Exploring teacher talk in Chinese rural primary EFL classroom: a case study of a novice teacher

Aims of the investigation

(1) To what extent does this teacher' questioning encourage student talk?

(2) To what extent does this teacher's code-switching help students to form links between their L1 and L2?

Rationale

- Learn more about actual teaching practices at basic education level;
- Trigger teacher educators to innovate existed English teacher BA programme.

Main conceptual themes

Teacher Talk

"Initiation (Questions usu.)-Response-Feedback (IRF) "

Code-switching

Categorisation based on Ellis and Shintani's (2014)

Input, Interaction and Output

Input-output Model (Krashen, 1985; Swain,1985)

the Interaction Hypothesis (Long, 1983)

Instructional scaffolding in social interaction

The ethical issues

Consent: the teacher, the students' guardians, and the local school admin.

Pseudonyms or numbers

Data Collection

On-site Observation

- recording of classes
- observation notes

Interview

- students' comments

Documentation

- Policy documents : national curriculum
- local teaching and learning documents

(eg. the coursebook, lesson plans...)

Setting

The **rural primary school**: limited educational resources

The **novice teacher**: in the 1st year, BA.

Leaners: Left-behind children,

Starter level (Grade 3, Age 8)

English lessons: 2 out of 6 lessons in one unit; coursebook and curriculum designat-

Preparation (week 1-2)

Get permission;

Design the interview questions.

Implementation (week 3-6)

Classroom observations;

Transcribing & Coding.

Sum-up (week 7-10)

Analysing;

Drafting.

Data Analysis

Discourse Analysis

Codification & Interpretation

1. - Question types
   - Display Questions
   - Referential Questions
   - Rhetoric Questions

- Effectiveness in Elicitation

Clarity	Availability	
Learning value	Extension	
Interest	Teacher reaction	(Ur, 1996)

2. Code-switching Using (Ellis & Shintani, 2014)
   - conveying (L2) meaning
   - explaining grammar
   - checking comprehension
   - developing translation skills

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Ellis, R. and Shintani, N. (2014) *Exploring language pedagogy through second language acquisition research*. Abingdon: Routledge.

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