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Question Forms and Their Use: A Self Reflective Examination of the Use of Questions and Feedback in Two Self Observed Taught Lessons

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Question Forms and Their Use:

A Self Reflective Examination of the Use of Questions and Feedback in Two Self
Observed Taught Lessons.

By

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Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching
degree at the School for International Training, Brattleboro, Vermont.

March, 2002

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Date April 8, 2002

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Acknowledgments (optional)

Abstract

This project is a self reflective study examining my use of question forms in two self observed lessons. The second lesson having been planned and taught in a way that was informed by findings resulting from the first lesson. The questions forms examined were taken from a variety of sources and are defined in the paper. The main aim of the project was to discover if , through awareness of how I use questions, it was possible to increase the fluency of student responses. A further aim was to see if students were able to use more of their language skills in a lesson by creating situations in which their responses depended more on their thoughts and opinions than target language.

It was found that the skills required to take advantage of various question forms and their potential as teaching tools are varied and require both experience and explicit planning and awareness.

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1. Introduction

1.1 Aims

This paper will examine question types and their frequency in two observed classes, L2 production generated from these questions and any modification techniques, feedback or intervention employed by the teacher.

1.2 Objectives

1. To use the results of the observations and subsequent analysis to gain a better understanding of the ways in which teacher questions and associated interactions could be beneficial or detrimental to L2 production and acquisition in the classes. The first observation will be analyzed and the second taught and analyzed in such a way that is informed by my judgments about the first. These judgments will be based on a reflection on the first observed lesson.

2. To compare and contrast the observation with other research in this field and on this topic with the aim of further informing the findings and any conclusions drawn.

3. To provide a heightened awareness of and understanding of the role of the teacher in question generated classroom interaction and the effectiveness of this role as it is played during the observations.

4. To provide experience in self reflective classroom observation and action research. To experience the use of research tools and methods with an eye toward continuing self reflective research in the future on various aspects of teaching.

2 Tools and Methods

2.1 Tally Sheets

A tally sheet with predetermined categories was devised and chosen as the primary method for observing the class as it gives an ordered and readily quantifiable picture of the general trends and patterns in the classroom. The tally sheet is easily used and understood and so is an effective means of drawing a picture to study and reflect upon of the observed class and the included categories. In post-observation reflection the tally sheets allow me to see trends at a glance and build a clearer picture of what was said and happened during classroom interactions.

Two sheets were used. An initial sheet was used in a "dummy run" to determine if the categories included were useful and germane to the aims of the project. A second tally sheet was devised after the "dummy run" and it is this sheet that was used in the final two observations. (see Appendices) The final version incorporated improvements identified as a result of trying to quantify and evaluate the information included in the first. Alterations were made to both layout and content. The layout of the first sheet made quick reference to the numbers and patterns of interaction difficult and was therefore useless as a means of quickly gathering data about the interactions observed. Categories that were missing in the first sheet were added in the final version and categories that lacked clarity were modified. For example, in the "Student Response to the Question" it was unclear if correct and incorrect meant grammatically correct/incorrect or content correct/incorrect. The major change in layout was to include the use of Units. These Units allowed me to follow more

clearly the flow of question and answer exchanges in the observed classes. A Unit reflects a cycle of interaction; of teacher solicitation, student response and teacher reaction. The form for the Units was adapted from Chaudron (1988 : 45).

The categories for the tally sheets come from a variety of sources. Procedural questions, wait time, feedback and intervention categories are presented in Richards and Lockhart (1994: 186, 188, 189). Display, Referential questions and modification techniques are taken from Chaudron (1988: 127, 85). All other categories were devised by myself based on the needs of this specific project.

2.2 Audio Tapes

Audio tapes were used for two reasons. First and most obviously, these are self observed classes. I could not be filling out the sheet and teaching at the same time. Several colleagues offered to do it for me in the back of the classroom but I decided that I wanted to limit disruption to the students and subsequently the lesson itself. Secondly and more importantly the tally sheets do not capture the authentic language being used. They merely reduce to numbers aspects of the classroom interaction that are to be later quantified and discussed. As this is self directed research aimed at improving my own teaching and not stark linguistic research I decided that it would be useful to have the authentic language to refer to in my reflection process. Having the language available not allows for the study as reference to specific patterns in depth but " ...show us, in ways that coded data and frequency counts often mask, how classroom interaction develops, as a dynamic phenomenon"

(Allwright and Bailey, 1991 : 62). For this reason the classes were audio taped in the hopes that , while my focus was in fact on the use and impact of questions forms, I would be able to build a more holistic picture of the lessons and the progression of interaction that the Unit based sheets do not show. The transcripts of the tapings (with the exclusion of the "Dummy Run" class) are included in the appendices. On the transcripts the Unit number referred to in the tally sheet appears in the left hand margin. In all other aspects the transcript layout follows the conventions laid out by Allwright and Bailey (1991: 222). A key for the classifications in the transcripts is as follows:

T= Teacher

M(number)= Male student - number denotes order within the lesson

LLL= All students in unison

Video tapes were purposely not used for several reasons. Since the project is not about metalinguistic dynamics such as oculesics or proxemics I felt that video tapes would have hindered rather than helped the construction of more objective pictures of the spoken dynamics in the lessons. The audio tapes and tally sheets provide more than enough information to discuss the project question without bringing unconnected analysis or influence.

2.3 KASA Model

The KASA model will be used in two places in the paper; first it will be used as a tool for discussing my own assumptions and thoughts prior to the study. It will then be used in the final reflection of the project as a whole. The objective numbers and quantitative analysis of use of question types will be coupled with an inevitable element of subjective reflection on the meaning of said analysis.

Since the objectives include self improvement and a desire to increase useful conversational flow in my own teaching, KASA allows for a combination of both the subjective and objective in any discussion or analysis.

2.4 Limitations of Tools and Methods

Since only two one hour lessons are being observed within a very wide teaching context (see below), there is a danger that generalizations made about my teaching and certainly about student interactions will be ungrounded to some extent. I myself would argue that generalizations made in such a study as this would be questionable to say the least; see the below section on rationale for further discussion.

In my working context I work with four different year groups (see section four). The observed classes in this project are both from only one of those year group. Therefore I am somewhat limited in terms of the breadth of reflection and the applicability of any recommendations made.

The students perceptions of, and attitude toward this study and it's content were not elicited or studied. One reason for this is that this is a very strictly performance based school. If the students knew that they were being "studied" in any way their fear of mistakes would possibly disrupt the normal data. The recording equipment used is stored in the room in which the classes, so they did not notice any difference.

3. Rationale

In addition to the above stated objectives of the paper I believe a somewhat wider presentation of the rationale behind the study is necessary to justify the use of tools and methods and the discussions of possible changes in teaching style and approach. As I stated before any generalizations made in such a brief study are questionable. However, this study is self directed and self reflective in nature. Chiefly inherent in the objective is a desire to improve my own approach and to look at a specific element of my own teaching approach as a whole. Therefore discussion of the results of this study and, more importantly, judgments and recommendations made about my teaching must include some subjective reflection of the data at hand. Making the numbers mean something real in terms of how I walk into the next classroom will involve making generalizations and creating possible recommendations based on them. This is the main reason for including the KASA model. All four elements of the model are useful, I think, in defining one's own place within a context or teaching approach.

Having been teaching in one context for four years with no dramatic signs of evolution of approach or change in attitude were in fact the main drives prompting me to choose this as a topic for this project. Corollary to my objectives is a strong desire to avoid falling into a "rut" in terms of attitude and approach. Thus the reservations stated above regarding generalizations and limitations of such a confined study I hold to not be overly important in this instance. Given that in my teaching I work regularly with four different year groups (see Context- section four) I will avoid making recommendations that would not work across the groups. The goal of the paper is a general

improvement of my use of questions and elicitation so judgments made that are germane only to the year group observed will be avoided.

4. Context

4.1 The school

The institution in which this study was performed is a private Junior and Senior High School for boys in Hiroshima, Japan. It has approximately 1800 students ranging through three years of junior high school and three years of senior high school. These grades are the equivalent of grades seven through twelve in the U.S.

Being private, the school is bound to Education Ministry requirements a little differently than government sponsored schools. While core subjects as dictated by the Ministry must be taught there is some leeway in terms of level of difficulty and choice of texts. As regards to English education, the school is required to provide four years of "Oral Communication" in addition to the six years of grammar study.

In Japan, compulsory education continues to the end of junior high school. Students can then choose legally to leave. Because of this, in this particular institution high school entrants may choose from two different tracks of study. The first is science based with an emphasis on the hard sciences, mathematics and research. The second is a humanities track with emphases on literature, language and the social sciences. Both tracks are required to include the final year of "Oral Communication" in English and by institutional choice include

three years of grammar and reading study. English is the only foreign language taught at this institution.

The school is in spirit and in practice a preparatory school for the rigorous University entrance exam system that is prevalent in Japan. Students enter and attend this school with this in mind and it has an impact on all teaching done here. Particularly in senior high school and most particularly in the final year of senior high school studies are geared toward preparing for these tests. As will be discussed below this has an impact on how and what is taught in the "Oral Communication" classes as well as all other English education.

4.2 The staff

There are 127 teachers in the school 23 of whom are English teachers. There are three native speakers of English and twenty Japanese speakers of English. Of the three native speakers two are North American (both from the United States) and one is English. Two of the native speakers are women and one is a man. Within the Japanese staff of twenty, three are women. The count of staff members includes part time and full time teachers.

The hierarchy within the department functions in two important ways. There is a chairman elected from within the department staff on a three year rotating basis. The chairman is responsible for convening meetings and setting agendas for discussion. Within the group itself there are dynamics that are strictly culture bound. The most meaningful of these is the weight given to the opinions and desires of older teachers in discussing issues and deciding upon courses of action. This has no connection to length of tenure at this institution

and is a function of age alone. While this may seem a somewhat subjective observation it is in fact a functioning dynamic that is real and bound in educational and cultural tradition within the wider context.

There is no official liaison between native and non-native speakers as there is in some other schools that employ native speakers in Japan. Among the three native speakers there is no official hierarchy although the one with the longest tenure at the school is often relied upon to disseminate information, but not to delegate responsibility or assign tasks.

4.3 Collaboration

The professional dynamic between native and non-native speakers within the staff works differently in junior high school than it does on senior high school. In the lower year groups each Oral Communication class is taught by both a native speaker and a non-native speaker. These classes meet twice a week. For the lesson the class of students is split and are taught in separate rooms by the two teachers, later in the week the alternate halves of the class see the other teacher. In high school the O.C. classes are taught only by the native speakers. There is no in-class team teaching as there is in many Japanese schools. Although close communication and collaboration is required in the junior high level because the teachers are working from the same book and covering the same material. In general the Japanese teachers provide a grammatical foundation for the material at hand while the native speakers use the material to encourage and build communication skills. This is just a generalization as all four skills cross-over between the two classes especially where writing and listening are concerned. In senior high school

there is ongoing discussion between the native and non-native speakers in an effort to make the material taught by all reinforce itself across the classes, but there is no formal use of single mutual texts by both groups of teachers.

The native speakers work closely with each other as they share year groups and material and, in the high school, single classes. One half of each class being taught by a different teacher. Because of this the three of us are in ongoing dialogue not only about content and planning but also how each class is taught. In many ways we influence each other's approaches far more than we would in a context where we merely taught at the same school rather than teaching the same classes together.

4.4 Year Group and class observed

The same groups of students were observed in both instances. They are one half of a class in the third year of junior high school. This is the penultimate year of their course of O.C. classes and the year before they must choose a track of study in high school. The focus in these classes remains basic communicative competency. By the third year, however, they are asked to do more writing than in the first two.

5. Pre-observation assumptions- KASA model

5.1 Knowledge

Prior to reading any material for this project and forming the questions of the study, my explicit knowledge about question forms and any discussion of their use in the field was close to nil. I had ideas about elicitation and practice

routines that implicitly called for specific kinds of questions. For the most part Display, as the literature says the average teacher uses. Also Krashen's "i plus one" theory of input informed my use of questions and my planning. Particularly in the early stages of a lesson where elicitation of the TL is important.

