

**An action research investigation into the effectiveness of a teacher's questioning and feedback strategies during a 40-minute low-level young learner EFL class in South Korea.**

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For an EL class to which you have access, investigate *both* of the following questions.

(a) What are the teacher's questioning strategies, and how effective do these appear to be?

(b) What are the teacher's feedback strategies, and how effective do these appear to be?

Write a report of your findings.

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# 1. Introduction

Occupying the first and third phases of the ubiquitous three-stage IRF teaching exchange model (Sinclair and Coulthard 1975, cited in Ellis 1994), questioning and feedback, collectively, form the fulcrum upon which most classroom interaction rests. If we are to believe Ellis' claim that "the quality of this interaction is thought to have a considerable influence on learning", then the importance of conducting research on the questioning and feedback strategies used by teachers in their classrooms becomes apparent. (1985, cited in Richards and Lockhart 1996: 138)

Whilst much academic research has considered the issue of questioning and feedback strategies, very few clear answers or solutions have materialised, leaving teachers with a bewildering array of research that has all too often had little relevance to the kinds of real life classroom situations they have found themselves in. One particular way teachers have responded to this dilemma has been to conduct their own research in their own classrooms in order that they may gain a deeper understanding of the nature of discourse in their classes. Such *action research*, as it is known, has proven to be a highly effective tool for teachers, who favour the immediacy of the approach.

The present study made use of *action research* to investigate the effectiveness of one particular teacher's questioning and feedback strategies during a 40-minute low-level young learners EFL class in South Korea. The class was observed and transcribed and the resulting data was then tallied and filed according to specific categories for both question and feedback types, which are outlined in section 2. The results of this analysis are presented in Section 4. The effectiveness of certain questioning and feedback strategies used by the teacher in the class is then discussed in Section 5.

On a personal level, I hope that as a result of carrying out this research I can gain some new insights into the teaching of young learners in South Korea, as this is the teaching context I currently work in.

## 2. Background

### 2.1 Questions

In Sinclair and Coulthard's IRF (Initiation, Response, Follow-up) teaching exchange model (1975, cited in Ellis 1994), questions asked by teachers invariably constitute the first phase, *Initiation*. Through repeatedly initiating exchanges within the classroom, the teacher is able to exercise a certain degree of control over the discourse. Long and Sato believe that questions "provide one means by which, in conversation between participants of unequal status, the dominant member exercises and maintains control of interaction." (Long and Sato, 1983, cited in Nhlapo 1998: 20) However, questions also serve the purpose of enabling teachers to engage students in interaction, as well as find out how much they understand. These reasons may go some way towards explaining why teachers ask so many questions in class and, accordingly, why so much research has taken place on teachers' questioning strategies within the classroom.

Much of the research on questions has worked on the assumption of there being a finite distinction between open and closed-type questions. (Barnes, 1969, cited in Ellis 1994) Long and Sato (1983, cited in Ellis 1994) devised their own version, *display* and *referential* questions, which featured as part of a 7 category taxonomy of questions. Their distinction between *display* and *referential* questions centred on whether the teacher already knew the answer to the question, (*display*) or not, (*referential*). Their research showed that *display* questions far outnumbered *referential* questions in the classroom, but that in naturalised discourse the opposite was found to be true. (Long and Sato 1983, cited in Lightbown and Spada 2006) Other studies have also demonstrated teachers' prevalence for using display questions in L2 classrooms, with the underlying assumption being that the use of such questions should be avoided in language learning classrooms on the grounds of their being inauthentic examples of language interaction. (Pica and Long 1986, cited in Chaudron 1988; White and Lightbown 1984, cited in Ellis 1994)

Later researchers such as Richards and Lockhart (1996) and Guang Eng Ho (2005) developed new systems for categorising questions. Guang Eng Ho's (2005) system of

questioning analysis was a reaction to the dichotomy of open/referential and closed/display type questions. Her system included an additional third level (Level 2), which was used to identify questions associated with checking students' knowledge of a particular topic.

This paper will make use of Long and Sato's distinction between *display* and *referential* questions, but will also consider the other types of questions featured in their taxonomy of question types (1983, cited in Ellis 1994), which was based on an earlier model by Kearsley. (1976) The Long and Sato taxonomy (1983, cited in Ellis 1994) groups question types according to their interactional function. Under Echoic questions are 3 subtypes of question: comprehension checks, clarification requests and confirmation checks. Under Epistemic questions are 4 subtypes of question: referential, display, expressive and rhetorical.

## **2.2 Feedback**

Feedback occurs in the third, *Follow-up*, phase of Sinclair and Coulthard's IRF teaching exchange model. (1975, cited in Ellis 1994) Similar to questioning in the first *Initiation* phase, feedback in the *Follow-up* phase guarantees the teacher's control of the discourse, not by allowing the opening of the discourse such as with the *Initiation* move, but instead by allowing the teacher to close the interaction. Feedback provided by the teacher in the classroom following the students *Response* move can be broadly divided into two categories: *Positive* feedback and *negative* (or *corrective*) feedback. *Negative* feedback provided by the teacher in response to a student's utterance can be further divided into feedback on the *content* of what they say and on the *form* – in other words, how they say it. Much of the research conducted on *negative* feedback has tried to answer some or all of the following five questions, as outlined by Hendrickson: (1978, cited in Chaudron 1988: 135)

1. Should learner errors be corrected?
- 2.) If so, when should learner errors be corrected?
- 3.) Which learner errors should be corrected?
- 4.) How should learner errors be corrected?
- 5.) Who should correct learner errors?

Research and views on negative feedback are highly polarized, especially concerning the issue of *when* to correct errors. The current problem centres on how feedback on *form* can be best provided without impinging too much upon communication. It stems from the advent of the Communicative Language Teaching approach (CLT) in the 1970's, which saw a shift away from a focus on *form* towards a focus on *meaning* in English second language classrooms. As a consequence, an entirely new set of assumptions about errors came into being, including the belief that they were a natural part of language learning and that their correction should in no way disrupt or inhibit the completion of the communicative task. (Larsen-Freeman 1981, cited in Han 2002) In practice, this led to many teachers ignoring errors altogether and it was soon acknowledged that a focused system of error correction that enabled teachers to correct student errors without impeding communication was needed. Thus, a key element of this approach became the “dual requirement that the focus must occur in conjunction with – but must not interrupt – communicative interaction.” (Doughty and Varela 1998, cited in Han 2002: 22)

However, such a system has led to a paradoxical situation for teachers, who know they have to correct students' errors, but also know that in order to do so they will have to stop the flow of communication, which is actively discouraged. Seedhouse argues that this dilemma has resulted in teachers “feeling guilty about the nature of communication in their own classrooms.” (1996: 23) With an increasing amount of research arguing in support of the use of corrective feedback in class though, the need for teachers to maintain a focus on *meaning* whilst allowing for the provision of *form* based feedback becomes ever more important. (Ayouun 2001; Doughty and Varela 1998, cited in Havranek 2002)

In this paper, the teacher's provision of both feedback on *content* and feedback on *form* will be investigated. During the analysis, the codification of the data concerning feedback on *content* was conducted using an adapted version of Richards and Lockhart's 7 categories (1996: 189), while the codification of data concerning feedback on *form* was conducted using Lyster and Ranta's observational scheme of 6 categories. (1997: 46-48)

### 3. Method

The recording was of a 40-minute low-level storybook reading class, taking place from 2.30pm-3.10pm on Wednesday 18<sup>th</sup> June in Seoul, South Korea. The teacher was a middle-aged American female who has 3 years of teaching experience as well as 7 years of experience working in management within the English academy industry in South Korea. The students were all Korean children aged between 7 and 8 years old. The students consisted of 2 females and 2 males. The storybook used was *The Crocodile and Hen: A Bakongo Folktale*. (Lexau 2001) Pages 24-37 were covered in class along with 2 pages from an accompanying workbook that has been designed by the academy itself. During the class learners took turns to read from the storybook while the teacher occasionally asked them questions about the story. Following this, learners collectively attempted to answer questions from the workbook before finally taking part in a short writing activity. The focus of the class was on meaning and comprehension. All student names mentioned in the dialogue are assigned English names and have no relation to the students' real names whatsoever. The recording was made using a third generation Apple iPod Touch. Permission to record was granted by the teacher/manager *in loco parentis*. A brief explanation of the purposes of this study was given to both the students and the teacher/manager prior to the recording taking place. During the recording, an observation of the class was conducted, with notes being taken on non-verbal actions (NVA) and other notable features of the classroom interaction that could not be captured by the audio recording alone. After the recording had taken place, the entire 40-minute class was transcribed. The transcription was then analysed and coded according to the IRF model of classroom exchange. (Sinclair and Coulthard 1975, cited in Ellis 1994) All questions and instances of feedback were noted before then being categorised and tallied in accordance with the categories outlined in Section 2.

