

**AN INTERACTION ANALYSIS :  
A TEACHER'S QUESTIONS, FEEDBACK,  
AND STUDENTS' PRODUCTION  
THROUGH CLASSROOM OBSERVATION**

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Assignment #5

Observe an EL class to which you have access and, employing a suitable observation technique (see unit 3), explore the following questions:

- [a] What type of questions does the teacher use? Is there a preponderance of any particular type(s)? What modification techniques does s/he employ when questions are not understood? How much/what sort(s) of L2 production do questions generate from the learners?
- [b] What types of feedback does the teacher provide? When and how does s/he provide it? Are there times when learners have problems/make errors but the teacher does not intervene? If so, what are the apparent reasons for non-intervention? Discuss this with the teacher does s/he have a policy on when and how to provide (or not provide) feedback?

# 1. Introduction

1.1 “In recent years, a much greater role has been attributed to interactive features of classroom behaviors, such as turn-taking, questioning and answering, negotiation of meaning, and feedback” (Chaudron, 1988:10). The background of this lies in the fact that “second language learning is a highly interactive process” (Richard and Lockhart, 1994:138) and “the quality of this interaction is thought to have a considerable influence on learning”(Ellis, 1985 cited in Richards and Lockhart, 138).

1.2 The problems which are going to be investigated here are teacher’s questions and feedback in a class. Because “two of the most common ways in which L2 teachers engage in interaction with learners is by way of asking questions and providing feedback, and these deserve some consideration” (Holland and Shortall, 1997:104), focusing on them can be expected to show useful findings which will contribute to deeper insights about the ways to improve L2 teaching and learning.

## 1.3 Problems and methodology

1.3.1 In this paper, the analyses are discussed which deal with (a) the questions which were asked by a teacher in an EL class in terms of kind, modification techniques, and L2 production by the students, and (b) the feedback considered according to its types, when and how it was provided, and its connection with error correction.

1.3.2 The methodology to gain access to this problem is the adoption of observation techniques since as Nunan said, “there is no substitute for direct observation as a way of finding out about language classrooms” (1989:76). The detailed information about the observation methodology will appear in Section 4 below.

1.4 Through the research, the writer aims to note facts about questioning and feedback in a classroom setting through observation, and to get trained in data analysis for the purpose of improving her own L2 teaching. Besides, since some of the subject students are the writer’s former students, observing their learning English after elementary school English education will give some insights into the relationship between her own teaching and long-term education.

# 2. Literature Review

## 2.1 Problems

2.1.1 “Teacher talk has attracted attention because of its potential effect on learners’ comprehension, which has been hypothesized to be important for L2 acquisition” (Ellis, 1994:583). Teachers’ questions are one topic which has attracted many researchers’ attention these days (Nunan, 1989). Richards and Lockhart (1994) conclude that teachers’ questions “play a crucial role in language acquisition” (185).

2.1.2 “Much of the work on questions has centred on developing taxonomies to describe the different types”(Ellis, 1994:587). Several ways of distinguishing on question types have been developed by researchers in the seventies (e.g., Kearsley, 1976) and eighties (e.g., Hakasson & Lindberg, 1988) and they are still being developed.

2.1.3 The taxonomy which will be used here is the framework of Long & Sato (1983, cited in Ellis 1994). It has seven sub-categories under two headings of types; “1 Echoic Types: a. comprehension checks, b. clarification requests, c. confirmation checks, 2 Epistemic Types: a. referential, b. display, c. expressive, d. rhetorical.” Referential and display questions will be mainly discussed. Many studies (i.e. Long & Sato 1983) come to the conclusion that the majority of questions asked by the teacher in the classroom were display questions. Thornbury (1996) agreed with the suggestion from Nunan (1989 cited in Thornbury) that “the effort involved in answering referential questions prompts a greater effort and depth of processing on the part of the learner.” Further he argues that it is also the same on the part of the teacher and says “referential questions touch parts beyond the reach of other types of question” (Thornbury 1996: 282).

2.1.4 The taxonomy for the teacher’s modification of questions here are based on the framework of Chaudron (1988):

- Are questions simply repeated? If so, are they repeated more slowly/with different (unnatural?) intonation or stress patterns?
- Are they rephrased?
- Does the teacher employ additional questions to clarify the initial one? (cited in Holland and Shortall, 1997:105)
- How long is the wait-time?

2.1.5.1 In language classes, the teachers have primarily the role of providing negative feedback, a form of error correction, and positive feedback which shows teachers’ approval or acceptance of students’ production (Chaudron 1988). Although many researchers, such as Fanselow (1977), Salica (1981) and Wren (1982) tried to investigate the effect of error correction, no persuasive conclusion has been reached yet (Chaudron 1988). As Nunan (1989) says, the following key questions on treatment of errors are still controversial:

- When should errors be corrected?
- How should they be corrected?
- Who should correct errors?
- To what extent should self-correction be encouraged?
- Which errors should be corrected? (31)

2.1.5.2 After numerous researchers had provided lists of feedback types, Chaudron claimed that most of them require “high-level inferences” and he classifies corrective reactions as 31 features or types of “act” (1988). In this paper, however, the distinction which is described as “one of the most frequent and simplest” ways will be used: positive and negative feedback, since Chaudron’s categories are too precise to be adopted. A lot of research has concluded that “positive feedback is much more effective than negative feedback in changing pupil behavior” (Nunan 1991: 195).

## 2.2 Method

2.2.1 As the best way to investigate the interaction which occurs in the language classroom, “a great deal has been said and written about classroom observation” (Nunan 1989:76). Since the observation is affected by the observer’s viewpoints and can hardly be neutral, many observation techniques have been provided to attain objective conclusion and comprehensive data collection both in quality and quantity. To date, there are several observation schemes and schedules, such as FIAC (Flanders’ Interaction Analysis) by Flanders (1970), FLINT system (Foreign Language Interaction, an adaptation of FIAC) by Moskowitz (1971), and COLT (Communicative Orientation of Language Teaching) by Ullman and Geva (1984). However, one of the problems in using them is that the categories to be investigated through observation are predetermined and “in addition, in many schemes, the actual language used in the interaction is lost” (Nunan 1989:81). To compensate for the drawbacks of observation schemes and schedules, the ethnographic approach has been used for interaction research in language classrooms.

2.2.2 The means of observation used here are a mixture of observation scheme and ethnographic approach, because both quantitative and qualitative data are needed, and also a record of the language used in actual interaction is necessary.

## 3. Subjects

### 3.1 School

Data was collected at an English class of a private high school in Western Japan which was

entrance-examination oriented. The class unit hours for Oral Communication A is one third of the whole unit, since the rest is used for teaching grammar.

### 3.2 Students

The students are all second year boys who take the science course according to the university department they hope to enter. The proficiency level is intermediate judging from the textbook, *Interchange Video Activity Book 1* (Richards, 1994, Cambridge University Press). They had English conversation class in junior high school and at least one third of the students experienced English education at elementary school.

### 3.3 Teacher

The teacher is a female native speaker of English with teaching experience, consisting of 16 years in the USA, 2 years in China and 10 years in Japan.

## 4. Design and Methodology

### 4.1 Design

4.1.1 Before observing the class, the observer and the teacher checked the problems to be investigated and the schedule, and decided the class to observe.

4.1.2 To make an effective and reliable data collection, the observer attended the girls' class of the same lesson content, and she also made her own class video-recording.

4.1.3 The 50-minutes-long class was to be all video-taped but it started about four minutes late because of the morning assembly. Consequently, the actual lesson hour is about 46 minutes long.

4.1.4 As stimulated recall, an interview was conducted on the day after the class, looking at the video with the teacher. Whenever there came questions, the tape was stopped and the teacher explained to augment the recorded data. The interview was audio-taped.

### 4.2 Class Suitability

The reasons to choose this particular class were: (a) the class was designed to be an oral communication class, (b) the class can be expected to contain more teacher-students interaction in whole class style teaching than usual lessons where more of the class hour is spent in group activities, and (c) the teacher has clear intentions about questions and feedback.

### 4.3 The Categories of the FLINT System

All the categories suggested by Moscovitz were adopted here (Moscovitz, 1970 cited in

Holland and Shortall, 1997:38).

#### 4.4 Lesson Observation

4.4.1 The class was carried on in an language laboratory with 55 desks with audio-cassette facilities and 4 ceiling-hung monitors. There were many kinds of newspaper articles, games, and posters on the wall.

