(1.0)	
62.	Chloe:	twent[y:-one]
63.	Lauren:	[oh yeah] yeah yeah
64.	Chloe:	(take - two)
65.	Grace:	(go look it)
66.	Lauren:	twenty=
67.	Noah:	=can I have the rubber
68.	Lauren:	five six
69.	?:	((mumbling about maths))
70.	((bang on the table))	
71.	Noah:	yay
72.	Chloe?:	hhh
73.	Noah:	you got an [omelette]
74.	Chloe:	[(set::)]=
75.	Sofia:	=add=
76.	Noah:	=and I (saw)
77.	Grace:	I got [this one]
78.	Lauren:	[sorry was that] your pencil case (1.0) oh I've just given Cole one of your rubbers by accident
79.	Grace:	er: if you know is not her pencil case I've got hers
80.	PP:	hhh
81.	Noah:	second one
82.	(1.0)	
83.	Cole?:	two
84.	(1.0)	
85.	Sofia:	smell this
86.	Cole:	is it twenty-[five] add seventeen [(for] number ones)
87.	Grace:	[hey] [hey] (1.0) [hey::: stop]
88.	Lauren:	[twenty-five add seventeen plus it (((Unintelligible))
89.	Noah:	weee:
90.	Grace:	[we like the smell of] (pom poms)

91.   Cole: [So what's five add seven]

92.   Lauren?:   shush you work it out [I'm not telling you]

93.   Noah: [GUYS you know the] microphones on:

94.   Sofia: it's not a microphone

95.   Grace: it's [erm:]

96.   Sofia: [speaker]=

97.   Noah: =I [MEANT recorder]:

98.   Lauren?:   [I said that]

99.   Cole: (through) three [(dar dar six)]

100.   Noah: [gah words] get in my [head] and your (pounce)

101.   Cole: [seven]

102.   Chole: [seven eleven]

103.   Lauren: [so it's]

104.   Cole: no

105.   Chloe: yeah

106.   Cole: do you want to get it wrong

107.   Chloe: anyway I've got a bag on

108.   Cole: what

109.   Noah: oh [why you want] to talk

110.   Lauren?:   [seven]

111.   Noah: he's not getting it right

112.   Cole: <u>you</u> are not getting it right

113.   T: boys and girls just stop for a minute and look this way

114.   ((T explaining for (25.0))))

115.   T: [in the column ok]

116.   Lauren?:   [I need it]

117.   Noah: it's fifty-two

118.   Cole: yeah it is – how

119.   Sofia: you [know we're meant] to be: doing this

120.   Cole: [how did you know that (all)]

121.   Lauren?:   mystery

122.   Sofia: [and]

123.   Noah: [it's] easy

124.	Cole:	[oh yeah] cos your [so - smart]
125.	Grace:	[fifty] [whats five] add [seven]=
126.	Sofia:	=this ((tapping))
127.	Noah:	thirty-two
128.	Cole:	yes
129.	Noah:	why you actually ask
130.	Sofia:	six and seven
131.	Noah:	you're like
132.	Grace:	Eight nine
133.	Lauren:	ten eleven twelve
134.	Noah:	now I have to work out twenty-[nine]
135.	Grace:	[that] was easy
136.	Noah:	(grass [to darkens)]
137.	Sofia:	[seven:]
138.	Noah:	(bar:ber)
139.	(4.0)	
140.	Cole:	((grunts))
141.	Noah:	wait (loud) ((Unintelligible))
142.	Cole:	that's easy
143.	Grace:	[nineteen]
144.	Noah:	[nine]
145.	PP:	((Unintelligible))
146.	Cole:	it's
147.	Sofia:	·hhh
148.	Lauren:	you [missed]
149.	Sofia:	[Grace] [we're meant] to be doing this together
150.	Lauren:	[fifty-one]
151.	Cole:	hhh [how did you]
152.	Noah:	[(wait really)]
153.	Cole:	know that
154.	Noah:	°got it wrong°
155.	Lauren:	oh my god
156.	(1.0)	

157.	Sofia:	grace [you've already done (it:)]
158.	Noah:	[Lauren you should have this (pack)] he - Is really really smart
159.	Grace:	sorry
160.	Lauren:	every- ok then
161.	(1.0)	
162.	Cole:	what is thirty-six [add forty]
163.	Sofia:	[you are meant] to be doing it with me
164.	Noah:	that's easy
165.	Grace:	wait are you on eighteen=
166.	Cole:	Go on then
167.	Sofia:	I'm on the first one
168.	Noah:	seventy-six
169.	Chloe:	hhh [how (de-) we know]
170.	Cole:	[oh mighty - thirty-three]
171.	Noah:	right-
172.	Grace:	we've already figured it out
173.	Chloe:	go on then [whats]
174.	Sofia:	[no we] haven't
175.	Lauren:	[thirty-six add]
176.	Noah:	[Oh come on]
177.	Chloe:	erm: you said [forty and thirty]
178.	Lauren:	[yeah I just said it] I know I just said that
179.	Noah:	hey Cole
180.	Cole:	what
181.	Noah:	whats eighteen add fifty
182.	Cole:	((elephant noise)) [thirty-three]
183.	Grace:	[WHATS A HUNDRED] add a [hundred add a hundred] add a billion
184.	PP:	[h[hh]]
185.	Noah:	[Its not that]
186.	Grace:	add a zillion
187.	Cole:	that's easy
188.	Grace:	what

189.	Cole:	five trillion
190.	Grace:	oh - I did not know that
191.	Lauren:	the first one
192.	Noah:	ow
193.	Grace:	·hhh your so good what's a billion zillion add billion gillion pillion pillion gillion hhh
194.	Cole:	that's - easy
195.	Lauren:	[go on then]
196.	Naoh:	[could you p-]
197.	Cole:	five million [trillion]
198.	PP:	[hh[h]]
199.	Noah:	[HEY:]
200.	PP:	hhh
201.	((table banging))	
202.	Grace:	(hey) I need the rubbe::r (1.0) I need it
203.	Lauren:	we're give it [back]
204.	Sofia:	[need it] forever
205.	Grace:	THERE we go I - oh that's not under(linded)=
206.	Cole:	=fix it
207.	((table banging))	
208.	Grace:	oh: this is a rubber
209.	Chloe:	yeah hhh
210.	Sofia:	my pencils ((Unintelligible))
211.	Noah:	ok
212.	Grace:	it's thirty-four
213.	Noah:	alright [well easy]
214.	Sofia:	[(great job)]
215.	Cole:	it's [easy]
216.	Chloe:	[six]
217.	Noah:	forty
218.	Lauren?:	he's sitting on (this)
219.	(2.0)	
220.	T:	so is Cole telling you - are you making sure you put that one underneath

221. Cole: erm: I'm I'm trying [I asked]

222. T: [woah] look what you don't there where do I want you to start with the tens or the ones

223. Noah: I worked out the units=

224. T: =no look because you have worked out the tens wrong haven't you (1.0) how many tens do you have altogether

225. Noah: five

226. T: nope so how many ones have you got

227. Noah: ten

228. ((table banging))

229. Chloe: come [on Cole]

230. T: [ok:] so

231. Lauren: Supposed to know this you said you were the smartest (man)

232. T: no no you are working together but look -add your units first of all how many units have you got there

233. Noah: ten

234. T: ok [so you are] gonna have to change[it] into a ten aren't you

235. Chloe [Two:]

236. Cole: [one]

237. Chloe: I done [one]

238. Noah: [yes]

239. Cole: [nice]

240. T: [right] where are you gonna put that ten

241. Noah: er:

242. T: right [put in underneath]

243. Sofia: [you've got my pencil]

244. Grace: (I know)

245. T: what digit are you gonna write in your [ones column]

246. Grace: [fine can] we swap back then=

247. Sofia: =no

248. Grace: no fine I'll [get the sharpest pencil]

249. T: [now add your tens up]

250. Grace: ·hhh yeah well this is much better [see:]

251.   T: [so can] you see why you have to go

        from   the ones first

252.   Noah: yeah

253.   Lauren: (huh-huh)

254.   T: (nice)

255.   Chloe: Do you ((Unintelligible))

256.   T: its not just me saying you are gonna do it cos I feel like making you do it

        it - if   you go from your tens that way

257.   Sofia: I'm going [first]

258.   T: [you'll] miss when you got to carry over alright

259.   Noah: I've only do one and two

260.   Cole: I've done one two three oh I've done four

261.   Lauren: you've done four – [really] again

262.   Cole: [yep] can I have the rubber

263.   Chloe: oh you can borrow my rubber

264.   T: that that one there ((gets Chloe's name wrong)) look listen

265.   Chloe: you called me [((Wrong name))]

266.   T: [Chloe] chloe so six add four right put your one under

        there   [have you added up all the tens you have got]

267.   Grace: [so four there's one]

268.   T: how many tens have you got altogether

269.   ((maths mumbling (7.0)))

270.   T: [what about this one under here]

271.   Grace: [thirty: [six]]

272.   Sofia: [six]

273.   Grace: thankyou thankyou

274.   Sofia: eighteen

275.   Cole: nine

276.   Sofia: thirty-six

277.   T: no no look you got three add one add one [count out three tens look

        three   tens add another the ten [add another ten]]

278.   PP: [((maths mumbling over

        teacher))]

279.	Grace:	[can I borrow this cos I lost mine]
280.	Noah:	no [you look at the ruler]
281.	Lauren:	[((Unintelligible)) cos shes done it]
282.	Cole?:	thanks for the ruler
283.	Grace:	erm my ruler ·hhh oh this could be my ruler then=
284.	Cole:	=yeah
285.	PP:	[hhh]
286.	Noah:	[I'm using it]
287.	Lauren:	would you even know it [(or not)]
288.	Noah:	[HEY GUYS] I've got a ruler I've got a ruler
289.	(1.0)	
290.	Grace:	yeah [this is] so bad
291.	Cole:	[(that)] is a ruler
292.	Noah:	no it isn't
293.	Sofia?:	I'm gonna do it
294.	Cole:	no this is a ruler
295.	Lauren:	yes It is
296.	Noah:	no look this is [a ruler]
297.	Grace:	[look how] bad this is
298.	Cole:	I'm talking to her=
299.	Grace:	=can I show you something (1.0) wait (2.0)
300.	Noah:	ah you did ten (and a good ruler)
301.	Cole:	ha ha that isn't even funny
302.	Noah:	[((singing))]
303.	Lauren:	[I need a rubber] (1.0) [can I borrow your]
304.	Chloe:	[I have a rubber]
305.	Cole:	do you want chris-
306.	(1.0)	
307.	Noah:	well: ((humming))
308.	Chloe:	Erm:
309.	Noah:	yay ((humming))
310.	Chloe:	no: don't take them [all]
311.	Lauren:	[are] you done

312.   Cole: yeah I've done [that]

313.   Chloe: [I don't] need my [pencil case]

314.   Cole: [done the first column]

315.   Noah: are you onto

316.   Sofia?:   I'm on seven ((Unintelligible))

317.   Cole: oh yeah that

318.   Grace: I used it as a white board rubber

319.   T: right boys and [girls everybody stop]

320.   Cole: [go onto that one]

321.   Noah: (/t/ /u/) [How come ((Unintelligible))]

322.   T: [leave everything where] it is everything and come sit down

        here

323.   ?:   ((singing))

324.   Cole: you don't need to do it to every (single) one

325.   Noah: you do (1.0) don't you have to dot he /t/ and /u/

326.   Cole: for every single one no

327.   Sofia: (can we write it)

328.   Grace: I'm just doing this part

329.   Cole?:   °good for you°

330.   Grace: what is it add (5.0) oh my gosh

331.   (9.0)

332.   Lauren: Grace come on

333.   ((End of recording))

8.6   Year 2 recording 4 transcription

Context – (continuation of recording 3) Maths lesson using cubes and sticks of tens to do addition and subtraction on a whiteboard. Participants: Grace, Sofia, Noah, Lauren, Cole and Chloe. The audio device was in front of Sofia and Grace.

T = Teacher

R = Researcher

1.	Grace:	excuse me R Mr old fields
2.	Sofia:	hhh
3.	Grace:	thirty-eight add - thirty-eight add wh<u>at</u> whats thirty
4.	Noah:	so did you just do that one
5.	Cole:	I did five
6.	Noah:	why the
7.	Grace?:	seven
8.	Noah:	wait a second [ah ah my] foots jammed
9.	Sofia:	[((singing))]
10.	Noah:	oh man=
11.	Sofia:	=let me have a look and actually [(use this)]
12.	Cole:	[it's easy]
13.	Sofia:	as - a ruler
14.	Noah:	I don't think that's
15.	Grace:	its not good guys its not good [that as a ruler]
16.	Cole:	[I don't think its that (easy)]
17.	Lauren:	where's Chloe's pencil case gone I need a rubber
18.	Sofia:	·hhh I need a rubber::
19.	Noah:	you're not using my rubber
20.	Sofia:	yes I am - hmm I did (it) - I used your rubber
21.	Noah:	hey guys
22.	Sofia:	I'll put it back [safe after finished it]
23.	Noah:	[erm: you what the hell I got] all my Lego out in a battle royal
24.	Lauren:	ah (don't) use it
25.	Grace:	[I actually [really need it for um]]
26.	Lauren:	[give it to me back]

27.	Chloe:	[no ahem]
28.	Grace:	[the biggest line I've seen]
29.	Sofia:	[I'm on the next one if you [((Unintelligible))]]
30.	Noah:	[the yellow bricks are gold]
31.	Chloe:	[where]
32.	Grace:	in the whole of=
33.	Sofia:	=forty-six
34.	Grace:	our world
35.	Cole:	you're not using it
36.	Lauren:	add
37.	Cole:	you always ask me but I says no - wait what - what am I doing
38.	Sofia:	eighteen [equals (four add one is five)]
39.	Noah?:	[what you want]
40.	PP:	hhh
41.	((one of the girls laughing loudly))	
42.	Lauren:	Grace no your supposed to the erm: the units first and then them
43.	T:	(whats darling)
44.	Chloe?:	how much for ((Unintelligible))
45.	Grace:	(no) I get [it cos look]
46.	Sofia:	[twenty-eight]
47.	Grace:	there it's six I always know and can I borrow a ruler=
48.	Sofia:	=I need this
49.	(1.0)	
50.	Cole:	sixty-four
51.	Chloe:	hmm and maybe this is the (do do do)
52.	Cole:	Forty-eight [add eighteen]
53.	Grace:	[six:]
54.	Cole:	is just fifty-four=
55.	Grace:	=we're ahead of you if you know we're on forty-six (1.0) (ow)
56.	Sofia:	erm: no we're not I'm on my second one
57.	?:	·hhh
58.	Sofia:	you're just rushing
59.	(2.0)	

60.	Noah:	that's not rushing
61.	Lauren:	right [fifty-four]
62.	Grace:	[seven eight] nine ten [eleven]
63.	Noah:	[what (erm)] [(you do four)]
64.	Grace:	[Twelve thirteen fourteen]
65.	Cole:	yeah
66.	Chloe:	so how have you done that
67.	Lauren:	it's probably four I know where (it) is
68.	Grace:	yeah
69.	Noah:	[oh (I done six)]
70.	Grace:	[because fourteen] will be like that
71.	Cole:	yeah
72.	Grace:	we're on our n<u>ex</u>t one (1.0) tens and units fifty-four add
73.	(3.0)	
74.	Noah:	((singing/humming)) (de de de de de)
75.	Cole:	this is well cool
76.	(2.0)	
77.	Grace:	wait
78.	Noah:	What are you two doing – (huh pen far away)
79.	Cole:	what is it fifty=
80.	Grace:	=four add [thirty-eight]
81.	PP:	[((Unintelligible))]
82.	(1.0)	
83.	Cole:	right
84.	Grace:	five- no wait four ·hhh °five° six seven [eight nine]
85.	Cole:	[this is easy]
86.	Grace:	ten eleven twelve [((Unintelligible))]
87.	Noah:	[Of course its easy for <u>you</u>]
88.	Sofia:	two
89.	Grace:	have to take the five add three is eight and then [add]
90.	Cole:	[right]
91.	((table banging))	
92.	Grace:	ninety-two good

93.	Lauren?:	right
94.	Cole:	one two three
95.	(1.0)	
96.	Chloe:	what is it - [can I do seventeen add] ((Unintelligible))
97.	Grace:	[sixty-two] add sixty-seven
98.	Noah:	hey guys
99.	PP:	((maths mumbling))
100.	Cole:	twenty
101.	Noah:	that - does nine look right - does mine look right - Lauren does mine look right
102.	Lauren:	yeah
103.	Noah:	it looks right=
104.	Sofia:	=((Unintelligible)) and seven now give me the ruler
105.	Grace:	[It's four]
106.	Cole?:	[Its fourteen]
107.	Lauren:	can I have that ruler
108.	Grace:	Four [six no wait]
109.	Sofia:	[there you go:]
110.	Noah:	[I don't mind]
111.	Grace:	[(its six)]
112.	Lauren:	hey
113.	Sofia:	no: give it to him=
114.	Grace:	=eighty-[four]
115.	Sofia:	[we need] the ·hhh this is mine
116.	Cole:	yes and I'm using it
117.	Noah:	Hey guys
118.	?:	[I'm wait-]
119.	?:	[writing] (the rubber)
120.	Grace:	fifty-five
121.	Noah:	Lauren
122.	Cole:	why you writing it (go)
123.	Noah?:	add
124.	Grace:	add thirty-nine

125.	Cole:	where (did my king) go
126.	?:	erm
127.	Grace:	I - can I borrow the ruler after you
128.	Sofia:	I'm gonna use the rubber ok do I put my paper thing
129.	Lauren:	it's my
130.	Cole?:	>just want<
131.	Sofia:	why isn't this working chloe::
132.	Lauren:	right what (kind of) [((Unintelligible))]
133.	PP:	[((Unintelligible))]
134.	Noah:	this out
135.	Lauren:	eight
136.	Grace:	(so) it'll be nine
137.	Lauren:	[We've kinda gotta (pretend)] the tens are there
138.	Chloe:	[We've forgetting to put (out)]
139.	T?:	right
140.	Grace:	oh yeah we need [some tens]
141.	Noah:	[why you]
142.	Chloe:	what
143.	Cole:	don't think that works
144.	Grace:	nine five=
145.	Lauren:	=no [its eight]
146.	Cole:	[might not work] on (you)
147.	Grace:	six
148.	Cole:	[that's a really (rubbish)]
149.	Lauren:	[I dropped my ((Unintelligible))] and can I have a rubber wait for me [wait for [me]
150.	Sofia:	[ok]
151.	Grace:	ei[g::ht]
152.	Cole:	[Chloe can] I borrow a rubber
153.	Sofia:	nine ten
154.	Cole:	·hhh
155.	Chloe:	there you [go::]

