Module 16: Classroom interaction

▶ Unit One: Patterns of classroom interaction

Observation has shown that the most common type of classroom interaction is that known as 'IRF' – 'Initiation–Response–Feedback': the teacher initiates an exchange, usually in the form of a question, one of the students answers, the teacher gives feedback (assessment, correction, comment), initiates the next question – and so on (Sinclair and Coulthard, 1975).

There are, however, alternative patterns: the initiative does not always have to be in the hands of the teacher; and interaction may be between students, or between a student and the material.

Task **Classifying forms of interaction**

Look at the various patterns of interaction described in Box 16.1, and note for each one how active the teacher and students are in their participation, using the following code:

TT = Teacher very active, students only receptive
T = Teacher active, students mainly receptive
TS = Teacher and students fairly equally active
S = Students active, teacher mainly receptive
SS = Students very active, teacher only receptive

Can you add any further ideas for interaction patterns, and attach appropriate codes?

If you wish, look up the Notes, (1) for my own answers.

Follow-up *observation* *and* *discussion* Observe one or two lessons, and note down the types of interaction you saw, using your own list or that shown in Box 16.1. After the observation, discuss or reflect on the following questions:
1. Was there one particular type of interaction that seemed to predominate?
2. Did teacher activity predominate? Or student activity? Or was the interaction more or less balanced?
3. How appropriate did you think the chosen interaction patterns were for the teaching objectives in the different activities? Perhaps look at one or two specific examples from your observation. This point is studied more fully in Unit Five.

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BOX 16.1: INTERACTION PATTERNS

Group work
Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

Closed-ended teacher questioning ('IRF')
Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.

Individual work
The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

Choral responses
The teacher gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.

Collaboration
Students do the same sort of tasks as in 'Individual work', but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from 'Group work', where the task itself necessitates interaction.)

Student initiates, teacher answers
For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

Full-class interaction
The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

Teacher talk
This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

Self-access
Students choose their own learning tasks, and work autonomously.

Open-ended teacher questioning
There are a number of possible 'right' answers, so that more students answer each cue.

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▶ # Unit Two: Questioning

Questioning is a universally used activation technique in teaching, mainly within the Initiation–Response–Feedback pattern described at the beginning of Unit One.

Note that teacher questions are not always realized by interrogatives. For

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example, the question:
    'What can you see in this picture?'
may be expressed by the statement:
    'We'll describe what is going on in this picture.'
or by the command:
    'Tell me what you can see in this picture.'
    So perhaps a question, in the context of teaching, may be best defined as a teacher utterance which has the objective of eliciting an oral response from the learner(s).

Task **Reasons for questioning**

There are various reasons why a teacher might ask a question in the classroom. Read through the list of possible reasons shown in Box 16.2, and add any more that you can think of.

BOX 16.2: REASONS FOR QUESTIONING

- To provide a model for language or thinking.
- To find out something from the learners (facts, ideas, opinions).
- To check or test understanding, knowledge or skill.
- To get learners to be active in their learning.
- To direct attention to the topic being learned.
- To inform the class via the answers of the stronger learners rather than through the teacher's input.
- To provide weaker learners with an opportunity to participate.
- To stimulate thinking (logical, reflective or imaginative); to probe more deeply into issues;
- To get learners to review and practise previously learnt material.
- To encourage self-expression.
- To communicate to learners that the teacher is genuinely interested in what they think.
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(*Note*: Any specific question is likely to involve more than one of these aims; for example, it might review and practise while simultaneously encouraging self-expression.)

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Effective questioning

There have been numerous attempts to identify characteristics of effective questioning techniques in the classroom. Questions have been classified according to various different criteria: what kind of thinking they try to elicit (plain recall, for example, or analysis, or evaluation); whether they are 'genuine' or 'display' questions (does the teacher really want to know the answer, or is he or she simply checking if the student does?); whether they are closed- or open-ended (do they have a single right answer or many?); and many others. For

some more detailed suggested methods of analysis, see references given under *Further reading* ('Questioning') below.

However, in the present context, I propose concentrating on a few basic principles that would seem to characterize effective questions within the conventional IRF structure, defining 'effective questions' in terms of the desired response. As language teachers, our motive in questioning is usually to get our students to engage with the language material actively through speech; so an effective questioning technique is one that elicits fairly prompt, motivated, relevant and full responses. If, on the other hand, our questions result in long silences, or are answered by only the strongest students, or obviously bore the class, or consistently elicit only very brief or unsuccessful answers, then there is probably something wrong.

