

## Discourse Structure in Classroom Situation

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This paper is an attempt to analyze a discourse structure in a Japanese conversation class for beginners at university. The purpose of this paper is to examine the interaction between a teacher and students objectively by using Sinclair & Coulthard's classification (Sinclair & Coulthard 1975).

In this research, the discourse was categorized into 14 transactions, seven types of exchanges and 31 acts. A distinctive feature found in this class is that the students initiated exchanges by asking questions frequently and stating their opinions and used more Japanese in a setting where they were required to practice conversations imagining that they were talking with Japanese people in natural situations.

Disorders of ideal "IRF (Initiate-Response-Feedback) model" were identified due to unclear instructions of the teacher. The confusion of the structures appears in an "embedded structure" and in a sentence with the same morpheme but different meaning, which results in the lack of response from the students.

Objective observation of a classroom discourse will promote teachers' own analysis of teaching techniques and can reveal ways to improve classroom instructions.