156.	Grace:	[eleven] twe:[lve]
157.	Noah:	[(let me] get on)
158.	Grace:	Thirteen [fourteen]
159.	Noah:	[((messing around))]
160.	Lauren:	(the) wait wait for me wait for [me please]
161.	Chloe:	[there you go]
162.	Sofia:	[I know ok >(I'll do that)<]
163.	Grace:	[Do you need I'll be on my next page] ·hhh we're on [our next page] aren't we Lauren
164.	Cole:	[no (it actually is easy)]
165.	Chloe:	(ok I'll do that)
166.	Lauren:	Grace what is it
167.	Sofia:	You can write things down in it
168.	Grace:	erm it:'s four - four eight [(one to four)]
169.	Noah:	[I'm on nine]
170.	Grace:	[o::k]
171.	Noah:	[ohh] it (terroring) matches your (butterfly) rubber
172.	Sofia:	tens and units
173.	Lauren:	do you know the answer
174.	Noah:	yes good
175.	Grace:	twenty-two [we're on the last one]
176.	Chloe?:	[easy peazy ((Unintelligible))]
177.	Sofia:	No: im on my second one:
178.	Grace:	two twenty-two
179.	?:	ah
180.	Grace:	add forty-six
181.	Cole:	[I'm on my last one]
182.	Noah:	[equals zer::o]
183.	Lauren:	what
184.	Noah:	equals zero
185.	Lauren:	oh - my god HE is [on his last one]
186.	Cole:	[six seven eight] seventy-two

187.	Chloe:	I can do it
188.	Noah:	I'M ON MY SECOND [ONE:]
189.	Grace:	[seven]
190.	Sofia:	I'm on my last one: [of the yeah]
191.	Grace:	[seven] can you help - seven
192.	Sofia:	eight
193.	Lauren:	just [one seven] (left)
194.	Grace:	[nine ten]
195.	Noah:	four
196.	Grace:	[eleven]
197.	Cole:	[what]
198.	Noah:	whats [seven add four]
199.	Lauren:	[don't don't tell him]
200.	Noah:	whats a hundred and [fifty-nine]
201.	Grace:	[I know]
202.	Cole:	There is no such
203.	Noah:	[add a hundred] and fifty-nine
204.	Lauren:	[I know] (1.0) four add [seven::]
205.	Cole:	[where is] ((Unintelligible)) seven add four that's easy
206.	Grace:	yeah=
207.	Cole:	=eleven
208.	Sofia:	((slightly mocking tone)) eleven
209.	Noah:	what is a hundred (then) ((using full name)) [Cole]
210.	Grace:	[eleven]=
211.	Lauren:	=is it one ten then
212.	Noah:	ah ((full name)) Cole=
213.	Grace:	wait - wait
214.	Lauren:	it's fourteen=
215.	Noah:	=((full name)) Cole - Cole a hundred
216.	PP:	hhh
217.	Grace:	eleven
218.	Cole:	I know=

219.	Lauren:	=fourteen I know it is fourteen
220.	Sofia:	how do [you know]
221.	Cole:	[I know]
222.	Lauren:	because she said it when she it was with him
223.	Cole:	I said it was eleven
224.	Chloe:	add
225.	Noah:	I'm telling miss
226.	Grace:	teen
227.	(2.0)	
228.	Lauren?:	whats the last one
229.	Noah:	haha you got no [lines do ya]
230.	Sofia:	[one two three four] you don't know the an<u>wer</u>=
231.	Lauren?:	=yes its – [yes I do]
232.	Noah:	[do you know] Cole ((Full name))
233.	Sofia?:	Add thirty
234.	Lauren:	He didn't know what ((Unintelligible)) he didn't know what seventy-two - add
235.	Noah:	((full name)) [Cole]
236.	Lauren:	[erm:]=
237.	Grace:	=no wait that's
238.	Noah:	do you know [what]
239.	Grace:	[that's] same
240.	Noah:	((full name)) Col[e:]
241.	Grace:	[this is] seven
242.	Sofia:	((Unintelligible))
243.	Noah:	((full name)) Cole fifty [((Unintelligible)) Twelve]
244.	Grace:	[STOP °the recorder°]
245.	Noah:	(oh to) ((full name)) Cole hhh
246.	Lauren:	oh my (god)
247.	(3.0)	
248.	Cole:	(one hundred and eighteen)
249.	Noah:	are you sure its eighteen
250.	Cole:	y<u>es</u> I'm sure its eighteen

251.	Noah:	ok
252.	Lauren:	what's seven add three Ten and what erm its forty there so
253.	(1.0)	
254.	Noah:	whats twenty-five add seventeen
255.	(2.0)	
256.	Sofia:	what are you
257.	(2.0)	
258.	Noah:	((messing around)) no more I'm just on my second one
259.	Chloe:	I'm on my second one too
260.	Cole:	I know
261.	Chloe:	its
262.	Noah:	/t/ and /u/ (2.0) twenty-five
263.	(3.0)	
264.	Lauren?:	one two three four five six
265.	Chloe?:	five twenty
266.	(4.0)	
267.	T:	right boys and girls I think we should start to get ready for ((event)) stop and do this alright this is your instruction
268.	((instructions for (13.0))	
269.	T:	need to go back in your [((Unintelligible))]
270.	Lauren:	[how many have you done]
271.	Cole:	I've done all of them
272.	Lauren:	I've done all of them
273.	Cole:	And I got al- all right=
274.	Sofia:	HEY I thought those scissors [broken its broken]
275.	Lauren:	[I got one wrong]
276.	Sofia:	look
277.	Lauren:	I got one wrong
278.	Sofia:	look
279.	Noah:	no wait
280.	Sofia:	well I though it was
281.	Noah:	Sofia erm people who are finishing off -at break [people who are] finishing off at break

282.	Lauren:	[shall we]
283.	Noah:	so you don't need anything do ya - people who needing it finish it off put your book here
284.	(3.0)	
285.	Grace:	I'm gotta get (pasta) pieces and (mark them)
286.	((banging of cubes))	
287.	Sofia:	·hhh oh
288.	((banging of cubes))	
289.	Grace:	((singing)) tidy up tidy up tidy up ((banging)) tidy up ((repeated for (10.0)))
290.	Lauren:	I'll take this
291.	((Loud banging of cubes))	
292.	PP:	hhh
293.	Grace:	((dramatic)) DA DA DA
294.	PP:	hhh
295.	(6.0)	
296.	Sofia:	these so- [NOO:]
297.	Grace:	[one] table gets (pasta) key and that's ((table name))
298.	Cole:	I've got whohoo Sofia ((Classmate))
299.	Noah:	[Yes you have to finish off and so do i]
300.	Grace:	[Did you get (pasta) key Cole]
301.	Cole:	no
302.	Grace:	because ((classmate)) did
303.	T:	Grace can you get all your home things and go to the office
304.	Cole:	[what]
305.	Grace:	[yes] I'm I'm going to the dentist
306.	(7.0)	
307.	Lauren:	when is it gonna be breaktime for
308.	Cole:	now Yeah I think its now
309.	((research nodding))	
310.	Cole:	yeah it is
311.	((End of recording))	

8.7   Year 3 recording 1 transcription

Context – Maths lesson focused on the four- and eight-times tables. Participants: Zoe, Lydia, Olivia, Liam, William, Lucas and the teacher. Recorder is sat in front of Lydia.

T = Teacher

1.	T:	((Explaining the recorder and not to touch it))
2.	Zoe:	ok
3.	T:	did you hear me – yeah – did you hear me are you gonna touch it – no ok but you don't have to do anything different just carry on as usual- can I have that glue stick ok as that's a waste
4.	Lydia:	so, them we are gonna be recorded Zoe
5.	Zoe:	we are being recorded but we're not gonna be film stars ok (1.0) we're not film stars (3.0) I've got the tiniest pencil in the world – see (4.0)
6.	Liam:	right
7.	Zoe:	what (1.0) whats the date (4.0) hmm eight
8.	Olivia:	two [four eights]
9.	Zoe:	[eight] eight sixteen twenty-four thirty-two
10.	Olivia:	three twenty-three [twenty-four thirty-two]
11.	Zoe:	[eight sixteen twenty-four thirty-two]
12.	Liam:	yep
13.	Zoe:	one
14.	Lydia:	[eight times four]
15.	William:	[Sixteen twenty-four] thirty-two
16.	Lydia:	equals eight [eight sixteen]
17.	William:	[(which is) six]
18.	Zoe:	twenty-four thirty-two which is thirty-two
19.	Liam:	do you mean four (sixteen is two)
20.	Olivia:	seven two
21.	Lydia:	[thirty-two divided by four]
22.	William:	[four (Nah)]
23.	Liam:	four
24.	Lydia:	equals eight
25.	Olivia:	twenty-three times by

26. Zoe: so four times – eight equals thirty-two (2.0) and thirty-two divided –

    eight   oops

27. William: or eight

28. Liam?: [equals four]

29. Zoe: [four time eight equals] thirty-two eight times (three) equals thirty-two

    thirty-   two divided by=

30. Liam: =four=

31. Zoe: =eight equals four and thirty-two [divided by four equals]

32. Liam: [Zoe stop that I'm- telling you four]

    (2.0)   four eight twelve sixteen [twenty- twenty-four]

33. William: [Three sixteens]

34. Liam: thirty-seven – thirty-seven forty

35. Olivia: You could just have it there – and seven

36. Lydia: one two three [four] five six seven eight

37. Lucas: [three]

38. Olivia: (seven) thirty-two

39. Lydia: one two three four five [six seven eight] so

40. Liam: [Zoe (rivers)]

41. Olivia: one to eight

42. Lydia: thirty-two

43. Zoe: Question two

44. Olivia: Sort it (out)

45. Zoe: fill in the [gaps]

46. Olivia: [gaps]

47. Zoe: Eight time four [equals twenty-eight]

48. Liam: [Four equals eight]

49. Olivia: Eight times four

50. ((Mumbling about maths from either Zoe or Lydia))

51. Lydia: I just realised something – those two multiplication sentences are the

    same   (2.0) you're (what) (1.0) help (1.0) not gonna help you

52. William: question two – fill in the gaps

53. Lydia: [What times four equals forty] (1.0) eight

54. Zoe: [four equals forty-eight]=

55.	Lydia:	=twelve
56.	Zoe:	four times something equals forty-eight
57.	Lydia:	[Twelve times]
58.	Olivia:	[I've already done (that one)]
59.	Lydia:	four equals [forty-eight]
60.	Olivia:	[now I'm on:] (0.5) questions on the board [so two nine]
61.	Lydia:	[and four]
62.	Liam?:	yeah (there)
63.	Lydia:	Times twelve equals [forty-eight]
64.	Olivia:	[so - woo:]
65.	William:	so question – question 3
66.	Olivia:	[Thre:e]
67.	Zoe:	[What do] you [notice]
68.	Olivia:	times
69.	William:	use the (2.0) Three [times]
70.	Olivia:	[thirty]
71.	William:	four equals four eight twelve equals TWELVE
72.	Lucas:	(handed sheets) to everybody e:r and [three questions]
73.	William:	[and then]
74.	Olivia:	dunno
75.	William:	twelve
76.	Liam:	four eight [twelve] sixteen
77.	William:	[equals]
78.	Liam:	twenty-eight
79.	Olivia:	erm four
80.	William:	four times three
81.	Olivia:	then
82.	William:	so then its [twelve divided by]
83.	Olivia:	[twelve divided by three:]
84.	William:	three equals four and then
85.	Olivia:	and twelve divided [by]
86.	William:	[three equals] twelve divided by four
87.	Olivia:	easy – ok

88.	Zoe:	William you know your telling us everybody the answers
89.	William:	no I'm not I'm thinking out loud so that that will hear me
90.	Lydia:	ok hhh you're just messing around (basically)
91.	William:	hhh no we're not – we got we're gonna be movie stars – gonna be movie stars
92.	Olivia:	I know
93.	William:	gonna be movie stars
94.	Liam:	(ducky does) already
95.	Lucas:	I'm gonna ((unintelligible))
96.	William:	gonna be movie stars - gonna be movie stars – were gonna be movie stars
97.	Liam:	William stop it seriously
98.	William:	ok – moving on
99.	Zoe:	hm: number three
100.	William:	I'm gonna be a movie star
101.	(6.0)	
102.	Olivia:	(hurray filled with this one this and that one)
103.	William:	reasoning
104.	Olivia:	thirty-five (divided by five) equals seven (these)
105.	Lydia:	times four ((unintelligible)) leave it ((unintelligible)) it's your fault
106.	William:	[three times five times two]
107.	Zoe:	[three six nine] twelve – equals
108.	Olivia?:	now we clean up
109.	Lydia:	times – three times five
110.	Liam:	equals [four]
111.	Lydia:	[equals five] times fifty
112.	Liam:	Zoe stop kicking me
113.	Zoe:	o<u>k</u>
114.	Liam:	don't kick me – please don't kick me Zoe
115.	Olivia:	(choose) three time five times two times (then) equals six times five so we have to work what six times five is – that's – and then we have to work out what three times (1.0) six times five (2.0) is
116.	Liam:	true

117.	William:	nuh nuh nuh tricky nearly got to my head
118.	Zoe:	what (2.0) er: oh yeah cos all of- both those all say al- ((burps)) im not sure yeah hhh
119.		((other participants laughing))
120.	Zoe:	I just burped hhh
121.	Lydia:	hhh burped
122.	William:	anyway Zoe we're gonna be film stars
123.	Olivia:	You're funny and (nicer)
124.	Zoe:	He'll hear me burp – its right in front of me is that monitor thing or whatever that is
125.	Olivia:	Zoe why don't you be an artist with me
126.	Lydia:	we have to pretend to be nice to each other- otherwise otherwise they'll hear us not being nice (1.0) except I still don't want to be not- except I still (don't) want to be nice to you (1.0)
127.	Lucas:	have you seen (too much)
128.	Lydia:	(that much) anyway better get on with our work now
129.	Lucas:	sing the times tables
130.	Lydia:	hhh
131.	Olivia:	seven times (five is like) equals six time five – erm: (3.0) five plus two
132.	Lydia:	because – its true because
133.	(6.0)	
134.	Olivia:	hmm: one (set)
135.	(6.0)	
136.	Lydia:	just- two because its just the /s/ same
137.	Olivia:	means (2.0) it's the same number as (two)
138.	Zoe:	equals [three]
139.	Lydia:	[(I don't know what it equals)] two (rounds) - two
140.	William:	excuse me (custard) true or false=
141.	Lucas:	=true you would like (advise)
142.	Liam:	false
143.	Lucas:	three add five is two [equals] six add five
144.	Liam:	[false]
145.	Olivia:	zero

146.	(4.0)	
147.	Zoe:	[Reasoning]
148.	William:	[if you]
149.	Zoe:	I'm on reasoning
150.	William:	divided – if you divided the
151.	Olivia:	divide (most)
152.	William:	into (2.0)
153.	((whistle))	
154.	Lydia:	divided by thirty so
155.	Lucas:	its thirty – so now we need to work out (thirty and five) times two
156.	(5.0)	
157.	Olivia:	equals
158.	Lydia?:	is it of note – zero (eight)
159.	Lucas:	why are you ((unintelligible))
160.	Lydia:	and then twenty more [(are none each)]
161.	Zoe:	[so I need to (take it with)]
162.	Olivia:	is this right
163.	(7.0)	
164.	Liam:	Zoe's foot was – stop – thankyou
165.	Lydia:	(I know and twenty)
166.	Lucas:	(and those is being ((unintelligible)))
167.	William:	I know
168.	Liam:	stop talking about year four – its none our business
169.	(3.0)	
170.	Zoe:	I think
171.	(7.0)	
172.	Zoe?:	°because°
173.	(4.0)	
174.	Lydia?:	(way for the self)
175.	(2.0)	
176.	Lucas:	wait a second – I think that six is [(five)]
177.	William:	[two is false]
178.	Liam:	[I would say three time five times two]

179.	William:	[Because – you]
180.	Liam:	equals
181.	William:	can't=
182.	Liam:	=you just [(puts them down)]
183.	William:	[divide]
184.	Olivia?:	what is this
185.	William:	divide three
186.	Olivia:	Right these are both (the same)
187.	(14.0)	
188.	William?:	want
189.	(3.0)	
190.	Lucas:	(hey people) (3.0) fifteen [eight] times three equals thirty-two
191.	William:	[so]
192.	(9.0)	
193.	Lydia:	it is [definitely not]
194.	Zoe:	[so true or false three] times five times two equals six times five
195.	Lydia:	twenty-seven
196.	Lucas:	three
197.	William:	two is over there – whats number three
198.	Zoe:	so
199.	(4.0)	
200.	Olivia:	two
201.	(6.0)	
202.	?:	(five eight)
203.	(3.0)	
204.	Lucas:	one two three four
205.	(10.0)	
206.	William:	five times fi- two times five
207.	Zoe:	your ten times eight eighty is – is
208.	Lydia:	e::asi[est]
209.	Olivia:	[twenty-seven]
210.	Lydia:	way (1.0) to <solve it because>
211.	Lucas:	and then six times five

212.	Liam:	well it=
213.	Lucas:	=e:quals
214.	William:	so now
215.	(20.0)	
216.	William:	so three
217.	T:	((not at table but close)) (we don't need that and neither do you) not how we normally set out work is it set it out properly
218.	(13.0)	
219.	Liam:	what you up to
220.	Lucas:	(number three)
221.	Liam:	((unintelligible))
222.	Lucas:	(I used) the date – im doing right now
223.	(10.0)	
224.	Lydia:	Being video recorded
225.	William:	which ones record
226.	(6.0)	
227.	Lucas:	just going to tick that (box)
228.	Liam:	Zoe stop kicking me
229.	(3.0)	
230.	Lydia:	problems (1.0) problem solving
231.	William:	Can everyone stop pushing
232.	Zoe:	Olivia
233.	William:	Olivia stop moving the table
234.	Olivia:	your moving
235.	(2.0)	
236.	William:	now we gonna be equal
237.	Liam:	how do we work this out
238.	(5.0)	
239.	Liam:	oh no
240.	William:	two one two
241.	Zoe:	this is easy maths
242.	William:	know it is
243.	Lucas?:	like [this]

244.	Zoe:	[except] it's a bit tricky on reasoning
245.	William:	no its not its always easy we always get easy maths
246.	Liam:	reasoning is always easy
247.	Zoe:	well it's not (found) easy
248.	Lucas:	Problem solving we need our problem-solving books
249.	Olivia?:	(middle)
250.	Lydia:	I'm not sure what (poe) fish is
251.	Lucas:	not
252.	Lydia:	not for that one ((unintelligible))
253.	Olivia:	please can I ((unintelligible))
254.	(13.0)	
255.	Zoe:	are we the only people that handed the letter in letter in
256.	Lydia:	yeah
257.	William:	yeah maybe (1.0) maybe (1.0) the problem solving number one does not
		((unintelligible))
258.	Olivia:	I saved that (car boot)
259.	Lucas:	(abstract) You have three times four or do you have one (to divide it)
		into
260.	((Teacher shakes tambourine signals it needs to be quieter))	
261.	(8.0)	
262.	Lucas:	believe reasoning (3.0) I'm probably through
263.	Zoe:	ermm (1.0) s:o
264.	Liam:	I'm checking my work
265.	Zoe:	I think that it is the same as five times six equals two times five times
		[three]
266.	Lydia:	
		[oh:] oh your not supposed to do problem solving number one cos it says
		play a game of go fish and were not we and we don't have cards to print
		our self
267.	Lucas:	yeah we supposed to play a game
268.	Lydia:	we're not=
269.	Zoe:	=I don't even know what go fish is (i) actually don't
270.	Lydia:	we're not even supposed to be doing question one problem solving