Some useful criteria for effective questioning for language teachers are suggested in Box 16.3.

BOX 16.3:   CRITERIA FOR EFFECTIVE QUESTIONING

1. **Clarity:** do the learners immediately grasp not only what the question means, but also what kind of an answer is required?
2. **Learning value:** does the question stimulate thinking and responses that will contribute to further learning of the target material? Or is it irrelevant, unhelpful or merely time-filling?
3. **Interest:** do learners find the question interesting, challenging, stimulating?
4. **Availability:** can most of the members of the class try to answer it? Or only the more advanced, confident, knowledgeable? (Note that the mere addition of a few seconds' wait-time before accepting a response can make the question available to a significantly larger number of learners.)
5. **Extension:** does the question invite and encourage extended and/or varied answers?[1]
6. **Teacher reaction:** are the learners sure that their responses will be related to with respect, that they will not be put down or ridiculed if they say something inappropriate?

   1 Occasionally – for example, where the emphasis is on listening comprehension rather than speaking – brief single answers may be more appropriate; in such cases this criterion would not apply.

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Task **Critical analysis of teacher questions**

Look at the exchanges in Box 16.4, which are loosely based on events actually observed in classrooms. Can you identify what the purpose of the teacher is in questioning, and comment on the way he or she went about it, perhaps applying the criteria suggested above? See the *Comments* section below for my own criticisms.

BOX 16.4: TEACHER QUESTIONING

Exchange 1
    T: Now today we are going to discuss circuses. Have you ever been to a circus?
    Ss: (immediately) Yes, yes.
    T: Yes. Where you see clowns, and horses and elephants and acrobats...

Exchange 2
    T: Yesterday we learned various words that express feelings. Can you tell me...What does 'relief' mean?
        (pause)
        Well, when might you feel relief?
        (pause)
        Can you remember a time when you felt relief? Yes, Maria?
    S1: When my friend was late, I thought he wasn't coming and then he came.
    T: Good...Fran?
    S2: I thought I will fail the exam, and then in the end I pass.
    T: Good. Now: 'fear'?

Exchange 3
    T: Right: what was the story about? Can anyone tell me? Claire?
    S: Man.
    T: Yes, a man. What did this man do? Can you tell me anything about him?
    S: He...married.

Exchange 4
    T: Here's a picture, with lots of things going on. Tell me some of them. For example: the policeman is talking to the driver, perhaps he's telling him where to go. What else?
    S1: The little girl is buying an ice-cream.
    S2: There's a woman, old woman, in the middle, she's crossing the road.
    S3: A man...sitting...on chair...
    T: OK, a man is sitting on a chair, there in the corner...What else?

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Comments

Exchange 1

There is a problem of 'double messages' here, since the declared objective is contradicted by the questioning technique used. The teacher says explicitly that the intention is to 'discuss'; but the introductory question, though clear, actually discourages discussion: it is a 'yes/no' question inviting a single, brief answer, lacking 'extension', and not forwarding the declared teaching objective. However, it is both interesting and 'available': the fact that the students answer promptly and apparently enthusiastically indicates that they probably have something to say – though they are given no opportunity to do so.

    Either the teacher did not really intend to 'discuss' at all and prefers to hold the stage herself, or she is not aware of the inappropriate form of her questions; perhaps a combination of the two.

Exchange 2

The purpose of the exchange is, presumably, to review vocabulary learned the day before. The obvious question: 'What does X mean?' though apparently

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clear, is unsuccessful in eliciting answers, probably because it is too abstract and difficult; even a competent native speaker of the language might have trouble answering. It is, thus, not very 'available', and certainly does not elicit extended answers. This teacher, however, quickly realizes her mistake and rephrases, twice. The question that demands a concrete example from experience is much better on all counts, and predictably receives immediate and fairly full responses. But then, what is going to happen with the next item?

Exchange 3
There is no indication of pauses after the questions, and the answers are basically correct in content; the questions seem fairly clear, interesting and available to most of the class, but their value in providing for learning is lowered because of the difficulty of the learners in expressing their answers in the foreign language. The teacher might have been able to help by giving some 'scaffolding', or modelling answers, in her questions: 'Was it about a man, a woman, an animal…? It was…Yes, Claire?'