4.4.2 The teacher never used Japanese, the students' L1, except for two words. To help students' understanding, she repeated, rephrased, modified, and gave graphic examples. In order to make sure that students understood her directions or questions, she often circulated and talked to students individually after giving instructions to all.

4.4.3 The teacher did not get much verbal reaction, which was a shock to the observer who was used to receiving prompt reaction verbally/non-verbally from elementary school students. Even when the students responded, their voice was very low and could hardly be heard.

#### 4.5 Class-Use Materials (see Appendix D)

The material was a teacher-made handout. It contained the items which relate to honeybees: explanations and pictures, a poem, a quiz, listening comprehension, catching swarm procedure, and a word puzzle. These items were taken from different sources and put together as one handout. A word-matching game of Latin-derived English words originally made by the teacher was also included.

## 5. Data Analysis

5.1 The video-taped lesson and audio-taped interview were transcribed and were checked by the teacher so that it might not include misspelled words or any explanations which did not make sense. Even so, some parts of the utterance by both of the teacher and the students were not transcribed because some were fast and some were inaudible. The transcript was used to investigate what sort of questions were asked, what kinds of modification of questions were made, what sorts of student L2 production was made, and how the feedback was given. Teacher's wait time was scaled from the video-taped record and written after each question (see Appendix C).

5.2 Although the FLINT system was developed as one of the schemes for real-time observation (Holland and Shortall, 1997), it was adapted to the video-taped record here because the observer was not trained enough to use the technique in real time, and in order to give her room to be sensitive to the whole class atmosphere. To make sure of

entering a code on a grid every three seconds, the tape counter was utilized and the result was double checked by the observer.

## 6. Results

### 6.1 The Results of the FLINT System Analysis

Only the categories and their results which directly relate to the problems to be investigated in this paper are shown in the table below. As can be seen in TABLE 1, compared to the teacher's question time, the students' time for answers which were generated from those questions is rather short. In the time for giving information, there is also included the time when the teacher explained what the questions meant in other words which lead to the question modification.

TABLE 1. The Result of the FLINT System Analysis (extract)

CATEGORIES	NUMBERS (out of 833 grids)
2. praises or encourages	11
4. asks questions	125
5. gives information	233
5a. corrects without rejection	0
7a. criticizes student response	0
8. student response, specific	4
8a. student response, choral	100
9. student response, open-ended or student- initiated	38

## 6.2 Teacher's Questions

### 6.2.1 Question Types

The teacher's questions are classified as be seen in TABLE 2.

TABLE 2. Teacher's Question Types and Wait Time (based on Long and Sato, extract)

TYPE	SUB-CATEGORY (number of questions)	EXAMPLE ( in order of their appearance) [wait time] : How many seconds teacher waited after each question are shown. No number means that the question was followed by the next question/explanation by the teacher or the reactions by the student/s immediately.
1. Echoic	a. comprehension checks (4)	2) Do you understand? 3) ...two weeks ago...was Labor Thanksgiving Day. Right?
	b. clarification requests (7)	5) What did you say? 6) Pardon me?[16] 7) What?
	c. conformation checks (3)	3) No one?
2. Epistemic	a. referential (76)	1) Is there anyone missing a tape?[11] 4) Now do you have any questions about meanings or pronunciation?[2] 13) Does anyone know the meaning of nectar?[4] 44) Is there any word you don't understand?[13] 55) Why do you say workers?[4] 61) What do YOU say?[2]
	b. display (38)	5) ...what kind of bee is that?[4] 8) What is this bee doing?[2] 20) What do drones do?[7]
	c. expressive (3)	1) So bees collect honey or something that they make honey out, huh? 2) ...we can find a word that you know, right? 3) ...on the worker bee side, huh?
	d. rhetorical (3)	1) Is it a worker? Is it a queen? Is it a drone? a), b), c), d), e) each line, write down, ... 2) They open the refrigerator. Ha! Is there anything to eat? They find some food...

### 6.2.2 Question Modification

As can be seen in the class transcript (Appendix A), and in the classification of question types (Appendix C), the teacher rephrased and employed additional questions more than just repeating the same questions (see EXTRACT 2). As for the repetition of questions, it occurred three times. It is also seen that she asked the questions to different students individually in the same place (see EXTRACT 3).

#### EXTRACT 2:

T: ...Could you do that?(*to S42*) Could you find food in the mountains for three days?(*to S43*) What could you eat?(*to 44*)

S44: ...[inaudible]

T: Yeah, what could you eat?

S45: ...

T: Could you find food in the mountains? Greens, vegetables,...[not transcribed], nuts,...Could you do that?

#### EXTRACT 3

T: ...OK, in Japan, not very many men are good cooks.  
(*to 46*) Can you cook?

S46: ...

T: (*to 47*) Can you cook?

S47: NO.

T: No? (*surprised*) (*to 48*) Can you cook? Can you cook?

### 6.2.3 Wait Time

The wait time after each question was rather short, such as two or three seconds on average. There were many cases when the teacher rephrased the questions or employed additional questions instead of waiting for students' responses. Many questions were asked to the whole class and then to individual students without long pauses as she was circulating among the class. But there are three examples with rather long wait time of more than ten seconds (see Appendix C).

## 6.3 Language Production Generated from Questions

As shown in 6.1, there was very little time spent for students' production compared to the amount of time which were used for teacher's asking questions (42: 125 respectively). Most questions were referential questions which were intentionally asked to elicit students'

production, but they did not generate as many students' answers in spite of the effort made by the teacher. In cases when students answered the questions, all their answers were one-word answers, except the question which was asked to a boy about why he was so late for the class (see EXTRACT 4). However, since the students talked in very low voice, most of their verbal reaction was not recorded on the video-tape and so there could have been longer utterances from them in the classroom (see Appendix A).

#### EXTRACT 4

T: Why are you so late?

S4: I went to the homeroom to get my textbook.

...

S27: A worker.

T: A worker, (*nodding*), why do you say worker? Why do you think it's a worker?

S27: Small.

#### 6.4 Feedback

6.4.1 The teacher gave very little verbal feedback and this result clearly appears in the FLINT system. And some non-verbal feedback such as smiling and nodding was recorded in the video. All of the feedback was positive.

#### EXTRACT 5

*(Students are reading the poem. Teacher is reading it with them.)*

T: Nice, very nice. Now do you have any questions about meanings or pronunciation, are there any words or phrases that you don't understand, you don't know how to say?

...

T: OK, what do queens do? What's her function? What's her job to do?

S35: Lay eggs.

T: Lay eggs.

*(Teacher wrote down the answer on the paper.)*

T: OK, that's it. That's all about queens.

In many cases, instead of giving feedback such as "Good!" or "All right!", the teacher asked "Why do you think it's ...?" or "Who agrees?" ( see EXTRACT 4 and 6)

## EXTRACT 6

T: ...OK so Hiroaki says “This is the worker bee. These are two worker bees.” He says the queen’s in a hive. Who agrees? (*raising a hand*)

The teacher’s attitude toward feedback is explained in the interview (see EXTRACT 7). Her comment shows the clear idea about giving feedback and her strategy of asking “Why...?” or “Who agrees?” instead of saying “Good!” or “That’s right.” She also concludes that because of her trying to avoid display questions, there may be fewer chances to give feedback for confirmation.

## EXTRACT 7: Interview with the Teacher

A: Usually I’m trying not to do that kind of stuff. ...

Q: Usually do you ask them, “Who agrees with him?”? Is that the way you check the answer?

A: Yeah, .... Sometimes the questions are facts and I still say, “Who agrees?” ...

I DO try to give feedback in terms of saying, “Who agrees with her?” .... Again responding to meaning and to their ideas and I try to avoid saying, “That’s right.”, “That’s wrong.” Now sometimes if five or six students try to answer a question that has a definite right or wrong answer and if only one person gets the right answer, then I would probably say, “That’s right.”, ..., “OK, did everybody hear that?”, ...

Or because I try to avoid display questions then there just aren’t so many occasions for the traditional kind of feedback that teachers give like, “That’s right.” or “That’s wrong.”...

Her policy of feedback is also based on her idea about learners’ attitude which is also supported by the principal (see EXTRACT 8).

## EXTRACT 8: Interview with the Teacher

A: Also ...what I try to do is to use a very Western approach to learning, which is that the teacher is not the source that just says “OK”, that says “this is so important, that you have to know, learn it memorize it.” I want them to say, “I don’t know this part.” “I don’t understand this, please teach me this, please tell me this.” And that is their responsibility, ...I expect them to be responsible and let me know what they don’t know. ...As the principal is always saying that she wants all the high school teachers to stop spooning feeding students.