## 4. Results

### 4.1 Questions

TYPE	SUB-CATEGORY	FREQUENCY	LOCATION IN TRANSCRIPT (Where there is more than one question per turn, questions are alphabetically labelled in the order in which they appear in the turn).
1. Echoic	a. comprehension checks	16	23, 42d, 104a, 115, 134a, 163, 170, 182, 259a, 259b, 263a, 277, 291, 295, 344, 431b
	b. clarification requests	0	
	c. confirmation checks	6	99, 273, 287, 338, 449, 453a
2. Epistemic	a. referential	16	104b, 245, 247, 259c, 271, 275, 279, 281a, 281b, 283a, 283b, 289a, 289b, 293, 302, 431a
	b. display	86	13, 17, 19, 21, 25, 29, 31a, 31b, 31c, 31d, 34, 44a, 44b, 46a, 46b, 53, 59, 68, 72a, 72b, 88, 92, 97, 101, 107, 113a, 113b, 119, 121a, 121b, 123, 125, 127, 129, 132, 134b, 136, 138, 178, 180, 184, 190, 192, 209, 215a, 215b, 217, 231, 233, 241, 257, 263b, 265, 300a, 300b, 306, 315, 317, 321a, 321b, 323, 327, 332a, 332b, 334, 340, 354b, 356, 358, 360, 367a, 375, 384, 402, 410, 441, 445, 447, 451, 453b, 453c, 456, 458, 463, 465, 470
	c. expressive	17	42c, 61, 64, 144, 146, 194a, 194b, 194c, 261, 267, 349, 354a, 367b, 406, 477, 485a, 485b
	d. rhetorical	2	42a, 42b

**Table 4.1** Table showing type, frequency and locations of questions. Table based on Long and Sato. (1983, cited in Ellis 1994: 588) (A full version of the table with extracts from the transcript can be found in Appendix II).

A total of 143 questions were asked by the teacher. In accordance with Long and Sato's research findings, the most frequent type of question found in this research was the display question, featuring 86 times during the class. (1983, cited in Lightbown and Spada 2006) In addition, the total absence of clarification requests found in this research corresponds with the same finding in Ellis, Basturkmen and Loewen's research. (2001: 311)

EFFECTIVENESS OF QUESTIONS	Effective	50
	Ineffective	41
	Uncodable (due to interruption or inaudible responses from students)	7
	Uncodable (due to combination of positive and negative feedback)	1
	Total	99

**Table 4.2** Table showing effectiveness of questions as measured by positive or negative feedback

When assessing the effectiveness of the questions asked by the teacher, certain questions were excluded. The excluded questions included 2 rhetorical questions, 6 instances of questions that were directly repeated in the same turn and 36 instances of embedded questions. (See Section 4.1.1) An interesting finding was that 26 of the 41 questions that were deemed ineffective were categorised as ineffective because of silent turns, indicating a potential problem with the teachers questioning strategy.

### 4.1.1 Embedded Questions

Embedded questions were adjudged to be questions uttered by the teacher that were followed by another statement or question being uttered by the teacher within the same turn after less than one second of time passing. Rhetorical questions were not included. Questions that were followed by exact repetitions of that question or highly similar versions of that question, differing only in form, were not included. Questions that were followed by imperatives or declaratives directly relating to that question were also not included. Embedded questions, then, were questions that were uttered by the teacher before being either forgotten altogether or otherwise reformulated into new, perhaps simpler, but nonetheless *different* utterances.

Overall, 36 instances of embedded questions were noted in the data. However, in the present study I decided to focus exclusively on embedded questions of the *display* and *referential* type (henceforth referred to as *embedded D/R questions*).

16 embedded D/R questions were identified in the data. They are listed in Table 4.3, along with their location in the transcript:

	FREQUENCY	LOCATION IN TRANSCRIPT
EMBEDDED QUESTIONS (DISPLAY AND REFERENTIAL ONLY)	16	46a, 88, 113a, 121a, 281a, 283a, 289a, 300a, 300b, 321a, 332a, 332b, 340, 367a, 431a, 453b

**Table 4.3** Table showing embedded display and referential questions along with their location in the transcript. (A full version of the table with extracts from the transcript can be found in Appendix III).

As a way of investigating the effectiveness of these embedded D/R questions, the students' responses following turns featuring these questions were examined. The embedded D/R question was considered *successful* if the student responded to that question rather than the utterance or question following it.

As Table 4.4 on the following page shows, 13 of these embedded D/R questions were classed as unsuccessful, with the highest number of instances (5) involving a silent turn from the student.

QUESTION NUMBER	SUCCESSFUL (STUDENT RESPONDED TO EMBEDDED D/R QUESTION)	UNSUCCESSFUL (STUDENT DID NOT RESPOND TO EMBEDDED D/R QUESTION)		
		SILENT TURN FROM STUDENT	TEACHER PROVIDED ANSWER	STUDENT RESPONDED TO LAST QUESTION OR UTTERANCE IN TURN
46a				✓
88	✓			
113a			✓	
121a				✓
281a		✓		
283a				✓
289a	✓			
300a		✓		
300b		✓		
321a				✓
332a		✓		
332b		✓		
340			✓	
367a	✓			
431a			✓	
453b			✓	
TOTAL	3	5	4	4

**Table 4.4** Table showing responses to embedded *display* and *referential* questions.

## 4.2 Feedback

TYPE OF FEEDBACK	FEEDBACK FOCUS	SUB-TYPE OF FEEDBACK	FREQUENCY	LOCATION IN TRANSCRIPT
POSITIVE (NON-CORRECTIVE FEEDBACK)		Acknowledgement of correct answer	12	15, 55, 70, 76, 186, 243, 247, 263, 289, 304, 433, 479
		Praising	1	330
		Expanding or modifying a student's answer	3	27, 109, 115
		Summarizing	7	21, 136, 259, 277, 287, 291, 321
		Repeating	5	61, 132, 140, 180, 323
		Absence of feedback move (Number given denotes location of response prior to where feedback would have occurred)	18	30, 33, 36, 62, 103, 105, 122, 124, 126, 128, 133, 137, 171, 219, 232, 278, 357, 446

NEGATIVE (CORRECTIVE FEEDBACK)	CONTENT	Indicating an incorrect answer	3	211, 363, 408
		Repeating	1	472
		Criticizing	4	94, 386, 456, 460
		Reiteration*	3	48, 317, 458
		Confirm re-initiate*	1	99
	FORM	Explicit correction	0	
		Recasts	1	66
		Clarification requests	0	
		Metalinguistic feedback	1	369
		Elicitation	1	449
		Repetition	0	
COMBINATIONS	Acknowledgement + Metalinguistic feedback		1	23
	Repetition + Praise		1	121
	Repetition + Expansion		1	182
	Repetition + Acknowledgement		1	309
	Acknowledgement + Expansion		1	412
TOTAL			66	

\*Reiteration - This is a new category. Full details concerning the criteria that were used for codifying utterances of this type can be found in Appendix IV.

\*Confirm re-initiate – This is a new category. Full details concerning the criteria that were used for codifying utterances of this type can be found in Appendix IV.

**Table 4.5** Table showing feedback types, their frequency in the transcript and the location of the examples in the transcript. (A full version of the table with extracts from the transcript can be found in Appendix IV).

The results in table 4.5 show that there was surprisingly little feedback on *form*. Only three instances of feedback on *form* occurred in isolation, while one further instance of feedback on *form* occurred in combination with a *positive acknowledgement*.

*Absent* feedback moves accounted for 18 instances of feedback on *content*, demonstrating the teacher's preference for a more naturalized form of discourse during class, whilst the 7 *summarizing* feedback moves used by the teacher, though less natural, appeared to provide much needed assistance for students trying to comprehend some of the more complex ideas behind the story.

The 4 instances of *criticizing* feedback present in the data was a surprising result. Such negative feedback is usually avoided in young learner classrooms as it can have a bad effect on children's motivation, constituting what Vigil and Oller refer to as *negative affective support*. (1976, cited in Chaudron 1988)

Due to the low frequency of feedback on *form* in the data overall, it was decided that the effectiveness of feedback on *form* would not be investigated.

