

***A CONVERSATION ANALYSIS OF TEACHER'S FEEDBACK AND STUDENTS' UPTAKE IN AN INTERMEDIATE ENGLISH AS A SECOND LANGUAGE CLASSROOM AT INTO NEWCASTLE UNIVERSITY***

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**Abstract**

This conversational analytic-informed study aims to investigate the role of teacher's feedback in an English as a Second Language classroom. The study draws on multiple excerpts from an extended sequence of an interaction collected at INTO Newcastle University, United Kingdom. The findings demonstrate that explicit feedback is proved to be effective in leading to students' uptake rather than being seen as not effective (Lyster and Ranta, 1997). Hand gestures, employed alongside the teacher's feedback, play a significant role in raising the students' awareness of the mismatch between their interlanguage and the target form, and encouraging students to repeat and self-correct the target form voluntarily. The findings reinforce the importance for future researchers to conduct a case-by-case emic analysis in order to fully understand how teachers to employ different types of feedback and interactional resources to create and facilitate learning opportunities in an acquisition-rich environment in the language classroom.

**Keywords:** classroom interaction; teacher's feedback; students' uptake; conversation analysis; Initiation-Response-Feedback (IRF) sequence

**1. Introduction**

The role of feedback has long been recognised as an important topic in the field of second language (L2) teaching and learning, since teachers 'use their judgements of [students'] knowledge or understanding to feedback into the teaching process and to determine [...] whether to re-explain the task/concept, to give further practice on it, or to move on to the next stage' (Tunstall and Gipps, 1996: 389). This essay offers an analysis of multiple excerpts from an extended sequence of an interaction from an intermediate English as a Second Language (ESL) class at INTO Newcastle University. Several studies have investigated the different types of oral corrective feedback (CF) in the context of form-focused classroom activities (Lyster and Randa, 1997; Tsui, 2004; Ellis, 2009). However, not many studies have paid attention to the non-verbal

aspects of the interaction, in particular hand gestures employed by teachers during the feedback and their role in students' uptake. Adding to the existing literature on L2 teaching and learning research, the aim of this conversational analytic (CA)-informed study is to investigate what types of feedback, both positive and negative, are employed by the teacher with the use of interactional resources, and how effective they are in terms of facilitating language learning and interaction. The effectiveness of the types of feedback used by the teacher will be evaluated through examining students' responses and reactions to the teacher's feedback. This essay will first review the relevant literature on L2 teacher's feedback and students' uptake. It will look into different types of feedback and the connection between teacher's feedback and students' uptake. This essay will also briefly introduce the methodology used in this study and provide a description of the extended sequence of an interaction on which the subsequent data analysis is based. This essay will summarise the findings and conclude with a discussion of both theoretical and practical implications of the findings.

## **2. Literature Review**

In order to contextualise the current study, it is crucial to review three fields of scholarly research: teacher's feedback in the L2 classroom, students' uptake in Second Language Acquisition (SLA) and CA as an analytical tool in institutional talk.

### *2.1 Teacher's Feedback in the L2 Classroom*

Most of the L2 classroom interaction research has paid attention to teacher's feedback in conjunction with exploring the Initiation-Response-Feedback (IRF) sequence (Sinclair and Coulthard, 1975). The IRF structure is a typical type of teacher-student interaction pattern in a language classroom and Seedhouse's (2004: 63) argues that IRF sequences 'perform different interactional and pedagogical work according to the context in which they are operating'. Cognitively minded SLA researchers such as Mackey (2006: 45) suggest that feedback promotes language learning since 'it promotes learners to notice L2 forms'. On the other hand, socio-culturally oriented SLA researchers note that feedback is useful if it is sensitive to the L2 learner's zone of proximal development (Vygotsky, 1978). Such sensitivity can be 'captured by the regulatory scale' which gives feedback options that 'move gradually from the implicit, indicating something is wrong, to the explicit, give correction' (Waring, 2008: 579). As Hall and Walsh (2002: 190) note by employing a wide range of options in the feedback position, it can initiate 'a dialogic interaction' between the teacher and students. Tsui (2004) also suggests that if teachers are able to build on students' contribution in their feedback slot, then the space of learning will be expanded. Nonetheless, the space of learning will be narrowed when the teacher is not sensitive in building on students' contributions but strictly pursues his/her own teaching agenda.

Some researchers have considered the different types of the third teacher's feedback slot in IRF. In general, these can be categorised as either positive or negative feedback. Positive feedback provides a signal to the students that their responses are, either in content or linguistically, satisfactory. Acknowledgment such as 'very good' is an example of positive feedback. On the other hand, negative feedback, which is also referred as corrective feedback (CF), is an indication to the learners that their utterance, is either in-content or linguistically incorrect. Waring (2008: 581-582) notes that the teacher's provision of negative feedback means that the student's response is dispreferred. On the other hand, the teacher's provision of positive feedback suggests that the student's response is preferred. It tends to be produced 'in the preferred format such as no-gap onset, perturbation-free delivery, as well as absence of any account'. Lyster and Ranta (1997) identify six types of CF strategies that can be employed as a framework of analysing the effectiveness of different CF. Feedback types are classified as 'explicit feedback', 'repetition', 'metalinguistic feedback', 'elicitation', 'recast' and 'clarification request'. Ellis (1999) also recognises a seventh type which is 'confirmation check' and Gass and Selinker (2008) recognises an eighth type which is 'comprehension check'. Ellis (1999: 12) explains that confirmation check is defined as 'the teacher checks to make sure that he has correctly understood what the student has said. [...] Repetitions and paraphrases can be used to verify student utterances if comprehension is uncertain'. On the other hand, comprehension check (Gass and Selinker, 2008) is employed by the teacher to determine whether the student has understood his/her message, such as *Does it make sense?*.

This essay will contribute to the existing classroom interaction research on teacher's feedback by identifying which types of feedback, both positive and corrective, are the most commonly used in an intermediate adult ESL class, and how the use of teacher's feedback can lead to students' uptake, a possible fourth turn in the IRF sequence.

## 2.2 Students' Uptake

Students' uptake can be seen as the possible fourth turn after the IRF sequence. According to Lyster and Ranta (1997: 49), students' uptake refers to a 'student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspects of student's initial utterance'. There are three types of uptake: 'repair', 'needs-repair', and 'no repair' (Lyster and Ranta, 1997: 49). Lyster and Ranta (1997: 49) further suggest that uptake 'is used as a way of evaluating the effectiveness of feedback'. Nonetheless, some researchers argue that a student's response to a CF is not a reliable indication of learning (Long, 2006; Ellis, 2009; Mackey et al., 2000). An uptake in the form of a repair or needs-repair only demonstrates that a student has probably noticed the target language (TL) that is different from his/her utterance or it is only an echo of the teacher's utterance. Therefore, Ellis (2009) distinguishes the terms between 'successful uptake' and 'unsuccessful uptake'. He

defines successful uptake as a type in which students either repair, or repeat the CF or demonstrate an ability to include the CF provided. However, unsuccessful uptake is referred when students do not repeat the CF or only acknowledge teacher's feedback or fail to repair their errors.

Alternatively, Loewen (2004) argues that students' production of uptake can suggest that the TL has been noticed. Nevertheless, this does not mean that the TL has not been noticed if the student fails to produce uptake. Mackey and Philip (1998) suggest that it is possible to notice and learn the TL without producing uptake. However, Lightbown (2000: 456) further argues that an uptake from the learner 'gives some reasons to believe that the mismatch between learner utterance and target utterance has been noticed, a step at least toward acquisition'. This illustrates that successful uptake can be perceived as the result of a learner 'noticing the gap' (Schmidt, 1990) between his/her utterance and the TL.

With a successful uptake after the CF, it is shown that noticing will occur. However, the question still remains as to which types of feedback evoke uptake more effectively. Waring (2009: 3) argues the IRF sequence is not the only way to lead to students' uptake. If the teacher is able to make good use of the third feedback position in IRF, then the exchange sequence 'is serving a good pedagogical function'. This can be done by asking a follow-up question which requests students to repair, explain, elaborate or justify their responses. Among the eight types of CF strategies that are mentioned in section 2.1, researchers have found that 'recast' and 'explicit feedback' are the most commonly used by teachers as forms of feedback, but they are proved to be the least effective in leading to language acquisition (Lyster and Ranta, 1997). In contrast, providing clues, such as employing metalinguistic feedback and elicitation that allow students to self-repair their responses, is found to promote 'long-term acquisition of a specific language component' (Lyster, 1998: 54). Waring (2009) also find out that the teacher's provision of positive feedback based on the student's correct response does not necessarily signify sequence closing or discourage further negotiation. Rather, it may encourage longer and more complex response from students.

