

On teacher questioning: question-types in question

Abstract

This paper, on collaborative research, purports to achieve teacher's awareness raising on some teaching malfunctions pertaining to types of "Question" which might potentially affect teaching efficiency and pupils' comprehension. Multiple interpretive accounts of data of teacher talk extracts (reported in Appendixes 1, 2, 3, and 4) are exploited for this purpose. This article does not seek to significantly provide any breakthrough on this particular aspect. It does not either purport to achieve generalisability or prove causal relationships. It simply attempts to realistically empower teacher's with transcript-exploitation means, to appreciate, in the heat of their lesson deployment, whether the types of questions asked are pedagogically appropriate, in terms of comprehensibility, to create learning conditions. Learners' reactions to these questions will serve as guiding-marks of pupils' access to question comprehension.

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Introduction

Research on teacher talk (TT) has been various during the two last decades (Allwright & Bailey: 2000; Bailey & Nunan:1996; Bowers:1980; Brumfit:1978, 1979; Brumfit & Mitchell:1989;-Cazden:1986-1988; Cohen:1990; Kamaravadivelu:1993; Littlewood:1981; Williams & Burden:1997; etc.). TT has become object of observation and analysis within the framework of what we now know as classroom research, centred on the teacher. The first plea launched for a deep-focus into language classes came from Allwright (1983: 191): "Classroom-centred research is just that—research centred on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching materials) or on the outputs from the classroom (learner achievement scores). It does not ignore in any way or try to devalue the importance of such inputs or outputs.

It simply tries to investigate what happens

ملخص

يسعى هذا البحث إلى جلب انتباه الأساتذة إلى بعض الأخطاء الشائعة في طرح الأسئلة الشفوية، و التي قد تؤثر سلبا على الفهم لدى التلاميذ. ويتناول بعض أنواع هذه الأسئلة الشفوية لتبيان الاختلالات الموجودة بها.

inside the classroom when learners and teachers come together. (...) it is in fact research that treats the language classroom not just as the setting for investigation but, more importantly, as the object of investigation. Classroom processes become the central focus."

If language classroom should be the object of investigation, it has to be analysed in its dynamic aspect that is, in the very heart of the lesson development. Hence, it is the processes of teaching and more importantly that of learning which are highlighted.

A great amount of research on TT has been carried out into what Krashen (1982, 1983) called "comprehensible input." It has mainly concerned the L2 teacher speech commonly (Clyne: 1981; Freed: 1980; Perkan: 1999; etc.). A great deal of TT research has concerned mainly the comparison of the features of L2 teacher speech with speech to L2 learners in non-instructional settings. The studies seek to find out in what respect teacher talk can be an aid to learning, in terms of speech rate, syntax, vocabulary, pragmatic functions, question types, questioning patterns, etc. This paper discusses TT in terms of "Question Types" and their implications on pupils' participation. The assumption is that the more accessible teacher's questions are, in terms of types, the more opportunities are created for learning to take place.

1. Literature Review

According to Brown (1994, cited by Moritoshi, 2000:3), the key to creating interactive language classroom is initiation of interaction by the teacher. Importance of the roles that can be played by questions in classroom talk has been highlighted by Lynch (1991.) Different questions types need also to be activated: display questions, the answers of which are known by the teacher; and referential ones to which answers are not known by the teacher. The former ones are said to be mostly used in classroom interaction, whereas the latter ones, are used in real life (Nunan 1989). Referential questions prompt long and difficult answers. Importance of questions in helping pupils develop linguistic ability have been highlighted by Holland, R & T. Shortall, (1998:65; Mc Donough & Shaw, 1993:271-2). Effects of referential questions on ESL classroom discourse have been discussed by Brock (1986). If Nunan (1989) classifies questions according to the types of answers (see Table 1, reported by Moritoshi 2000: 2-3) they solicit.

We have deliberately decided to adopt the classical distinction, in terms of display vs. referential because all types of question identified can be subsumed in the these two broad categories. We assume that "display" questions are easier to process, therefore more comprehensible, than "referential" ones. Answers to "referential" questions are more demanding in terms of cultural background knowledge while "display" ones require "memory" effort mainly to retrieve information supposed to be already stocked in the speaker's brain.

If "referential" and "display" concepts are useful for the description of the transcripts, they need to be backed by two other concepts that we have coined: "source" and "token." By "source-question", we refer to a question asked for the first time, i.e., a

Table 1: Taxonomy of Question Types

Question Types	Explanation	Noted by
Closed	Have a short fixed answer, For example "What day is it today?"	Barnes (1969)
Open	Typically require a longer, less limited response, for example "What did you do yesterday?"	
Display	Those to which the questioner already knows the answer and is merely testing the respondent's knowledge or understanding.	Brown (1994a: 165)
Referential	Those to which the questioner does not know the answer and is genuinely seeking information.	
Procedural	Relates to classroom, lesson and student processes such as "Who is absent today?"	Richards&Lockart 1994:186-87
Convergent	Often have short answers which "encourage similar student responses" and require low level thought processing, for example "Can you ski?" "Yes, I can" "No, I can't"	
Divergent	Necessitate more wide-ranging, longer responses with higher level thought processing for example, "Why is the Beatles' music so popular in Japan?"	
Rhetorical	Those which the questioner answers him/herself.	Chaudron (1988: 130-1)

brand new one introduced in TT, while a "token-question" characterises a question asked as a repetition of the "source-question". Logically, "token" questions are of the same type as "source" ones. That is, if the "source" question is identified as "Display" and followed by a number of "token" questions, these latter retain the same quality. They will then be characterised as "token-display". If the "source-question" is identified as "referential", and followed by a number of "token" questions, these latter retain the same quality. They will then be characterised as "token-referential".