Exchange 4
Here the teacher makes it very clear what kinds of responses she is requesting by providing examples. She also implies that she expects a number of answers ('extension'). The combination of these two strategies makes the question far more 'available': the sheer number of student responses to the single cue looks like being relatively large, and the weak student (S3) ventures a response based on the examples (of the teacher and of previous speakers) which he or she would not have done if only one response, without illustration, had been requested. The sheer number of responses contributes significantly to the effectiveness of the desired practice of the target language as a whole (see Module 2: *Practice activities* for a discussion of the characteristics of good practice activities).

▶ Unit Three: Group work

In group work, learners perform a learning task through small-group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency: learners in a class that is divided into five groups get five times as many opportunities to talk as in full-class organization. It also has other advantages: it fosters learner responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class. There is some research that indicates that the use of group work improves learning outcomes (see *Further reading*).

These potential advantages are not, however, always realized. Teachers fear they may lose control, that there may be too much noise, that their students may over-use their mother tongue, do the task badly or not at all: and their fears are often well founded. Some people – both learners and teachers – dislike a situation where the teacher cannot constantly monitor learner language.

The success of group work depends to some extent on the surrounding social

climate, and on how habituated the class is to using it; and also, of course, on the selection of an interesting and stimulating task whose performance is well within the ability of the group. But it also depends, more immediately, on effective and careful organization. Some guidelines on organizing group work are given in Box 16.5, divided into four sections: presentation, process, ending, feedback. You might like to use the task as a way of studying them.

Note also that a class may not readily take to group work if it is used to being constantly teacher-directed. But this is something that can be learned through practice; do not give up if your first attempts at group work with a class are unsatisfactory.

Task **Evaluating guidelines**

The guidelines given in Box 16.5 are ones that I recommend, but may be of varying usefulness to you. As you read, tick ideas that seem in the light of your experience to be particularly important, delete any that you think trivial or unnecessary, and make notes in the margins of any queries, criticisms or other reactions that occur to you as you read.

Compare your notes with those of colleagues, and discuss the relevance of the guidelines to your own teaching situation.

▶ Unit Four: Individualization

The concept of individualization in language learning

The concept of 'individualization' in education is sometimes identified with the provision of a self-access centre, or even a full self-access learning programme. Materials of various kinds are made available, and the learners choose which to work on: the organization of these choices may be in the hands of either teacher or learner, and learners may be working on their own or in groups or pairs.

I would, however, define the term more modestly, as a situation where learners are given a measure of freedom to choose how and what they learn at any particular time (implying less direct teacher supervision and more learner autonomy and responsibility for learning), and there is some attempt to adapt or select tasks and materials to suit the individual. The opposite is 'lockstep' learning, where everyone in the class, in principle, is expected to do the same thing at the same time in the same way.

Individualized learning thus defined does not necessarily imply a programme based entirely on self-instruction, nor the existence of self-access centres (which are expensive to equip and maintain and therefore not available to most foreign-language learners). It does imply a serious attempt to provide for differing learner needs within a class and to place a higher proportion of responsibility for learning on the shoulders of the learners themselves. For most of us, it is perhaps more useful to devote thought to how we can achieve at least some degree of this kind of individualization within a conventional classroom than it is to give up on the attempt because we do not have the time or resources to organize full self-access facilities. This unit therefore looks at

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BOX 16.5: GROUP-WORK ORGANIZATION

1. Presentation

The instructions that are given at the beginning are crucial: if the students do not understand exactly what they have to do there will be time-wasting, confusion, lack of effective practice, possible loss of control. Select tasks that are simple enough to describe easily; and in monolingual classes you may find it cost-effective to explain some or all in the students' mother tongue. It is advisable to give the instructions **before** giving out materials or dividing the class into groups; and a preliminary rehearsal or 'dry run' of a sample of the activity with the full class can help to clarify things. Note, however, that if your students have already done similar activities you will be able to shorten the process, giving only brief guidelines; it is mainly the first time of doing something with a class that such care needs to be invested in instructing.

Try to foresee what language will be needed, and have a preliminary quick review of appropriate grammar or vocabulary. Finally, before giving the sign to start tell the class what the arrangements are for stopping: if there is a time limit, or a set signal for stopping, say what it is; if the groups simply stop when they have finished, then tell them what they will have to do next. It is wise to have a 'reserve' task planned to occupy members of groups who finish earlier than expected.

(See Unit Three of Module 1 (pages 16–18) for a more detailed discussion of the giving of instructions in general.)

2. Process

Your job during the activity is to go from group to group, monitor, and either contribute or keep out of the way – whichever is likely to be more helpful. If you do decide to intervene, your contribution may take the form of:

- providing general approval and support;
- helping students who are having difficulty;
- keeping the students using the target language (in many cases your mere presence will ensure this!);
- tactfully regulating participation in a discussion where you find some students are over-dominant and others silent.