As shown, teacher's feedback can influence the occurrence of students' uptake if students know whether an elaboration, repair, or adaptation of a prior response is required. It has been emphasised that the aim of teacher's feedback turn has to be made noticeable for students to recognise it. However, not many studies have paid attention to the non-verbal aspects of the interaction employed by teachers during the feedback turn and their role in students' uptake. As Linell (2003: 222) suggests, 'communication is not a transfer of ready-made thoughts. Knowledge is largely communicatively constructed, in the socio-historical genesis of knowledge, language, communicative genres etc'. This explains that communication is not only dominated by verbal cues, but by non-verbal aspects of communication, such as gestures and facial expressions which also contribute to the construction of meaning. Furthermore, Mehravian and Ferris (1967) find out that during communication process 55% of its impact is influenced by eye contact, gestures, body language and postures and 7% is influenced by the words used in the process. Kelly et al. (2007), Allen (2000), and Guvendir (2011) also note that using gestures to teach new lexical items can help students to

better memorise the meanings of the words. It demonstrates that using non-verbal communication as an additional input can make the verbal input more comprehensible to learners. Kelly et al. (2007) notes that the common hand gestures employed by L2 teachers are iconic and deictic gestures. According to McNeill (1992: 10), an iconic gesture helps to 'imagistically represent object attributes, actions and spatial relationships' and a deictic gesture refers to the 'act of pointing [...] these gestures connect some aspects of speech to some other idea, object, location or action'.

Therefore, it is important for this essay to have a detailed study of an extended sequence of an interaction. This will aid the investigation of how the teacher employs both verbal and non-verbal means to provide feedback for students and what kinds of feedback that will lead to students' uptake and learning.

### *2.3 CA as an analytical tool in institutional talk*

CA is often used to provide a micro-analytic perspective in analysing interactions. In this regard, CA becomes particularly relevant in analysing classroom interactions. Drew and Heritage (1992) highlight the importance of this analytic approach in four unique aspects and this paper places a stronger emphasis on sequential analysis of an interaction.

Approaching an interaction from a CA perspective allows analysts to unfold the underlying organization of talk through examining talk sequences and turn-taking practices. Baxter (2010: 122) summarizes nicely that "[t]he turn-taking system provides a basic framework for the organization of talk, since it allows participants to interact in a co-ordinated way, rather than simply to make random, disconnected contributions." Specific patterns of interaction, or adjacency pairs, provide valuable insights in looking at the underlying rules or norms governing the contribution in this setting. The contribution of sequential analysis has to be considered in conjunction with the activity focus of CA. An utterance, and the action performed in parallel with the utterance, is often an integration of the preceding turn(s) and action(s) (Drew and Heritage, 1992). For analysing classroom discourse in this paper, this aspect becomes relevant when discussing interactional structures and turn-taking sequences such as IRF (*cf.* section 2.1) and students' uptake (*cf.* section 2.2), and when problematizing these sequences as in what ways do they influence the outcomes of teaching and learning. Lee (2007: 202) studies the 'third turn' in ESL classroom interactions and highlights the contingent nature of teacher's feedback, which the author concludes "the third turn is an extraordinary place that brings into view a vast array of interpretive works and contingent methods of actions by the teacher as she acts on the students' second turns." This is a clear articulation that utterances are inextricably linked to preceding turns, and through the analysis an extended sequence of an interaction we can unfold the strategies deployed by the interlocutors to respond and move the conversation forward.

### 3. Methodology and Context of the Study

The data for this paper was taken from a two-hour long intermediate ESL class recording at INTO Newcastle University in February 2016. The video recording was collected by the first author. The English Language programme at INTO Newcastle University was designed for international students who are planning to seek admission to an undergraduate degree at Newcastle University Business School. The teacher of the class was a native English speaker and he had extensive experience in teaching adult ESL students. Twelve international students were enrolled in the class. All of them were from China, and English was their second language. Their ages varied between eighteen and twenty. The students were approximately six months into the course when data was collected. Two video-cameras were used to capture the entirety of the classroom interactions. One was placed at the back of the classroom and other one was placed at the front. The data was transcribed by the first author using the conventions developed by Jefferson (2004). The extracts have been selected from a transcript of a video-recording of two minutes from the beginning of the lesson when the teacher is explaining the differences between the noun and verb syllable stress. Prior to the relevant sequence, the teacher provides two groups of words to the class: ‘export’, ‘import’, ‘increase’, ‘advise’, and ‘record’, ‘delay’, ‘decrease’, ‘contract’. He then asks students to identify which word is different to the rest of words in each group. He also provides a hint for students to consider the pronunciation difference in each group of words.

As we listened and watched the video-recording of two minutes from the beginning of the lesson repeatedly, we noticed that the teacher employed different types of feedback with the use of verbal, non-verbal (particularly utilising hand gestures) and written communication methods to respond to the students' mistakes, and which further led to various students' responses and reactions to the teacher's feedback. Therefore, we decided to analyse three excerpts, which were selected from this larger sequence structure, and these excerpts demonstrate different features of sequence organisation in the feedback-uptake structural pattern. This allows us to gain a better understanding of the kinds of teachers' feedback that lead to students' uptake.

In CA, analysts select a collection of excerpts to describe ‘a single phenomenon or a single domain of phenomenon’ (Schegloff, 1987: 101). Discovering the interactional patterns through analysing collection of instances is significant to this mode of analysis. CA allows researchers to focus on the interaction patterns emerged from the video-data rather than relying on any presumed theories or **hypotheses** which teachers may bring to the classroom interaction (Walsh, 2002). Our selection of these extracts for analysis was motivated by its importance in revealing a range of issues in relation to L2 classroom interaction that we explained earlier. Such a selection is in agreement with Mori's (2004: 539) perspective that while CA has ‘unmotivated looking as a guiding principle [...] the selection of a particular case for CA-based analysis

may be motivated by the significance of the case in a given field'. Our specific aim is to gain a detailed understanding of the advantages and disadvantages of employing different types of teacher's feedback in a L2 classroom through analysing these extracts.

#### 4. Analysis

In the first excerpt below, it demonstrates the teacher's use of acknowledgment, confirmation check to invite student 4 (S4) to expand her response, and evaluate her utterance through the use of positive feedback and explicit feedback. Prior to the extract, the interaction begins with the teacher asking students to justify the similarities among the words: 'export', 'import' and 'increase'.

##### Excerpt 1

01 T1: okay (0.2) why is it different?((hand movement))#1

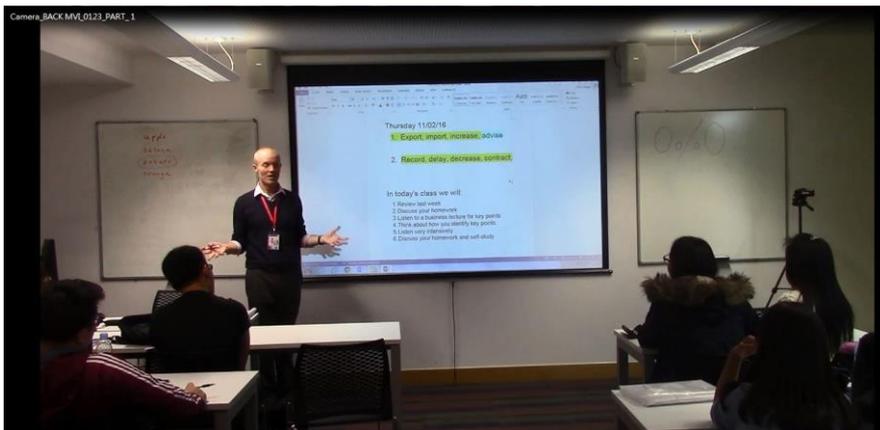


Figure 1

02 (1.1)  
 03 S1: °because it's not°  
 04 (0.4)  
 05 S? °(na li cuo↓)°  
 ((tr. where is the mistake))  
 06 S2: °you know° ((inaudible))  
 07 T1: no i- it's not a noun it's a verb ((pointed at the word advise  
 on the screen))  
 08 S2: =yeah  
 09 S3: =yeah  
 10 S2: um:  
 11 (0.6)  
 12 T1: advise is a [verb]  
 13 S4: [advise]  
 14 S2: .hh hh  
 15 Ss: ((some Ss were whispering))  
 16 T1: wh- what's what's these (.)