271.	Liam:	Yeah we're not meant to be problem solving (with) the game
272.	Lydia:	we're not supposed to be doing
273.	William:	·hhh [a game]
274.	Lydia:	[we're] not doing
275.	Zoe:	we are not playing games no (2.0) your actually supposed to do two for problem solving
276.	Lucas:	I'm still on one so I'm (easily)
277.	William:	one for problem solving and put in
278.	Olivia:	Ask Miss Parker
279.	?:	·hhh
280.	Lydia:	for one im just putting a big X as the answer
281.	(2.0)	
282.	William:	two (1.0) no
283.	(4.0)	
284.	Olivia:	[Press the one with the] ((unintelligible))
285.	William:	[Scoot mo:ve]
286.	Zoe:	that does not make sense
287.	William:	yeah it does
288.	Lucas:	one two three times two times six three times five
289.	Zoe:	so six times five yeah it
290.	(2.0)	
291.	Lydia:	it says (1.0) easy really easy it is the same the answers true
292.	Zoe:	I know but you've got to write got to explain why
293.	Lydia:	I know why its just your numbers swapped just the same number turned around so obviously it is
294.	Zoe:	that's right
295.	Lydia:	I'll just (write a little bit extra)
296.	William:	(I'm done)
297.	(9.0)	
298.	Lydia:	thir:teen (4.0) (built by) David
299.	(5.0)	
300.	Lucas:	(nothing makes sense)
301.	(3.0)	

302.	Liam:	no way
303.	(2.0)	
304.	Oliva:	could you am (bats) move
305.	Lydia:	question two im on question two of reasoning are you on question three
306.	(6.0)	
307.	Olivia:	I think its wrong
308.	?:	they're (synched)
309.	(2.0)	
310.	Lydia:	when it erm and that's are the same
311.	William:	three four (5.0) six
312.	Lydia:	its three times nine and then it to be right
313.	Liam:	one two three
314.	(4.0)	
315.	Zoe:	so true or false three divided by nine equals twenty-seven ((unintelligible))
316.	(3.0)	
317.	Lydia:	((unintelligible))
318.	?:	((unintelligible))
319.	(5.0)	
320.	Olivia:	forty
321.	(6.0)	
322.	Zoe:	so (5.0) false because
323.	(17.0)	
324.	Zoe?:	Four times six (2.0) twenty (four) (6.0) the- the second one on (ones number) false
325.	Lydia:	oh I thought (1.0) for a minute I thought you said the second one on problem solving is false
326.	Zoe:	but the second one on the=
327.	Lydia:	=its false
328.	Zoe:	yeah
329.	Lydia:	first ones true second ones false (1.0) third one is two times five equals ten times

330.	Lucas:	who are you
331.	(13.0)	
332.	William:	(who) are the green pens (green pens)
333.	Zoe:	I wonder how many I got right and how many I got wrong
334.	William:	I think I might have got them all right (1.0) mark them
335.	Liam:	I've just started six
336.	Zoe:	first question
337.	Liam:	I'm just starting six
338.	((teacher starts taking answers from whole class))	
339.	(20.0)	
340.	Zoe:	((providing answer)) thirty-two
341.	(12.0)	
342.	Zoe:	(using) our work
343.	(145.0)	
344.	T:	could you have had that the other way round
345.	PP:	yes yes
346.	(60.0)	
347.	T:	what could we put there for that same multiple William
348.	William:	er:m twelve divided by four equals three or twelve divided by three is four
349.	(3.0)	
350.	T:	ok ((continues explaining))
351.	((End of recording))	

8.8 Year 3 recording 4 transcription

Context – Geography lesson finding coordinates on a map and answering questions based on what they were asked to find. Participants: Zoe, Lydia, Olivia, Liam, William, Lucas and the teacher. Recorder is sat in front of Lydia.

T = Teacher

R = Researcher

1.	Lydia:	why do you can you just start recording
2.	R:	there you go
3.	Lucas:	why can't I get recorded
4.	(2.0)	
5.	William:	(er:) (5.0) Ah: (3.0) does it have to ((unintelligible))
6.	(3.0)	
7.	R:	put ((unintelligible)) sorry
8.	William:	[ok: hello camera]
9.	Olivia:	[is this his]
10.	Lydia:	he's going to listen to all the when are you gonna listen to all the recordings
11.	R:	After this lesson
12.	Lydia:	oh
13.	Lucas:	can we [listen]
14.	Olivia:	[think we're] gonna to be ((unintelligible))
15.	R:	I think so
16.	William:	[Yeah depends what kind]
17.	Lydia:	[I think its gonna be a bit (broke)] he's gonna listen to us later=
18.	Zoe:	=some bits will be quiet some bits will be very loud
19.	R:	yeah that's fine
20.	Lydia:	oh (crap)
21.	R:	looks like a fun task
22.	Lucas:	you were doing him
23.	Zoe:	yeah
24.	Lydia:	he's the boss of us
25.	William:	why does he only have one foot
26.	Zoe:	he doesn't (3.0) don't you see that (bit)

27.		(5.0)
28.	Olivia:	°what do we do°
29.	William:	you do [(domo)]
30.	Olivia:	[no] one (date) isn't there so we=
31.	Lydia:	=but everyone knows the dates
32.	Lucas:	yeah so ((weird noises))
33.		(2.0)
34.	William:	am I a movie star or what
35.	Lydia:	°guys° I'm a movie star=
36.	Liam:	=no
37.	Zoe:	we're not gonna be movie stars
38.		(13.0)
39.	PP:	((whispering))
40.	Lydia:	so the title of this lesson is going to be [eight figure]
41.	Lucas:	[the first one]
42.	Lydia:	grid references ok
43.	Liam:	(and) we sharing
44.	Lucas:	yeah I am
45.		(2.0)
46.	Liam:	Can we leave [(go tv)]
47.	Lydia:	[eight figure]
48.	Liam:	to get a map
49.	Zoe:	one between two
50.	Lydia:	no – no I don't know it's one between table I think
51.	William:	no its one between group – I mean one between two
52.	Lydia:	well (why you do it us for not a fence)
53.	William:	no no cos you have to do that then show it to us
54.	Lucas:	Teacher said
55.	Liam:	why are you not doing it then
56.		(5.0)
57.	Zoe:	one works
58.	Lucas:	oh she's giving the sheets out (1.0) I'll go get one for us Liam
59.	William:	°wait°

60.	Zoe:	thirteen to twenty-four
61.	Lydia:	you get it for us
62.	(1.0)	
63.	Lucas:	no I'm with Liam
64.	Lydia:	I know I just said you get it for us to Olivia
65.	Lucas:	oh – oh I (mistood)
66.	Lydia:	so eight figure grid references
67.	(9.0)	
68.	Zoe:	and you know you need to do (it) yourself
69.	(5.0)	
70.	Lydia:	so that is the title of our lesson – eight figure grid references ok
71.	(1.0)	
72.	Lucas:	title in here
73.	Liam:	(ok)
74.	Lydia:	so the first – first question
75.	Zoe:	thirteen thirteen
76.	Lydia:	is twelve fifth- twenty-five what we need to do is we go to twelve then (up)
77.	Zoe?:	thirteen
78.	Lydia:	until we get to [twenty-five]
79.	Lucas:	[(what we do)]
80.	Lydia:	and then its so [its seven]
81.	Liam:	[so no cos]
82.	Lydia:	x so we [write] (works)
83.	Liam:	[other] – other other classes need it
84.	Olivia:	you have to do have=
85.	William:	=I know I'm pretending
86.	Zoe:	°so° ((whispering to self))
87.	Liam:	but you're not allowed [to]
88.	William:	[I'm doing it on the blunt side]
89.	Liam:	but it might do it it's blunt it might [get long trails]
90.	Olivia:	[I'm gonna (put) a little] equals in
91.	Liam:	stop being mean [when you're not allowed]

92.	Lydia:	[in the /o/] cos then it'll look more [neat]
93.	William:	[alright] I'll do it at the end with my <u>ruler</u>
94.	Zoe:	so
95.	Lucas:	so first [one is twelve]
96.	Zoe:	[If we go thirteen] and then we go up one
97.	Liam:	twen- You know the first [one's worse]
98.	Zoe:	[two three four (five)]
99.	Lucas:	yeah I know its
100.	Zoe:	[and then]
101.	Lucas:	[its gonna get] [(harder)]
102.	Lydia:	[erm so next] things are thirteen twenty-four we need to go on the thirteen column until we get to twenty-four well that is
103.	Olivia:	[this is:]
104.	Lucas:	where's ((classmate))
105.	Liam:	stop it:
106.		((Sounds of messing around))
107.	Liam:	WE need to work (1.0) so first (comes some [work)]
108.	Lydia:	[let's start] with out with this so erm:
109.	Lucas:	[we have to do] work? ((sarcastic tone))
110.	Olivia:	[so we have]
111.	Lydia:	start at thirteen
112.	William:	why are you not [working]
113.	Lydia:	[no its thirteen]
114.	Lucas:	(I'm me)
115.	Liam:	we have to work
116.	Lydia:	[Thirteen and then twenty]
117.	Lucas:	doing it now
118.	Zoe:	fourteen
119.	Liam:	you're not you're doing that (1.0) number one
120.	Olivia:	[so we can go diagonal]
121.	Lucas:	[(one on) the left]

122.	William:	circle the /o/
123.	Liam:	fourteen write the number=
124.	Lucas:	=alright
125.	(3.0)	
126.	Liam:	Thirteen twenty-four
127.	Olivia:	(am I) sitting the right way
128.	William:	((unintelligible))
129.	Lucas:	works
130.	Liam:	/w//o//r//k//s/
131.	Lucas:	I know how to spell works and then circle the /o/
132.	Olivia:	(it) smells good
133.	Liam:	circle the /o/
134.	Lucas:	yeah
135.	Lydia:	you don't know how to spell (react)
136.	William:	in fact
137.	Liam:	Circle the /o/
138.	Lucas:	I know – oh so
139.	Liam:	no circle the /o/
140.	Lydia:	by the way it's oakham school
141.	William:	well
142.	Zoe:	twenty ten
143.	(3.0)	
144.	William?:	and then thirteen twenty-four so thirteen
145.	Lydia:	is that (over) [the school and then] (over) to that
146.	Lucas:	[that's (twenty-four)]
147.	Liam:	oh yeah yeah
148.	William:	Thirteen twenty-four
149.	Liam:	so we need
150.	Lucas:	Here
151.	Liam:	So
152.	Lucas:	School
153.	Olivia:	is a
154.	Liam:	We don't know

155.	Lydia:	yes
156.	Zoe:	equals
157.	Lucas:	Oakhams schoo:l
158.	Lydia:	hey
159.	Lucas:	William have you done /h/
160.	Liam:	((singing)) oakhams school oakhams school oak:hams school
161.	Lydia:	I guess /h/
162.	William:	ask her what PW stands for
163.	Olivia:	where's (post four)
164.	William:	what does PW stand for=
165.	Olivia:	=I'll never tell
166.	William:	I'm not sure what PW
167.	Liam:	er toilets – no way let me erm:
168.	Zoe:	fourteen
169.	Lydia:	so [now]
170.	Zoe:	[twenty-three]
171.	Lydia:	the next question is fourteen twenty-three so erm I'll quickly do that so fourteen and then twenty-three which is this
172.	Lucas?:	(/p//u//f/)
173.	Liam:	then yep it's
174.	Lydia:	or is it school
175.	Olivia:	no
176.	William:	ok
177.	Lucas:	so [oak]
178.	Olivia:	[fourteen] twenty-two
179.	Lucas:	I know I can just copy off there you know
180.	Lydia:	fourteen and then twenty-two
181.	Lucas:	Oakham
182.	Olivia:	we have to go diagonal
183.	Zoe:	twelve twenty-two
184.	(3.0)	
185.	Lucas:	one [two three four]
186.	Olivia:	[yeah is is]

187.	Zoe:	What does PW stand for
188.	Olivia:	is there that many letters there
189.	Liam:	toilets
190.	(5.0)	
191.	William?:	no
192.	Lydia:	twelve
193.	Lucas:	number three
194.	Lydia:	that's twelve
195.	Lucas:	number three
196.	Olivia:	It has to be
197.	William:	I have no idea
198.	Lydia:	Fourteen twenty-three
199.	Olivia:	it's (nil) (4.0) so [fourteen]
200.	Lydia:	[so] it's only one way
201.	Liam:	You just
202.	Lucas:	I know yeah
203.	William:	so what's the second question
204.	Olivia:	and it ends in /y/
205.	Lucas:	the third
206.	Liam?:	no so the third is – I [though]
207.	Lydia:	[it has to] be Libya
208.	Liam:	wait
209.	Lydia:	but that's not enough
210.	Liam:	fourteen twenty
211.	Olivia:	(hang this)
212.	Liam:	Go across the corridor follow (four)teen
213.	Olivia:	is it [((unintelligible))]
214.	Liam:	[twenty-three]
215.	Olivia:	has there set in (there)
216.	Liam:	it's this (corner)
217.	Lydia:	(livien's) not right
218.	Lucas:	lets see if (we put)
219.	Liam:	it couldn't be called

220.	Lydia:	it but it can't be Libby cos it's [((unintelligible))]
221.	Liam:	[a market place] maybe
222.	Lucas:	no it doesn't end in a /y/
223.	Olivia:	it ends in a /y/
224.	Liam:	what does end [(in a /y/)]
225.	Lydia:	[number three]
226.	Lucas?:	oh stop it you just made me wheres my
227.	William?:	number five's impossible no one knows what PW stands for
228.	Olivia:	oh: I know what (that) means
229.	Liam:	PW
230.	William:	yeah do post office
231.	(3.0)	
232.	Olivia:	la la
233.	Liam:	no post
234.	Olivia:	library (2.0) what does
235.	Liam:	we're not in that one we're on [number three]
236.	Lucas:	[oh::] right (3.0) ((Unintelligible))
237.	William:	you don't know
238.	Olivia:	(challenge the word)
239.	Lucas:	how do you spell office
240.	William:	/o/-/f/-/f/-/i/-/c/-/e/
241.	Liam:	so /o/
242.	Lucas:	/f/
243.	William:	/i/-/c/-/e/
244.	Lucas:	/i/-/c/-/e/
245.	Liam:	copy me
246.	Olivia:	it's fourteen to twenty-three
247.	Liam?:	(we have to clap what sea)
248.	Lucas:	fourteen what (got sea again)
249.	Olivia:	we're on that one aren't we
250.	Liam:	alright
251.	Lydia:	no we're on question three
252.	Lucas:	ice [(spike ice)]

253.	Lydia:	[fourteen] twenty-three – fourteen there
254.	Zoe:	this one
255.	Lucas:	and then=
256.	Liam:	=we write (offal)
257.	William:	the other (pen)
258.	Lucas:	and then (1.0) circle two I can't tell
259.	Olivia:	the left
260.	Lucas:	I'll give you pens
261.	Oliva:	THE LEFT corner
262.	William?:	yes yes yes
263.	Liam:	(number five) says it says
264.	Lydia:	it's more:
265.	Lucas:	what is he getting [more than one words]
266.	William:	[this is easy isn't it]
267.	Zoe:	like where you go to court and then the judge
268.	Liam:	no no you reach one of them broke his car
269.	William:	this is so easy
270.	Zoe:	number three [three]
271.	Lucas:	[number] twenty-two
272.	Liam:	/p/-[/o/]
273.	Lucas:	[this is] (hundred and) twenty-two (far) ((Unintelligible)) twenty-two
274.	Olivia:	nine
275.	Liam:	so [it has to end in a /y/]
276.	Olivia:	[didn't want that]
277.	Lucas:	its obviously=
278.	Liam:	=LIBBY libby
279.	Olivia:	so this
280.	Lucas:	what
281.	Olivia:	fourteen
282.	Lucas:	Library library that says library
283.	Liam:	no it says libby libby libby libby
284.	(2.0)	

285. William: ((gasp followed by silly voice)) Liberty

286. Lydia: I don't get that

287. Olivia: I- I get it

288. Liam: no it can't be that

289. Zoe: ((unintelligible))

290. Liam: it can't be [(liberty)]

291. Lydia: [must must]

292. Olivia: it's PO post office

293. (6.0)

294. Liam: (this says on the)

295. ?: /S:::/

296. William: oh look at the hospital

297. Liam: where is it F star

298. Lucas: what's f star

299. (2.0)

300. Lydia: I don't know what PW stands for

301. William: so fourteen

302. Liam: no this is buildings

303. (5.0)

304. William: what does (all p)

305. Liam: no you're not allowed to write on it=

306. Lucas: =I wont

307. William: So fourteen

308. Olivia: erm:

309. William: and Twenty-two

310. Olivia: it's fourteen to twenty-two

311. William: ((unintelligible)) or twenty-two

312. Olivia: fourteen

313. William: which one is it

314. Liam: (quick)

315. Olivia: [it's the library]

316. Lucas: [there]=

317. Liam: =no that's on that one

318.	Olivia:	(liby)
319.	Liam:	and that one
320.	Olivia:	stands for library
321.	William:	and it doesn't end [in /y/]
322.	Liam:	[isn't this]
323.	Lydia:	How do you spell post office
324.	Liam:	it does end in /y/
325.	Olivia:	/o/-/f/-/f/
326.	William:	what could it be
327.	Lucas:	libby
328.	Lydia:	/o/-/f/
329.	Lucas:	it could be libby
330.	Olivia:	[/i/-/c/-/e/]
331.	Liam:	[(whats er:)]
332.	William:	Library ((exasperated sound)) (1.0) I
333.	(1.0)	
334.	Lucas:	you can put in fourteen
335.	Liam:	library
336.	Lucas:	twenty-two
337.	Zoe:	four is library
338.	Lucas:	no it's libby /l/-[/i/-/b/]-/y/
339.	?:	[hhh]
340.	Lydia:	except it's except it's like library
341.	Lucas:	it's – libby
342.	(3.0)	
343.	William:	how do you spell library
344.	Olivia:	/l/-/i/-[/b/-/r/-/a/-/r/-/y/]
345.	PP:	[/l/-/i/-/b/-/r/-/a/-/y/]
346.	Zoe:	/r/-/y/
347.	William:	that sounds easy
348.	Lucas:	libby – short [for library]
349.	Zoe:	[equals]
350.	Lydia:	I know

351.	William:	I do not know that I don't know [what (we've been doing)]
352.	Olivia:	[what (means beginnings) with] people
353.	Liam?:	Libby
354.	William:	People said if we don't go on time we
355.	Lucas:	how do you spell library William how do you spell library
356.	Lydia:	/l/-/i/-/b/
357.	William:	no but im not on that one
358.	Liam:	will
359.	Lydia:	/r/-/a/-/r/
360.	Lucas:	Liam (adam????) whats after /b/
361.	Liam:	/r/-/a/-/r/
362.	Lydia:	erm number three's [(two)]
363.	Liam:	[I'm not bothered] just stop doing it
364.	Lucas:	after /b/ its /r/
365.	Zoe:	yeah /r/-/a/-/r/-/y/
366.	Olivia:	°which is that°
367.	Lydia:	that's how you spell it
368.	Lucas:	[library]
369.	Zoe:	[I don't] know what number five is so I'm just going for that one
370.	Lucas:	and then I circle the i
371.	Lydia:	sixteen twenty-one
372.	Lucas:	at the moment it looks like its (1.0)
373.	William:	it's ot oti [oti oti]
374.	Olivia:	[twelve]
375.	William:	oti
376.	Lydia:	twelve
377.	Olivia:	its three words
378.	Lydia:	it's that one
379.	Zoe:	I'm on number five
380.	Olivia:	no diagonal – yeah
381.	Lydia:	no
382.	Olivia:	you have to go diagonal
383.	Lucas:	twelve twenty-two – twelve