6.4.2 There was no evidence of error correction. According to her, the errors she feels

necessary to correct to the whole class are the ones which are made by many students or which are common among Japanese. And in the interview again, her attitude and way of error correction were explained. Here are some examples of her way of error correction, giving negative feedback.

#### EXTRACT 9: Interview with the Teacher

A: I hardly ever do it, because I think it inhibits communication....So I would rather have them feel like they wanted to communicate, .... And that I really want to know what they have to say, I'm listening to the meaning not to the form so much.... Since so many of their tests involve tape-recording things for me, then as I listen, I record comments back to them. And so in that case because it's a lot more personalized and it's a lot more private, then I sometimes make comments about errors. But I FIRST make comments about communication. ...So you know, first I say, "Did I understand?", "Was it interesting?", "How did I feel about this idea?", "Do I agree or disagree with them?", "Was it interesting?"...I deal with that and then at the end I might say ..."Did you mean this when you said this? Because we don't usually say that, we say this."

## 7. Conclusion

7.1 The aim of this research was to investigate teacher's questions, question modification, students' production generated by questions, and feedback as the aspects of interaction through class observation.

### 7.2. Question Types and Students' Production

7.2.1 Long and Sato (1983) and Pica and Long (1986) conclude that teachers in ESL classes ask more display questions than referential questions (cited in Chaudron, 1988). This observation, however, reached the opposite result: that the teacher asked more referential questions than display questions. This shows that there exists the possibility of discrepancies between researchers' and teachers' conclusions.

7.2.2 The result is clearly connected with the teacher's policy on asking questions, which is the avoidance of display questions. She knows that students do have many opportunities to confirm their knowledge and facts but do not have many opportunities to use English for real communicative purposes. Her attitude is the evidence of efforts to make the classroom the place for the students to use English for communication and not the place just to get correct answers to get good marks in the test.

7.2.3 There was little production observed from students. Brock (1986) discovered that increasing the number of referential questions “promoted students to provide significantly longer and syntactically more complex responses” (cited in Nunan 1991:194). In this class, there was no clear evidence that referential questions generated students’ longer or syntactically complex responses. Since the class was observed just once, the effect of referential questions on students’ response will need longer term research to become explicit.

### 7.3 Modifying Questions

The teacher modified the questions mostly by rephrasing or adding questions for clarification. The wait time was rather short, and the reason seems to be that most of the questions were asked to the whole class rather than to individual students. When the teacher asked one question, she circulated the class and asked the same one or modified one individually to get students’ attention and to make sure that every student understood what was asked. This indicates one of the difficulties in big classes with more than 40 students. It means even when 20 students understand what the teacher says, there are still left 20 students who do not.

### 7.4 Teacher’s Feedback

7.4.1 The teacher gave little feedback of the traditional type, such as giving verbal praise for correct answers. This is again related to the policy on questioning. Since she did not ask many display questions, she had few chances to give feedback of this kind. Instead of that, she preferred to give feedback by asking “Why?” and “Who agrees?” in order to get students to make their own choices.

7.4.2 The teacher’s attitude toward feedback is also relevant to her idea of classroom culture. She tries to train the students so that they can get the strategies to access an English oriented society. She thinks that students must take responsibility for their learning. This is also the advice to the high school teachers from the principal. Although the teacher’s opinion is very clear on this matter, how much students understand and what they think of the aspect of classroom culture was not clear to the observer. It may be suggested that the research into students’ opinions, or understanding of autonomous learning in the English class may give insights into this problem.

7.4.3 Researchers such as Cathcart and Olsen (1976) and Willing (1988) found that the learners highly appreciate error correction by the teachers (cited in Nunan, 1989). But in this class observation there is no example of teacher’s error correction. In the interview, her attitude toward error correction was explained: she tries to do it personally after examining students’ work, tries to correct common mistakes to the whole class, and puts more stress on the content than the form. She has empirically learned from the students that error correction

will have more drawbacks than benefits in terms of promoting communication.

## 7.5. Class Observation

7.5.1 The methodology of this research was to use the FLINT system, one of the observation schemes for objective and quantitative data, video-tape recording of the class for ethnographic approach, and audio-tape recording of the interview as stimulated recall. Although the FLINT system is a highly sophisticated method with many categories to investigate classroom interaction, some categories proved to be unsuitable. For example, the distinction between silence and confusion was hard, since there were many cases when at the same moment some were quietly listening to the teacher or their peers and some were talking and not paying attention.

7.5.2 The use of video tape and audio tape is very effective in recording the precise wording of the class procedure and the teacher's questions. Also, they were useful to check the data repeatedly in order to do valid analysis. Although there are many merits in taking video of the class, the observer found two problems with this method. One is that it was not effective enough to record students' utterances in a big classroom. Whenever students' production was made in a low voice, the video recorded nothing but silence because most of it was audible only to the teacher standing just by the student. Another problem occurred with the transcripts. It was sometimes too difficult to transcribe all the words uttered by the speaker. It is indispensable to have the teacher's cooperation in checking the transcript to make it authentic material for the analysis.

7.6 There is one suggestive finding about how to define students' production. As mentioned above, students' production was limited and most of it was not audible. However, this does not mean that students did not react to the teacher at all. They must have reacted by facial expressions at least. Even the observer who sat behind the class noticed that they reacted to the teacher's explanation and questions by looking into their class material, talking with the classmates, and looking at the teacher. However, with the observation scheme and approach which were adopted here, none of these were accounted for, since they were not made linguistically. When the production generated by teachers' questions is discussed, it may be suggested that those non-verbal reactions are also paid attention to. What is needed is an improved observation scheme which includes the above-mentioned categories.

7.7 Through this research, the most significant benefit for the observer is that the entire process has been an occasion to look into her own teaching. Since the research problems were the aspects which are crucial in classroom interaction, the close investigation has naturally become a chance to reflect on her own daily teaching. It is true that "if we want to enrich our

understanding of language learning and teaching, we need to spend time looking in classrooms” (Nunan, 1989:76).

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## Appendix A: Class Transcript

T : ...[inaudible]

S1 : Madassu, mada kitenaisu.[ “Not yet. He’s not here.” in Japanese]

T : Tell me in English. What did you...

S1 : ...

T : ( to S2 ) Yohei

*(S2 received a tape.)*

T : (to S3 ) Masaru

*(S3 received a tape.)*

T : It’s you.

T : OK, guys. Gentlemen. Before I begin,...

T : There are no names on these tapes.

*(Three boys entered the room.)*

T : Is there anyone missing a tape? Anyone? No names. These tapes are from this class.

*(NBA player Hakeem Olajunwon’s life size poster on the wall is going to fall.)*

T : Look at that. Catch that. *(gesture)*

*(Two boys put it on the wall.)*

T : OK, thanks.

*(Three boys entered the class.)*

*(Other students are talking.)*

T : OK, listen, listen. Today we are going to do something that’s not in the textbook.

Because the Monday and Tuesday classes are behind this one. So let’s do this.

*(Teacher is delivering the paper.)*

*(Two boys entered. They asked for their paper and a teacher gave papers to them.)*

*(Another boy entered the room.)*

T : Why are you so late?

S4 : I went to the homeroom to get my textbook.

T : OK. Please look at this side of the paper. Please look at this side. And look just at the second section of it, *(pointing the section), right up here(indicating the part with a finger)*

This is a poem. That’s to be read in two parts.

S5 : ...[inaudible]

T : Yes, about bees.

T : *(gesture)* This side of the room, dividing right down the middle, please read this part, “Being a bee is a joy.” *(making eye-contact) (showing the lines to the students)* “I’m a queen.” OK, this is your part. Please read that.

S6 : ...[inaudible]

T : Huh?

S6 : *(nodding)*...[inaudible]

T: *(to S6)*...[inaudible] *(smiling)*

*(Teacher moved to the left side of the class.)*

T: OK, this side of the room, starting from him over there, please read the left side of the poem, “Being a bee is a pain. I’m a worker.”, this is your part.

*(Teacher is looking around the room and checking if everybody has understood the direction and then looking at a group of students who seems not to be ready for the activity.)*

T : *(walking to another group of students)* Your part is...[inaudible]

S7 : ...[inaudible]

T : *(to S7, smiling)* ...[inaudible]

T : OK. So guys, OK, the poem just goes down the lines. If your side has a line read it.

If you don’t have a line, just wait. We’ll start slowly, altogether, ready, “Being a bee...”

