English Curriculum Genre: Pedagogic Negotiation Patterns in the Indonesian EFL Classrooms

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Abstract

This study aims at finding the schematic structures of English curriculum genres in Indonesian university context and the patterns of pedagogic negotiation that enact the learning activities. The data of this study were video-taped EFL classrooms taught by non-native English lecturers at six universities in Semarang. The discourses were collected by video recording and transcription, non-participatory observation, and interview. The data were analyzed by referring to the analytical framework of curriculum genre and pedagogic exchanges under systemic functional linguistics (SFL). The findings show that the EFL classrooms are carried out in three general stages: orientation stage, discussion stage, and closure stage. Each stage is operated through several smaller potential steps. In terms of exchange structure, the negotiation between teachers and students occurs more frequently in knowledge-oriented exchanges than action-oriented exchanges. In addition, the teachers use two types of pedagogic exchanges: the triadic pedagogic exchanges and the scaffolded pedagogic exchanges.

Keywords: English curriculum genre, pedagogic discourse, exchange structure, scaffolding interaction cycle

1. Introduction

Teaching and learning activities in a classroom can be perceived as a pedagogic discourse. Borrowing from Bernstein (1990), Christie (1995: 223) used the term *pedagogic discourse* to capture a sense of the social practices involved in educational activities, and, quite fundamentally, the principle or principles that determine the structuring or ordering of these in which both of these are realized in distinctive patterns of classroom text construction. According to Rose (2014: 1), the study of a pedagogic discourse allows us to examine the nature of the pedagogic subject or the pedagogic person that is constructed in the discourse. The dialogic discourse of an English teaching-learning episode through which knowledge and skills are negotiated can be thought of as a curriculum genre (Christie, 1995: 221; Rose, 2014: 3).

Seen from the perspective of genre study, particularly that in Systemic Functional Linguistics (SFL), an English as a foreign language (EFL) classroom discourse is a social activity carried out using language. In SFL genre study, genre is defined by Martin (as cited in Eggins, 2004: 54) as a staged, goal oriented, purposeful activity in which speakers engage as members of a culture. Less technically, genre is how things get done, when language is used to accomplish them. According to Martin (2009: 13), genre is *staged*, because it usually takes us more than one phase of meaning to work through a genre; it is *goal-oriented*, because unfolding phases are designed to accomplish something and we feel a sense of frustration or incompleteness if we are stopped; and it is *social*, because we undertake genres interactively with others. Based on this definition of genre, an EFL lecture is perceived as a genre because it is constructed by pedagogic subjects (students and teacher) by using English language to achieve certain learning objectives through staged learning activities.

The existence of genre characteristics in a teaching-learning episode shows that classroom discourse is a structured language behavior (Christie, 2002: 3). One of the structured characteristics of EFL classroom activity is reflected from its overall staged activities and its particular linguistic features used in carrying out the teaching-learning activities to achieve the learning objectives. The specific lexico-grammatical features used in each teaching-learning step shows certain meanings communicated in the step. Under the definition of genre theory in SFL, the language which plays a social function in a curriculum genre expresses three meta-functional meanings simultaneously: ideational, interpersonal, and textual meanings (Halliday & Matthiessen, 2014: 30; Martin, 2009: 11; Christie, 2002: 11). The ideational meaning refers to the learning topics discussed in the classroom; the interpersonal meaning refers to the social relations between teacher and students in the classroom; and the textual meaning refers to the role of language in the classroom.

The typical feature of a curriculum genre is its two fields: the knowledge to be acquired by the learners and the pedagogic activity through which it is acquired (Rose, 2014: 4). The types of knowledge may range from domestic, recreational and manual trades that can be demonstrated and acquired ostensively (horizontal discourses) to theoretically organized bodies of knowledge of professional occupations (vertical discourses) that are typically acquired through formal educations (Bernstein, 1990; Martin, 1992). The pedagogic activity

unfolds as sequences of learning activities through which the knowledge and values may be acquired (Rose, 2014: 4).

This paper focuses on the sequence of learning activities carried out in EFL classrooms and the interpersonal meaning realizations through the negotiation patterns of exchange structure between teachers and students.