384.	William:	do twelve twenty-six
385.	Liam:	yeah what does it mean go do (part) four
386.	(2.0)	
387.	Olivia:	erm: it stands for PW
388.	(2.0)	
389.	Lucas:	[yeah]
390.	Lydia:	[and that's] only two letters isn't it
391.	William:	that's impossible how do you know that
392.	?:	I know
393.	(4.0)	
394.	Olivia:	no that one PW it might be
395.	William:	the PW
396.	Olivia:	it might be (2.0) P: (1.0) (pow) man
397.	(3.0)	
398.	Lydia:	researcher (2.0) what do we do
399.	William:	°researcher°
400.	Liam:	PW stands for
401.	(6.0)	
402.	William:	yeah (poe)
403.	(7.0)	
404.	Zoe:	Number five is place
405.	(2.0)	
406.	Liam:	shall we stop now
407.	Lydia:	right please do PW
408.	Olivia:	PW
409.	Lucas:	YES (2.0) what next
410.	Liam:	I know
411.	Lucas:	oh ((Unintelligible))
412.	William:	°placement (of) the road°
413.	Olivia:	palace of worship
414.	William:	we don't have to [do this]
415.	Lydia:	[place] not palace
416.	Oliva:	place

417.	Lucas:	yeah now
418.	Olivia:	finished
419.	Zoe:	how
420.	William:	what do we do when we finished the buildings
421.	Lucas:	do we go onto the roads
422.	Zoe:	yeah go onto the roads next
423.	Liam:	roads are gonna be even more harder
424.	William:	·hhh roads are even more harder
425.	Olivia:	its
426.	Lydia:	there is no roads gap
427.	Oliva:	(it's /l/) (1.0) now we can work out what what the word is
428.	Zoe:	(Will) how do we know the ((Unintelligible)) because it wasn't on the board
429.	William:	because I saw earlier on and know it's a (cat nose)
430.	Lucas:	so let's see
431.	Zoe:	Like that isn't it
432.	William:	(can't) move back erm for number two let me see (1.0) it's sixteen twenty- one
433.	Olivia:	((Unintelligible))
434.	Lucas:	they are doing number six
435.	Olivia:	(in it)
436.	William:	I've just done number six
437.	Liam:	I don't know what number six is
438.	Lydia:	so we got er (1.0) so remember er [((Unintelligible))]
439.	Lucas?:	[WE HAVE TO MAKE] them again
440.	Zoe:	we have to make the table
441.	Olivia:	(square brackets)
442.	William:	no no [three hundred and six is sixty times one]
443.	PP:	[((Unintelligible))]
444.	Zoe:	buildings
445.	William:	what
446.	Lucas:	this a work table
447.	Liam:	yes

448.	Lydia?:	might no yes
449.	Olivia:	there is no b there's no it says buildings that begins with an a
450.	Lydia:	oh yeah
451.	Zoe:	I didn't do (A)
452.	Liam:	up to here up to here
453.	Lucas:	oh
454.	Zoe:	/o/ with /o/ on that side
455.	Liam:	its (oatya) its (oatya) (oatya)
456.	William:	nothing (vocal)
457.	Liam:	no look it's circle round the (oatya side)
458.	William:	so you need
459.	Lydia:	First [of all you need to write the letters cos it said that on]
460.	Liam:	[oatya oatya oatya oatya oatya oatya] ((singing))
461.	Olivia:	[past the (milk)]
462.	Liam:	[oatya oatya oatya] ((singing))
463.	Lydia:	no Zoe
464.	Zoe:	yeah
465.	Liam:	having circled the [A]
466.	Lydia:	[six] is [six sixteen twenty-one]
467.	Liam:	[oatya oatya oatya] ((singing))
468.	Zoe:	sixteen
469.	Lydia:	twenty-one – don't add more than seven
470.	?:	good afternoon
471.	William:	so the letters
472.	Olivia:	dot dot
473.	(7.0)	
474.	((more singing from Liam for (5.0)))	
475.	(5.0)	
476.	Lucas:	sixteen twenty-one is one
477.	Lydia:	I dont
478.	Lucas:	er: so whats (the) road how's the=
479.	Zoe:	=don't ask me Lucas=
480.	Lucas:	=but is it the same as the road (sign)

481.	Zoe:	you don't ask me what number seven [is]
482.	Lydia:	[SO] it can start with /h/
483.	William:	and now I'm bored
484.	Olivia:	/t/ or /l/
485.	Zoe:	is that the right one
486.	Lydia:	so lets start [with /h/-]
487.	Lucas:	[look I said] it's sixteen take one [and that's that's forty]
488.	Zoe:	[oh right]
489.	Olivia:	can you make the word missing
490.	Zoe:	so sixteen
491.	Olivia:	/h/ ho<u>tel</u>
492.	Lydia:	no it doesn't have an /i/
493.	Olivia:	°oh°
494.	Lydia:	and that square (2.0) and it's a (world) it's a world
495.	Olivia:	so we can do one what [abou<u>t</u> /i/]
496.	William?:	[I've (capped)]
497.	Olivia:	what about w-
498.	William?:	(its ew its ew)
499.	Lucas:	We don't know what the [erm:]
500.	Lydia:	by the way it's the roads
501.	Lucas:	(we doing) ((unintelligible))
502.	Zoe:	yeah
503.	Liam:	are we
504.	Lydia:	[so it]
505.	William:	[no Zoe] not sure what to [what to say]
506.	Olivia:	[Buckingham road]
507.	William:	(about that)=
508.	Zoe:	=(lands) we've done that
509.	Lydia?:	has to be a small one
510.	William:	Look at number seven Liam – I'm gonna write on (line and spell out what i)
511.	(2.0)	
512.	Olivia:	what about the (vent)

513.   (((3.0) of singing))

514.   Lucas: you know where you are sitting in my homebase [spac:e]

515.   Olivia: [have you] worked out

        the   [code]

516.   William: [really]

517.   Lydia: no you can't cos we have to [do all the roads as well]

518.   William: [how generous of] you to lend to [me my

        seat]

519.   Lydia: [to get to]

        I   have them

520.   Olivia: pardon

521.   ((frustrated grunt from one participant))

522.   Olivia: do we have to use our (own) [words]

523.   William: [I'm not] and I'm not sure what to=

524.   Liam: =I know

525.   Lydia: [that means sixty]

526.   Lucas: [you do know that we're] getting videoed [and you've raged and gone

        like gr:]

527.   Lydia: [sixteen twenty-one cant

        move   back]

528.   Liam: we're not being videoed

529.   Lydia: so

530.   Liam: we are being recorded

531.   Lydia: you underline whatever (1.0) [so erm the letters spell]

532.   Lucas: [((Unintelligible))]

533.   Lydia: a word

534.   Liam: ((Unintelligible)) (on youtube)

535.   Zoe: no it they can spell anything

536.   ((trying to pronounce secret word with only a few letters filled in))

537.   Lydia: [I think its (amot amotia)]

538.   William: [I'm gonna record it tonight] [gonna go on tv tonight]

539.   Lydia: [I think it's (amotia)

540.   William: gonna start youtubing

541.	Olivia:	nine
542.	William:	and im gonna (tape)
543.	Olivia:	[it's got an /l/]
544.	William:	[(gillivers world)] BBC 1 [((Unintelligible))]
545.	Olivia:	[(thankyou)]
546.	PP:	hhh
547.	Zoe:	/h/-/o/-/t/-/i/-/a/ (hotia) (hotia) (hotia)
548.	Liam:	William's step william's being clever of remembering the roads
549.	?:	hhh
550.	William:	no I can I only know about number six and sixteen twenty-one not sure about - and I'm not [(being clever) ((Unintelligible))]
551.	Lydia:	[there is no six]
552.	Zoe:	yeah there is there's loads on there there's three (rows)
553.	Lucas?:	what
554.	Lydia:	it doesn't say
555.	Zoe:	no there's three rows on that behind that big white thing (1.0) there is
556.	(2.0)	
557.	Olivia:	those ones
558.	(3.0)	
559.	Lucas:	can we go on (those on the board)
560.	T:	Yes absolutely you only ((addressing class)) when you have done the (board things) excuse me
561.	William:	what
562.	Liam:	which ones are our – sixteen (2.0) I'm not moving on to roads [like everyone else]
563.	William:	[where are the roads]
564.	(4.0)	
565.	Liam?:	[know what]
566.	Lydia:	[we need to] do roads
567.	Zoe:	no we don't we don't need to do a whole new thing down
568.	(1.0)	

569.	Lydia:	well I am as cos that had a little subheading of building (1.0) cos it said buildings so now we need to do roads
570.	William:	but then
571.	(11.0)	
572.	Lydia:	so roads:
573.	Zoe:	I wonder who's doing the assembly
574.	Lydia:	what are the roads how are we meant [to know]
575.	William?:	[(Mr Right)]
576.	(3.0)	
577.	Lucas:	ah: don't even know what (crows) are doing
578.	(5.0)	
579.	Olivia:	I thought [that was the word]
580.	Liam:	[twelve and (then over)] ((unintelligible))
581.	PP:	hhh
582.	William?:	oh (cat) (1.0) milk
583.	PP:	hhh
584.	(3.0)	
585.	William:	no no he'll tell you the answer – I'm not looking
586.	Lydia?:	hhh
587.	Lucas:	doesn't tell you the answer
588.	Liam:	(catch man safe) thirty-six twenty-seven=
589.	William:	((unintelligible))
590.	Lucas:	catch man
591.	Olivia:	WILL THIS IF THIS IS is
592.	William:	mock might be short for
593.	(2.0)	
594.	Liam:	road
595.	Lydia:	no says sixteen [twenty-one]
596.	William:	[six] erm: six is:
597.	((mumbling for (2.0)))	
598.	Olivia:	is camp - can't one can't – cant's one
599.	Lydia:	will that work
600.	Liam:	we don't even know what's a (yo-yo)

601.	Lydia:	I'm going for [church]
602.	William:	[(woo:) do]
603.	Lydia:	that works
604.	William:	I thought we just need to write it
605.	Lydia:	you need to write it
606.	Zoe:	I kinda know that right because (they're talking)
607.	(2.0)	
608.	Olivia:	it – that cannot make (camper ones)
609.	Lucas:	ah: right so what's the first one
610.	Lydia?:	I know it has to [(exchange)]
611.	William:	[I'm not showing] you the answer
612.	Olivia:	no it doesn't it doesn't ((unintelligible))
613.	(5.0)	
614.	Liam:	do not write on it
615.	Lucas:	I'm not=
616.	Liam:	=you are
617.	Lucas:	not on that (one)
618.	PP:	((unintelligible))
619.	(2.0)	
620.	Liam:	sixteen twenty-two
621.	Olivia:	I don't know
622.	Liam?:	(catch man high) what
623.	Lucas?:	Erm (rolly)
624.	Lydia:	eleven twenty-five
625.	Lucas:	alright
626.	William:	((unintelligible))
627.	Liam:	thirteen twenty-three thirteen twenty-three
628.	Olivia:	what is this
629.	Zoe:	nothing
630.	Lucas:	eleven
631.	Liam:	[thirteen twenty-three]
632.	Lydia:	[no] Zoe
633.	Lucas:	what is it what is it let me see where is it where is it

634.	Olivia:	eleven twenty-five
635.	(2.0)	
636.	Lydia:	lets start getting on number two – number two is thirteen twenty-two
637.	William:	so
638.	Lucas:	we've ((unintelligible))
639.	William:	we're in London definitely cos look look look
640.	Lucas:	we're in London
641.	Lydia:	so this one
642.	Lucas:	Buckingham
643.	Zoe:	(house)
644.	Lydia:	so it's roads [erm: its two ways]
645.	William:	[definitely in London aren't we]
646.	Liam:	might not be in London London
647.	Lydia:	check
648.	Olivia:	[DEANS]
649.	PP:	[((unintelligible))]
650.	?:	hollow lands end
651.	Olivia:	deans
652.	Lydia:	it's got to (do ten) streets
653.	Zoe:	((unintelligible)) (got to do the) letters (today)
654.	Olivia:	Just [leave it]
655.	William:	[(we're not far)] from something else
656.	Lydia:	no
657.	Lucas:	good theory
658.	William:	or maybe we
659.	Liam:	where do we do the (left) bit
660.	Lucas:	and
661.	William:	maybe we do the (leopard) and un(stuck the one)
662.	Liam:	hm::
663.	Zoe:	I wonder what words we can make [((with this))]
664.	Olivia:	[I wonder where] it stops
665.	Liam:	Maybe it spells Pokémon palace
666.	William:	·hhh

667.	Liam:	Pokémon palace
668.	William:	can you move
669.	Lydia:	what did the letter (say)
670.	(2.0)	
671.	William:	cat
672.	Zoe:	what could it be it could be (1.0) /p/-/i/
673.	Lydia:	pass hhh
674.	Zoe:	(/e/-/c/)
675.	Olivia:	cos no (2.0) (do you not care)
676.	Zoe:	((unintelligible))
677.	Olivia:	is
678.	Lydia:	(hassle) (3.0) it is that church street
679.	Liam:	oh its church street
680.	Lydia:	[I know]
681.	William:	[pass on it] hhh Zoe look - I think
682.	Zoe:	I'm passing it now
683.	Liam:	it's church
684.	Lucas:	street
685.	(3.0)	
686.	Liam:	I want to [do it:]
687.	Lydia:	[(rework)]
688.	Liam:	[I wanna do it:]
689.	Zoe:	[doing this next]
690.	William:	think it's this one five seven
691.	Liam:	I want to do it:
692.	Lucas:	[no::]
693.	Olivia:	[no] that's part of that one=
694.	Lydia:	=(let me) gonna take that one out
695.	Liam:	(I know)
696.	Lucas:	is [that the side (then)]
697.	William:	[are you] thirsty
698.	Zoe:	yeah the side
699.	Lucas:	I need the toilet

700.	Lydia:	mines (zeus)
701.	Liam:	(I need as well)
702.	William:	ready
703.	Lydia:	that's cos I traced [it that's cos I traced it most] of it anyway
704.	Lucas:	[((unintelligible))] where as (sasson???) gone
705.	William:	·hhh (sasson???) just [went ((unintelligible))]
706.	Lydia?:	[erm: the lightning] bolt to the face
707.	William:	you don't do that cos ((unintelligible))
708.	Lucas:	wow that's pretty good
709.	Lydia?:	when when I say lightning bolt to the [face]
710.	Olivia:	[look]
711.	Lydia?:	I need to trace the lightning bolts [and I didn't]
712.	Lucas?:	[I didn't understand] (question four)
713.	Lydia?:	trace the (deo) but I traced the beard (2.0) London way (capital)
714.	Olivia:	you weren't allowed to
715.	(1.0)	
716.	Lydia:	so (4.0) oh well
717.	Zoe:	I've finished
718.	Lydia:	come on – so remember [eleven twelve]
719.	Olivia:	[yeah]
720.	Lydia:	twenty-five
721.	William:	Zoe you need to find the word
722.	(1.0)	
723.	Lucas:	you know whales
724.	Zoe?:	[pass on it]
725.	William:	[what's eight]
726.	Lydia:	eleven twenty-five [(so that won't be anything)]
727.	William:	[I know that one]
728.	Lydia:	of of the /s/ one and then it more (up)
729.	Olivia:	yeah
730.	William:	I thought Researcher [((unintelligible))]
731.	Olivia:	[no]
732.	Lydia:	oh yeah cos that's got no roads=

733. Lucas: =yeah

734. William: I worked it out as that

735. Lydia: ((unintelligible)) so elevens and then

736. Lucas: and (she's) definitely going=

737. Liam: MAYBE maybe she did it there and the (recorded)

738. Lydia: Six forty-five

739. (1.0)

740. Olivia: it's that one (2.0) it's six and twenty-five

741. Liam: what happened to (sasson???)

742. Zoe: I know

743. Lydia?:   two

744. William: she's pointed

745. Liam: how do you know

746. Olivia: nine=

747. Lydia: =er yes lets

748. William: I bet you she's blinded

749. Liam: no but how would you know which [(way to go)]

750. Lydia: [turn that round]

751. Zoe: no

752. Lucas: oh I crashed into something (1.0) erm: I can't ((unintelligible))

753. William: he's not coming

754. Liam: I just can't get a word (1.0) looks like ((unintelligible))

755. William: ((unintelligible)) so going

756. Lydia: erm:

757. William: looks like we are so close [to getting the word (in)]

758. Olivia: [yeah you're right]

759. William: look like

760. Olivia: see

761. Lucas: you know something (1.0) some sword [((unintelligible)) in flames but
     when I   pulled]

762. Lydia?:   [·hhh I think it might start start
     with   shop]

763. Lucas: [I did get a (water)]

764.	Olivia:	[seriously]
765.	Lydia:	hhh
766.	Lucas:	but it got away [and then]
767.	Lydia?:	[shop]
768.	Lucas:	[((unintelligible))]
769.	Lydia:	[shop]
770.	Zoe:	there isn't even a /h/
771.	Lucas:	reflected [it reflected right into my eye]
772.	Lydia:	[no it is] there the letters are
773.	Lucas:	(missed the height)
774.	Lydia:	/o/-[/p/-/t/-/i/-/a/]
775.	Lucas:	[and the tires were kinda like blurry]
776.	Zoe:	and so
777.	William:	there's no [/a/]
778.	Zoe:	[no it's] no it's /o/
779.	Olivia:	yeah there's no /a/
780.	Liam?:	[(there's no collusion)]
781.	Zoe:	[it's /o/]-/k/
782.	Lydia:	there's no=
783.	William?:	=What was the map one
784.	Olivia:	there's no /k/ there's only /h/-[/o/-/i/-/t/-/l/]
785.	Lydia:	[no look second ones] done it /o/-/a/-/p/
786.	William:	check out second one – all (fine) [you thankyou you]
787.	Olivia:	[((unintelligible))]
788.	Lydia:	(purpose)
789.	Lucas:	see am I alive
790.	Liam:	hhh
791.	William:	I said [((unintelligible))]
792.	Liam:	[do you circle] it
793.	Lucas:	oh yeah:
794.	Liam:	[hhh]
795.	Olivia:	[church] [street]
796.	William:	[oh]

797.	Olivia:	next
798.	William:	eleven
799.	Lydia:	and where am where- I'm why are you saying there's no /a/=
800.	Lucas:	=and then for twenty-five
801.	William?:	cos there isn't
802.	Liam:	need to [circle /f/]
803.	Lydia:	[yeah but there's an /a/ for] play ((unintelligible))
804.	Liam:	eleven twenty-five
805.	Lucas:	there isn't [an]
806.	Olivia?:	([the] learner)
807.	Lucas:	[there isn't an /f/] in it
808.	Olivia:	[(whats that)]
809.	Lucas:	there isn't
810.	Liam:	[it's this] part
811.	Olivia:	[two]
812.	Lydia:	place of worship
813.	Liam:	this part
814.	Lydia:	/p/-/l/
815.	William:	woah
816.	Liam:	For that
817.	Lucas:	Oh yeah
818.	William:	I know it=
819.	Liam:	=you said [(land hob)]
820.	William?:	[(to length)]
821.	Lucas:	what is it what is it
822.	Liam:	I think I know where this is
823.	William:	where
824.	Liam:	I think this is in lands' end William cos it says land one of the roads is lands' end way
825.	Olivia?:	yeah
826.	Lydia:	[but there's no /n/]
827.	Liam:	[yeah so I think its in land's end] land's end it is a in the south-west of England