3 Method

3.1 Subjects

An intermediate English class of pupils aged 14-15 years. An Algerian teacher of English with 15 years teaching experience.

3.2 Situation

A 60 minute lesson where the teacher dealt with the Communicate section, meant to introduce the pupils to the topic of the lesson through oral exchanges.

3.3 Data Collection

The lesson was recorded then transcribed with pupils' anonymity, before being pragmatically described by means of the The Sinclair & Coulthard and Chaudron's taxonomies. Four transcripts (Appendices 1, 2, 3, and 4) have been exploited to illustrate TT in terms of "Question-types".

4 Analysis of Transcript 1

4.1 Transcript 1

Transcription and anonymity of transcript 1 is reported in Appendix 1.

4.1.1 Pragmatic Description of Transcript 1

01- T: Greeting: The teacher greets the pupils when entering class
"good morning pupils".

02- PP: Reaction: The pupils, standing, greet the teacher at their turn (**REA**)
"good morning madam".

03 T : 1 Directive: The teacher politely requests action to be performed (**D**)
"sit down please".

2 Verbal Nomination: The teacher nominates a pupil (**N**)
"P1+"

3 Information The teacher recalls pupils about a duty they did not do before leaving class (**I**)

"the ::" 00 (the teacher makes a gesture searching for the brush)+.

"Pupils I have said before you go out^ 0 you clean the board"(while cleaning the blackboard, the teacher decided to address herself to the whole class instead of talking to P1+, reminding the pupils about an unfulfilled duty, which is leaving class without wiping the blackboard.

The teacher's sudden change from talking to one pupil to the whole class suggests that she realised that wiping the blackboard before leaving class

is not one pupil's responsibility but the whole class' (verbally,) then, she Cleans the BB and writes the title of the unit.

4.1.2 Description of Transcript 1 in terms of Question Types

No questions have been asked by the teacher.

4.1.3 Analysis of Transcript 1

No questions have been asked by the teacher, because there is no pedagogical stake at issue. The teacher just gets in touch with pupils.

4.2 Analysis of Transcript 2

4.2.1 Transcription and Anonymity of Transcript 2

Transcription and anonymity of transcript 2 is reported in Appendix 2.

4.2.2 Pragmatic Description of Transcript 2

03-T: 4 .Initiation: The teacher elicits a question. (**EL**)
"What's" Rafik ?" 00

5. Initiation: The teacher elicits the same question again. (**EL**)
"what's" Rafik ?" 00

6. Initiation: The teacher elicits a question. (**EL**)
"what's" Rafik Mesbah ?"

7. Non verbal Nomination: The teacher points at pupil **P2-**. (**NVN**)
(visible on the videotape)+.

04-P2-: Response: The nominated pupil answers with hesitation. (**REP**)
"euh Rafik is a pupil."

05-T : 1 Evaluation: The teacher positively evaluates the pupil's answer. (**E**)
"good, Rafik is pupil."

2 Directive : The teacher requests pupil **P3+** to repeat **P2-**'s answer. (**D**)
"repeat" **P3+**".

06- P4+ Non Verbal Bidding: A pupil wants to answer by raising hand. (**B**)

07- P5+ Non Verbal Bidding: A pupil wants to answer by raising hand. (**B**)

- 08- P6+ Non Verbal Bidding:** A pupil wants to answer by raising hand. (B)
09- P7+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)
10- P8+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)
11- P3+ : Reaction: The nominated pupil reacts to the teacher's directive. (REA)
"Rafik is a pupil."
12-- T : Nomination: The teacher verbally nominates pupil **P4+**.
"P4+?"
13- P4+ : Reaction: The nominated pupil reacts to the teacher's directive. (REA)
"Rafik is a pupil."
14- T : Nomination: The teacher verbally nominates pupil **P6+**.
"P6+" ?"
15- P6+ Reaction: The nominated pupil reacts to the teacher's directive. (REA)
"Rafik is a pupil."
16- T : Nomination: The teacher verbally nominates pupil **P8+**.
"P8+"?"
17- P8+ Reaction: The nominated pupil reacts to the teacher's directive.(REA)
"Rafik is a pupil."

4.2.3 Description of Transcript 2 in terms of Question Types

3-T: 4 Initiation: -----"Source" question "Display"
"What's" Rafik ?" 00

5 Initiation: -----"Token" question "Display"
"what's" Rafik ?" 00

6 Initiation: -----"Token" question "Display"
"what's" Rafik Mesbah ?"

A nominated pupil **P2-** answers the question without hesitation.

A nominated pupil **P3+** repeats the answer.

A nominated pupil **P4+** repeats the answer.

A nominated pupil **P5+** repeats the answer.

A nominated pupil **P6+** repeats the answer.

A nominated pupil **P7+** repeats the answer.

A nominated pupil **P8+** repeats the answer.

4.2.4 Analysis of Transcript 2

The teacher asked three questions in floor 3 (one "source" and two "tokens"). The "source" question is of "Display" kind, which means that it should not pose any problem of comprehensibility to learners. Answers to "Display" questions are supposed to be accessible to learners because based on learners' memory. This is confirmed by the number of learners who decided to bid for answering before being nominated to do it even if they answered with hesitation as with **P2-**, or simply rehearsed the given answer as with **P3+**, **P4+**, **P6+**, and **P8+**. The transcript shows also that other learners bade for answering but were not offered the opportunities to do it. It was the case for **P5+** and **P7+**. As with **P3+**, **P4+**, **P6+**, and **P8+**, the teacher could have nominated them to participate. The outcome of above description and analysis is displayed below:

Table 2 Rates of Question Types in Transcript 2

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	01	00	00
DISPLAY "Token"	02	00	01

4.3 Transcript 3

4.3.1 Transcription and Anonymity of Transcript 3

Transcription and anonymity of transcript 3 is reported in Appendix 3.

