

The Significance of the 'I Move' in Teacher Talk: A Comparative Analysis of Teacher Question in Two Video Recordings

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Abstract: This study explores the significance of the 'I move' in teacher talk through a comparative analysis of teacher questions in two video recordings of classroom interaction. This research identifies various types of moves and specifically focuses on types and functions of 'I moves' in teaching process, which is based on IRF structure. Three types of moves can be observed in both video recordings, including initiation, response and feedback. This study has divided teacher questions in 'I moves' into two categories to analyze the types and functions of 'I moves'. First of all, this study identifies the 'I moves' in classroom interactions in both video recordings, including open-ended, closed, probing questions and directive statements. On the other hand, this study examines how different questions types are employed by teachers, including wh-questions, yes/no questions, checking questions, display questions and referential questions. This research provides insights into effectiveness of various questioning strategies in creating active learning environment. The findings suggest that strategic use of 'I moves' can significantly enhance learner participation and comprehension, contributing to more effective teaching practices.

Keywords: I Move, Teacher Questions, Discourse Analysis.

1. Introduction

Teacher discourse is not only a tool for transferring knowledge, but also an important way to promote learners' thinking and learning. Therefore, the quality of teacher discourse can affect both classroom interactions and students' learning experiences directly. Classroom discourse usually contains three parts, such as initiation, response and feedback, which form the IRF structure [6]. This framework play an important part in describing the structure of classroom interactions. In addition, it is useful for analyzing the function of classroom discourse [7].

'I Move' is particularly important in this framework as it can lead to learner reflection and interaction through questions and instruction, which is usually initiated by the teacher. Research has shown that there are different forms and functions of 'I Move', including "open-ended questions, closed questions, probing questions and directive statements" [5, 6]. However, existing research often lacks comparative analysis of specific types and applications of 'I Move' in different classroom settings. It may lead to a limited understanding of the function and effectiveness of the 'I Move' in different classroom contexts.

Thus, this research is designed to address this gap by analyzing teachers' questions in two different classroom video recordings comparatively. In addition, it aims to explore the meaning of the 'I Move' in teacher discourse and the impact on classroom interaction. In particular, this study will answer the following research questions. Firstly, what types of Moves are identified in the data? Second, which of these Moves are 'I Moves'. This study will analyze the diversity of Moves in the classroom, especially the 'I Move'.

Research has shown that teacher question acts an important role in classroom interactions. It also showed that various kinds of teachers' questions can contribute to various forms of learner answers. Gall [15] demonstrated that there are different kinds of teacher questions, such as wh-questions and

referential questions. These questions are not only different in forms but also different in function. For instance, display questions are used to check learners' understanding of specific concept. However, referential questions are designed to lead students to more complex thinking and expression [1]. In addition, Long and Sato [19] showed that different types of teacher questions and their frequency are influenced by several factors. This includes teaching objectives, students' language level and classroom contexts.

This research aims at exploring the role of the 'I Move' in different classroom settings, which applies the IRF framework to analyse teachers' questions and students' responses. Therefore, two different video recordings are selected for this research and they show language learning classroom at different levels. In the first video, the learners are at a high intermediate level. The aims of this lesson is to practice listening skills and to identify different tenses, for example, present perfect and past perfect. Students are able to deepen their comprehension through gap filling exercises. In the second video, the learners are at intermediate level, and this classroom mainly focuses on students' ability to use modal verbs in past contexts, such as should have and would have. Learners' skills of grammar and pronunciation are enhanced through listening and gap-filling tasks.

A combination of qualitative and quantitative research methods are used in this study. It not only helps to identify different types of moves, but also to recognize the diversity of 'I Move'. The quantitative analysis focuses on counting the frequency of the 'I Move' in both video recordings. It aim to reveal the characteristics of different types of the 'I Move' in different classroom settings. On the other hand, qualitative analysis will identify various types of moves. In particular, it explores the specific function of 'I Move' in guiding learners' thinking and facilitating classroom interaction. It is conducted by analyzing the transcripts of specific classroom interactions.

This chapter presents the overall aim and structure of this research. The next chapter provides a comprehensive

examination of the key concepts and theories related to IRF structure and different types of teacher questions.

2. Literature References

This chapter presents a review of the literature on IRF structure, acts and moves, opening move and ‘I Move’, question types and questions that fit multiple categories.

2.1. IRF Structure

A typical classroom interaction starts with the teacher initiating a question or topic, the teachers providing feedback on the students’ response [6]. This is IRF structure, a three-part sequence where the teacher asks a question or makes a statement (Initiation), the learner answers (Response) and teachers give feedback (Feedback). Sinclair and Coulthard [6] expanded on this concept in their analysis of teacher-pupil discourse. They highlighted that the IRF structure can also serve as a mechanism for controlling the flow of information while maintaining pedagogical authority. Their work emphasized the importance of educators in guiding the discussion and evaluating learners understanding through using this structured interaction. Sinclair and Coulthard’s [6] study also showed how the IRF structure is applied in different educational contexts. They emphasized its importance in organizing classroom talk and supporting teaching goals. Their findings highlighted that the IRF structure can enhance learning when used correctly. However, they also pointed out its limitations in encouraging student interaction and critical thinking. In addition, the IRF structure is fundamental in classroom discussions, guiding how teachers interact with students and influence learning results. Existing studies mostly focus on how this model supports teaching practices [4, 6]. However, gaps remain in understanding the different methods teachers use to ask questions within the IRF framework. Furthermore, the IRF structure was first clearly explained by Coulthard [4] in his work on discourse analysis. It is a fundamental framework in classroom discourse, providing a systematic approach to analyzing and understanding the interactions between teachers and students. This framework was designed to analyze the organization of classroom talk and to understand how it facilitates learning. Each component of the IRF structure has a unique function that contributes to the educational process. Initiation typically involves the teacher asking a question or making a statement to elicit a response from the student [4]. For instance, teachers might ask “What did you do last weekend?” to introduce a topic and engage students in language learning. These types of initiations can also influence the quality and depth of student answers. For example, the open ended questions often lead to more detailed student responses that can promote critical thinking and discussion. The teacher then provides feedback for the learner’s answer, which might include correction, affirmation or additional explanation. This method is frequently used in education and enhances student participation and learning experience. Interaction is crucial for language learning, particularly the exchanges between teachers and students [12]. Several studies have examined the impact of the IRF structure on classroom interaction and student learning, for example, the Walsh [35] study of classroom discourse highlighted how IRF structure affects the dynamics of interaction in language classrooms. He found that while IRF sequence helps maintain order and ensures the syllabus is covered. However, he also noted that it can limit opportunities for student talk and

critical engagement. Walsh’s [36] later research showed that student engagement and response depth are greatly affected by using different kinds of open-ended and closed questions within the IRF structure. He highlighted that the closed questions tend to elicit brief and factual responses [36]. Studies have mostly explored how closed and open-ended questions influence student responses and engagement [36]. However, there is a limited exploration of how different types of questions impact student learning in various educational settings and subjects.

2.2. Acts and Moves

Coulthard and Sinclair [6] pioneered the Birmingham School approach to discourse analysis. Their study provided a comprehensive framework for analyzing classroom interactions and others forms of discourse by breaking down communication into smaller units. It is essential for guiding the flow of communication and shaping educational interaction. Coulthard and Sinclair [6] noted that moves and acts are hierarchical and sequential. For example, the move of teacher in the classroom is to elicit information, which can be broken down into several acts. Such as asking questions, giving instructions or providing feedback. The sequence and combination of these acts creates a coherent move that serves the interaction in educational setting.