17 >how are these< similar  
 ((pointed at the words on the screen while he is speaking))  
 18 (4.1)  
 19 T1: these words here what are these words here  
 ((pointing at the words on the screen))  
 (1.4)  
 20 S4: °the (0.2) pronunciation was different°  
 21 T1: ((pointed at S4)) #2 say some more ((hand movement)) #3  
 22 (0.2) lovely

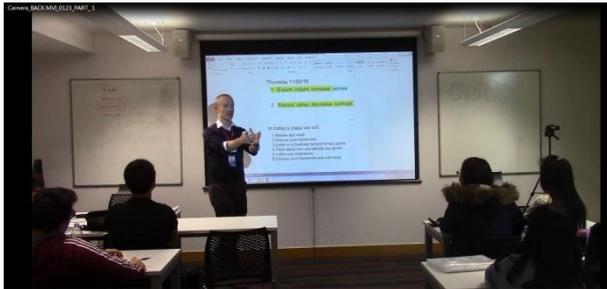


Figure 2

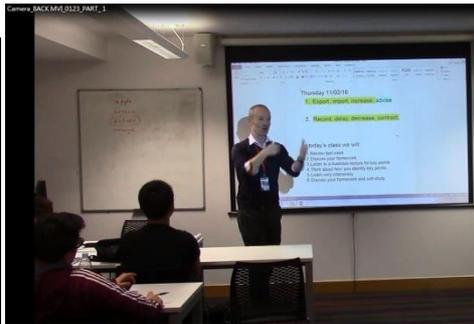


Figure 3

23 S4: °ah: we know ah it's° ((inaudible))  
 24 °(it is in the first and advise is the second)° ((hand movement while explaining)) #4



Figure 4

25 (1.0) ((T1 pointed at S4)) #5

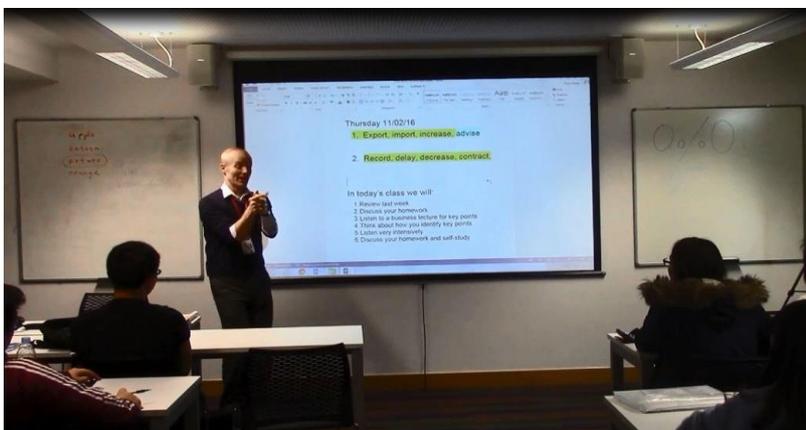


Figure 5

26 T1: I think you are getting close ((making eye contact with student 4))

27 that's excellent  
 28 (0.5)  
 29 T1: okay  
 30 (0.7) ((T1 pointed at the words on the screen))  
 31 T1: simple answer these words here  
 32 (0.7)  
 33 T1: can be verbs↑  
 ((hand movement towards the right)) #6

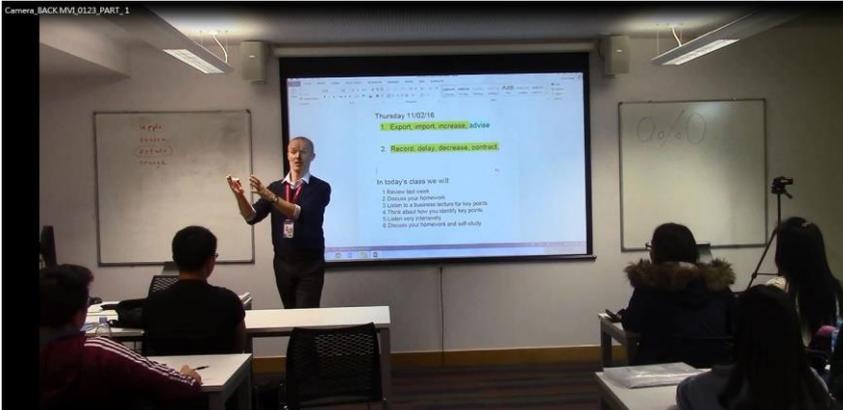


Figure 6

34 (1.4)  
 35 T1: or↑  
 36 (0.4)  
 37 T1: <they can be nouns↓>  
 ((hand movement towards the left)) #7

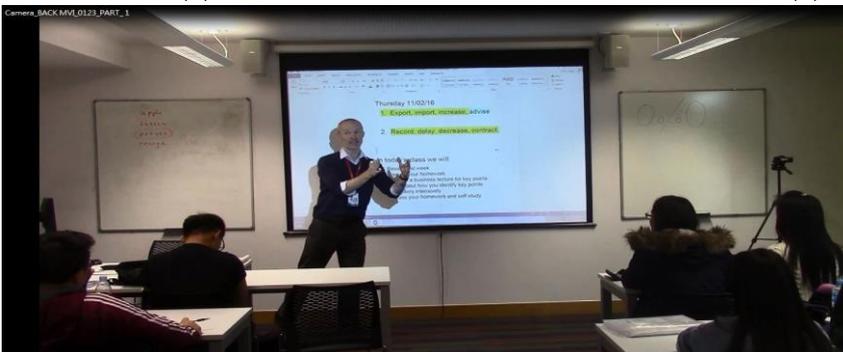


Figure 7

38 (4.5) ((T1 nodded))  
 39 T1: .hh (1.0) if it is a verb  
 40 (0.4)  
 ((pointed at the words on the screen))  
 41 T1: it has a >different pronunciation< ((left hand movement))

(See Appendix for full transcript)

#### 4.1 Confirmation check, acknowledgement and gestures as a means of fostering students' uptake

The teacher produces the first turn as a question at line 1 by asking the reason why the words are different from each other. This first-pair part (FPP) is considered as an 'initiation' of the IRF. The teacher's question is followed by several *sotto voce* responses from students (lines 3-6). However, the teacher notices that one of the students in the class suggests the word 'advise' is a noun, and he rejects his/her response by saying

'no' to him/her in line 7 since the student is unable to provide the correct answer. He then provides the hint afterwards to the whole class in line 7 by explicitly pointing at the word 'advise' on the screen and explaining to students that 'advise' is a verb. This explicit feedback prompts student 2 (S2) and 3 (S3) to produce their turns 'yeah' simultaneously in lines 8-9. It reveals that both S2 and S3 acknowledge the teacher's explanation, and recognise that their responses are dispreferred and incorrect. Furthermore, S3's production of a hesitation marker 'um:' in line 10 and an emergence of a 0.6-second gap after line 10 indicate S3's unfamiliarity and uncertainty of the right answer. Although students are responding to the teacher's feedback in lines 8-10, their responses are viewed as unsuccessful uptake since they simply acknowledge the feedback without any attempt to repair their responses. The teacher then initiates the next turn and he provides the same hint or explicit feedback to his students by stressing on the word 'verb' in line 12 to explicitly reinforce that the word 'advise' is a verb rather than a noun in order to encourage them to reconsider their responses. Nevertheless, this does not generate any successful uptake from students, as indicated in lines 13-15 that students are whispering which are not responding the teacher's feedback meaningfully. Hence, it can be observed that even though the teacher provides explicit feedback for students through such prolonged I-R-F-R-F sequence from lines 1-15, which attempts to encourage them to come up with a better quality answers, students are incapable of repairing their response. One explanation for this maybe that the explicit feedback offered by the teacher is not sufficient enough to elicit clear responses from students and encourage meaningful conversation in the classroom (Walsh and Li, 2013).

The teacher rephrases his question at lines 16-17 and this can be seen as an 'initiation' of the second IRF sequence, which aims to re-elicite further responses from students to assist them to reach the correct answer. As the teacher asks the students for the similarities between the words, he also points at the words on the screen to indicate to the students that these are the words that they should consider. The teacher makes the pause (line 18) for the students to respond and this is a place where students can possibly produce a second-pair part (SPP) turn. However, this does not draw answers from the class immediately and instead it introduces a 4.1-second gap. The teacher rephrases his question in line 19, and by doing so, he attempts to emphasise his message, and requires students to pay full attention specifically to these three words. This yields a response from student 4 in line 20, which is seen as a 'response' of the IRF. The teacher's action in line 19 can be considered as a 'self-initiated repair' (Schegloff, 2007) and the repair of his question successfully leads to the progression of the lesson (Schegloff, 2007). After S4 replies to the teacher quietly, the teacher points at her and makes a circular motion with his hands to encourage her to 'say some more' (line 21). Such feedback is classified as a 'confirmation check' (Ellis, 1999) since the teacher tries to expand the prior SPP turn rather than closing the ongoing IRF sequence with direct feedback. He does this by inviting S4 to elaborate on her response in order to check his understanding of S4's message by keeping the discussion going without explicitly providing any verbal feedback. Furthermore, his hand gestures in line 21 are classified as iconic gestures, since the circular motion with his hand is a visual representation of a

bodily action (McNeill, 1992), which indicates a need for S4 to elaborate her response. The teacher produces a minimal turn-construction unit (TCU) 'lovely' in line 22 after the 0.2-second pause to S4's response. Such a response will be considered as positive feedback. By acknowledging S4's response (line 20), the teacher recognises her utterance and invites S4 to elaborate on her response. Thus, the use of hand gestures, teacher's acknowledgement and confirmation check can foster student's uptake and this is demonstrated in lines 23-24 when S4 provides an additional answer on the different pronunciations of the words.