828.	Lucas:	yeah
829.	William:	yeah it is
830.	Liam:	it is true Land's End
831.	Zoe:	look at my finger
832.	Lydia:	don't think so
833.	Liam:	·hhh I know I think I know why it's called Land's End its its um: its like
834.	Zoe:	he said
835.	William:	Land's End
836.	Zoe:	you'll be ok
837.	Liam:	cos its
838.	Lucas:	(more of the task)
839.	William:	so what is what's eight=
840.	Liam:	=it's Land's End Land's End way
841.	Zoe:	that's the middle of nowhere
842.	Lydia:	So words can be any [word in] the world
843.	Olivia:	[land]
844.	William:	is there – land
845.	Olivia:	where you looking
846.	Liam:	no
847.	Olivia:	[come on Zoe]
848.	Lucas:	[extra properly]
849.	Lydia:	erm: I know /p/-[/i/-/s/]
850.	Liam:	[lands end way]
851.	Zoe:	Will there isn't an /s/
852.	William:	yeah there is
853.	Lucas:	No you
854.	Liam:	we've finished
855.	Lucas:	(fu::ture)
856.	Olivia:	(this far)
857.	Lucas:	we've finished
858.	William:	[no you need to-]
859.	Liam:	[this will probably be]
860.	Lydia:	I'm going to the letters - I mean

861. William: they are watching

862. Olivia: so /e/

863. William: circle the /l/

864. Olivia: [(I am now)]

865. Lucas: [straight church] straight

866. Lydia?: no there is

867. Liam: which ones church number seven

868. PP: erm::

869. Lydia: seven's church street=

870. William: =yeah it is

871. Olivia: what is [it:]

872. Zoe: [yeah] I'm finished

873. William: I'm on nine I'm on nine

874. Zoe: I'm on nine I'm figuring out the word – I'm not sure what it is=

875. Lydia: =me too (1.0) I put a little thing that says letters so erm: I know where (I am)

876. Liam: we have to get the [words and then (describe)]

877. Olivia: [oh yeah]

878. Liam: the place

879. Olivia: it's the wrong way [round]

880. William: [(salt licker)]

881. Olivia: /k/-/l/

882. Zoe?: (list)

883. Olivia: /a/

884. William: shop licker=

885. Olivia: it is /a/ (1.0) ((unintelligible)) so (is)

886. Lydia: no but then there would be a spare /a/ left over

887. Olivia: turn that into

888. William: why are there three l's (cider)

889. Olivia: yeah yeah [(place it place it)]

890. Zoe: [((unintelligible))] there isn't an /x/

891. Olivia: I've got it the wrong way round

892. Liam: we have to write them down

893.	William:	can't put shop list cos the don't need an /l/
894.	Liam:	sage
895.	William:	(shop licker)
896.	Lucas:	/t/
897.	William:	(shop licker)
898.	((teacher starts giving answers on the board))	
899.	(34.0)	
900.	T:	Liam
901.	Liam:	Oakham school
902.	T:	how's it spelt
903.	Liam:	/o/-/a/-/k/-/h/-/a/-/m/
904.	T:	Hang on a minute /o/-/a/ third letter
905.	Liam:	/k/ (1.0) [/h/]
906.	T:	[/a/-/k/] right like that
907.	Liam:	yeah
908.	(30.0)	
909.	T:	Library that's right
910.	Zoe:	libby
911.	William:	libby
912.	(1.0)	
913.	Lydia:	Library
914.	PP:	hhh
915.	Lydia:	we got we got
916.	(10.0)	
917.	William?:	it doesn't say place of worship
918.	((grunt))	
919.	William:	(there's no /w/ no wait)
920.	(2.0)	
921.	Lucas:	no there's loads
922.	Liam:	we were doing that (one)
923.	Olivia:	there's like
924.	Lydia:	[two edges]
925.	Liam:	[you can do that one]

926. Olivia: yeah

927. Lydia: [((unintelligible)) and this]

928. Liam: [no there there there there]

929. ((back to teacher leading class through the answers))

930. (9.0)

931. Lydia: how many l's should there be

932. ?:   the

933. (13.0)

934. William: um::

935. Lucas: hhh

936. William: (this group)

937. (4.0)

938. Olivia: clearly

939. (2.0)

940. William: ((singing)) scooby dooby doo – where are you

941. (20.0)

942. T: ok whats the one at sixteen twelve whats the road

943. (5.0)

944. T: Zoe

945. Zoe: um – its – (catmose) park road

946. T: whats the first word

947. Zoe: um /c/-/a/-/t/-/m/-/o/-/s/-/e/ /p/

948. T: oh this is park I got that yeah park whats the last word

949. Zoe: um ro<u>ad</u>

950. (2.0)

951. T: everybody get that

952. (42.0)

953. ((in reference to participants table))

954. T: so only this table whos done it – has any other tables managed to find
     other   roads

955. (21.0)

956. Lucas: what do we have to do [just unscramble]

957. Lydia: [unscramble the] words

958.	Liam:	I just cant get them I don't know – we have to unscramble the word out of all the letters we have circled
959.	William:	I've writ them down you have to write- them down and try to work out
960.	Zoe:	right cos you've got /o/ /h/ /t/ /i/ /t/ /s/ /l/
961.	Olivia:	it's [weird]
962.	William:	[pretty much] ((unintelligible))
963.	Lucas:	(but USA now)
964.	William:	like you know (middly letters) I like /i/ /a/ (and /i/)
965.	Liam:	((unintelligible)) and once
966.	William:	they usually goes in the middle
967.	Lucas?:	alright
968.	William:	you (me me me)
969.	Liam:	hey
970.	(8.0)	
971.	Lucas:	it doesn't (say numbers)
972.	William:	so
973.	Liam:	It's a location on the map
974.	Zoe:	maybe it's this
975.	William:	·hhh it's the location in the map
976.	Lydia?:	/o/ /h/
977.	Zoe:	there's no /k/
978.	(3.0)	
979.	Lydia?:	(cap no)
980.	William:	(that would have been really naughty) hhh
981.	Zoe:	give it ((unintelligible))
982.	Lydia:	so the letters are [/o/ /h/ /t/ /i/]
983.	Lucas:	[(what was b again)]
984.	Lydia:	[/l/ /e/ /s/] and /a/
985.	Lucas:	[(tickets)]
986.	Lydia:	well – that's quite hard to answer isn't it
987.	William:	erm: mount pleasant
988.	Lydia:	so::: (2.0) so I don't know if there's gonna be a [location]
989.	R:	[it's fine]

990.	Lydia:	or not so gonna
991.	(3.0)	
992.	Liam:	is it a place on the map
993.	Lydia:	I don't kno<u>w</u>
994.	Lucas:	can we just look=
995.	Liam:	=it's in Doncaster
996.	William:	·hhh I got it the words hospital
997.	Lydia:	hospital
998.	William:	yeah:
999.	Lucas:	good job
1000.	Olivia:	hospital
1001.	(4.0)	
1002.	Lucas:	what (difference) is it
1003.	PP:	(OB)
1004.	Lucas:	oh yeah
1005.	Zoe:	I have a feeling hospital isn't in there
1006.	Lydia:	oh
1007.	William:	yeah it is
1008.	Lydia:	yes yes hospital hospital they are ((unintelligible))
1009.	Olivia:	°It's soap°
1010.	(2.0)	
1011.	Lydia:	when ((classmates name)) comes back we so need to
1012.	(3.0)	
1013.	William:	((whisper screech)) yes hospital yes
1014.	Liam:	Will you are the best at that
1015.	Lucas:	that is just the best find ever
1016.	Lydia:	cos it said it was something ((unintelligible)) on the map
1017.	William:	I looked through all of it when I saw hospital I thought what ((unintelligible)) and I like found it
1018.	Olivia:	before
1019.	Lydia:	I didn't think it would be a (barn) thought it would be (willow what that first one was
1020.	Liam:	(look we found it)

1021.	William:	managed to find it
1022.	Liam:	(it's invisible)
1023.	William:	I just ((unintelligible)) sky ((unintelligible)) it
1024.	Lydia:	I mean we're all worked out the other character is hospital
1025.	William:	it's hospital I found [/o/ /s/ /t/]
1026.	PP:	[((unintelligible))]
1027.	Lydia:	hospital I was wrong – I'll do anything Will
1028.	PP:	hhh
1029.	Liam:	what do with five minutes
1030.	William:	I have no idea but af- I just I'm just so happy I found the word
1031.	Lucas:	it's hospital
1032.	Lydia:	°I'll do anything°
1033.	Zoe:	(I will stand)
1034.	Lydia:	°I said anything°
1035.	PP:	hhh
1036.	Lydia:	hhh I said it- got five minutes to think otherwise I'
1037.	William:	no you need to do the (donuts) cos you're white board
1038.	Zoe:	I think ((unintelligible))
1039.	Olivia:	((singing))
1040.	Zoe:	and then when I've got ((unintelligible)) and I see hospital
1041.	Lydia:	yes it's very long ((unintelligible))
1042.	Zoe?:	Will you've not done the answer
1043.	Olivia:	why have you ticked the letters
1044.	Lucas:	why do you think hospital
1045.	Lydia:	((unintelligible))
1046.	William?:	I have
1047.	Olivia:	so:
1048.	Lydia:	((unintelligible))
1049.	Liam:	I thought [at first I thought it was (an ocean)]
1050.	Lydia:	[and then it says um:] find the ((unintelligible))
1051.	Liam:	((unintelligible)) lodge and then hm: and then cricket
1052.	Zoe:	five six seven
1053.	Liam:	then I figured it out it was hospital

1054.	William:	I figured it out first
1055.	Liam:	I figured it out after one two three after four places
1056.	Lucas:	cricket club
1057.	Lydia:	(I figured it after five)
1058.	((teacher leading again))	
1059.	(9.0)	
1060.	Liam:	you know the shu- whats the (word)
1061.	Zoe:	((unintelligible))
1062.	(4.0)	
1063.	PP:	YES:
1064.	(1.0)	
1065.	Lydia:	we're missing a letter
1066.	Olivia:	/s/:
1067.	(17.0)	
1068.	Lydia:	yes
1069.	(59.0)	
1070.	T:	can anybody see a word in that
1071.	William?:	me
1072.	T:	hospital
1073.	PP:	YES:::::
1074.	T:	asked you guys not to do that once already
1075.	(29.0)	
1076.	T:	well done
1077.	((ending lesson))	
1078.	(13.0)	
1079.	((orders about packing up and who is to bring what to the teacher))	
1080.	William:	me I don't (know)
1081.	Lydia:	do maps maps
1082.	William:	I didn't want to do it but ok I said i
1083.	Olivia:	tidy
1084.	William:	I didn't want to do it but ok
1085.	Lucas:	I'll do it
1086.	William:	no just give it to me

1087.   ((end of recording))

8.9   Year 3 recording 5 transcription

Context – Lesson on food around the world making a booklet showcasing different foods. Starts with them drawing a world map I think. Participants: Zoe, Lydia, Olivia, Liam, William, Lucas and the teacher. Recorder is sat in front of Zoe.

T = Teacher

R = Researcher

1.	Olivia:	what's the title
2.	William:	food around the world
3.	Lucas:	(which one on there)
4.	Zoe:	I'm gonna do that in bubble writing
5.	(2.0)	
6.	Olivia:	I'm gonna sketch ((Unintelligible))
7.	(1.0)	
8.	Zoe:	it doesn't go there
9.	William:	eh:
10.	Zoe:	we need to talk otherwise it won't hear us
11.	Liam:	°(it can hear us)°
12.	(8.0)	
13.	William:	oh yeah we are allowed to talk aren't we
14.	Zoe:	yeah we have to talk otherwise=
15.	Lucas:	=yeah we have to talk
16.	Zoe:	otherwise it won't hear us
17.	William:	yeah like [hello]
18.	Lydia?:	[°HI:::°]
19.	Liam:	yeah but not that's whispering
20.	Zoe:	just quietly [like this]
21.	Lydia:	[I'm going to do] one of these [and check around:]
22.	Zoe:	[these are completely too small]
23.	Lucas:	((unintelligible)) wait actually=
24.	Liam:	=you – nobody knows what I'm going to do
25.	?:	hhh
26.	Zoe:	you're gonna do some kind of robotic thing aren't you Liam

27.	Liam:	Pardon
28.	Zoe:	you're gonna do some kind of robotic thing aren't you Liam I'm doing this
29.	Lucas:	(we got to talk)
30.	Zoe:	you have to talk otherwise otherwise
31.	Liam:	[yeah you have to talk]
32.	Zoe:	[it won't hear us]
33.	Lucas:	why don't we
34.	William:	why do we have to talk
35.	Lucas:	what is he trying to do trying to investigate us
36.	Zoe:	Otherwise [it won't hear us]
37.	Liam:	[maybe]
38.	Zoe:	you- we're [being used for research]
39.	Olivia:	It's gonna be so fun making lots of pictures with (friends)
40.	Zoe:	I'm not sure if we are gonna be doing rules [((Unintelligible))]
41.	Lucas:	[((Unintelligible))] (festival)
42.	Zoe:	[I can't hear you]
43.	Lucas:	[((Unintelligible))] boots
44.	Lydia:	I didn't do anything
45.	William:	North pole (1.0) north pole is real isn't it
46.	Olivia:	I think it is
47.	William:	the north pole is definitely real to me
48.	?:	erm
49.	Lucas:	England is a continent
50.	Liam:	England is a – look England is in yeah (1.0) (meanings) an island
51.	Lucas:	yeah
52.	Lydia:	Every where's an island Africa's an island everywhere is
53.	William:	I know the- the biggest island with three continents
54.	Lydia:	yeah like Asia and Africa (they're all round)
55.	Liam:	no there's way more than three
56.	William:	no – what is it then
57.	Liam:	there's two one and three
58.	William:	three

59.	Liam:	and then not no south America
60.	William:	and Australia
61.	Liam:	Australia's [(easy)]
62.	Lucas:	[and Europe]
63.	Liam:	(is an island)
64.	Zoe:	Olivia do you have a rubber in your pencil case
65.	Olivia:	(yes) (1.0) but it's in my bag
66.	(7.0)	
67.	Lucas:	Oh I need to do Madagascar don't i
68.	William:	no I'm doing the north north united ((Unintelligible))
69.	Lucas:	what is that bit
70.	Liam:	look this is I'm trying planning to do William
71.	William:	wo-/l/-/d/
72.	Olivia:	[I was gonna write] ((Unintelligible))
73.	William:	[I'm trying to do] the /o/ of the world
74.	Zoe:	Food around the world
75.	Lucas:	what this new – (the word)
76.	Lydia:	I've put food (tech)
77.	Zoe:	food around the world
78.	Liam:	look this is what I'm trying to do look
79.	William:	oh
80.	Liam:	look
81.	Zoe:	that wasn't (raining)
82.	Lucas:	look at mine
83.	Zoe:	did you have a ((Unintelligible)) with you
84.	(9.0)	
85.	Zoe:	import
86.	Lucas:	what
87.	Liam:	look this is the first (hunk)
88.	Zoe:	I know import and export (2.0) import and export erm
89.	(5.0)	
90.	Liam:	food
91.	Olivia:	foo:

92.	(3.0)	
93.	Lucas:	[what's import again]
94.	Lydia?:	[°They're mine°]
95.	Lucas:	oh yeah things from around the world
96.	Liam:	no things that countries bring to us
97.	(4.0)	
98.	Lucas:	pizza no pizza I should put in both thingy's pizza pizza I should break up
99.	Lydia:	definitely
100.	Liam:	it's foo:d not meat
101.	Lydia:	foo:d is meat
102.	Liam:	oh my (word)
103.	William:	no meals are like loads of foods (1.0) like like vegetable pasta vegetable
104.	Lucas:	boo
105.	Liam?:	yeah yeah ((unintelligible))
106.	Lydia:	look
107.	Liam:	[means are like]
108.	Lydia:	[naan [bread]]
109.	Olivia:	[pitta bread] pitta bread
110.	Lucas:	pitta – bread
111.	PP:	hhh
112.	Liam:	pitta bread hhh
113.	Lucas:	hold on hold on ((unintelligible))
114.	William:	hold on I got a good one friendship rice
115.	PP:	hhh
116.	Zoe:	French fries makes equals Frenching fries – French plus fries equals French fries
117.	William:	hhh
118.	?:	((Unintelligible)) in court
119.	Lydia:	im plus port equals [import]
120.	Lucas:	[yeah]
121.	William?:	banana
122.	Zoe:	((unintelligible)) that there
123.	Liam?:	I got the (sexier about now)

124.		(2.0)
125.	William:	a dead body
126.		(2.0)
127.	Lydia:	true everyone (like draw) a dead body
128.	William:	erm me I once tried a human arm
129.	Liam:	fat pig
130.	Zoe:	[Ok]
131.	Olivia:	[did you ok]
132.	Zoe:	in (fault (1.0) X Sparta)
133.	Lucas:	it was food around the [world]
134.	William:	[disgusting]
135.	Lucas:	good=
136.	Liam:	=how
137.	Lucas:	means I've got eaten
138.	William:	no guess when [((unintelligible))]
139.	PP?:	[((unintelligible))]
140.	Lydia:	lem lem and toes
141.		((loud clap))
142.		((cough))
143.	PP:	hhh
144.	Lydia:	lem and toes (lemtoes)
145.		((William and another participant are playing around and making noises for (4)))
146.	Lydia:	/D/ and og dog
147.	William:	((still messing around)) (diana on)
148.	Lucas:	I doing exports and then
149.	Zoe:	[hey]
150.	Lucas:	[I'm doing] imports exports imports exports
151.	Lydia:	heh and low hello hhh
152.	Lucas:	(herrod)
153.	Olivia:	h:ello
154.	Zoe:	heh and low hello (1.0) mine says three is around but I don't know
155.	Liam:	catch

156.	Lydia:	mine said food around the world at the front food from around the world
157.	Lucas:	carrot
158.	Lydia:	import
159.	William:	some say to do food from around the world
160.	Zoe:	no you did food the and world
161.	William:	she said you have=
162.	Lydia:	=that's what she said to do
163.	William:	food
164.	(1.0)	
165.	Liam:	isn't that what (you to be at with) that are all (rove)
166.	William:	Alright back to more (tad) talk (1.0) [no potatoes put potatoes potatoes]
167.	Zoe:	[I spelt around wrong around]
168.	PP:	potatoes potatoes
169.	Liam:	we need to got to the [((Unintelligible))]
170.	Lucas: (pose)	[I did I did] the first time I did it I didn't get to right
171.	Liam:	I know I know
172.	Lucas:	like it's a mean game isn't it
173.	Liam:	Which
174.	William:	you know you [have to (name everything)]
175.	Liam:	[way to the kitchen]
176.	William:	yeah but you have to don't you
177.	Lydia:	I'm never looking for a drink
178.	William:	I look in the cupboard
179.	Liam:	I look in the cupboard in the kitchen and not find anything in the whole ((Unintelligible)) book erm you need to the one at the (bull) and
180.	Zoe:	[when I colour it in you'll tell can you tell that's the ground]
181.	Liam:	[((Unintelligible))]
182.	William:	yeah and then witch
183.	Lydia:	[yes that's it ((Unintelligible))]
184.	William:	[then a witch appears] right behind you
185.	Olivia:	yeah °take requests°

