Chapter 10

Classroom Interaction in Language Teacher Education:
Analysis of Learners' Reactions to Questions and Feedback

M. Dolores Ramírez-Verdugo

https://orcid.org/0000-0002-7156-2575
Universidad Autónoma de Madrid, Spain

Leyre López Castellano
Universidad Autónoma de Madrid, Spain

ABSTRACT

Guiding classroom interaction with appropriate pedagogical goals could be one of the most important means of creating learning opportunities for students. If interactional practices respond to the goal of teaching the L2, they can be used as pedagogical models to be applied in language teacher education. Making teachers aware of the skills, competences, and dynamics developed in classroom interaction can help them to improve teaching and learning. Within this framework, this chapter explores EFL classroom interaction and analyses students' reactions to different types of questions and feedback by the teacher. Participants belong to two groups of students in their last year at high school (N=63). Eight EFL lessons were analysed focusing on the language skills used. The results concerning questions show that students replied more to display questions and to questions for reason, for opinion, and metacognitive questions. The findings concerning feedback show that students reacted more to recast. The chapter concludes with an overview on likely applications to language teacher education.

INTRODUCTION

Classroom interaction has been analysed as an important and fundamental feature in the teaching and learning process. A thorough understanding of classroom interaction clearly leads to a proposal of interaction patterns to be integrated in language teacher education programs to enhance teacher training approaches to L2 teaching. The study of display and referential questions, together with feedback can reveal effective strategies regarding students' answers, reactions and, therefore, learners' uptake. This chapter examines student's reactions to the type of questions (display or referential) and corrective feedback given by their English teacher in two groups of Baccalaureate in the subject of English as a Foreign Language (EFL). A total number of eight sessions were analysed to see how the eldest students from high school reacted to different types of questions and feedback after the years they have been studying English. The main goals of this research were, first, to compare the reaction to different types of questions in both groups and then, to examine the reaction to different types of feedback in both groups regarding different language skills in each feature. More specifically, the objectives of the present case-study were:

1. To compare which type of questions is most associated with each feedback.
2. To compare students' reactions to different types of questions and students' reactions to different types of feedback.
3. To observe which questions and feedback students react to more.
4. To compare the reactions to both features regarding each language skill.

To achieve these objectives, the research questions formulated in this case-study were:

RQ 1: Which type of question is most associated with feedback?
RQ 2: How do students react to different types of questions?
RQ 3: How do students react to different types of questions depending on the language skill practiced?
RQ 4: How do students react to different types of feedback?
RQ 5: How do students react to different types of feedback depending on the language skill practiced?

BACKGROUND

This chapter unfolds classroom interaction to create learning opportunities for students and teachers. More specifically, this study focuses on the use of the Initiation- Response- Feedback pattern (henceforth IRF), the use of display and referential questions, the use of feedback, the use of learner uptake and finally the use of Communicative Orientation of Language Teaching (COLT). The meaning and function of each of these terms are explained in the next sections.

IRF Pattern

Classroom interaction refers to the specific communicative strategies applied between the class teacher and the learners, as well as among the whole class learners in terms of the linguistic exchange during the teaching and learning processes in the classroom(Rustandi and Husni Mubarok, 2017). One of the

Related Content

Student Teachers' Uncertainty Competence and Its Measurement

Philipp Martzog, Svenja Hoyerand Simon Kuttner (2021). *International Journal of Teacher Education and Professional Development (pp. 50-65).*

www.irma-international.org/article/student-teachers-uncertainty-competence-and-its-measurement/281118

A Critical Review of EFL Teacher Supervision Models

Ismael Louber (2019). *International Journal of Teacher Education and Professional Development (pp. 1-11).*

www.irma-international.org/article/a-critical-review-of-efl-teacher-supervision-models/217455

Teaching What We Don't Know: Community-Based Learning as a Tool for Implementing Critical Race Praxis

Manya C. Whitakerand Dorothy E. Hines (2018). *Handbook of Research on Service-Learning Initiatives in Teacher Education Programs (pp. 315-332).*

www.irma-international.org/chapter/teaching-what-we-dont-know/200036

Developing Learning Trajectories for Teacher Learning: Learning Trajectories for Teachers

Anna Bargagliotti (2020). *International Journal of Teacher Education and Professional Development (pp. 33-46).*

www.irma-international.org/article/developing-learning-trajectories-for-teacher-learning/256589

Improving Indian Teachers' Readiness to Adopt New Methodologies: Role of Learner-Centered In-Service Training

Nandini Narayanan (2020). *International Journal of Teacher Education and Professional Development (pp. 102-120).*

www.irma-international.org/article/improving-indian-teachers-readiness-to-adopt-new-methodologies/243394