As can be seen from lines 23-24, S4 provides a longer response for the different pronunciations of the words, which is an expansion part of the previous SPP turn in line 21. The response in lines 23-24 is ambiguous since part of S4's utterance is inaudible. The teacher then points at S4, and he evaluates S4's response (lines 23-24) with the use of both positive and explicit feedback by saying: 'I think you are getting close that's excellent' (lines 26-27). Here, the teacher provides explicit feedback, and clearly indicates to S4 that her response is not a hundred percent correct. While S4's response can be classified as 'needs-repair', it is possible to conclude that S4's response is a 'successful uptake' rather than an 'unsuccessful uptake'. This is because S4 'makes an attempt to repair' and 'respond[s] positively to the teacher's feedback' (Ellis, 2009: 11) in order to elaborate on her previous short response (line 20), and her utterance can be viewed as a preferred response from the teacher's perspective. As Hellermann (2009: 100) argues that when a speaker produces a next turn in a sequence which is not affiliated with the previous turn, it is indicated in certain aspects of the design of the turn to project a dispreferred response: 'the semantic content of the lack of affiliation may be preceded by pause, non-lexical or lexical markers of hesitation'. It is important to note that the teacher does not include any of these features in his utterance (lines 26-27). The teacher's use of the positive feedback, stressing on the first syllable of the word 'excellent', making eye contact with S4, and his hand gesture of pointing at S4 (figure 5) during the one-second pause in line 25 can be interpreted as an appreciation of S4's response in the teacher's perspective (Guvendir, 2011). The teacher eventually closes the ongoing sequence at lines 26-27 with producing feedback to S4. Therefore, the teacher's use of both positive feedback and explicit feedback allows him to indicate to S4 that her response is a preferred one.

#### *4.2 Systematic turn-taking patterns as a means of creating learning opportunities for students*

Alternatively, there is a systematic turn-taking pattern which can be observed from lines 16-27: teacher's initiation (lines 16-19)-student's response (line 20)-teacher's feedback (lines 21-22)-student's response (lines 23-24)-teacher's feedback (lines 25-27). It is noticeable that the teacher and students are engaging in more a complex I-R-F-R-F sequence rather than a simple IRF sequence organisation. This indicates that the teacher constructs learning opportunity by providing different feedback to guide S4 to construct her knowledge and reach towards a greater precision in her response through an extended turning-taking sequence.

In line 29, the teacher's use of 'okay' and his hand movement by pointing at the words on the screen during the 0.7-second pause in line 30 signify the teacher's preparation for the next turn in order to allow him to explain the correct answer to students. In lines 31, the teacher provides a direct answer relevant to the very first FPP turn, 'why is it different', in line 1. In terms of feedback categorisation, the teacher's explanation is considered as 'explicit feedback' since the teacher draws students' attention to the correct forms by directly providing linguistic input or explanation to the class and explains what the students are expected to describe before moving onto the topic on pronunciation in lines 45-68 (Lyster and Ranta, 1997). The explicit feedback is provided through the use of deictic gestures (lines 33 and 37), employed alongside the rising intonations of the words: 'verbs↑', 'or↑' and 'nouns↑'. The teacher moves his hands towards the right (line 33) when explaining that the words can be verbs and towards the left (line 37) when explaining that the words can also be nouns. The use of deictic gesture, together with the use of rising intonations of particular words, allows the teacher to highlight the ambiguous nature of certain vocabularies that are both nouns and verbs to students visually. It is important to note that this turn initiated by the teacher connects the current turn back into the prior turn, indicating a global-level linkage of talk (Local, 2004). This further suggests that a previous I-R-F-R-F sequence (lines 16-27) is a subsidiary sequence (Jefferson, 1972) since it is subsidiary to the former sequence (lines 1-15) and the forthcoming sequence (lines 31-38). The purpose of this subsidiary sequence allows the teacher to facilitate students to provide a relevant and closer answer, rather than directly providing the correct answer to students which may result in obstructing learning opportunities and minimising learner involvement.

Furthermore, when observing the conversation in lines 31-41, it could be argued that S4's answer provided in lines 23-24 is made directly relevant to the next activity, which is the demonstration of the correct pronunciations to students. In this sense, S4's response (lines 23-24) can be corrected yet the teacher provides positive feedback to S4 instead to acknowledge S4's contribution. It is possible that it may be too early for the teacher to provide the explicit feedback of the correct pronunciations to students at that point (line 20). This is evident at lines 31-38 where the teacher explains what the students are expected to describe before moving onto the topic of the correct pronunciations of noun and verb syllable stresses (lines 41 onwards, *c.f. extract 2*). This demonstrates that the teacher's pedagogical goal at lines 19-27 is to provide opportunity for S4 to take part in a class conversation by requesting her to elaborate her own responses and demonstrate listenership (McCarthy, 2003) by avoiding error correction and interpretation. However, the teacher's pedagogical goal at lines 31-38 changes since on this occasion, the teacher's goal is to provide explicit feedback to students rather than to request S4 or other students to provide the correct answer to the teacher.

#### *4.3 Repeating teacher's intonations as a sign of successful uptake*

Excerpt 2 demonstrates a different sequence structure in comparison to Excerpt 1. It reveals that students' modelling of teacher's correct intonations of the words is a sign of successful uptake and understanding of the different intonations in nouns and verbs.

Excerpt 2

45 T1: so when it's a noun  
46 (1.1)  
47 T1: the stress is >at the beginning<  
48 (0.5)  
49 T1: <ex↑po↓rt> ((right hand movement and left hand pointed at the  
word export on the screen))  
50 (0.5)  
51 S5: °ex↑po↓rt°  
52 (0.6)  
53 T1: <or im↑po↓rt>  
((pointed at the word import on the screen))  
54 (1.2)  
55 T1: <or> (0.4)  
56 S5: °in↑cr↓ease°  
57 (0.2)  
58 T1: <in↑cr↓ease>  
((right hand movement and left hand pointed at the word increase  
on the screen))  
59 (0.3)  
60 T1: that is a noun ((forefinger up))  
61 (1.6)  
62 T1: when's a verb (.) we say <ex↓po↑rt> (.)  
((right hand movement and left hand pointed at the word export  
on the screen))  
63 S3: °ex↓po↑rt°  
64 (1.2)  
65 T1: <im↓po↑rt>  
((right hand movement and left hand pointed at the word import  
on the screen))  
66 (0.5)  
67 S1: °in↓cr↑ease°  
68 T1: =<in↓cr↑ease>  
((right hand movement and left hand pointed at the word increase  
on the screen)) #8 #9

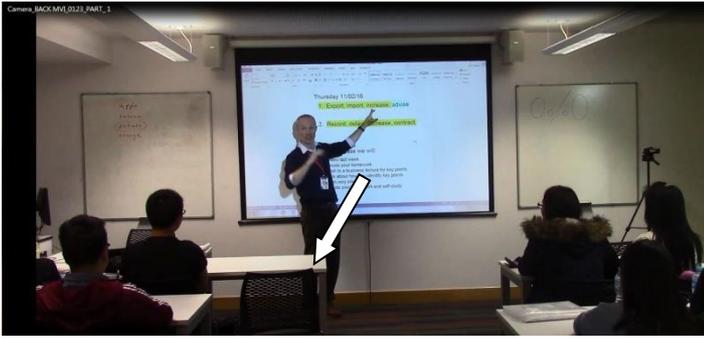


Figure 8

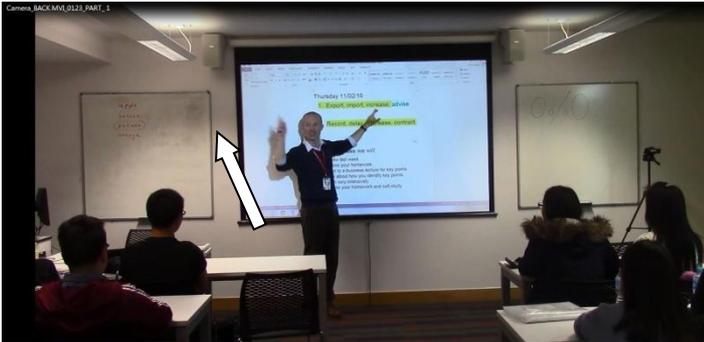


Figure 9

(See Appendix for full transcript)