A significant contribution of Coulthard and Sinclair [6] was the identification of typical move structures in classroom discourse. As mentioned in Section 2.1, they described the “Initiate-Respond-Feedback” (IRF) model. This model is fundamental in educational settings. In addition, it demonstrates how moves and acts work together to facilitate learning and classroom management [6]. Furthermore, their analysis can also apply to all forms of spoken and written communication. Researchers can gain insight into the implicit rules and structures that govern human interaction by breaking down dialogue into moves and acts. It leads to a deeper understanding of language use and development. Coulthard and Sinclair’s [6] framework have been influential in subsequent studies of discourse analysis as it provides a solid method for examining the details of communication. Coulthard [4] showed that discourse is not just a simple superimposition of sentences but has complex functional hierarchies. And each layer has its own specific communication goals. In addition, Sinclair and Brazil [30] examined typical structures in teachers’ discourse, showing how teachers can guide students’ learning processes through carefully designed moves and acts. In discourse analysis, “move is the smallest free unit although it has a structure in terms of acts” [7]. A ‘move’ refers to a unit of interaction within classroom discourse that is initiated by teachers or students, which has a specific communicative purpose. Move are made up of “acts”, which are “the units at the lowest rank of discourse” [7]. They are important to comprehend the organization and purpose of both spoken and written language.

2.3. Opening Move and I Move

In discourse analysis, Coulthard and Sinclair [6] developed ‘opening Move’ and ‘I Move’, which are important frameworks for understanding classroom interaction. By analyzing these concepts, we can better understand the specific behaviors and functions of teachers and students in classroom communication.

2.3.1. Opening Move

As mentioned in Section 2.1, IRF framework breaks

classroom interaction into three phases and opening move is a part of it. "Opening Move" is the initial act that initiates an interaction in a dialogue or exchange. This action is usually initiated by the teacher and its main purpose is to guide and organize the ensuing exchange. It is designed to engage students and elicit a response by giving a question, prompt or instruction from teachers [6]. Sinclair and Coulthard [7] also showed that effective opening move usually involves open-ended questions which can promote learners critical thinking and provide detailed answers. For instance, "what do you think of this sentence?". This question is designed to stimulate students' deeper cognitive engagement than closed questions such as yes/ no questions. The importance of opening moves is that they can influence the entire classroom interaction. MacNeilley et al. [27] emphasized that the way teachers frame their opening move can significantly affect learners' participation and the quality of classroom interaction. An effective opening move can only arouse learners' interest, but also create a positive learning environment and lead to meaningful discussions. However, poorly framed opening moves may lead to superficial responses or cause students to lose interest.

2.3.2. I Move

'I Move' is the initiation move, which is an important component of the IRF structure. Sinclair and Coulthard [6] highlighted that 'I Move' is not just about asking questions. It is also about how these questions are set up to promote student engagement. "I Move" varies greatly in form and function. They involve "open-ended questions, closed questions, directive statements and probing questions" [5, 6, 7, 27]. Open-ended questions are aimed at eliciting detailed and thoughtful answers [6]. Closed questions usually lead to a short factual answer [27]. Directive statements mean the instructions or commands which can guide learners' actions [7]. Probing questions follow the initial response and encourage further elaboration [7].

Many studies focus on how 'I Moves' contribute to promote learner learning. MacNeilley et al. [27] demonstrated that probing and open-ended questions tend to stimulate more cognitive engagement and richer classroom discourse. However, closed questions and directive statements often result in limited student interaction and participation. Different studies have explored the application and impact of 'I Move' in different educational settings. For example, MacNeilley et al. [27] studied language classroom in secondary schools. They found that open-ended questions worked better for students' engagement. Inquiry-based feedback was more effective in promoting learners understanding of the topic. Similarly, Smith and Gorard [32] found a similar situation in higher education. University teachers often asked leading questions and they also used constructive criticism to encourage students to do independent research and deeper learning. The application of 'I Move' can vary significantly at different stages of education. In primary and secondary education, teachers may use more directive and structured 'I Move' to guide young learners to complete the learning process. However, teachers in higher education preferred to use open-ended and inquiry based 'I Move', which promotes their critical thinking and independent learning [32].

2.4. Question Types

In classroom discourse, the types of questions teachers use can greatly affect student engagement, learning outcome and

classroom atmosphere. This session will explore five types of questions, which are commonly employed by teachers. They are yes/ no questions, wh- questions, checking questions, display questions and referential questions.

2.4.1. Yes/ No Questions

Yes/ No questions offer two clear options, and students can choose one between yes and no. It makes the decision in a simple and direct way. Yes/no questions are significant as they are closely connected to classroom management and control. Teachers often use yes/no questions to maintain the flow of the instruction and manage student behavior [16]. Yes/ no questions are commonly used in both first and second language classroom. It is a fast and simple way to get answers from students [19]. The use of yes/no questions in the classroom has significant pedagogical implications because these questions can quickly check students' understanding. However, they might reduce opportunities for longer discussions and critical thinking as yes/no questions are easy to answer and do not require too much thinking [1]. Yes/ No questions are a fundamental component of classroom discourse and they "are useful for checking comprehension. They are often the easiest question to answer– they do not require students to produce new language" [10]. Teachers use them to check whether students understand the material or not and to manage classroom activities since teachers can notice any mistakes and keep the lesson moving smoothly. Students in their early stages of language learning can benefit from these questions because they create opportunities for them to practice basic language structure. Thus, yes/no questions are more effective in large classrooms and young learners, which helps to keep order and make sure students stay focused. However, relying too much on yes/ no questions can lead to shallow conversation, which may not promote students deeper thinking [25]. In this situation, yes/ no questions may lead students to guess instead of thinking critically. Therefore, it is significant for educators to maintain a when using yes/ no questions. Furthermore, yes/ no questions are typically closed questions, as they can be answered easily by yes or no. The function of them is to confirm students' understanding, which makes students feel less pressure of giving complex response and they can participate easily [11]. This is very useful for teaching beginners, which helps learners to build up their confidence in learning language. Researchers also found that yes/ no questions are a tool to help teachers with maintaining classroom management as it can make sure that students can follow the lesson [11]. However, yes/no questions can lead to more complex questions when teachers use them strategically. For instance, teachers might ask yes/no questions and then follow it with an open ended question. This can encourage students to explain their answer, which helps them to think deeper about the topic [37]. In this way, yes/no questions act an important role in scaffolding student learning.

2.4.2. Wh- Questions

Wh- questions are open-ended questions that begin with interrogative words, such as what and where. Wh- questions often need personal response, which require students share their thoughts and experiences. Therefore, it is particularly important in classroom with different levels. Long and Sato [19] thought that wh-questions are crucial for developing critical thinking and allowing learners to demonstrate their knowledge in a comprehensive way. In addition, Brock [1] highlighted the cognitive benefits of wh-questions. For example, they can prompt learners to express their thoughts, reasons and explanations. During this process, it helps

students develop their language skills and improves their analytical skills. Nunan [23] further emphasized that wh-questions can bridge the gap between control practice and free expression. They provide a way for learners to change from guided into independent use of language. In addition, Wajnryb [34] highlighted that “Wh- questions” push learners to think carefully, and they help students to link their ideas together. They also promote learners to explain their thinking. For example, a question such as “Why did the author choose this setting?” encourages students to interpret and analyze the text instead of recalling information simply. Furthermore, “Wh- questions” stimulates classroom discussion and creates a more interactive learning environment as students can have more opportunities to speak more to learn the language well [13]. Wh- questions can be adjusted to challenge learners. They also help teachers to ensure every student takes part in the discussion [8]. Compared to yes/no questions, responding to wh- questions requires longer and more detailed answers [26]. It encourages learners to engage in deeper thinking. Nystrand et al. [26] also showed that “wh- questions” often lead to longer response and they also encourage more dialogue. This kind of interaction is important for building learners’ language skills. It is especially needed in second language learning. Therefore, “wh- questions” act a significant role in shaping classroom interaction patterns. However, these questions might lead students to feel anxious. In addition, the effectiveness of wh-questions depends on their structure and presentation. Poorly worded wh-questions can confuse students. If they are too complex, they might cause misunderstandings. Therefore, it is necessary for teachers to know how to apply these questions in language teaching [37].