4.3.2 Pragmatic Description of Transcript 3

18- T 1. Initiation: The teacher asks the same question four times (three times a full question, and one time a shortened one) (EL)

"where" does he study 00"

2 . Initiation: The teacher asks the same question four times (three times a full question, and one time a shortened one) (EL)

"where does he study, 00"

3 . Initiation: The teacher asks the same question four times (three times a full question, and one time a shortened one) (EL)

"where" ? 000" (The pupils **P2-**, **P9-** want to answer)+.

4 . Initiation: The teacher asks the same question four times (three times a full question, and one time a shortened one) (EL)

"Where does he study ?"

5 . Nomination: The teacher verbally nominates two pupils (N)

"P10+, P15-"

6 . Initiation : The teacher asks the same question, but shortened (EL)

"Where ?"

19-P9- Verbal Bidding: A pupil **P9-** bids to answer (B)

"madam, madam"

20-T Nomination: The teacher verbally nominates a pupil. (N)

"P9-"

21- P9- Response: The verbally nominated pupil answers the teacher's question with some hesitation. (REP) and a mistake.

"he is study at euh 000 Okba School"

22-T 1. Evaluation: The teacher provides a negative evaluation by repeating the pupil's answer without correction but with emphasis to *indicate* fact of error. In Chaudron's Taxonomy of Features and Types of corrective reactions in the model of discourse, this repetition with no change and emphasis corresponds to the following formulation: REPETITION with NO CHANGE and EMPH. to *indicate* fact of error.

"He is study at Okba School ?" (**P2-** rises her hand)

2 . Initiation: The teacher repeats a reduced pupil's answer without

correction but with emphasis to *locate* fact of error. REPETITION with NO CHANGE and EMPH. to locate fact of error.

"He ?"

3 Non Verbal Nomination: The teacher non verbally nominates a pupil "P2-" ? (N)

23- P2- Response: The verbally nominated pupil answers the teacher's question "He studies at okba school."

24-T : Evaluation: The teacher positively evaluates the pupil's answer. (E)
"Very good, he studies at 0 Okba"

4.3.3 Description of Transcript 3 in terms of Question Types

18-T: 1 Initiation -----"Source" question "Display"

"where does he study?" 00

2 Initiation -----"Token" question "Display"

"where does he study?" 00"

3 Initiation -----"Token" question "Display"

"where"?"000

Non Verbal Bidding: Learners P2-, P9- raise hands.

4 Initiation -----"Token" question "Display"

"where does he study?"

The verbally nominated learner P9- answers the teacher's question with some hesitation with a mistake.

5 Initiation -----"Token" question "Display"

"where?"

22 T 2 Initiation: -----"Token" question "Display"

"he?"

The verbally nominated pupil P2- provides a correct answer. (REP)

4.3.4 Analysis of Transcript 3

The teacher asked six questions. In floor 18, she asked four consecutive questions without waiting for learners to bid for answering. She then asked another question after having performed a "nomination. The "source" question is of "Display" quality for it solicits learners' already known knowledge concerning the name of school where a classmate "Rafik Mesbah" studies. The other five questions are "Tokens" for they do not differ in topic from the "source" question but have different syntactic formulations: "Where does he study?" "Where?," and another question which relied on a learner's previously given answer "He?" (Initiation 2 floor 22).

In terms of learners' participation, two learners participated (P9-and P2-). P9- first answered with an error, and P2- corrected it. The teacher should be praised for having totally negotiated this sub-sub transaction with learners. She did not interfere in answers, except to correct mistakes. She gave opportunities to participate only to pupils who bade for answering: P2- and P9-. Participation therefore may be said to have been favoured by the "Display" type of the question.

Table Rates of Question Types in Transcript 3

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	01	00	00
DISPLAY "Token"	05	00	01

4.4 Transcript 4

4.4.1 Transcription and Anonymity of Transcript 4

Transcription and anonymity of extract 4 is reported in Appendix 4.

4.4.2 Pragmatic Description of Transcript 4

38 - T 3Restatement: The teacher explicitly refers to the development of the lesson by getting back to previous topic discussed in sub-transaction 3.3, paving the way to sub-transaction 3.4 (MS)

"So ; 0 pupils 0 will 0 write an article,"

4-Restatement: The teacher develops previous restatement (MS)

"or each group will write an article about 0 a topic chosen 0," a topic chosen (BB) 000 Blackboard Use

5-Initiation: The teacher asks a question by double lengthening the last consonant of "or" and using a rise-fall intonation. (EL)

"or ::" 00

6-Response: The teacher is constrained to provide the answer herself (REP)

"a subject" 000

7-Conclusion: The teacher links what was developed in the second restatement with the answer she provided in the previous response (CON)

"each group 0 will write a topic or a subject 0 chosen 00"

8-Restatement: The teacher wants to develop one aspect "topic" mentioned in the previous conclusion. (MS)

"there will be several topics,

9- Initiation: The teacher solicits pupils to provide a synonym to "several" (EL)

"several" 000 (BB) Blackboard Use

10-Response: The teacher is constrained to provide the synonym herself (REP)

"or : different 000 topics (BB) Blackboard Use

11-Initiation: The teacher requests pupils to provide examples of "topics" (EL)

"example," 000

12-Response: The teacher is constrained to provide examples (REP)

"they will, we will have topic number one about 000 agriculture" (BB) 000 Blackboard Use

13-Initiation: The teacher requests pupils to tell what topic number 2 is about (EL)

"topic number two example about" (X seconds).

