

## APPENDIX 1

### CLASSIFICATION OF THE CHILDREN'S TALK

#### DISCOURSE MOVES

- 1) INITIATING
- 2) EXTENDING
- 3) ELICITING

#### DISCOURSE SKILLS

Highlighting

Suggesting

- a) alternative strategy
- b) alternative interpretation

Justifying

Supporting others

Qualifying

Disagreeing

Accepting alternative view

Requesting

- a) information
- b) others' view/opinions

## APPENDIX 2

### NOTES ON THE TRANSCRIPTIONS

The transcriptions have been presented in a linear format. This is for ease of presentation. There was, of course, much overlap and talking together. Talk is not neat and tidy. A columnar format was considered but wasn't felt to offer significant advantages.

The utterances have been numbered for ease of reference in the text. The numbers do not indicate the position of the extract in the children's dialogue.

Conventions used

/	=	Brief pause
//	=	Longer pause (No attempt was made to time these pauses, it being felt that this could give the impression of spurious accuracy.)
(...)	=	Inaudible or undecipherable dialogue
...	=	At the end of an utterance this indicates a trailing off of speech.
<u>underlined</u>	=	Stressed word
[ <i>Comment</i> ]	=	Interpretive comment
T:		Teacher contribution
?:	=	Contributor uncertain

## **APPENDIX 3**

### **THE CHILDREN AND THE CONTEXT**

#### **The Children**

The children were 11-12 year-olds in four mixed-ability, single-sex friendship groupings. There were three groups of three and one group of four. Literature suggests that these are probably optimum group sizes for work around a computer. The recordings took place during lunchtimes with the groups working on a task which they had begun earlier in the term in their separate Information Technology lessons. In other words the task they were working on was in context and was something they were familiar with. Recordings took place at lunchtimes because earlier trials had shown that with groups recorded in the full-class situation dialogue was difficult to hear.

#### **The Groups**

##### **Group 1**

Lyndsey, Amanda, Beverley and Danielle

##### **Group 2**

Dominic, Fayaz, Martin.

##### **Group 3**

Rosalind, Jenny, Clare

##### **Group 4**

Neil, Howard, Anthony

#### **The school**

The school was an 11-16 mixed comprehensive of around 800 pupils on the north-western fringe of the Greater Manchester conurbation. The children are taught I.T. as a separate lesson. Cross-curricular uses of I.T. are very limited.

#### **The Context**

The children were working on a short extension to a database project they had begun earlier in the year.

They should have been technically proficient in the use of the database software, and should also have been familiar with the subject matter.

The database project involved the children using a database to find information which would help them identify the thieves who had stolen the Orb of Zalibar. This is a magical power for Good in the Land of Advir and has been stolen. For the purposes of this research the children were told that the character who they knew was behind the theft had in fact someone more powerful behind him. Their task was to gather evidence to identify this character.

The database contained records containing information on 65 characters. To help understand the children's dialogue it may be useful to know the fieldnames used in the database and sometimes referred to by the children. They are:

Habitat -	Where the character lives
Nature -	Good or Evil
Type -	Creature, human, robot
Weapon -	Type of weapon used
Colour -	Colour of skin
Food -	Food preferred by the character
Skin -	Type of skin
Background -	Background information on the character
Statement -	What the character has to say

Also the children may be heard to use the language of database interrogation. The two words used most frequently are:

**Query:** this is the term used for the question the children key in as a search criterion for the computer to act on.

**Define:** before the children can search through the database they must define a query, i.e. they must key in a query for the computer to act on.