2.4.3. Checking Questions

Teachers usually use checking questions to see whether students understand the material. These questions can be yes/no or open-ended questions. However, their main function is to verify comprehension. Concept checking questions are a special type of checking question used mainly by teachers in language teaching. They help teachers to check whether learners understand a particular concept, which could be the meaning of a new word or a grammar rule. CCQs make sure students really understand difficult or abstract ideas. It is very important in language learning. Harmer [17] emphasized that well-designed CCQs are useful for teachers as they can help teachers to find misunderstandings. These mistakes might not show in students’ initial answer. Even small differences in understanding can have a big impact. They can change how well a learner uses a word or structure in different contexts. CCQs help to create a more student-centered teaching approach. The focus is on active learning and critical thinking. It is not just about learners passively receiving information. Richard and Lockhart [28] showed that the use of CCQs helps learners engage more with the material. This deeper engagement helps them to remember the information better and to use what they learn in new situations. On the other hand, Ellis [14] highlighted the significance of checking questions in formative assessment because they help teachers to see whether students understand the key concepts. Ellis [14] also showed that teachers can prevent misunderstanding by using checking questions effectively, which makes sure that students’ learning is on track. Teachers can provide correct feedback and additional guidance by identifying students’ confusion [14]. Furthermore, Concept checking questions aim at asking students to apply the items in specific context

to show their understanding of the word. It is more effective than repeating the meaning or definition. Scrivener [33] explained that concept checking questions are questions that break down a concept into smaller parts. Teachers often get a simple “yes” when they simply ask “Do you understand?” However, concept checking questions do help teachers to check if learners really understand. For instance, teachers might ask some checking questions after teaching a sentence such as “When I arrived at the party, she’d left.” They could ask “Did I see her at the party?” This question helps to check their understanding. Therefore, concept checking questions can encourage students to reflect on their learning. It can promote self-assessment and metacognitive skills. CCQs are useful. However, their effectiveness depends on how well they are used. If CCQs are poorly designed, they may confuse students. They may also fail to check learners’ understanding. Larsen-Freeman and Anderson [21] highlighted that CCQs should be simple and clear and they should directly connect to the concept being checked. Therefore, CCQs should avoid difficult words and complicated sentences, which can make student easy to understand. The goal is to make the questions more clear and simple and it can ensure that students in different levels can understand and respond the questions because Lightbown and Spada [22] explained that adapting CCQs for different learners is a key to effective teaching, which ensures that the questions fit the needs of all students.

2.4.4. Display Questions

Display questions are those where the teacher is already aware of the correct answer. Educators pose these questions to verify and confirm what the students know. These questions are designed to elicit specific language use. The goal of these questions is also to let students demonstrate their knowledge instead of acquiring new information. Display questions make the learning environment more interactive, which encourage students to participate in the lesson as Long [19] highlighted that display questions can get learners more involved and they also provide students with practice opportunities. Nunan [23] showed that display questions are effective in controlled practice settings. The aim here is to produce accurate language. “Display questions” can strengthen students’ mastery of grammar rules and vocabulary since these questions help learners to consolidate language patterns by requiring specific responses. In addition, Nunan [25] explained that display questions have different functions in the classroom. For example, these questions help to assess students’ comprehension, and teachers can decide what to teach next based on students’ answers. Display questions can help to keep the lesson on track and teachers can use them to check students understanding before starting new topics too. Furthermore, Hedgcock and Ferris [18] emphasized that display questions are crucial for structuring classroom interactions, which helps to guide the pace of instruction. Therefore, it plays a key role in how lesson are organized. Teachers can find out where students may need help by asking these questions. After that teachers can give immediate feedback to help students with fixing misunderstandings. However, it could be a problem that teachers use too much display questions as it may reduce opportunities for real communication. Therefore, teachers should combine display questions with open-ended questions that encourage meaningful interaction.

2.4.5. Referential Questions

Referential questions are open-ended and teachers do not know the answer. These questions are intended to elicit

information and opinions from students based on their knowledge, experiences or ideas. Research showed that referential questions can significantly enhance learners engagement and interaction. For example, Long and Sato [19] showed referential questions lead to more extended and complex answers from students, and they also promote a deeper level of engagement and interaction by prompting learners to draw on their knowledge and experience. On the other hand, referential questions create a more student-centered environment. It means that learners play an active role in constructing meaning and engaging in discussion in this situation. This shift changes from teacher-centered to student-centered interaction. It works well with communicative language teaching, which focuses on authentic communication and the use of language in everyday situations. In addition, Brock [1] showed that referential questions are valuable in language learning since they can improve authentic communication and higher-order thinking skills. Learners can share information and explore ideas together in these interactions [24] because they allow for more extended interaction as they usually need longer response. Thus, referential questions are especially useful in language learning. Furthermore, Brown [2] suggested that referential questions push learners to do more than memorize as they require students to analyze and assess information. Therefore, using referential questions has been shown to improve learners' learning, and they are helpful in building their high-level thinking skills. These questions also encourage students' participation and promote critical thinking [29]. For instance, the teacher might ask "what do you think the author wants to express?" This type of question does not have a fixed answer. It encourages students to think and explain their thoughts, which requires learners to analyze, infer and express their ideas. These questions are often associated with authentic communication in the classroom since they reflect real-world conversations.

2.5. Questions that Fit Multiple Categories

It shows different forms and functions of various question types above. However, they are far more complex than the categorizations above. Teacher questions in classroom interactions often serve multiple function. Thus, they might be placed in multiple categories. Lynch [20] suggests that a teacher question can have more than one function at the same time. For example, when a teacher is teaching the color, the teacher points to the whiteboard and asks "What color is it?" It seems to be a wh-question as it begins with 'what'. However, it can also be a display question in this situation because the teacher already know the color. In addition, Long and Sato's [19] study further supports this idea and they find that teacher questions are not only checking for knowledge, but also serve multiple purposes. For instance, a teacher asks a referential question to stimulate learners' thinking. However, this question may be also used to test students' knowledge in particular classroom setting. Therefore, the type and function of a question depends on the classroom context. Further research can explore the specific pedagogical effects of different types of questions. It could focus on how teachers can better design and use question strategies to maximise the effectiveness of the classroom interactions. This chapter has examined relevant sources in the field of IRF structure, acts and moves, opening move and 'I Move', question types and questions that fit multiple categories.

3. Methodology

This chapter focuses on the research design, including research questions, data source and method of data analysis.

3.1. Research Questions

This study is a comparative analysis of the teacher's question in two video recordings, which aims to answer the following research questions.

- What types of Moves are identified in the data?
- Which of these Moves are 'I Moves'?

The aim of this research is to explore the importance of the 'I Move' in teachers' talk. It also compares and analyzes the teachers' questions in two video recordings, which is based on the IRF framework. This section will describe the research methodology in detail. It includes data collection, data analysis and the application of the theoretical framework, which ensures that the research process is systematic and rigorous.

3.2. Data Source

The two video recordings used in this study are readily available data, which recorded scenes of different classroom interaction. Teachers can gain insights into how teachers use 'I Move' in the classroom to guide students learning process. There is no need for an additional data collection process in this study since the videos have already been recorded and transcribed. It allows us to pay more attention to the analysis of the data.

3.3. Methods of Data Analysis

In order to address the research questions, the methods of data analysis consist of the following steps:

3.3.1. Defining the Analytical Framework

This study used the IRF framework, a framework of classroom discourse analysis proposed by Sinclair and Coulthard [6]. It helps to analyze and classify systematically the various Moves that appear in the video recordings, and then the 'I Moves' are further identified.