*(Teacher is leading a lead of both groups with hands and taking a rhythm.)*

*(Students is reading the poem. Teacher is reading it with them.)*

T : Nice, very nice. Now do you have any questions about meanings or pronunciation, are there any words or phrases that you don’t understand, you don’t know how to say.

S8 : ...[inaudible]

T : Yes.*(approaching S8)*

S8 : ...[inaudible]

T : No, right....[inaudible]

T : Anybody? Does anybody have questions about any of these words?

*(Teacher approaches S9 and talks to him.)*

T : OK, you sure you don’t have questions? No questions about any words? What is that? Any words..[inaudible]

S9 : ...

T : Are there any words you don’t understand? You know...?

Ss : ...[inaudible]

*(Teacher is writing down the word on the paper so that all the students can see it on the monitor.)*

T : OK. So somebody asks about this word, nectar. *(adjusting the picture on the monitor)*, OK, does anyone know this word, “nectar”? Does any one know the meaning of “nectar”?

Ss : ... [inaudible]

T : Yeah, right. In, in a drink machine, if you buy a can called “ Peach Nectar”[a kind of canned juice sold in Japan], right? Same word. OK, so what is nectar, then? Peach juice?

S10 : Fujiya, Fujiya.[the name of a company which sells Peach Nectar]

T : Yes, OK. Fujiya Nectar.

S : Peach.

T : Yeah, peach. So is this peach juice? What does nectar mean? Because, ... you could buy cans of (*showing the shape of a juice can size by hands*) Fujiya Peach Nectar.

Ss : (*laughing*)

T : Yes, it's the same word. So what is nectar? What is nectar? (*indicating the paper*) OK, bees collect it, huh, then I might collect nectar from a field. So, is it juice?

Ss : ...

T : What is it?

T : OK, so this is the picture. (*pointing a picture of a bee*) Here's the bee with four cans of Fujiya Peach Nectar.

S11 : Honey.

T : Honey, OK. So bees collect honey or something that they make honey out, huh? So this sweet stuff in flowers or fruit, that bees get from flowers, that turns into honey is called nectar. And so we use "nectar" in English not only to mean the stuff like ... in the flowers but also anything if it's really sweet, delicious (*making eye contact*) has wonderful smell, like very delicious rich peach juice. Or sometimes we talk about music or poetry being nectar. OK, so in English nectar has a really good, really good image in something it smells or tastes very wonderful. OK, so this is called nectar. Really good, really good. OK, here they take this from flowers. OK, any other words, any other questions about any words?

Ss : ...

T : OK, so nectar. Any other words you don't understand?

(*Teacher is circulating the class.*)

Ss : ...

T : No? OK. Any other questions? Are there any words you don't understand?

Ss :

T : Any other questions?

Ss : ...

T : Are there any words that don't make sense?

S12: ...[inaudible]

T : (*to S12*) OK? Is there any word you don't understand? Is there any of them that you don't understand?

S12 : (*looking at the paper*) ...

T : No? You know all the words.

T : OK. Anybody else? Does anyone else have a question? About bees' world?

T : (*to S13*) Do you understand?

S13 : ...[inaudible]

T : (*to S14*) OK, any other questions?

S14 : ...[inaudible]

T : OK, then there're no more questions. Let's read the poem one more time. This time I won't, say it, I'll just listen.

T : So ready? (*talking to the students of the right side*) One more time? Ready? One more time. Speak all together.

(*Students are reading the poem in a very low voice.*)

T : "by the hundred ...", ... "outranked by none", ... "to patch up",... "for the rest of the day",... "bee's ..." [Teacher's help]

T : OK. Now that we went through it the second time, did you see any words that you don't understand or you don't know how to pronounce? (*Teacher is circulating the class.*) Are there any more words you don't know the meaning of?

S15 : .....[inaudible]

T : Unionize. OK, almost at the bottom of the poem, fourth from the last line on the worker bee side.

(*Teacher is writing down "unionize" on the paper.*)

T : OK, unionize. If you look at this word, we can find a word that you know, right? You know the word, "union."

Ss : ...[inaudible]

T : Yes, what?

Ss : ...[inaudible]

T : Yeah, OK. so we say "unite,"... like the United States (*gesture*), join together. Union is the noun form, OK, so something that's united has the form of union. Now there's a special kind of union, called a Labor Union.

T : (*to S14*) Do you know the word Labor Union?

S16 : ...

T : OK, you know "labor." (*writing down "labor" on the paper*) OK, this is a particular kind of union called a Labor Union. Ah, two weeks ago, was a holiday in Japan, it was Labor Thanksgiving Day. (*to S14*) Right? That's a holiday we have.

S17 : ...[inaudible]

S18 : ...[inaudible]

T : Yes, November 23rd was the Labor Thanksgiving Day. So this meaning of Labor was the "workers or the work they do." (*making eye contact*) OK, so Labor Union is when workers get together and make an association, and work together. So the worker bees are thinking, "Why don't we bees make a union, why don't we form a Labor Union?" Because we work so hard, we work so many hours, we have so many jobs and the queens, the queen's too happy. They lay eggs, that's it. That's the whole day. So we need a labor union to protect our rights, give us fair rights.

(*Students has become noisy.*)

T : Guys, who...? Listen, listen, listen!

T : So whenever we put “ize” at the end of English noun, we turn it into a verb, meaning to do that, huh? So unionize, makes a union, patronize, become a patron of, become a customer, you patronize a restaurant, you become a patriot, you eat at the restaurant, you patronize a video parlor, you go to rent video games and videos. (*making eye contact*) OK, what’s another word? What ‘s another -ize? (*Teacher is looking around the class.*) If you merchandise something, you turn it into merchandise, you sell it. If you,...what? What’s another -ize?

Ss : ...

T : Tell me some words that end with ize.

Ss : ...

T : Do you know any? (*waiting for a while*) Tell me some -ize verbs.

(*Teacher is moving to the front of the class and writing down the words with -ize to make sure the words which has been picked up.*)

T : So, unionize, patronize, what’s another words that I have? Any with -ize or -yze?

Ss : ...

T : You know the words like this, categorize, put things into categories, categorize.

Analyze,form an analysis of ... you know the words like this, -ize, -yze? What else?

S19 : ...[inaudible]

T :Memorize , OK. (*Teacher is writing “memorize” on the paper.*) Put into your memory, memorize. Any more?

S20 : ...[inaudible]

T : Pardon?

S20 : ...[inaudible]

T : OK, unionize is that the same pattern. OK.

S21 : Formalize

T : Formalize, yeah! (*nodding*) (*writing down “formalize” on the paper*) formalize, make formal. OK, any other questions about any words? Is there any word you don’t understand?

S22 : ...[inaudible]

T : What did you say?

S22 : Larva?

T : Larva, OK. (*writing down “larva” on the paper*) OK, in the poem, we have the word, “larva.” And then we have the word, “grubs” very near that. Then these have same meaning. Larva is singular and grubs is plural, but they have same meaning. OK, you know that ‘cause you study biology. You know that insects go through several stages in their lives. When insects are hatched out of eggs, they don’t look like adult insects, they look kind of like worms. No matter what they are: ants, bees, grasshoppers,.... They

always look like worms then they first hatch. (*talking to students with gesture*) Then they go through another stage, change, and another change,.... OK this first stage is called “larva.” It’s a larva stage , larva or grubs. OK, the scientific name is “larva”, the common name is “grub.” They are the same. That’s first stage after coming out from the egg, it looks like a worm.(*shaping a worm with fingers*)

T : OK, any other words? Any other words that you don’t understand?

S23 : ...[inaudible]

T : (*looking into S19’s face*)...[inaudible]

S23 : ...[inaudible]

T : Cells, OK. (*writing down “cells” on the paper*) OK, another word, cells. ...[not transcribed] on the worker bee side, huh? Now cells has lots of different meanings in English. But all have the idea of something with walls around. So, in biology, all living things are made of cells, little tiny pieces, too small to be seen, without looking at it under microscope. You’ve all seen one cell plants or one cell animals, ...[not transcribed] need lots of cells. Skin cells, blood cells, OK all those cells have kinds of wall around the ...[not transcribed], insides ...[not transcribed], OK, so this is one ...[not transcribed] In a jail, or in prison, each prisoner sits in own room with walls around it, and this is called cell.(*making eye contact with gesture*) OK, now in bee hive, (*pointing a picture on the print*) OK, there is tiny little room with six side walls around it ...[not transcribed] each one of those is a cell. OK, so every kind of cell has walls.  
(*to S23*) Do you understand?