3. Ending

If you have set a time limit, then this will help you draw the activity to a close at a certain point. In principle, try to finish the activity while the students are still enjoying it and interested, or only just beginning to flag.

4. Feedback

A feedback session usually takes place in the context of full-class interaction after the end of the group work. Feedback on the task may take many forms: giving the right solution, if there is one; listening to and evaluating suggestions; pooling ideas on the board; displaying materials the groups have produced; and so on. Your main objective here is to express appreciation of the effort that has been invested and its results. Feedback on language may be integrated into this discussion of the task, or provide the focus of a separate class session later.

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individualization in the context of the teacher-fronted lesson.

If you are interested in studying more thoroughly individualized programmes, have a look at Dickinson (1987) and Sheerin (1989).

Procedures that allow for individual choice

In Box 16.6 there is a list of classroom procedures, listed in random order, that allow for differing degrees of individual learner choice. This choice may be in:

1. **Speed:** how fast or slowly each individual may work (everyone being engaged in the same basic task);
2. **Level:** tasks that are basically aimed at the same teaching point may be presented in easier or more difficult versions, so that the learner can choose the one that suits his or her level;
3. **Topic:** the learner may be able to select tasks that – while all are based on the same language skill or teaching point – vary in the subject or topic of the text as well as in level;
4. **Language skill or teaching point:** each learner may choose to work on a quite different aspect of language: listening, for example, or grammar, or reading literature.

Another way learning procedures can vary is in the amount of work demanded of the teacher in preparation.

The task below asks you to think about the degree of individualization provided by different practical classroom procedures, and the relationship between these and the degree of teacher work that needs to be invested. If you do not wish to do the task, read through it quickly and then go on to the Conclusions at the end of the unit.

Task **Assessing individualized procedures**

Stage 1: Categorization

Insert the names of the different procedures described in Box 16.6 into the appropriate squares in the grid shown in Box 16.7. It is possible to have procedures 'overflowing' across the lines, if you feel they do not fit neatly into a category.

Stage 2: Conclusions

When you have finished, look at your grid to see if any kind of systematic pattern emerges, and any conclusions can be drawn.

A suggested way of completing the grid is shown in the Notes, (2).

Some conclusions

If your filled-in grid looks similar to mine as shown in the Notes, (2), there are two conclusions we might draw from it.

1. The techniques higher up on our grid (that are more individualized) tend on average to be also more to the right (involve more teacher preparation): the conclusion would be that on the whole more choice for the learner means more work for the teacher.
2. Nevertheless, note that there is at least one item quite high up on the grid that is also on the left. It is possible, in spite of the generalization just made, to individualize to quite a high degree without a prohibitive amount of work. The crucial issue is perhaps careful planning rather than sheer work hours.

BOX 16.6:   CLASSROOM PROCEDURES

1. **Readers.** Students choose individual simplified readers, of varied level and topic, from a school library, and read quietly in class.
2. **Response to listening.** The teacher plays a recorded text on a topical issue, and asks the class to note down points they understood.
3. **Workcards.** A pile of workcards prepared by the teacher is put in the centre of the class, all practising the material the class has recently learned, but each different. Each student chooses one, completes it and then takes another.
4. **Textbook questions in class.** The class has been given a set of questions from the textbook to answer in writing; each student does them on his or her own.
5. **Worksheets.** The teacher distributes worksheets which all practise the same grammar point, but containing various sections with different kinds of practice tasks and topics. The students choose which sections they want to do, and do as much as they can in the time allotted.
6. **Textbook exercises for homework.** The teacher gives three sets of comprehension questions from the textbook, of varying difficulty, on a passage that has been read in class; each student is asked to select and do one set.
7. **Varied tasks.** The teacher has prepared a number of workcards based on different language skills and content. There is a cassette recorder in one corner with headsets for listening tasks, and another corner available for quiet talk. Students select, work on and exchange cards freely.

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BOX 16.7:   CATEGORIZING INDIVIDUALIZED PROCEDURES

Learner choice in:			
speed level topic language point			
speed level topic			
speed level			
speed			
	Little or no teacher preparation	*Some teacher preparation*	*A heavy load of teacher preparation*

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▷ **Unit Five: The selection of appropriate activation techniques**

The 'Initiation–Response–Feedback' ('IRF') pattern described at the beginning of this module tends to be used most of the time in most classrooms, even if it is not in fact the most effective way of achieving the teaching objective at the time. This unit aims to raise awareness of the suitability of different patterns for different teaching objectives, and suggests some general considerations.