## 5. Discussion

### 5.1 Questions

#### 5.1.1 Embedded D/R Questions and Silent Turns

As it was shown in Section 4.1.1, there were 5 instances of silence in response to embedded D/R questions. An example from the extract is shown below, with the embedded D/R questions and the student's silent response shown in bold type:

332) T: **So what are three things here? What's this one Ruby?**

333) T: NVA. (T points to a particular part of a page of S1's storybook).

334) T: You can do. Crocodile has?

335) S1: (...)

If we consider the two questions in turn 332) as well as the question in 334), we can see that the teacher essentially asks three questions to the student that all differ in terms of their *form*. As a consequence, the student, who is faced with the task of interpreting and responding to three different utterances in rapid succession, responds with a silent turn. This is almost certainly due to a sense of confusion on the part of the student, leading to a failed exchange.

Further evidence of the failure of this embedded D/R questioning strategy can be found at turn 88). The exchange beginning at turn 88) in the transcript has been reproduced below, with the embedded question and the student's response to it shown in bold type:

88) T: John, show me. **Where are scales?** Crocodile has fine scales. Everybody point to the scales. (T means point to where they are in the storybook).

89) S4: NVA. (**S4 mimes having scales to indicate that they are all over the body**).

90) T: No. In the picture. Show me. Crocodile has scales.

The embedded D/R question at turn 88) was considered to be successful, as it resulted in the student *correctly* answering it by producing a non-verbal action in response. However, the teacher adjudged the student's response to be *incorrect* due to the fact that it was not an appropriate response to the *following* utterance ('Everybody point to the scales'). Such an exchange not only indicates the kind of confusion that arose from these embedded D/R questions, it also reveals that the provision of these embedded D/R questions was not an intentional strategy on the part of the teacher. As teachers we should be aware of the way in which we ask questions to students in class and, moreover, be more specific about what we are asking our learners to say or do in response.

### 5.1.2 Expressive Questions

There were 17 instances of expressive questions and it was found that 14 of them were used to admonish the student. The extract below shows an example of three expressive questions being used as admonishment, with the first two questions also being embedded. The expressive questions are shown in bold type.

194) T: Shhh. **Is it your turn?** You're gonna get an angry stamp. That's not nice. You can go. **But everybody can go, right? If you go every time, what do they do?**

195) S3: (...)

The questions asked by the teacher at Turn 194) led to a silent turn from the student at 195). The teacher is not asking the student for a genuine response here, but is instead making use of a rapid sequence of expressive questions simply to admonish them. It is hard to know whether the student's silence is an indication of their confusion or a display of subservience in response to the teacher's reproaches. Either way, this exchange represents a misuse of the teacher's questions as a form of punishment during class time, which ends up leading to silence from the student. Given the low level of the learners, it would have perhaps been more appropriate if the teacher had admonished the student using declarative statements instead, leaving questions to be used exclusively for encouraging responses from students rather than as a way of admonishing them.

## 5.2 Feedback

### 5.2.1 The Lack of Feedback on *Form*

The data demonstrated that there were very few instances where feedback on *form* was provided. Given that this was a reading class that had meaning and comprehension as its two primary foci, I consider this lack of feedback on *form* to be a positive strategy employed by the teacher. I also have reason to believe it was intentional. The following example from the extract shows the learner producing a grammatically incorrect utterance, with the teacher choosing to respond to the *meaning* of the utterance in preference to providing corrective feedback:

107) T: What is *silly*?

108) S2: John look silly. (Laughter)

109) T: Silly. Goofy. Funny.

The fact that the error is allowed to pass untreated is evidence of a strategy, on the part of the teacher, to focus interaction on *content* rather than *form*. A further example occurs during turns 317)-321), reproduced below:

317) T: What's the same? You just said it Roy. Come on.

318) S3: Yes?

319) S2: Lay eggs. (Shouts).

320) S3: Quietly.

321) T: That's same. Whether we are a hen or a crocodile.

Once again, the teacher's feedback move at turn 321) reacts to the *content* of S2's utterance at turn 319), rather than the fact that the utterance lacks a grammatical subject. Through the teacher maintaining a policy of feedback on *content* during this

class, she is able to ensure that communication is not impeded as a result of regular corrective feedback sequences.

### **5.2.2 The Absence of Feedback Moves**

On 18 occasions in the transcript, the teacher responded to a student's utterance simply by re-initiating a new exchange, effectively eliminating the feedback move altogether. Given the rigid and artificial structure of the IRF exchange, the elimination of such a feedback move could be said to result in a far more naturalised form of discourse. (Sinclair and Coulthard 1975, cited in Ellis 1994) With this in mind, I considered the high frequency of absent feedback moves in this classroom to be an effective feedback strategy. An example of an exchange from the transcript in which a feedback move does not occur is provided below, with the exchange moves included for clarity:

[I] 356) T: What does Crocodile have all over?

[R] 357) S1: Scales.

[I] 358) T: What kind of scales?

Through both the lack of feedback on *form* as well as the absence of feedback moves, the teacher enables a more naturalized form of discourse to occur in her classroom. Taking into account the fact that this was a class focusing on meaning and comprehension, I would argue that the feedback strategies employed by the teacher were indeed effective, but only within the context of this particular type of class.

## 6. Conclusion

The results that were presented in Section 4 and the discussion that followed in Section 5 made the case that the teacher's feedback strategies were effective whilst her questioning strategies were not.

The effectiveness of the teacher's feedback strategies derived mainly from the way in which she enabled naturalized exchanges to occur in her class. Through careful transcription and analysis using the IRF framework, I was able to reveal a number of exchanges in which the teacher avoided feedback. (Sinclair and Coulthard 1975, cited in Ellis 1994) This absence of feedback allowed the discourse to flow more freely and consequently ensured that the interactions that took place in the classroom had a greater resemblance to natural conversation.

Complementing this approach was a further strategy employed by the teacher that involved her actively avoiding the provision of feedback on *form*. Such avoidance of corrective feedback allowed for a greater focus on *meaning* to take place in class, whilst also enabling the learners to practice communicating their ideas more freely. However, it was also noted that the success of such an approach is limited to the context of a comprehension class, where a focus on meaning is paramount.

The ineffectiveness of the teacher's questioning strategies was demonstrated through looking at two types of question that the teacher used: embedded D/R questions and expressive questions. D/R questions were deemed to be ineffective because they often went unanswered, or otherwise resulted in silent turns from the learner. However, the analysis revealed that on one of the few occasions when a learner was able to answer an embedded D/R question, he was admonished for not responding to a later utterance from within the same turn. This demonstrated that the use of embedded D/R questions constituted an unintentional and failing strategy on the part of the teacher, who should have had a clearer and more consistent approach to asking questions in her class.

The teacher's use of expressive questions in class was evidence of yet another failed questioning strategy. The way expressive questions were used by the teacher as a means of admonishment was adjudged to be inappropriate for the level of the learners, who, it was suggested, might find it confusing to hear questions being used in such a way.

The analysis of this particular class has raised many interesting points concerning the teaching of young learners. The main thing I have learnt from conducting this particular piece of research is the importance of finding a balance between attempting to naturalise classroom exchanges on the one hand, whilst ensuring our classroom speech is appropriate for the particular class in which it is spoken on the other.

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## **Appendix I: Transcript of Lesson**

The recording was of a 40-minute low-level storybook reading class, taking place from 2.30pm-3.10pm on Wednesday 18<sup>th</sup> June in Seoul, South Korea. The teacher was a middle-aged American female who has 3 years of teaching experience as well as 7 years of experience working in management within the English academy industry in South Korea. The students were all Korean children aged between 7 and 8 years old. The students consisted of 2 females and 2 males. The storybook used was “The Crocodile and Hen: A Bakongo Folktale.” (Lexau, 2001) Pages 24-37 were covered in class along with 2 pages from an accompanying workbook that has been designed by the academy itself. All student names mentioned in the dialogue are assigned English names and have no relation to the students’ real names whatsoever. The recording was made using a third generation Apple iPod Touch. Permission to record was granted by the teacher/manager *in loco parentis*. A brief explanation of the purposes of this study was given to both the students and the teacher/manager prior to the recording taking place.

