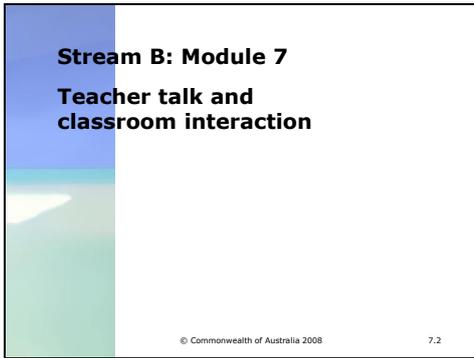


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## **Teacher talk and classroom interaction**

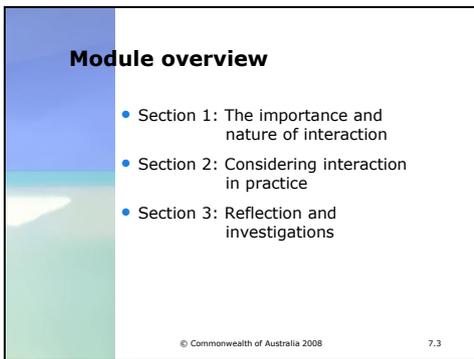
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## NOTES



**Stream B: Module 7**  
**Teacher talk and classroom interaction**

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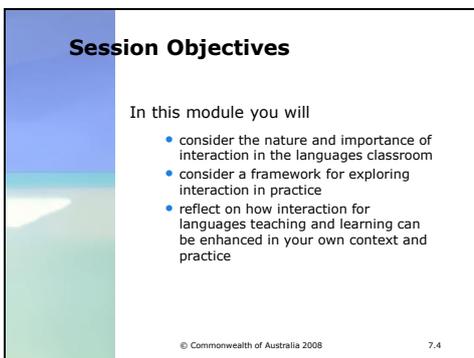


**Module overview**

- Section 1: The importance and nature of interaction
- Section 2: Considering interaction in practice
- Section 3: Reflection and investigations

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The focus of this module is on exploring the notion of interaction and its nature and importance for effective languages teaching and learning.

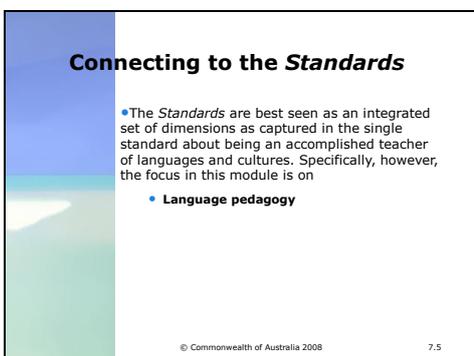


**Session Objectives**

In this module you will

- consider the nature and importance of interaction in the languages classroom
- consider a framework for exploring interaction in practice
- reflect on how interaction for languages teaching and learning can be enhanced in your own context and practice

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**Connecting to the *Standards***

- The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, however, the focus in this module is on
  - **Language pedagogy**

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## Module 7:

### Teacher talk and classroom interaction

#### **Overview**

This module provides you with an opportunity to explore the nature and importance of interaction in the languages classroom. It focuses on encouraging you to develop ways to consider interaction in your own practice.

The module is divided into two main sections:

The importance and nature of interaction

Interaction in practice

We start by setting the context and connecting with the *Standards*. We then consider our understanding of the term 'interaction' and its value for teaching and learning in the classroom.

Following a presentation of key considerations related to interaction, you will undertake a group task using examples from classroom practice.

At each stage, you will be invited to reflect on how these ideas might relate to your own context and enhance your teaching practice.

In designing this module, we have attempted to provide a range of interaction types as a means of modelling the framework and importance of effective interaction for all learners.

#### **Objectives**

In this module, you will:

- consider the nature and importance of interaction in the languages classroom
- consider a framework for exploring interaction in practice
- reflect on how interaction for languages teaching and learning can be enhanced in your own context and practice.

## NOTES

## Section 1: The importance and nature of interaction

## Section 1: The importance and nature of interaction

- Aspects of the **Language pedagogy** standard specifically addressed in the module are
  - (to) create a culture of learning ...which fosters interest in languages and cultures and encourage learners to accept responsibility for their own learning
  - (use)... a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught

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A sense of the value of purposeful interaction lies at the heart of what it is to be an accomplished teacher of languages and cultures and is implicit in many of the dimensions of the *Standards*.

This module connects most specifically with the **Language pedagogy** standard, as it is in this standard where interaction is perhaps most apparent in terms of our professional work.

Interaction is central to teaching practice. It is not only an important concept, but it is central to the effectiveness of teaching and learning.

A number of quotes (slides and Handout 1) are reviewed and provided to stimulate your thinking about the nature of interaction in languages classrooms and your own interactions in particular. They provide a reference and background to the discussion that follows later in this section.

## The importance of classroom talk and interaction (1)

*Much of the research on classroom discourse has shown that although discourse activities may differ from classroom to classroom and school to school, one particular pattern, the teacher-led three-part sequence of **Initiation-Response-Evaluation (IRE)**, typifies the discourse of Western schooling from kindergarten to university. Commonly referred to as 'recitation script', the pattern involves the teacher asking a question to which the teacher already knows the answer. The purpose of such questioning is to elicit information from the students so that the teacher can ascertain whether they know the material*

Hall 2002:80

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7.7

Hall (2002) suggests the teacher oriented 'initiation-response-evaluation' interaction pattern is the one most commonly used in Western schooling, and is a means of confirming student knowledge. Reflect on the extent to which you:

- agree with this statement
- use this approach
- consider this an appropriate model of interaction for the languages classroom.