2. Theoretical Framework

2.1 Pedagogic Relations

Interpersonally, learning activities are enacted dialogically as exchanges between teacher and students. The social relations enacted between teacher and students in classroom episode are referred by Rose (2014: 4) as pedagogic relations. In classroom discourse, the pedagogic relations are enacted by teacher and students through moves and exchanges (Rose, 2014: 5; Love & Suherdi, 1996: 240). Moves are the individual contributions made by teacher or students in the classroom interaction. In terms of clause, a move is defined as a clause selecting independently for mood (Martin, 1992: 40) or in terms of conversation, it is a unit after which speaker change could occur without turn transfer being seen as an interruption (Eggins & Slade, 1997: 186). A set of moves combining together to complete a single pedagogic negotiation is called an exchange.

In pedagogic negotiation, there are two general types of exchange: knowledge negotiation exchanges or action negotiation exchanges (Rose, 2014: 6; Love & Suherdi, 1996: 243). In an action negotiation exchange, one person performs an action, which may have been demanded by another. The person performing the action is known as the primary actor (A1); the person demanding the action is a secondary actor (A2). A minimal action exchange consists of just an A1 action, without an A2 demand, so A1 is the core move in an action exchange. These kinds of moves in action exchange also occur in knowledge negotiation exchange. In a knowledge exchange, one person gives information, which may have been demanded or received by another. The person giving information is the primary knower (K1), while the person demanding or receiving information is a secondary knower (K2). In certain circumstances, K1 or A1 may choose to delay his or her K1 or A1 in order to check whether the other person, K2 or A2, also has the knowledge or can do the action. This kind of move is referred to as a DK1 or DA1, where D refers to the process of delaying the provision of information or compliance of action. The basic options for pedagogic exchanges are set out in Figure 1. The symbol ^ means "follows on from."
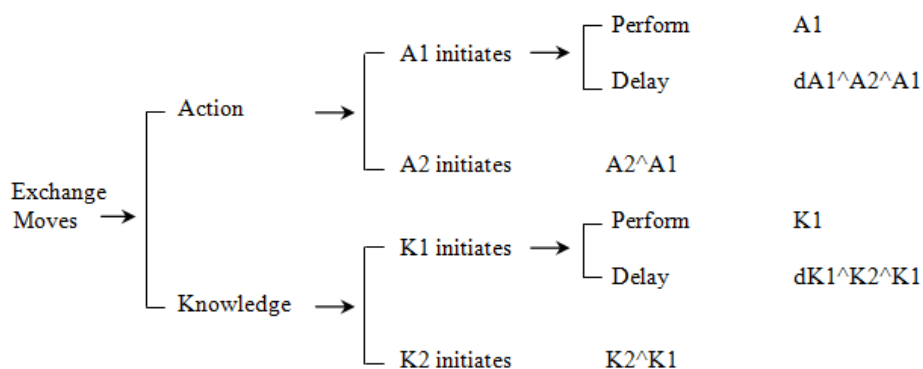
Figure 1. Basic options for pedagogic exchanges (Rose, 2014)

2.2 Scaffolding Interaction

A social view of learning sees that education is a dialogical, cultural process (Mercer, 2007: 254; Gibbons, 2015: 13). The development of students' knowledge understanding is shaped by their relationships with teachers and other students, and by culture in which those relationships are located. Students' educational success depends on their own control and the teachers' control. Educational success occurs when an effective teacher provides the kind of intellectual support which enables students to make intellectual achievements they would never accomplish alone. This kind of support by teachers is called scaffolding, a metaphorical term developed by Bruner, Wood, and Ross (1976) to capture the nature of support and guidance in learning. Furthermore, Rose and Martin (2012: 61) explain that scaffolding metaphor captures the transitional role of caregivers' and teachers' guidance, supporting children to build their competence towards independent control. The scaffolding notion was derived from Vygotsky's zone of proximal development (ZPD), the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

According to Rose (2014: 10), at the core of pedagogic activities are learning Task. Only the learner can do the Task. However, a learning task is usually specified by a teacher (orally or in writing). For example, the teacher may give an instruction or ask a question, which learners respond to. The phase that specifies the Task is the Focus. Next, a learning task is usually evaluated by a teacher, including various degrees of affirmation or rejection. These three learning activities constitute the nuclear pedagogic activities, as shown in Figure 2.

Figure 2. Nucleus of pedagogic activity

The sequence of Focus-Task-Evaluate works only for students with high grade of

achievement because they have enough background knowledge and motivation to do the learning task given by the teacher. However, this typical triadic pedagogic exchange often creates problems for students with low achievement because they cannot select or propose the desired response to the task given by the teacher. This happens because the Focus is specified without little or no clue to the desired response. The problem can be minimized when the teacher uses scaffolding technique in giving the learning tasks to be done by the students.