3.3.2. Video Data Coding and Classification

Each interaction in the video recordings was coded using IRF structure as follows:

- Watching video: The researcher watched the video recordings repeatedly. The aim was to familiarize with the content of the video recordings and the whole structure of the classroom interaction.
- Initial labelling: According to the IRF structure, the researcher labelled the transcription. For instance, the teacher questions were labelled 'I Move'.
- Analysis and Classification: All the 'I Moves' were further categorized into "open-ended question, closed question, probing question and directive statement" [4, 6, 7]. Then all the questions were classified into "wh-question, yes/no question, checking question, display question and referential question" [1, 3, 13, 15, 24].

3.3.3. Quantitative Analysis

The next step was to conduct the quantitative analysis once the video data had been coded and classified. It involved counting how often each type of 'I Move' appeared in both video recording. By comparing the distribution of various types 'I Moves' in these two video recordings, it was possible to identify the different teaching styles in various classroom contexts. It also included calculating the frequency of each types of teacher's question in both video recordings. It was

clear to note the differences in teacher strategies of questioning in different classroom settings by comparing the frequency of different types 'I Moves' in these two video recordings. The quantitative analysis here provided several charts to show the frequency of 'I Move' and teacher questions, which provided the data to support this study.

3.3.4. Qualitative Analysis

In addition, this study used qualitative analysis to identify the functions of different kinds of moves. It also provided a better understanding of the significance of the 'I Move' in both video recordings. In particular, it analyzed the purpose of teachers' use of the 'I Move' in different teaching contexts and its impact on learner responses. For example, open-ended questions might be used to encourage students to express their ideas. However, closed questions might be used to check students' understanding of specific concepts. It can enhance our comprehension of how the 'I Move' is applied practically application in the classroom.

3.3.5. Research Tools and Techniques

The IRF framework is the main research tool for this study, which has been proved to be an effective analytical tool in the past studies [5, 6]. This framework was chosen because it provided a systematic tool for analysis. For instance, this framework shows the structure of classroom interactions and the characteristics of teacher discourse [5, 6]. In addition, it allows us to categorize complex classroom interactions. This study also used an analytical approach that referenced existing literature. For example, Long and Sato [19] explored the role of different types of teachers' questions in classroom interactions. It provided a theoretical foundation for the categorization of the 'I Move'. In this research, the process of data analysis is based on their methods of categorization, and the methods have been adapted to the needs of this study. It is crucial for teaching design and educator training to comprehend that teacher questions have multiple functions. Teachers should consider how to use different types of questions to achieve teaching objectives when they design the questions before the lesson. Shomoossi [31] states that teachers should be flexible in using different types of questions to promote students' understanding and critical thinking. Furthermore, teachers can adapt both style and content of questions to suit different situations and learner needs. This chapter has overlooked research design. The next chapter will present the analysis and discussion of the interaction in two video recordings.

4. Analysis and Discussion

This chapter presents the analysis of different types of moves and discuss the teacher questions of 'I Moves'.

4.1. Types of Moves Identified

Three types of moves can be identified in video recording 1 and 2. They are initiation, response and feedback.

4.1.1. Overview of IRF Moves

The IRF framework is the basic structure for analyzing classroom discourse. It highlights the dynamic interaction between teachers and students. It is crucial to understand the types and functions of the moves, which helps with assessing the effectiveness of teacher-student interactions, and it also helps with evaluating the teaching strategies used in the classroom. This section explores various types of moves identified in two video recordings. And it will also discuss various roles of these moves. It aims to understand how these

moves promote learners learning and engagement by analyzing the examples from recorded classroom interactions. The following content is a selection of transcript 1 from the appendix 1.

Examples from Transcript 1

Example 1:

(00:08)
(I1) T: What did you do at the weekend, Lucas?
(R1)S: I went to the disco.
(F1)T: Oh, yes.
(I2) T: Did you have fun?
(R2)S: I am so tired now.
(F2)T: Oh, thank you for coming to class today.

Example 2:

(22:33)
(I) T: Choose the best way to complete the sentences. Elsie Gamble. What do you think? Joy, which one?
(R)S: Has been.
(F)T: That's true. It's incredible.

Example 3:

(06:52)
(I) T: Please look at page 54.
(R)S: Open page 54 and loot at it. (action)
(F)T: We are going to listen to these people talking.

1) Initiation in Transcript 1

Initiation move (I Move) usually initiated by teachers, and it used to lead the beginning of classroom interaction. As mentioned in Section 2.3.2, there are two forms of 'I Move', including asking question and giving instruction. It is designed to improve students engagement in the classroom.

In example 1, there are two 'I Moves'. In the first 'I Move', the teacher asked the student "What did you do at the weekend?" It is an open-ended question in the form of a wh-question, which requires students to give a detailed response. It is also a referential question because the teacher does not know students' answers in advance. This question is set in the warm-up session, which is designed to raise students' interest. Learners need to answer this question based on their own experience, which can be a good way to raise students' interest. This question helps to lead a further dialogue and stimulate students' thinking and expression, and it also helps teachers to know more about learners' life and increase the interaction in the classroom.

However, the teacher then asks a closed question "Did you have fun?". Students usually answer this question with 'yes' or 'no'. Therefore, this question is also a yes or no question. The teacher uses this question to get a quick response of students' feeling.

The teacher obtains detailed information about students by asking open-ended question (I1). Then the teacher ends the dialogue with Lucas by using closed question (I2). The teacher combines these two questions together here. This strategy not only maintains the conversation, but also control the duration of the interaction.

In example 2, there are three types of 'I Moves'. First, the teacher directs students to complete the task by reading the instruction "Choose the best way to complete the sentences." Thus, this is directive statement. The statement here provides a clear instruction and it helps students to know what they need to do then.

And then the teacher asks “What do you think?” to invite learners to share their opinions. It is an open-ended question in the form of a wh-question, which aims to engage learners actively in the lesson by requesting their personal opinion. The teacher opens a conversation by using the question here, which allows students to explore more deeply and think critically.

After that the teacher uses a closed question “Which one?” to guide students to choose a correct answer. It is also a display question because the teacher is already aware of the answer. This question requires learners to give a specific answer, which is usually to confirm whether students has identified the correct option or not. It is can also assess students’ understanding of the tenses here.

Three different types of ‘I Moves’ create a structured and interactive learning environment. Students can benefit from this environment because they are guided and encouraged to think critically.

In example 3, the teacher gives a directive statement “Please look at page 54”, which helps students to keep on track by giving a clear and direct instruction to the students here. The goal of this ‘I Move’ is to assist learners to prepare for the upcoming activity, which is listening to the tape. This ‘I Move’ also manage students’ behavior by directing their attention to specific task. The ‘I Move’ here is essential to maintain the classroom management.

2) Response in Transcript 1

Response move (R move) is the students’ response to the teachers’ ‘I Move’. R move can be students’ answer, opinion, action or emotional response. R move can reflect learners’ understanding of the question or instruction. R move has many functions, such as providing information, showing understanding and expressing feelings.

In example 1, there are two ‘R moves’ here. In the first response, the student answers the teachers’ open-ended question directly, “What did you do at the weekend, Lucas?”, by sharing his experience: “I went to the disco”. This R move is an informative response as it can provide specific information that the teacher use to continue the interaction. It can fulfil the teachers’ request for information. It also facilitates interaction with the teacher’s question and helps to initiate a dialogue.