## The importance of classroom talk and interaction (2)

*...the patterns of interaction that are established in the classroom socialise students into particular understandings of what counts as the official curriculum and of themselves as learners of that subject matter. The patterns of interactions also help define the communicative activities through which learning occurs and the norms by which individual student achievement is assessed. Students draw upon these patterns and norms to participate in subsequent classroom activities. Thus, they are consequential in terms of not only what students ultimately learn, but also, more broadly, their participation in future educational events and the roles and group memberships that they hold within these events.*

Hall 2002: 79

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7.8

Hall (2002) asserts that teachers determine what 'counts' in their classrooms through choice of interaction patterns. Reflect on what 'counts' in your classroom in terms of participation by asking a question such as:

- What message do my students get about the nature of language learning and their role in language learning?

## The importance of classroom talk and interaction (3)

*Studies conducted on classroom interaction have shown that student talk accounts for an average of less than 30 per cent of talk in 'teacher-fronted' classrooms. Yet studies on language and learning have shown that children not only **learn to talk** but they also **talk to learn**. This can be seen from the fact that children are persistent questioners; it is by asking questions that they explore and learn about the world around them. However, studies have shown that the number of questions asked by children drops significantly as soon as they enter school*

Tsui 1995:81

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7.9

Tsui (1995) argues for the need for students to be encouraged to ask more questions. Reflect on the need to promote a culture of questioning, exploration and discussion, and your role as teachers in promoting a process of enquiry through your teaching practice.

You may wish to think about the extent to which students currently ask questions (for learning) in your classrooms. This could be a starting point for an investigation.

Module 7

Key ideas / learning

**Considering the importance and nature of interaction**

Interaction / tasks / questions	Supporting resources
<p><b>Facilitator presentation</b></p> <p>The facilitator will introduce and provide an overview of the module.</p> <p>There will be a brief comment on the connection of the module to the <i>Standards</i> and a number of quotes designed to stimulate discussion throughout the module.</p> <p style="text-align: right;">Anticipated time: 20 minutes</p>	<p>PowerPoint slides 7.6 – 7.10</p>

## NOTES

### Section 1: The importance and nature of interaction

#### The importance of classroom talk and interaction (4)

*Students learn and adopt the teacher's ways of interacting and their guidance provides evidence of important outcomes of socialisation in classrooms. ...the students do not simply learn the subject of a class, they learn much more. They learn, to a large degree, how to learn in a given environment. The classroom environment is... a particular culture that becomes co-constructed and constantly defined and modified in the course of activities that take place as part of daily life. It is through their interactions in the classroom that the students can gain mastery in how to mediate their own and each other's learning*

Takahashi, Austin and Morimoto 2000:155

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7.10

Takahashi, Austin and Morimoto (2000) argue that students learn to learn in teacher-student co-constructed ways. Reflect on how teacher practice influences learner behaviour: the extent to which we model what we want students to achieve or be able to do.

To what extent do you model practices that enhance learner autonomy and effective learning techniques?

#### Task 1: The importance of classroom talk and interaction

- Read and discuss the quotes and issues arising
- Reflect on the following in relation to your classroom
  - What kinds of interactions are typically found in your classroom?
  - What are the purposes of different types of interaction?
  - What kinds of participation are best for students' learning? Is it important that all students participate? ...cont

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7.11

This task is an opportunity for discussion and reflection.

Discuss and share your observations and issues arising from the quotes and questions. You may choose to write individual notes and ask further questions (which may be noted for later reference, e.g. on a whiteboard).

#### Task 1: The importance of classroom talk and interaction

- What is the nature and frequency of student questioning in your classroom?
- What are the expectations for students in terms of, for example, turn-taking, and ways of contributing to the classroom activities and discussion?
- How does language use (first and additional) feature in interactions in your classroom?
- How does identity (students' and your own) affect interactions in your classroom?
- Why is interaction in your classroom the way that it is?

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7.12

*Key ideas / learning*

**Considering the importance and nature of interaction**

Interaction / tasks / questions	Supporting resources
<p>Task 1</p> <p>Individually, or in groups, discuss the quotes and questions for reflection. Share your observations and any further questions or issues arising from the quotes. You may wish to make notes about your own classrooms and return to these later in the module, particularly if you are considering choosing this as an area of investigation.</p> <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slides 7.11 – 7.12 Handout 1 Blank paper for writing</p>

## NOTES

### Section 2: Interaction in practice

**Section 2: Considering interaction in practice**

- **Participants**
  - teacher - class
  - teacher - student
  - student - student
  - others, including members of the target language speaking community
- **Resources**
  - teacher – students, and...
  - text book, texts, technologies, tasks

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Interactions in the classroom occur between different participants using diverse resources. Teachers may promote interaction between themselves and the whole class, with individual students one on one, between students in pair and group work and, where practical, with others, including members of the target language speaking community.

Interactions can be facilitated using diverse resources as stimuli for exploration and discovery, including pedagogic materials (e.g. textbooks) and 'authentic' materials (e.g. texts drawn from a range of real life sources). These may be accessed and explored using a range of technologies (e.g. the Web, email) to achieve the required outcomes and presented as meaningful tasks requiring purposeful use of the language.

**Considering interaction in practice**

- **Types of interaction**
  - 1- interactions between
    - language and culture
    - prior learning and new concepts
  - 2- interactions for
    - communication
    - learning

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Two aspects of 'interactions' are considered here:

- the nature of the interaction that occurs between:
  - language and culture, and
  - learners' prior knowledge and new concepts
- the promotion of interaction for
  - meaningful communication in the target language, and
  - learning in the classroom setting, in either the target language or English.

**Considering interaction in practice**

- **Considerations affecting interaction**
  - the learning context
  - teacher – student roles and relationships
  - students' linguistic and cultural profiles
  - students prior knowledge, experience and perception of L2
  - the relationship between L1 and L2
  - teacher capability in L1 and L2
  - other...