S23: (*nodding*)

T : OK, so these are cells in a bee hive. We have cells in our body, skin cells hair cells, muscle cells, OK, any other questions? (*looking around the class*) Does anyone have to ask a question about word, about meaning, pronunciation?

Ss : ...

T : OK, then please turn your papers over, look at part A (*pointing*), “Life in the hive.” We are going to listen to the tape about bees. But before we listen, please answer the questions in part 1, how much you know about bees. OK, just take two minutes, very quickly answer these questions, mark them true or false. If you’re not sure,

S24 : ...[inaudible]

T : Yes, answer every question.

(*Teacher is circulating the class and make sure the direction so that all the students understand the activity.*)

T : OK, very quickly answer all the questions, mark them true or false. If you don’t know, make a guess. Answer every question.

(*Teacher is once again circulating the class and making sure that all the students understand the directions.*)

T : OK, now we're going to listen to the tape. And I'll ask you to listen, first time, don't worry about these questions (*pointing part 1*), look at part 2, we are going to do this part first. Up here the top of the page, we have three kinds of bees, three kinds of bees.

S25 : ...[inaudible]

T : ...[inaudible]

S25 : ...[inaudible]

T : (*to S25*) Yes, worker queen and drone.

T : OK, so, on the line of each picture, please write which kind of bee this is. Is it a worker? Is it a queen? Is it a drone? a), b), c), d), e) on each line, write down, this is a picture of a queen, worker or drone.

(*Teacher switches on the tape and then circulates the class. Students are listening to the tape and working on the questions.*)

T : OK, so, picture a), Motofumi?(*to S26*), picture a), what kind of bee is that? Is that queen, a worker or a drone? Picture a).

Ss : ...

T : Picture a), part 2, a queen, a worker or a drone.

S27 : A worker.

T : A worker, (*nodding*), why do you say worker? Why do you think it's a worker?

S27 : small

T : Pardon me? If it's a drone?

S27 : ...

T : What is this bee doing?(*pointing a picture*)

S27 : ...[inaudible]

T : Dancing, are these two bees dancing? Is this a bee looking in a mirror? What is this picture?

Ss : ...

T : (*to S28*),...[student's name but not transcribed] What is this bee doing? What do you see in the picture? What is the bee doing?

S28 : ...[inaudible]

T : It's a worker. Why?

S28 : ...[inaudible]

T : Yeah, why do you say it's a worker?

S28 : ...[inaudible]

T : Is this a sumo[Japanese wrestling] tournament? Is this an athlete bee?

S28 : (*listening and nodding*)

T : athlete, sportsman, sportsman bee.

S28 : (*nodding*)

T : Sportsman bee, OK new kinds. OK, is this a sportsman bee? This is a bee sumo

tournament, picture a). Who agrees?(*raising hand*) Who agrees?

Ss : ...

T : Oh, sorry you're by yourself. Nobody agrees. OK, you say worker,(*to S29*) why do you say worker?

S29 : ...

T : Why do you say workers?

S29 : ...

T : (*nodding*) Cleaners ..[not transcribed] flat. This is like you people's jobs, cleaning outside after school, .. sweeping up leaves. It like the outdoor crew, with brooms. The queen's in the hive. OK, so Hiroaki says "this is the worker bee." These are two worker bees. He says the queen's in a hive. Who agrees?(*raising a hand*)

Ss : ...

T : No one? (*raising a hand*) Huh? You're by yourself.

T : ( *to S30*) What kind of bee is this?

S30 : drone

T : Drone, why do you say drone? (*looking into his face*)

S30 : ...

T : Why do you say it's a drone?

S30 : ...

T : What are they doing? What do drones do?

S30 : ...

T : What do drones do?

S30 : ...[inaudible]

T : What?

S30 : ...[inaudible]

T : Guarding, OK. This is a picture of bee guarding the hive, keeping strange bees away. Now you said drones do this. Who agrees?(*raising a hand*) This is the drone, guarding a hive. Who agrees?(*raising a hand*)

S31 : (*raising a hand*)

T : One person. OK, you've got one person with you.

T : (*to S32*) What do you say? What is this bee?

S32 : ...

T : A drone guarding a hive? Do you agree with him? Do you agree? This bee's guarding a hive?

S32 : ...

T : What do drones do?

Ss : ...

T : What do drones do? On the tape they talked about jobs. What did he, what did she say

drones do? (to S33)

S33 : ...

T : What do drones do?

S34 : ...[inaudible]

T : *(being confused)*

T : They are sisters. What is the drones' job? (to Ss) What do drones do? Let's listen again.

*(Teacher is playing the tape again.)*

T : (the introduction of unit number) Listen carefully. What do workers do? What do drones do?

*(“The queen has only one function and that's to lay eggs.”, teacher stopped the tape.)*

T : OK, what do queens do? What's her function? What's her job to do?

S35 : Lay eggs

T : Lay eggs

*( Teacher wrote down the answer on the paper.)*

T : OK, that's it, that's all about queens.

*(“The worker, the workers have different jobs at different stages in their life. When they hatch they become nurse bees, and they simply look after the eggs and the growing um, the, the bees which are still in cells...” teacher stopped the tape.)*

T : OK, we hear the workers. One job is ...

S36 : Nurse

T : Nurse. OK, so three jobs for workers. *(writing down three jobs workers on the paper)* One job is nurse. They take care of babies, like in a nursery, OK a bee in youchien, hoikuen[a kindergarten, a nursery school in Japanese].

*(“and they feed them and they keep them clean and they keep warm. Um, and then as they grow older they become guard bees, and that means they stand around outside and inside the entrance to the hive,” teacher stopped the tape.)*

T : OK, so this is picture a), guards. But guards are not drones. Guards are ...

S37 : workers

T : *(nodding and making eye contact)* Workers, workers OK, so the bees of picture a) is worker bee or what? This is a worker bee guarding a hive.

*(“um, to protect the hive from attack of any kind. And then in the last phase of their life they become forager bees, and they're the ones that fly out and find the nectar, which they turn into honey.” teacher stopped the tape.)*

T : OK, what's the last job?

Ss : ...

T : What was that?

S38 : collecting nectar

T : collecting nectar (nodding), OK, the name for that was forager. “Forager”, this is probably a new word for you. Maybe you’ve never heard of this word.

(Teacher is talking to 3 students who seem to be sleeping at the desk.)

T : Are you sick?

S39 : ...

T : Go see the nurse.

S39 : ...

T : Are you sick?

S40 : ...

T : Go see the nurse.

S40 : ...

T : Are you sick?

S41 : ...

T : Go see the nurse.

S41 : ...

T : OK, so a forager is some one who has to find food. If you join the army, one of the things that they train you to do is, ... ( *students have become noisy and teacher claps hands*) listen, one of the things that they train you to do is to find your own food, to survive in the wilderness. And they take you by helicopters and drop you off in the mountains somewhere and say, “Come back in three days.” You have no food. You just have a knife and maybe a cooking pot. But you have no food. So you have to find food in the mountains. Could you do that?(to S42) Could you find food in the mountains for three days?(to S43) What could you eat?(to 44)

S44 : ...[inaudible]

T : Yeah, what could you eat?

S45 : ...

T : Could you find food in the mountains? Greens, vegetables, ...[not transcribed] nuts,... Could you do that?

T : OK, this is called “foraging”, going out into wild place and finding food for yourself, finding nuts, taking nuts, picking nuts off trees, killing rabbits, whatever. Now sometimes people who live in cities have to forage (*gesture*), homeless people, go through garbage cans, looking for food to eat. This is also foraging even if it’s not in a wilderness. They provide their own food, not by going to restaurants, grocery stores, finding food somewhere else, even in the garbage (*nodding*). This is also “forager.”  
OK, in Japan, not very many men are good cooks.

T : (to S46) Can you cook?

S46 : ...

T : (to S47) Can you cook?

S47 : No.

T : No?( *surprised*)

T : (to S48) Can you cook? Can you cook?

S48 : Yes.

T : Yes, good! OK. Ah, but not many men can. And so when men are left home by themselves, their wives are gone, their children are gone, ... they have to feed themselves. They have no money to eat out in a restaurant, they have to feed themselves and they go into kitchen for the first time to find food. Where is it? They don't know where it is. They 've never been there. They open the refrigerator, ha! Is there anything to eat? They find some food, "Uh, there's beer!"

Ss : (*laughter*)

T : Potato chips, sausages,...

