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A case study on the closing process of asking-answering sequences

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A case study on the closing process of asking-answering sequences

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Japanese language teachers always face problems of how to answer questions made by non-native language learners who only have limited language ability. This paper analyzes the asking-answering process, focusing on the closings of the conversational sequences. The close examination suggests the following four points. First, the sequence is closed when the teacher accepts the learners' suggestions of ending the conversation. Second, the learners' suggestions of ending the sequence do not necessarily mean that they understand what the teacher says. Third, the judgment of effort-effect relationship which the teacher and learners make, and the silence in the class might promote to close the conversational sequence. Fourth, repeating the same phrases or answering in English to the questions asked by non-English speaking learners might become signals of the limitation of linguistic adjustment in the teacher's speech.

Key-words: asking-answering sequences, conversation analysis, collaborative work, effort-effect relationship