I have thought explicitly in the past about the best kind of questions to when eliciting material, again these end up being primarily Display questions. I did not have the knowledge of type that I do now. We will see how useful this is as the project continues. One assumption I have is that I will use Display questions far more than I think I do now and that the subsequent interactions will be less pedagogically useful than I think they are now.

5.2 Awareness

In terms of explicit self observation and reflection of the spoken dynamics in my own classroom, I have never set out before to record and listen to myself at all.

My awareness of the kinds of questions I ask of the students most often is brought to my attention when I "paint myself into a corner" through the use of questions that don't bring out the language I want or the structures we are working with in the lesson. Chaudron says, "...questions alone may not promote a great amount of learner TL production or interaction unless the teacher is aware of the pitfalls of too closed, too fast, or too vague questions, or worse, too many repetitions of the same non-understood question." (Chaudron: 1988;131) As I said, the moments when I am most aware of my questions are

when the damage is already done.

Beyond a desire to try to increase the fluency of conversation beyond practiced TL (which prompted this paper) I have very little explicit awareness of how I say the things I do in the classroom. Plans often include a method of elicitation or lead-in that made up of a goal and one or two questions that might get the language out in the open. I am aware of *what* needs to be said and what I want it to bring out, but *how* it is said is another matter.

5.3 Skills

If in fact the implicit aim of this project is ever reached, that is to modify the speech used in class in order to increase opportunities for students to communicate as freely as possible, it will no doubt include the use of many skills. This project is concerned with one narrow part of that whole, namely questioning strategies. At the moment, prior to examining any data collected but after having done background reading on the topic my own arsenal of skills in this regard remain somewhat meager. I know that certain questions will lead the group in a desired direction if used at the right moment. I am generally able to do this, I think, without being overly obvious about my intent. Except of course when I am not able! The literature would seem to indicate that most teachers who have not examined specifically their own use of language in the classroom are in fact quite obvious about what they are leading to. A skill, which while unexamined, is one that I believe I have to a small extent, could very well end up being one I lack altogether. Given the literature it is entirely possible and even likely that I will find that I show rather than direct.

The actual skill involved in forming and using questions strikes me as one built on both careful planning and anticipation of potential problems and opportunities. This combined with practice and experience that will inform the ability to anticipate. Constraints of context such as class time, age and ability level and curriculum would also obviously have an impact on both the way in which a teacher questions and the effects desired. At the end of the day if context dictates approach, which I believe it does, then it also dictates the use of language, including questions, by the teacher. The skills involved in doing this well are, I believe, a conglomerate of experience and planning and awareness of a lesson's and course's goals.

5.4 Attitude

In defining this aspect of the KASA model in such a way as to be pertinent to the project at hand it will be discussed in terms of attitudes towards classroom speech in general, the students, and the desired goals of a given lesson. Ideally, I think, speech by a teacher should perform the functions of elicitation, modeling and evocation. By evocation I mean stimulating students towards their own use of the lesson's TL and use of the L2 beyond this to the limit of their current abilities. A neatly packaged expectation that requires a far more complicated approach than would first seem. In my own experience I began teaching with the idea that my classroom speech would stimulate this use of language by virtue of my speaking the language. Six years later this strikes me as hopelessly naive and ill-conceived. Context dictates how one should go about best eliciting use of language. I am no longer in a teaching environment with one student, as I have sometimes been in the past. My teaching involves classes of twenty-five or more students all of whom are under

the age of seventeen. In the two observed classes the students are thirteen and fourteen. Both their numbers and their ages preclude the notion that if I go into the classroom and begin speaking in English they will try to respond in kind to the best of their abilities. (If only it were so)

My overriding attitude now towards teacher speech in the classroom is one that involves both careful planning and anticipation. While neither are taken into account in every single lesson I teach, for the most part I try to plan what I will say and when, in addition to anticipating potential responses and directions the lesson might go in as a result. This includes questions. As stated above my awareness of what I say and how it will affect the dynamic is virtually nil as regards explicitly to question asking. I think about how I will lead into a lesson or topic or grammar point and the questions that might best do that for me, but seldom until now have I given thought to questions in terms of type and nature. My hope is that by the end of the project I will have developed a level of awareness and skill that will allow thinking about questions in this way to become a useful planning and teaching tool.

6. First Observation

6.1 The Data and Interactions

The study of questions and answers, modifiers and feedback has been very popular in SLA research. Chaudron (1988:10) quotes:

"..1) only through interaction can the learner decompose the TL structures and derive meaning from classroom events. 2) interaction gives learners the opportunities to incorporate TL structures into their own speech (scaffolding

principal), and 3) the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learners.” (Allwright 1984 ; Breen 1985)

I would take from this that not only is classroom interaction vital to the learner but that study of it by teachers is equally vital. If we accept that classroom interaction is central to the learners acquisition then it quickly becomes obvious that heightened awareness and analysis by teachers can do nothing but lead to more effective teaching methods.

The value of studying my own classroom as opposed to a general study of classroom interactions is best justified as a question of context.

Long and Sato in a paper published by Seliger and Long (1983; 271) point out that:

“Conversation, after all, is the only SLA experience available to large numbers of people in many societies in the Third World where bi- or multi-lingualism is the norm. (In sharp contrast, the fluent bilingual is the exception, not the normal, product of classroom instruction in many industrialized nation)”

The context in which this paper is written definitely falls into the latter category. The students often are only exposed to interactive spoken English in the classroom. This makes the study of my own classroom and my teaching style all the more important to the students and their acquisition of the SLA.

6.2 Questions

Questions take up an enormous proportion of classroom time. Indeed, Gall (1984) cited in Richards and Lockhart (1994: 185), found that questions can take up more than fifty percent of class time. Richards and Lockhart feel that they are so commonly used because;

- " -They stimulate and maintain student's interest.
- They encourage students to think and focus on the content of the lesson.
- They enable a teacher to clarify what a student has said.
- They enable a teacher to elicit particular structures or vocabulary items.
- They encourage student's participation in a lesson."

Certain questions fulfill the above functions better than others. In this study question types are divided into Procedural, Display, Referential and Rhetorical.

Procedural questions have to do with the running of the class and do not require any deep language skills or cognitive thought. For example when a teacher asks "Where is your homework?" or " Who is class leader?" or even in many cases "How are are you?", he is looking for an easy and often set response. Procedural questions serve to move the class along or as markers between activities and sections of the lesson.

Display questions generally require an answer which is already known or the teacher thinks the students know. They can be used to activate schema or elicit material. For example in Unit 16 of the first lesson I ask "What does 'C' mean?" I am looking for a response the students all know. I am simply trying to get the information out that will allow us to move on. The reading, and this project, overwhelming supports the statement that Display questions are the

most commonly used. One of the reasons I was interested in this study was to see if this was true in my case and what, if any, changes could be made in how I approach using such a large number of Display questions.

Referential questions contrast to the above in that they require a deeper level of language skill and often will evoke a diverse response from students. The teacher is far less able to predict responses to Referential questions. They are argued to be useful in extending language. Where Procedural and Display questions often have predictable and even desired responses, Referential questions can have a variety of responses. They are asking for information directly from the students themselves and not set responses. For example in Unit 40 of the first lesson I ask "Do you like cereal?". The pattern "Do you like" is not the target language of the lesson, I was genuinely interested in the answer from the students in question. While the initial response to this particular question would most likely be a one to three word response not requiring any deep skill, there is the potential for extension and discussion.

I would make a further distinction between Referential and Display questions in that what the teacher seeks from the response helps define what the question type is. A teacher may ask a questions which on the surface seems Referential in nature but in fact is not. When trying to elicit a structure the goal answer is known by the teacher and therefore disallows the question as being classified as Referential. As in the example above, had the lesson been on the target ' Do you ...?' then that would have been a Display question and not Referential.

Rhetorical questions, in my lessons, are most often used as a part of error correction. For example in Unit 8 of the first lesson I ask, "It's terrible? Only one?" and then follow by correcting a mistake, "They. They're terrible." I didn't intend for the student to respond, just to point out the mistake before giving the correction.

Figure One: Question types and Frequency in First Observation

Procedural-	22
Referential-	1
Display-	95
Rhetorical-	4
Total -	122

6.2.1 Procedural Questions in the first observation

As expected the majority of Procedural questions used occurred in the beginning of the lesson when getting the students settled and taking care of the 'business' of the lesson happens. (See Units 1- 15)

Unit 1 represents a truly Procedural question:

1 T: Who is class leader?

This is purely Procedural in that for the class to continue the leader of the class must first greet me. No one had done this yet and the routine needed to be prompted. There was no response and I indicated one student to perform the function of the leader.

For the purposes of analysis of student responses to me there are occasional entries into the questions columns that aren't strictly speaking

questions, but function in such a way as to evoke a response. In Unit 2 I have listed:

2 T: Good morning boys.

2 LLL: Good Morning, Mr. Mangham.

...as a Procedural question because it is part of a routine made up of Procedural questions that begin the class and act as markers for the students. Following this are a series of questions tallied as being Procedural that in another context might not be. In Units 5-14 I ask a series of students how they are and how their recent test went. These questions are listed as Procedural because they are part of a routine that is followed at the beginning of every lesson. While the students do sometimes come out with surprising answers for the most part their responses are entirely predictable. In addition this section of the lesson takes place in order to allow them time to "switch gears" from whatever lesson they had been in before to one taught in the L2. This is the beginning of schema activation in that the students must listen and respond to questions asked in English. Therefore rather than list these as Referential, although I don't necessarily know what the responses will be, they are listed as Procedural.

There are only two instances of Procedural questions being asked in the heart of the lesson. Both are asked in order to focus the students attention on something. In Unit 5 they are about to listen to a song on a video tape:

55 T: Are you ready? Yes?

and in Unit 80 they are being asked to look at a print they have been given:

80 T:...Ok, please write the Japanese, ok?

Both of these Units are instances in which the students are being directed to

do something and no thought is needed for an answer or physical response.

The last set of Procedural questions occur at the end of the lesson when the students are being directed on how to perform an activity and then the results of that activity are being checked by the teacher. for example in Unit 97:

97 T: Three people Ok?

“ok?” is a Procedural question here because I need to know that those three students understand. It is arguably a comprehension check question better described as a kind of feedback or intervention. However, the desired and expected response, and in fact the one given, was that they would simply continue and not respond verbally unless they had misunderstood.

In Units 100-102 three Procedural questions are asked in order to get the results of the activity from the students and are Procedural in that they perform the function of closing the activity and marking it as finished.

100 T: How much money? (name)?

101 T: 1,938 yen, more money? No....Yes? How much?

and

102: T: Ok, More? More? No?...

All instances of Procedural questions in the first observation are entirely predictable in that they serve solely the purposes of indicating things that are happening and preparing for following activities.

6.2.2 Display Questions in the first observation

Procedural questions often indicate to students what is going to happen in a class or mark the boundaries of an activity. Display questions also often perform the same functions but then go further in that they usually indicate,

model or elicit the target language or topic to be studied. These are convenient and expeditious questions for teachers to ask and are therefore very common. Earlier in discussing my assumptions and expectations I stated that I thought the majority of the questions I asked would be Display and that is exactly what happened.

In the observed lesson, there are two large sections in which Display questions are used in their simplest form. First, in Units 22 through 54 The students are being asked to present partitives that they are reading from a print with matched pictures. The questioning is confined to the name of a student and the a letter that indicates where on the print the student should look. The letter indicates a written partitive. For example, Units 24 and 25:

24 T: Ok, C, (name) C?

24 M16: A box of.

25 T: Ok, (name) D?

25 M17 A bag of.

This continues until the partitives on the print have all been covered aloud in the group. Here the Display question allows me to check everyone has heard the new vocabulary. Given that it is a large group of students and some will have used some or all of the new words before the Display questions offer a useful and quick way to allow them to give the answers and for students to whom the language is new to hear it from their peers. Using the Display question form here also allows me to gauge the class' familiarity with the language. This is the kind of language that is often known by some percentage of a large group class. Using Display questions to get the language from the students doesn't really offer any opportunities for extended communication or

negotiation of meaning but is a very quick way to find vocabulary that is new to all of them and to present it. For example, Unit 26:

- 26 T: Ok,(name) E.
26 M18: (no answer)
26 T: It's difficult. Mr. (name) ?
26 M18: I don't know.
26 T: No? Mr. (name)?
26 M19: No.
26 T: Ok, boys. What's that?
26 LLL: Boat.
26 T: A boat. Ok. One more time Mr. (name).
26 M19: A Loaf?
26 T Loaf! Very good. Everybody. Loaf.
26 LLL: Loaf.