### **Key**

T = Teacher

S# = Designated student (S1, S2, S3, S4)

SS = Students speaking together

(...) = Silent turn from student(s). (The turn was adjudged to be silent if there was at least 1 second of silence (or more) recorded between the original question/utterance being made and a new question/utterance being made by either the teacher or another student to whom the original question/utterance was not addressed).

Underlined words = Mispronunciation. [Intended word put in square brackets after].

(?) = An unidentifiable sound or turn.

/ = Interrupted by next speaker.

‘...’ = Indicates lines read from the storybook.

“...” = Indicates speech by a character within the storybook.

(Information in brackets) = Important additional contextual information.

NVA = Non verbal action.

Text in *italics* = Includes words taken out of their original context as well as individual letters. Used to rectify mistakes concerning grammatical form and spelling in class.

1) T: Okay. Let’s read the book. Read the book.

2) S3: Okay.

- 3) T: Page 24. 24 to 37.
- 4) S3: (?)
- 5) T: 24 to 37.
- 6) S3: Ah.
- 7) T: Ruby read first.
- 8) S1: ‘But then Crocodile said, “How can I be Hen’s brother? How can Hen be my sister? I am called Crocodile. She is called Hen.”’
- 9) T: NVA (T points to S2).
- 10) S2: “‘I live in water. She lives on land. I have fine scalls [scales] all over me. She has silly feether.’” [feathers]
- 11) T: Feathers.
- 12) S2: “‘Silly feathers all over her.’”
- 13) T: Wait. Wait. Wait. What did Crocodile ask? Your page. Crocodile asked question.
- 14) S1: “‘How can I be Hen’s brother? How can Hen. How can Hen be my sister?’”
- 15) T: Okay. Ruby. One way they are different.
- 16) S1: “‘How can I be’”/
- 17) T: No. How are they different?
- 18) S1: (...)
- 19) T: Different. Different. Different. No, look. What’s their name? Read.
- 20) S1: “‘I am called Crocodile. She is called Hen.’”
- 21) T: One way they are different. He is called Crocodile. She is called Hen. What’s another way they’re different?

- 22) S2: He is live in water. She is live on land.
- 23) T: Ok, but there's no *is*, right?
- 24) S2: (...)
- 25) T: He lives in water. She lives on land. What's another way they are different?
- 26) S3: "I have. I have s"/
- 27) T: Scales.
- 28) S3: "Scales all over me."
- 29) T: And?
- 30) S3: "She has silly feathers all over her."
- 31) T: Who has fine scales? Look. Who has fine scales? Who has? John. Ruby. Who has fine scales?
- 32) S1: Crocodile.
- 33) S4: Crocodile.
- 34) T: Who has silly feathers?
- 35) S1: Hen.
- 36) S4: Hen.
- 37) T: NVA. (T points at S3's book, where some Korean is written).
- 38) T: This English, not Korean. English is here. Find.
- 39) S3: Mom said/
- 40) T: Yeah. Yeah we'll call you mom. No Korean. English only. Look.
- 41) T: NVA. (T flicks through storybook).

42) T: Where is it? Where is it? (T asks rhetorical question to herself as she flicks through book trying to find the page). Here. Get in your own desk. Where are you? I'm not. I'm talking to him. Stay ahead. Put your chair on the floor. Look. Here and here. English only. If you do Korean, you can't pass exam, ok? We'll talk to your mom. John, read. Uh, Roy. Read page uh 26 Roy. Read page 26.

43) S3: 'Crocodile went out of the water. He walked on land.'

44) T: What, how are they different Roy? Roy. How are they different?

45) S3: (...)

46) T: Where's Crocodile live? Land or water?

47) S3: Land.

48) T: Crocodile.

49) S3: Oh. (Laughter).

50) S2: Crocodile lives land? (Laughter).

51) T: Water.

52) S3: Land and water.

53) T: Yes. Where does Hen live?

54) S3: Land.

55) T: Okay. John. 27.

56) S4: 'As he walked, he said, "I must ask the weez"' / [wise]

57) T: Wise.

58) S4: "'Wise Old Woman about this.'"

59) T: What is wise?

60) S4: Smart.

- 61) T: Smart. It's right there in your book. And you listen to CD?
- 62) S4: Yes.
- 63) S3: I/
- 64) T: John. CD says weez old woman or wise old woman? Listen to CD.
- 65) S4: Weez. [Wise]
- 66) T: Turn around. (T says to S3). Wise. Ruby. 28.
- 67) S1: 'Crocodile saw his friend Lizard. Lizard said, "Friend, why do you look so sad? Can I help?"'
- 68) T: Who is, who is Crocodile's friend?
- 69) S1: Lizard.
- 70) T: Okay. Go. (T says to S2).
- 71) S2: 'Crocodile said, "No, you can't help me. I am sad about Hen. She looks so fat and good to eat. But when I am about to eat her, she says, "My brother, don't eat me." So I am on my way to ask the Wise Old Woman about it." "Hmmm," said Lizard.'
- <sup>1</sup>72) T: So why is, why does he want to eat her? Roy. Everybody. 30. 30. Why does Crocodile want to eat Hen?
- 73) T: NVA. (T points to S2 when she finds the correct page).
- <sup>2</sup>74) T: Done. Find the answer. She looks. (Prompt). June.
- 75) S2: 'She looks fat and good to eat.'

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<sup>1</sup> Due to the fact that all NVA's were coded as separate turns during the analysis, turns 72)-74) have been treated as one single *initiation* move, with turns 75 and 76 completing the three part IRF exchange.

<sup>2</sup> Though many of the questions in this essay involved the teacher eliciting an answer from the student, it was deemed to be a prompt if there was downwards intonation. If there was upwards intonation, it was deemed to be a question.

- 76) T: Yeah. If it's little. Hen looks like this.
- 77) T: NVA. (T mimes small chicken).
- 78) T: He doesn't want to eat. But it's a big fat chicken. Yum. Okay. Roy. 32.
- 79) S3: 'Crocodile said, "who can"/ [how]
- 80) T: How, how. How.
- 81) S3: "'How can I be Hen's brother? Who can"/ [how]
- 82) T: How.
- 83) S2: How.
- 84) T: Shhh. Hey. You're not the teacher. (T says to S2, who answers out of turn).
- 85) S3: Hen be my sister? I am called Crocodile. And her. And she is Hen called. Ah. 'She is called Hen.' 'I live in'/
- 86) T: Whoa, whoa, whoa. John.
- 87) S4: 'I live in water. She lives on land. I have fine scales all over me. She has silly feathers all over her.'
- 88) T: John, show me. Where are scales? Crocodile has fine scales. Everybody point to the scales. (T means point to where they are in the storybook).
- 89) S4: NVA. (S4 mimes having scales to indicate that they are all over the body).
- 90) T: No. In the picture. Show me. Crocodile has scales.
- 91) S4: NVA. (T points to the lizard picture in the storybook).
- 92) T: That's Lizard. What part is scale?
- 93) S3: 32.

- 94) T: Oh my goodness. Look at the alligator picture.
- 95) S2: Here.
- 96) T: NVA. (T points at crocodile scales).
- 97) T: Those are scales. Fish have scales too. So, Crocodile has scales. And Hen has?
- 98) S3: Scales.
- 99) T: Do they?
- 100) SS: (...)
- 101) T: What is it?
- 102) T: NVA. (Teacher draws fish scales, crocodile scales and hen feathers on the board).
- 103) S2: Feather.
- 104) T: So they're different, right? Crocodile has scale. Fine scales, they can break. And, that's lizard. Lizard has scales. Hen has feathers. Whose turn?
- 105) S1: "I said you can't help me." Crocodile said.'
- 106) S2: 'Lizard said, "What do scales and feathers and all that matter? Don't ask the wise old wom woman about this, my friend. You will just look silly."'
- 107) T: What is *silly*?
- 108) S2: John look silly. (Laughter)
- 109) T: Silly. Goofy. Funny.
- 110) T: NVA. (Teacher motions to S3 to sit down).
- 111) T: Stay here. When you are reading you guys need to look at the words.

112) S3: (?)

113) T: Yeah. Why not everybody. Everybody open to page 22. Ruby. Ruby. 22. John. 22. You don't. You need to know all the words. What is scale? Scales on the skin of fish. Crocodiles. Water animals. So does a bear have scales?

114) S2: No.

115) T: Cos it's not a water animal. Ok? And 36. Roy. But. (Prompt).

116) S3: "But-" said Crocodile. "This must be it," Lizard said. "Hen lays"/ (S3 reads in a silly voice).