Mercer (2007: 254) suggests that one way to scaffold learning is by using dialogue to guide and support the development of understanding. Similarly, Rose and Martin (2012: 62) also believe that guidance (scaffolding) takes place through unfolding dialogue, in which teachers prepare learners for tasks and follow-up with elaborations. Emphasizing the role of talk in learning under socio-cultural perspective, Gibbons (2007: 260) places interaction between teacher and students at the heart of learning process. It is through classroom interaction that understanding and knowledge are jointly constructed. In terms of scaffolding, Martin and Rose (2005: 258) assume that learning involves successful completion of learning tasks. They use a term scaffolding interaction cycle to describe the micro-interaction between teacher and students in acquiring knowledge and skills. This cycle is used to describe the sequence of pedagogic activities which consist of cycle phases: Prepare – Focus – Task – Evaluate – Elaborate, as diagrammed in Figure 3.

To make all students do each learning task successfully and then handle control to students to do the task themselves, a learning task may be prepared by a teacher, for example, by demonstrating how to do the task, or contextualizing it in the learners' experience. The task may also be elaborated after it has been successfully completed, to give learners a platform of understanding and the motivation for taking another step in learning. Optional phases of a learning activity thus include Prepare and Elaborate, as in Figure 3.

Figure 3. Optional phases of pedagogic activity

Scaffolding interaction cycle is built up as a teacher-learner exchange through some cycle phases which are realized by teacher/learner moves. As stated in Rose (2014: 13), the Task phase is central, and may involve moves of identifying an element in the text (Identify), or proposing an element from their knowledge (Propose). The task may be prepared or not (Prepare), and is specified by focusing on either a text or the learners knowledge (Focus). Following the task, the teacher evaluates it by either affirming or rejecting (Affirm/Reject), and may elaborate or not (Elaborate). In addition, the teacher may direct learner activity or behaviour (Direct). Table 1 shows the basic options of cycle phases and moves in a scaffolding interaction cycle.

Table 1. Basic Options of Cycle Phases and Moves (Adapted from Rose, 2014: 13)

Cycle Phases	Cycle Moves	Partici-pation	Description
Preparation	Prepare	Teacher	Teacher provides information for successful responses
	Not prepare		Teacher makes no preparation
Specification	Focus on text	Teacher	Teacher asks a question by focusing on text
	Focus on knowledge		Teacher asks a question by focusing on students knowledge/experience
Task	Identify from text	Students	Students identify an element in a text
	Propose from knowledge		Students select an element from their knowledge/experience
Evaluation	Affirm	Teacher	Teacher approves students response
	Reject		Teacher rejects or ignores students response
Elaboration	Elaborate	Teacher	Teacher discusses students response to deepen their knowledge in the topic studied
	Not Elaborate		Teacher makes no elaboration to students response
Direction	Direct activity	Teacher	Teacher directs students activity
	Direct behaviour		Teacher directs students behaviour

A scaffolding interaction cycle in a classroom discourse also shows the pedagogic relations that express role relationships between teacher and students in achieving understanding of knowledge and skills. The pedagogic relations are enacted as teacher/learner exchanges (Rose, 2014: 7). In a scaffolding interaction cycle, each cycle move is realized by an exchange role. An exchange is realized by one or more exchange roles.

3. Method

The data of this study were six English curriculum genres taken from English departments in some universities in Semarang, Indonesia where English was used as a foreign language (EFL). The lecturers of these EFL curriculum genres were non-native English speakers. When the lectures were video-taped, the classrooms talked about content lessons in English language, such as *English Syntax, Second Language Acquisition, English Material Development,* and *Teaching English as a Foreign Language*. The discourses were collected by video recording and transcription, non-participatory observation, and interview.

Data analyses were done by transcribing the lectures by referring to the transcription symbols

as suggested in Eggins and Slade (1997). The transcribed utterances were then divided into clauses from which the schematic structures of the lectures and the realizations of pedagogic negotiations were identified and classified based on exchange system network as suggested in Martin (1992), Ventola (1987), Martin & Rose (2007), and Rose (2014).

4. Findings and Discussion

4.1 The Schematic Structure

The teaching-learning activities of the EFL curriculum genres under study were sequenced in such a way that made three major stages: orientation, discussion, and closure. Each stage was carried out in smaller steps. Schematically, the structure of these curriculum genres can be displayed as follows, where the sequence is indicated by ^, the recursion is indicated by π, and the domain of recursion is indicated by the symbol [ ].