This Unit begins with a Display question that requires the student to present a vocabulary item. When the student is unable to, I redirect the question to another and finally give a a hint to help the second student read the new word. Display questions are then used to match the new vocabulary, for example, Unit 35:

- 35 T: Ok, number 4, (name) beans. What's that?
35 M33: A can of.
35 T: It's a can. Do beans always come in cans? Always? Beans in cans?
35 LLL: No.
35 T: No. Sometimes bags, sometimes a pound.

At this point in the lesson the information and target language becomes newer to the students. While the partitives were known to most of them with a couple of exceptions, matching them to actual nouns is new. This leads to Display questions being used not just to have students present words written in front of them but to display knowledge they have. The use of the words they have all just read aloud is new and questions are used to have them make examples based on the print they have. If the answer isn't known I have to give it in order for it to be used in the subsequent pair work.

At another point in the lesson Display questions are used to check answers from a listening exercise performed by the whole class. Units 56 through 77 are all examples of Display questions used simply and checks on an activity.

Unit 56:

56 T: Do they need a loaf of bread?

56 LLL: Yes.

... and so on until all the answers from the activity have been checked.

In the observed lesson Display questions are used to elicit language, to check answers and to gauge knowledge and ability. They offer very little in the way of communication or challenge to the students.

6.2.3 Referential Questions in the first observation

It is widely thought that Referential questioning makes learners produce more complex language. Brock (1986), cited in Nunan (1983: 39) studied teacher questions and found that teachers trained in the use of Referential questions were able to get far more complex language from their students than teachers who had not had such training. Long and Sato (1983) also found that

teachers use Referential questions outside of class when talking to their students but revert to easier and more manageable Display questions when teaching. This begs the question of what is appropriate for a large group and what isn't. Also of whether teachers are underestimating their students abilities in class or afraid of asking questions that might lead to unknown, and unplanned for, territory.

In the first observed lesson there is only one instance of a truly Referential question. I don't know or hope for an answer, it is simply a request for personal information. It comes buried in a dialogue that begins with a Display question.

Unit 40:

40 T: (name), cereal?

40 M45: A box of.

40 T: A box of. Very good. Boys, what is cereal?

40 LLL: Corn Flakes.

40 T: Ok, anything else? Corn Flakes..... Do you eat cereal?

Do you eat cereal? (T. indicates several students)

40 LLL: No.

40 T Cereal is delicious. Choco Flakes!!! Big bowl of Choco Flakes, oh, they're great.

The sole purely Referential question of the entire lesson is "Do you eat cereal?" This is not a question that invited any real negotiation of meaning nor does it really allow for any extended discourse. Buried as it is in a series of Display questions it isn't even an invitation to discussion. The students know that they are in the middle of checking through a list of words and that they will

not be stopped to discuss their choice of breakfast food. Therefore, in terms of pedagogical usefulness as a Referential question it serves none of its functions.

6.2.4 Rhetorical Questions in the first observation

There are only three instances of Rhetorical questions in the lesson. The first two occur early, during the lead-in questions about the students tests earlier in the week. The first is very similar to a modification technique. Unit 8:

8 T: (name) how were your tests?

8 M5: It's terrible.

8 T: It's terrible? Only one? They. They were terrible. All of them?
Wow, I'm sorry.

After having a grammatical error corrected quickly by me the Rhetorical question is used to bring everyone back to the discussion itself. The correction was seen not as important enough to ask for self correction or take time out of the lead in discussion. The Rhetorical question takes me back into the flow of the questions after a minor correction is given.

The second Rhetorical question simply emphasizes something said by a student. Unit 13:

13 T: Ok, most difficult class?

13 M10: Rika (all students laugh)

13 T: Really?

In Unit 12 a student had said that this test was the easiest for him and the timing of the next students saying it was the most difficult was funny. The Rhetorical question then reflects genuine surprise on my part, not any

pedagogical move.

The final example does serve a specific purpose. That is to bring the students attention to an upcoming statement. Unit 80:

80: T: Vinegar, what's vinegar? "Su" in Japanese. Ok, please write the Japanese.

The question, "What's vinegar?" is not a Display question. It is followed immediately by the answer and was simply asked to bring the students attention to the definition given in it's wake.

6.3 Modification Techniques

Figure Two: Modification Techniques used in first observation and frequency

Modified Discourse-	7
Redirection of Question-	7
Teacher answers Question-	2

Krashen (1985), cited in Richards and Lockhart (1984; 184) says that modification is how teachers give students comprehensible input. His $i+1$ theory puts this forward as the essential ingredient for L2 acquisition. The '+1' stage is reached when students are required to push their ability slightly further than their current levels. In a lesson full of Display questions it's difficult for modification techniques to allow for this dynamic. Given that the majority of the exchanges between teacher and student are begun with easily answered Display questions there is little need for students to negotiate meaning with the teacher or for the teacher to use modification techniques in a way that will allow

for more extended dialogues. In terms of practical i+1 interaction this lesson fails precisely because of its lack of need to negotiate meaning.

Of the modification techniques used, there are an equal number of times when a question is redirected or modified. In the tally sheet a mark is placed in the "repetition of question" column only where the question is repeated using the same words and phrasing. If the question has been modified or paraphrased it has been marked under "modified discourse".

One example of modified discourse that could have led to an extended dialogue occurs in Unit 42;

42 T: Ok, milk, milk. (name)

42 M47: mmm.

42 T: Hint, how much milk is there?

42 M47: Quart.

42 T: Ok. A quart of milk. Please read the bottom.

In this Unit the question "how much milk is there?" is intended to make the student make a connection between the answer he is looking for and the fact that it is linked to amount. The question itself is very easy and therefore the student has no problem immediately making the connection and answering the question. Nunan (1991; 191) points out that teachers should try to use more elaborate means of reconveying a message or question. In this instance the modified question is in a form (how much?) that the student knows and can easily work with. No i+1 is reached.

6.4 Feedback and Intervention - An introduction

Krashen's $i+1$ principle is obviously not used in everyday conversation. Certainly not between Native Speakers. One doesn't push in a casual conversation for the other person to reach into new language use. This is only one aspect in which classroom language varies from other language. Feedback and intervention techniques used by a teacher can have the same usefulness as modification can in terms of making students reach further. They also perform other functions, such as affirmation and clarity checking. It will be shown below that in this lesson the forms of feedback and intervention used do not in fact help bring about acquisition in an active and intentional manner.

6.4.1 Types of Feedback used in the First Lesson

Figure Three: Types of Feedback provided and Frequency

Comprehension check question-	1
Acknowledgment of correct answer-	17
Indication of incorrect answer-	1
Repetition of student answer-	15
Request for repetition-	6
Request for self correction-	1
Answer given-	5
Grammar corrected-	1
Gesture-	1

The vast majority of feedback given in the lesson took two forms. Acknowledgement of correct answers and repetition of answers. They both are

used mostly to do the same things, first to confirm an answer without using a specific clarification request, and second to affirm the student. While both of these things are useful pedagogically, they do not encourage extended dialogue or negotiation or meaning.

Only once is a request for self correction given and only once is grammar explicitly corrected. Five times the answer is given, usually after a question has been redirected once or twice with no answer coming from the students. This is not a surprise in a lesson with so much new vocabulary.

6.4.2 When Feedback is provided

In this lesson feedback is most often provided in response to a correct answer. There is not a case in which a student is interrupted for correction. Requests for repetition are made on six occasions mostly when a new word or item has been elicited and the whole class is asked to repeat it once to bring attention to it.

6.4.3 Acknowledging a correct answer

This is the most common type of feedback used in the class. It's effective in that it tells the students that their response is valued and useful. Also in a group this size with new words coming out throughout the entire lesson it serves to bring attention to correct answers for the rest of the class. Some examples are:

17 T: Non-count. That's right.

or,

29 T: A pound of. Very good.

6.4.4 Repeating or Commenting on a student's response

As above these responses are mostly intended to affirm a correct answer. They are marked as repetition because no explicitly affirming statement is included. For example:

28 T: A head of? A head!? mmm.

Here the answer given by the student was correct but the new vocabulary sufficiently difficult to warrant some attention being drawn to it. The students know the word head but not as a partitive. My response is simply intended to let them know that is the right answer and not to be confused.

7 Summary and Recommendations resulting from first observation

As expected the majority of questions asked in this lesson were Display type. This can in part be attributed to the nature of it. A large group of students being introduced to new vocabulary and ways of using it. However this is not the whole of it. I could have used a different approach so that students had to find the meaning of the vocabulary on their own or at least in a format that was not centered on repetition of words and phrases from a printed sheet. While the vocabulary and its usage was successfully presented there was very little in the way of interaction in the process of doing so. The one Referential question used did not result in any meaningful exchange and thus didn't perform any the functions the literature states that it can.

Moreover, the modification, feedback and intervention techniques I used seldom required a further and considered response from the students. In my reading for this project the main solution to the use of question forms that evoke extended responses and negotiation of meaning boils down to several

things. Planning, anticipation and structure. This lesson was structured in a very teacher centered fashion and the activities were planned in such a way as to prohibit the students from reaching for meaning any further than me.

Activities planned for presentation of materials in a way that allows the students to find out for themselves the meaning and use new vocabulary and it use would cause more interaction and extended dialogues. Careful anticipation of problem areas or possible incorrect responses would have allowed me to use modification, feedback and intervention in ways that were more useful from the point of view of creating i+1 or at least longer exchanges.

The biggest limitations of the lesson are the length of time and the number of students. However, I was surprised by the lack of trust I gave to the students to do things themselves or discover meaning for themselves. All in all it was a very controlled lesson with the only real use and discovery of language happening in the short pair work exercises. This is not a typical lesson in that the new language didn't consist of a structure or function so much as it did new words that had to be individually looked at prior to practice. Even so, more communication could have taken place had the introduction of these new words been presented differently. A task based exercise in which the students had to match with fellow students or find out amongst themselves would probably have encouraged more communication and I would have been free to circulate and intervene as opposed to direct from the front of the room.

As for recommendations, there are several that come to mind in looking at the data. First, as a teacher it strikes me as important to form habits of trust and

questioning that allow students to come to me for an answer only when they cannot find it for themselves. It also seems that best advantage can be taken of the use of questions and their subsequent interactions only after experience is gained through the intentional use of different questions types at different times in various lesson settings. The 'teachable moment' can only be taken advantage of when one is prepared to do so. I don't mean that a teacher can anticipate everything that might happen within a given lesson but taking advantage of opportunities to extend a student's language use will come through planning activities that allow such moments to occur and readiness on my part to take advantage of them in pedagogically sound ways.

As for acting on these ideas and recommendations there are several things to do. I can explicitly try to plan activities in such a way that there are more opportunities for questioning. Planning pair work also that is not as limited and directed. I think though that the most important way in which to take advantage of questions is through my own awareness of when it is useful to take advantage of opportunities that already exist and plan group and pair work that requires more complex responses and thought on the student's part.

For the second observed lesson I plan to give more thought to how activities are structured and where problems in use might occur. Also, without planning explicitly what questions to ask at given points in the lesson, I will try to be more aware of where my questions will lead and what use can be made of them. This is a question of not only awareness but attitude. It is, for lack of a better word, scary, to momentarily give up 'control' of the class. Especially when working with younger students, I am afraid of digression for the confusion it could create.

This said however there must be a balance that can be struck that I have not thought about or looked for that allows for more complex language use during the course of a lesson.

8 Second Observation

Figure Four: Question types and frequency in second observation

Procedural-	9
Referential-	7
Display-	52
Rhetorical-	2
Total -	70

8.1 Procedural Questions in the Second Observation

All the Procedural questions asked in this lesson occur within the first six Units on the tally sheet. They are used in much the same way they were used at the beginning of the first observed class. That is, as part of a routine intended to get the students into the class and ready to work in English. In Unit 5 there is an extended exchange, but all questions are marked as Procedural despite the fact that they may be Referential in appearance. Again as in the first lesson this warm up section of the lesson is something students expect and the general tone of the questioning is always similar.