As can be seen in Excerpt 1, explicit feedback made relevant to the SPP (lines 21 and 23-24) is already given prior to Excerpt 2 (lines 31-38). The excerpt begins with the teacher continues to explicitly explain and demonstrate the correct intonations of the words to students in order to allow them to identify the differences between noun and verb syllable stresses (lines 45-49). In line 49, the teacher performs an iconic gesture (McNeill, 1992) by moving his right hand upwards to demonstrate the rising intonation at the first syllable 'ex↑' and moving his hand downwards to indicate the falling intonation at the second syllable 'po↓rt'. Simultaneously the teacher points at the particular word on the screen with his left hand and this can be seen as a deictic gesture (McNeill, 1992), indicating the word that he will enunciate to students. Notice that after the teacher produces the correct intonation slowly in lines 49, with the use of hand gestures, it motivates student 5 (S5) to quietly repeat the word voluntarily with the correct intonation. This can be seen as a successful uptake. However, the teacher is preoccupied with providing more explicit feedback to the whole class (line 53), and he does not leave a pause either to let S5 reconsider her utterance or acknowledge her response. S5's utterance may be seen as an 'uninvited contribution to the discourse' (Waring, 2009) where she initiates a new turn by repeating the teacher's modelling. Nevertheless, when the teacher signals to continue to move on to another word by saying 'or' slowly (line 55), S5 quietly initiates a new turn again, and offers the correct intonation of 'in↑cr↓ease' (line 56) before the teacher produces the correct intonation (line 58). This clearly reflects S5's understanding of the noun syllable stress by offering the correct intonation (line 56) before the teacher does. The teacher again directly provides the correct form without offering any verbal evaluation or acknowledgment of S5's response and it may be that the teacher cannot hear S5's *sotto voce* response. However, it is possible for S5 to employ the teacher's explicit feedback in line 58 as the correct 'answer' in order to self-assess her own utterance produced in line 56.

After a 1.6-second pause in line 61, the teacher moves the conversation forward and provides correct intonation of the verb syllable stress with the use of both iconic and deictic gestures (line 62). This time it is S3 who quietly repeats the correct intonation after the teacher's feedback (line 63). After the teacher demonstrates the correct intonation of 'im↓po↑rt' slowly with hand gestures (line 65), S1 initiates a new turn and produces the right intonation of 'in↓cr↑ease' (line 67) before the teacher demonstrates (line 68).

One thing to note is that there is a systematic turn-taking pattern that emerges from the two sequences in excerpt 2 which demonstrates the effectiveness of employing explicit feedback together with the use of hand gestures. This turn-taking pattern illustrates Waring's (2009) notion of 'moving out of IRF' in L2 classroom since the IRF sequence is not the only possible way to lead to students' uptake. The turn-taking pattern can be identified in both sequences, lines 49-58 and 62-68: teacher's feedback (lines 49 and 62)—student's repetitions of the feedback (lines 51 and 63)—teacher's feedback for another word (lines 53 and 65)—student's self-initiated turns (lines 56 and 67)—teacher's feedback for another word (lines 58 and 68). In particular, the fourth slot of this turn-taking pattern (lines 56 and 67) is a clear indication of students' successful uptake of noun and verb syllable stress since students have previously received sufficient verbal and non-verbal input from the teacher during the first and third slots. This motivates students to initiate a new turn in order to provide learning opportunities for themselves to produce the intonations of the words accurately and gain a more in-depth understanding of the phonological structure of noun and verb syllable stress.

#### *4.4 Written cues as a method of explicit feedback*

Excerpt 3 reveals a different sequence-organisational pattern from other two excerpts and illustrates that the teacher provides explicit feedback through writing the answer on the whiteboard and this leads to both successful and unsuccessful students' uptake.

#### Excerpt 3

86 T1: what↑ is the noun?  
 ((pointed at the word, advise, on the screen))  
 87 (2.4)  
 88 S1: (suggest)  
 89 (1.6) ((T1 produced facial expression of confusion))  
 90 S1: uh:  
 91 (1.1) ((T1 writing the answer on the whiteboard))  
 92 S1: °advice°  
 93 (0.9)  
 94 S4: °(advic:e)° ((wrong pronunciation))  
 95 (4.0)  
 ((T1 walked back to his desk))  
 96 T1: okay?

(See Appendix for full transcript)

The teacher asks students a question regarding the noun form of 'advise'. After a 2.4-second gap emerges after the teacher's question (line 86), S1 self-selects himself to take the initiative to answer the question but his response is viewed as problematic (line 88) since 'suggest' is not the noun form of 'advise'. During the 1.6-second pause in line 89, the teacher facially expresses confusion which indicates that S1's response is dispreferred. As a result of this facial expression, S1 does not initiate any repair of his utterance but he begins the turn with 'uh:' (line 90), which operates as an appositional since it indicates incipient speakership (Jefferson, 1993).

Notice that what comes immediately after is not teacher's verbal feedback on S1's response in line 90. Instead, the teacher provides the explicit feedback through writing the correct answer on the whiteboard during the 1.1-second pause (line 91). It is possible to infer that S1 is not capable to repair his erroneous response. The teacher's use of explicit feedback by writing the answer on the whiteboard encourages S1 (line 92) and S4 (line 94) to voluntarily read out the correct noun form quietly and this can be indications of students' awareness on the correct form. Although S4 displays her understanding of the correct word (line 94), she mispronounces 'advice' which is seen as an unsuccessful uptake and it 'needs repair' since S4 fails to produce the correct pronunciation of 'advice'. However, the teacher fails to provide feedback on S4's utterance within the 4.0-second pause (line 95) and it could be that the teacher cannot hear S4's *sotto voce* utterance.

Moreover, the teacher's question 'okay?' does not invite any student's response (line 96). This is exemplified in line 97 as there is a 1.1-second pause and no student responds to the teacher's question. Waring (2009: 814) suggests that the question 'okay?' 'is designed to prefer a "yes" answer', but in some situation, 'okay' means 'no questions'. This question does not invite students' participation, but it blocks participation instead. As no one replies to the teacher in line 97, the ongoing question-answer sequence is closed in line 96. Even though S4 may notice the correct noun form of 'advise', she is not aware of the correct pronunciation of 'advice', and no indication is given by the teacher that her utterance is erroneous rather than well-formed. It is unclear whether S4 has acquired the correct pronunciation of 'advice' as there is no evidence that reveals her understanding in the excerpt. Thus, the excerpt illustrates that the teacher's giving answers on the whiteboard as the only way to provide explicit feedback to students is not sufficient enough to result in successful students' uptake and language acquisition.

On the other hand, a systematic I-R-F-R-F-R-R turn-taking pattern can be observed from lines 86-94: teacher's initiation (line 86)-student's response (line 88)-teacher's feedback (line 89)-student's response (line 90)-teacher's feedback (line 91)-student's repetitions of the correct word (lines 92 and 94). It is important

to note that the I-R-F-R-F-R sequence organisation identified in this excerpt is structured by both verbal and physical resources. The third feedback slot is delivered through the teacher's facial expression which prompts S1 to reconsider his previous answer in the second response slot (line 88). Although the fourth response slot is S1's opportunity to produce an utterance to respond to the teacher's confused facial expression in line 89, S1 fails to provide a meaningful utterance. By uttering a vocalisation, 'uh:', in the fourth response slot, it is uncertain whether this appositional is an indication of his preparation for additional talk or whether it is simply an indication of his uncertainty of the correct answer. It is only in the sixth response slot where S1 voluntarily reads aloud the correct answer on the white-board in line 91, which suggests that S1 validates and acknowledges the explicit feedback provided by the teacher. As can be seen in this lines, it is obvious that the lines consist of a complex IRF cycle. However, based on the micro-analysis of the lines 92-94, it could be argued that the even though a complex interactional pattern can be identified, it does not mean that it will necessarily promote learning opportunities and language acquisition in the classroom, as argued that the teacher's use of explicit feedback in this situation is not designed to assist students to reach a better-quality answer and repair their responses. Instead, the teacher closes the IRF sequence in line 94 and chooses to change the course of the interaction by asking students 'okay?' in line 96 in order to allow the teacher to move on to another stage of the lesson. This supports Seedhouse's (2004: 63) argument that IRF sequences 'perform different interactional and pedagogical work according to the context in which they are operating'.