Task **Matching**

In Box 16.8 are some descriptions of materials and objectives in using them, expressed as teacher statements. Imagine you have been asked to advise the teachers what kind of classroom interaction would be most effective in producing learning in each context. To each description below (a–g) match one or more of the interaction patterns listed in Box 16.1 and note down, or discuss, your choice.

Some factors that might in general influence such choices are discussed in the *Comment* section below; specific possible 'matches' are suggested in the Notes, (3).

Comment

1. 'IRF' is a convenient and easily administered activation technique that quickly provides the teacher with some indication of what some of the class knows. Its results do not, however, provide a very representative sample of what most of the class know or do not know, since only a minority have a chance to express themselves, and these are usually the more advanced and confident. Individual work provides far more accurate and comprehensive feedback.
2. If the class is in the early stages of learning something, then the 'IRF' pattern is useful, since it allows the teacher to monitor immediately, and learners may also learn from each other's responses. Later, however, when they know the material better and simply need to consolidate it through rehearsal they are probably better served by individual, group or pair work which allows active participation of more students simultaneously.
3. Teacher speech or reading aloud is useful for presenting new language or texts; also for recycling material which the class has previously encountered through their own reading. The extra exposure contributes to the consolidation of learning, particularly if the teacher speaks expressively or dramatically.
4. Collaboration is invaluable when learners are producing considered, careful written language, and want to avoid mistakes or have them corrected as quickly as possible, but when you yourself cannot possibly monitor all of them at the same time. In collaboration, learners contribute to each other's writing and are made more aware of their own; they can in fact do a substantial proportion of the monitoring on their own.

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BOX 16.8: TEACHER OBJECTIVES AND LEARNER ACTIVATION

a) Comprehension check
'We've just finished reading a story. I want to make sure the class has understood it, using the comprehension questions in the book.'

b) Familiarization with text
'We've just finished reading a story. I'm fairly sure they've understood the basic plot, but I want them to get really familiar with the text through reading, as they're going to have to pass an exam on it.'

c) Oral fluency
'I have a small [fifteen] class of business people, who need more practice in talking. I want them to do a discussion task where they have to decide which qualities are most important for a manager.'

d) Grammar check
'We've been working on the distinction between two similar verb tenses. I want to find out how far they've grasped it, using an exercise in the book where they have to allot the right tense to the right context.'

e) Writing
'They need to improve their writing. I want to ask them to write for a few minutes in class, but am worried they might just make a lot of mistakes and not learn anything.'

f) Grammar practice
'They need to practise forming and asking questions. I thought of using an interview situation; they might interview me or each other.'

g) New vocabulary
'I want to introduce some new vocabulary in preparation for a text we're going to read.'

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Notes

(1) Interaction patterns

I have listed the items below in order, from the most teacher-dominated (1) to the most student-active (9).

1. Teacher talk (TT)
2. Choral responses (T)
3. Closed-ended teacher questioning ('IRF') (T)
4. Open-ended teacher questioning (TS)
5. Student initiates, teacher answers (TS)
6. Full-class interaction (S)
7. Individual work (S)
8. Collaboration (S)
9. Group work (S)
10. Self-access (SS)

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(2) Categorizing individualized procedures

Learner choice in:			
speed level topic language point			**varied tasks**
speed level topic	**readers**		**workcards worksheets**
speed level	**textbook exercises for homework**	**response to listening**	
speed	**textbook questions in class**		
	Little or no teacher preparation	Some teacher preparation	A heavy load of teacher preparation

(3) Suggested solutions to the task in Unit Five

a) Closed or open-ended teacher questioning is the usual solution; probably more effective is individual work. In full-class questioning only a minority of the class answers, and these will tend to be those who understand. Feedback on learner understanding will therefore be incomplete and inadequate. More detailed and reliable information can be obtained if learners are asked to do the questions individually in writing, while you move around the class to help and monitor. Notebooks can also be taken in for later inspection.

b) Teacher reading aloud (a form of teacher talk); or combined group and individual work. If the learners have read the text previously on their own, your reading it aloud might be an effective way of 'recycling'. Another possibility is to ask different learners to study different sections of the story in depth, and then get together to teach each other what they have studied.

c) Group work. A class of fifteen may seem small; but even so, dividing it into three groups of five for a task like this gives each participant, on average, three times as much practice in talking.

d) Individual work. The teacher's clear objective is to test, though he or she does not actually use the word (see Unit One of Module 3: *Tests* for a definition of a test). Therefore the objection to 'IRF' is the same as in (a) above; and the solution also similar.

e) Individual work and/or collaboration. This is a case where peer teaching can contribute. Learners can be asked either to write alone and then help each other improve, correct and polish their texts; or write collaboratively in the first place, pooling their efforts to produce the best joint result they can.