Unit 5:

- 5 T: (name) how are you?
5 M3: I'm fine.
5 T: What did you do last night?
5 M5: I studied English.

- 5 T: You studied English? How long did you study?
5 M5: Two hours.
5 T: Two hours. Wow. Ok.

In this exchange there is information being elicited that I couldn't know, and answers being given that are surprising. However, as in the first observation, this follows a pattern of conversation type or register that both the students and I are familiar with.

Interestingly enough, in the second observation there are no Procedural questions that are asked strictly to guide procedure. The question moves straight into Display in Unit 7. Later in the lesson there are instances where students are directed to do certain things but these are buried in longer exchanges and are not presented as questions.

8.1.1 Display Questions in the Second Observation

Again, the vast majority of questions asked in this lesson are of the Display type. As in the first lesson I use them to elicit knowledge and structures from the students as well as to probe for previous knowledge and weak spots. There are a few instances where the initial questions leads to more interesting or at least longer exchanges. For the most part though, they follow the same pattern of simple question and answer. There are two sections in the lesson where vocabulary is being checked in preparation for pair work activities. It's when a Display question is asked which the students cannot answer that there is the possibility for more extended discussion. This goes back to the above quote from Nunan, which points to more elaborate reconveyance of meaning as a tool for getting more out of the students. See Unit 34:

34 T: Talented? Like a television talent?
No, 'Saino ga aru'.
Ok, are you talented?

34 M12: No.

The unanswered Display question here leads to a Referential question, albeit a simple one. This lead to more Referential questions, see below, that represent an opportunity for me to begin real negotiation of meaning. However, as you'll see below this doesn't really happen, for lack of skill and anticipation.

8.1.2 Referential Questions in the Second Observation

In this lesson there are many more Referential questions than in the first. Given what has been stated about the value of Referential questions this would be cause for celebration. However, as we'll see below, it is not. Leading on from Unit 34 seen above there is a string of Referential question all the same. After M12 says 'No.' I ask three more students if they are talented. All of them answer in the negative.

35 T: Are you talented?

35 M13: No.

36 T: No? Are you?

36 M14: So so.

37 T: Who plays music? Guitar, piano, Trumpet, anything.

37 M15: Me.

37 T: Ah, what do you play? Piano?

37 M15: Oboe.

37 T: What? Oboe? Are you talented?

37 M15: No.

37 T: No? Ok, all right.

Here is an opportunity either lost or one that should not have been pursued at all. In the context of the lesson these exchanges came at a point when the students were simply preparing for pair work by making sure they knew the meaning of new words. As a digression from that the Referential questions failed to bring anything interesting out. Perhaps if a student had said yes and something interesting came out that could have been asked about by me would it have been valuable. As it was, there was nothing interesting said and certainly no real negotiation of meaning. Again the Referential questions in the second observed lesson, as the ones in the first did, fail to fulfill any real useful purpose as Referential questions. They perform other functions, yes, but none of the evocative and extending functions that they can perform.

8.1.3 Rhetorical Questions in the Second Observation

The two Rhetorical questions function in similar ways to the questions in the first lesson. The first one in Unit 40 is simply there as a verbal check that the students are with me after an explanation:

40 T: Capable means you can do many things. You can speak English, you can run fast, you can play oboe, you can play shogi, you can do flying body attacks. (students laugh) All right?

You can do many things.

“All right?” is simply of verbally checking the students are listening and to indicate that the explanation is finished.

In Unit 57 the second Rhetorical question is Procedural in nature in that it has to do with what's happening in class, it is strictly class management:

57 T: Catch the ball, catch the ball, What are you doing (name)? Ok,
let's go.

The question here really means 'stop whatever you're doing' . Rhetorical questions are often used in this way to get attention or stop something.

8.2 Modification Techniques in the Second Observation

Figure Five: Modification Techniques used in first observation and frequency

Repetition of question-	1
Modified Discourse-	3
Redirection of Question-	3
Teacher answers Question-	4

In this lesson there are three places where modified language is used as a technique. In the first lesson all cases of this were instances in which a question was being paraphrased verbally in order to ask it again. Marked as modified discourse because the same language was not used twice. In this paper the modified discourse serves much the same purpose , but is used in a slightly different way. For example in Unit 9 a student answer is repeated to indicate that he is correct but hasn't given the desired answer and modified discourse is used to correct the grammar.

9 T: It's a very big T.V. But big....(gesture)

9 M5: Bigger.

9 T: Bigger, ok. ...

In Unit 9 the repetition of the adjective in combination with the gesture represent modified discourse in that they are in conjunction really just a

repetition of the question with the added information that the previous correct answer wasn't the one that the teacher was trying to get out. Here is where a Display question asked for the sole purpose of eliciting a structure or grammatical point can lead into potentially 'dangerous' moments in the classroom. The student, M5, knows that 'very big' is a correct utterance and so was not discouraged by my correction. However, that could be a danger with this kind of modification.

In Unit 34 modified discourse takes the form of an example used to get the meaning of a word out:

34 T: Talented. ... Talent, like a television talent?

Here is an example of English used in Japanese given in the hopes that the meaning of the adjective 'talented' will be elicited. In this case it did not work and I had to give the answer. Sometimes it does work though, and the students make the connection between words they may hear every day in popular Japanese usage and their meanings within their own language. Since Japanese has so many loan words from English this is a modification technique I end up using quite often.

The final use of modified discourse is perhaps the most common among all teachers. Here, I use repetition to encourage a student to finish after a long pause in mid-sentence.

48 M21: I think you should take candy.

48 T: Candy, ok...?

48 M21: ...because candy is...

48 T: candy is...

After this the student finishes the exchange.

In the first lesson redirection of questions was used seven times, in this lesson questions were redirected three times and all within the same Unit. In trying to elicit the main structure for the lesson I had to go several students before getting the correct answer. Unit 10:

10 T: ...How do you make a sentence? Do you know?

10 M6: (no answer)

10 T: Do you know? (indicates another student)

10 M7: (no answer)

10 T: If you don't know, that's ok. You forgot? ok.

Do you know? (indicates a third student)

No? ok. (name)?

No? Do you know? (name)

10 M8: I know. (in Japanese)

10 T: Ok.

This exchange is the only one in which redirection of a question was used or was necessary in the second lesson.

As in the first lesson all instances in which I answer a question are in places where vocabulary is being reviewed or presented and the answer is given as an expedience or if it's clear it is a new word for all the students.

8.3 Types of Feedback used in the Second Lesson

Figure Six: Types of Feedback provided and Frequency

Comprehension check question-	1
Confirmation check question-	1
Acknowledgment of correct answer-	8
Indication of incorrect answer-	1
Repetition of student answer-	12
Grammar corrected-	1

As in the first lesson repetitions of student answers is the most common form of feedback used and they are again used in order to confirm a correct answer. In terms of types of feedback used; the first and second lessons are very similar. There are no major differences in use or intent.

9 Summary of Second Observation

First and foremost to be mentioned in this summary is the fact that there are few or no substantive changes in method or approach between the first and second lessons. The language used in the second lesson is used for the same purposes, for the most part, as that in the first lesson. In the recommendations listed after the first lesson mention was made of making activities very different and a lot of emphasis was put on anticipation. The activities and, more specifically for the study, the way they were led into, were not very different.

In terms of anticipation of problems and the opportunities those problems might present, very little use was made of them. In a lesson with considerably fewer questions asked overall, answers were given only one time less than in

the first lesson. The series of Referential questions mentioned in the discussion of the data did not fulfill any of their intended or hoped for functions. In fact they may have impeded the lesson by breaking the rhythm at a time when it was unnecessary and not useful to do so. Instead of leading to opportunities to negotiate meaning and create communication with students these questions led nowhere and were not encouraged to do anything but just that; go nowhere.

There were fewer instances where a question was redirected. In looking at the data this had more to do with the students knowing more answers than it did with my behaving in a substantively different manner.

All in all this lesson had much the same feel to it as the first did. Very controlled and very limiting for the students. There was a lot more time in the lesson devoted to pair work and student led activities. This, however, was dictated more by the lesson's content than by any explicit planning on my part. The first lesson had considerably more information to process than the second one before any practice by the students could be undertaken. This was the reason for the longer time given to the students for practice.

10 Reflection on Data

10.1 KASA - Knowledge

The knowledge this study has brought has more experientially based than explicit facts and truths that could be laid out. I still believe as stated earlier in the paper that experience in combination with explicit attempts is what will eventually lead to any real pedagogic facility in the use of questions and

feedback as tools for creating communication. In the two lessons observed the Referential questions were used almost as punctuation or jokes. They were not used, or designed to be used, to engender extended exchanges.

Also mentioned earlier in section five is that an implicit aim of mine is to develop the skills needed to modify teacher speech in such a way as to increase opportunities for the students to communicate. One very real piece of knowledge to be taken from this study is that questions alone are not the answer. Modification techniques, feedback and intervention were added into the tally sheets and discussed because they are the natural followers of questions asked and answered. I think now that the answer to productive use of questions lies in the relationship between the initial question and the following utterances by the teacher. It isn't good enough to ask 'good' questions and hope they lead the students on useful directions. The techniques used by the teacher to process or move on with the answers to those 'good' questions is fundamental and vital. One cannot be examined or improved without the other as single skills or tenets of an approach.

10.2 KASA - Awareness

All my reading and training in teaching speaks to one looming question. How does one create an environment in which something as natural and organic as the use of a language can be acquired? Add to this concerns about institutions and circumstance putting time limits on that environment and the length of time in which a student is supposed to 'acquire' a language and you have what is, to me, the fundamental question and problem of classroom. Creating an environment means that it will be an artificial one. There are those

who even question whether or not it can be done; that classroom instruction is a waste of time in terms of language acquisition. In the context that my own teaching is done in this artificiality is further enhanced by the fact that student have not made a choice to be there and that the order and content of what is to be acquired is, to some extent at least, not dictated by their needs and abilities but by the external goals of governmental institutions. These are not refugees gaining skills needed to live, they are adolescent children being told to gain skills they may or may not need later.

My awareness of the artificiality of this situation has been raised by this explicit attempt to manipulate it in new ways. Also apparent is the importance of of that attempt. One rationale for doing this project mentioned in section three is the desire to avoid a "rut." The experience of doing this project has brought into focus what some of the habits forming that 'rut' are. Instead of allowing context to dictate approach I have allowed ease and control of context to dictate approach. The two lessons examined are very controlled and presentational in nature. I believe the habits that have built this are born more of a need to control and pace a group of children than the need to teach them. When I began working with this age group classroom management and discipline were high on my list of skills to develop. It's entirely possible that I have developed them at the cost of pedagogy.

This artificial environment that a teacher needs to build, or allow the students to build, must have at it's base the acquisition of knowledge and skill as its primary concern. In terms of the focus of this study I think awareness of the relationship between questions asked and the following pieces of an

exchange, as mentioned above, will be vital in creating the kind of environment I would like to create.

10.3 KASA - Skills

After having looked at two lessons and thought about the way questions were asked and about the subsequent interactions I still believe what was stated in section 5.3. The skills required to use questioning well are an amalgam of planning, awareness and experience. By experience I do not mean just classroom time. Conscious and intentional attempts to experiment with questions and various follow up techniques are key to gaining the kind of experience mentioned. As I have said, one reason for undertaking this study was a feeling that after four years in the same working context little conscious evolution has taken place in my approach. Self reflective studies like this one offer a framework in which to examine and change one's approach.

Any skills I have gained directly as a result of this study have more to do with performing a study than with the subject at hand. However, In looking at questions and listening to what happens in my classroom I have begun to get the kind of experience that teachers only get when they are consciously examining their own work.

Skills were also gained in the areas of modification, feedback and intervention techniques. As stated above I have come to realize how it's within the relationship between the question and the follow up that one can find useful new techniques. It's the whole exchange. Examining single parts of it, like question forms for example, is useful in that it builds awareness and

experience. In this study I have seen my own habits regarding the use of feedback and intervention. Specifically the repetition of student answers as a means of affirming correct responses and praise. I think this is limiting and was surprised by the frequency with which I did it. So, rather than a skill gained, this is the awareness of a lack of skill. Again this speaks to the value of the kind of experience to be gained through conscious examination of one's teaching habits and the attempts to define them on an ongoing basis and not only at intervals in training, or, more commonly, never at all.