GS ^ RPL ^ LA ^ CIH ^ CHW ^ SLA ^ SLO ^ [EC ^ GExa ^ CC ^ CSU ^ GExe] π ^ CT ^ STC ^ AHW ^ HK ^ FU ^ FW

Key to symbols:

GS	: Getting started	CC	: Concluding concept
RPL	: Reviewing previous lecture	CSU	: Checking in student's understanding
LA	: Looking ahead	Gexe	: Giving exercise
CIH	: Checking in homework	CT	: Concluding topic
CHW	: Concluding homework	STC	: Signaling to close
SLA	: Setting up lecture agenda	AHW	: Announcing homework
SLO	: Stating lecture objective	HK	: Housekeeping
EC	: Explaining concept	FU	: Following-up
GExa	: Giving example	FR	: Farewell

Orientation stage was carried out sequentially through smaller steps: getting started, reviewing previous lecture, looking ahead, checking in homework, concluding homework, setting up lecture agenda, and stating lecture objective. Discussion stage, which constituted the main activity of the lecture, was carried out through the steps of explaining concept, giving example, concluding concept, checking in student's understanding, giving exercise, and concluding topic. Discussion stage moved in a recursive phase (indicated with the brackets [ ] and the symbol π), because in the course of this main activity the lecture discussed the types of English phrases: noun, adjective, adverb, verb, and prepositional phrases. The domain of recursion included the steps of explaining concept, giving example, concluding concept, checking in student's understanding, and giving exercise. This recursive phase occurred in the discussion of every phrase type. Beyond the recursive phases, the discussion stage ended with the step of concluding topic in which the lecturer summarized and concluded the lesson topic. The closure stage was sequentially carried out through the steps of signaling to close, announcing homework, housekeeping, following-up, and farewell.

4.2 The Patterns of Exchange Structure

The negotiation that occurred between teacher and students in the EFL curriculum genres in

this study was enacted through the moves which were combined into certain exchanges. The patterns of moves and exchanges varied across stages and steps. The patterns of exchange structure employed in the curriculum genres could be in simple moves or move complexes. Simple exchange structure unfolded in a standard and predictable way, which made a synoptic move. The simple move was realized by a clause selecting independently for mood. The move complex was realized by a paratactic clause complex. The commodities of pedagogic exchanges could be knowledge (information) or action (goods & services). The realization of the exchange structures together with their structure types and commodities of negotiation in the discourse can be presented in Table 2.

Table 2. The realization of the exchange structures across steps

Stage	Step	Exchange Structure	Commodities negotiated
Orientation	Getting started	Simple	Attention
	Reviewing previous lecture	Complex	Knowledge
	Looking ahead	Simple	Knowledge
	Checking in homework	Complex	Knowledge
	Concluding homework	Complex	Knowledge
	Setting up lecture agenda	Complex	Knowledge
	Stating lecture objective	Complex	Knowledge
Discussion	Explaining concept	Complex	Knowledge
	Giving example	Complex	Knowledge
	Concluding concept	Simple	Knowledge
	Checking in student's understanding	Simple	Knowledge
	Giving exercise	Complex	Knowledge
	Concluding topic	Simple	Knowledge
Closure	Signaling to close	Simple	Action
	Announcing homework	Complex	Action
	Housekeeping	Simple	Action
	Following-up	Complex	Action
	Farewell	Simple	Attention

Simple exchange structures occurred in either non-negotiated or negotiated exchanges. A non-negotiated exchange was an exchange in which there was no negotiation between teacher and students. In this exchange, there was only one functional structural slot is realized so that it made a single move exchange. In the data, this one-slot exchange was employed by the teacher as the primary knower (K1) in the step of looking ahead in which the teacher told the students about what to expect in the next learning activities from the learning matters in the previous meeting, and this information needed no response from the students. A single move was exemplified in Example 1.

Example 1

Slot	Move	Spkr	Utterance

1	K1	T	and now we would like to develop the words we have studied in the previous meeting into higher grammatical units or higher syntactical units into phrases.

Unlike a non-negotiated exchange, in a negotiated exchange there was negotiation between teacher and students on certain knowledge or action. This exchange structure was constructed by at least two moves in adjacency pairs employed by teacher and students. In the data, there were two types of negotiated exchange: knowledge negotiation exchanges and action negotiation exchanges. With respect to who initiated the negotiation, there were two patterns of knowledge negotiation exchanges: K1-initiated exchanges and DK1-initiated exchanges. In K1-initiated exchanges, the teacher as the primary knower (K1) initiated the exchanges by giving information on the learning materials and the students accepted the information with acknowledgment or comment as follow-up. The sequence of moves in this exchange was K1^K2f. This exchange structure occurred in the step of concluding the homework when the teacher summarized the learning points from the homework done by the students, as exemplified in Example 2.

