

## *Interactions in Language Teacher Education: Some of the Whats & Hows*

### 1. Frequency List from Feedback Talk

1	I	26	ON
2	YOU	27	AT
3	THE	28	DID
4	TO	29	NOT
5	THAT	30	WOULD
6	AND	31	WELL
7	IT	32	THIS
8	YEAH	33	BECAUSE
9	OF	34	OR
10	A	35	AS
11	WAS	36	ARE
12	IN	37	ONE
13	THEY	38	IF
14	IS	39	THERE
15	KNOW	40	WITH
16	THEM	41	BE
17	EM	42	HAD
18	BUT	43	OKAY
19	WHAT	44	FOR
20	HAVE	45	IT'S
21	SO	46	MMHM
22	JUST	47	ABOUT
23	DO	48	VERY
24	WERE	49	MEAN
25	THINK	50	YOUR

1. Say how this is identifiable as TP feedback.
2. Can you group the words in any way, according to possible functions in this context?
3. Do you think this reflects the way in which you (would) talk during TP feedback? Why/why not?

### 2. Extract 1 (Farr 2011)

1. T Did you do anything different in your preparation this time?
2. ST Em...
3. T That helped you along during the last lesson.
4. ST Not really, no, just...
5. T Did you prepare more? Or did you prepare in a different way?
6. ST No, I just wrote down, everything I was going to say.
7. T I noticed that in your lesson plan, actually.
8. ST I kind of got into my head what I was going to say before I even told them to open the books, I would look at what I was going to say.

9. T And that made the lesson much more natural, didn't it? Flowed more so than just+
10. ST I wasn't humming and hawing as much as before. There wasn't as much of "okay, right ,okay".
11. T "What is next?" sort of thing, yeah.
12. ST Yeah.
13. T And sometimes even just writing it makes a difference. It's not necessary that you need to look at it again because once you have written it you don't need to look at it again, it's in your head then.

**Extract 2** (Farr 2011)

1. T ... the one area that I want to talk to you about Joanna is, because as I say the content of the lesson wasn't what I focussed in on yesterday at all. Wh= what I focussed in on yesterday was your approach to the students themselves. Now wh= what sort of a person do you consider yourself? In terms of are you+
2. ST A teacher?
3. T +are you a friendly person or are you an aloof person or?
4. ST Oh no, I'm friendly and+
5. T Mmhm+
6. ST +I try and get on, listening to them.
7. T Now, you see, I didn't get any of this, I, my only meeting with you has been in TP prep+
8. ST Mmhm, mmhm.
9. T +sessions when you're very friendly, and you contribute, and you make very sensible contributions, and things like that. And yesterday when I went into the classroom I found somebody who was like, I suppose the best thing is like an old style múinteoir (Irish word for teacher)+
10. ST Me?
11. T Yes.
12. ST Okay.
13. T Now th= please don't take this+
14. ST Oh no, that's fine, that's okay.
15. T This is what came across to me. Now you started by, when you looked at the video how many times did you ask them to keep quiet?
16. ST Three or four.
17. T You asked them about six+
18. ST Did I? Right.

**Tasks:**

1. Describe what is going on in each extract (what is happening and how is it happening?).
2. Are the techniques used appropriate?
3. Do you think these extracts are typical of what might be found in feedback talk? How (not)?