

Initiation	Reply
metaprocess elicitation informative directive	metaprocess response acknowledgment reaction

Once an instructional sequence has been initiated, interaction continues until the symmetry between initiation and reply acts is obtained. This symmetry is established in one of two ways. If the reply compelled by the initiation act appears in the next turn of talk, the result is a "three-part teacher-student sequence." The first part of the sequence is an initiation act, the second part is a reply act, and the third part is an evaluation act. If the reply called for by the initiation act does not appear in the next turn of talk, the initiator employs a number of strategies until the expected reply does appear. The result is an "extended sequence" of interaction.

THREE-PART INSTRUCTIONAL SEQUENCES Examples of the three-part teacher-student sequence are shown below. The first examples are from the Namecards lesson, in which the teacher asked students to identify the names of the students presented to them on cards.

Initiation	Reply	Evaluation
4:39 T: And whose is this?	Many: Veronica.	T: Oh, a lot of people knew that one.
4:45 T: Um, whose name is this?	L: Mercedes.	T: Mercedes, all right.

The second pair of examples is from the Map Words lesson, in which the teacher asked students to read the lines of a story displayed in front of them.

Initiation	Reply	Evaluation
5:77 T: Now who knows what this one says (holds up new card)? This is the long word. Who knows what it says?	A: Cafeteria.	T: Cafeteria, Audrey, good for you.
5:82 T: What does it say over there?	Many: Cafeteria.	T: That's right.

The third example is from the Cafeteria Trays lesson, in which the teacher asked the students to decide the best procedure for cleaning up after lunch.

Initiation	Reply	Evaluation
7:21 T: Um, why do you think that would be better than each child carrying his own?	J: Cause that's ah, that's a job for them.	T: Yes, it would be a job.

The fourth set of examples is from the Birthplaces lesson, in which the teacher posted students' families' birthplaces on a map on the bulletin board.

Initiation	Reply	Evaluation
8:5 T: Uh, Prenda, ah, let's see if we can		

Initiation	Reply	Evaluation
find, here's your name. Where were you born, Prenda?	P: San Diego.	T: You were born in San Diego, all right.
8:6 T: Um, can you come up and find San Diego on the map?	P: (goes to board and points)	T: Right there, okay.

As each elicitation act was completed by a reply from the students, the teacher positively evaluated the students' replies.

In effect, the three-part initiation-reply-evaluation sequence contains two coupled adjacency pairs. The initiation-reply is the first adjacency pair. When completed, this pair becomes the first part of a second adjacency pair. The second part of this pair is an act that positively evaluates the completion of the initiation-reply pair. These co-occurrence relationships can be visualized as follows:



The three-part sequential pattern predominates in teacher-initiated interaction in the nine lessons in this corpus. It characterizes the organization of directives and informatives as well as elicitations. Overall, 53 percent of all teacher-initiated sequences conform to this interactional pattern. The specific distribution of this pattern is summarized in table 2.2.

EXTENDED SEQUENCES OF INTERACTION The reply called for does not always follow immediately after an initiation act. Sometimes students do not answer at all; sometimes they give partially complete answers; sometimes they answer incorrectly, or with an asymmetrical reply (that is, a "re-

TABLE 2.2. DISTRIBUTION OF THREE-PART TEACHER-INITIATED SEQUENCES.

Type of initiation act	Total N	Number of three-part sequences	Percentage of three-part sequences
Elicitation	363	140	40
Informative	89	85	96
Directive	28	20	71
Total	480	245	53 (average)

sponse" when a "reaction" is in order). If the reply called for by the initiation act does not immediately appear in the next turn of talk, teacher-student interaction continues until symmetry between initiation and reply acts is established. The initiator employs a number of strategies, including (1) prompting incorrect or incomplete replies, (2) repeating, or (3) simplifying initiation acts until the reply called for by the original initiation act appears. The result is an extended sequence of interaction between teachers and students.

Prompting replies. The following instances illustrate the teacher's strategy of prompting after incorrect and partially correct replies. The first example is from the Map Words lesson. The teacher invited the students to read the lines of a story about the schoolyard map from a large poster. She pointed to the line of the story that said "See the machine."

Initiation	Reply	Evaluation
5:12 T: See the . . .	E: Tractors.	T: The, yes, tractors, it says mmm . . .
	E: Tractors.	T: It, it, but it is a tractor, but the word I wrote here, I didn't write tractor. But I wrote