10.4 KASA - Attitude

If there has been a change in my attitude as a result of this project it is that I now have an enthusiasm for self examination and growth that wasn't there. What began really as a basic dissatisfaction with a perceived lack of growth has grown into a desire to continue small self directed projects throughout my career. It is obvious that the structure and time line offered by a project such as this provides something necessary, at least for me, in terms of the willingness and ability to self examine.

I wish to continue looking at the issues discussed in this project. I also want to put them into the larger context of my approach as a whole. To that end other questions will need to be asked and examined, on a continuing basis. Having done nothing for a time in terms of specific development as a teacher I think now that one must continue assessment of one's work. Even if context doesn't change, and it always does, continual self examination is vital. As is collaboration. I work with a large group of teachers who are all, to varying degrees, interested in improving the level of their work. Studying in the vacuum

of your own classroom has its limits and so work with those in similar contexts opens up opportunities. Some of my co-workers have already expressed a desire to discuss the results of this study and to continue and do more in the future. Both Japanese and Native Speaking teachers are interested in doing similar projects. This is a great thing. One unintended result of this study is that it could change the relationships within the staff for the better. By collaborating to ask different questions about our teaching styles and approaches more of the cultural and educational gaps can be bridged.

Finally, there is the question of the students. I mentioned above the artificiality of the classroom and the limitations it imposes. I think that classroom instruction can be useful in language acquisition, I wouldn't be doing this if I didn't. I also think that the only way instruction becomes and remains useful is full engagement in the process by the teacher and the ability to bring the students into that process as partners. The explicit study of one's habits and skills is the best and possibly the only real way to achieve this consistently.

11 Conclusion

As a whole the value of this study has been varied and unequivocal. All four of my objectives were explored or met. The value of the study can be split into two main areas. The specific question of the study, and the experience of the study itself. I have discussed above the value of what I have learned from the study, I have not talked about learning from doing the study.

There were specific problems with my methods to be addressed in the future. These include technique and reflection tools. For example, there were

limitations to the way that the lessons were recorded. Initially it was my intention to discuss how I dealt with a class as a whole. For this reason recorders were placed around the room in such a way as to record the whole class as a group and not as individuals. However, I think more could have been learned, certainly about feedback and intervention, had the pair work been included in the recording. This was a problem of both technology and lack of experience on my part. Had the recording included the pair work I probably would have included them after the fact, but they did not and that was a lesson learned.

I found the KASA model to be useful as a template for laying out ideas, but also am aware of the fact that any model which pulls apart pieces of a whole must be recognized as doing so. The discussion in the above section on reflection included remarks that crossed lines drawn by the model. I still think the model useful as a tool, but it is important to be aware that it is just a tool and not a self imposed limitation.

As a whole the experience has been very useful and will provide a base for future study. Having read over what was written here I find that discussion of fact and idea are constantly mixed. The value to be pulled from a study like this is at first always going to be subjective. One can quantify types and frequencies of utterances, but then judgments must be made to make use of the information. I think as important as doing studies like these for one's growth as a teacher is doing them with the knowledge that even your conclusions and what you think you have learned must also be questioned again and again.

It is the combination of the science and the art of teaching that makes good teachers. It is easy to lose that balance in favor of one or the other for one's own comfort or self affirmation. At the end of the day, however, it is awareness that the two go hand in hand that serves the needs of the students best. In my own case I think I fall too far towards not thinking about the science of it. The knowledge and skills that allow the art to be effective. My hope is that through the intentional study of what I do and how I do it I will gain more of an awareness of my areas of need as a teacher.

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 1-12

Categories	Subcategories	Units	1	2	3	4	5	6	7	8	9	10	11	12
Question Types	procedural		1	1	1	1	1	1	1	1	1	1	1	1
	referential													
	display													
Student Response to the Question	rhetorical									4				
	grammatically correct and short				2	2	2	2	2		2			
	grammar and content correct and extended									2				
Modification Techniques	content correct with a grammar error													
	answer in first language												2	2
	incorrect content													
Student Response to the Modification Techniques	no response / "I don't know"													2
	repetition of question													
	slower speech													
Student Response to the Modification Techniques	modified discourse													
	redirection of question													3
	abandon question													
Student Response to the Modification Techniques	teacher answers question													
	grammatically correct and short													
	grammar and content correct and extended													
Modification Techniques	content correct with a grammar error													
	answer in first language													4
	incorrect content													
Feedback and Intervention	no response / "I don't know"													
	comprehension check question													3
	confirmation check question													
Feedback and Intervention	clarification request													
	acknowledgement of correct answer													
	indication of incorrect answer													
Feedback and Intervention	expansion of student answer													
	repetition of student answer							3						
	summarization of answer									3				5
Feedback and Intervention	criticizing student response													
	request for repetition													
	request for self correction													
Feedback and Intervention	answer is given													
	peer correction													
	grammar is corrected									3				
Student Response to Feedback and Intervention	gesture													
	grammatically correct and short													
	dramatic and content correct and extended													
Student Response to Feedback and Intervention	content correct with a grammar error													
	incorrect content													
	no response / "I don't know"													

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 13-24

Categories	Subcategories	Units	13	14	15	16	17	18	19	20	21	22	23	24
Question Types	procedural		1	1	1									
	referential													
	display					1		1	1	1	1	1	1	1
	rhetorical													
Student Response to the Question	grammatically correct and short			2		2		2		2		2		2
	grammar and content correct and extended													
Modification Techniques	answer in first language													
	incorrect content		2											
	no response / "I don't know"											2		
	repetition of question													
	slower speech													
	modified discourse													
	redirection of question													
	abandon question													
	teacher answers question													
	grammatically correct and short													
Student Response to the Modification Techniques	grammar and content correct and extended													
	content correct with a grammar error													
	answer in first language													
	incorrect content													
	no response / "I don't know"													
	comprehension check question													
	confirmation check question													
	clarification request													
	acknowledgement of correct answer						4	3						
	expansion of incorrect answer										4			
Feedback and Intervention	repetition of student answer													
	summarization of answer			3		3		3						
	criticizing student response													
	request for repetition													
	request for self correction												3	
	answer is given													
	peer correction													
	grammar is corrected													
	gesture													
	grammatically correct and short										4			
Student response to Feedback and Intervention	grammar and content correct and extended													
	content correct with a grammar error													
	incorrect content													
no response / "I don't know"														

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 25-36

Categories	Subcategories	Units	25	26	27	28	29	30	31	32	33	34	35	36
Question Types	procedural													
	referential													
	display		1	1/7/9	1	1	1	1	1/3	1	1/3	1/3	1/3	1/3
Student Response to the Question	rhetorical													
	grammatically correct and short		2	8/10	2	2	2		2	2	2/4		2/4	4
	grammar and content correct and extended													
	content correct with a grammar error													
Modification Techniques	answer in first language													2
	incorrect content													
	no response /"I don't know"			2/4				2				2		
	repetition of question													
Student Response to the Modification Techniques	slower speech													
	modified discourse													
	redirection of question			3/5										
	abandon question													
Feedback and Intervention	teacher answers question													
	grammatically correct and short													
	grammar and content correct and extended													
	content correct with a grammar error													
Student Response to Feedback and Intervention	answer in first language													
	incorrect content							4						
	no response /"I don't know"			6										
	comprehension check question													
Student Response to Feedback and Intervention	confirmation check question													
	clarification request													
	acknowledgement of correct answer			11			3				5	5		5
	indication of incorrect answer													
	expansion of student answer													
	repetition of student answer					3					5			
	summarization of answer													
	criticizing student response													
	request for repetition			12										
	request for self correction							8/10						
	answer is given							5						
	peer correction							7						
Student response to Feedback and Intervention	grammar is corrected													
	gesture													
	grammatically correct and short							9/11						
Student response to Feedback and Intervention	grammar and content correct and extended													
	content correct with a grammar error													
Student response to Feedback and Intervention	incorrect content													
	no response /"I don't know"							6						

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 37-48

Categories	Subcategories	Units	37	38	39	40	41	42	43	44	45	46	47	48
Question Types	procedural													
	referential					5								
Student Response to the Question	display		1	1/6/11	1	1/3	1	1	1	1	1	1	1	1
	rhetorical			2/7		2/4/6	2		2	2	2	2	2	2
	grammatically correct and short													
	grammar and content correct and extended													
	content correct with a grammar error													
	answer in first language													
Modification Techniques	incorrect content													
	no response / "I don't know"		2		2			2						
	repetition of question													
	slower speech													
	modified discourse													
	redirection of question		3/7		3			3						
Student Response to the Modification Techniques	abandon question													
	teacher answers question													
	grammatically correct and short							4						
	grammar and content correct and extended													
	content correct with a grammar error													
	answer in first language													
Feedback and Intervention	incorrect content													
	no response / "I don't know"		4/6/8		4									
	comprehension check question													
	confirmation check question													
	clarification request						3/8							
	acknowledgement of correct answer						5/10		3	5				
	indication of incorrect answer													
	expansion of student answer													
	repetition of student answer		5	14										
	summarization of answer													
Student Response to Feedback and Intervention	criticizing student response													
	request for repetition													3
	request for self correction													
	answer is given		9		5									
	peer correction													
	grammar is corrected													
Student Response to Feedback and Intervention	gesture			12										
	grammatically correct and short			4/9/13										
	grammar and content correct and extended													
Student Response to Feedback and Intervention	content correct with a grammar error													
	incorrect content													
Student Response to Feedback and Intervention	no response / "I don't know"													

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 49-60

Categories	Subcategories	Units	49	50	51	52	53	54	55	56	57	58	59	60
Question Types	procedural													
	referential								2					
	display		1	1	1	1	1	1	1	1	1	1	1	1
	rhetorical													
Student Response to the Question	grammatically correct and short		2	2	2	2								
	grammar and content correct and extended													
	content correct with a grammar error								2					
	answer in first language													
Modification Techniques	incorrect content													
	no response / "I don't know"													
	repetition of question													
	slower speech													
Student Response to the Modification Techniques	modified discourse													
	redirection of question													
	abandon question													
	teacher answers question													3
Feedback and Intervention	grammatically correct and short													
	grammar and content correct and extended													
	content correct with a grammar error													
	answer in first language													
Student response to Feedback and Intervention	incorrect content													
	no response / "I don't know"													
	confirmation check question													
	clarification request													
Student response to Feedback and Intervention	acknowledgement of correct answer													
	indication of incorrect answer													
	expansion of student answer													
	repetition of student answer													
Student response to Feedback and Intervention	summation of answer													
	criticizing student response													
	request for repetition													
	request for self correction													
Student response to Feedback and Intervention	answer is given													
	peer correction													
	grammar is corrected													
	gesture													
Student response to Feedback and Intervention	grammatically correct and short													
	grammar and content correct and extended													
	content correct with a grammar error													
	incorrect content													
Student response to Feedback and Intervention	no response / "I don't know"													
	confirmation check question													
	clarification request													
	acknowledgement of correct answer													

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 61-72

Categories	Subcategories	Units	61	62	63	64	65	66	67	68	69	70	71	72
Question Types	procedural													
	referential													
	display													
Student Response to the Question	rhetorical		1	1	1	1	1	1	1	1	1	1	1	1
	grammatically correct and short		2	2	2	2	2	2	2	2	2	2	2	2
	grammar and content correct and extended													
Modification Techniques	content correct with a grammar error													
	answer in first language													
	incorrect content													
Student Response to the Modification Techniques	no response "I don't know"													
	repetition of question													
	slower speech													
Feedback and Intervention	modified discourse													
	redirection of question													
	abandon question													
Student Response to the Feedback and Intervention	teacher answers question													
	grammatically correct and short													
	grammar and content correct and extended													
Techniques	content correct with a grammar error													
	answer in first language													
	incorrect content													
Feedback and Intervention	no response "I don't know"													
	comprehension check question													
	confirmation check question													
Student Response to the Feedback and Intervention	clarification request													
	acknowledgement of correct answer													
	indication of incorrect answer													
Techniques	expansion of student answer													
	repetition of student answer													
	summarization of answer													
Feedback and Intervention	criticizing student response													
	request for repetition													
	request for self correction													
Student Response to the Feedback and Intervention	answer is given													
	peer correction													
	grammar is corrected													
Student Response to the Feedback and Intervention	gesture													
	grammatically correct and short													
	grammar and content correct and extended													
Feedback and Intervention	content correct with a grammar error													
	incorrect content													
	no response "I don't know"													