117) T: Stop. John read. Read regular.

118) S4: "Ducks lay eggs. Turtles lay eggs. Lizards lay eggs. And crocodiles lay eggs. We are all alike in this. So in this way"/

119) T: What is *alike*?

120) S4: All the same.

121) T: Same. Good job. How Crocodile, Hen different? Crocodile lives?

122) S3: Lives in water.

123) T: Hen lives?

124) SS: On land.

125) T: Look at me Ruby. And Crocodile has?

126) SS: Scales.

127) T: And Hen has?

128) SS: Feathers.

129) T: Crocodile is called?

130) SS: Hen. Crocodile.

131) S4: Brother.

132) T: Crocodile. Hen is called?

133) SS: Hen.

134) T: All different, right? How are they alike?

135) S2: Hen. No. Crocodile lays eggs. Hen lays eggs.

136) T: They both lay eggs. And do they both have two arms?

137) S1: Yes.

138) T: Do they both have feet?

139) S1: Yes.

140) T: Yes. So they could be brothers. And sisters. Okay, reading workbook. Reading workbook. Page 32. 32. 32. 32. 32. 32.

141) S1: 32?

142) T: 32. 32. You're gonna write 3 ways, they are different.

143) S3: Where?

144) T: 32. Write. Pencil. 3 ways. Crocodile blah blah blah. You have to write. Then Hen. La la la. And Crocodile. Hen. And 3 ways. Go Roy. Go Roy. Why are you waiting? One is here.

145) T: NVA. (Teacher taps the workbook with a pencil).

146) T: Let's go. Let's go. Let's go. What are you waiting for?

147) S3: (...)

---Students Write---

148) T: Come on. Come on. Come on. Come on. Come on.

---Students Write---

149) T: Ruby you're gonna do for homework. They're finished. Almost finished. Come on. Do it.

150) S2: Finished.

151) T: (?)

152) S2: (?)

---Students Write---

153) T: Turn around, you. (T says to S3).

154) S2: Teacher what? Here is (?) and there is (?)

155) T: Cos here there is S, S and S. Not/ (T points at part of a page of the student's workbook).

156) S2: But why?

157) T: Ah, it doesn't matter. It's the same answer. You don't have to do it.

158) S2: So, from the/

159) T: Everybody's same. Everybody's different. Called Crocodile.

160) S2: Oh.

161) T: You keep saying Crocodile is called Hen. (Laughter). Has. Has. Has. Has. Has. A. A. A. A. S. A. Feathers. Spelled right here.

162) T: NVA. (T points to the word feathers in the book).

163) T: F.E.A.T.H.E.R.S. Got it? Stop. Okay, number 2. Read number 2 June.

164) S3: June.

165) S2: Crocodile called Crocodile Hen.

166) T: No. Here.

167) T: NVA. (T points to reading workbook).

168) S2: Where did Crocodile go next? (S2 reads out a question from the workbook).

169) S3: Land.

170) T: Alright. He went on land. He got out of the water and went on land. Right?

171) S3: Yes.

172) T: John. Read number 3.

173) S4: Crocodile.

174) T: No. Number 3. 3. 3. 3. Read. Read. Read. Question.

175) S4: (?)

176) T: You read that page. Shhh. (T says to S3 who is about to jump in and answer.)

177) S3: Ahhh.

178) T: No. No. Not. And don't write. He said I must ask the um um um-um about this. (Prompt). W. You said weez, but it's not weez, it's?

179) S4: Wise.

180) T: Wise?

181) S4: Wo. Wom. Woman.

182) T: Woman. Woman. Wise old woman. Ok? Roy. Read number 4. Stop writing.

183) S3: Who did Crocodile see when he was walking? (S3 reads out question from book).

184) T: So he gets on land. He wants to go ask Wise Old Woman, but who does he see?

185) S3: Lizard.

186) T: Yes. Ruby. Number 5.

187) S1: (?)

188) T: Okay. First we need question. What did. (Prompt).

189) S1: What did Lizard ask Crocodile? (S1 reads out question from book, very quietly).

190) T: What did Lizard ask Crocodile? (T loudly reiterates the question to the class).

191) SS: (...)

192) T: You have it right here. Same answer. Number 5. What did he ask?

193) S3: ““Can I help””/

194) T: Shhh. Is it your turn? You’re gonna get an angry stamp. That’s not nice. You can go. But everybody can go, right? If you go every time, what do they do?

195) S3: (...)

196) T: Wait for your turn. ““Can I help?”” And then next. Number 6. June.

197) S2: What was Crocodile answer?

198) T: Then find it in the book. (T says to S3).

199) S3: Ahhh. That’s the (?)

200) T: Yes (?)

201) S3: Then (?)

202) T: Hurry. Hurry. Hurry. Hurry. Hurry. You say can I help but Crocodile says, ““you can’t.”” (Prompt).

203) S2: No you can help me.

204) T: You can't help me. Cos it's just a lizard. He needs Wise Old Woman.

205) S2: He was over when/

206) T: Stop. Stop. Stop. He said, “can I help?” and he says, “no you can't help.”

207) T: NVA. (T points to S3).

208) S3: Why was Crocodile sad? (S3 reads out a question from the workbook). Crocodile. Hen is fat, but can't eat.

209) T: Because?

210) S3: Uh Hen lives in land.

211) T: No Roy.

212) S3: And/

213) T: Because every time “I'm about to eat her.” (Prompt).

214) S3: Hen.

215) T: She says? What does she say?

216) S3: (...)

217) T: Every time I'm about to eat her. I'm going to eat her. She says?

218) S3: She says/

<sup>3</sup>219) T: My. (Prompt).

220) S3: “My brother, don't eat me.”

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<sup>3</sup> This turn constitutes an unnecessary interruption by the teacher and has therefore been disregarded with respects to the IRF exchange. Hence, turns 218) and 220) have been classed as one R move by the student.

- 221) S3: NVA. (S3 looks at Korean translation in his book).
- 222) T: Yeah. You need to stop that. It's here.
- 223) T: NVA. (T points at English in book).
- 224) S3: But mommy.
- 225) T: So we'll talk to your mom, so your mom stops. John. Next.
- 226) S3: No.
- 227) T: Yes.
- 228) S3: No.
- 229) T: If you do Korean, you can't join in the class.
- 230) S4: Why did Crocodile want to eat Hen? (S4 reads out a question from the workbook).
- 231) T: She looks?
- 232) S4: Fat.
- 233) T: And good to?
- 234) S2+S3: Eat. (S2+S3 shout out of turn). (Laughter).
- 235) T: Same. Angry stamp.
- 236) S3: No. No. (Laughter).
- 237) T: So next time you two don't go. You lose turn. Lose turn. Looks fat and good to eat. Ruby go.
- 238) S1: (...)
- 239) T: John go. You're paying attention.
- 240) S1: Why didn't Crocodile eat her? (S1 reads out a question from the workbook).

241) T: Because Crocodile said? I mean Hen said?

242) S1: ““My brother, don’t eat me.””

243) T: Okay and now it’s John’s turn. Number 10.

244) S4: What did Lizard ask Crocodile? (S4 reads out a question from the workbook).

245) T: Find the answer. If you know, raise your hand. Find the answer. Ruby. So far you’re not doing anything today. You know?

246) S1: No.

247) T: Find the answer. What John? (T says to S4 who tries to speak).

248) S4: ““Can I help?””

249) T: After. He said, ““Can I help?””

250) S3: I/

251) T: Ah. Ah. Ah. Wait for your turn.

252) S3: Crocodile/

253) T: Shhh. Don’t. Don’t. I’m not joking. I think I’ll get the angry stamp.

254) S3: No.

255) T: Next time.

256) T: NVA. (T walks over to get the angry stamp).

257) T: Uh oh. (The angry stamp isn’t in the basket). Look at 35. Everybody. 35. What did Lizard say?

258) S1: ““What do scales and feathers and all that matter?””

259) T: Cos it doesn’t matter, right? It doesn’t matter if you have long hair and Roy has short hair. And if you have scales and feathers, it’s ok,

right? So Lizard's saying, well, it's ok, what does it matter. Scales, feathers. It doesn't matter. Can you be friends with someone if they don't have glasses?

260) SS: (...)

261) T: Really?

262) S3: No.

263) T: You can. So it doesn't matter, the look right? That's what Lizard is saying. Ruby. What did I just say?

264) S1: (...)