14-Response: The teacher is constrained to provide answer herself (REP)

"Industry" (BB). Blackboard Use

15-Initiation The teacher requests pupils to tell what topic number 3 is about (EL)

"Number three example about" ?" 000

16-Initiation: The teacher reformulates the previous question differently (EL)

- "it can be about" ?" 00
- 17-Response:** The teacher is constrained to provide the answer herself (**REP**)
"Sport" (BB). 000 Blackboard Use
- 18-Initiation:** The teacher requests pupils to tell what topic number 4 is about (**EL**)
"Number four 00 about" ?"
- 19-Initiation:** The teacher reformulates the previous question differently (**EL**)
"example" ? example" ?"
- 20-Initiation:** The teacher reformulates the reformulated question differently (**EL**)
"can you give me example about the topic?"
- 21-Initiation:** The teacher reformulates another time the same question (**EL**)
"what are"
- 22-Initiation:** The teacher requests an answer. Directive (**D**)
"guess"
- 23-Initiation:** The teacher reformulates the directive as a question (**EL**)
"what are the topics ?"
- 39- P1+ Response:** Pupil **P1+** took the floor without being nominated. (**REP**)
"Politique" (in a very low voice)+ **P1+** has done an error by answering
in French, while at the same time "**ignoring**" the error he did when
answering in French. (**IGNORE: Chaudron's Taxonomy**)
- 40- T : Nomination:** The teacher verbally nominated pupil **P1+** who answered
without permission (**N**)
"**P1+** ?"
- 41- P1+ Response:** The verbally nominated pupil **P1+** answers with some
hesitation (**REP**)
"Euh politique" (a French pronunciation)+.
- 42- T 1- Evaluation:** The teacher positively evaluates **P1+** (**E**), while at the same
time repeating **P1+**'s answer with correction.
REPETITION WITH CHANGE (Chaudron's Taxonomy)
"Political topic, yes about politics"
- 2- Initiation:** The teacher politely asks a question (**EL**)
"Or can you give me other topics please?"
- 3- Initiation:** The teacher reformulates the previous question (**EL**)
"What are the topics we are interested in a school magazine:" 00
- 4- Initiation:** The teacher reformulates the previous question again (**EL**)
"agriculture, 0 industry, 0 sport 00 or" ? "
- 5- Initiation:** The same question is again reformulated (**EL**)
"Example?"
- 6- Response** The teacher is constrained to provide the answer herself.
(**REP**)
" Space" "(BB). 000 Blackboard use
- 7-Conclusion:** The teacher summarises previous answers (**CON**)
"So 0 each 0 topic 0 in each topic 0 pupils 00 will 0 visit 00 a place" 0
They will have 0 a class outing 0 outside the school, 0 each time"" 0
- 8- Initiation:** The teacher asks pupils to provide an example (**EL**)
"example"

- 9- Restatement:** The teacher explicitly refers to development of lesson by introducing pupils to topic about "agriculture". (MS)
 "let's speak about agriculture, topic number one."
- 10- Initiation:** The teacher asks pupils a question. (EL)
 "which place 0 will pupils visit?" 0
- 11- Initiation:** The teacher reformulates the previous question. (EL)
 "Which place example,"
- 12- Initiation** The teacher reformulates the same question for the second time.(EL)
 "where?"
- 13- Initiation:** The pupils asks the same question again. (EL)
 "where pupils will go to write about agriculture?"
- 14- Starter:** The teacher provides information to facilitate response. (S)
 "For example, you have tomatoes."
- 15- Initiation:** The teacher comes back again to the same question. (EL)
 "So, to know about tomatoes, where will pupils go?"
- 43- P1+ Non Verbal Bidding :** Pupil P1+ bids for answering. (B)
- 44- T Nomination:** The teacher verbally nominates P1+ to answer. (N)
 "P1+?"
- 45- P1+:Response:** The verbally nominated pupil provides an answer (REP)
 "In the market."
- 46-T:1- Evaluation:** The teacher positively evaluates the answer by rehearsing it verbatim. (E)
 "In the market !""
- 2- Initiation:** The teacher asks another question seeking for another place where tomatoes can be found. (EL)
 "or?"
- 3- Starter:** The teacher provides information to facilitate response (S)
 "So when when you go to the market 00 you just see tomatoes. Tomatoes are ready 0. So; 0 I want" 0
- 4- Initiation:** The teacher asks a new question (EL), stressing on the word "steps what are the different 0 steps" 0
- 5- Starter** The teacher provides more information to facilitate answers. (S).
 "you have many steps; step number one, two, three after at the end you have tomatoes." 0.
- 6 Response:** The teacher is finally constrained to provide the answer herself.
 (REP)
 "So they will visit, they will visit" 0 a farm, a farm."
- 7- Starter**The teacher provides information to prepare a new question.(S)
 "They will go 0 to a farm to see 0"
- 8- Initiation:** The teacher asks a question. (EL)
 "how 0 does the Fella work" 00.
- 9- Starter** The teacher adds more information to facilitate response.(EL)
 "He will do 0 many things, 0 after at the end 0 the result 0 example you will have 0 tomatoes".