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 85-96

Categories	Subcategories	Units	85	86	87	88	89	90	91	92	93	94	95	96
Question Types	procedural													
	referential													
	display		1	1	1	1	1/3	1/3	1/3		1	1	1	1
Student Response to the Question	rhetorical				3									
	grammatically correct and short		2	2	2	2	2	2						2
	grammar and content correct and extended											4		
	content correct with a grammar error										2			
	answer in first language										2			
Modification Techniques	incorrect content													
	no response "I don't know"													
	repetition of question												2	
	slower speech													
	modified discourse											3	3	
Student Response to the Modification Techniques	redirection of question		3											
	abandon question													
	teacher answers question						4	4						
	grammatically correct and short												4	
	grammar and content correct and extended													
Modification Techniques	content correct with a grammar error													
	answer in first language												5	
	incorrect content													
	no response "I don't know"													
	comprehension check question													
Feedback and Intervention	confirmation check question													
	clarification request													
	acknowledgement of correct answer								6					
	indication of incorrect answer										3			5
	expansion of student answer													3
Student Response to Feedback and Intervention	repetition of student answer													
	summarization of answer													
	criticizing student response													
	request for repetition													
	request for self correction													
Student Response to Feedback and Intervention	answer is given													
	peer correction													
	grammar is corrected													
	gesture								4					
	grammatically correct and short													
Student Response to Feedback and Intervention	grammar and content correct and extended													
	content correct with a grammar error													
	incorrect content													
Student Response to Feedback and Intervention	no response "I don't know"													

Appendix A-1 : Tally Sheet for First Lesson

Tally Sheet: Units 97-102

Categories	Subcategories	Units	97	98	99	100	101	102
Question Types	procedural		1	1				
	referential					1	1	1
	display							
Student Response to the Question	rhetorical							
	grammatically correct and short					2	2	
	grammar and content correct and extended							
	content correct with a grammar error							
	answer in first language				1			
Modification Techniques	incorrect content							
	no response / "I don't know"							
	repetition of question							
	slower speech							
	modified discourse							
	redirection of question							
	abandon question							
Student Response to the Modification Techniques	teacher answers question							
	grammatically correct and short							
	grammar and content correct and extended							
	content correct with a grammar error							
	answer in first language							
	incorrect content							
	no response / "I don't know"							
	comprehension check question							
	confirmation check question							
	clarification request							
Feedback and Intervention	acknowledgment of correct answer							
	indication of incorrect answer							
	expansion of student answer				2			
	repetition of student answer							
	summarization of answer							
	criticizing student response							
	request for repetition							
	request for self correction							
	answer is given							
	peer correction							
Student response to Feedback and Intervention	grammar is corrected							
	gesture							
	grammatically correct and short							
	grammar and content correct and extended							
	content correct with a grammar error							
	incorrect content							
	no response / "I don't know"							

Appendix A-2 : Transcript of First Observed Lesson

- 1 T: Close your eyes please. All right, Who is class leader? ...
2 Nobody? Ok.... (name), today , please.
M1: Attention. ... Bow.
- 3 T: Good Morning Boys.
LLL: Good morning Mr. Mangham.
- 4 T: No, no, no, no. That was terrible. More exciting. One more time.
Good morning boys!!
LLL: Good morning Mr. Mangham!!
- 5 T: Ok, Ok. How are you (name) ?
M2: I'm fine.
T: You're fine?
6 all right, how are you? (another student)
M3: I'm fine.
- 7 T: Ok, Mr. (name), how were your tests?
M4: Terrible.
T: Terrible?! Oh.
8 (name) how were your tests?
M5: It's terrible.
T: It's terrible. Only one? They. They're terrible. All of them? Wow.
I'm sorry.
9 Ok, (name) how were your tests?
M6: Good.
T: Good? Good.
- 10 T: Ok, (name) What was the most difficult test?
M7: No.
T: No? They were all easy? (repeat in Japanese)
M7: Futsu. (normal in Japanese)
T: Ok, they were normal. normal.
- 11 T: Ok, (name) most difficult test.
M8: Rekishi (history in Japanese.)
T: Rekishi. Ah, history.
12 (name) -- easiest test?
M9: Rika. (science in Japanese.)
- 13 T: Ok, most difficult test?
M10: Rika. (all students laugh)
T: Really?
14 Ok. (name) -- most difficult test?
M11: English.
T: English!! Not English, oh no!!
- 15 T: Ok, boys, I have a question. Do you remember this?
LLL: Yes.
T: Yes?
- 16 T: "C" .. What does "C" mean?
LLL: Count.
T: Count. ok.
- 17 T: "NC"?
LLL: No count.

- 18 T: Non-count. That's right.
Ok. (name) please sit with (name). ...
yes... move. Ok, thank you. Ok, so 'count', 'non-count',
boys...cookies, cookies?
- 19 LLL: count.
T: mmmm..Cola?
LLL: non-count.
T: Ok, non-count.
- 20 So I go to the Supermarket, yeah? Fresta. I go to the
supermarket and I want cola. Oh, I want cola, I want cola. (T gestures
looking for cola) Ah, Cola!! Oh, what cola? Coca Cola or Pepsi?
Which one, Which one? Here, Fresta person. Here's a Fresta clerk.
Welcome, Welcome (in Japanese mimicking clerk) So, I say oh, I want
some cola. Oh cola? You want Cola? How much cola? How much
cola? I want a little Cola. Ok. Ok. (T gestures opening bottle, pouring
cola in his hand and offering to the "customer") (S's laugh) In my
hand? Does she put it in my hand? Yes, No? yes? 50 yen!
- 21 LLL: No.
T: No.
What's this?
M12: Cup?
T: A cup? In the supermarket?
M13: A bottle.
T: Bottle? Ah. Bottle. Good, ok. Take this print. Please look at the top
of the print. A,B,C,D,E,F,G,H,I,J,K. Ok, Please look at the top of the
print.
- 22 A, please read A. (T. indicates student)
- 23 M14: A can of.
T: B, (name).
M15: A Jar. (badly pronounced)
T: Mm? Ok, pronunciation is difficult. (repeat in Japanese) Jar.
Everybody, Jar.
LLL: Jar.
- 24 T: Ok, C, (name) C?
M16: A box of.
- 25 T: Ok. (name) D?
M17: a bag of.
- 26 T: Ok, (name) E.
M18:(no answer)
T: It's difficult.
Mr. (name)?
M18: I don't know.
T: No? Mr. (name)?
M19: No.
T: Ok, boys. what's that. (writes on board)
LLL: Boat.
T: A boat. Ok, One more time Mr. (name)
M19: A loaf?

T: Loaf! Very good. Everybody, Loaf.
 LLL: Loaf.

27 T: Ok, F. Uhh, (name)
 M20: Bunch of.

28 T: Ok, (name) G.
 M21: A head of.
 T: A head of? Head?! Mmm.

29 (name) H.
 M22: A pound of.
 T: A pound of. Very good.

30 (name) I.
 M23:(no answer)
 T: No? Mm. (name) I?
 M24:(no answer)
 T: No? (name).
 M25: A gort.
 T: Q? Ga?
 M25: Ah, ah, ah.
 T: Everbody, Quart.
 LLL: Quart.
 T: One more time. Quart.
 LLL: Quart.

31 T: Ok, J, (name)
 M26: A dozen.
 T: Yes, a dozen. What is a dozen?... what is a dozen? "doz" "doz"...
 How many?
 M27: 12 (in Japanese)
 T: Yeah, 12. 12. Ok. Dozen - 12.

32 Ok, um (name) K?
 M28: A bottle of.
 T: Bottle of. And the last one is grams. How many grams. Now please
 look here. Number 1,2,3,4,5,6,7,8,9,10,11. Number one is butter,
 butter. In the supermarket, if I buy butter I buy a pound of butter, yeah?
 A pound of butter.

33 (name) eggs?
 M29: J.
 T: J. good, very good. In Japan do you buy a dozen eggs?
 M30: No, 10.
 T: Yeah 10. In America we need two more. (T pats his rather large
 stomach. Students laugh)

34 T: All right. (name) Lettuce. What is lettuce?
 M31: Mmm. I don't know.
 T: Ok, (name) hint, what does it look like?
 M32: A head.
 T: Ah, a head of lettuce. A head.

35 Ok, number 4 (name)? Beans? What's that?
 M33: A can of.
 T: It's a can. Do beans always come in cans? Always? Beans in cans?

- LLL: No.
 T: No. Sometimes bags, sometimes a pound.
 36 Yeah, all right. (name) Flour? What's flour?
 M34: Komugiko.
 T: Yes, Komugiko. So. Ok, flour?
 M34: A bag of.
 T: Wow, great.
 37 Ok, Bananas? (name)?
 M35:(no answer)
 T: Guess, Guess. Good luck.
 M35:I don't know.
 T: Ok, that's all right. Ok, (name)?
 M36: Bananas?
 T: Yes, bananas.
 M37: I don't know.
 T: Ok, I don't know. (name)?
 M38: ... (no answer)
 T: Ok, boys. Bananas.. a bunch of. A bunch of bananas.
 38 So bunch Bananas and....
 M39: Flowers.
 T: What?
 M39: Flowers.
 T: Flowers. Ok good. A bunch of bananas, a bunch of flowers.... a bunch of...
 M40: Leaf.
 T: What?
 M41: Leaves.
 T: Leaves ok. Ok. Ok. That's right. but...(gestures eating grapes)
 M42: Grapes.
 T: Grapes, grapes.
 39 Ok number 7 (name). Jam.
 M43: ... I don't know.
 T: You don't know? Ok, umm (name).
 M44:I don't know.
 T: Ok, boys, Jams---Jar. Jar. Ok, a jar is like a small bottle , see?
 40 (name), cereal?
 M45: A box of.
 T: A box of. Very good. Boys, What is cereal?
 LLL: Corn flakes.
 T: Ok, anything else, Corn Flakes. Do you eat cereal.
 Do you eat cereal (T indicates several students).
 LLL: No.
 T: Cereal is delicious. Choco Flakes!!!! Big bowl of choco flakes, ohhhh,
 they're great! (students laugh)
 41 (name) bread, bread?
 M46: Loaf?
 T: Yes, wow. loaf of bread. good. loaf of bread.
 42 Ok, milk milk. (name)

M47: mmmm.
T: Hint; how much milk is there?
M47: Quart.
T: Ok. A quart of milk. Please read the bottom.
43 (name), last, soda.
M48: A bottle.
T: A bottle of. Ok, very good, very good. Ok, boys, one more question.
44 One can of... Two....
LLL: Cans
T: Cans.
45 One jar, two...
LLL: Jars.
46 T: One box. Two...
LLL: boxes.
47 T: One bag. Two..
LLL: Bags.
48 T: One loaf, two...
M49: loaves.
T: Very good, everybody loaves.
LLL: loaves.
49 T: Ok, one bunch, two...
LLL: bunches.
T: bunches,
50 one head, two...
LLL: heads
51 T: One pound, two...
LLL: pounds.
52 T: One quart, two....
LLL: quarts.
53 T: One dozen, two...
LLL: Dozens.
T: Ah, no change. One dozen, two dozen, three dozen. You don't need
S.
54 Ok, Bottle?
LLL: Bottles.
T: Bottles, very good.
55 All right, now please look here. on the video today, hah, hah, you will
hear a song, Ok? A very cool song, not so cool really. You will hear a
song, now in the song the singers will say, "we need.. we"
You must check what they will buy. They will not buy everything. Ok?
Only check what they will buy. Ok. Now, be careful. It's fast. Ok? Are
you ready? Yes? (Video plays, Three people sing about their
shopping list.)
(Video finishes, students laugh)
Ok? One more time?
M50: Three times.
T: Three times! Maybe. Ok, one more time. ... Ready (Video plays
again.) Ok, Let's check. Ok boys, you tell me yes or no, all right, yes or