Example 2

Slot	Move	Spkr	Utterance
1	K1	T	So when we combine english words into phrases, the possibilities of the phrase that we can make or that we can produce will be one of the five phrases. It can be a noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase.
2	K2f	Ss	Yes.

In DK1-initiated exchanges, the teacher as the primary knower (K1) delayed to give information by asking a question about a learning material, something to which he already knew the answer, to check whether the students had the knowledge under the question. After the students gave the answers, the judgment of the answers was given by the teacher. The moves in this exchange structure were sequenced as DK1^K2^K1, as exemplified in Example 3.

Example 3

Slot	Move	Spkr	Utterance
1	DK1	T	What is the type of this phrase, according to the five types of phrases?
2	K2	Ss	Prepositional phrase.
3	K1	T	Prepositional phrase. Okay, so we have a prepositional phrase, *in this class*.

The absence of K2-initiated pattern and the dominance of DK1-initiated patterns in this class show the central position of the teacher in this EFL curriculum genre. On one hand, the teacher dominates in initiating the problems for classroom question and answer activities. On

the other hand, the students are always positioned in responding moves during the classroom question and answer activities.

Like the negotiation structure of knowledge, the action negotiation also occurs in non-negotiated or negotiated exchanges. In non-negotiated action exchange, which is realized by a single move, the actor (either primary actor (A1) or secondary actor (A2)) performs an action or wants an action to be performed. However, this move gets no response. In the data, these non-negotiated exchanges were performed by the teacher in the steps of announcing the homework and following-up. For example, in the step of announcing homework, the teacher announced what the students need to do at home with regards to the previous learning materials. In this exchange, the teacher was the secondary actor (A2) and the students were the primary actors (A1), the ones who were responsible for doing the announced homework. This move occurred singly without responding move. This non-negotiated action exchange can be exemplified in Example 4.

Example 4

Slot	Move	Spkr	Utterance
1	A2	T	For the next discussion please read or discuss adjective phrase, and then adverb phrase, verb phrase, and prepP. You have to read from chapter 3.

The negotiated action exchanges, in which there were negotiation of action between teacher and students, occurred, for example, in the stage of housekeeping where the teacher asked the students to sign the list of lecture attendance. This teacher-initiated action was responded by the students informing that they all had signed their attendances to which the teacher gave his follow-up. In this exchange, the teacher was the secondary actor (A2) and the students were the primary actors (A1). The moves in this action negotiation exchange were sequenced as A2^A1^A2f, as exemplified in Example 5.

Example 5

Slot	Move	Spkr	Utterance
1	A2	T	Has everybody signed the attendance of activities?
2	A1	Ss	Yes
3	A2f	T	Yes

In addition to the simple exchange structures as discussed above, some exchanges in this EFL curriculum genre are realized in complex exchange structures. A complex exchange structure is signified by the use of a move complex. A move complex is a move which is realized by a paratactic clause complex (group of clauses with equal status, in which the initiating clause has a certain logical relationship to the continuing clause (Ventola, 1987; Love & Suherdi, 1996). In such a clause complex, each clause represents a certain move. The moves realized in the clause complex are connected in a paratactic relation into a move complex. The types of logical relations which connect moves into a move complex are: elaboration (1^=2), where the continuing clause restates, specifies, comments, or exemplifies the initiating clause;

extension (1^+2), where the continuing clause adds something new, gives exceptions or alternatives to the initiating clause; and enhancement (1^x2), where the continuing clause qualifies the initiating clause by time, place, cause, or condition circumstances.

In the data, move complexes were frequently used by the teacher in his contributions. In a certain stage, the teacher employed a move in a paratactic clause complex to give clear explanation on a certain concept to help the students more easily understand the concept. For example, in the step of setting lesson agenda, the teacher used a move complex consisting six smaller moves, as exemplified in Example 6.

