

A Small-scale Discourse Analysis Research: Investigating Initiation Response and Feedback Pattern in a Pre-Intermediate Class at an English Preparatory Program of a University in Turkey**Inci DEMIR**

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Abstract

This study aims to investigate the IRF pattern, feedback types, strategies (i.e. code switching) and student-teacher talking time in an English Preparatory School classroom at a university in Turkey. Within this purpose, the data which was obtained through the transcription of the voice recording in a class having 7 Pre-Intermediate students was analyzed. The results showed that the most commonly followed patterns in the class were IRF, IRFF, IR, II. As for the feedback types, there were a variety of feedback types such as peer feedback, self correction, descriptive feedback, confirming feedback, recast, explicit correction, elicitation, metalinguistic clues, clarification request and repetition with intonation. In addition, as a strategy, code-mixing and code-switching between Turkish and English were also occasionally practiced. Teacher-talk and student-talk were also balanced; neither of them outnumbered the other one dramatically in terms of the interaction moves that they had performed. Also, as opposed to the general belief, there were significant numbers of student-initiated IRF pattern or other different patterns; which reveals the fact that students can also ask questions, respond what is asked and give even feedbacks when required. Moreover, again significant numbers of the feedback provided by students included self-feedback, which is also called self-correction or self-reflection. With the help of the examples extracted from the transcription of the audio-recording IRF patterns, feedback types, strategies were illustrated and through the graphs, teacher and student talk were demonstrated in the study, as well.

Keywords: Classroom Discourse Analysis, Initiate-Respond-Feedback(IRF), Feedback Types, Student-Teacher Talk.