- no.
- 56 T: Do they need a loaf of bread?
LLL: Yes.
- 57 T: Do they need a jar of jam?
LLL: Yes.
- 58 T: Do they need a box of crackers?
LLL: No.
- 59 T: Do they need a box of cookies?
LLL: Yes.
- 60 T: Do they need a pound of beef?
LLL: No.
- 61 T: Do they need a pound of ham?
LLL: Yes.
- 62 T: Do they need a bottle of ketchup?
LLL: Yes.
- 63 T: Do they need a pound of butter?
LLL: No.
- 64 T: Do they need a pound of cheese?
LLL: Yes.
- 65 T: Do they need a dozen eggs?
LLL: Yes.
- 66 T: Do they need a can of beans?
LLL: No.
- 67 T: Do they--no. Do they need a can of peas?
LLL: Yes.
- 68 T: Do they need a head of lettuce?
LLL: Yes.
- 69 T: Do they need a head of celery?
LLL: No.
- 70 T: Do they need a half pound of rice?
LLL: Yes.
- 71 T: Do they need a bunch of grapes?
LLL: No.
- 72 T: Do they need a bunch of bananas?
LLL: Yes.
- 73 T: Do they need a bottle of soda?
LLL: No.
- 74 T: Do they need a quart of milk.
LLL: No.
- 75 T: Do they need a box of rice?
LLL: No.
- 76 T: What about a bag of ice?
LLL: Yes.
- 77 T: all right, one more time, listen and check. Ok? (Video plays again)
- 78 Ok, yeah, were you right? Good answers? Ok. all right. Now boys, please look here. Ok, (name) How much is a dozen eggs, about. Ah, boys, dozen, you don't need "of". Ok, How much is a dozen

eggs? At Fresta?

M51: Dozen of eggs..

T: A dozen eggs is... "of" you don't need.

M51: A dozen eggs is one dollar.

T: One dollar? In Fresta? They take dollars?

M51: One thousand yen? (students laugh)

T: One thousand yen! Fresta's expensive.

79 (name) in 7-11 how much is a bottle of cola?

M52: A bottle of cola is 100 dollars.

T: Dollars? Ten thousand yen?

M52: Ah, 100 yen.

80 T: Boys, please look. This is from the newspaper. But it's old. From last year, it's very old. Ok. (passes out flyer from paper) Ok boys please listen. ---Ok, please be quiet. Look here. On your print look here ok? Number one - what is number one (name)? please read.

M53:I don't know.

T: You don't know. Ok, (name)- oh he's not here.. (name)?

M54:I don't know?

T: Ok, boys, number one is Vinegar. Everybody Vinegar.

LLL: Vinegar.

T: Vinegar, what's vinegar? Su in Japanese. Ok, please write write the Japanese.

81 Next, number two, (name) what's number two?

M55: Spinach.

T: Spinach! Boys, what's spinach? Do you know spinach? Yes, no?

LLL: No.

T: Horenso. Horenso.

82 Ok, number three, what's number three, everybody?

LLL: Milk.

T: Milk.

83 What's number four?

LLL: Ketchup.

84 T: What's number five?

LLL: Swiss Roll.

T: Swiss Roll, what's a swiss roll?

LLL: Swiss Roll // Cake.

T: Yeah, cake.

85 What's number six?

LLL: Fruit topping?

T: Yes, fruit topping, now, fruit topping. For example I have a cake, a chocolate cake,.. but fruit topping.. I buy a can of fruit topping and open and put in on the top. So.. topping. It's delicious. Yeah, maybe strawberry, blueberry, apple. It's delicious.

86 OK, number seven (name)?

M56: Bleach.

T: So, bleach... hakuzai. Haita yeah.

87 Ok, number eight, very very difficult (name).

M57: Omochi.

- 88 T: Omochi - do you understand? (students laugh)
Ok, nine (name)?
M58: Mikan.
- 89 T: Mikan.
Number ten (name)?
M59:avocado.
T: Avocado. What's an avocado? Here, avocado. In Japanese
Avocado.
- 90 Number eleven --shrimp. What does shrimp mean?
M60: Ebi.
T: So, one more time. Shrimp, ebi.Ok, next, eggplant, what's that?
Eggplant in Japanese--Nasubi.
- 91 Ok, next ground beef. What's beef?
LLL: Gyuniku.
T: Ok, beef is gyuniku. *ground* beef ? Hint, hint (gestures making a
hamburger)
LLL: Minch.
T: Yes, Minch.
- 92 Number fourteen, the most difficult.
LLL: Gyoza.
T: Ok, gyoza.
- 93 all right number fifteen. Green pepper. What's a green pepper?
LLL: Midori Pima.
T: Yes, Midori Pima.
- 94 Ok, boys, please look here. (name) how much is one hundred grams
of ground beef?
M61: 88.
T: Uh, One hundred grams of ground beef is.....
M61: One hundred grams of beef - minch...
T: Gound beef.
M61: Ground beef is 88 yen.
- 95 T: Ok (name) how much is one avocado?
M62:
T: An avocado is..
M62: An avocado is one hundred yen.
T: One hundred yen.
- 96 Ok, turn it over, (name) how much is a bottle of vinegar?
M63: A bottle of vinegar is 9-8 oh ninety-eight yen.
T: Very good.
- 97 Ok boys, A-B A- How much is.... B- A nani of nani is
----. Ok? a-b a-b a-b switch. In the back- (name)(name)(name)
Three people ok? Go!
- PAIRWORK
- 98 T: Ok, stop, stop. Now, shopping challenge. Boys, you have two
thousand yen Ok? You must buy ten different things. You must buy
ten things. Ok, so first make a shopping list. All of them different,
neh? Ground beef, ground beef, ground beef, ground beef, ground
beef, ground beef, ground beef dame yoh. You can't do that. Ok.

Different. Ok? After, when your list is finished. Buy three things from your partner. Yeah, --How much is....? How much is....? Ok, Be careful you only have two thousand yen. Now the winner, winning person here yeah? For example, (name) ten things for 1,400 yen but (name) ten things for 1,600 yen. (name) winner. Ok, so the most money.

99 M64: Tax? (Japanese)

T: Ah, no, you don't need tax. (repeat in Japanese)

PAIRWORK

100 T: Ok, listen, now add your money. How much money did you spend?
Ok, shopping list stop. Now add your money. How much money.

Ok, How much money? (name)?

M65 Mmm, 1,938 yen.

101 T: Wow, ok, boys anybody, more money. 1,938 yen, more money? No.
.....Yes, how much?

M66: 1,982.

102 T: Ok, More? More? No? Winner! Champion! Ok, open your notebooks and give me the "yours" sheet. Ok, boys in your note books, please copy, here's your homework. (T. assigns written homework) (class ends)

Appendix B-1 : Tally Sheet for Second Lesson

Tally Sheet: Units 1-12

Categories	Subcategories	Units												
		1	2	3	4	5	6	7	8	9	10	11	12	
Question Types	procedural	1	1	1	1	1/3/6	1/3							
	referential													
	display							1	1	1	1	1		
Student Response to the Question	rhetorical													
	grammatically correct and short				2	2/4/7	2/4	2	2	2			2	
	grammar and content correct and extended													
	content correct with a grammar error													
Modification Techniques	answer in first language													
	incorrect content			2										
	no response / "I don't know"													
	repetition of question			3										
Student Response to the Modification Techniques	slower speech													
	modified discourse								3					
	redirection of question													
	abandon question													
Feedback and Intervention	teacher answers question													
	grammatically correct and short			4						4				
	grammar and content correct and extended													
	content correct with a grammar error													
Student response to Feedback and Intervention	answer in first language													
	incorrect content													
	no response / "I don't know"													
	comprehension check question												4/6	
	confirmation check question													
	clarification request													
	acknowledgement of correct answer								3	5	9	3		
	expansion of student answer													
	repetition of student answer			5	3	5/8	5							
	summarization of answer												10	
	criticizing student response													
	request for repetition													
request for self correction														
answer is given														
peer correction														
grammar is corrected														
gesture														
grammatically correct and short														
grammar and content correct and extended														
content correct with a grammar error														
incorrect content														
no response / "I don't know"														

Appendix B-1 : Tally Sheet for Second Lesson

Tally Sheet: Units 13-24

Categories	Subcategories	Units																								
		13	14	15	16	17	18	19	20	21	22	23	24	13	14	15	16	17	18	19	20	21	22	23	24	
Question Types	procedural																									
	referential																									
	display																									
Student Response to the Question	rhetorical	1																								
	grammatically correct and short			2																						
	grammar and content correct and extended					2																				
	content correct with a grammar error																									
	answer in first language																									
	incorrect content																									
	no response /"I don't know"																									
	repetition of question																									
	slower speech																									
	modified discourse																									
Modification Techniques	redirection of question																									
	abandon question																									
	teacher answers question																									
	grammatically correct and short																									
	grammar and content correct and extended																									
	content correct with a grammar error																									
	answer in first language																									
	incorrect content																									
	no response /"I don't know"																									
	comprehension check question																									
Feedback and Intervention	confirmation check question																									
	clarification request																									
	acknowledgement of correct answer																									
	indication of incorrect answer																									
	expansion of student answer																									
	repetition of student answer																									
	summarization of answer																									
	criticizing student response																									
	request for repetition																									
	request for self correction																									
Student response to Feedback and Intervention	answer is given																									
	peer correction																									
	grammar is corrected																									
	gesture																									
Student response to Feedback and Intervention	grammatically correct and short																									
	grammar and content correct and extended																									
	content correct with a grammar error																									
Student response to Feedback and Intervention	incorrect content																									
	no response /"I don't know"																									

Appendix B-1: Tally Sheet for Second Lesson

Tally Sheet Units 25-36

Categories	Subcategories	Units	25	26	27	28	29	30	31	32	33	34	35	36
Question Types	procedural													
	referential													
Student Response to the Question	display		1	1	1	1	1	1	1	5		5		
	hectorical									1/3	1	1	1	1
	grammatically correct and short		2	2	2	2	2	2	2	6	2	6	2	2
	grammar and content correct and extended													
	content correct with a grammar error													
Modification Techniques	answer in first language													
	incorrect content													
	no response / "I don't know"									2		2		
	repetition of question													
	slower speech													
Student Response to the Modification Techniques	modified discourse											3		
	redirection of question													
	abandon question													
	teacher answers question									4		4		
	grammatically correct and short													
Feedback and Intervention	grammar and content correct and extended													
	content correct with a grammar error													
	answer in first language													
	incorrect content													
	no response / "I don't know"													
Student response to Feedback and Intervention	comprehension check question													
	confirmation check question													
	clarification request													
	acknowledgement of correct answer													
	indication of incorrect answer													
Student response to Feedback and Intervention	expansion of student answer													
	repetition of student answer									7				
	summarization of answer												3	
	criticizing student response													
	request for repetition													
Student response to Feedback and Intervention	request for self correction													
	answer is given													
	peer correction													
	grammar is corrected													
	gesture													
Student response to Feedback and Intervention	grammatically correct and short													
	grammar and content correct and extended													
	content correct with a grammar error													
	incorrect content													
	no response / "I don't know"													

Appendix B-1 : Tally Sheet for Second Lesson

Tally Sheet: Units 37-48

Categories	Subcategories	Units	37	38	39	40	41	42	43	44	45	46	47	48
Question Types	procedural													
	referential		1/3/6											
Student Response to the Question	display			1	1/3	1	1/3	1		1/3/5/7	1/3	1/3/5	1/3/7	1/3
	rhetorical					3								
	grammatically correct and short		2/4/7	2	4	2	2	2	2	2/4/6/8	2/4	2/4/6	2	2/4
	grammar and content correct and extended													
	content correct with a grammar error													
	answer in first language													4
Modification Techniques	incorrect content													
	no response / "I don't know"													
	repetition of question													
	slower speech													
	modified discourse													5
Student Response to the Modification Techniques	redirection of question													
	abandon question													
	teacher answers question				2									
	grammatically correct and short													
	grammar and content correct and extended													
	content correct with a grammar error													
Feedback and Intervention	answer in first language													
	incorrect content													
	no response / "I don't know"													
	comprehension check question													
	confirmation check question		5											
	clarification request													
	acknowledgement of correct answer						7							
	indication of incorrect answer								3					
	expansion of student answer													9
	repetition of student answer		8								3			5
Student Response to Feedback and Intervention	summarization of answer													
	criticizing student response													
	request for repetition													
	request for self correction													
	answer is given													
peer correction														
Student Response to Feedback and Intervention	grammar is corrected													
	gesture													
	grammatically correct and short													6/8
	grammar and content correct and extended													8
Feedback and Intervention	content correct with a grammar error													
	incorrect content													
no response / "I don't know"														