Example 6

Move Complex	Moves		Spkr	Clauses
1	K1	1	T	So in this meeting we would like to distinguish first the characteristics of the five phrases.
	K1	+2		And after that we will focus on the most frequently occuring phrase in our daily activities, that is the noun phrase.
	K1	=3		So in this meeting I would like to we would like to specially study what is a noun phrase, ...
	K1	+4		and then how do we know that a phrase is really a noun phrase ... by discussing some explanations and examples given by the book,
	K1	+5		and after that I would like to give you some examples about the noun phrases,
	K1	+6		and to know whether you have understood about the noun phrase I will give you some exercises ... to be identified based on the types of the phrases.

The move complex in Example 6 consists of six K1 moves which take the following logical relationships: the second move (K1+2) is an extension of the first clause (K1 1) in that it adds information to it; the third move (K1=3) is an elaboration to the second clause in that it restates the information of it; the fourth move (K1+4) is an extension of the third clause in that it adds information to it; the fifth move (K1+5) is an extension of the fourth clause in that it adds information to it; and the sixth move (K1+6) is an extension of the fifth clause in that it adds information to it.

4.3 Types of Pedagogic Negotiation

Based on the identification and classification of pedagogic exchanges between teacher and students that unfold in the EFL curriculum genres under study, it seems that the teachers used two types of pedagogic exchanges: the triadic pedagogic exchanges and the scaffolded pedagogic exchanges. The triadic pedagogic exchanges involve three basic cycle phases: Focus – Task – Evaluate, as shown in Example 7. In terms of exchange roles, Focus is enacted as a teacher's dK1 role, followed by a learner's K2 response, and followed by the

teacher's K1 evaluation.

Example 7. Triadic pedagogic exchange: successful completion of task

Spkr	Exchange	Phases	Roles
T	Yohana, how many types of phrase do we have?	Focus	dK1
S	Five. Noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase	Propose	K2
T	Right. We have five phrases	Affirm	K1

Such a triadic pedagogic exchange succeeds certain students in completing the desired responses to the specified tasks given the teacher. However, this sometimes does not work for certain students with low background knowledge on the topic being studied. This problem happens when students fail to give the desired response to the task, or even often give no response at all, as exemplified in Example 8. In this exchange, the student fails to give the answer as the teacher wants about the main feature of a noun phrase – that the dominant word in the group is a noun.

Example 8. Triadic pedagogic exchange: failure of completing task

Spkr	Exchange	Phases	Roles
T	Adibrata, what is the main characteristic of noun phrase?	Focus	dK1
S	It can be human.	Propose	K2
T	No, not that one	Reject	K1

Different from triadic pedagogic exchanges of Focus – Task – Evaluate which risk failure for some students, scaffolded pedagogic exchanges enable students to provide the desired response by providing students with sufficient guidance on how to do the task. This scaffolding interaction cycle is sequenced in the typical structure which consists of cycle phases Prepare – Focus – Task – Evaluate – Elaborate. Before specifying the learning task, teacher needs to provide students with related information on how to do the task or contextualize the task in the learner's experience or background knowledge. After it has been successfully completed, the task may also be elaborated to give students a more technical or abstract understanding of the task they have done, or a commonsense interpretation (Rose, 2014: 11). The structure of this scaffolding interaction is an orbital type, in which elements are more or less central and more or less optional (Martin in Rose, 2014: 11). Sequencing is not fixed in orbital structure.

The scaffolding interaction cycles found in this study can be classified into six sequences:

1. Prepare – Focus – Identify – Affirm – Elaborate

2. Prepare – Focus – Propose – Affirm – Elaborate (Focus – Propose – Affirm)

3. Prepare – Focus – Prepare – Focus – Propose – Affirm – Elaborate

4. Prepare – Focus – Not propose – Prepare – Propose – Affirm – Elaborate

5. Focus – Not identify – Prepare (Focus – Identify – Affirm – Focus – Identify – Focus – Identify – Focus) – Identify – Affirm – Elaborate

6. Prepare – Focus – Identify – Affirm – Elaborate (Focus – Identify – Focus – Identify – Affirm)

4.4 The Scaffolding Interaction Cycles

4.4.1 Prepare – Focus – Identify – Affirm – Elaborate

In this sequence of scaffolding interaction cycle, before specifying the Focus phase, the teacher makes Prepare phase, enacted as K1, by providing information that guides students towards a desired response. This Prepare supports students in giving the desired response (Identify) to teacher's Focus, after which the teacher affirms it and elaborates to deepen students knowledge on the topic discussed (subject complement). This cycle is negotiated as a K1^dK1^K2^K1^K1, as shown in Example 9.