(*There came a chime to inform them of the end of the class. Some students has started to leave the room.*)

T : This is called "foraging". So men forage in the kitchens. OK, better to know how to cook because these days no women are going ...[not transcribed]

(*Some students are standing up to leave the room.*)

T : OK, sit down. So homework, sit down, sit down. The homework is the back of the page, by the poem ( *pointing*) in this square you see all these words, you need to mark each word, is it singular or plural. Now you know these words, what does singular mean? Singular, or just single, only one. When we say "chair", we mean only one. Plural means,...(*Students has become noisy.*) Guys!(*shouting*)  
Listen! Plural means more than one, we say chairs we mean 2, 3 or ten million.

Ss : ...

T : You need to mark each word. Is this singular, is this just one or is it plural? Now usually in English you put an "S" or "es" but these words are different. They've come from Latin and they have Latin plural rules. So tell me which words are singular and which words are plural and then add some more words that are like these with Latin endings or any other. That's the homework, see you next week. You don't need textbooks nextweek.

## Appendix B: Interview Transcript

Q: As for the term test, do you usually give them this kind of the test?

A: About half the time. I would like to check their individual production and also, because when I give a written test in the classroom, they cheat. They cheat because it's so easy to see others' paper. They got very nervous that this is a test, we have to get a point, so they cheat because they think they don't know the answers. And so it's much easier to give a test that they have to speak, because then they can't say the same thing as other students.

Q: Is this the way you deal with those high school boys?

A: Yeah, I would originally have preferred to give that kind of test, but when I first came they said, "NO, you have to give them some paper test, because we have to have something to show the parents if they have the questions about the points. But afterwards there was so much trouble, cheating on tests. Then administration finally said, "OK, you can give project tests." This is obviously a different kind of situation, and everyone agrees to giving a project test, because a paper test is very difficult to test oral communication. anyway I think I mean, you can test only a tiny fraction of oral communication. So I prefer to have them having listen and speak if possible or at least....

Q: In usual classes you do lots of pair work, right? And in the class I observed did not have so much time to make the students produce, did it?

A: That's true. There wasn't much space or time for them to do their own production. Normally we have a video textbook and so they're either watching the video and listening for specific kinds of information in pairs or small groups.

Q: Do they use English or ...?

A: When they work in pairs, generally they use Japanese. And then they have to end up with something in English. But they sit there and talk about it in Japanese and they translate out of Japanese into English.

Q: But they are usually asked to answer in English?

A: Yes, the answers have to be in English. I think this is the chance to have real English for communication. Not just playing at communication, communicating in English. It's a real question, everyone wants to know why he is late and I expect him to answer me in English.

Q: Did you know that they did not understand from their facial expressions?

A: Sometimes, but I was surprised. I thought at that point everybody knew what I was asking, ...I hadn't made it clear yet even after I asked 5 or 6 times.

Q: So when they do not understand do you simplify the expressions?

A: Well, I try to, at least, reword it. I try to use simple expressions to begin with but I try to reword it. Also I always, what I try to do is to use a very Western approach to learning, which is that the teacher is not the source that just says "OK", that says "this is so important, that you have to know, learn it memorize it." I want them to say, "I don't know this part." "I

don't understand this, please teach me this, please tell me this." And that is their responsibility, that even if I could guess what they don't know, I expect them to be responsible and let me know what they don't know. And so they probably feel very frustrated in my classes because if, like when we do the textbook exercises, then I say "OK, if everybody is finished, check with your partners and look at their answers," and then I never tell them what the answers are unless they ask me.

So I say "Check that these answers are right" and just go on to the next exercise. But a lot of them won't take that initiative and won't say "That isn't a right answer", "Isn't it right?" But I want somehow provoke them into doing that.

Q: So your policy in teaching or organizing the lesson is very much related to the kinds of questions you ask to the students. Because as you mentioned before you are trying to avoid display questions.

A: Yes, and also I think actually the textbook is pretty easy so there is not too much need for me to check answers and say, "OK, what's the right answer?" So if we do something that's a little more difficult like this exercise, then instead of asking them "What's the answers?", I tried to ask "What answers did YOU put?", which is a real question because I know the answer but I don't know what he wrote.

So I tried to ask that but I probably don't always do that. And then I always ask "Why?" so they hate to volunteer because they know they are going to be asked "Why?" That's one reason I think that I don't get much response.

Q: You ask many Why-questions. Is that one of your ideas in teaching situation?

A: Yes.

Q: As for the vocabulary, do you take chances to increase their vocabulary in that way?

A: Like I try when they're learning a new word to either relate it to something that they already know to help them remember it, like "the Nectar." It helped that they thought of that example or give extra meanings for that word, or help them see some kind of pattern in English, that when you put this kind of ending on a word, it turns it, it changes the part of speech, or it makes it have this kind of meaning, or so that they can see some kind of system to English. Because when they study vocabulary, they just have a book with 4000 words in it, and they're just randomly chosen words, 20 for a page, and there is no connection ever drawn between the words. And they're just supposed to memorize this is the Japanese word that has this meaning, and they don't, I mean, they get one sentence in context. So I try to give them context for words, or show them PATTERNS so they can learn several words together instead of every word being so isolated. Here we have basically kids who are good students. But the major problem it seems to me that kids have is they don't know how to organize what they've learned, they just learn a fact and another fact and another fact.... And so many teachers don't put things together in any reasonable way, either. It is just the fact, this fact and then the next page they'll have more facts. And so kids can memorize them for a test and that all is lost

because they never meant anything. And so I try to make learning meaningful for them try to help THEM make it meaningful.

And so lots of times when kids KNOW something, like one kid in a class knows it and others don't, other kids in a class won't know it. Then I ask, "How do you know that?" "Why did you learn that?" "Why do you remember that?" to try to help other students see what kinds of skills go into, really learning something and understanding it.

Q: How do you usually give directions to students?

A: In large classes, after I give the directions to everybody twice, then usually I have to go around and start each group, give the directions again, because they haven't listened.

They want always to translate everything. I mean, just how they've developed and they're trained to study English. Generally like the classes I've gone to with other English teachers, if they want to find out if students understand the question, they say, "Please translate it into Japanese for me", to find out if they understand the sentences or passage. The students indicate that they understand by translating. So they have this HABIT, the deeply granted habit.

So another thing I'm trying to is to get them to deal directly with English as much as they can. I realize it's difficult. And so if I'm talking to a student and his friends are translating what I'm saying, I would say, "Please don't translate. He speaks English", and I try to stop them doing that. So they have to actually deal with English, and not just with Japanese. But they do it all the time to check their own understanding, so for most of the questions in this lesson, right away they went into Japanese.

Q: (about the case in which she gave feedback to a student) Why did you give him feedback?

A: Usually I don't say, "This is the right answer", "This is the wrong answer." But in this case I did because he had half the answer right and there were too many different issues going on, so I just settled this, saying that "Yes, this is right, this is the picture of bee guarding a hive, that's not a drone. Drones don't do that. Workers do that." So I asked a question that I was pretty sure that they could answer because we just, we stopped the tape and dealt with one piece at a time. Because we were running out of time and we wanted to have some kind of ending, not stop with all that up in the air, because they'll just forget about when they don't know about anything.

Q: Could you tell me your opinion about feedback?

A: Usually I'm trying not to do that kind of stuff. I don't know how much I really do it, but....

Q: Usually do you ask them, "Who agrees with him?"? Is that the way you check the answer? Anybody can be right to some degree.

A: Yeah, I mean, even when there are absolutely right, a lot of the questions from the textbook are opinion questions, so they really are just fine then. Sometimes the questions are facts and I still say, "Who agrees?" And they get really scared if nobody agrees even when

they're right. but I don't....

Q: If somebody raises his hand and agree, do you ask, "Why do you agree with him?"

A: Yeah, right. They hate to raise their hands.(laughter)

Q: Are they afraid of being asked why-questions?

A: Yeah, and so in a lot of cases, they don't raise their hands. And when I say, "What did you say?" I'm not really asking that they say what they said just before. After a .....

(being not dictated)

Q: Maybe that's the stage or step they have to go through or get used to. After that kind of work, experiences they can be themselves in that situation and they can ask questions when they have questions.

A: Well, I mean it's not oral communication just for me to ask questions in the book and then to say the answer that they've found in a book. I don't think there is any communication happening there. And it's not really English. We could be reading anything, but if they have to say why, then they have to actually communicate something. Otherwise I just make them say "A feeling...[end of side A, inaudible]

A: Unless they were close to me or were paying attention, and they were thinking about it. I mean, I could see them roll their eyes up back, and they were thinking about it.

A: (as for the conversation about "Can you cook?") They just said "No" to be safe.(laughter)

Q: You explained the word, forage by giving them examples which seems to be familiar with them. Is that the usual way of explaining new words?