Appendix B-1 : Tally Sheet for Second Lesson

Tally Sheet: Units 49-60

Categories	Subcategories	Units																	
		49	50	51	52	53	54	55	56	57	58	59	60						
Question Types	procedural																		
	referential																		
	display	1	1																
Student Response to the Question	rhetorical																		
	grammatically correct and short																		
	grammar and content correct and extended	2																	
	content correct with a grammar error																		
	answer in first language																		
Modification Techniques	incorrect content																		
	no response / "I don't know"																		
	repetition of question																		
	slower speech																		
	modified discourse																		
	redirection of question																		
	abandon question																		
	teacher answers question																		
	grammatically correct and short																		
	grammar and content correct and extended																		
Student Response to the Modification Techniques	content correct with a grammar error																		
	answer in first language																		
	incorrect content																		
	no response / "I don't know"																		
	comprehension check question																		
	confirmation check question																		
	clarification request																		
	acknowledgement of correct answer																		
	indication of incorrect answer																		
	expansion of student answer																		
Feedback and Intervention	repetition of student answer																		
	summarization of answer																		
	criticizing student response																		
	request for repetition																		
	request for self correction																		
	answer is given																		
	peer correction																		
	grammar is corrected																		
	gesture																		
	grammatically correct and short																		
Student response to Feedback and Intervention	grammar and content correct and extended																		
	content correct with a grammar error																		
	incorrect content																		
no response / "I don't know"																			

Appendix B-2 : Transcript of Second Observed Lesson

- 1 T: Close your eyes, please. (name) close your eyes. all right. all right.
M1: Open your eyes. Attention. Bow.
- 2 T: Good morning boys.
LLL: Good morning Mr. Mangham.
- 3 T: Ok, boys if you are late you must run. If Mr. (Teacher's name) talks for a long time. You must run. Some boys ok, some boys very slow. all right? Ok, boys, today we have a very exciting lesson. First, Mr. (name) how are you?
M1: How are you?
T: I'm fine How are you?
M1: I'm fine.
T: You're fine? all right.
- 4 (name) How are you?
M2: I'm good.
T: You're good?
- 5 (name) how are you?
M3: I'm fine.
T: What did you do last night?
M3: I studied English.
T: You studied English? How long did you study?
M3: Two hours.
T: Two hours, wow. ok.
- 6 (name) how are you?
M4: I'm fine.
T: What did you do yesterday?
M4: I studied Math.
T: Math. Ok, ok. (name) today please sit in (name)'s seat. all right, boys. I have a question. (draws on board)
- 7 What's that?
LLL: T.V.
- 8 T: It's a T.V. What kind of T.V. is it? What kind of T.V.
M5: A big T.V.
T: all right, it's a big T.V.
- 9 Now boys, what's that?
M5: Very big T.V.
T: It's a very big T.V. But big...
M5: Bigger.
T: Bigger, ok.
- 10 Do you remember? Do you remember? Last week's lesson. Ok, all right. Boys I have another question. Look. A...B.. How do you make one sentence? One sentence? No? Here, My T.V. and this one is your T.V. How do you make a sentence? Do you know? (indicates student)
M6: (no answer)
T: Do you know? (indicates another student)
M7: (no answer)

- T: If you don't know, that's ok. You forgot? Ok.
Do you know? (indicates a third student)
No? Ok, (name)?
No? Do you know (name)?
- M8: I know. (in Japanese)
- T: Ok.
- M8: My T.V. is bigger than your T.V.
- T: Yes!! My T.V. is bigger than your T.V. Ok, one more.
(draws on board)
- 11 My sister, your sister. (name)
- M9: My sister is more beautiful than your sister.
- T: Ok, I only have brothers so I'm not angry.
- 12 Ok, stand up (name). Show me your watch. What's that? "Junghouse"
Brand name. This is a Seiko. My watch is more expensive than your
watch.
- LLL: (laughing)
- 13 T: Expensive, do you understand? Yeah?
Ok, stand up. (another student)
My glasses are... "Kakue" in English, what's that?
- M10: Cool.
- T: Cool. ...cooler than your glasses. Ha, ha, ha. Ok.
14 (name) stand up.
Your hair is nicer than my hair.
- LLL: (laughing)
- 15 T: Ok, 'A' is more 'nani' than 'B'. 'A' is 'nani' -er than 'B'. Ok? Ok, look
here. Here are some words, some of them are new. Please tell me the
Japanese. Ok?
Friendly?
- LLL: (Japanese)
- 16 T: Ok, Quiet.
- LLL: (Japanese)
- 17 T: Good. Fancy?
- LLL: (Japanese)
- T: Ok, very good.
- 18 Ok, warm?
- M11: (Japanese)
- 19 T: Fast?
- LLL: (Japanese)
- 20 T: Safe?
- LLL: (Japanese)
- 21 T: Easy?
- LLL: (Japanese)
- 22 T: Large?
- LLL: (Japanese)
- 23 T: Cheap?
- LLL: (Japanese)
- T: Opposite?
- LLL: Expensive.

- 24 T: Pretty?
LLL: (Japanese)
- 25 T: Clean?
LLL: (Japanese)
- 26 T: Lazy? Lazy?Did you forget Lazy? 'Namakeru'.
Big?
LLL: (Japanese)
- 27 T: Soft?
LLL: (Japanese)
- 28 T: Light?
LLL: (Japanese)
- 29 T: Smart?
LLL: (Japanese)
- 30 T: Ok, boys. Interesting?
LLL: (Japanese)
- 31 T: Ok, Um, Intelligent?
LLL: (Japanese)
- 32 T: Honest. Honest? Do you know? 'Shojikki'
Yeah, you don't tell lies. Am I honest?
LLL: No.
T: No?
- 33 Attractive, do you remember?
LLL: (Japanese)
- 34 T: Talented. Talent, like a television talent?
No, 'Saino ga aru'
Ok, are you talented?
M12: No.
- 35 T: Are you talented?
M13: No.
T: No?
- 36 Are you?
M14: So so.
- 37 T: Who plays music? Guitar, piano, trumpet, anything.
M15: Me.
T: Ah, what do you play? Piano?
M15: Oboe.
T: What? Oboe?
Are you talented?
M15: No.
T: No? Ok, all right.
- 38 Convenient?
LLL: (Japanese)
- 39 T: Handsome? It means Mr. Mangham.
Beautiful?
LLL: (Japanese)
- 40 T: Ok, Capable. Everyone say capable.
LLL: Capable
T: Capable means you can do may things. You can speak English, you

can run fast, you can play Oboe, you can play shogi, you can do flying body attacks. (Students laugh) all right? You can do many things. all right, open your books to page 39.

Boys, look here.

41 (name) your own idea. Ok. Should I buy a Glay CD or a Morning Musume CD? Ok? Should means.... which is good. Ok? Should I buy a Glay CD or a Morning Musume CD?

M16: I think you should buy a Glay CD?

T: Why? Any word ok?

M16: mmmm.

T: More interesting, more talented...

M16: more talented than Morning Musume.

T: ..than Morning Musume. Ok, good.

42 Boys, 'good' ...what?

LLL: Better.

T: Better,

43 Ok. 'bad'?

LLL: Worse.

T: Ok, good.

44 Ok, (name). Should I fight (name) or (name)?

M17: I think you should fight (name)

T: Ah, ok. Why?

M17: (name) is softer than (name).

T: Ok, (laugh) soft is ok. But it's a little strange. Boys what's 'tsuyoi'?

LLL: Strong.

T: Opposite?

LLL: Weak.

T: Weak, so maybe (name is weaker than (name). Really?

45 Ok, Please number 1 to number 17. A/B, A/B

For example number one. (name)

Should I buy a bicycle or a motorcycle?

M18: I think you should buy a bicycle.

T: Why?

M18: Bicycles are safer than motorcycles.

T: Ok, safer than motorcycles.

46 (name), should he study English or Latin?

M19: I think he should study English.

T: Why?

M19: English is more useful than Latin.

T: Ok, good. What's useful?

LLL: (Japanese)

T: Ok, good. Boys, One to Seventeen. Go.

PAIR WORK

47 T: Ok Stop. Close your books. Ok, Boys. Do you remember 'recommend'? Yeah, what's it mean? This is a recommendation, yeah? The same idea.

I recommend "nantoka", I think you should "nantoka" Same idea ok? all right. Boys, look at your prints. Look at your print, don't look at my

watch. all right, part one, .. going to a party, going to a party. Yeah, I'm going to a party yeah?

(name) should I wear old shoes or new shoes?

M20: I think you should wear....

T: 'Wear', do you understand?

M20: (Japanese)

T: Yeah clothes.

M20: ...wear new shoes.

T: Ah, why? Because...

M20: Because new shoes areclean..cleaner than old shoes.

48 T: Ok, boys, be careful. I hear many many many boys say, for example, new shoes are clean than old shoes'. That sentence has no meaning. You must have 'er' Ok, be careful, very careful. If,...on your tests ' new shoes are clean than old shoes', I'll punch you. Ok.

I'm going to a party (name), should I take candy or flowers?

M21: I think you should take candy.

T: Candy, ok?

M21: ...because candy is.....

T: candy is....

M21: expensive than..

T: Ah!

M21: more expensive than flowers.

T: Ok, good.

49 (name), I'm going to a party, should I wear a sweater or a jacket and necktie?

M22: I think you should wear ajacket and necktie because....jacket and tie are more handsome than a sweater.

T: Ok, very good. Boys, Look at number one. "I'm going to a party ok? A/B. all right, "why" you don't say. I think you should "nantoka" because 'A' is more than 'B'. Ok? all right go.

PAIR WORK

50 T: Boys,.. now..now.

(name), stand up. Should I study shamisen or koto?

M23: I think you should study shamisen, because it's better.

T: Ok, anybody..go. (gestures for student to ask another a question)

51 (name) "make"

M23: Should I make cake or salad?

M24: I think you should make cake, because cake is more delicious than salad.

52 Should I buy .. pen or a ballpen.

M25: I think you should buy a ballpen.

M24: Why?

M25: Because ballpen is.....

T: Boys be careful. Ballpen, ballpen. One ball pen? No, all ballpens. So, ballpens are more 'nantoka' than pens. Ok. One more time.

M25: Ballpens are more convenient than pens.

53 Should I go to Kyushu or Shikoku?

- M26: I think you should go to Kyushu.
M25: Why?
M26: Kyushu is more (garbled) than Shikoku.
54 Should I date Mangham or (name)?
M27: I think you should date Mangham.
M26: Why?
M27: Mangham is more interesting than (name).
55 Should I use a computer or a...a...calculator.
M28: I think you should use a computer.
M27: Why?
M28: A computer is more powerful than a calculator.
T: (name), that was perfect pronunciation and timing, "why". Everybody
try to do the same. Ok, go.
56 M28: Should I fight (name) or (name)?
M29: I think you should fight (name).
M28: Why?
M29: (name) is more powerful than (name).
57 T: Catch the ball, catch the ball. What are doing (name)? Ok, let's go.
58 M29: Should I date (name) or (name)?
M30: I think you should date (name).
M29: Why?
M30: (name) is more interesting than (name).
59 Should I study English or Math?
T: You should study English of course!!
M30: Why?
T: Because English has more handsome teachers than Math.
60 Ok, boys. Take this sheet. Gentlemen, please look at this print. This is
your test sheet. all right. Chapter three

(Lesson End)

(From here there are no exchanges with students. The upcoming test is explained and the range of pages to be tested in the textbook are explained)

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