## 5. Discussion

This paper has analysed the different types of feedback that are employed by the teacher in an extended sequence of an interaction, and students' uptake is observed in order to examine how students react to teacher's feedback. According to Lyster and Ranta's (1997) study, recast and explicit feedback are proved to be the least effective in leading to students' uptake. The findings of this study show that explicit feedback, confirmation check and acknowledgement are used by the teacher. In particular, explicit feedback is mostly employed by the teacher throughout these extracts to invite students' uptake and the teacher's provisions of explicit feedback in both excerpts 1 and 3 fail to lead to successful students' uptake. However, it is noticeable that the teacher employs a range of interactional resources to provide explicit feedback to students, particularly in excerpt 2, and this study reveals that the use of explicit feedback does result in successful uptake and it has a greater effect on encouraging students to self-correct and repeat the target form voluntarily. It demonstrates that utilising explicit feedback can enhance students' comprehension of target forms.

Excerpt 1 clearly indicates that merely providing the same explicit feedback to students is not effective in eliciting clear responses from students. Through such complex I-R-F-R-F turn-taking sequence (lines 1-15), it was found that although the teacher offers explicit feedback for students through pointing at the

words on the screen (line 7) and using stress on a particular word (line 12), the teacher fails to prompt students to repair their own response. Nevertheless, excerpt 1 also reveals that the use of hand gestures, teacher's acknowledgement and confirmation check aims to invite student 4 to elaborate on her previous response. This supports Hall and Walsh (2002), Tsui (2004) and Warings' (2009) arguments regarding the importance of making good use of the teacher's third feedback position in IRF sequence by inviting students to explain their responses. This eventually leads to a longer and more complex response from student 4 and then initiates a dialogic interaction between the teacher and the student.

Explicit and positive feedback, in conjunction with the use of eye contact and hand gestures, in excerpt 1 are also employed to acknowledge and evaluate student 4's uptake as a preferred one even though she does not provide the most accurate response to the teacher (lines 26-27). This finding contradicts with Waring's (2008) argument that when the teacher provides negative feedback, it means that the student's response is dispreferred. Extract 1 illustrates that employing explicit feedback to address a student's contribution can be perceived as a preferred response in certain circumstances, especially when it is employed alongside different types of feedback and interactional resources. The teacher's provision of explicit feedback in this occasion is not designed to lead to student's uptake as the pedagogical goal here is to evaluate S4's response and move on to the next activity, pronunciation (lines 31-38), rather than facilitating students to provide a relevant and closer answer. It is important to consider the use of positive feedback, verbal and non-verbal cues with the explicit feedback in this scenario in order to fully understand the teacher's motivation of constructing such feedback for S4.

Excerpt 2 demonstrates that the teacher's explicit feedback accompanied with the use of iconic and deictic gestures, which motivates students to initiate a new turn, imitate the teacher's correct pronunciation with the appropriate intonation, and predict the target forms. This is exemplified through students' voluntary repetitions of the correct intonations, and self-initiations of new turns to predict the forthcoming intonation, before the teacher provides the correct 'answer'. This example aligns with Allen (2000), Kelly et al. (2007) and Guvendirs' (2011) findings that CF provided by the teacher is not solely composed of verbal cues, but also various hand movements which leads to students' uptake. If these hand movements are not taken into account in excerpt 2, then the students' repetitions of the correct intonations will be considered as only having been influenced by the teacher's verbal input. Using both iconic and deictic hand gestures to indicate the intonations of the words to students can allow them to learn what the teacher's actions represent, help them to notice and comprehend explicit feedback, and produce their output accordingly. Moreover, it can assist students to memorise the correct intonations of the words. This coheres with Mackeys' (2006) argument that teacher's feedback can promote language learning since it allows students to notice and learn the TL.

Excerpt 3 indicates that written communication (i.e. providing answers on the whiteboard) as the only explicit feedback is not enough to result in successful uptake. It is found that students notice the correct word from looking at the correct answer on the whiteboard provided by the teacher during the 1.1-second gap, but S4 fails to pronounce the word accurately when she attempts to practise saying it aloud. Lightbown (2000) and Ellis (2009) suggest that learners will progress and improve their language proficiency and acquire the TL by noticing the mismatch between their utterance and the target utterance. However, in this case, students notice the written form but they do not receive the verbal input (i.e. pronunciation of 'advice') from the teacher. This implies that although students may 'notice the gap' (Ellis, 2009), it does not necessarily lead to L2 phonological acquisition. A complex I-R-F-R-F-R-R turn-taking pattern can be identified in extract 3. However, this does not promote learning opportunities and language acquisition in the classroom, as the teacher's use of explicit feedback in this situation is not designed to assist students to reach a better-quality answer and repair their responses. Instead, the teacher's pedagogical goal in this occasion aims to move on to the next topic. Thus, as Hall and Walsh (2002) also suggest that it is vital for teachers to employ a wide range of options in the feedback turn in order to foster students' awareness of gaps in their knowledge and the noticing of the target forms.

## **6. Theoretical and pedagogical implications**

These findings contribute to previous research on teacher's feedback and language learning in classroom settings. Theoretically and methodologically, this paper provides further evidence for the complexities of providing explicit feedback in teacher's talk (Ellis, 2009; Waring, 2009; Tsui, 2004). Instead of gathering quantitative data on the numerous use of teacher's feedback and the occurrence of students' uptake as a way to evaluate the effectiveness of the types of feedback (Lyster and Ranta, 1997; Tsui, 2004; Ellis, 2009), this study provides an analysis of a real classroom interaction and demonstrates how the teacher employs different methods of communication (i.e. verbal, non-verbal, and written communications) to give feedback to students, resulting in students' uptake. While the various sequential environments in the excerpts allow us to observe where and when these teacher's feedback and students' uptake occur, this study has also shown that it is the interactional resources used alongside the teacher's feedback which demonstrates to us how feedback is being constructed by the teacher and how students react to it. Seedhouse (2004: 243) also argues that it is important to conduct a case-by-case emic analysis before analysing the quantitative data since conversation analysts 'have access to the same interactional evidence of a learner's learning states as the teacher has'. This type of evidence of learning can be employed to complement the evidence of learning gathered by the SLA quantitative studies of teachers' feedback. As such, this study reinforces the importance of going beyond using quantitative research methods to investigate teacher's feedback and students' uptake, and to observe how interactional cues influence students' noticing and uptake.

In terms of pedagogical implications to L2 classroom, the implementation of both implicit and explicit feedback in the classroom are shown to be useful to raise the students' awareness of the mismatch between their interlanguage and the correct form. Moreover, teacher's hand gestures are a significant aspect of teacher's pedagogical repertoire and it is suggested that employing both verbal and non-verbal communication skills can lead to effective teacher's feedback and ultimately successful students' uptake. In this study, it has been illustrated that the use of both verbal explicit feedback and hand gestures allow students to notice the correct pronunciation. Schmidt (1990) claims that learners noticing the TL is a necessary step towards language acquisition. Thus, teachers should attempt to employ different types of feedback and hand gestures in order to help students to notice the target form so that acquisition will occur.

Alternatively, in L2 teacher education, it is vital for teachers to pay close attention to students' responses in order to facilitate learning opportunities. Tsui (2004) suggests that being able to manage students' emerging needs as they arise in the classroom is a challenge for both early-career and experienced teachers. In excerpt 2 and 3, the teacher fails to evaluate students' responses since they often produce responses which are inaudible in class. As Tsui (2004) also argues that it is the teachers' responsibilities to manage different interactional contingencies, attend to students' responses in order to provide comprehensible feedback to students, and facilitate learning opportunities in an acquisition-rich environment in the classroom. Although it is impractical to advise teachers to analyse all their lessons, employing CA as a method to transcribe one or two typical lessons for self-analysis and observations can help teachers to gain an insight into what has actually taken place in the classroom. Performing an analysis of a lesson will allow teachers to observe all communicative cues that they employ when responding to students' utterances, and how students react to teacher's feedback.

