



**“Class, I’ve got a lot of material to cover,  
so to save time I won’t be using vowels today.  
Nw lts bgn, pls trn t pg 122.”**

**Walsh (2002) identifies a number of features which obstruct learning potential**

- **The teacher completes the turn for the student.**
  - **The teacher interrupts the student's turn in order to correct.**
  - **No negotiation of meaning is detectable via clarification requests confirmation checks**
  - **The teacher echoes the student response even if it is correct.**
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- **IRF (Initiate-Response-Feedback) turn-taking structure as the dominant)pattern.**

# Teachers' Questions

## **Monologic (recitation) vs. dialogic teaching**

*Monologic* teaching leads to an 'authoritative discourse' in which the teacher delivers a set of pre-packaged knowledge (Skidmore, 2000)

*Dialogic* teaching offers an 'emancipatory alternative' (Lyle, 1998) so that knowledge is co-constructed and students' experiences and interpretations are valued and explored.

# Monologic

## Text A:

Teacher: What noise Fiona? What noise?

Fiona: The noise the dog was making.

Teacher: The noise the dog was making.  
Which noise was the fox making?

Fiona: A dog (.) noise. (*Fiona laughs*)

Teacher: He was barking.

Skidmore (2000: 287)

# Monologic

- IRF
- Teacher selects
- Teacher ignores attempts by learners to introduce other topics
- Students' responses tend to be short
- Usually there is only one correct answer  
(Nystrand, 1997)

# Examples of IRF

- I      What's the boy doing?
- R      He's climbing a tree.
- F      He's climbing a tree.

# “Is the clock on the wall?”

- T Is the clock on the wall?      **Initiation**
- L Yes, the clock is on the wall.      **Response**
- T Good. The clock is on the wall.      **Feedback**

Sinclair and Brazil (1982)

T: What does your father do?  
S1: Teacher  
T: He's a teacher. Good. What does your father do? (looking at another student)  
S2: My father dead.  
T: Good, and what about your father? (pointing to someone else).  
(Thompson G 1997: 104)