

عنوان مقاله:

Realization of Initiation, Response, and Feedback in Teacher-Student Interactions in EFL Classrooms: Learning Realities and Opportunities

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خلاصه مقاله:

This study explored the representation of the Initiation, Response, Feedback (IRF) cycle in English as a Foreign Language (EFL) classroom. Video recordings have been used to collect data from ۱۰ classes, which were managed by ۸ L۲ teachers. In total, ۹۰۰ minutes of video recordings with ۷۸۴ triadic patterns were collected. Using Conversation Analysis (CA), the findings demonstrated that the IRFs in classroom interactions were disclosed in various ways. The coding system revealed that the teachers generally used authentic and focused questions. In the F stage, the teachers used elaboration, scaffolding, correction, and refusal strategies. The F stage was also a rich juncture for local contingencies as the teachers' productions were contingent on the students' responses. Likewise, uptake and scaffolding have been important elements in the IRF patterns. The analysis suggests that the third stage can create an .ad-hoc co-constructive classroom interaction and provide L۲ learners with various learning opportunities

کلمات کلیدی:

Classroom discourse, feedback, initiation, IRF, response, teacher student interaction

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