- 10- Initiation:** The teacher asks a new question. (EL)
"So they will visit" 000
- 11- Response:** The teacher is constrained to provide answer herself (REP)
"they'll visit 000 a farm (BB)" 000. Blackboard Use
- 12- Marker:** The teacher marks boundary in discourse. (M)
"Now"
- 13- Restatement** The teacher explicitly refers to development of lesson.
(MS)
"industry, if we speak," 0 if, look at this table." 00
- 14- Initiation:** The teacher asks a question. (EL)
"How this table is made?"
- 15- Starter:** The teacher provides information to facilitate response. (S)
"You can have directly like this table and you will put it in the classroom"?
Before you have a table you have many 00 steps. Yes many steps" 0. So;
they will go" 00. If I ask you to write an article about; 0 for example, lamps
00 you will go, 0 in general here in Setif you have a place special for
industry. 00 You will go 0 to "La Zone"
- 16- Initiation:** The teacher asks the pupils to provide reasons. (EL)
"because" 000
- 17- Response:** The teacher is constrained to give the answer. (REP)
"in la zone we have a lot of factories" 0.
- 18-Conclusion:** The teacher summarises previous developed ideas. (CON)
"We have a lot of factories. You will visit the factory and after you will 0
write an article."
- 19- Initiation:** The teacher asks a question. (EL)
"So in the euh, in the industry they'll visit" 000
- 20- Response:** The teacher provides the answer. (REP)
"a factory" (BB). Blackboard Use
- 21- Restatement:** The teacher introduces the topic about "sport" (MS)
"and here sport"; 00
- 22- Initiation:** The teacher asks a question. (EL)
"what are they going to visit?"
- 47 P1+ Non verbal bidding (B)**
- 48- T Verbal nomination:** The teacher verbally nominates P1+ (N)
"P1+ "?"
- 49- P1+:Response:** The verbally nominated pupil answers with hesitation. (REP)
"Euh" 0 "Euh" 0 visit euh" the stadium. **Answer given with errors**
- 50- T :1-Evaluation:** The teacher positively evaluates the answer (E), ignoring the
errors made (the answer is not grammatically well built). (IGNORE):
Chaudron's Taxonomy). The teacher brought corrections into the pupil's
answer when
repeating it for confirmation. **REPETITION WITH CHANGE**
(Chaudron's Taxonomy)
"They will visit the stadium. Good."
2-Starter The teacher wants to develop the idea but suddenly changed her
mind. (S)

- "They will visit a stadium a"
3- Initiation: The teacher asks a question. (EL)
 "and also what,"
4- Initiation: The teacher asks a question. (EL)
 "what will they watch?" 00
5-Initiation: The teacher asks a question. (EL)
 "They will watch"? 000
- 51- P8+ Non verbal bidding (B)**
- 52- T Verbal nomination:** The teacher nominates a pupil. (N)
 "Yes, P8+"
- 53- P8+ Response:** The nominated pupil provides an answer. (REP)
 The pupil does an error by answering in French.
 "Joueur".
- 54- T 1-Evaluation:** The teacher indirectly and negatively evaluates pupil's answer by marking emphasis to mark fact of incorrectness. (EMPH.)
(Chaudron's Taxonomy)
 "Joueur, 0"
2-Initiation: The teacher re-asks the same question as in floor 72. (EL)
 "they will watch?" 0
3-Initiation: The teacher re-asks the same question differently.(EL)
 "How do we say "joueur" in English? 000
4 Response: The teacher provides the answer herself. (REP)
 "players".
- 55- P8+ Response:** Pupil P8+ repeats the correct word after the teacher. (REP)
 "Players."
- 56- T : Initiation:** The teacher asks a question. (EL)
 "Where"?"
- 57- P8+ Response:** The previously (Floor 73) verbally nominated pupil answers (REP)
 "In stadium."
- 58- T 1-Evaluation:** The teacher positively evaluates the pupil by rehearsing his answer.(E)
 "In the stadium" 0
2-Clue: The teacher gives extra information to pave the way to the next question
 (CL)
 "or" you have another possibility 00 to watch 00 some 0 matches. 0"
3-Initiation: The teacher asks a question. (EL)
 "Where"?"
4-Starter: The teacher provides information to facilitate response. (S)
 "On"?"
- 59- P 11- Non verbal bidding:**
- 60- P12- Non verbal bidding:** but the teacher continues with P8+. (B)
- 61- P8+ Response** The previously (Floor 73) nominated pupil answers (REP)

- "television."
- 62- **T 1- Initiation:** The teacher wants to ask a question but seems to hesitate about the question she wants to ask, changed her mind. (EL)
"How did euh sorry euh"
2 **Non verbal nomination:** The teacher non verbally nominates pupil **P12-** by pointing at her. (visible on the videotape). (N)
"she points at **P12-** + ?"
- 63- **P12- Response:** The non verbally nominated pupil answers. (REP)
"On TV."
- 64- **T : Verbal Nomination:** The teacher verbally nominates the same pupil. (N)
"**P12-**"
- 65- **P12- Response:** The verbally nominated pupil repeats the same answer she gave in floor 86 but with an error: adding an article "the". **Error done.**
"on the TV"
- 66- **T 1- Evaluation** The teacher positively evaluates the answer (E), ignoring the error done (addition of "the"). (IGNORE: Chaudron's Taxonomy).
"Yes"
The teacher brought correction into the pupil's answer when repeating it for confirmation. **REPETITION WITH CHANGE Chaudron's Taxonomy)**
"on TV."
2- **Conclusion:** The teacher adds up bit of answers to provide a complete utterance. (CON)
"We have a lot of matches on TV"
3- **Starter** The teacher provides information to prepare the next question (S)
"they will know more 0 about the sport. For example, about football or basketball."
4- **Initiation:** The teacher asks a question. (EL)
"What are the rules euh of each euh game and so on ?"
5- **Conclusion:** The teacher summarises information previously discussed with pupils. (CON)
"So for example, here your friend's **P1+** said that 0 they'll visit 0 or they'll 0 go euh sorry to the stadium. They will go to" Blackboard Use

4.4.3 Description of Transcript 4 in terms of Question Types

In transcript 4, the teacher asked 18 different "source" questions (initiations 5, 9, 11, 13, 15 and 18 in floor 38; 2 and 8 in floor 42; 2, 8, 4, 19 and 22 in floor 46; Initiation 3 in floor 50; Initiation 2 in floor 54; Initiation 3 in floor 58; Initiation 1 in floor 62; and Initiation 4 in floor 66). The "source" questions have been accompanied by 18 "token" ones, which gives a total number of questions equal to thirty-six (36). One question will not be analysed because unanswered neither by the teacher nor by a learner, who made an unfruitful attempt in floor 66 (initiation 4). This sub-transaction being long, we decided, for workability, to split it up into as many exchanges as can be afforded. We have registered nineteen (19) exchanges, which will be described and analysed individually.