265) T: We need to talk to your mom. What did I say?

266) S1: (...)

267) T: So you came today, but you didn't learn anything today?

268) S1: (...)

269) T: Okay. Ruby, it's your turn.

270) S1: (?)

271) T: That's what I'm asking. If Som. If your friend has glasses, looks different, can you still be friends?

272) S1: (...)

273) T: You're only friends if someone doesn't have glasses?

274) S1: (...)

275) T: Ok. If your friend has glasses, is it ok?

276) S1: NVA. (S1 nods her head).

277) T: So, being different is ok. Doesn't matter, right?

278) S1: Yeah.

- 279) T: What color don't you like, John? Don't like color.
- 280) S4: (...)
- 281) T: Do you like green? Do you like pink?
- 282) S3: (Laughter).
- 283) T: You like all color? Is there a color you don't like?
- 284) S3: Um. I. Uh. I don't. Uh. This color, this color, this.
- 285) S3: NVA. (S3 points to the color gray in the storybook).
- 286) S2: Gray?
- 287) T: Gray?
- 288) S3: NVA. (S3 nods his head.)
- 289) T: Ok. If your friend wears gray shirt, you are friends? Or, it's ok?
- 290) S3: Yes.
- 291) T: See it's ok. So being different can be ok, right?
- 292) SS: (...)
- 293) T: What if everybody wears same shirt, same glasses, same pants, same shoes?
- 294) SS: (...)
- 295) T: Boring, right? That's no fun. Everybody looks the same. That's no fun.
- 296) SS: Same. Same. Same. (Laughter). Same. Same. Same.
- 297) T: Okay. June. 12.
- 298) S2: How will Crocodile look if he asks the Wise Old Woman? (S2 reads out a question from the workbook).

299) SS: (...)

300) T: Come on. Funny? Goofy? I said. He said, “Don’t ask”, “you will look.” (Prompt).

301) SS: (...)

302) T: You know?

303) S3: No.

304) T: Find it.

305) S3: I just/

306) T: Lizard said, “you will” just “look” what?

307) S3: Silly.

308) S2: Silly.

309) T: Silly. Ok. 13 Roy.

310) S3: How are Hen, Lizard and Crocodile all the same? Me. (S3 nominates himself to answer the question). All do eggs.

311) T: All do eggs/

312) S3: Lay. Lay eggs.

313) T: Okay. Look at the next page.

314) S3: Ahhh. (S4 hits S3 on the back. Teacher doesn’t see but hears S3 shout out).

315) T: Hey. Shhh. That’s what we were doing before. What’s the same?

316) S3: I don’t know.

317) T: What’s the same? You just said it Roy. Come on.

318) S3: Yes?

319) S2: Lay eggs. (Shouts).

320) S3: Quietly.

321) T: That's same. Whether we are a hen or a crocodile. And what do we know about Hen? Hen has?

322) S2: Feathers.

323) T: Feathers. Lives. Where?

324) SS: (...)

325) T: Hello.

326) SS: (...)

327) T: Hello. John, come on. Where does hen live?

328) S1: Land.

329) S4: Land.

330) T: Good job Ruby. And called Hen.

331) T: NVA. (T starts to go round checking the students' workbooks).

332) T: So what are three things here? What's this one Ruby?

333) T: NVA. (T points to a particular part of a page of S1's storybook).

334) T: You can do. Crocodile has?

335) S1: (...)

336) T: Come on. Stop it. (T says to S3 for messing around). Scales. June. Do the next one.

337) S2: Crocodile lives on water.

338) T: In water, yes?

339) S2: (...)

340) T: Can you sit on water? No, you can't. In. Ok. And Roy, you're the last one.

341) S3: Crocodile called/

342) T: Don't say it. (T is referring here to S3's tendency to keep saying Crocodile is called Hen).

343) S3: Crocodile.

344) T: Good job. (Laughter). You got it right this time. See? Okay. Vocab quiz.

345) S1: No.

346) S3: Oh my.

347) T: Oh my.

348) S3: Oh oh oh my.

---Students do written vocabulary quiz---

349) T: You have to know the answer. Why do you have to look?

350) S3: (...)

351) S1: Finished.

352) T: Vocab quiz.

353) S1: Okay.

354) T: Can you do without the book? Come on. You've read 3 times and 3 times and 3 times. I had blank (prompt) all over me. What?

355) SS: (...)

356) T: What does Crocodile have all over?

- 357) S1: Scales.
- 358) T: What kind of scales?
- 359) SS: (...)
- 360) T: Silly, fluffy, fine. What kind of scales?
- 361) S1: Silly.
- 362) S3: Silly.
- 363) T: No. I don't think you guys read the book at all.
- 364) S3: No.
- 365) T: Or you don't remember what you've read.
- 366) S3: No.
- 367) T: What kind of scales? Remember? I drew a picture of a fish with fin because you spelled it wrong. Om (Prompt) Scales.
- 368) S3: Fin.
- 369) T: Not fin.
- 370) S4: Fine.
- 371) T: Yes. Fine scales. I'm not writing that. Spell *fine*, John. F. (Prompt).
- 372) S4: F.I.N.E.
- 373) T: Yes. And *scales* is here.
- 374) T: NVA. (T points to the word scales in the storybook).
- 375) T: What kind of feathers does Hen have?
- 376) S4: He has/
- 377) S3: Silly.

378) T: You're silly.

379) S3: No. (?)

380) T: Ok. Open.

381) S4: She has/

382) T: Whoa whoa.

383) S4: She has feathers/

384) T: Whoa whoa. This is why. What's number 4?

385) S4: I must ask/

386) T: You read the page. You answer the question. You keep forgetting.

387) S3: Wise.

388) S2: Wise.

389) S3: Wise.

390) S1: Wise.

391) T: Yes. Good job. Wise. Big W. Capital W. It's a name. It's her name.

392) S3: Wow.

393) T: Yeah. Hen's name is Hen. Crocodile's name is Crocodile. Lizard's name is Lizard. Wise Old Woman's name is Wise Old Woman. Roy, go to the next one.

394) S4: "Can I help?"

395) S3: Huh?

396) T: Roy, do the next one. Angry stamp. Never mind. Roy, do the next one, number 6. But. (Prompt).

- 397) S3: But when I am?
- 398) T: It means going to. Om om (Prompt) to.
- 399) S3: Eat her. To eat her.
- 400) T: NVA. (T mimes being hungry).
- 401) S3: “I am going to eat her.”
- 402) T: When I am?
- 403) S3: (...)
- 404) T: Your mom. It’s a Korean word, but you didn’t look it up.
- 405) S3: About.
- 406) T: Yes. About to eat her. Going to eat her. Ruby, can you do one?
- 407) S1: (?) Lay eggs.
- 408) T: No, no, no, no, no. 7. No.
- 409) S1: Lay eggs.
- 410) T: This is different. Which word means same?
- 411) S3: “Alike in this way.”
- 412) T: Yes. We are all alike in this way. This way.
- 413) T: NVA. (T writes story related gap fill activities on the board and proceeds to do them with the class).
- 414) S1: She looked away.
- 415) S3: Away.
- 416) T: Good job.
- 417) S1: Wide.

418) T: Wide.

419) S3: Teacher is so funny.

420) S1: No, no.

421) S3: Funny.

422) SS: No.

423) S3: Funny.

424) SS: No. Homework.

425) T: Stop. I'm going to ask you guys question. After we write homework, I will ask more questions.

426) S3: Do you want to build a snowman John?

427) S4: No.

428) S2: Homework is do you want to build a snowman?

429) S3: No.

430) T: NVA. (T starts to go round the class putting happy stamps in the students' homework books. Students put away storybooks and workbooks at this time).

431) T: You can't lose this. (Homework book). You know why? That's where your happy stamp. For homework. So if you lose it, then you can't have happy stamp next time. Bring this next time. I will put it in your homework book. Okay?

432) S1: Okay.

433) T: Don't lose it.

---(Pause) Teacher moves to next student---

<sup>4</sup>434) T: Oh my. My throat is dying. (T says this under her breath). So where. Read the whole book. Read the book. All. 3 times. With the CD. Listen. How do you say the words? And reading workbook P. (page) (?)

435) T: NVA. (T writes the homework on the board.)

436) S3: Teacher. Uh. Very many. All. 3 times. So many.

437) T: But you forget/

438) S3: I/

439) T: You have to remember for exam. Do it 3 times Roy. Otherwise check with your mom and we call your mom.