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All sites of learning are unique. The way we interact with our learners is influenced by a range of contextual factors, including:

- the nature of the relationship between teacher and students
- students' linguistic and cultural profiles (what languages and cultures they bring to the learning of another)
- students' prior knowledge, experience and perception of the target language.

Interactions are also influenced by:

- the teacher's capability in talking about and using both English and the target language
- the distance between English and the target language, in terms of how and when connections or comparisons can be made.

These and other local factors will affect the nature of interactions in the classroom.



## NOTES

### Section 2: Interaction in practice

**Goals of classroom interaction**

- Aim for interaction that
  - promote meaningful communication in the target language
  - provide a metalanguage for talking about language and culture
  - engage learners with concepts and processes for language and culture learning
  - probe learners' prior learning and interpretations of new concepts about language and culture
  - engage learners with texts and resources that reflect language and culture in context
  - engage learners in tasks that deepen their experience and understanding of the target language and culture
  - promote reflection on language and culture learning and use

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The purposes of interaction focus on communication and learning about communication, language and culture, and their relationship. The teacher's role is to interact with learners primarily to promote meaningful communication in the target language, while at the same time developing learner's capability to use a metalanguage for talking about language and culture as they engage with concepts and processes for language and culture learning and use.

Interactions focus on probing learners' prior learning and interpretations of new concepts about language and culture, as they engage with texts and resources that reflect the target language and culture in context. Interactions further encourage learners to engage in purposeful tasks that deepen their experience and understanding of the target language and culture, and promote reflection on language and culture learning and use.

**Language use in classroom interaction**

- Languages classrooms have at least two languages for use
  - need to consider the nature, timing and frequency of target language use in the classroom
  - use of English/first language provides a basis for deeper cognitive engagement at times
  - hybrid forms can support target language use
  - use of first and additional languages will depend on the context, learners, teacher capability and judgement

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Interaction in languages is particularly rich and complex, given that we are dealing with at least two linguistic and cultural repertoires at any given time. Each of these repertoires has a place in teaching and learning interactions.

It is important that teachers support students' cognitive development as well as their linguistic proficiency. Using English as the shared language is valuable, therefore, as it has a place in extending cognitive development, particularly through discussion of concepts, issues, values and perspectives.

There is also a place for hybrid language use in terms of scaffolding students' learning and building confidence in using the target language.

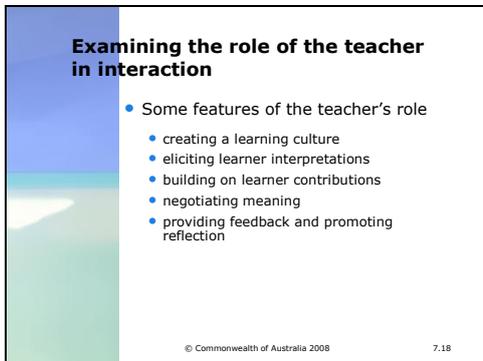
We are building a classroom culture of learning and hence need to give messages about what is valued. Learning, risk taking and creating meaning are most important, particularly in the early stages.

No one position on the use of target language and additional languages (especially English) in the classroom is promoted here, as this will vary depending on context, program type, student cohort, etc. However, it is important to consider how to extend students' language development from its current level and what kind of scaffolds, including language use, will make for successful and challenging learning.



## NOTES

### Section 2: Interaction in practice



**Examining the role of the teacher in interaction**

- Some features of the teacher's role
  - creating a learning culture
  - eliciting learner interpretations
  - building on learner contributions
  - negotiating meaning
  - providing feedback and promoting reflection

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A set of five 'features' is provided as a framework for examining the role of the teacher in classroom interaction.

Each feature is further exemplified in the slides.

You may wish to think about to what extent these features are evident in your practice, or how features of your practice illustrate them.

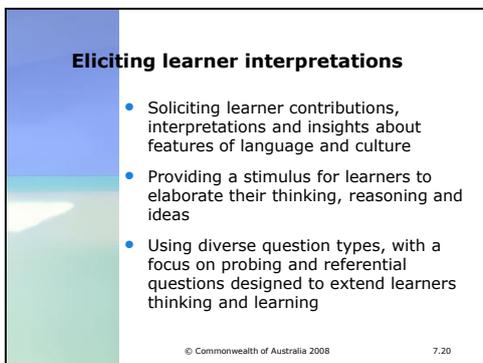
These 'features' and the slides following are summarised in Handout 2: Features of interaction.



**Creating a learning culture**

- Foregrounding intentions and purposes
- Encouraging participation, including distribution of questions, roles and tasks
- Building a community of learners, fostering relationships and identity formation

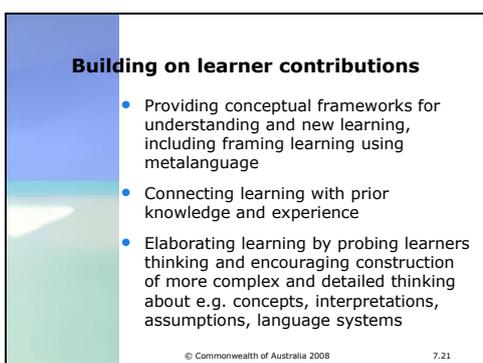
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**Eliciting learner interpretations**

- Soliciting learner contributions, interpretations and insights about features of language and culture
- Providing a stimulus for learners to elaborate their thinking, reasoning and ideas
- Using diverse question types, with a focus on probing and referential questions designed to extend learners thinking and learning

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**Building on learner contributions**

- Providing conceptual frameworks for understanding and new learning, including framing learning using metalanguage
- Connecting learning with prior knowledge and experience
- Elaborating learning by probing learners thinking and encouraging construction of more complex and detailed thinking about e.g. concepts, interpretations, assumptions, language systems