186. Lucas: which was the right thing (fails)

187. (3.0)

188. ((teacher telling children off for something (16.0)))

189. Zoe: °in all at°

190. ((Teacher suggesting games if they finish early))

191. William: (scorpion ropes)

192. Lydia: I'm doing like

193. William: it's gone green

194. ((Teacher suggest putting music on if they all work hard))

195. T: that a deal

196. PP: deal

197. Liam: I've almost finished my page

198. (2.0)

199. Zoe: Banana

200. Lydia: oh I could put a melon

201. Zoe: Banana

202. William: ((Unintelligible)) potatoes however you spell potatoes I do

203. Liam: (potta) toes potta and toes

204. (7.0)

205. William: °potatoes°

206. Lydia?:   ok banana ba-na-na

207. T: Who would like some Christmas music on (1.0) a little bit early

208. (10.0)

209. Lucas: I know I waited to it

210. (3.0)

211. Olivia: oh Christmas songs

212. Liam: yay [Christmas]

213. William: [Christmas] songs ((singing)) chirstmas christmas

214. T: ermm: no ((Unintelligible telling off directed at William))

215. Zoe: hhh

216. ((Teachers telling class to hum along while working, it is not to be a distraction (9.0)))

217. (12.0)

218.   Zoe: pineapple pineapple pine and apple

219.   Liam: yeah pine and apple

220.   William: jingle bell rock jingle bell rock

221.   (7.0)

222.   ((Christmas songs start playing))

223.   PP: ((singing and humming))

224.   (40.0)

225.   William: this is so like (big)

226.   (3.0)

227.   ((teacher stops music))

228.   T: that bits freezing up

229.   Lucas: <u>yes</u> finally

230.   (3.0)

231.   William: whos this

232.   ((music starts again))

233.   (1.0)

234.   Olivia?:   no no do the top

235.   Lydia: oh I love this one

236.   (12.0)

237.   Olivia: I love this one

238.   Zoe: me too

239.   (20.0)

240.   William: some fish

241.   Zoe: (cup of) beans (2.0) bananas they have (berries) don't they
                  ((Unintelligible))

242.   (17.0)

243.   Zoe: crabs (7.0) Well ((the teacher)) says she's not a good drawer (right)

244.   Lydia: ((researchers name)) and see what a good and you'll just get [((them
                  shattering)]

245.   William: [no you
       should   you should go

246.   Lydia: [((Unintelligible))]] hhh

247.   William: [((Unintelligible))]] you should hope you get /e/

248.	Zoe:	[coco beans by ((Unintelligible)) and that's ((Unintelligible)) fault]
249.	William:	[and not put Christmas music on when its not Christmas]
250.	Lydia:	you should put christmas music on <u>ALL</u> the time
251.	William:	It's bad <u>luck</u>
252.	Zoe:	no its not its good luck
253.	William:	I'd rather have Ebenezer Scrooge on (1.0) but that's only for Christmas songs=
254.	Liam:	=Friday 13th is unlucky
255.	William:	it's lucky we didn't watch it this Friday the 13th – Friday the 13th is unlucky
256.	Lucas:	lucky
257.	William:	listen in - teacher does teacher know of Friday the 13th
258.	?:	hhh
259.	(5.0)	
260.	Liam:	I definitely think not=
261.	Lydia:	=I absolutely love this one I love Christmas songs
262.	Zoe:	me too
263.	Lydia:	no matter whatever time it is
264.	Olivia:	(pitta bread)
265.	Lucas:	do you know anything that we can't get in our country
266.	William:	I'm just gonna copy something off hers
267.	Zoe:	I can't spell potato really hard or (cacta)
268.	Lucas:	maybe none ((Unintelligible))
269.	Zoe:	the (cacta)
270.	(22.0)	
271.	Zoe:	((Unintelligible))
272.	(11.0)	
273.	Liam:	when you sing Christmas song on November its bad luck
274.	Zoe:	with it ((Unintelligible))
275.	Liam:	(oh my god)
276.	William:	it's really on the 2nd of January – im lucky that my mum was born in December and my dads (born) in January so that's good
277.	Lucas:	(going with it)

278.	Olivia:	we have Christmas on [Christmas day]
279.	Lydia:	[theres gonna] be some more on now
280.	Zoe:	oh I know there's like a whole line of them – one million sang but there's twenty
281.	Olivia:	Zoe we need – (bacon)
282.	William:	this is bugging me now isn't [it]
283.	Zoe:	[no] it isn't it's amazing=
284.	William:	=it's bugging me
285.	(4.0)	
286.	Lydia:	((singing)) [bam bam oh oh oh]
287.	Olivia:	[((talking to researcher))]
288.	Lydia:	dammit dammit
289.	William:	I think I've done enough
290.	(2.0)	
291.	Lucas:	I'm as ((Unintelligible))
292.	William?:	yeah adverts
293.	Lydia:	hhh come on adverts
294.	William:	((singing)) we wish you a merry Christmas we wish you a merry Christmas and
295.	PP:	a happy new year
296.	(9.0)	
297.	((lots of humming and laughing))	
298.	(40.0)	
299.	William:	I know why they are called pineapples because they are piny apples
300.	(28.0)	
301.	Liam:	is this ok
302.	(31.0)	
303.	William:	one two three four five six seven eight nine ten eleven twelve thirteen four five six
304.	(15.0)	
305.	Lydia:	you've got to do ten in each one [((though))]
306.	William:	[one two three] four five
307.	Zoe:	Yeah

308.	William:	six <u>seven</u> seventeen for (exports)
309.	Zoe:	I've got – I've got (eighteen)
310.	(3.0)	
311.	((T addressing class, organising the children to leave the classroom to gather work made in a previous lesson. Most of the children leave the table))	
312.	(50.0)	
313.	Zoe:	this isn't good
314.	(2.0)	
315.	Lydia:	I need to do one more then I've done ten for each (2.0) one more one more export then I've done ten for each how many have you done for export
316.	(2.0)	
317.	Zoe:	one two three four five six seven
318.	(32.0)	
319.	Liam:	I hate this one just gets in my head
320.	(19.0)	
321.	Zoe:	just look at that one
322.	(3.0)	
323.	William:	peas carrots lettuce
324.	(2.0)	
325.	Lydia:	Jelly
326.	(15.0)	
327.	Olivia:	why is it
328.	(6.0)	
329.	((talking about what they made and have retrieved from food tech))	
330.	Liam:	it looks delicious
331.	Lucas:	do you have to go to the teacher
332.	Lydia:	no
333.	William:	yeah I yeah (1.0) do you need some work let me one two three four five six seven three more
334.	Lucas:	have to wait for it to
335.	?:	CAN I HAVE IT PLEASE
336.	William:	I guess your [Bolognese]

337. Lucas: [put on tope erm] the white (tinfoil) in your bag

338.   (1.0)

339. Liam: eight eight

340. Zoe: excellent

341. William: I'm doing the edges of the continent a bit lighter blue

342. (5.0)

343. Olivia: erm

344. William: just like that (5.0) got some parts that are gonna be really dark in North America

345. (10.0)

346. Lydia: We've not a single red on a single table not a single red on a table

347. Liam: not a single took with – like me

348. Zoe: like ((classmates name))

349. William: it looks delicious ·hhh when you view the top it goes ((Unintelligible))

350. Olivia: what you showing in show and tell

351. William: one two three four give six seven eight

352. Olivia: three six eight

353. (6.0)

354. William: I just need one more

355. Liam: bee:s (2.0) no:

356. William: ·hhh I need one more export

357. (4.0)

358. Olivia?:   [hold on]

359. William: [export] export (1.0) yes yes (1.0) yes yes

360. William: its ok (5.0) I need one more export then I'm colouring

361. Lucas: yeah I need=

362. Zoe: =exports are easy

363. (1.0)

364. Lucas: lettuce

365. William: I've got lettuce

366. Lucas: cabbage [red cabbage red cabbage]

367. Liam?:   [more like ((unintelligible))]

368. Lydia?:   we give [single red]

369.	Lucas:	[cupcake]
370.	Liam:	we give the [((unintelligible))]
371.	William:	[oh yeah we do]
372.	Lydia:	there's not a single red – unbelievable
373.	Zoe:	there is
374.	Lydia:	where
375.	Zoe:	here
376.	Lydia:	I'm (thought)
377.	(4.0)	
378.	William:	why does it
379.	(3.0)	
380.	Liam:	I think mines the best /o/ in the world
381.	Olivia:	i
382.	Liam:	the whole world
383.	Olivia:	I think I think my write=
384.	William:	=do you think mines good
385.	Olivia:	well I think et-=
386.	Zoe:	=Lydia's going to get her thingy's
387.	William:	I've done every single continent, even Greenland the biggest island in the country
388.	Lucas:	I – no biggest island erm
389.	William:	no like
390.	Liam:	no the biggest island is three continents
391.	(5.0)	
392.	William:	oh no not this one not this
393.	?:	thankyou
394.	(4.0)	
395.	Lucas:	wheres the UK
396.	Liam:	there (2.0) well done
397.	William:	th<u>at's</u> normal
398.	Zoe:	number two
399.	(3.0)	
400.	Liam:	Greenland (isn't) at the top

401. (6.0)

402. ((Complaining about how much pasta they got))

403. William: whats the point of getting a giant tub when you get that

404. (2.0)

405. PP: hhh

406. (3.0)

407. Zoe: ((classmates)) doesn't look as good as the others

408. (1.0)

409. Lydia: no it doesn't – [but yeah]

410. William: [the tub]

411. Zoe: no his pasta

412. William: mine looks delicious

413. Zoe: yeah yours looks=

414. Olivia: =mine looks really nice

415. William: mine looks really real nice

416. Liam: doesn't mine look really nice

417. (1.0)

418. Lydia: I've (not) got loads but [((unintelligible))]

419. Zoe: [((unintelligible))]

420. William: have you gone – no you haven't

421. Zoe: no I

422. William: to get your pasta

423. Zoe: I could have been

424. Olivia: Lydia [((unintelligible))]

425. Zoe: [in ((classmates))] part but I wasn't I was after ((classmate))

426. Olivia: hes just a (poo) head who cares hes just a poo

427. Liam?:   yeah

428. Olivia: he keeps saying this its so weird just (ignore) [((unintelligible))]

429. William: [I need to or erm] I need

      orange   as well

430. (2.0)

431. Olivia: just continue being [((unintelligible))]

432. Liam: [I have red]

433.		(5.0)
434.	William:	((singing)) let it snow
435.		(2.0)
436.	Lucas:	yes way better
437.	Zoe:	this means I get to dance because ((teacher)) done it
438.		(7.0)
439.	Liam?:	((unintelligible)) that's better
440.		(2.0)
441.	?:	((unintelligible)) but pass this
442.		(3.0)
443.	R:	ah that's sensible
444.		(6.0)
445.	William:	do you think its gonna be tasty
446.	Lucas:	yeah (3.0) I just I only have some things I don't like in there
447.	Olivia:	which is
448.	Lydia:	I have two things I don't like in there cooked mushrooms and broccoli
449.	Lucas:	I don't one thing that makes me sick in there
450.	Lydia:	what
451.	Lucas:	mushrooms
452.	Lydia:	I like raw mushrooms but not cooked
453.	William:	cooked mushrooms make me sick but raw doesn't
454.	Lydia:	I like raw just not cooked
455.	William:	yeah same its just because they make me sick the cooked ones
456.	Lydia:	I don't like cooked cos they just taste disgusting and
457.	William:	I need the blue colour – oi erm I need a little bit of green
458.	Liam:	oh Lucas did we remember the erm Orkney island and the island on top of Scotland
459.	Lucas:	oh yeah
460.	Liam:	the Orkney island
461.	Lucas:	yes and the – what do you call them
462.	Liam:	want me to look
463.	Lucas:	and
464.	PP:	((unintelligible))

465.	Lucas:	((unintelligible)) look

466.	(7.0)

467.	Lucas:	what did she say

468.	Liam:	if you haven't got your pasta go and get it

469.	(7.0)

470.	William:	you should open it Lucas

471.	(4.0)

472.	Liam?:	the first (gnome)

473.	(27.0)

474.	Liam:	theres a movie of this – I've watched a movie about it

475.	(20.0)

476.	William:	((singing)) nowhere to go

477.	(5.0)

478.	T:	right time to tiny up its near the end of the day

479.	((End of recording))

8.10 Year 4 recording 1 transcription

Context – A maths group activity about factor pairs. The participants in this are: Ben, Jonah, Mike, Leo, Violet, Sarah, Maria, Emma. The recorder is in front of Mike.

T = Teacher

R = Researcher

1.	T:	Did everybody hear what I said this is the table being recorded so this is the device in the middle so you are not to touch it
2.	Maria:	((cough)) yeah
3.	T:	all your mums and dads have given permission like I said just be natural forget it's there and I won't be hearing it so you can be as honest as you want hhh
4.	Leo:	what I don't wanna [get recorded]
5.	Ben:	[we are missing] Joanna the cook
6.	Sarah:	[(terrors)]
7.	Ben:	[Joanna the cook]
8.	Leo:	I don't wanna get recorded cos when I see something I always want to touch it
9.	R:	Well no touching
10.	Leo:	but I want to play with it
11.	Sarah:	hhh
12.	R:	well everyone here make sure you don't touch it
13.	Ben:	((mocking tone)) wh::y:
14.	Leo:	[So so]
15.	Ben:	[What number] should we start with
16.	Violet:	Don't [touch it]
17.	Maria:	[I need to touch it] [I need to touch] it
18.	Mike:	[I'm not]
19.	Jonah:	Don't touch it
20.	Maria:	Ok
21.	Ben:	°It's recording°
22.	Violet?:	If you gonna touch it (Ben)
23.	Mike:	this is the units

24.	Maria:	its recording
25.	Jonah:	make way
26.	?:	Shh:::
27.	Sarah:	It doesn't matter did you hear what she said act like our normal selves:
28.	Mike:	yeah
29.	Leo:	Er: what number should we start with
30.	Sarah:	You always pick
31.	Leo:	Oh yeah
32.	Emma:	Smell that for me violet smell it again
33.	Leo:	We are going to be [recorded]
34.	Ben:	((into recorder)) [Hell[o::]]
35.	Violet:	[(Emma)]
36.	Leo:	Ok
37.	Violet:	No not you (1.0) (Barry mere)
38.	Leo:	we are being recorded we are being recorded
39.	Ben:	look everybody we're being recorded face it lets get on with this maths
40.	Mike:	I got ((Unintelligible))
41.	Sarah:	I haven't got my jotter yet
42.	?:	hhh
43.	(2.0)	
44.	Emma:	we have to be talking about maths not talking about something else
45.	Ben:	You're talking about smelling stupid pencils
46.	Sarah:	hhh
47.	Emma:	Oi: come on their not stupid
48.	Leo:	ok got all me stupid (pencils)
49.	Maria?:	Wrong one
50.	Sarah:	what numbers
51.	Maria:	I know who's [(phoenix) today]
52.	Emma:	((unintelligible)) [interesting]
53.	T:	right ((class name)) we need dial the noise down
54.	Leo:	oops
55.	Violet:	What next
56.	Emma:	is it ((unintelligible))

57.	Jonah:	(land ahoy near me)
58.	Maria:	What number
59.	Ben:	shh
60.	Maria:	number what number
61.	Leo:	I don't know
62.	Sarah:	twelve
63.	Mike:	Jonah what number should we start with
64.	Emma:	Can I touch it
65.	Ben:	Joanna the cook
66.	Leo:	We could start with the number twenty-eight
67.	Ben:	By the way Joanna the cook is a cook
68.	Maria:	Joanna the cook is reall:::y craz::y
69.	Leo:	we cant do thirty-six
70.	(3.0)	
71.	Mike:	ok fine I'll do it
72.	Leo:	hhh
73.	Mike:	erm:
74.	T:	right have you chosen your numbers
75.	PP:	erm no
76.	Mike:	I'm waiting for Jonah
77.	T:	right well you you two can choose your numbers
78.	Jonah:	right lets do twenty-eight er: twenty=
79.	Sarah:	=twenty-five
80.	Jonah:	yeah
81.	Leo:	first one we we're we were gonna do twenty-five
82.	Emma:	ok thirty-six let's do thirty-six
83.	Ben?:	((grunt))
84.	Leo:	No no lets [first write the date]
85.	Pp:	[((unintelligible))]
86.	Mike:	cos its under a hundred no just speak normally that's what she said
87.	Maria:	This is why I hate it:
88.	Ben:	I should have sharpened [pencil longer]
89.	Mike:	[She's not gonna hear you] so speak normally

90.	Maria:	ok
91.	Jonah:	let's do a hundred
92.	Leo:	(What does I wanna draw)
93.	Jonah:	one hundred
94.		((tambourine sound signalling volume should be lower))
95.	Mike:	Twenty-five time four is-
96.	T:	too much noise
97.	(7.0)	
98.	Maria:	lets put a circle in the (queens thing)
99.	Ben:	ok
100.	Maria:	Lets me (stitch them up)
101.	Sarah:	no
102.	Ben:	fifty-four
103.	Maria:	no
104.	Leo:	I wish Miss Lakeside could hear this
105.	Emma?:	Let's do Twenty-seven
106.	Sarah:	Twenty-five
107.	Violet:	Ah now we're doing thirty-five you could do fifty-five
108.	Leo:	we're doing fifty-four
109.	Jonah:	we're doing one hundred [it was his idea]
110.	Mike:	[no we're not] er:
111.	Jonah?:	er: less than one hundred and fifty
112.	Maria:	Yours comes off as well
113.	Leo:	no you're doing (this one)
114.	Sarah:	We're doing twenty-five
115.	Leo:	Twenty-five times six is – easy
116.	Ben:	it my turn to choose a number its gonna be one hundred and thirty-one let's do this
117.	Mike:	come on Jonah we need to get on
118.	Sarah:	I'm only (going) to this one
119.	Ben:	fifty-four – lets think sixty times nine
120.	(2.0)	
121.	Mike:	you have to do the little (circle)

122.	Leo:	one hundred times one equals one hundred
123.	Maria:	it should be the other way round as well
124.	Ben:	twenty-seven times two
125.	Sarah:	ten times t-
126.	Leo:	you're not allowed to do twenty-eight
127.	Sarah:	no I'm getting a (cardi do do) hello
128.	Jonah:	fifty times two
129.	Leo:	Well Ben just touched=
130.	Ben:	=oh just shut up the recorder isn't there what if I put the box on it
131.	PP:	hhh
132.	Maria:	just shush
133.	Mike:	oh should I just put my pencil case [on] it
134.	Violet?:	[no:]
135.	Mike:	I just want to put in=
136.	Sarah:	=put it in your pencil case
137.	Maria:	Right we have to stop [mike from touching it]
138.	Sarah:	[Oh my touching it]
139.	Jonah:	[Twenty-five times four]
140.	Maria:	[We have to stop mike] from touching it alright
141.	Emma:	Ten ten times
142.	Maria:	cos he's trying to [touch it]
143.	Emma:	[ten times] ten equals [one] hundred and a hundred time one equals one hundred
144.	Mike:	[BEN] I'll take your pencil
145.	Ben:	you will not
146.	Sarah:	make a (fort) around it with pencil case Emma
147.	Ben:	no you ain't having mine
148.	Mike:	no:
149.	Maria?:	(ando)
150.	Jonah:	put your pencil case around it (sir)=
151.	Ben:	=no
152.	Leo:	One hundred
153.	Ben:	No way I'm doing that

