



# Teacher repetition as an instructional resource for classroom interaction: Three pedagogical actions in kindergartens in an EFL context



Teri Rose Dominica Roh <sup>a</sup>, Yo-An Lee <sup>b, \*</sup>

<sup>a</sup> *Frontier College, Inha University, 100 Inharo, Nam-gu, Incheon 22212, Republic of Korea*

<sup>b</sup> *Department of English Literature & Linguistics, Sogang University, 35 Baekbeom-ro, Mapo-gu, Seoul 04107, Republic of Korea*

## ARTICLE INFO

### Article history:

Received 8 May 2017

Received in revised form 12 February 2018

Accepted 18 February 2018

### Keywords:

Repetition

Classroom interaction

Young learners

Kindergarten

Conversation analysis

## ABSTRACT

Teacher repetition in SLA has been considered to be a vital language input that assists language comprehension and acquisition and therefore, their linguistic or functional patterns have been of analytic interest. Teacher repetition is, however, also important for its pedagogical role in leading nonnative students through English lessons. In this study, the analytic emphasis is placed on specifying teaching actions associated with repeated language use and its effect on L2 classroom interaction. Following conversation analysis (CA), the present study examined English lessons in two Korean kindergartens in which a native teacher of English interacted with nonnative children with minimum English proficiency. The sequential analyses of the class sessions identified three distinctive pedagogical actions arising from teacher repetition: eliciting synchronized English responses from the student cohort; having students recognize and practice a target language item; and pursuing particular answers. These findings provide procedural accounts of practical routines through which language teachers organize children's participation and guide them through the English lessons. From the descriptions presented in this study, researchers and practitioners can make informed judgments about what pedagogical actions are performed and what challenges are faced in teacher repetition for young learners of English.

© 2018 Elsevier Ltd. All rights reserved.

## 1. Introduction

The classroom, as a primary institution for socialization, is a common setting for conventionalized behavior (de Klerk, 1995) with distinctive discourse patterns (Seedhouse, 2004). Young children learn to adopt and adapt to classroom language rules in terms of turn-taking procedures, topical choices, and learning strategies (Cazden, 1988, 2001; Mishler, 1972). Classroom teachers use a number of discourse acts to guide young children through the lessons. One such action is repetition.

In applied linguistics, research on teacher repetition has shown two distinctive research trends. The first trend views repetition as an important language input that assists target language comprehension and acquisition (Cook, 1994; Duff, 2000; Jensen & Vinther, 2003; Lyster, 1998b; Pica, Young, & Doughty, 1987; Tomlin, 1994). The second trend follows the

\* Corresponding author.

E-mail addresses: [terirosroh@inha.ac.kr](mailto:terirosroh@inha.ac.kr) (T.R.D. Roh), [yoanlee@sogang.ac.kr](mailto:yoanlee@sogang.ac.kr) (Y.-A. Lee).

descriptive route of conversation analysis (CA) to examine contingent actions and activities teacher repetition enacts in evolving sequences of interactional exchanges (Carroll, 2004; Hellermann, 2003; Park, 2013; Wong, 2000).

The present study follows the CA approach to examine the use of repetition in teacher-fronted interactions with young children. CA's focus on the sequential organization of talk makes it possible to trace teaching actions in real-time contexts that are unplanned, spontaneous and immediate. Rather than treating repetition as merely a linguistic input for language development, this approach describes what interactional roles teacher repetitions play in leading children through English lessons and what effects they have in eliciting children's responses. The analytic emphasis is, therefore, placed not on identifying linguistic or functional patterns in teacher repetitions but on providing procedural accounts of teaching actions teacher repetition enacts.

Data were taken from two kindergartens classes in Korea in which a native English-speaking teacher from the Philippines interacted with young children with minimum English proficiency. It is common practice in kindergartens in Korea to have regular English lessons with native English-speaking teachers. While the students' English proficiency was low, the teacher employed repetition for a range of pedagogical actions that establish practical routines for the lessons and move them forward. The present research identified and reported three distinctive pedagogical actions in teacher repetitions: eliciting synchronized student response, having students recognize and practice target language items, and pursuing particular answers. These findings are telling examples of practical routines classroom teachers employ, which are often taken for granted in the prior literature that focuses on linguistic patterns.

## 2. Repetition in Second Language acquisition (SLA)

SLA research on teacher repetition has focused on identifying the optimal conditions for language acquisition. Some researchers such as Krashen (1982) have considered teacher repetition to be part of mechanical drills and therefore to be ineffective in language acquisition. Others have noted that repetition or rote learning is useful for language acquisition (Cook, 1994). In some experimental studies (Jensen & Vinther, 2003; Tomlin, 1994), teacher repetition has been identified as an important condition for target language comprehension and performance.

More recently, several studies have highlighted the relevance of teacher repetition for meaning negotiations in various learning contexts (Bygate, Skehan, & Swain, 2001; Larsen-Freeman, 2006; Muranoi, 2007). Repetitions of the same words, phrases, and tasks have also been found to lead to improvements in learner comprehension and performance (Lyster, 1998a; Mackey & Philp, 1998; Oliver, 1998; Pica et al., 1987). Lyster (1998b), for example, found that, in L2 immersion classes, the non-corrective repetition of student turns by teachers directed learner attention to the content as it provided confirmation or additional information.

In natural interactions, however, repetition is much more complex than what experimental studies appear to suggest (Cook, 2000; Johnston, 1994). For example, Duff (2000) determined that teacher repetition had multiple functions: directing student attention to key concepts or linguistic forms, revoicing student contributions, and providing a cohesive content thread. Repetition by young children has also been observed to have various functions depending on the role of each child in peer activities (Rydland & Aukrust, 2005).

Analytic interest in the functional aspects of repetition can be traced back to research on the socialization of children, for which repeated actions are critical. For example, Schieffelin and Ochs (1986) found that caregivers regularly engaged young children in verbal routines using modeling. Caregivers were also observed to use repetition to overtly teach conventional language use such as lexical items, grammar, and pragmatic development (Bennett-Kastor, 1994). Children have also been found to use repetition in various illocutionary functions (Keenan, 1977) although cultural variations have been noted (Brown, 2000). In the classroom context, Merritt (1982) also found that elementary children used repetition to engage their teacher in one-on-one interactions.

To sum up, SLA research has focused on the effect of repetition on the development of language competence. While informative, however, this analytic trend is generally prescriptive in nature because of the need to find the relevance of repetition to language acquisition. Repetition in real-time discourse, however, shows more diverse variations and more immediate consequences than the conceptual categories projected in prior studies (Lee, 2013). Therefore, it is necessary to examine and specify what pedagogical actions teacher repetitions perform and what effects they have on the subsequent student responses.

## 3. Repetition in ordinary conversation and language classrooms

The basic analytic precept in CA is tracing the moment-by-moment evolution of conversational interactions (Sacks, Schegloff, & Jefferson, 1974; Schegloff, 2007; Schegloff, Jefferson, & Sacks, 1977; Sidnell & Stivers, 2010). In natural conversation, repetition is one of the principal ways through which speakers design their turns to show connections to the prior turns, demonstrating the fit between adjacent turns (Drew, 2013). Thus, repetition can be used to link a new action to a prior action (Sacks et al., 1992), for example, by confirming the content of the prior turns and their alluded actions (Schegloff, 1996) or by preparing for other actions such as complaining (Schegloff, 1997). Repetition is also used for agreeing or disagreeing

Download English Version:

<https://daneshyari.com/en/article/6849312>

Download Persian Version:

<https://daneshyari.com/article/6849312>

[Daneshyari.com](https://daneshyari.com)