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## NOTES

## Section 2: Interaction in practice

**Negotiating meaning**

- Using scaffolds to support learning, e.g. providing examples, anecdotes, mind maps
- Providing alternative ways of understanding or connecting by e.g. recasting, reframing, comparing
- Sustaining the interaction through targeted or strategic use of pauses, wait time and cues
- Managing the pace and direction of learning, including responding to the unforeseen, and managing interjections and digressions

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7.22

**Providing feedback and promoting reflection**

- Using diverse strategies and forms of feedback, e.g. providing group and individual feedback
- Promoting and sharing insights through reflection
- Drawing threads of learning together, e.g. summarising, consolidating, revisiting intentions, key points

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7.23

**Task 2: Exploring classroom talk**

- Considerations in using transcripts
  - the nature of transcripts
    - a written record of an oral interaction
    - no sense of intonation, body language, timing etc.
    - a recorded interaction
  - the transcripts provided
    - a range of contexts, languages, year levels, purposes and content
    - a reference point for our learning, not necessarily 'best practice'
    - an extract, a key moment for exploration

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7.24

There are limitations to using extracts of transcripts as a means of exploring interaction. While these materials do not provide the full picture of classroom interaction, it is a basis for dialogue about our practice.

These extracts are not intended to show best or worst practice. They are simply examples available to us. Should you choose this as an area of investigation it would be most beneficial to have additional transcripts for future reference.

**Task 2**

- Using the 'features of interaction' handout to guide you, read the transcript extracts and consider how the teacher promotes interaction and manages learning
  - what do you notice?
  - are there any missed opportunities?
- Share your observations with the group

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Depending on the group, this task could be done in one of two ways:

- The whole group examines and discusses all transcripts.
- Small groups each take a single transcript to examine in detail before regrouping and sharing key observations. The presenter could then comment on the commonality or diversity of comments across the set.

Handout 4 provides an example of annotated comments.



## NOTES

### Reflection and investigations

#### Section 3: Reflection and investigations

*...teachers must be mindful of their instructional goals and prepare questions with those in mind. Adequate preparation ahead of time ensures that the purposes for asking questions are likely to be well matched to the instructional task. Preparing ahead will also reduce the amount of in-class 'trial and error' time. That is to say, the less time teachers take in class, trying to figure out what they are doing as they are doing it, the more time there will be for teachers and students to be engaged in actual learning*

Hall 2002:90

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7.26

While it may not traditionally be part of programming and planning practice, it is worthwhile considering, prior to teaching, the nature of interactions and the likely kinds of questions and responses produced, or support required, in the sense of being 'mindful' as Hall (2002) suggests.

There is also benefit in considering how interaction develops over the program itself. For instance, what is the range, what are the purposes and connections between the interactions over time? What sort of 'diet' of interaction are students getting in this program?

Planning interactions ahead can enable you to create better scaffolds for learning and maximise interactions as they unfold (e.g. by providing further examples or extension questions/tasks).

#### Task 3: Reflecting on your own practice

- Consider how the notion of 'interaction' may be of benefit in your own teaching?
- Are there any particular issues for languages and cultures teaching in terms of interaction?
- What further questions do you have about
  - interaction in the languages classroom
  - interaction in your own classroom?

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Interactions are the moments in which meaning is being made, in which purposeful and meaningful exchange of ideas is occurring and learning is taking place. This may coincide with a structured task, but also includes, for example, teacher explanation and informal dialogue.

You may wish to consider issues specific to language teaching such as language use, support for language development, and range of question types.

This is an opportunity for you to share questions about interaction and thoughts about your own classrooms. Your questions are a useful starting point for formulating an investigation (some suggestions follow). For example, these may include investigating the nature and frequency of student questioning, who ask questions and how the teacher replies/responds.

#### Choosing an investigation

- Possible investigations
  - Record a lesson/sequence of lessons and consider the extent to which your teaching relates to the handout 'features of interaction'
  - Ask a colleague to attend a lesson and observe how you interact with students and in particular students' questioning and your responses
  - Develop a program (or review an existing program) and outline the likely interactions, questions/dialogue which may be valuable for teaching and learning
  - Other...

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Note that these are small-scale investigations in terms of time required from the teaching program and production of additional materials/resources. They do, however, require in-depth focus and exploration, particularly close examination of dialogue.

Interaction is a fascinating area of our work and yet it is under-represented in the research literature. We are yet to learn a great deal about interaction that could inform future languages teaching and learning.

*Key ideas / learning*

**Reflecting and investigating further**

<p>Use the reflection/notes page to consider/think about the observations you have made on classroom talk and interaction and how it relates to your own classroom and practice.</p> <p>Anticipated time: 10 minutes</p>	<p>PowerPoint Slides 7.26 – 7.28 Reflection/ Notes page</p>
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**Questions for reflection**

What kinds of interactions typically occur in your classroom?

What purposes do different types of interaction serve?

What kinds of participation are best for students' learning? Is it important that all students participate?

What is the nature and frequency of student questioning in your classroom?

What are the expectations for students in terms of, for example, turn-taking, and ways of contributing to the classroom activities and discussion?

How does language use (first and additional) feature in interactions in your classroom?

How does identity (students' and your own) affect interactions in your classroom?

**Suggestions for school-based investigations**

Record a lesson/sequence of lessons and consider the extent to which your teaching relates to Handout 2: Features of interaction.

Ask a colleague to attend a lesson and observe how you interact with students, and in particular students' questioning and your responses.

Develop a program (or review an existing program) and outline the likely interactions, questions/dialogue that may be valuable for the teaching and learning.

Other...

## NOTES



**Further reading/references**

Anton, M. (1999) 'The Discourse of a Learner-centred Classroom: Sociocultural Perspectives on Teacher-Learner Interaction in the Second-language Classroom', *The Modern Language Journal*, 83, iii.