Example 9. Scaffolding interaction cycle 1

Spkr	Exchange	Phases	Roles
T	In *Joe Walcott is a great boxer*, *a great boxer* follows directly the predicator	Prepare	K1
	Which one is the predicator	Focus	dK1
S	*Is*	Identify	K2
T	*Is*	Affirm	K1
	So *a great boxer* must be subject complement, because *a great boxer* describes particular about Joe Walcott.	Elaborate	K1

4.4.2 Prepare – Focus – Propose – Affirm – Elaborate (Focus – Propose – Affirm)

This scaffolding interaction cycle differs from scaffolding interaction cycle 1 in the realization of Elaborate phase. Elaborate phase of cycle 1 is enacted as a single K1 unit. On the other hand, in cycle 2, Elaborate phase involves other exchanges with students making Focus – Propose – Affirm. In this case, the teacher elaborates by asking students to detail the five phrases. This cycle is negotiated as a K1^dK1^K2^K1^dK1^K2^K1, as shown in Example 10.

Example 10. Scaffolding interaction cycle 2

Spkr	Exchange	Phases	Roles
T	And based on your readings I think you have understood about the difference between the phrases in English.	Prepare	K1
	And how many phrases do we have ... based on your readings especially based on chapter three?	Focus	dK1
S	Five.	Propose	K2
T	Five.	Affirm	K1
	what are they?	Focus	dK1

S	Noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase	Propose	K2
T	So when we combine english words into phrases, the possibilities of the phrase that we can make or that we can produce will be one of the five phrases. It can be a noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase.	Affirm	K1

4.4.3 Prepare – Focus – Prepare – Focus – Propose – Affirm – Elaborate

This scaffolding interaction cycle is characterized by the use of two Prepare phases by the teacher. The second Prepare phase is used by the teacher because he finds the first Prepare phase does not give sufficient support to students to do the task. After the second Prepare phase, the student gets enough information to propose from his knowledge about the definition of adjective phrase, after which the teacher affirms and elaborates. This cycle is negotiated as a K1^dK1^K1^dK1^K2^K1^K1, as shown in Example 11.

Example 11. Scaffolding interaction cycle 3

Spkr	Exchange	Phases	Roles
T	With this definition we define the definition of adjective phrase. When a noun phrase is a phrase with a noun as the most important word or the most important constituent of the phrase,	Prepare	K1
	so what is adjective phrase?	Focus	dK1
	You may make a similar definition with he definition of a noun phrase by changing the noun with the adjective.	Prepare	K1
	Come on! Who will try to make the definition of adjective phrase? Anggoro, based on the definition of noun phrase so what is adjective phrase?	Focus	dK1
S	A phrase with adjective word class dominant on the phrase.	Propose	K2
T	Okay.	Affirm	K1
	So adjective phrase is a phrase with adjective as the important or the most dominant constituent of the phrase. So we have adjective. And the adjective is modified by another word.	Elaborate	K1

4.4.4 Prepare – Focus – Not propose – Prepare – Propose – Affirm – Elaborate

Similar to scaffolding interaction 3, scaffolding interaction 4 is also characterized by the use of two Prepare phases. However, the use of second Prepare phase in cycle 4 is triggered by student's failure in responding the Focus specified by the teacher, signed by no response. To make sure that students understand to do the task, the teacher assists the students by mentioning the first element asked (subject) to remind the students on the other four related

elements. And this helps students make Propose phase, which the teacher then affirms and elaborates. This cycle is negotiated as a K1^dK1^dK1^K1^K2^K1^K1, as shown in Example 12.

Example 12. Scaffolding interaction cycle 4

Spkr	Exchange	Phases	Roles
T	So you can see in the printed materials. So far we have discussed the elements of clause.	Prepare	K1
	Still remember about elements of clause, right?	Focus	dK1
S	[no response]	Not propose	
T	The first one is …..	Focus	dK1
S	[no response]		
T	The first one is subject	Prepare	K1
S	Predicator, object, complement, and adverbial	Propose	K2
T	Ok	Affirm	K1
	So this is the element of clause in a clause	Elaborate	K1

4.4.5 Focus – Not identify – Prepare (Focus – Identify – Affirm – Focus – Identify – Focus – Identify – Focus) – Identify – Affirm – Elaborate

This scaffolding interaction cycle is characterized by the use of Prepare phase after Focus phase because students cannot make identification on the item in the text. To guide students to be able to identify the desired item, the Prepare phase is enacted. In this case, the Prepare phase is enacted through other exchanges with students which include Focus – Identify – Affirm to ensure students' understanding on the desired response to the task. This cycle is negotiated as a dK1^dK1^K2^K1^dK1^K2^dK1^K2^dK1^K2^K1^K1, as shown in Example 13.