In the second response, the student answers the teacher’s closed question indirectly, “Did you have fun?”, by expressing how he currently feels: “I am so tired now.” This R move is a expressive response because the student express his feeling here. This shift from providing yes or no to expressing personal feeling. While the student does not answer explicitly whether he had a good time or not, his answer implies that the weekend activity made him exhausted. Therefore, the teacher can learn about Lucas’ emotional or physical state from this R move, and it can also help the teacher to interact further.

In example 2, the student’s response is a direct and concise answer to the teacher’s instruction, “Choose the best way to complete the sentences”. This response provides grammatically correct verb form to complete the sentence. Then the immediate task was completed. On the other hand, the teacher shows a good understanding of the tested structure by responding accurately. The R move here demonstrates that the learner can apply the correct tense in the context provided by the teacher. In addition, the brief R move here helps the lesson run smoothly. With the correct answer, the teacher can quickly acknowledge and continue teaching. Therefore, it can

help to maintain the momentum of classroom activities and it is very significant as it gives the correct answer directly to the teacher’s prompt. Thus, the R move here play a key role in reinforcing learning objectives and keeping classroom on track.

In example 3, compared to the previous R moves, the R move here is a non-verbal response. It is a form of active participation. The action here shows that the students follow the teacher’s direction. It demonstrates that students can understand and obey the instruction. In addition, students shows they are engaged in the classroom activity by looking at page 54, and the the teacher can be told that students are ready to move on to the next part of the lesson by observing this action. Therefore, the R move here allows the lesson to proceed without interruption.

The non-verbal R move plays a significant part in maintaining the flow of the lesson, which helps the teacher continue to the next stage of the lesson. This response is crucial to the smooth running of the instructional sequence.

3) Feedback in Transcript 1

Feedback move (F move) refers to the feedback provided by teachers after a student’s response. In classroom discourse, feedback has many functions, including corrective feedback, positive feedback.

In example 1, there are two feedback here. The first one is a brief phrase: “Oh, yes”. It is a type of affective feedback because it shows the teacher’s acknowledgement of Lucas’ response as the teacher acknowledges the learner’s contribution rather than to provide evaluation or promote further discussion. In addition, the feedback here is supportive and positive, which encourages the learner to continue participating in the conversation.

The second feedback is also a kind of affective feedback. The teacher shows her understanding and empathy to the student’s response by using “Oh, thank you for coming to class today.” It affirms the behavior of student who attends the lesson even though he is tired. It also helps to build the connection between learners and teachers. In addition, the teacher encourages continued participation and effort by thanking students for coming to the lesson. It makes the learner feel that his presence is valued.

In example 2, the teacher confirms that the student’s answer is correct by using “that’s true”. It provides the student with positive reinforcement. Therefore, it is a type of evaluative feedback. Moreover, the teacher also adds praise and admiration by using “it’s incredible.” Thus, this is positive feedback, which can motivate students and increase their confidence. The positive feedback can also encourage students to participate more actively in further discussion.

In example 3, the teacher uses this F move to smoothly transition the lesson from the current task to the next activity. For instance, from looking at page 54 to listening to the tape. Therefore, the teacher can keep the lesson on track by informing the learners about what will happen next. The teacher also can ensure that students are prepared well for the upcoming task. On the other hand, students can also benefit from this type of F move because this F move will help learners to know what they should focus on once they opened the book. The following content is a selection of transcript 2 from the appendix 2.

Examples from Transcript 2

Example 4:

(14:53)

(I1) T: What's this?

(R1)S: Verb.

(I2) T: What part of the verb is that?

(R2)S: Past tense.

(F1) T: Yeah.

(I3) T: What's it called in English? You got the infinitive, past simple. Past?

(R3)S: Past participle.

(F2) T: Yeah.

Example 5:

(02:28)

(I1) T: What's the verb in English? Can you remember? When you say to somebody, don't do that because it's dangerous.

(R1) S: Recommend.

(I2) T: Not stronger than a recommend, recommendation.

(R2) S: In France.

(I3) S: Begins with w.

(R3) T: Warn.

(F3) S: Warn, exactly like this.

Example 6:

(38:30)

(I) T: Everybody. Change, change partner. Yeah, change your partners.

(R)S: Students change their partner and continue to discuss in pairs. (action)

(F)T: That was great. Well done. Very good, yeah.

4) Initiation in Transcript 2

In example 4, there are three 'I Moves' here.

Firstly, the teacher asks the student to identify a specific concept. "What's this?" is a form of wh question. Wh-questions are usually open-ended questions. However, it is a closed question here because this question has only one correct answer, which is verb, and it aims to assess the learners' ability to identify grammatical elements correctly. It is a common leading question used in the teaching process, which is a basis for further interaction.

After students have identified verb, the teacher asks further question: "What part of the verb is that?". It is also a wh-question. However, it is also a probing question here as it leads learners to think more deeply about the verb structure. It requires students not only to identify the verb, but also recognize its component. The 'I Move' here helps learners to have a better understanding of grammatical concepts.

And then the teacher asks two questions in I3. The first question is "What's it called in English?". It requires students to give a specific answer, such as the name of the verb form. Thus, it is a closed question. In addition, as the teacher is already aware of the correct answer, this is considered a display question. The instructor uses it to test learners' understanding of verb forms. It is designed to help the instructor to confirm whether learners are able to recall the grammatical term correctly.

The second one is "You got the infinitive, past simple. Past?" In this 'I Move', the teacher gives a series of prompts about several verb forms, for example, infinitive and past simple. Then the teacher guides learners to give the correct answer "past participle" by the checking question "Past?". It not only checks the students' memory, but also leads them to get the correct answer through guidance.

In example 5, several 'I Moves' occur during the

interaction between the teacher and learners. The following is a detailed analysis of the 'I Moves' in this dialogue.

In the first 'I Move', the instructor uses a sequence of questions. First, she asks an open-ended question: "What's the verb in English?" to encourage students recall the vocabulary. Therefore, it helps learners to engage in the classroom discussion and guides them to infer something from what they have learned before. And then the teacher uses a checking question to confirm whether students remember the verb or not, which is "Can you remember?" This question is used to assess the students' understanding of the word. After that the teacher provides a specific context to help students recall the verb. It seems like a directive statement. However, it has the function of probing question here. It helps students to better understand the question's context, and it leads them to think more deeply too.

In the first 'I Move' (I1), it is important for prompting students engagement and understanding by using different types of questioning method. It also helps teacher to lead classroom discussion.

In the second 'I Move' (I2), the teacher uses a directive statement here, which is used to convey clearer instructions to the students. It helps them to narrow down their answer. However, its function is similar to a probing question as it can push students to think further and modify their answer.

In the third 'I Move' (I3), the teacher also uses a directive statement here, which is "Begins with w". It helps students to narrow down their answer. Even though it is a declarative sentence, its purpose is to stimulate learners' thinking by giving more information. Thus, it can also be considered as a probing question.

In example 6, the teacher gives students a clear instruction through directive statement: "Everybody, change,change partner. Change your partners". This direct command helps to promote interaction between different learners in the classroom. It also helps the teacher to organize classroom activity quickly and efficiently, which ensures that the lesson can run smoothly.

In conclusion, the main function of 'I Move' is to guide and initiate classroom interaction. Teachers can not only stimulate learners' participation, but also organize classroom activities through different forms of 'I Move'. For example, open-ended questions can promote expression and reflection. While closed questions help to check students' understanding, directive statements are used for classroom management.

5) Response in Transcript 2

In example 4, there are three 'R moves' from students. Each of them plays a different role, which helps to facilitate classroom interaction and the learning process.

First, students provide a short response, "Verb." to the first question. This response shows that students understand the question superficially, which provides the foundation for the instructor's subsequent questions.

Then learners show the tense of the verb explicitly, which is "Past tense." It is a further explanation of the previous response.

Students then answer the third question correctly with "Past participle." It demonstrates that they have a good comprehension of the grammatical concept, which provides the teacher with the opportunity for positive feedback.