A: Yeah, I tried to put it in a situation that they're familiar with or that they've thought about, or a different form of a word or the word that it's related to that maybe they known.

Q: Is that also a modification?

A: Because again, I like them to just process the English directly so instead of saying "Well, who can say it in Japanese? ", looking it up in Japanese, "This is what it is in Japanese." I try to make them work through understanding directly in English. I like to give very GRAPHIC examples lots of details and color, their own personal experiences or something because I know it's very difficult for them to listen to a long explanation, try to get meaning out of it. But I want them to do that instead of looking it up in a dictionary and seeing what it is in Japanese.

Q: Maybe they're learning through the process. The process is a very important stage.

A: Well, I think ultimately for oral communication, if then learn by a process, they learn by speaking English, I mean we can never cover enough for them to be able to go out to the world to speak.....[The observer could not transcribe the following comments.]

Q: They did not show a lot of reactions to you. Even if in many cases they did understand what you were talking about. It's not clear from the appearance if they understood or not, but maybe they knew partly because they reacted by their expression. Because you know that they know so many vocabulary words already. How do you judge?

A: Basically kids who make eye-contact I know that they understand. And kids who never make eye-contact, usually I figure they're not paying attention. And so I try to check out to be sure that they, I go and see if they're on the right page, and if they're following at all.

Q: So do you give instructions individually to check if they understand the instruction at least?

A: Well, I give them instructions individually because I'm quite sure that they didn't understand because they haven't started. So I think usually they don't start because they just don't know what they're supposed to be doing. Either they weren't listening or they didn't understand. And so I go, start each group, individually. You know some kids are ..., I start once they started. and check once again I go around and check should they be doing the right thing.

Because this class is actually a pretty good class and they did really well on the test. Generally when they are producing things in class, they're good, they're really good. Usually they understand directions. That's why they're so far ahead. I mean, not only we have more classes but they catch on right away and they get down to work so this was a little unusual. OK, I think partly because they just came from the auditorium after being yelled at, the whole assembly period yelled,....

The reason I started with the poem is so that they have said all those words , then they listen to them, then they can follow. Because listening is kind of difficult, so then I made them use the words first. But I'm sure that the first part was boring to them. they didn't react to that when I was WAITING for them, to put up some kind of fuss about it , ask about it.

Q: You were nervous and I knew that the students were nervous, too. They found me and some of them greeted me and some boys noticed the video camera and said, "Look! She is taking a video."

A: But they didn't change the behavior at all.

Q: Classroom observation has some difficulty. A class is very sensitive and even a small change can change a whole atmosphere of the class.

A: But on the other hand, there was probably a lot more teacher-student interaction. Usually I don't do much interaction.

Q: Could you please repeat the reason why you're trying to avoid display questions?

You said that for the real communication of boys and girls at this age will not pay attention to the display questions.

A: Well, in part because the textbook is so easy, that they don't , they already know, mostly know, whether the answers are right. Oh, I think it's just a kind of game to go through and say. "Oh, this is the answer, this is the answer." They don't really want to know the answers. And they don't care very much because that's not what most universities are testing, and it's a very tiny part of their grade, it's just only 20 % of one course. I mean, some kids like English and they want to talk in English but not most kids. Most kids are very test-oriented because

the school is very test-oriented. And basically it's not very important.

I wanted make them have real communication because also I mean, you have got this habit, that everything that's really important that they have to know is taught to them in Japanese and so a lot of kids never listen to what I say unless I say homework or a kind of test or something like that, because it's just a habit.

Q: Could you explain your idea or policy about error correction?

A: I hardly ever do it, because I think it inhibits communication. The students already have their grammatical errors corrected anyway. And they don't like to speak, they're very hesitant about speaking because they are afraid that they're going to make mistakes. So if I stop them because they're making a mistake, then they don't want to communicate because they don't want to be corrected.

So I would rather have them feel like they wanted to communicate, they really have something to say. And that I really want to know what they have to say, I'm listening to the meaning not to the form so much. Because in the real world, as long as I can get the meaning across then I'll be able to communicate with people. And most people who listen to them aren't going to care very much about how many errors they make. Of course people will admire someone who can speak more correctly, it'd be important if they were ambassadors or something, but just so that they want to communicate more often or not be stopped all the time.

I just don't correct them. If I can't understand them, then I tell them, "I don't understand" or ask them, "Say it another way", or if I can't understand the pronunciation of the word, I say, I'll ask them to write it down for me. But generally, especially, in front of the class, I just don't correct errors.

Now after I've had a test and I noticed that a lot of people making the same errors, then I might make some general comments to the whole class, "A lot of people said this, but this is not really the way we say it, we say this." They're just translating a phrase DIRECTLY into English from Japanese but that's not, not the idiom that we use. Since so many of their tests involve tape-recording things for me, then as I listen, I record comments back to them. And so in that case because it's a lot more personalized and it's a lot more private, then I sometimes make comments about errors. But I FIRST make comments about communication.

So you know, first I say, "Did I understand?", "Was it interesting?", "How did I feel about this idea?", "Do I agree or disagree with them?", "Was it interesting?"...I deal with that and then at the end I might say "but this word was pronounced this way." or "Did you mean this when you said this? Because we don't usually say that, we say this." Or especially if they're making mistakes that I know most Japanese people make and therefore I suspect mistakes are being taught to them in textbooks, because they are in textbooks. For example, a lot of Japanese people say, "I have ever done this" and so is must be in the textbook, someplace because so many people do it. So I tell them, "No, that's not right" things like that." If it's

just so widespread and then I know nobody's ever going to tell it to students, then I tell it to them.

But for JUST, you know, mixing up "he" or "she" or mixing up singular and plural, I don't stop them for those kinds of mistakes at all. I just want them to talk. They are watching themselves so much anyway, correcting their all errors, and that's one of the reasons, it's hard for them to communicate because they're so cautious of EVERY WORD they say. You know I don't think I need to do it because I think it's being taken care of whether they do it themselves or their other teachers do it for them. Their friends, yeah, before they answer, they sit together, discuss what the answers're going to be. So I'd just rather pay more attention to meaning.

Q: Could you explain your idea about feedback?

A: I DO try to give feedback in terms of saying, "Who agrees with her?" or ... yeah, I try to give feedback. Again responding to meaning and to their ideas and I try to avoid saying, "That's right.", "That's wrong." Now sometimes if five or six students try to answer a question that has a definite right or wrong answer and if only one person gets the right answer, then I would probably say, "That's right.", "That's it.", "OK, did everybody hear that?", ...

Or because I try to avoid display questions then there just aren't so many occasions for the traditional kind of feedback that teachers give like, "That's right." or "That's wrong.", "Try again." or...

Q: In your sense, does feedback means responding to the students?

A: You know just we give feedback to each other. When we're talking each other. You know that kind of feedback.

Q: Could you tell me about asking "Who agrees?"

A: A lot of time I do that to keep everybody else listening because they're not good at listening to each other. They get very bored when somebody, if I'm not talking to them, they're not answering. And so I try it just to keep everybody listening and responding but...yeah, sometimes it gives them a sense of right or wrong, to see how many people think the same way but I'm , I just really don't care whether the answers are right or wrong. I just care whether they respond to questions. And if they have a wrong answer because, as I say before the questions in the book are just SO easy, SO easy and just the same kind of language that you're using with them in an elementary school so they don't have problems with the language in the book very much.

I think they understand what the questions are about and they understand how to answer them. ALL the language is RIGHT there in the book that they need to use. So people hardly ever have wrong answers. But a lot of times if it's DIFFICULT, I look to see what they have written down and I don't call on them if they have wrong answers so you know, I'm walking around the room a lot and then call on people who have a right answer anyway.

Q: In the interview we did before, you talked about the case when a student said a correct

answer and nobody agreed with him. In this situation, if you don't give him any feedback, then isn't he worried or scared? Don't you give him any feedback?

A: "You're right." or "It's wrong."? Not usually.

Q: Isn't it discouraging to him?