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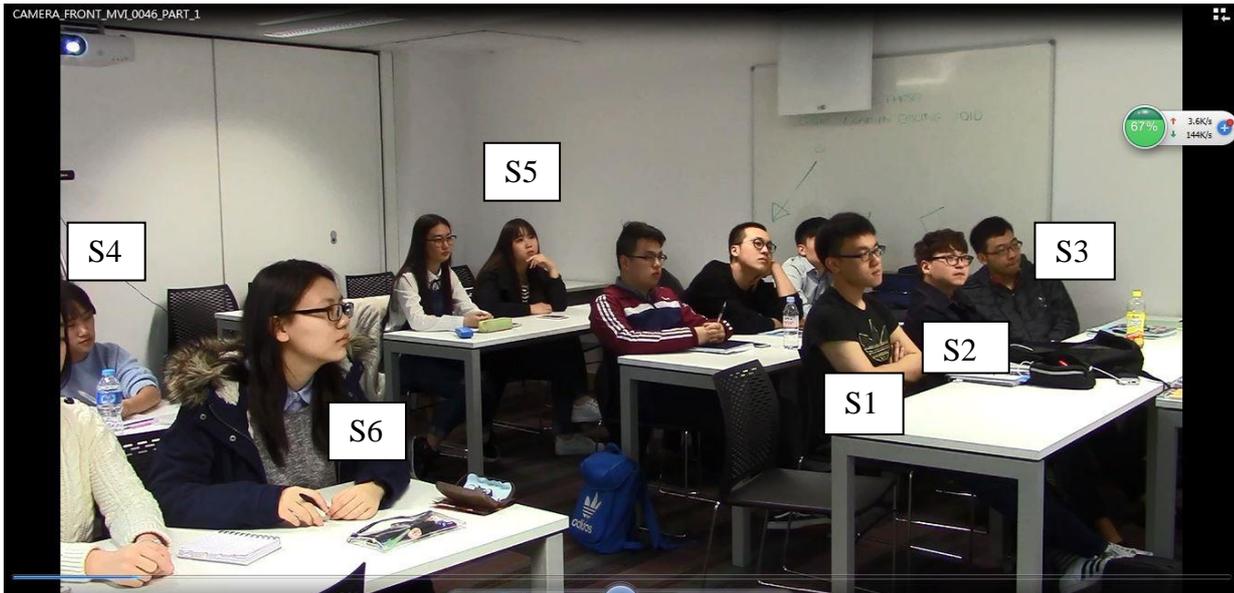
## Appendix

### Transcript

Subject: Pronunciation Revision

Teacher: T1

Students: S+ number / Ss: some or all students / S?: an unknown student



01 T1: okay (0.2) why is it different?((hand movement))#1

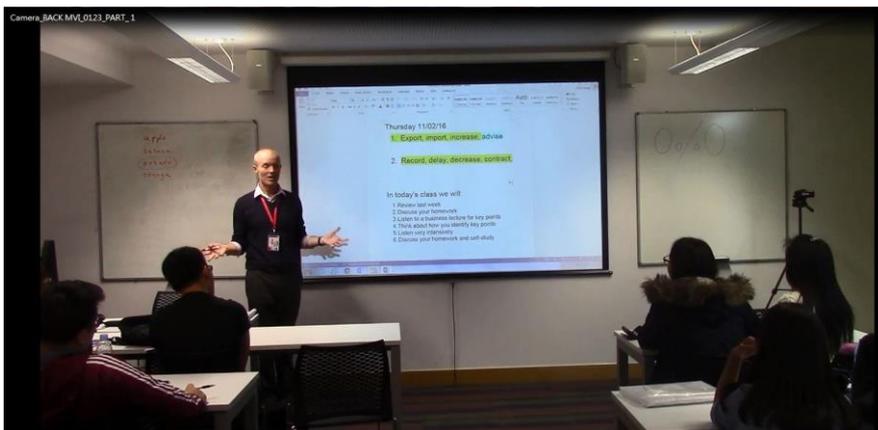


Figure 1

02 (1.1)  
 03 S1: °because it's not°  
 04 (0.4)  
 05 S? °(na li cuo↓)°  
 ((tr. where is the mistake))  
 06 S2: °you know° ((inaudible))  
 07 T1: no i- it's not a noun it's a verb ((pointed at the word advise  
 on the screen))  
 08 S2: =yeah  
 09 S3: =yeah  
 10 S2: um:  
 11 (0.6)  
 12 T1: advise is a [verb]  
 13 S4: [advise]  
 14 S2: .hh hh  
 15 Ss: ((some Ss were whispering))  
 16 T1: wh- what's what's these (.)

17 >how are these< similar  
 ((pointed at the words on the screen while he is speaking))  
 18 (4.1)  
 19 T1: these words here what are these words here  
 ((pointing at the words on the screen))  
 (1.4)  
 20 S4: °the (0.2) pronunciation was different°  
 21 T1: ((pointed at S4)) #2 say some more ((hand movement)) #3  
 22 (0.2) lovely

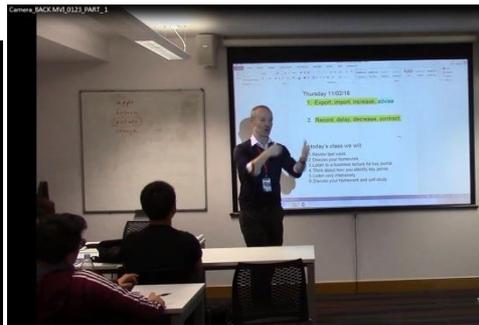
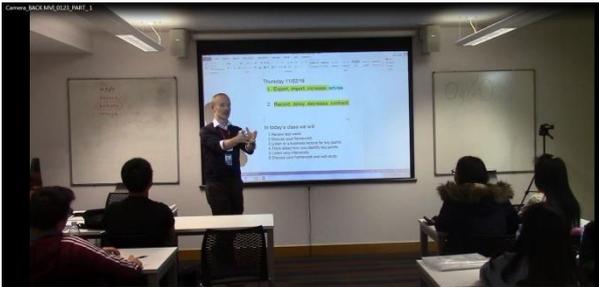


Figure 2

Figure 3

23 S4: °ah: we know ah it's° ((inaudible))  
 24 °(it is in the first and advise is the second)° ((hand movement while explaining)) #4



Figure 4

25 (1.0) ((T1 pointed at S4)) #5

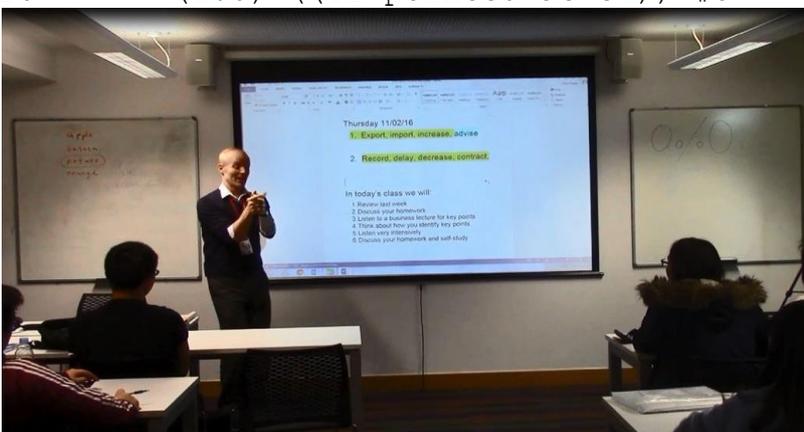


Figure 5

26 T1: I think you are getting close ((making eye contact with student  
4))  
 27 that's excellent  
 28 (0.5)  
 29 T1: okay  
 30 (0.7) ((T1 pointed at the words on the screen))  
 31 T1: simple answer these words here  
 32 (0.7)  
 33 T1: can be verbs↑  
 ((hand movement towards the right)) #6

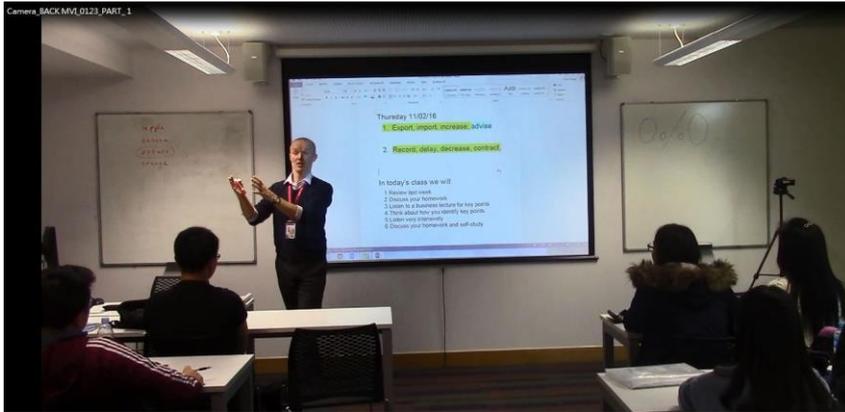


Figure 6

34 (1.4)  
 35 T1: or↑  
 36 (0.4)  
 37 T1: <they can be nouns↓>  
 ((hand movement towards the left)) #7