In example 5, students choose a potential verb "recommend" to answer the first question posed by the teacher. This response shows that the students try to recall the verb. However, the answer is not correct. Nonetheless, it reflects

the students' active participation in class. Then students give a second response when the teacher provides further prompts, but the answer is irrelevant to the question. Thus, it is obviously incorrect. The incorrect response here suggests that learners have difficulty attempting the answer. It may be due to the students' unclear understanding of the prompts. Therefore, it is a significant signal for the teacher, which demonstrates that students may need more guidance or clarification here. Students find the correct answer eventually after the teacher gives more prompts. It shows that students are able to find the correct answer with enough guidance provided by the teacher.

In example 6, students show their understanding and follow the instruction by changing partners. The R Move here is not a verbal response but a behavioral response. It shows that learners are able to act quickly on the instructor's instruction in the classroom. Thus, it helps the instructor to manage the classroom effectively.

6) Feedback in Transcript 2

In example 4, there are only two F moves here.

After students answer "Past tense", the teacher gives positive feedback with a simple "Yeah". The teacher appreciates the correct response of students with this feedback. It creates a positive atmosphere and it makes students feel that their efforts are valued. Therefore, it encourages learners to continue to participate in classroom interaction.

The teacher confirms again with "Yeah", when the learners answer "Past participle". It serves to acknowledge students' understanding and further encourages them to continue to

participate in class discussions.

However, an F move is missing from this IRF structure. There is no explicit feedback given after R1, "Verb". It may make students feel confused in this situation because they cannot be sure if their answers are correct. It may also affect their motivation to participate in the class as they may not know whether they are moving in the right direction.

In example 5, the teacher uses "Warn, exactly like this" to confirm learners' correct response. The F move here demonstrates that the instructor recognizes the learners' response. The teacher not only provides direct validation of students' response, but also reinforces their memory of the word "warn". In addition, the F move here helps learners to know that their answer is correct. Therefore, it can increase their confidence and understanding of what they have learned.

In example 6, the teacher provides positive feedback on learners' behaviour, such as "great" and "well done". The teacher uses them to show approval of learners' behaviour when they follow instructions. The F move here is a form of evaluative feedback which is designed to acknowledge and encourage student behaviour.

4.1.2. Frequency and Distribution of Moves

This section presents the frequency and distribution of various moves.

1) Frequency and Distribution of Moves in Video Recording 1

The pie chart below presents the proportion of various moves in video recording 1.

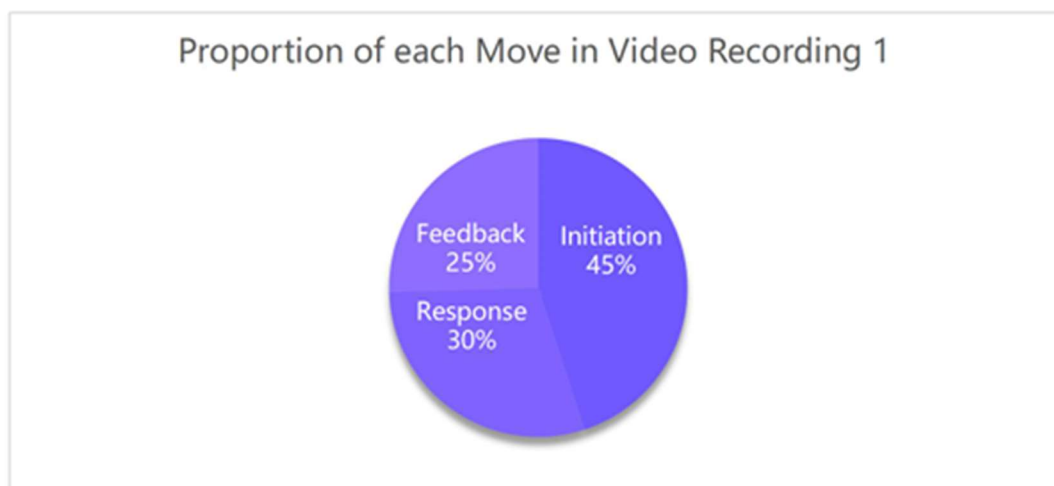


Figure 1. Proportion of each Move in Video Recording 1

There is an obvious feature of the teacher's mode of interaction in video recording 1. The teacher mainly employs initiation in the classroom, which accounts for 45% of all moves. This means that the teacher frequently initiates questions, gives instruction during the teaching process. Thus the teacher can dominate the flow of classroom discourse. This teaching strategy shows that the teacher acts a more dominant role in the classroom and the teacher also acts an active part in guiding the direction and pace of student learning. The teacher has the tendency to stimulate students to think by asking questions or to manage the classroom by giving instruction.

However, even though the 'I Move' has the highest proportion, the R move and the F move also account for a large proportion. The percentage of response is 30%, which shows that students engage in classroom activities by

answering the instructor's questions and following the instruction. It means that students are engaged in this classroom. However, students' responses are more in response to teacher questions or instructions instead of exploring and communicating actively. It suggests that students' engagement may be limited by the teacher-centered approach.

The F move is 25%, which demonstrates that the teacher can provide timely feedback after students responded. Feedback is crucial to student learning since it can help learners to confirm whether their response is correct or not. They will adjust their learning methods and the way of thinking if their answer is incorrect. However, it reflects the fact that the teacher should pay more attention to providing feedback on learners' response in the classroom and the teacher should also focus more on the follow-up on students'

learning process.

2) Frequency and Distribution of Moves in Video Recording 2

The pie chart below presents the proportion of various moves in video recording 1.

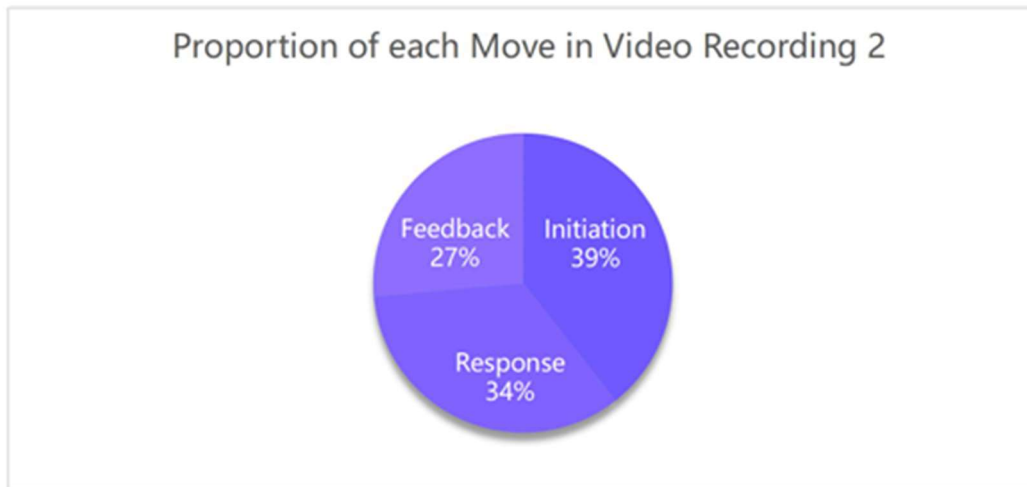


Figure 2. Proportion of each Move in Video Recording 2

Compared to the video recording 1, in the pattern of teacher-student interaction in video recording 2 show several obvious differences. First of all, the proportion of the ‘I Move’ is 38 %, which is the highest of these three moves. However, it shows a decrease in the percentage of ‘I Move’ compared to the video recording 1. It suggests that the teacher in the video recording 2 may be focusing more on students’ participation in the classroom. The teacher still plays a guiding and organizing role in the classroom. However, her dominance is diminished compared to the teacher in the video recording 1. This lower rate of initiation means that the teacher prefers to allow students for more interaction with their partners.