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Teacher monitoring can take place during the writing – as far as time and class numbers permit – or after.

f) Open-ended teacher questioning, individual work and/or collaboration; followed by full-class interaction or group work. In order to make the interview produce as much practice in questions as possible, it is a good idea to let the learners prepare at least some of these in advance; individually, or in pairs, or through a full-class brainstorm of ideas. The interview may then be targeted at the teacher in the full class; or at (volunteer) students in full class or small groups.

g) Teacher talk, and/or teacher questioning; possibly choral responses. In general, the most efficient way to introduce new vocabulary is just to present and explain it frankly. If, however, you think that some of your class know some of the items, ask them, and give them the opportunity to teach (or review) them for you. If they do not know them, then such questioning is to be avoided: it is likely to result in silence or wrong answers and a general feeling of frustration and failure. After the new items have been introduced, repeating them in chorus can help learners to perceive and remember them.

Further reading

CLASSROOM INTERACTION IN GENERAL

Bloom, B. S. (1956) *Taxonomy of Educational Objectives*, Vol. I, New York: McKay.
(A classic hierarchical taxonomy of cognitive objectives, and by implication of types of questions and learning tasks)

Flanders, N. A. (1970) *Analyzing Teaching Behavior*, Reading, Mass.: Addison-Wesley.
(One well-known system of analysis of teacher–student interaction, which may be applied in observation)

Malamah-Thomas, A. (1987) *Classroom Interaction*, Oxford: Oxford University Press.
(Mainly a series of tasks defining and critically exploring various aspects of classroom interaction)

Sinclair, J. and Coulthard, R. M. (1975) *Towards an Analysis of Discourse*, Oxford: Oxford University Press.
(An analysis of classroom discourse into a hierarchy of categories of oral participation)

QUESTIONING

Brock, C. A. (1986) 'The effects of referential questions on ESL classroom discourse', *TESOL Quarterly*, **20**, 1, 47–59.
(An interesting piece of research on the effectiveness of 'genuine' questions in eliciting fuller answers)

Brown, G. A. and Edmondson, R. (1984) 'Asking questions', in Wragg, E. C. (ed.), *Classroom Teaching Skills*, London and Sydney: Croom Helm, pp. 97–120.

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(Based on various pieces of research, a brief, useful summary of purposes and types of classroom questions)
Long, M. H. and Sato, C. J. (1983) 'Classroom foreigner talk discourse: forms and functions of teachers' questions', in Seliger, H. W. and Long, M. H. (eds.), *Classroom Oriented Research in Second Language Acquisition*, Rowley, Mass.: Newbury House.
(On the use of various kinds of questions in the foreign-language classroom)

GROUP WORK

Bejarano, Y. (1987) 'A cooperative small-group methodology in the language classroom', *TESOL Quarterly* **21**, 3, 483–501.
Long, M. H. and Porter, P. A. (1985) 'Group work, interlanguage talk and second language acquisition', *TESOL Quarterly*, **19**, 2, 207–28.
(Two articles on research on the effectiveness of group work in language teaching)

INDIVIDUALIZATION

Dickinson, L. (1987) *Self-Instruction in Language Learning*, Cambridge: Cambridge University Press.
(Discusses the rationale and organization of entire self-instructional programmes: with examples of actual programmes and ideas how to design or adapt materials)
Geddes, M. and Sturtridge, G. (eds.) (1982) *Individualization*, Oxford: Modern English Publications.
(A collection of articles on various aspects of individualized learning, with a very practical orientation)
McCall, J. (1992) *Self-access: Setting up a Centre*, Manchester: The British Council.
(A slim booklet with very practical advice as to how to go about setting up different kinds of self-access centres)
Sheerin, S. (1989) *Self-access*, Oxford: Oxford University Press.
(Guidance and plenty of ideas for self-access tasks at various levels)
Sturtridge, G. (1992) *Self-access: Preparation and Training*, Manchester: The British Council.
(Another booklet in the same series as McCall's above, with some useful ideas about how to prepare both teachers and learners for self-access work)