Hall, J. K. (2002) *Methods for Teaching Foreign Languages: Creating a community of learners in the classroom*, Merrill Prentice Hall, New Jersey, pp. 77-105.

Takahashi, E., Austin, T. and Morimoto, Y. (2000) 'Social Interaction and Language Development in a FLES Classroom', *Second and foreign language learning through classroom interaction*, Hall, J. C. and Verplaetsé, L. S. (eds), Lawrence Erlbaum Associates, New Jersey, pp.139- 157.

Tsui, A. B. M. (1995) *Introducing Classroom Interaction*, Penguin Group, London.

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**References and further readings**

- Anton, M. (1999). The discourse of a learner-centred classroom: Sociocultural perspectives on teacher-learner interaction in the second-language classroom, *Modern Language Journal*, 83, iii
- Hall, J. K. (2002) *Methods for teaching foreign languages: Creating a community of learners in the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall, pp. 77-105
- Takahashi, E., Austin, T. & Morimoto, Y. (2000). Social interaction and language development in a FLES classroom. In J. C. Hall & L.S. Verplaetse (Eds.), *Second and foreign language learning through classroom interaction* (pp. 139-157). Mahwah, NJ: Lawrence Erlbaum Associates
- Tsui, A. B. M. (1995) *Introducing classroom interaction*. London: Penguin Group

**NOTES**

## **Attachments**

Handout 1	Summary of quotations .....	<i>page 23</i>
Handout 2	Features of interaction .....	<i>page 25</i>
Handout 3	Extracts of transcripts .....	<i>page 27</i>
Handout 4	Annotated transcripts .....	<i>page 39</i>

**NOTES**

## Summary of reviewed quotations

### The importance of classroom talk and interaction

*Much of the research on classroom discourse has shown that although discourse activities may differ from classroom and school to school, one particular pattern, the teacher-led three-part sequence of Initiation-Response-Evaluation (IRE), typifies the discourse of Western schooling from kindergarten to university. Commonly referred to as recitation script, the pattern involves the teacher asking a question to which the teacher already knows the answer. The purpose of such questioning is to elicit information from the students so that the teacher can ascertain whether they know the material.*

(Hall, 2002, p.80)

*... the patterns of interaction that are established in the classroom socialise students into particular understandings of what counts as the official curriculum and of themselves as learners of that subject matter. The patterns of interactions also help define the communicative activities through which learning occurs and the norms by which individual student achievement is assessed. Students draw upon these patterns and norms to participate in subsequent classroom activities. Thus, they are consequential in terms of not only what students ultimately learn, but also, more broadly, their participation in future educational events and the roles and group memberships that they hold within these events.*

(Hall, 2002, p.79)

### Considering interaction in practice

*Studies conducted on classroom interaction have shown that student talk accounts for an average of less than 30 per cent of talk in 'teacher-fronted' classrooms. Yet studies on language and learning have shown that children not only learn to talk but they also talk to learn. This can be seen from the fact that children are persistent questioners; it is by asking questions that they explore and learn about the world around them. However, studies have shown that the number of questions asked by children drops significantly as soon as they enter school.*

(Tsui, 1995, p. 81)

*Students learn and adopt the teacher's ways of interacting and guidance provides evidence of an important outcome of socialization in classrooms. ... the students do not simply learn the subject of a class, they learn much more. They learn, to a large degree, how to learn in a given environment. The classroom environment is... a particular culture that becomes co-constructed and constantly defined and modified in the course of activities that take place as part of daily life. It is through their interactions in the classroom that the students can gain mastery in how to mediate their own and each other's learning.*

(Takahashi, Austin & Morimoto, 2000, p. 155)

### Reflection on practice

*...teachers must be mindful of their instructional goals and prepare questions with those in mind. Adequate preparation ahead of time ensures that the purposes for asking questions are likely to be well matched to the instructional task. Preparing ahead will also reduce the amount of in-class 'trial and error' time. That is to say, the less time teachers take in class, trying to figure out what they are doing as they are doing it, the more time there will be for teachers and students to be engaged in actual learning.*

(Hall, 2002, p. 90)

**NOTES**

Feature	Notes
<p><b>Creating a learning culture</b></p> <ul style="list-style-type: none"> <li>• Building a community of learners</li> <li>• Foregrounding intentions and purposes</li> <li>• Fostering relationships and identity formation</li> <li>• Encouraging participation, including distribution of questions, roles and tasks</li> </ul>	
<p><b>Eliciting learner interpretations</b></p> <ul style="list-style-type: none"> <li>• Using diverse question types, with a focus on probing and open-ended questions</li> <li>• Soliciting learner contributions, interpretations and insights</li> <li>• Exploring reasons for learners' conceptions or interpretations</li> <li>• Promoting learner interpretations of features of the language</li> <li>• Sustaining the interaction (e.g. through targeted or strategic use of pauses, wait time, cues)</li> </ul>	
<p><b>Building on learner contributions</b></p> <ul style="list-style-type: none"> <li>• Establishing frameworks for understanding and connecting new concepts</li> <li>• Framing learning using metalanguage</li> <li>• Connecting learning with prior knowledge and experience (referencing)</li> <li>• Encouraging construction of more complex and detailed thinking (e.g. about concepts, interpretations, language systems)</li> </ul>	
<p><b>Negotiating meaning (managing contingency)</b></p> <ul style="list-style-type: none"> <li>• Responding to the unforeseen, managing interjections, digressions etc</li> <li>• Using scaffolds to support learning (e.g. providing examples, anecdotes, mind maps)</li> <li>• Providing alternative ways of understanding or connecting (e.g. recasting, reframing, comparing)</li> <li>• Managing the pace and direction of learning</li> </ul>	
<p><b>Providing feedback and promoting reflection</b></p> <ul style="list-style-type: none"> <li>• Using diverse forms of corrective feedback</li> <li>• Providing group and individual feedback</li> <li>• Sharing insights through reflection</li> <li>• Drawing threads of learning together (e.g. summarising, consolidating, revisiting intentions, key points)</li> </ul>	