A: Well,, I think so. But I'm trying to provoke them into asking. Anybody who asks me, "Is this right?", "Is this wrong?", I'll tell them or I'll get other people to. So the hardest part of the book for them is where they have to fill in a transcription. So it's a cloze transcription. They watch the tape and they fill in the missing words. And again its so easy that they can actually do it without ever watching the tape or they only watch the tape last week and then they can guess because there're words that make sense and I try to encourage them to do that. They just use what they know about English. But then we go, I go back and I play the tape so they can correct it or fill in what they've missed. And then at the end, I say, "OK, is there any answer that you're not sure about?" If some one don't have the answer, then instead of just saying, "This is the answer.", usually I say "Does anybody KNOW?" And I try to get them to ask, the rest of the class, and in some classes, they finally have this and they say, "What's in this line?", "What's this word?" Or "When this person says?", "He says this." and "What's the next word?" And so finally some of them are getting to that point but most of the time, they point to the word, they point to the empty line and to the word they want to know. I say, "Ask them, ask them." and they won't, so I model the question and say, "OK, now YOU ask. That's what you want to know." It's a long, slow process, just to get them to ask , you know, if they just want to ask a part, they just point. And they are not using language as much as they could. So I try now to give them situations for the use of language. If they're just talking to me, they don't get much chance. They need to use the language with each other.

And they need to take responsibility and ask what they don't know. I think so. I don't give them much assurance which probably is very frustrating for them.

Q: Could you explain more about students' responsibility of learning?

A: The principal is always saying that she wants all the high school teachers to stop spooning feeling studens. I hope I'M not the only teacher expecting them to take more responsibility or a more active role in the classroom.

Q: Do you explain your approach or the aim of your policy on teaching to the students at the beginning of the school year or during the term?

A: No, because they canbarely understand a simple self-introduction at that point. I introduce them also slowly and repeatedly, mostly by modeling after they have talked in an exercise in the workbook.

I try to introduce a more active participation on the part of students very gradually because their understanding at, and tolerance for teacher's English are low. I don't say anything by way of orientation except that I expect them to try to use English 100% of the time they are in the L.L..

But they also know that inside the L.L. is another culture because we don't begin and end with a bow. As we begin to work through the exercises in the textbook, actually an activity workbook, I ask them to tell me which answers they don't know or are aware of. When a student leaves an answer blank, I model a question he or she might ask the class in order to get the missing information. I have the boys only for 1 and 2/3 years, there isn't much time to enjoy the fruit of their more responsible approach.

However, other high school English teachers are always reporting examples of their students' challenging or questioning answers and explanations they give in class, so this whole notion of assuming responsibility can't be totally foreign to them. It's just harder for them to do in English.

To help them acquire the English necessary, besides modeling possible questions, I spent a couple of easy class sessions having students pool ideas on English phrases they will find useful in the classroom, writing them on huge posters, and displaying them. Later, I condense the list into possible answers to questions from a teacher and do exercises in which students much give some verbal response within five seconds of being asked a question.

## Appendix C: Question Types and Wait Time (based on Long & Sato)

TYPE	SUB-CATEGORY (number of questions)	EXAMPLE [wait time]: How many seconds teacher waited after each question are shown. No number means that the question was followed by the next question/explanation by the teacher or the students' reactions immediately
1. Echoic	a. comprehension checks (4)	1)...if you buy a can called "Peach Nectar", right? 2) Do you understand? 3) ...two weeks ago....was Labor Thanksgiving Day. Right? 4) Do you understand?
	b. clarification requests (7)	1) Yeah, what? 2) Guys, who...? 3) If you...what?[2] 4) Pardon? 5) What did you day? 6) Pardon me?[16] 7) What?
	c. conformation checks (3)	1) No? 2) No? 3) No one?
2. Epistemic	a. referential (76)	1) Is there anyone missing a tape?[11] 2) Any one?[8] 3) Why are you so late? 4) Now do you have any questions about meanings or pronunciation?[2] 5) Are there any words or phrases that you don't understand[3], you don't know how to say?[3] 6) Anybody?[2] 7) Does anybody have questions about any of these words?[2] 8) You sure you don't have questions? 9) No questions about any word? 10) Are there any words you don't understand? 11) You know...?

- 12) Does anyone know this word, “nectar”?
- 13) Does anyone know the meaning of nectar?[4]
- 14) So, what is nectar, then?[1]
- 15) What does nectar mean?[1]
- 16) So, what is nectar?
- 17) What is nectar?[2]
- 18) What is it?[2]
- 19) OK, any other words, any other questions, about any words?[4]
- 20) Any other words you don’t understand?[18]
- 21) Any other questions?[2]
- 22) Are there any words you don’t understand?[2]
- 23) Any other questions?[2]
- 24) Are there any words that don’t make sense?
- 25) Is there any word you don’t understand?
- 26) Is there any of them that you don’t understand?
- 27) You know all the words?
- 28) Anybody else?
- 29) Does anyone else have a question?
- 30) About bees’ world?
- 31) OK, any other questions?
- 32) Did you see any words that you don’t understand[3] or you don’t know how to pronounce?[9]
- 33) Are there any words you don’t know the meaning of?[4]
- 34) Do you know the word, Labor Union?[6]
- 35) What’s another word?[2]
- 36) What’s another -ize?[2]
- 37) What’s another -ize?[2]
- 38) Do you know any?[3]
- 39) What’s another words that you have?[2]
- 40) Any with -ize or -yze?[1]
- 41) What else?[12]
- 42) ...memorize. Any more?
- 43) OK, any other questions about any words?
- 44) Is there any word you don’t understand?[13]

- 45) OK, any other words?[4]
- 46) Any other words that you don't understand?[15]
- 47) OK, any other questions?[4]
- 48) Does anyone have to ask a question about word, about meaning, pronunciation?[2]
- 49) ... a worker, why do you say "worker"?
- 50) Why do you think it's a worker?
- 51) It's a worker, why?
- 52) Yeah, why do you say it's a worker?[2]
- 53) Who agrees?[2]
- 54) ...you say worker, why do you say worker?[4]
- 55) Why do you say workers?[4]
- 56) Who agrees?[2]
- 57) Drone, why do you say it's a drone?[3]
- 58) Why do you say it's a drone?[2]
- 59) Who agrees?
- 60) Who agrees?
- 61) What do YOU say?[2]
- 62) Do you agree with him?
- 63) Do you agree?
- 64) Are you sick?
- 65) Are you sick?
- 66) Are you sick?
- 67) Could you do that?
- 68) Could you find food in the mountains for three days?
- 69) What could you eat?[2]
- 70) What could you eat?[2]
- 71) Could you find food in the mountains?[2]
- 72) ...could you do that?
- 73) Can you cook?[3]
- 74) Can you cook?[2]
- 75) Can you cook?
- 76) Can you cook?

b. display (38)

- 1) What is that?
- 2) Peach juice?[1]
- 3) So, is this peach juice?[1]
- 4) So, is it juice?

	<p>5) ...what kind of bee is that?[4]  6) Is that a queen, a worker or a drone?  7) ...is that a queen, a worker or a drone?  8) What is this bee doing?[2]  9) ...are these two bees dancing?[3]  10) Is this a bee looking in a mirror?[1]  11) What is this picture?[10]  12) What is this bee doing?  13) What do you see in the picture?  14) What is the bee doing?[7]  15) Is this a sumo[Japanese wrestling] tournament?  16) Is this an athlete bee?  17) OK, is this a sportsman bee?  18) What kind of bee is this?[2]  19) What are they doing?  20) What are drones do?[7]  21) What do drones do?[4]  22) What is this bee?  23) A drone guarding a hive?  24) This bee's guarding a hive?[12]  25) What do drones do?[2]  26) What do drones do?  27) What did she say drones do?[4]  28) What do drones do?[8]  29) What is the drones' job?  30) What do drones do?[9]  31) What do workers do?  32) What do drones do?  33) What do queens do?[2]  34) What's her function?  35) What's her job to do?[1]  36) What's the last job?[5]  37) What was that?  38)What does singular mean?</p>
c. expressive (3)	<p>1) So bees collect honey or something that they make honey out, huh?  2) ...we can find a word that you know, right?  3) ...on the worker bee side, huh?</p>

d. rhetorical (3)

1) Is it a worker? Is it a queen? Is it a drone?

a), b), c), d), e) each line, write down,...

2) They open the refrigerator. Ha! Is there anything to eat? They find some food...

3) You need to mark each word. Is this singular, is this just one or is it plural?

An interaction analysis : a teacher's questions, feedback, And students' production through classroom observation. Fumiko yamazaki. 6-4-402 chauri-machi, yahatanishi-ku, kitakyushu-shi, fukuoka, japan 806-0069. January 31, 1998. Assignment #5. Observe an EL class to which you have access and, employing a suitable observation technique (see unit 3), explore the following questions: [a] What type of questions does the teacher use? Is there a preponderance. of any particular type(s)? What modification techniques does s/he employ when questions are not understood?