At the same time, the percentage of R move rises to 34% here, which shows that the classroom environment provides more opportunities for students to engage and express themselves. In this situation, the teacher encourages discussion among students or deeper reflections on the

teacher’s questions. It can lead to greater student engagement in the classroom. Therefore, it is good for creating an interactive classroom atmosphere. In addition, this interaction mode is good for the development of learners’ independent learning and critical thinking skills.

The percentage of F move is the lowest of these three moves, which is 27%. However, it is an important component in classroom discourse. It demonstrates that the teacher focuses more on timely feedback on learners’ responses. And the function of this type of feedback is to form an ongoing pedagogical dialogue than a simple question-and-answer format. Therefore, the teacher is better able to guide students’ thinking. It also helps students to make continuous self adjustments in the learning process.

3) Comparative Analysis between the Two Videos

The bar chart below presents the frequency of various moves between two video recordings.

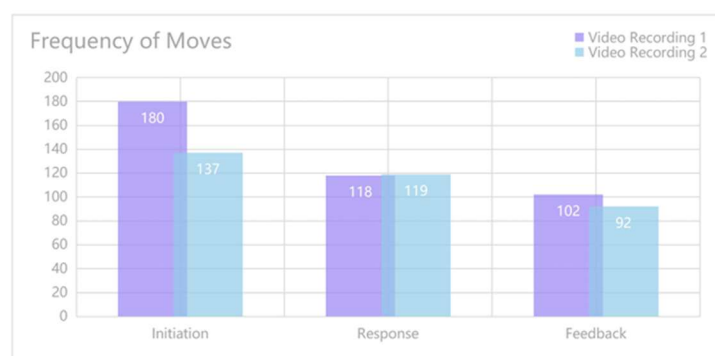


Figure 3. Comparative Analysis between the Two Videos

The differences of these two interaction modes can be observed clearly by comparing the data in this bar chart. The teacher in video recording 1 uses initiation move more frequently than those in the video recording 2. It shows that the teacher in the first video is more inclined to guide students’ learning process through questions and instruction. It is necessary for classroom management and it can ensure that all learners are able to keep up with the lesson. However, it may limit students’ autonomy and it makes classroom

interactions more teacher-centered than learner-centered.

In contrast, the teacher is less frequent in using initiating discourse in the second video. However, they are relatively more balanced in the number of response and feedback. In particular, the number of response in these two videos is very close. The first teacher’s response count is 118, while the second teacher’s response count is 119. It suggests that the teacher in the second video may be more inclined to engage learners in deeper thinking. It also supports learners learning

through feedback. This teaching method is good for promoting students' independent thinking and their participation. Thus, it also helps to develop learners' independent learning skills.

In addition, the number of feedback shows the different focuses of these two teachers in their classroom interactions. The number of feedback is 102 in the first video recording, which is slightly higher than 92 in the second video recording. Whilst the difference is not significant, it still reflects a difference in the strategies of these two teachers in terms of how they guide their students' learning. The teacher in the first video recording prefers to give more direct feedback in the classroom. While the teacher in the second video recording prefers to guide students to self reflection and she prefers to help students adjust their learning strategies themselves.

4.2. Quantitative Analysis of 'I Move'

There are three parts in this session. They are frequency and distribution of the I Move, classification and proportion

of different types of the 'I Move' and comparative analysis of quantitative data.

4.2.1. Frequency and Distribution of the 'I Move'

As mentioned in Section 2.3.2, 'I Move' is crucial to guide student engagement in the classroom. And this study count the total number of the 'I Move' in these two videos. According the table below, the total number of the 'I Move' in video recording 1 is 180, which is 45% of the whole interaction between the teacher and students. In contrast, the total number of the 'I Moves' in the video recording 2 is 135, accounting for 38% of the whole classroom interactions. This result shows that the teacher in video recording 1 uses the 'I Moves' more frequently. It suggests that the teacher is more inclined to direct students to engage in classroom interactions. And it also shows the teacher relies more on moving to the next step of the lesson by using questions and instructions.

The bar chart and line graph below compares the proportion of I Moves in video recording 1 and 2.

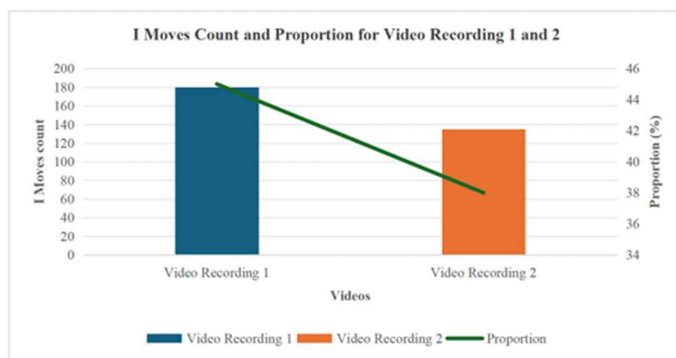


Figure 4. I Moves count and proportion for video recording 1 and 2

The presentation of the combination about the bar chart and the line graph shows that the percentage of the 'I Moves' is significantly higher in video recording 1 than that in video recording 2. It is related to the teacher's teaching style, the teaching content and the classroom environment. For example, the teacher in the video recording 1 aims at encouraging learners to express their opinions and participate in the discussion. Therefore, she uses more open-ended and probing questions. On the other hand, the teacher in video recording 2 relies more on directive statements that instruct learners to complete specific tasks directly.

4.2.2. Classification and Frequency of Different Types of the 'I Move'

Different types of questions in the 'I Move' play an important role in classroom discourse, which can trigger different levels of student thinking and engagement. In previous study, 'I Moves' were categorized as open-ended questions, closed questions, probing questions and directive statements. We can gain some insights from the instructional strategies used in each classroom and the potential impact on learner interaction and learning. The bar chart below presents the frequency of each type of 'I Move' between two video recordings.

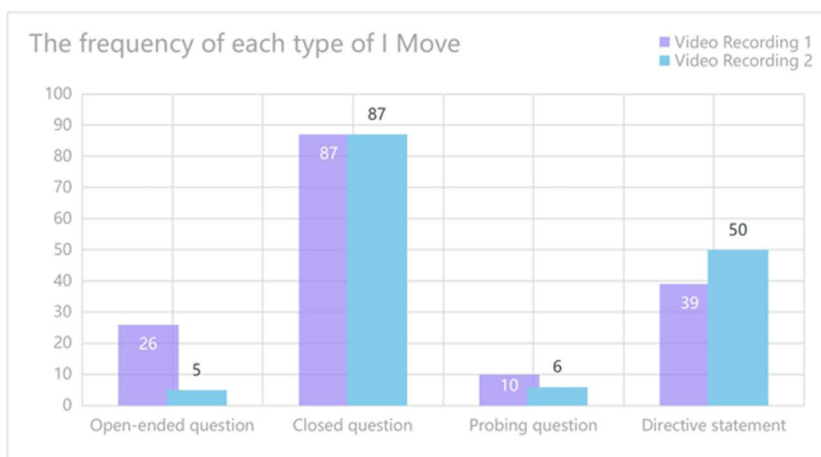


Figure 5. The frequency of each type of 'I Move' between the Two Videos

1) Open-ended Questions

As mentioned in Section 2.3.2, students can be encouraged to think critically by answering open-ended questions, which also helps learners to express their ideas freely. According to the bar chart 2, open-ended questions are used 26 times in video recording 1, while they are used only 5 times in video recording 2. It suggests that the significant differences between these two videos. It also shows the teaching styles of these two teachers. The high frequency of open-ended question in video recording 1 shows that the teacher provides more opportunities for students to explore their ideas as she prefers to develop learner critical thinking and their engagement in the classroom. As a result, the teacher focus more on encouraging learners to express their ideas, which can enhance their confidence in learning English.