Example 13. Scaffolding interaction cycle 5

Spkr	Exchange	Phases	Roles
T	Next we go to clause *All of them were worrying about their own problems*. How many clause elements?	Focus	dK1
S	[no response]	Not Identify	
T	Which one is the subject?	Focus	dK1
S	All of them	Identify	K2
T	All of them.	Affirm	K1
	Which one is the predicator?	Focus	dK1
S	Were worrying	Identify	K2
T	And the last one about their own problems ?	Focus	dK1
S	Adverbial	Identify	K2
T	And this clause is constructed by how many phrase?	Focus	dK1
S	Three	Identify	K2
T	Ok.	Affirm	K1
	All of them is noun phrase, verb phrase, and prepositional phrase.	Elaborate	K1

4.4.6 Prepare – Focus – Identify – Affirm – Elaborate (Focus – Identify – Focus – Identify – Affirm)

This scaffolding interaction cycle is similar to scaffolding interaction 2. The only difference is in the nature of task done by students. The task in scaffolding interaction cycle 2 involves students to propose from their experience or knowledge, while the task in scaffolding interaction 6 involves students to identify an item from a sentence in the text. Both cycle 2 and 6 use Elaborate phase by involving other exchanges with students which include Focus – Identify – Affirm. Cycle 6 is negotiated as a K1^dK1^K2^K1^dK1^K2^dK1^K2^K1, as shown in Example 14. Elaborate phase may involve more exchanges, as shown in Example 15.

Example 14. Scaffolding interaction cycle 6

Spkr	Exchange	Phases	Roles
T	The second one, *Everyone considered Joe Walcott a great boxer*. Not about the position, *a great boxer* follows direct object *Joe Walcott*. So *a great boxer* in the second example describes not *everyone*, but *Joe Walcott*. In this case *Joe Walcott* functioning as object. So you know the difference about the meaning and the position.	Prepare	K1
	So how many complements are there?	Focus	dK1
S	Two	Identify	K2
T	Two	Affirm	K1
	The first one is ?	Focus	dK1
S	subject complement	Identify	K2
T	And the second one is ?	Focus	dK1
S	Object complement	Identify	K2
T	Good	Affirm	K1

Example 15. Scaffolding interaction cycle 6 with more elaborating exchanges

Spkr	Exchange	Phases	Roles
T	Ok, look at number one first. Identify the clause structure of the pairs. It seems that the two clauses are similar. But they are actually different. It is very biased and that will make misunderstanding about the meaning of the two clauses.	Prepare	K1
	For example, clause number one *The porter called me a taxi*. How many phrases are there here?	Focus	dK1
S	Four	Identify	K2
T	Four	Affirm	K1
	The first one is ?	Focus	dK1
S	The porter	Identify	K2
T	The second one is ?	Focus	dK1
S	Called	Identify	K2
T	Next	Focus	dK1
S	Me	Identify	K2
T	The last	Focus	dK1
S	A taxi	Identify	K2
T	That's the answer	Affirm	K1

5. Conclusion

In achieving the learning goals, the teachers in the EFL curriculum genres under study sequence the teaching-learning activities in three major stages: orientation, discussion, and closure. Each stage is carried out in smaller potential steps. The moves employed in the EFL curriculum genre are sequenced in simple exchange structures and complex exchange structures. The pedagogic exchanges in this curriculum genre are dominated by knowledge negotiation exchanges rather than action negotiation exchanges. The complex move structures are employed more in the discussion stage to give detailed and clear explanations on the leaning topics to the students.

Based on the identification and classification of pedagogic exchanges between teacher and students that unfold in the EFL curriculum genres under study, the teachers use two types of pedagogic exchanges: the triadic pedagogic exchanges and the scaffolded pedagogic exchanges. The triadic pedagogic exchanges involve three basic cycle phases: Focus – Task – Evaluate. On the other hand, the scaffolded pedagogic exchanges are sequenced in the typical structure which consists of cycle phases Prepare – Focus – Task – Evaluate – Elaborate. The sequence of this orbital structure is not fixed. There are six sequences of scaffolding interaction cycle found in the EFL curriculum genres under study. In terms of exchange role, the typical negotiation of scaffolding interaction cycle is a K1^dK1^K2^K1^K1 exchange.

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