**NOTES**

**Task 3: Extracts of transcripts****Transcript 1 Japanese Year 9: 'Why can't they all be the same?'**

Transcript	Comments
<p>1. T: Okay, now what can you tell me about the 'counters' written in red ...</p> <p>2. S10: They're the numbers one, six, eight, and ten.</p> <p>3. T: Yes very good, but something more. What about their sounds, or the way we say or pronounce them? What do they have in common? S10?</p> <p>4. S10: They've all got <i>ppiki</i> written in it.</p> <p>5. T: Excellent. The ones in red are what we call <i>exceptions</i>. They always take the form of <i>ppiki</i> when we say or write these numbers, when talking about animals.</p> <p>6. S3: How come they have different ways of saying different numbers. It makes it confusing! Why can't they be all the same?</p> <p>7. T: I'm not really sure. There's not that many there to remember though. Now I just quickly, want to test some of you so we can move on.</p>	

**NOTES**

**Task 3: Extracts of transcripts****Transcript 2 Chinese Year 8: 'How was his sentence wrong?'**

Transcript	Comment
<p>1. T: Okay who can tell me what this means? (On the board – <i>zhe shi shenme yanse</i> [what colour is this?])</p> <p>2. T: [Teacher looks around the class as hands go up but one student calls out the answer ]</p> <p>3. S: This is...what is this?</p> <p>4. T: Ah...good try M but not exactly right, Okay guys look at this... <i>zhe shi</i> means what?</p> <p>5. SS: This is ...</p> <p>6. T: Yes, <i>shenme</i> means 'what'... but what does <i>yanse</i> mean? [Quiet for a while.]</p> <p>7. S: Colour?</p> <p>8. T: Yes very good. We learnt this word yesterday, remember?</p> <p>9. S: Oh yeah, S: No we didn't!</p> <p>10. T: Okay so this means 'what colour is this?' <i>Zhe shi shenme yanse</i>. [this-is-what-colour?]</p> <p>11. T: How do we answer this sentence then?</p> <p>12. S: <i>Zhe shi shenme lanse</i>. (This-is-what-blue – 'colour' replaced by 'blue')</p> <p>13. T: Er ... no ... anyone else? [Hands go up ...] Yes D?</p> <p>14. S: <i>Zhe shi hongse</i>. [This is red]</p> <p>15. T: Very good D, thank you.</p> <p>16. T: Okay, how was H's sentence wrong? .... He said ... <i>zhe shi shenme lanse</i>?</p> <p>17. S: You should say <i>zhe shi</i> and then put in the colour, not say <i>zhe shi shenme</i> colour ...</p> <p>18. T: Very good. So what does <i>shenme</i> mean?</p> <p>19. SS: What!</p> <p>20. T: Good, so look at the sentences on the board. [Teacher points] To answer the question you get rid of the <i>shenme yanse</i>. Okay?</p> <p>21. T: It is like the old sentence pattern, this is what? This is.... <i>Zhe she shenme?</i>, <i>zhe shi</i>... a chair, or a book, <i>zhe shi shu</i>... okay guys do you understand that?</p>	

**NOTES**

**Task 3: Extracts of transcripts****Transcript 3 Japanese Year 6: 'Haven't you missed something?'**

Transcript	Comment
<p>1. T: Now I want to know if you can tell me 'How old are you?' in Japanese. Remember, we have done this before. Can you do that?</p> <p>2. S1: Nansai desuka?</p> <p>3. T: Well done! Everyone say it, <i>Nansai desuka</i></p> <p>4. Ss: Nansai desuka</p> <p>5. T: Well, then, if you were 8 years old, how would you say it?</p> <p>6. S2 Hachi desu! [8]</p> <p>7. T: Hmm, the number is correct, but haven't you missed something?</p> <p>8. S2: Oh, <i>sai desu</i> [age]</p> <p>9. T: So?</p> <p>10. S2: <i>Hachi sai desu</i> [8 years old]</p>	

**NOTES**

**Task 3: Extracts of transcripts****Transcript 4 Chinese Year 9: 'Which one are you going to use?'**

Transcript	Comment
<p>1. T: Now, think about this sentence. If I say, um, 'he is taller', which one are you going to use?</p> <p>2. S4: <i>Bijiao!</i>. <i>Bijiao!</i> [comparatively]</p> <p>3. S2: He is taller. <i>Bijiao</i>.</p> <p>4. T: Okay, translate.</p> <p>5. S2: Er ... <i>ta</i> .... er ... would you say <i>tade</i> [his] ? No...</p> <p>6. T: <i>Ta bijiao</i>.....[he is comparatively...]</p> <p>7. S2: Oh, <i>ta bijiao</i> ...</p> <p>8. T: <i>Gao</i> = [tall]</p> <p>9. S2: = <i>gao</i>.</p> <p>10. T: Okay. Now, next sentence, he is taller than his father.</p> <p>11. S2: <i>Er, ta bi</i> = [he is ..compared to ...]</p> <p>12. S7: = <i>ta baba</i> = [his father....]</p> <p>13. S2: = <i>ta baba</i> ... <i>da</i> ... [his father .. is bigger]</p> <p>14. T: <i>gao</i> = [taller]</p> <p>15. S2: = <i>gao</i>.</p> <p>16. T: Very good. So everyone, are you clear?</p> <p>17. Ss: Yeah.</p>	