154.	Emma?:	And then twenty-five times four ((unintelligible))
155.	Mike:	Is it (for your friend)
156.	Ben:	er: fifty-four times one
157.	(2.0)	
158.	Leo:	There isn't
159.	Ben:	er:
160.	Mike:	Its five
161.	Ben:	Joanna the cooked (won)
162.	Leo:	(ring ding) one hundred
163.	Jonah:	it was my idea
164.	Violet:	Not gonna touch it
165.	Emma:	Yep
166.	Jonah:	nope
167.	Sarah:	Maria
168.	((bashing sounds))	
169.	Jonah?:	no Violet
170.	Emma:	(ram) come touch (1.0) leave the recorder alone
171.	Leo:	oh yeah
172.	Ben:	It's flashing [red cos it] doesn't like us
173.	Maria:	[what's the same]
174.	Violet:	[no]
175.	Ben:	[oi]
176.	Violet:	its flashing red cos its working
177.	Ben:	no its flashing red cos it doesn't it only it only like m-
178.	T:	yes I'd like you to do at least three numbers
179.	Ben:	[((panicked noise)) your turn Maria what we doing now]
180.	Sarah:	[can you think of anything else other than [twenty-five]] except five times five
181.	?:	[no]
182.	T:	oh Ben and Maria have gone for a challenging number there
183.	Leo:	fifty-four
184.	Ben:	[Er hey stop looking though]
185.	Leo:	[I need to do ((unintelligible))]

186.	Sarah:	I need to do anything else except ((unintelligible))
187.	Ben:	Joanna
188.	T:	whats the obvious one
189.	Ben:	boo:
190.	Sarah:	twenty-five times one
191.	T:	there you go
192.	Mike:	I warned [you ((unintelligible))]
193.	Ben:	[twenty-fours easy]
194.	Mike:	that said five times two is one hundred and fifty [twenty-five times six is one hundred and fifty]
195.	Maria:	[whats the first one]
196.	Mike:	and one hundred and fifty times one is on hundred and fifty
197.	Jonah:	(its cost of me and) (1.0) oh I've got one more
198.	T:	Don't forget Jonah you need to help your partner
199.	Mike:	copy me – twenty-seven
200.	(2.0)	
201.	?:	((unintelligible))
202.	Jonah:	[Nine:ty]
203.	Ben:	[Bong bong bong] ·hhh MR POPES [MR POPES]
204.	Violet?:	[Shh]
205.	Ben:	°Mr popes°
206.	PP:	Mr popes Mr popes ((table banging))
207.	?:	((unintelligible))
208.	Ben:	oh my gosh this is incredible
209.	(2.0)	
210.	Emma:	Tweny-seven [times]
211.	Mike:	[No]
212.	Leo:	Fifty-four
213.	(7.0)	
214.	Mike:	three
215.	Emma:	fifty-four times zeros zero
216.	Jonah:	nine
217.	Violet:	Three times eight equals twenty-four

218.	Leo:	Ohh they're not just using fives three's
219.	Sarah:	I can't think of any
220.	Jonah:	is that enough fifteen four times four [((unintelligible))]
221.	Sarah:	[((coughs))]
222.	Jonah:	two times three six times nine three times (eighteen)
223.	T:	maybe no maybe do the ((unintelligible))
224.	Ben:	We're doing two hundred
225.	(2.0)	
226.	Jonah?:	(cos I've seven)
227.	T:	so Violet you feel confident with it
228.	Maria:	Ben's [going to] two hundred
229.	Violet:	[I do]
230.	Jonah:	and twenty
231.	Ben:	twenty=
232.	T:	=maybe let Maria choose [the number]
233.	Emma:	[one hundred] times two
234.	Ben:	[and she she chose the second one]
235.	Maria:	[I I chosen that one]
236.	T:	ok
237.	Mike:	(and done) time to find the two
238.	Ben:	two hundred
239.	Leo:	where's the
240.	T:	there's not it cos you've chosen odd numbers that's always a bit (trickier)
241.	Leo:	right got one
242.	Mike:	yeah [three six nine twelve]
243.	T:	[(properly) stick it in that's] gonna fall over that
244.	Mike:	eighteen
245.	Sarah:	(playing with my tooth) I'm so hungry
246.	Mike:	[Three six nine twelve]
247.	Emma:	[Two Oh yeah]
248.	(2.0)	
249.	Mike:	Fifty-eight

250.	Sarah:	yeah I got it
251.	Mike?:	[Three six nine twelve]
252.	Violet:	[No no no we're being (recorded)]
253.	Maria:	we're doing twenty-six now
254.	Sarah:	no we cant do another one with twenty-five
255.	Leo:	twenty-four
256.	Sarah:	no
257.	Leo:	look I told you we should have done one hundred and fifty
258.	Ben:	can we do Miss Lakeside can we do Miss Lakeside can we do more than three numbers
259.	T:	you can do as many as you want
260.	Ben:	[WOO::]
261.	T:	[we've got about five] more minutes on this then moving on
262.	Leo:	ohh yay [Choose one more number]
263.	Ben:	[right next number]
264.	(3.0)	
265.	Mike:	·hhh fifty
266.	Jonah:	fifty
267.	Maria:	no thanks
268.	Sarah:	three six [nine twelve fifteen]
269.	Mike:	[Ok look thirty]
270.	Jonah:	(there)
271.	Leo:	((southern American accent)) speak up sonny
272.	Jonah:	ten times five is equals fifty twenty-five time two equals fifty
273.	Maria:	(whata)
274.	Violet:	four eight twelve [sixteen]
275.	Maria:	[twenty-five] times two equals
276.	?:	agh
277.	(2.0)	
278.	Mike?:	(they far choosing Josephs)
279.	Sarah:	I done a lot of twenty-sixes
280.	Ben:	[and I'm finished]
281.	Emma?:	[woah]

282.	Jonah:	((unintelligible))
283.	Leo:	erm: one times
284.	Ben:	hundred and fifty ea::sy we've done two hundred
285.	Violet:	six twelve eighteen twenty-four
286.	Ben:	you do know that
287.	Jonah:	I chose the other one
288.	Mike:	no:
289.	Violet:	two hundred
290.	Ben:	no: you've already copied us on one of them
291.	Maria:	don't don't copy us
292.	Jonah:	[three: hundred]
293.	Violet:	[ok]
294.	Jonah:	I'm off on (tennis)
295.	Ben:	WE could go for one °thousand°
296.	Mike:	yeah I will five hundred [times]
297.	Ben:	[yeah lets do it] Maria
298.	(2.0)	
299.	PP:	hhh
300.	Violet:	((mocking tone)) we could go for one thousand
301.	Mike?:	Oh never mi-
302.	Emma:	Yeah let's do it Maria
303.	Jonah:	(I'm doing lots)
304.	Leo:	er
305.	Mike?:	You know what imma (do) [twenty-seven thousand]
306.	?:	[twenty-seven thousand]
307.	Emma:	let's choose it
308.	Violet:	[a thousand]
309.	Sarah:	[one hundred and] two hundred
310.	Emma:	yeah
311.	(1.0)	
312.	Emma:	so what if I have
313.	Leo:	erm erm
314.	Jonah:	one hundred times three

315.	Ben:	there this is easy
316.	(2.0)	
317.	Maria:	(is it an know)
318.	Maria:	one hundred plus two hundred do that
319.	Jonah?:	that's what I'm doing
320.	(4.0)	
321.	Ben:	((into recorder)) record us record us
322.	Violet:	shush
323.	Maria:	one hu- put one hundred [plus] two hundred
324.	Emma:	[what]
325.	Jonah:	ah we're not doing add just do times
326.	(2.0)	
327.	Mike:	woops theres a (boundary)
328.	Ben:	done one thousand
329.	Leo:	erm:
330.	Ben:	next
331.	Sarah:	add the other ones
332.	Ben:	what are we doing next Maria (2.0) we need to do one thousand times two
333.	Maria:	(oh yeah)
334.	Mike:	wait
335.	Violet:	we need the
336.	Ben:	What could [we do ((unintelligible))]
337.	Jonah:	[Three hundred time one] equals
338.	Ben:	why did that (pick) from the top
339.	Leo:	sixty or eighty
340.	Jonah:	twenty
341.	T:	and five four
342.	Jonah:	aw: is there anymore
343.	T:	three two
344.	Ben:	because
345.	Jonah:	yes
346.	T:	one

347.	Jonah:	one hundred and fifty times two
348.	T:	((ending lesson)) please bring your pen and book to the carpet ((unintelligible))
349.	Ben:	woo
350.	Leo:	we didn't (fail)
351.		((banging and crashes))
352.	Jonah:	I'm doing one more
353.	Violet:	its packing up time
354.	Jonah:	do not no violet please please please
355.	Violet:	right we're not
356.	Jonah:	but I'm doing
357.	Sarah:	ok we're going
358.	Ben:	oh::
359.	R:	don't touch
360.	Ben:	why
361.	R:	you don't need to touch it
362.	Jonah:	its record-
363.		((End of recording))

8.11 Year 4 recording 3 transcription

Context – Guided reading, this involves reading a passage or passages from a book and then answering question based on what they had read. The participants in this are: Ben, Jonah, Clare, Sarah, Violet, Emma and Leo. The recorder is initially in front of Ben and Jonah but is moved in front of Violet and Emma.

Only took the first eight minutes of this recording for the interactions that happen at the beginning. Guided reading tends to be a very quiet activity that does not provide much interaction among the group.

T = Teacher

R = Researcher

1.	Jonah:	he has done it before - he's just never been there
2.	Ben:	I'm gonna ((Unintelligible))
3.	Leo:	Miss Lakeside – [can I (pick) off this dojo]
4.	Ben:	[(soon as one of them go)]
5.	Emma?:	Now you can have that oh (figure out what it is a day)
6.	Ben:	((growl and messing around)) mushroom
7.	Jonah:	nice
8.	Ben:	have a ((Unintelligible)) ((speaking to R through the recorder)) °I thought I could trust you°
9.	Jonah:	hhh (hola) hhh
10.	Ben:	it's probably (not even) recording (why do we need to be code red)
11.	Jonah:	hhh well it's=
12.	Ben:	what's the point in having it recording if its if guided reading is supposed to be code red - what is there to record ((into recorder)) can you hear me I though I could trust you
13.	Clare:	I'm so sorry I would have been here ((Unintelligible))
14.	Sarah?:	That was easier than (first)
15.	Violet:	the guy with (stats then erm) you can- ((Unintelligible))
16.	Jonah:	beast
17.	Violet:	right
18.	Ben:	I might go get it back again
19.	Leo:	(go on then)
20.	Jonah:	(I though we could trust you)

21.   (4.0)

22.   Ben: hey (°get it°) Leo's

23.   Jonah: shush he's getting my book

24.   (3.0)

25.   Violet: Ben its recording you

26.   Ben: ((picking up and dropping recorder)) wi- it b- (bleh)

27.   PP: what

28.   Emma: it's recording [everything you saying]

29.   Ben: you are [joking me Joanna the cook] give me my book (4.0)
        ((Clearing   throat)) how do you turn it off

30.   Clare: you can't

31.   Sarah: [erm]

32.   Ben: [you] can pause it

33.   Leo: yeah that's probably true=

34.   Clare: Please just don't hhh - I dare you to pause it

35.   Emma: no don't

36.   Violet: don't (do it)

37.   Jonah: I dare you - I dare you too

38.   Ben: ((into recorder)) I said I thought I could trust you

39.   (2.0)

40.   Violet: Ben stop [it]

41.   Ben: [but] he [took my pencil] case away

42.   Clare: [((Unintelligible))]

43.   Sarah: is that recorder (working)

44.   Ben: and he's going to listen [to it]

45.   Leo: [Ben]

46.   Clare: Ben I dare you to pause

47.   Emma: no - don't

48.   Sarah: Ben I dare you::

49.   Emma: don't

50.   Clare: do you know if that's actually recording

51.   Leo: yeah that's=

52.   Ben: =(zap)

53.	PP:	hhh
54.	Emma:	it's recording everything you say
55.	Jonah:	yeah I know that
56.	Leo:	it's even recording you saying [(that and)]
57.	Sarah:	[((Unintelligible))]
58.	Jonah:	ben just said [(I thought I could] [trust)]
59.	Leo:	[and what did (rem) say]
60.	Sarah:	[that's] (what he said)
61.	Violet:	((Unintelligible)) and have insert
62.	Jonah:	yeah hhh he said it twice
63.	Ben:	actually four times
64.	Jonah:	wow (when)
65.		(4.0)
66.	Ben:	°pst Leo - Leo – Leo (1.0) Pst hhh wait no° (3.0) °go gonna get it back°
67.	Jonah:	°glue stick°
68.	Ben:	°hide (pen)°
69.	Jonah:	°pencil cases°
70.		(2.0)
71.	Leo:	°(go go on go no)°
72.	PP:	((mumbling too quiet to hear))
73.	Leo:	((into recorder)) he wants his pencil case back
74.	Ben:	((into recorder)) I want my pencil
75.		(10.0)
76.	Ben:	·hhh ((into recorder)) °can you get my pencil case back please°
77.	Jonah:	hhh
78.		(1.0)
79.	Ben:	or isn't there an on and [off button]
80.	Clare:	[that's literally] a phone=
81.	Jonah:	=no its not a [recorder]
82.	Ben:	[I've found a] I've found and on and off button on the side
83.	PP:	hhh
84.	Ben:	(there) cos you can switch it
85.		(4.0)

86.	Sarah:	phone the
87.	Ben:	please don't (2.0) pst °can you get me my pencil case back (2.0) my

pencil   case (2.0) °

88.	((R at the table))	
89.	Violet:	he been saying all these weird things into that microphone
90.	Ben:	I [have <u>not</u>]
91.	Violet:	[and apparently] its recording
92.	PP:	hhh
93.	Ben:	I have<u>n't</u> [she's lying]
94.	Violet:	[hes been saying] he's been saying get [my]
95.	Ben:	[i]
96.	pencil case back	
97.	Violet:	pencil case back please and things like that
98.	Leo:	[yeah]
99.	Ben:	[i]
100.	(2.0)	
101.	((R picks up recording device and places it in front of violet and Emma))	
102.	Violet:	ohh [yay]
103.	PP:	[hhh]
104.	Emma:	hhh
105.	Ben:	where is it
106.	R:	do your work now
107.	PP:	hhh
108.	Ben:	(I've) been distracted
109.	PP:	hhh
110.	Sarah?:	he just did it hhh
111.	(13.0)	
112.	Ben:	(didn't do it) (1.0) don't - can't trust him
113.	(2.0)	
114.	Sarah:	yeah and no
115.	Ben:	°Emma pass me the recorder°
116.	Emma:	what
117.	Ben:	°pass me the recorder°

118.	Violet:	hello Maria we've just [(fixed) the recorder] to erm
119.	Ben:	[can't hear me]
120.	Emma:	I just used the recorder to erm [phone and I'm phoning my mum yeah]
121.	Ben:	[(throw) me the recorder -let me have the recorder]
122.	Violet:	shush:::
123.	Ben:	(cant - we wont - too loud) we wont
124.	Violet:	(just to throw)
125.	Ben:	don't know why I said (that)
126.	Clare:	it's been four minutes nearly - it's nearly been five minutes
127.	Violet:	in five minutes [its been five minutes]
128.	Clare:	[it's gone]
129.	Emma:	and five minutes of being silly talking into the microphone hhh
130.	Sarah:	I just wanna (add it by)
131.	(5.0)	
132.	Ben:	(will you go get it)
133.	Jonah:	(I'll give you six bellies to do it)
134.	(1.0)	
135.	Sarah:	hide from
136.	Jonah:	(give you six bellies)
137.	Sarah:	how too
138.	Ben:	Mr Popes can't ((Unintelligible)) (2.0) °Jonah°
139.	(6.0)	
140.	Emma:	(my) what do you think
141.	Ben:	just rip it
142.	Emma:	lilly touched it
143.	Leo?:	not doing ((Unintelligible))
144.	(2.0)	
145.	Clare:	it's been five minutes and forty seconds
146.	Emma:	five minutes and forty-eight forty-nine
147.	(7.0)	
148.	Violet:	stop it ((Classmate))
149.	(4.0)	

150.	Ben:	he'll never find out about (this) (2.0) R will never find out about ((Unintelligible))
151.	Emma:	that's a really [thin one]
152.	Ben:	[Emma]
153.	Clare:	but he will though he will
154.	Sarah:	you know why=
155.	Ben:	=what why
156.	Leo:	[my]
157.	Sarah:	[he will] erm [(pick that one again)]
158.	Clare:	[it was like] listen
159.	(37.0)	
160.	((Sneeze))	
161.	Violet:	I think it just recorded my sneeze
162.	(19.0)	
163.	Leo:	guys
164.	(4.0)	
165.	Violet:	((uses full name)) Ben why are you writing so quick
166.	(3.0)	
167.	Ben:	no no [Bonjour]
168.	Sarah:	[(is that his)]
169.	(6.0)	
170.	Ben:	Bonjour [bonjour bonjour how you say ((Unintelligible))]
171.	Clare:	[Bonjour Madame erm petit (eft)]
172.	Sarah:	This is if he says- if he says ((Unintelligible)) with water we're going to france
173.	Ben:	hope not
174.	Sarah:	think that erm (hand said) ((Unintelligible)) /p/ /o/ /u/
175.	Clare:	/p/ /o/ /u/
176.	Sarah:	and If his name is (peer parker) then it will be erm on the front erm with jean paul er and yeah
177.	((Moves onto occasional mumbling about the task, very little interaction occurs throughout the rest of the transcript))	
178.	((End of transcript))	

8.12 Year 4 recording 4 transcription

Context – A group RE (religious education) activity discussing the act of praying and comparing them between religions. All the year three and four's (6 classes altogether) were part of the original discussion on praying and this work is to be fed back after half an hour of group work.

The participants in this are: Ben, Jonah, Clare, Sarah, Violet, Emma, Leo and Mark. The recorder is in front of Violet and Emma.