440) S3: Three times.

441) T: Okay. John, from today we read. Where did Crocodile go?

442) S4: (...)

443) T: On. (Prompt).

444) S4: Land.

445) T: Land. June, where was he going? To. (Prompt).

446) S2: To Wise Old Woman.

447) T: Why? He wants to. (Prompt).

448) S2: Eat her.

449) T: Eat the Wise Old Woman? No. He wants to *a*. (Prompt).

450) S2: Ask her.

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<sup>4</sup> 'How do you say the words?' has not been classed as an actual question in this analysis due to it forming part of the homework instructions, which the teacher is reiterating to the class.

451) T: Why is he sad, Roy?

452) S3: (?)

453) T: Wise Old Woman? Whose sad? I'm sad. Why is the Wise Old? Why is Crocodile sad?

454) SS: (Laughter).

455) S3: Lizard.

456) T: You need to read the book 3 times. Crocodile's sad. Why?

457) S3: Crocodile's sad?

458) T: Why?

459) S3: Why?

460) T: Stop saying what I say.

461) S3: I don't know. (S3 says humorously).

462) T: (Laughter).

463) T: No. Ruby. Why? Don't look at your homework book. (T says to S1). Aghhh. (Laughter).

464) S2: Teacher, may I go to the bathroom?

465) T: Why's Crocodile sad?

466) S2: Uh, I can go to the bathroom?

467) S1: Crocodile's sad?

468) T: Yes.

469) SS: (Laughter).

470) T: He's sad and he has a question. Why is he sad? At the beginning of the/

- 471) S1: Because. Crocodile (?) says, ““my brother, don’t eat me.””
- 472) T: Crocodile/
- 473) S1: My sister, don’t eat me.
- 474) T: Crocodile wants to eat Hen.
- 475) SS: Yes.
- 476) S3: Happy stamp.
- 477) T: Angry stamp?
- 478) S3: No. No.
- 479) T+SS: (Laughter).
- 480) T: June, go the bathroom. Shhh. Wait. Only one at a time. (T says to some students who are simultaneously trying to speak to her). Shhh. Comprehension. Comprehension.
- 481) S3: My teacher don’t eat me. (S3 says humorously).
- 482) T: I will eat you. (T says humorously). Comprehension.
- 483) S3: John, please don’t eat me. (S3 says humorously).
- 484) T: NVA. (T goes round handing out newsletter sheets and checking that students have written the homework into their homework books.)
- 485) T: Where’s your homework book? John, where’s your homework paper? Give this to your mom. (The newsletter sheet).
- 486) S3: Wow. Today. Very fast. Good. Just talk.
- 487) T: Give it to your mom, okay. (The newsletter sheet). Alright, show me your homework book. Ok. Good. Fine. Bye-bye everyone.
- 488) SS: Bye.
- 489) S3: Bye-bye teacher.

**Appendix II: Table of Question Types with Extracts from the Transcript. (See Next Page).**

TYPE	SUB-CATEGORY	FREQUENCY	EXTRACT FROM TRANSCRIPT (Where there is more than one question per turn, questions are alphabetically labelled in the order in which they appear in the turn).
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1. Echoic	a. comprehension checks	16	<p>23) Ok, but there's no is, right?</p> <p>42d) If you do Korean, you can't pass exam, ok?</p> <p>104a) So they're different, right?</p> <p>115) Cos it's not a water animal. Ok?</p> <p>134a) All different, right?</p> <p>163) F.E.A.T.H.E.R.S. Got it?</p> <p>170) He got out of the water and went on land. Right?</p> <p>182) Woman. Woman. Wise old woman. Ok?</p> <p>259a) Cos it doesn't matter, right?</p> <p>259b) And if you have scales and feathers, it's ok, right?</p> <p>263a) So it doesn't matter, the look right?</p> <p>277) So, being different is ok. Doesn't matter, right?</p> <p>291) So being different can be ok, right?</p> <p>295) Boring, right?</p> <p>344) You got it right this time. See?</p> <p>431b) I will put it in your homework book. Okay?</p>
	b. clarification requests	0	
	c. confirmation checks	6	<p>99) Do they?</p> <p>273) You're only friends if someone doesn't have glasses?</p> <p>287) Gray?</p> <p>338) In water, yes?</p> <p>449) Eat the Wise Old Woman?</p> <p>453a) Wise Old Woman?</p>
2. Epistemic	a. referential	16	<p>104b) Whose turn?</p> <p>245) You know?</p> <p>247) What John?</p> <p>259c) Can you be friends with someone if they don't have glasses?</p> <p>271) If your friend has glasses, looks different, can you still be friends?</p> <p>275) If your friend has glasses, is it ok?</p> <p>279) What color don't you like, John?</p> <p>281a) Do you like green?</p> <p>281b) Do you like pink?</p> <p>283a) You like all color?</p> <p>283b) Is there a color you don't like?</p> <p>289a) If your friend wears gray shirt, you are friends?</p> <p>289b) Or, it's ok?</p> <p>293) What if everybody wears same shirt, same glasses, same pants, same shoes?</p> <p>302) You know?</p> <p>431a) You know why?</p>

b. display

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- 13) What did Crocodile ask?
- 17) How are they different?
- 19) What's their name?
- 21) What's another way they're different?
- 25) What's another way they are different?
- 29) And?
- 31a) Who has fine scales?
- 31b) Who has fine scales?
- 31c) Who has?
- 31d) Who has fine scales?
- 34) Who has silly feathers?
- 44a) What, how are they different Roy?
- 44b) How are they different?
- 46a) Where's Crocodile live?
- 46b) Land or water?
- 53) Where does Hen live?
- 59) What is wise?
- 68) Who is, who is Crocodile's friend?
- 72a) So why is, why does he want to eat her?
- 72b) Why does Crocodile want to eat Hen?
- 88) Where are scales?
- 92) What part is scale?
- 97) And Hen has?
- 101) What is it?
- 107) What is silly?
- 113a) What is scale?
- 113b) So does a bear have scales?

			<p>119) What is alike?</p> <p>121a) How Crocodile, Hen different?</p> <p>121b) Crocodile lives?</p> <p>123) Hen lives?</p> <p>125) And Crocodile has?</p> <p>127) And Hen has?</p> <p>129) Crocodile is called?</p> <p>132) Hen is called?</p> <p>134b) How are they alike?</p> <p>136) And do they both have two arms?</p> <p>138) Do they both have feet?</p> <p>178) You said weez, but it's not weez, it's?</p> <p>180) Wise?</p> <p>184) He wants to go ask Wise Old Woman, but who does he see?</p> <p>190) What did Lizard ask Crocodile?</p> <p>192) What did he ask?</p> <p>209) Because?</p> <p>215a) She says?</p> <p>215b) What does she say?</p> <p>217) She says?</p> <p>231) She looks?</p> <p>233) And good to?</p> <p>241) Because Crocodile said? I mean Hen said? *</p> <p>257) What did Lizard say?</p> <p>263b) What did I just say?</p>
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			<p> 265) What did I say?  300a) Funny?  300b) Goofy?  306) Lizard said, “you will” just “look” what?  315) What’s the same?  317) What’s the same?  321a) And what do we know about Hen?  321b) Hen has?  323) Lives. Where?  327) Where does hen live?  332a) So what are three things here?  332b) What’s this one Ruby?  334) Crocodile has?  340) Can you sit on water?  354b) I had blank (prompt) all over me. What?  356) What does Crocodile have all over?  358) What kind of scales?  360) What kind of scales?  367a) What kind of scales?  375) What kind of feathers does Hen have?  384) What’s number 4?  402) When I am?  410) Which word means same?  441) Where did Crocodile go?  445) June, where was he going?  447) Why?  451) Why is he sad, Roy?  453b) Whose sad?    453c) Why is the Wise Old? Why is Crocodile sad? *  456) Crocodile’s sad. Why?  458) Why?  463) Why?  465) Why’s Crocodile sad?  470) Why is he sad? </p>
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c. expressive	17	42c) Get in your own desk. Where are you? 61) And you listen to CD? 64) CD says weez old woman or wise old woman? 144) Go Roy. Why are you waiting? One is here. 146) Let's go. What are you waiting for? 194a) Shhh. Is it your turn? 194b) You can go. But everybody can go, right? 194c) If you go every time, what do they do? 261) Really? 267) So you came today, but you didn't learn anything today? 349) You have to know the answer. Why do you have to look? 354a) Can you do without the book? Come on. 367b) Remember? 406) Ruby, can you do one? 477) Angry stamp? 485a) Where's your homework book? 485b) John, where's your homework paper?
d. rhetorical	2	42a) Where is it? 42b) Where is it?

