Working with emerging language

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> **Task:** Which intervention type does the teacher use in the exchanges below? Note that there may be more than one intervention type in an exchange, and you can use any intervention type more than once.

A taxonomy of intervention types (Nick Andon & Danny Norrington-Davies, 2019)

1) **Explicit reformulation (live or delayed):** *Explicit reformulation* refers to a clear and overt provision of an alternative form. As the teacher provides the new form, he or she clearly indicates that what the student had said was inaccurate, inappropriate or could be more natural (e.g. "You wouldn't say it like that, it's….", "it's not really ……, it's") before providing a more suitable or effective form.

2) **Recast**: *Recasts* involve the teacher's reformulation of all or part of a student's utterance, minus any indication of error, immediately after the learner produces it. *Recasts* are generally implicit in that they are not introduced by phrases such as "You mean…" "or "You should say..." Recasts could be a sound, word, phrase or full utterance. *Recasts* also include translations in response to a student's use of the L1.

3) **Teacher clarification/confirmation requests:** *Clarification requests* indicate to students that their utterance has been misunderstood by the teacher or possibly another student. A *clarification request* includes phrases such as "What do you mean?" *A confirmation check* indicates an utterance has been partially understood or the teacher is unsure, e.g. "Are you saying that…?" or "So you mean….?"

4) **Metalinguistic feedback:** *Metalinguistic feedback* uses grammatical metalanguage to provide information about the nature of the error or utterance, e.g. "What type of word goes here?" "or "What form of the verb do you need?" It is often used to elicit a more well-formed utterance and can be live or delayed.

5) **Elicitations**: *Elicitation* refers to techniques that teachers use to directly elicit the meaning, usage or correct form from the learners E.g. by asking clarification questions, strategically pausing to allow students to reformulate their utterance, boarded utterances with blanks or errors, or the use of gestures. Translation can also be used, e.g. "How do you say that in Thai?" *Elicitations* can be live or delayed.

6) **Extension:** Extension refers to instances when teachers elicit or provide alternative ways of saying the same thing (e.g. stop them cheating/stop them looking up answers). It also included examples of teachers providing related meanings (woke up early/got up early) or similar patterns in some way related to the original utterance (stop them cheating/talking to their partners/checking their messages).

7) **Interactional recast:** In an interactional recast, the teacher provides a more appropriate form whilst maintaining communication or extending the communicative turn, e.g. "Oh, so you had to <u>hand them in</u>? What happened after that?" There is no indication there is an error, but unlike a *recast*, the teacher responds to the meaning and keeps the communication going.

8) **Recalls**: *Recalls* are a form of elicitation that refer to lexical items or forms that have been explored or taught in previous lessons, e.g. "Do you remember the word for…" or "What was the word we used for that?"

9) **Sharing:** *Sharing* refers to instances where the teacher picks up examples of interesting or useful language from a student and shares it with the rest of the group. This often occurs after pair-work or group work or task preparation stages, or because the teacher suspects that the other learners did not pick up on the item.

10) **Learner initiated:** *Learner initiated* refers to instances where a learner asks for help with a word or phrase or indicates that they are unsure of how to complete their utterance.

	Exchange	Type(s) of intervention
a	**L5:** Maybe students are not curious.. eh… curious **Teacher:** <u>What do you mean</u>? **L5:** They must control themselves. **Teacher:** <u>I think maybe…. Curious, it could be curious but I think *they're not interested in the lesson,* or *they're not focused*.</u>	**Clarification requests (3)** **reformulations (1)** **Extension (6)**
b	**S7:** she were on the ….<u>what's that</u> (mimes 'roof') **S9:** roof **S7:** roof yeah **S10:** <u>What mean roof?</u> **T:** ah roof ok, the roof is the top of the building (drawing a picture and writing 'on the roof') so if you've got the building here, the roof is this part…is that correct Shahida? **S9:** yes **T:** OK **S7:** then she saw her niece on the roof and try to get guava and she asked her……	
c	**L2 (discussing sneaking phones into school):** If we want we bring it like we bring drugs or something. We hidden. <u>We try…We have many ways to… make it</u>? **Teacher:** *To hide it*. **L2:** *Hid it* **Teacher:** <u>*Hide it*</u>. **L2:** To hide it	
d	**L2:** (They are…) not allowed in the school. All the school. **Teacher:** <u>The whole school</u>? **L2:** Yeah. Not allowed… to bring… our phones **Teacher:** Really? So where do the phones go?	
e	**Teacher:** I think the difference is.. <u>when we saw the word *seize (in a previous lesson)*, who did the seizing</u>? **L?:** Police **Teacher:** Yes. What did they seize? **L3:** Phone, computer, passport **Teacher:** From who? **L3:** From maybe someone who do something bad **Teacher:** Yeah, so they seize things from a criminal. <u>Like what?</u>	
f	**Teacher:** *Very*, or another word…. (writing on WB) *really*. OK I feel *very tired* (ss repeat) I feel *really tired* (ss repeat). Or another word for this (points to *tired*) *Sleepy*. So *I feel very sleepy* (ss repeat) or I feel *really, really sleepy* (ss repeat).	
g	**L1:** *Violates their…* <u>*violates their….*</u>(looks at teacher) **Teacher:** *privacy* **L1:** …. You say…. <u>what's the word</u>? **Teacher:** *Privacy.* <u>*It's the noun….of private….*</u> *It violates my privacy*. It's not a public situation.	
h	**Teacher (pointing to examples on the whiteboard):** <u>I like this one. If we didn't use our phones, we didn't die</u>. You're talking about the present but there is an element of future too, so <u>I think you need to change this verb</u> (points to *didn't*) **L:** Won't **Teacher:** *Um if we didn't use our phones we won't die?* I think that's OK. I'd go with *wouldn't*	

Answers: a (Clarification request, Explicit reformulation, Extension) **b)** Learner initiated, Explicit reformulation), **c** (Learner initiated, recast) **d** (interactional recast) **e** (Explicit reformulation, Recall, Elicitation) **f** (explicit reformulation, extension) **g** (Learner initiated, Explicit reformulation, Metalinguistic feedback) **h** (Sharing, Explicit reformulation, Metalinguistic feedback, Elicitation)