

Presentation as a genre

The subject matter of this paper is a discourse/stylistic analysis of students' and teachers' speech. The material consist of acoustic recordings of 70 recorded exams and their transcriptions. My aim is to find out what speech acts are embodied in final exams. I also discuss basic problems like what general features characterise teacher – student discourse or to what extent it is possible to delimit figures of speech in live text recordings, whitin context, at the discourse level. This paper analyses the reflection of dominance in the recorded conversation as well as tone and style on the basis of various linguistic phenomene. The regulation of turn taking, initiatives and responses. Participation in the exam involves interactional work in the display of academic knowledge. Academic information is exchanged during exam in elicitation sequences composed of three interrelated parts: initiation – replies – evaluations. If the response anticipated by an initiation is immediately forthcoming, the result is a basic three-part sequence; if replies do not immediately occur, interaction continues through extended sequences until the reply called for is obtained. There is some evidence that teachers ask too many closed and unproductive questions. Teachers and students mark the bounderies of interactional sequences. The presence of these boundary markers in the interaction indicates that participants are orianted toward the sequential and hierarchic organization of final exam. The presence of this interactional work demonstrates that teacher – student interaction are rythmic, cooperative activities, involving the complex coordination of speech. It turns out that control was throughout in the hands of the teachers'. However, the teachers' dominant role and strict thematic control was not coupled with a rigid style.