Exchange 1

38 T : 5-Initiation: -----"Source" question "Referential"
 "or ::" 00
 The **teacher** answers.

Exchange 2

9-Initiation: -----"Source" question "Referential"
 "several?" 000 (BB)
 The **teacher** answers.

Exchange 3

11-Initiation: -----"Source" question "Referential"
 "example," 000
 The **teacher** answers.

Exchange 4

13-Initiation: -----"Source" question "Referential"
 "topic number two example about" (X seconds).
 The **teacher** answers.

Exchange 5

15-Initiation : -----"Source" question "Referential"
 "Number three example about" ?" 000
16-Initiation: -----"Token" question "Referential"
 "it can be about" ?" 00
 The **teacher** answers.

Exchange 6

18- Initiation: -----"Source" question "Referential"
 "number four 00 about" ?"
19- Initiation: -----"Token" question "Referential"
 "example" ? example" ?"
20- Initiation:-----"Token" question "Referential"
 "can you give me example about the topic,"
21-Initiation: -----"Token" question "Referential"
 "what are"
22-Initiation: -----"Token" question "Referential"
 "guess"
23- Initiation:-----"Token" question "Referential"
 "what are the topics ?"
 Pupil **P1+** answers without being nominated.
 Pupil **P1+** answers again with some hesitation

Exchange 7

42- T: 2-Initiation: -----"Source" question "Referential"
 "or can you give me other topics please?"
3-Initiation:-----"Token" question "Referential"
 "What are the topics we are interested in a school magazine:" 00
4-Initiation:-- -----"Token" question "Referential"
 "agriculture, 0 industry, 0 sport 00 or"? "
5-Initiation: -----"Token" question "Referential"
 "Example?"

The **teacher** answers.

Exchange 8

- 42-T 8- **Initiation:** -----"Source" question "Referential"
"Example"
10- **Initiation:**-----"Token" question "Referential"
"which place 0 will pupils visit?" 0
11- **Initiation:**-----"Token" question "Referential"
"Which place example,"
12-**Initiation:**--- -----"Token" question "Referential"
"where?"
13- **Initiation:**--- -----"Token" question "Referential"
"where pupils will go to write about agriculture?"
15- **Initiation:**--- -----"Token" question "Referential"
"So, to know about tomatoes, where will pupils go?"
The nominated pupil **P1+** provides an answer.

Exchange 9

- 46-T : 2- **Initiation:** -----"Source" question "Referential"
"or?"
4- **Initiation:**-----"Token" question "Referential"
"steps what are the different 0 steps" 0
The **teacher** answers.

Exchange 10

- 46-T 8- **Initiation:** -----"Source" question "Referential"
"how 0 does the fellah work?" 00.
10- **Initiation:** :-----"Token" question "Referential"
"So they will visit?" 000
The **teacher** answers.

Exchange 11

- 46-T 14- **Initiation:** -----"Source" question "Referential"
"How this table is made?"
16- **Initiation:** -----"Token" question "Referential"
"because" 000
The **teacher** answers.

Exchange 12

- 46-T 19- **Initiation:** -----"Source" question "Display"
"So in the euh, in the industry they'll visit" 000
The **teacher** answers.

Exchange 13

- 46-T 22- **Initiation:** -----"Source" question "Referential"
"what are they going to visit?"
Pupil **P1+** answers with hesitation.

Exchange 14

- 50- T : 3- **Initiation:** -----"Source" question "Referential"
"and also what?"
4- **Initiation:**-----"Token" question "Referential"

"what will they watch?" 00

5- **Initiation:**-----"Token" question "Referential"

"they will watch"? 000

Pupil P8+ answers in French.

Exchange 15

54-T : 2- **Initiation:** -----"Source" question "Referential"

"they will watch?" 0

3- **Initiation:** -----"Token" question "Referential"

"how do we say "joueur" in English?" 000

The teacher answers.

Pupil P8+ repeats teacher's answer.

Exchange 16

56-T : **Initiation:** -----"Source" question "Display"

"where"?"

The previously nominated learner P8+ answers.

Exchange 17

58-T 3- **Initiation:** -----"Source" question "Display"

"where"?

The previously nominated learner P8+ answers.

Exchange 18

62-T : 1- **Initiation:** -----"Source" question "Display"

"how did euh sorry euh"

A non nominated learner, P12- answers by repeating an answer given before.

Exchange 19

T -66 4- **Initiation:** -----"Source" question "Display"

"what are the rules euh of each euh game and so on ?"

No response.

4.4.4 Analysis of Transcript 4

Analysis of Exchange 1

Performance of double Restatements, to recall information introduced in the previous exchange to help learners better apprehend the "source" question (initiation 5), does not seem to have been rewarding because it was the teacher who immediately answered it (Response 6.) The question was about a synonym to the word "topic", and we wonder whether pupils already know the meaning of "topic", the reason why we qualified the question as "Referential." The other reason why learners did not answer seems to be due teacher's absence to solicit learners to try. We are unable to find reasons why the teacher behaved like this, closing rapidly the exchange. Therefore, the teacher may be said to have failed to involve learners in the exchange. By answering, she deprived them from participating.

Analysis of Exchange 2

The same above analysis can be applied on exchange 2. The teacher seems unable to clarify purpose of question. We wonder why she did not clearly ask learners to provide a synonym to "several" instead of using a question-word.

Analysis of Exchange 3

Such a question solicits learners' cultural background knowledge, which makes it not easy to answer, justifying thus why it has been identified as "Referential." Again, this is not a reason for the teacher to immediately answer. She could have tried with other learners.