**NOTES**

**Task 3: Extracts of transcripts****Transcript 5 Indonesian Year 8: 'Has anyone got anything to add?'**

Transcript	Comment
<p>1. T: Ok, how do we start a postcard or letter in Bahasa Indonesia?</p> <p>2. S: Kepada Adam.</p> <p>3. T: That's good. Has anyone got anything to add to that?</p> <p>4. S: [Pause ... No answer]</p> <p>5. T: Notice on the example in front of you, the postcard has something after the name, what is it?</p> <p>6. S: Yang baik hati.</p> <p>7. T: Cool. Which means???</p> <p>8. S: Ummm, good.</p> <p>9. T: <i>Bagus</i>. You've recognised <i>baik</i> ...how about <i>baik hati</i>?</p> <p>10. S: Pause ... no answer.</p> <p>11. T: <i>Baik hati</i> is 'nice'. So we have got here now 'To Adam who is nice.' Indonesians like to describe who they are writing to, so it is like a compliment.</p> <p>12. S: So I can say cute or sexy or something?</p> <p>13. T: Yeah sure. You have a list of describing words at the front of your book that you can use to help you out.</p>	

**NOTES**

**Task 3: Extracts of transcripts****Transcript 6 Italian Year 9: 'How do we say it?'**

Transcript	Comment
<p>1. T: When you need to say 400, we're just going back a bit to numbers. 400 ... How do we say it?</p> <p>2. S2: Quattrocento.</p> <p>3. T: <i>Quattrocento</i>. One word. <i>Quattrocento</i> not <i>centoquattro</i>. That would be wrong. It's exactly how you say it in English. You say the four then you say the hundred.</p> <p>4. S4: I always thought it was <i>centoquattro</i>.</p> <p>5. T: No, it's <i>quattrocento</i>. <i>Quattro</i> comes first just as we say in English, we say 400, that's how you say it in Italian. You say the <i>quattro</i> ...</p> <p>6. S4: But Italians say things backwards.</p> <p>7. T: No, but in this case they say it the same way. S6! What did I just say please?</p> <p>8. S6: Something about the <i>centro</i> and the <i>quattro</i>.</p> <p>9. T: That <i>cento</i> goes in front of <i>quattro</i>???</p> <p>10. S6: Yeah, it's not <i>quattrocento</i>.</p> <p>11. T: Are you sure?</p> <p>12. S6: Yes.</p> <p>13. T: Really? No, if you were listening, I said that the <i>cento</i> does not go in front of the <i>quattro</i>. It's exactly how we say it in English.</p>	

**NOTES**

**Task 3: Annotations to transcripts****Transcript 1 Japanese Year 9: 'Why can't they all be the same?'**

Transcript	Comments
1. T: Okay, now <u>what can you tell me</u> about the 'counters' written in red ...	open question, passing responsibility to learners
2. S10: They're the numbers one, six, eight, and ten.	
3. T: Yes very good, <u>but something more</u> . What about their sounds, or the way we say or pronounce them? What do they have in common? S10?	affirming, extending, recasting drawing attention to key features, targeting
4. S10: They've all got <i>ppiki</i> written in it.	
5. T: <u>Excellent</u> . The ones in red are <u>what we call exceptions</u> . They <u>always take the form of ppiki</u> when we say or write these numbers, when talking about animals.	affirming, creating meta-term establishing a rule / pattern
6. S3: How come they have <u>different</u> ways of saying different numbers. It makes it <u>confusing!</u> <u>Why can't they be all the same?</u>	interjection, negative / confusion/ seeking clarity / consistency
7. T: I'm not really sure. There's not that many there to remember though. Now I just quickly, want to test some of you so we can move on.	managing contingency ... T acknowledges limitations no extension of learning / understanding, brings closure to discussion

**NOTES**

## Task 3: Annotations to transcripts

## Transcript 2 Chinese Year 8: 'How was his sentence wrong?'

Transcript	Comment
1. T: Okay <u>who can tell</u> me what this means? (On the board – <i>zhe shi shenme yanse</i> [what colour is this?])	open question, passing responsibility
2. T: [Teacher looks around the class as hands go up but one student calls out the answer ]	
3. S: This is...what is this?	
4. T: <u>Ah ... good try M but not exactly right</u> , Okay guys look at this... <i>zhe shi</i> means what?	affirming, reframing
5. SS: This is ...	
6. T: Yes, <i>shenme</i> means 'what'... <u>but what does yanse mean?</u> [Quiet for a while.]	providing wait time
7. S: Colour?	affirming, referencing back
8. T: Yes very good. We learnt this word yesterday, remember?	
9. S: Oh yeah, S: No we didn't!	
10. T: Okay so this means 'what colour is this?' <i>Zhe shi shenme yanse</i> . [this-is-what-colour?]	
11. T: How do we answer this sentence then?	open question
12. S: <u>Zhe shi shenme lanse</u> . (this-is-what-blue – 'colour' replaced by 'blue')	
13. T: Er ... no ... anyone else? [Hands go up ...] Yes D?	delaying feedback
14. S: <i>Zhe shi hongse</i> . [This is red]	
15. T: Very good D, thank you.	affirming
16. T: Okay, how was H's sentence wrong? .... He said ... <i>zhe shi shenme lanse</i> ?	seeking feedback from class on incorrect response – open question
17. S: You should say <i>zhe shi</i> and then put in the colour, not say <i>zhe shi shenme colour</i> ...	
18. T: Very good. So what does <i>shenme</i> mean?	clarifying class understanding through individual response
19. SS: What!	
20. T: Good, so look at the sentences on the board. [Teacher points] To answer the question you get rid of the <i>shenme yanse</i> . Okay?	establishing pattern / rule (but without meta-frame) connecting with prior learning
21. T: It is like the old sentence pattern, this is what? This is.... <i>Zhe she shenme?</i> , <i>zhe shi</i> ... <i>a chair</i> , or a book, <i>zhe shi shu</i> ... okay guys do you understand that?	seeking affirmation