T = Teacher

R = Researcher

1.	R:	I'm gonna put it there cos you are sensible [ok]
2.	Violet:	[ok]
3.	R:	and he won't chat into it
4.	Violet:	I'll tell him off if he does
5.	R:	thankyou
6.	Jonah:	(can you put the recorder in front of me)
7.	R:	no
8.	(2.0)	
9.	Jonah:	then you'll know how I speak cos its recorded
10.	R:	I know how you [speak]
11.	Jonah:	[oh]
12.	R:	I can hear you now
13.	Jonah:	oh sorry
14.	R:	[hhh]
15.	Jonah:	[hhh]
16.	Ben:	can you put it on this side=
17.	R:	=no
18.	Ben:	why not:
19.	Violet:	[cos you'll be silly in it]
20.	Ben:	[((Unintelligible))] [can I try]
21.	Sarah:	[You'll be] silly I know it
22.	R:	((Unintelligible)) do the work=
23.	Jonah:	=yeah I'll make sure he don't touch it
24.	Ben:	I never did touch it

25.	Violet:	Mr
26.	Leo:	<u>Yes</u> he <u>does</u>
27.	Violet:	can you put it in the middle of us
28.	(1,0)	
29.	((Moving recorder))	
30.	Jonah:	I'll make sure he doesn't touch it
31.	Violet:	yay now you can hear Emma's voice as well
32.	Clare:	Mr R will it hear all us
33.	(1.0)	
34.	Leo:	(Write me the caddres)
35.	Violet:	[simil:ar:] /t/
36.	Sarah:	[erm you know it can hear that]
37.	Violet:	similar:
38.	Sarah:	He'll hear that
39.	Ben:	(o:gres)
40.	Emma:	simi la (2.0) la:
41.	Violet:	ities
42.	Ben:	Sarah
43.	Jonah:	(sarah)
44.	Ben:	I'm gonna need to=
45.	Clare:	=nope us the rubber
46.	Jonah:	Clare you think Sarah's got the rubber
47.	Leo:	(I need one)
48.	(7.0)	
49.	Ben:	(press here)
50.	Jonah:	I'll ((Unintelligible))
51.	Ben:	(the way in)
52.	Emma:	t's (tief)
53.	Ben:	between all of us
54.	Jonah:	yeah - you only [need] one rubber
55.	Emma:	[Es]
56.	Leo?:	Ok everyone squish up to the next (round)
57.	Clare:	ok

58.	Jonah:	we (need) a different one
59.	Sarah:	no <u>no</u> we need one jotter ok
60.	Leo:	well I just pass them on a row then
61.	Sarah:	No we've [had it]
62.	Violet:	[diff] [ren:ces]
63.	Clare:	[no you didn't tell me to] move this way
64.	Ben:	[no]
65.	Violet:	[differences]
66.	Jonah:	[no]
67.	Violet:	[differences]
68.	Jonah:	the whole table need to [m<u>ove</u>] ((Unintelligible))
69.	Violet:	[ok what] is the [similarities and differences about]
70.	Sarah:	[((Unintelligible))]
71.	Violet:	[us or]
72.	Ben:	yes it is
73.	Jonah:	We go ((Unintelligible))
74.	Leo?:	access granted
75.	Clare:	no you should know the whole table doesn't move
76.	PP:	[((Unintelligible))]
77.	Violet:	[is this similarities about us]
78.	PP:	[((Unintelligible))]
79.	Emma:	[no about telling someone about] praying
80.	Clare:	and we are [apparently] (as a whole table) group
81.	Violet:	[oh]
82.	Sarah:	yeah
83.	Violet:	no
84.	Sarah:	(we walked past) ((Unintelligible))
85.	Ben:	that should go to that
86.	T:	You are supposed to be working as <u>a</u> table
87.	Violet:	oh::: /k/ - we have this jotter
88.	T:	all the people on you table sit on your bottoms on your chairs ((Unintelligible)) writing your ideas down <u>as</u> a group

89.	Violet:	ok - lets (vote) some people go into the middle
90.	Sarah:	yeah cos that's ((Unintelligible))
91.	Clare:	Sarah you're writing though
92.	Violet:	No you are
93.	Clare:	no=
94.	Jonah:	=de de your getting recorded
95.	Clare:	I'm not writing - everybody is
96.	Leo:	[I could (sit it on)]
97.	Emma:	[you're writing then]
98.	Ben:	is recorder [on]
99.	PP:	[((Unintelligible))]
100.	Clare:	(why don't) go into middle [and then we can all be together]
101.	Jonah:	[and I feel ((Unintelligible))]=
102.	Ben:	=no no no stop (taking off)
103.	Jonah:	(oh) yes
104.	Ben:	yes
105.	Violet:	some people come round or go in the middle
106.	(1.0)	
107.	Emma:	ok we ready
108.	Clare:	erm
109.	Sarah:	some people come sit in the middle
110.	Ben:	no (we don't wanna sit)
111.	Emma:	ok that's gonna be me and Violet probably=
112.	Violet:	=Ben: Ben and Jonah
113.	Emma:	everyone come on
114.	Violet:	[we all have] to scooch round
115.	Sarah:	[oh::]
116.	Clare?:	Oh that's it
117.	Emma:	Hey stop it Violet:
118.	(1.0)	
119.	Violet:	we all have to - BEN
120.	Sarah:	we all have to squish up and (speech out)
121.	Emma:	squish up

122.	Leo:	((Unintelligible)) follow the [((dictionary)]
123.	Sarah:	[is that a pause] button on [that]
124.	Ben:	[no]
125.	Violet:	[stop it hhh]
126.	Leo:	[((Unintelligible)) (think we)] go over [there]
127.	Ben:	[no:]
128.	Violet:	guys pretend that its not there:
129.	Jonah:	I need a new line
130.	Violet:	guys everybody pretend theta the recorders not here
131.	Sarah:	do you realise its getting [hhh]
132.	Ben:	[oh no] (misery)
133.	PP:	hhh
134.	Violet:	ok - so whats the [similarity about people] who: do believe in God hhh
135.	Clare:	[tell Jonah (to sit here)]
136.	Emma:	who believes in God here
137.	Leo:	[ME]
138.	Violet:	[who] who does who do pray and [don't pray]
139.	Ben:	[I didn't know]
140.	Violet:	similarity - they all get the same luck=
141.	Sarah:	=no what's no what's
142.	Violet:	ex-
143.	Jonah:	[I always pray]
144.	Leo:	[what's the similarity] and how's talking to [someone and praying]
145.	Jonah:	[(are you playing a game)]
146.	Ben:	BONJOUR (mes amie)=
147.	Clare:	=hey you should put his pen out teeth hhh (you mad)
148.	Jonah:	no I know God's [((Unintelligible))]
149.	Sarah:	[I know]
150.	Emma:	[Do you realise you just stopped]
151.	Leo:	[((Unintelligible)) gonna actually have to tell you off]
152.	Violet:	that's why you kept away [from] you=
153.	Ben:	[what]
154.	Clare:	=yeah and you realise [it can hear you telling]

155. Jonah: [((Unintelligible)) what you doing (dance) -no you]

156. Sarah: they can hear you telling him off hhh

157. PP: [hhh]

158. Clare: [theres a] spelling mistake on the board

159. (1.0)

160. Violet: woah - experiences it's without the comma (1.0) erm ok so a similarity about

161. Sarah: I got a different

162. Violet: people who [pray and]

163. Sarah: [got a difference]

164. Violet: people who - well do you think talking to someone is similar or different to   praying

165. Emma: that smells [nice]

166. Leo: [[diff:er:]rent]

167. Violet: [(this)]

168. Leo: Different cos

169. Clare?:   I'm gonna cos

170. Violet: [When you pray you are normally by yourself]

171. Leo: [((Unintelligible)) this being recorded]

172. Sarah: no because when you talk to somebody they can [give you advice]

173. Jonah: [what did I say]

174. Sarah: on what to do - if you pray

175. Violet: how [do we do that]

176. Emma: [we can just ignore] them

177. Ben: wont go back in

178. Emma: you can just tell them it wont – [wont give you] any [advice]

179. Clare?:   [differences]

180. Leo: [oh did] you put the password

181. Clare: [if]

182. Leo: [here]

183. Jonah: no wait

184.	Ben:	put the password in wrong
185.	Clare:	[your]
186.	Jonah:	[ouch]
187.	Leo:	((Unintelligible)) can you - can you just- put in the password
188.	Ben:	that's yours put it in the tray
189.	Clare:	talk
190.	Leo:	put int eh password wrong
191.	Ben:	no
192.	Jonah:	But if we [do this it makes ((Unintelligible))]
193.	Clare:	[no - if God is the other way round its dog]
194.	Leo:	[is that ((Unintelligible))] after that
195.	Clare:	[God]
196.	Violet:	God
197.	Clare:	no that (and) dog correct – [yeah dog and God]
198.	PP:	[((Unintelligible))]
199.	Jonah:	(right through)
200.	Mark:	I locked down (the laws) [((Unintelligible))]
201.	Violet:	[so what it]
202.	Ben:	[someone]
203.	Violet:	[if you talk] [to someone]
204.	Jonah:	[press the button]
205.	Ben:	no
206.	Clare:	erm they can give you advice
207.	Violet:	they can
208.	Clare:	on what to do
209.	Emma:	yeah only if you are alone though
210.	Violet:	but when you pray though
211.	Mark:	you (eat [this])
212.	Violet:	[the] [you cant (give) advice]
213.	Leo:	[(you threw away you eat it)]
214.	Sarah:	while you three are=
215.	Jonah:	=no not me I'm listening
216.	Mark:	[It doesn't look]

217.	Sarah:	[ok you two then]
218.	Mark:	Doesn't look down there
219.	Ben:	I'm Listening its Mark
220.	Emma:	You need - Mark you need to be getting (with them)
221.	Mark:	I'm not
222.	Ben:	((Still messing about))
223.	Clare?:	I'm reading chapter (new)=
224.	Leo:	=the recorder can hear you:
225.	Mark:	the recorder can hear me
226.	Violet:	[(pretend the recorder isn't there:)]
227.	Clare:	[this is well (funny though)]
228.	Sarah:	yeah the recorder isn't here:
229.	Clare:	let's shield it lets shield it
230.	(1.0)	
231.	Jonah:	no its under there -if you can say the recorder there then Mark- won't be make more noise
232.	(2.0)	
233.	Mark:	I can see the recorder
234.	(2.0)	
235.	Emma:	no cos [(he wrong)]
236.	Ben:	[((Unintelligible)) we can put mine on top]
237.	Sarah:	no: don't=
238.	Violet:	=its gonna fall over
239.	Clare:	it'll fall onto the recorder and it'll break
240.	Sarah:	break
241.	Ben:	I can still
242.	PP:	hhh
243.		
244.	Clare:	or mind it may stop [recording (aww)]
245.	Ben:	[stop strike (be on the) recorder]
246.	Emma:	leave it
247.	Mark:	(it's defi the cool down)
248.	Violet:	(harmed) - ok what's a similarity

249.	Jonah:	I got [you right you better of give me the] thing
250.	Violet:	[We still get the same]
251.	Mark:	[I'll tape your mouth and eyes]
252.	Jonah:	[(leave it for now)]
253.	Violet:	you still get [the same look you still get the same] look
254.	Clare:	[is it (falls it'll hit it) or break it]
255.	Jonah:	oh yeah he's (sit) get the same=
256.	Clare:	Mr R=
257.	Violet:	=you still get what you want
258.	Clare:	[can you move the recorder please]
259.	Sarah:	[Can still make you feel better]
260.	Violet:	it can still make you feel better
261.	(1.0)	
262.	Clare:	thankyou
263.	Mark:	She (saluted your eyes) don't even (remember)
264.	Emma?:	They can't hear ((Unintelligible)) still (cruel) even though it's there
265.	Jonah:	yeah
266.	(4.0)	
267.	Violet:	did he just told off Mark
268.	Jonah:	why what did Mark do
269.	(2.0)	
270.	Leo:	picking up the (recorder)
271.	Sarah:	the recorders - where's the recorder
272.	Violet:	you'll feel better
273.	Emma:	there
274.	Clare:	it can still [hear us]
275.	Jonah?:	[that's] the one
276.	Emma:	yeah
277.	Clare:	What's the one (we supposed to) make hmm right
278.	Sarah:	no (right) does it supposed to be about God
279.	Clare:	[it's not]
280.	Violet:	[it's meant] to be about praying so the differences between=
281.	Clare:	=Some people pray and some people don't

282.	Sarah:	NO the difference between if - if erm what a difference between talking
	to	someone and praying person ((Unintelligible)) to do
283.	Violet?:	right
284.	Jonah:	people pray for different erm Gods
285.	Sarah:	yeah like ((Unintelligible))
286.	T:	Miss Lakesides class two more minutes
287.	Clare:	people pray for different Gods
288.	Jonah:	yeah that's what [I said that's what I said]
289.	Clare:	[people pray for different Gods]
290.	Jonah:	no that's [what I said] that's [what i]
291.	Violet:	[That's not right]
292.	Sarah:	[put it] in differences
293.	Violet:	[That's not right]
294.	Leo:	[No one (even) knows] erm was it
295.	Sarah?:	Wasn't (that in the road)
296.	Clare:	no well when=
297.	Jonah:	=so did it
298.	Clare:	well when when you erm when you pray you don't you don't always ask
	for	help (1.0) you don't always say that's somethings gone wrong you
	can	sometimes [say thankyou]
299.	Mark:	[this is so (pro)]
300.	Clare:	[so you]
301.	Ben:	[not just (gonna) talk]
302.	Violet:	erm hhh
303.	Violet:	you don't so difference when you pray you don't always say
304.	Emma:	when you put in difference erm when you pray you don't always say
	(prayer	safe)
305.	Sarah:	Did I say that I would take the recorder [but I wouldn't]
306.	Clare:	[Ben said that to somebody)]
307.	Emma:	no why
308.	(1.0)	
309.	Sarah:	because [he said]
310.	Clare:	[they said] they can

311.   Sarah: because

312.   (1.0)

313.   Clare: they can say that you

314.   Sarah: I I didn't say that

315.   Emma: say back to you - but erm [God can't say anything]

316.   Sarah: [I didn't get told off that's]

317.   Violet: you can just say thankyou

318.   Ben: Jonah

319.   Violet: ((Unintelligible)) and knows who's accepted it

320.   Emma: You can say

321.   Mark: (let) me move the recorder back there ((banging))

322.   Clare: no::

323.   Emma: No Sorry (place) it

324.   Violet: that's

325.   Clare: MARK

326.   Mark: what

327.   Violet: that's is just

328.   Emma: Leave it:

329.   Sarah: He he put it [there:]

330.   Clare: [You should] have asked [for]

331.   Sarah: [That's] surprisingly heavy for small

332.   Mark: you can

333.   Leo: [he didn't (film) for me]

334.   Clare: [whats the big deal]

335.   Violet: yes he did ((Unintelligible))

336.   Ben: ((Scottish accent)) sausage

337.   Sarah: this is lighter than that

338.   Jonah: you know the recorder can hear you

339.   ((Ben and Jonah have moved right up against the recorder))

340.   Ben: boo yuck (carry wha-)

341.   Jonah: it's been nine minutes seven fifteen seconds - we've only got one

                minute

342.   Sarah: it's not getting oh

343.   (1.0)

344.   Violet: move it – over er

345.   Emma: it's been nine minutes twenty-five seconds

346.   Jonah: we've only got one minute right - not one minute oh

347.   Emma: look - can you got to four

348.   Violet: that's where the pencil sharpener goes (2.0) and then that's where the

          (glue)   lives

349.   Jonah: guys we need to [(get on)]

350.   Ben: [we've only got]

351.   Violet: where does he (shout)

352.   Jonah: guys

353.   Clare: we need to do m<u>ore</u> work

354.   Jonah: get in

355.   Leo: erm (baby my cheeks)

356.   (2.0)

357.   Sarah: that's not funny

358.   Violet?:   no it isn't

359.   Ben: what

360.   Sarah: what

361.   Clare: Mark you are not even (day)

362.   Ben: woah that looks strange

363.   Clare: because

364.   Sarah: now we've done it

365.   Ben: er give that back give me give me it

366.   (1.0)

367.   Violet: erm what's a similarity

368.   Leo: ((Unintelligible))

369.   Jonah: maybe

370.   Clare: you can still erm [might not be talking to you]

371.   Sarah: [you can still - you can't] be hear because its

          recording=

372.   Mark: [=oh]

373.   Jonah: [wait] that doesn't make sense

374. Clare: (good good)

375. Jonah: that doesn't [make sense]

376. Leo: [maybe be]

377. Violet?:   ((classmate)) go it's still recording=

378. Sarah: =I've got a baby cousin

379. Jonah: (when they say) ((Unintelligible))

380. PP: ((Unintelligible))

381.   (1.0)

382. Jonah: if you say thank you to [somebody]

383. Sarah: [is that] sparkly

384. Violet: you can [get]

385. Jonah: [[you:] get ((Unintelligible))]

386. Emma: [does that look sparkly to you]

387. Leo: real bet (you) ((Unintelligible))

388. Jonah: you

389. Violet: no when you get when you say thank you to somebody and get your

     (advice)   off ((Unintelligible)) you ((Unintelligible)) yeah probably

390. Sarah: ((Unintelligible)) you talk to them and <u>they</u> answer

391. Clare: but hang- when you say thankyou to somebody you get ((Unintelligible))

392. Violet: what's another similarity

393. Clare: Emma didn't you pull this off that

394. Emma: this

395. Violet: what's another similarity

396. Clare: ah God can't answer you [God can't talk] back

397. Emma: [your shirts coming off]

398. Sarah: BUT BEN get out

399. Ben: you are [being recorded]

400. Clare: [Erm um I know] another similarity

401. Emma: I know hhh

402. Violet: Still get what you got if your ((Unintelligible))

403.   ((Ben mocking someone))

404. Clare: stop it

405. Violet: [you can still get]

406. Ben: [see you ((Unintelligible))] ((growls))

407. Violet: so if I say God may I please have this pretty tiara in the world (1.0) (look

      it up)

408. ((Ben yelling))

409. Sarah: Ben's got (precious) ((Unintelligible))

410. T: Ben

411.   Ben: I didn't (Scream) ((continues to scream))

412. Violet: you know you are being recorded

413. Jonah: we've only got one minute

414. Ben: oh:: yes::

415. Jonan: times up

416. (2.0)

417. Clare: guys times up – [guys and] the recorders [still on]

418. Jonah?:   [that it]   [that's it]

419. Clare: get into your places

420. Ben: °good go°

421. Violet: go back into your place

422. Clare: go back into your places

423. T: erm [boys and girls] come on

424. ?:   [shush:::]

425. (5.0)

426. T: Miss lakesides group do you want to come and sit in your goups back on

      the   carpet please [quickly] and quietly

427. Violet: [yeah]

428. (2.0)

429. Emma: Ben's been making some funny noises and its recorded

430. Ben: I'm not [doing it on purpose]

431. Jonah: [((making noises))]

432. R: ok

433. Jonah: He went woo

434. ((End of recording))

9. Appendix 3: Blank consent forms

Researcher's name: Tobias Beesley

A little about the research taking place:

I am a Masters by research student in the school of languages and linguistics of York St John University and for my thesis I am investigating how children interact during work set by teachers. This is a very unexplored field of research in linguistics and would give us a much better understanding of how children communicate with each other as a community.

This project has been approved by the York St John University's ethics committee

Ethics Code: 171103_Beesley_140076183_LL

AUDIO RECORDING CONSENT FORM

As part of this project I will make audio recordings of your child's class and their teacher while they participate in the research over a 2 – 4-hour period. All data collected will be anonymised and the recordings will be deleted after the final project is submitted.

By signing this I understand that the recordings will be studied as part of this research project.

I am aware that I have the absolute right to withdraw my child's participation from this research project *at any time* and that I will not have to provide any reason for doing so.

I have read and understood this form and hereby give my consent for the use of the recordings as indicated above.

Date

Signature of parent/guardian

Print name _____

Child's Name _____

Class _____

Age _____

[Contact details of the researchers have been removed]