Analysis of Exchange 4

Like preceding question, learners need to have good cultural background knowledge to answer. The question thus seems to be "Referential". Again, this is not a good reason for the teacher to immediately answer. She could have tried with other learners.

Analysis of Exchange 5

Even with a "token", the "source-referential" question seems to remain inaccessible to learners' understanding. The teacher seems to have abandoned very quickly, by answering, instead of soliciting learners to do it.

Analysis of Exchange 6

With six "tokens," comprehensibility of the "referential" question was hard to obtain. In this exchange, satisfaction comes from the fact the teacher does not seem to have lost hope that learners could answer the referential" question. And, this is what happened when P1+ tries twice, with some hesitation, to answer in French. This should encourage the teacher to keep up like this.

Analysis of Exchange 7

In this exchange, the teacher seems to come back to previous habits. Even if she developed three "tokens", she could have nominated learners to attempt an answer instead of responding.

Analysis of Exchange 8

Unlike previous exchange, a learner managed to answer a "referential" question. Teacher's effort seems to have been fruitful with five "token" initiations (10, 11, 12, 13 and 15). Proof that perseverance can be rewarding.

Analyses of Exchange 9, 10, and 11

As with exchange 8, the teacher could have tried with other learners.

Analysis of Exchange 12

This exchange is really a surprise because "source" question is of "Display" type, requiring a memory-based answer about information already obtained in Response 17 of floor 46. Therefore, the answer should be accessible to learners. What happened was that the teacher answered immediately without soliciting pupils, which is really a curious attitude.

Analysis of Exchange 13

Though "referential" in type, the question has been immediately answered by P1+ for the topic discussed concerned "Sports." Exchange13 seems to be the exception which confirms the rule. It is the first "referential" question answered by a learner. May because it concerns "sports", a topic which is in the very heart of pupils' concerns.

Analysis of Exchange 14

Again, we have a question of "referential" type answered, in French, by P8+. Is it answered because "topic" of question is known? Or because two "token" questions have been developed next to the "source" one? We believe that the second option reflects better reality. The way the "source" question was asked did not really favour

comprehensibility. Without "token", which brought more clarification, the "source" question would not have been answered, be it in French.

Analysis of Exchange 15

The question of may be said to be of "referential" type, requiring the knowledge of the English equivalent of the French word "Joueur". The teacher could have insisted by soliciting other learners because the English word is easy to obtain. She could have dramatized a football player to help learners guess.

Analysis of Exchange 16

This question is of "display" type because it is about information obtained already in floors 38 and 39. This exchange proves that "display" questions are more likely answered by learners.

Analysis of Exchange 17

This question is of "display" type because learners need just to recall that "television" is useful to watch a football match at home.

Analysis of Exchange 18

This is a "display" question because it is about the same topic addressed in exchange 17.

Analysis of Exchange 19

This question is about previously developed information, which justifies its quality as "display". However, we do not understand the reason why the teacher did not go till the end of the exchange.

4.4. 5 Discussion

The obtained data, reported in Table 4, reveals that there have been more "referential" questions asked in this sub-transaction than "display" ones. As was said, "referential" questions are more demanding in terms of cultural knowledge, therefore they should be more difficult to answer by learners. The diagnosis in terms of Question Types shows that, in the 18 "source" questions asked, the teacher answered eleven (11) times: ten (10) to "referential" questions and one (01) to a "display" one. Learners answered seven (7) times: four (04) to "referential" questions and three (03) to "display" ones. One "Display" question, asked in the end, was left unanswered. Which insightful conclusion can we draw from this? The teacher answered more "referential" questions than learners, which seems reasonable as this type of questions are difficult to cope with by learners even if four of them were answered by pupils after teacher's perseverance. This proves that "referential" questions are not necessarily a handicap to pupils with "good" cultural background knowledge and when topics of questions concern learners' lives and hobbies. The other pertinent observation that we can make is that the teacher answered a "display" question, at a moment when it was learners who were expected to do it. How can this be explained? Teacher's answers of "Display" questions apparently obey no logical reason, perhaps because of impatience.

Table 4 Rates of Question Types in Transcript 4

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential"Source"	14	10	04
Referential"Token"	09	00	00

DISPLAY "Source"	04	01	03
DISPLAY "Token"	09	00	00

Conclusion

The aggregate recapitulation of extracts 1,2, 3, and 4 displays the following outcome:

Table 5 Aggregates of Rates of Question Types answered by Teacher and Pupils

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	14	04	01
Referential "Token"	09	06	03
DISPLAY "Source"	06	01	03
DISPLAY "Token"	16	00	02

It may be said that the teacher has asked 45 questions, of which 20 are "source" ones, and 25 are "tokens". Of 20 "source" questions, 14 are "referential" ones, and 6 "display" ones. Of 25 "token" questions, 9 are related to the "referential" type, while 16 concern the "display" type. Referential-source questions do not seem to have been well apprehended by pupils. Only one out of 14 has been directly answered by a pupil without "tokens", while 3 of them have been answered by pupils after performance of "tokens". This suggests that "referential" questions are less well directly managed by pupils without "tokens". "Token" questions seem therefore to be indispensable for pupils to be well dealt with. Consequently, if teachers decide to ask "referential" questions, they should be ready, if needed, to follow them by "token" ones to leave some thinking-time to pupils to process a correct answer, instead of responding themselves as it happened in 3 exchanges reported above. Teacher should feel free to provide answers to "referential" questions after performing "token" ones, as it happened in 6 exchanges, as it appears in Table 5. Directly answering "referential" or a "display" questions without "tokens", as it happened in 5 exchanges, is a behaviour that should be avoided because it deprives pupils from their right to participate. Pupils, exceptionally, can directly answer a "referential" question without the help of "token" ones when the topic of the questions is directly related to pupils' very own first concerns. The above data corroborates the claims that "display" questions are better coped with by pupils. Out of 6 ones, pupils directly answered 3, without "tokens," and 2 with. It appears therefore that the issue of "question-types" is of paramount importance for the direct impact it has on pupils' participation. Teachers should feel concerned with it in order to improve quality and comprehension accessibility of their classroom talk. Undoubtedly, teacher's awareness about question types will certainly lead to a relatively more efficient lesson time-exploitation.