\*241) - Classed as one question due to teacher mistake.

\*453c) - Classed as one question due to teacher mistake.

**Appendix III: Table of Embedded Questions (Display and Referential) with Extracts from the Transcript. (See Next Page).**

	FREQUENCY	EXTRACT FROM TRANSCRIPT (Embedded Questions in Bold Type)
EMBEDDED QUESTIONS (DISPLAY AND REFERENTIAL ONLY)	16	<p>46a) <b>Where's Crocodile live?</b> Land or water?</p> <p>88) John, show me. <b>Where are scales?</b> Crocodile has fine scales. Everybody point to the scales. (T means point to where they are in the storybook). *</p> <p>113a) Yeah. Why not everybody. Everybody open to page 22. Ruby. Ruby. 22. John. 22. You don't. You need to know all the words. <b>What is scale?</b> Scales on the skin of fish. Crocodiles. Water animals. So does a bear have scales?</p> <p>121a) Same. Good job. <b>How Crocodile, Hen different?</b> Crocodile lives?</p> <p>281a) <b>Do you like green?</b> Do you like pink?</p> <p>283a) <b>You like all color?</b> Is there a color you don't like?</p> <p>289a) Ok. <b>If your friend wears gray shirt, you are friends?</b> Or, it's ok?</p> <p>300a) Come on. <b>Funny?</b> Goofy? I said. He said, "Don't ask", "you will look." (Prompt).</p> <p>300b) Come on. Funny? <b>Goofy?</b> I said. He said, "Don't ask", "you will look." (Prompt).</p> <p>321a) That's same. Whether we are a hen or a crocodile. <b>And what do we know about Hen?</b> Hen has?</p> <p>332a) <b>So what are three things here?</b> What's this one Ruby? (333) NVA. (T points to a particular part of a page of S1's storybook) (334) You can do. Crocodile has? *</p> <p>332b) So what are three things here? <b>What's this one Ruby?</b> (333) NVA. (T points to a particular part of a page of S1's storybook) (334) You can do. Crocodile has?</p> <p>340) <b>Can you sit on water?</b> No, you can't. In. Ok. And Roy, you're the last one.</p> <p>367a) <b>What kind of scales?</b> Remember? I drew a picture of a fish with fin because you spelled it wrong. Om (Prompt) Scales. *</p> <p>431a) You can't lose this. (Homework book). <b>You know why?</b> That's where your happy stamp. For homework. So if you lose it, then you can't have happy stamp next time. Bring this next time. I will put it in your homework book. Okay?</p> <p>453b) Wise Old Woman? <b>Whose sad?</b> I'm sad. Why is the Wise Old? Why is Crocodile sad? *</p>

\*88) - The imperative following this embedded question has been adjudged as not relating to the embedded question due to it addressing everybody, where the embedded question addressed only John.

\*332a) - Due to the way in which NVA's were coded as separate turns during the analysis, both 332a) and 332b) were adjudged to be embedded questions, with the question in turn 334) counting as the final question addressed to the student. Due to the NVA at 332), it is also hard to know whether the utterance 'you can do' and the question 'Crocodile has?' (both at turn 334) are actually extensions of the question 'what's this one Ruby?' at turn 332). For these reasons, the two questions at turn 332) have been coded as embedded questions.

\*367a) - Though difficult to call, it was adjudged that the information following the second question 'Remember?' was related to that question and thus, in accordance with the rules already outlined for the coding of embedded questions, it was decided that only the first question in this turn would be classed as embedded.

\*453b) - Though both questions in this turn were classed as embedded, only the second question features in this table because it is a display question as opposed to being a confirmation check question like the first question.

**Appendix IV: Table of Feedback Types with Extracts from the Transcript. (See Next Page).**

TYPE OF FEEDBACK	FEEDBACK FOCUS	SUB-TYPE OF FEEDBACK	FREQUENCY	EXTRACT FROM TRANSCRIPT
		Acknowledgement of correct answer	12	<p>15) Okay.  55) Okay.  70) Okay.  76) Yeah.  186) Yes.  243) Okay and  now it's John's  turn.  247) Find the  answer. *  263) You can.  289) Ok.  304) Find it.  433) Don't lose  it.  479)  (Laughter).</p>
		Praising	1	<p>330) Good job  Ruby.</p>

POSITIVE  
(NON-  
CORRECTIVE  
FEEDBACK)

Expanding or modifying a student's answer	3	27) Scales. * 109) Silly. Goofy. Funny. 115) Cos it's not a water animal.
Summarizing	7	21) One way they are different. He is called Crocodile. She is called Hen. 136) They both lay eggs. 259) Cos it doesn't matter, right? 277) So, being different is ok. 287) Gray? * 291) See it's ok. 321) That's same. Whether we are a hen or a crocodile.

		Repeating	5	61) Smart. 132) Crocodile. 140) Yes. 180) Wise?* 323) Feathers.
		Absence of feedback move (Number given denotes location of response prior to where feedback would have occurred)	18	30), 33), 36), 62), 103), 105), 122), 124), 126), 128), 133), 137), 171), 219), 232), 278), 357), 446)
		Indicating an incorrect answer	3	211) No Roy. 363) No. 408) No, no, no, no, no. 7. No.
		Repeating	1	472) Crocodile/

NEGATIVE (CORRECTIVE FEEDBACK)	CONTENT	Criticizing	4	94) Oh my goodness. 386) You read the page. You answer the question. You keep forgetting. 456) You need to read the book 3 times. 460) Stop saying what I say.
		Reiteration*	3	48) Crocodile. 317) What's the same? 458) Why?
		Confirm re-initiate*	1	99) Do they?
	FORM	Explicit correction	0	
		Recasts	1	66) Wise.
		Clarification requests	0	
		Metalinguistic feedback	1	369) Not fin.

		Elicitation	1	449) Eat the Wise Old Woman? No. He wants to a. (Prompt).
		Repetition	0	
COMBINATIONS		Acknowledgement + Metalinguistic feedback	1	23) Ok, but there's no is, right?
		Repetition + Praise	1	121) Same. Good job.
		Repetition + Expansion	1	182) Woman. Woman. Wise old woman.
		Repetition + Acknowledgement	1	309) Silly. Ok.
		Acknowledgement + Expansion	1	412) Yes. We are all alike in this way. This way.
TOTAL			66	

\*247) - Here at turn 247) as well as at turns 263), 304), 433), and 479), there wasn't an explicit indication from the teacher that the answer was correct. Notwithstanding, it was decided that the teacher's feedback move did acknowledge that the student's response was correct simply by responding to it uncritically, thus moving the conversation forward in a natural manner, not dissimilar to everyday conversation.

\*27) - This was adjudged to be an expansion of the phonetic 'S' sound made by the student. The teacher expanded the 'S' sound into 'Scales', thus forming the full answer.

\*287) - Though this constituted a confirmation check in the coding of the questions, it was also adjudged to have served as a summarizing feedback move, with the teachers provision of the color 'gray' effectively summarizing the student's attempts to communicate this key information at turn 284) in the transcript.

\*180) - Here, the repetition of 'wise' combined with upward intonation let the student know their answer was correct, whilst also working to re-engage them so as to provide more information related to the original, correct, answer. In spite of the upward intonation, the fact that the student answered correctly and the teacher then repeated their answer, ensured it was coded as a non-corrective repetition feedback move.

\*Reiteration - This new category was created with the following criterion: Teacher reiterates part or all of *his/her* previous utterance following an incorrect student response connected to *content*. It was felt that the category of 'indicating an incorrect answer' was too vague and for the purposes of this research needed to be refined. Furthermore, the category of 'repeating' for corrective feedback on content only concerned repetitions of the student's response, not repetitions of the teacher's prior utterance. Hence, this new category was created.

\*Confirm re-initiate - This new category was created with the following criterion: Teacher uses a confirmation check question to re-initiate the exchange, with the intention of drawing the student's attention toward the fact that an error concerning the content of their message has occurred. Again, it was felt that the category of 'indicating an incorrect answer' was too vague, with there being numerous ways a teacher might wish to indicate to their students that an error in their response has occurred. This new category accounted for the novel, and natural, way the teacher drew the student's attention to the error made by the student at turn 98).