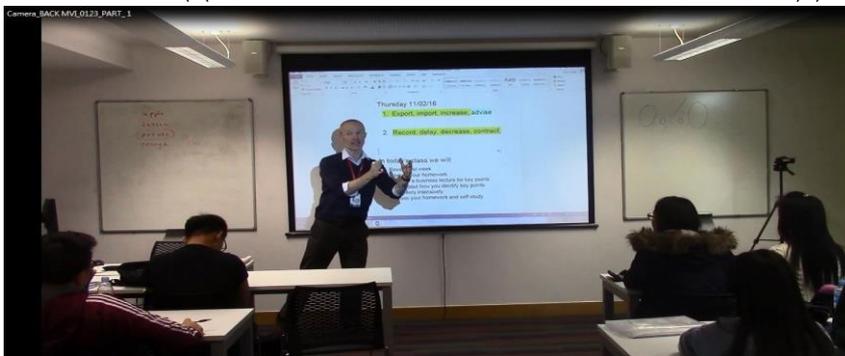


Figure 7

38 (4.5) ((T1 nodded))  
 39 T1: .hh (1.0) if it is a verb  
 40 (0.4)  
 ((pointed at the words on the screen))  
 41 T1: it has a >different pronunciation< ((left hand movement))  
 42 (1.6)  
 43 T1: <to when (.) it's a noun>  
 ((pointed his fingers to the right hand-side and walked towards  
 the table))  
 44 (4.2)  
 ((T1 nodded and pointed at the word export on the screen))  
 45 T1: so when it's a noun  
 46 (1.1)

47 T1: the stress is >at the beginning<  
 48 (0.5)  
 49 T1: <ex↑po↓rt> ((right hand movement and left hand pointed at the  
 word export on the screen))  
 50 (0.5)  
 51 S5: °ex↑po↓rt°  
 52 (0.6)  
 53 T1: <or im↑po↓rt>  
 ((pointed at the word import on the screen))  
 54 (1.2)  
 55 T1: <or> (0.4)  
 56 S5: °in↑cr↓ease°  
 57 (0.2)  
 58 T1: <in↑cr↓ease>  
 ((right hand movement and left hand pointed at the word increase  
 on the screen))  
 59 (0.3)  
 60 T1: that is a noun ((forefinger up))  
 61 (1.6)  
 62 T1: when's a verb (.) we say <ex↓po↑rt> (.)  
 ((right hand movement and left hand pointed at the word export  
 on the screen))  
 63 S3: °ex↓po↑rt°  
 64 (1.2)  
 65 T1: <im↓po↑rt>  
 ((right hand movement and left hand pointed at the word import  
 on the screen))  
 66 (0.5)  
 67 S1: °in↓cr↑ease°  
 68 T1: =<in↓cr↑ease>  
 ((right hand movement and left hand pointed at the word increase  
 on the screen)) #8 #9

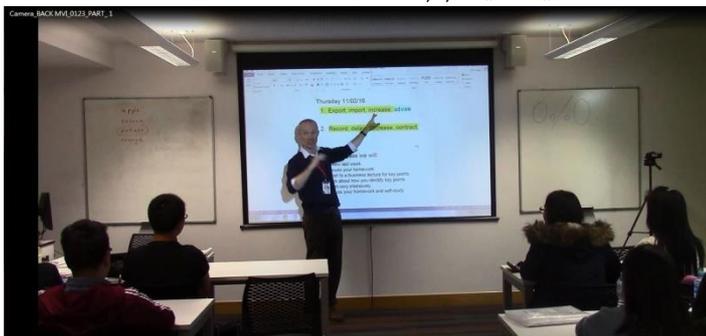


Figure 8

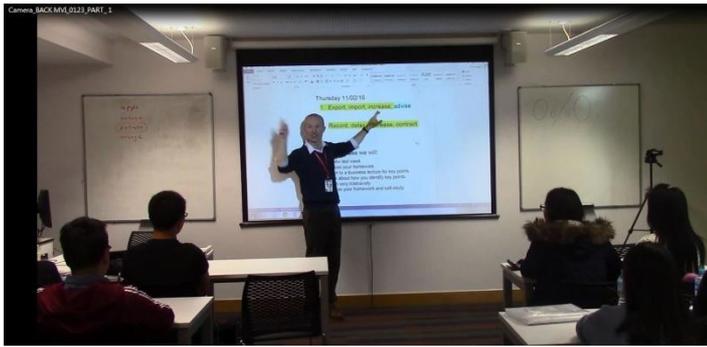


Figure 9

69 (0.8)  
 70 S1: °(otherwise)°  
 71 (.)  
 72 T1: so this is when it's a noun↑  
 73 (1.5) ((T1 writing on the whiteboard))  
 74 T1: and↑ this. is. when it's a verb↓  
 75 (5.3)  
 ((T1 writing on the whiteboard and walked back to his desk))  
 76 T1: okay?  
 77 (0.4)  
 78 S3: °yup°  
 79 (0.2)  
 80 T1: whereas this word here  
 ((pointed at the word advise on the screen))  
 81 (0.5)  
 82 T1: this is a verb  
 83 (1.1)  
 84 T1: it can't be a noun ((forefinger movement)) #10

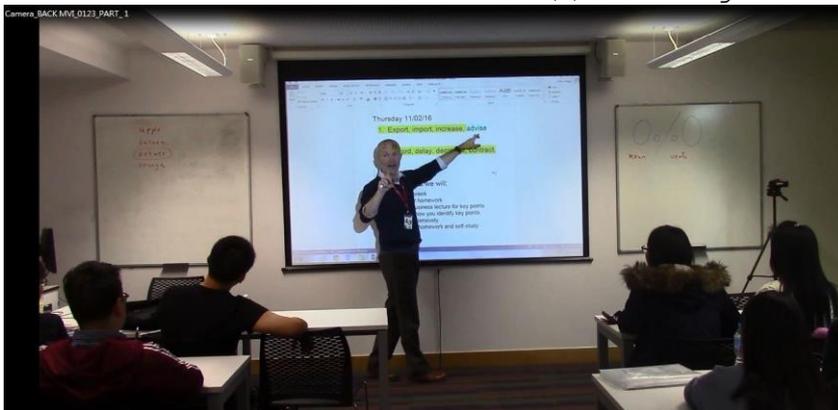


Figure 10

85 (0.4)  
 86 T1: what↑ is the noun?  
 ((pointed at the word, advise, on the screen))  
 87 (2.4) ((S1 produced hand movement))  
 88 S1: (suggest)  
 89 (1.6) ((T1 produced facial expression of confusion))  
 90 S1: uh:  
 91 (1.1) ((T1 writing the answer on the whiteboard))  
 92 S1: °advice°  
 93 (0.9)

94 S4: °(advic:e)°((wrong pronunciation))  
95 (4.0)  
((T1 walked back to his desk))  
96 T1: okay?  
97 (1.1)  
98 T1: so it is  
99 (0.2)  
100 T1: =the different word  
((pointed at the word advise on the screen))  
101 (0.2)  
102 T1: is the noun  
103 (0.8)  
((T1 pointed the word advice on the whiteboard))  
104 T1: okay?  
105 (0.2) ((T1 walked back to his desk))  
106 S3: °yup°  
107 (1.4) ((T1 produced hand movement to signify change of topic))  
#11

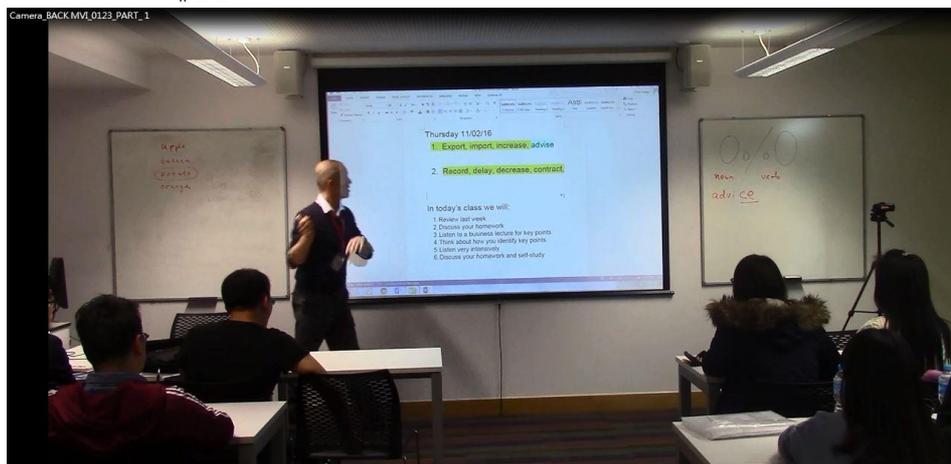


Figure 11

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