APPENDIX 1

01- T: good morning pupils.

02- PP: good morning madam .

03- T : sit down please. P1+ the :: 00 (the teacher makes a gesture searching for the brush)+. Pupils I have said before you go out^ 0 you clean the board (she says that while cleaning the BB. She writes the date and the unit)+.

APPENDIX 2

03- T: What's" Rafik ?00 what's" Rafik ?00 what's" Rafik Mesbah ? (she points at the pupil P2-)+.

04- P2-: euh Rafik is a pupil.

05- T : good, Rafik is pupil. Repeat" P3+". (the pupils P4+, P5+, P6+, P7+ and P8+want to hold the floor)+.

06- P3+ : Rafik is a pupil.

07- T : P4+"?

08- P4+ : Rafik is a pupil.

09- T : P6+" ?

10- P6+ : Rafik is a pupil.

11- T : P8+"?

12- P8+ : Rafik is a pupil.

APPENDIX 3

18- T : where" does he study 00 where does he study, 00 where" ? 000 (The pupils P2- P9- want to answer)+. Where does he study ? P10+" ? P16-" ? where" ? 00

19- P9-: madam, madam.

20- T : P9-"?

21- P9-: he is study at euh 000 Okba School.

22- T : he is study at Okba school" ? (the pupil P2- rises her hand)+. He" ? (the teacher points at the pupil P2-)+.

23- P2-: he studies at okba school.

24-T : very good, he studies at 0 Okba

APPENDIX 4

38- T : "So ; 0 pupils 0 will 0 write an article, or each group will write an article about 0 a topic chosen 0, a topic chosen (BB) 000 or :: 00 a subject" 000 each group 0 will write a topic or a subject 0 chosen 00 they will be several topics, several 000 (BB) Blackboard Use or : different 000 topics (BB) Blackboard Use example, 000 they will, we will have topic number one about 000 agriculture (BB) 000 Blackboard Use topic number two example about" (X seconds) Industry (BB). Blackboard Use Number three example about" ? 000 it can be about" ?" 00 Sport" (BB). 000 Blackboard Use Number four 00 about" ? example ? example ? can you give me example about the topic, what are guess what are the topics ?"

39- P1+ "Politique"

40- T : "P1+ ?"

41- P1+: "Euh politique" (a French pronunciation)+.

42- T: "Political topic, yes about politics or can you give me other topics please? What are the topics we are interested in a school magazine: 00 agriculture, 0 industry, 0 sport 00 or? Example? Space (BB) 000 Blackboard use So 0 each 0 topic 0 in each topic 0 pupils 00 will 0 visit 00 a place 0 They will have 0 a class outing 0

outside the school, 0 each time 0 example; let's speak about agriculture, topic number one.

which place 0 will pupils visit? 0 Which place example, where? where pupils will go to write about agriculture? For example, you have tomatoes. So, to know about tomatoes, where will pupils go?

43- Pupil P1+ bids for answering. (B)

44- T: "P1+?"

46- P1+: "In the market."

46-T : "In the market ! or? So when when you go to the market 00 you just see tomatoestomatoes are ready 0. So 0 I want" 0 steps what are the different 0 steps 0 you have many steps; step number one, two, three after at the end you have tomatoes. 0. So they will visit, they will visit" 0 a farm, a farm. They will go 0 to a farm to see 0 how 0 does the Fellah work 00. He will do 0 many things, 0 after at the end 0 the result 0 example you will have 0 tomatoes. So they will visit" 000 they'll visit 000 a farm (BB)" 000. Blackboard Use Now industry, if we speak," 0 if, look at this table. 00 How this table is made? You can have directly like this table and you will put it in the classroom? Before you have a table you have many 00 steps. Yes many steps 0. 0 for example, lamps 00 you will go, 0 in general here in Setif you have a place special for industry. 00 You will go 0 to "La Zone" because" 000 in la zone we have a lot of factories 0. We have a lot of factories. You will visit the factory and after you will write an article. So in the euh, in the industry they'll visit" 000 a factory" (BB). Blackboard Use and here sport; 00 what are they going to visit?"

47 P1+ **Non verbal bidding** (B)

48- T: "P1+ "?

49- P1+: "Euh" 0 "Euh" 0 visit euh" the stadium."

50- T : "They will visit the stadium. Good. They will visit a stadium a and also what, what will they watch? 00 They will watch? 000

51- P8+ **Non verbal bidding** (B)

52- T: "Yes, P8+?"

54- P8+ : "Joueur".

59- T : "Joueur, 0 they will watch? 0 How do we say "joueur" in English? 000 players"

60- P8+ : "Players."

61- T : "Where"?"

62- P8+ : "In stadium."

63- T : "In the stadium 0 or you have another possibility 00 to watch 00 some 0 matches. 0 Where"? On"?"

59-P 11- **Non verbal bidding**:

60-P12- **Non verbal bidding**

61- P8+ "television."

62- T : "How did euh sorry euh," pointing at P12- (visible on the videotape)

63- P12- "On TV."

64- T : "P12-"

65- P12- : "On the TV"

66- T : "Yes on TV we have a lot of matches on TV. They will know more about the sport. For example, about football or basketball. What are the rules of each game and so on ? " So for example, here your friend's P1+ said that they'll visit or they'll go sorry to the stadium. They will go to Blackboard Use.

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