**NOTES**

**Task 3: Annotations to transcripts****Transcript 3 Japanese Year 6: 'Haven't you missed something?'**

Transcript	Comment
1. T: Now <u>I want to know if you can tell me</u> 'How old are you?' in Japanese. Remember, we have done this before. Can you do that?	challenging, referencing back, encouragement
2. S1: Nansai desuka?	
3. T: <u>Well done!</u> Everyone say it, <i>Nansai desuka</i>	affirmation, repetition, voicing, inclusion
4. Ss: Nansai desuka	
5. T: Well, then, if you were 8 years old, how would you say it?	open question, open opportunity
6. S2 Hachi desu! [8]	
7. T: Hmm, the number is correct, but haven't you missed something?	corrective feedback
8. S2: Oh, <i>sai desu</i> [age]	noticing – problem posing – signalling – cueing
9. T: <u>So?</u>	challenge, seeking elaboration
10. S2: <i>Hachi sai desu</i> [8 years old]	

**NOTES**

**Task 3: Annotations to transcripts****Transcript 4 Chinese Year 9: 'Which one are you going to use?'**

Transcript	Comment
<p>1. T: Now, think about this sentence. If I say, um, 'he is taller', <u>which one</u> are you going to use?</p> <p>2. S4: <i>Bijiao!. Bijiao!</i> [comparatively]</p> <p>3. S2: He is taller. <i>Bijiao</i>.</p> <p>4. T: Okay, translate.</p> <p>5. S2: Er ... <i>ta</i> ... er ... would you say <i>tade</i> [his] ? No...</p> <p>6. T: <i>Ta bijiao</i>.....[he is comparatively...]</p> <p>7. S2: Oh, <i>ta bijiao</i> ...</p> <p>8. T: <i>Gao</i> = [tall]</p> <p>9. S2: = <i>gao</i>.</p> <p>10. T: <u>Okay. Now, next sentence</u>, he is taller than his father.</p> <p>11. S2: <i>Er, ta bi</i> = [he is ..compared to ...]</p> <p>12. S7: = <i>ta baba</i> = [his father....]</p> <p>13. S2: = <i>ta baba</i> ..[<i>da</i> ... [his father .. is bigger]</p> <p>14. T: <i>gao</i> = [taller]</p> <p>15. S2: = <i>gao</i>.</p> <p>16. T: <u>Very good</u>. So everyone, <u>are you clear?</u></p> <p>17. Ss: Yeah.</p>	<p>limited feedback, no extension</p> <p>teacher provides correct response. limited wait time, no scaffolding, reframing</p> <p>feedback is positive but teacher provided response, no negotiation of understanding</p>

**NOTES**

**Task 3: Annotations to transcripts****Transcript 5 Indonesian Year 8: 'Has anyone got anything to add?'**

Transcript	Comment
1. T: Ok, <u>how do we start</u> a postcard or letter in Bahasa Indonesia?	open question
2. S: Kepada Adam.	soliciting contributions, but question too open
3. T: That's good. Has anyone got anything to add to that?	soliciting contributions, but question too open
4. S: [Pause ... No answer]	
5. T: <u>Notice on the example</u> in front of you, the postcard has something after the name, what is it?	reframing, clearer instruction – noticing
6. S: Yang baik hati.	open question
7. T: Cool. Which means???	open question
8. S: Ummm, Good.	
9. T: <i>Bagus</i> . You've recognised <i>baik</i> ... <u>how about</u> <i>baik hati</i> ?	recasting – redirecting back for further attention
10. S: Pause ... no answer.	
11. T: <i>Baik hati</i> is 'nice'. So we have got here now 'To Adam who is nice.' <u>Indonesians like to describe</u> who they are writing to, so it is like a compliment.	teacher provides answer, with no analysis, then makes generalised statement of function
12. S: <u>So I can say</u> cute or sexy or something?	teacher provides answer, with no analysis, then makes generalised statement of function
13. T: <u>Yeah sure</u> . You have a list of describing words at the front of your book that you can use to help you out.	learner interjection, teacher response generalised, leading to potentially incorrect assumption

**NOTES**

**Task 3: Annotations to transcripts****Transcript 6 Italian Year 9: 'How do we say it?'**

Transcript	Comment
1. T: When you need to say 400, we're just going back a bit to numbers. 400 ... How do we say it?	open question
2. S2: Quattrocento.	
3. T: <i>Quattrocento</i> . One word. <i>Quattrocento</i> not <i>centoquattro</i> . That would be wrong. It's exactly how you say it in English. You say the four then you say the hundred.	affirming, restating connecting to English and restating the pattern / rule
4. S4: I always thought it was <i>centoquattro</i> .	
5. T: No, it's <i>quattrocento</i> . <i>Quattro</i> comes first just as we say in English, we say 400, that's how you say it in Italian. You say the <i>quattro</i> ...	interjection, teacher does not explore reason for misconception / seek insights
6. S4: But Italians say things backwards.	
7. T: No, but in this case they say it the same way. S6! What did I just say please?	interjection, not explored further digression
8. S6: Something about the <i>centro</i> and the <i>quattro</i> .	
9. T: That <i>cento</i> goes in front of <i>quattro</i> ???	
10. S6: Yeah, it's not <i>quattrocento</i> .	teacher leads learner to incorrect response in order to admonish
11. T: Are you sure?	
12. S6: Yes.	uses learner to reinforce error and teacher control
13. T: Really? No, if you were listening, I said that the <i>cento</i> does not go in front of the <i>quattro</i> . It's exactly how we say it in English.	restates pattern, no analysis of reasons for error/misconceptions