In contrast, open-ended questions are rarely used in video recording 2. It demonstrates a more controlled and directed approach of teaching, which the focus will be on teaching specific content rather than encouraging discussion or exploration of ideas. In addition, it limits the opportunities for learners to practice language production in meaningful and creative way.

2) Closed Questions

As discussed in Section 2.3.2, closed questions usually require short responses, such as yes or no. They are often used to check for learners' understanding, confirm information or direct them to specific answers.

From the bar chart 2 above, closed questions are the most commonly used in both videos and the number is the same in both videos, which is 87. It suggests that both teachers find it necessary to validate learners' understanding in the classroom. It may be effective in ensuring learners' comprehension of the content. However, it may limit learners' opportunities to think more deeply or explain their responses. In addition, it is less effective in encouraging learners' critical thinking and their autonomy.

3) Probing Questions

As mentioned in Section 2.3.2, probing questions examine learners' initial responses in more depth in order to encourage further explanation. Probing questions are used 10 times in video recording 1 and they are used only twice times in video recording 2. The application of probing questions reflects teachers' effort to push learners to respond in a deeper level

and engages them in more complex thinking processes. The frequency of probing questions is slightly higher in video recording 1, which suggests that the teacher emphasizes more on exploring learners' understanding. It aims at challenging them to think more critically or explain their reason more thoroughly. The low frequency of probing questions in video recording 2 shows a classroom dynamic in which both teachers accept the initial answer without exploring it further. It also demonstrates that a teaching style in which the emphasis is on covering content instead of exploring it in depth. Limited use of probing questions may result in learners missing opportunities to modify their ideas.

4) Directive Statements

Directive statements are instructions or commands that guide learners' action in the classroom. It is used 39 times in video recording 1, while it is used 50 times in video recording 2. The lower frequency in video recording 1 shows that learners have more flexibility in how interact with others or the material, even though the teacher still provides guidance. The higher frequency of it in the video recording 2 suggests a more organized approach by the teacher since it may be aim at managing classroom, guiding learner behavior or ensuring the effective completion of a specific task. The teacher thinks the tasks can be completed when more directive instructions are provided. Therefore, it may lead to a more controlled learning environment. However, it may lead to a loss of learners autonomy or creative engagement in learning in this situation.

It is clear that these two teachers have quite different teaching styles by comparing the frequency of the types of the 'I Move'.

4.2.3. Proportion of Different Types of the 'I Move'

In this section, there are two pie charts to show the proportion of different types of the 'I Move' in both video recordings. It is possible to see the proportion of different types of the 'I Move' in both video recordings by analyzing the pie chart 3 and 4 below. The pie charts reveal the teacher's teaching strategies of giving instructions or asking questions.

1) Proportion of Different Types of the 'I Move' in Video Recording 1

The pie chart below shows the proportion of various types of 'I Move' in video recording 1.

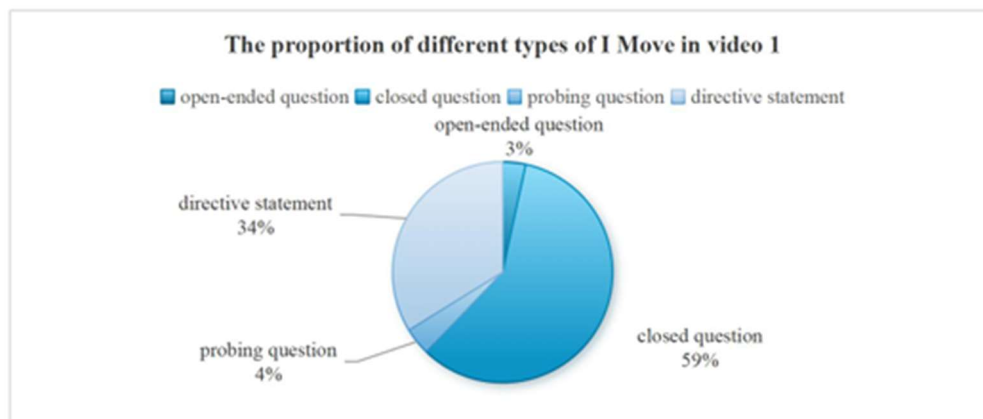


Figure 6. Proportion of different types of 'I Move' in Video Recording 1

Firstly, it shows that closed questions make up the largest percentage at 59% and suggests that the teacher tends to use closed questions in the classroom to check learners'

comprehension. This type of questioning helps the teacher to maintain the pace and direction of the lesson. However, it may affect the development of learners' language expression and

critical thinking. For instance, teachers' overuse of closed question may limit students' opportunities for expression in language classroom.

Secondly, the teacher also uses directive statements frequently, which are the second most common type of 'I Move' in the classroom at 34%. It reflects a highly structured classroom in which the teacher dominates the classroom. However, students will have low autonomy in the classroom.

In comparison, open-ended questions account for only 3%,

while probing questions account for 4%. Both types of questions are used less frequently, which suggests that the teacher are less likely to encourage learners to think deeply. The teacher only focuses on knowledge transfer and factual confirmation rather than learners' engagement.

2) Proportion of Different Types of the 'I Move' in Video Recording 2

The pie chart below shows the proportion of different types of 'I Move' in video recording 2.

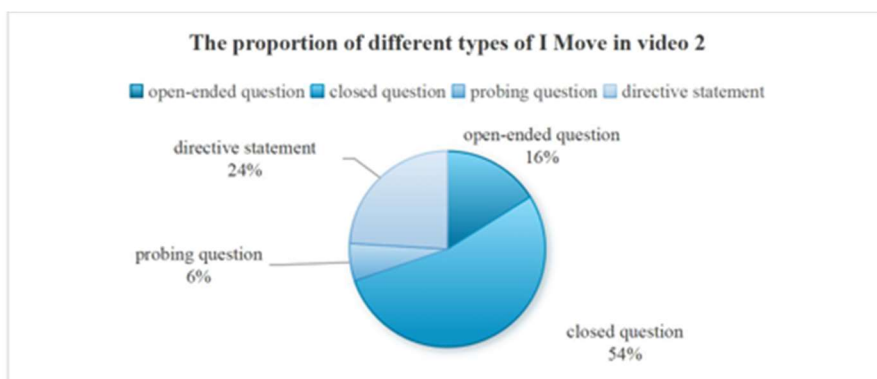


Figure 7. Proportion of different types of 'I Move' in Video Recording 2

First of all, closed questions also have the highest percentage at 54% in video recording 2. It suggests that the teacher relies more on closed questions in the classroom. Even if closed questions are effective in language classroom. It may limit learner expression as students are only required to provide short answers without complex thinking or reasoning.

In addition, directive statements account for 24%, which shows that the teacher are more concerned with controlling the teaching process and maintaining the classroom management. Directive statements are important for maintaining the flow of the classroom. However, they may diminish learners' ability of independent learning and engagement, if they are overused.

Open-ended questions make up 16% of the interaction between teachers and students. Despite the low percentage, this type of questioning stimulates learner creative and critical thinking. However, it implies that the teacher prefers to

transfer knowledge rather than develop learners' independent exploration.

Furthermore, probing questions account for 6%, which is the lowest percentage of all types of 'I Move'. It demonstrates that the teacher are less proactive in advancing learners to further discussion.

4.2.4. Classification and Proportion of Different Types of Teachers' Questions

This research also aims to investigate the teachers' questions in 'I Moves', including wh question, yes or no question, checking question, display question and referential question. Therefore, in this section, it will compare the frequency and proportion of these question types in two videos recordings.

The bar chart below shows the frequency of each type of teachers' questions between the two video recordings.

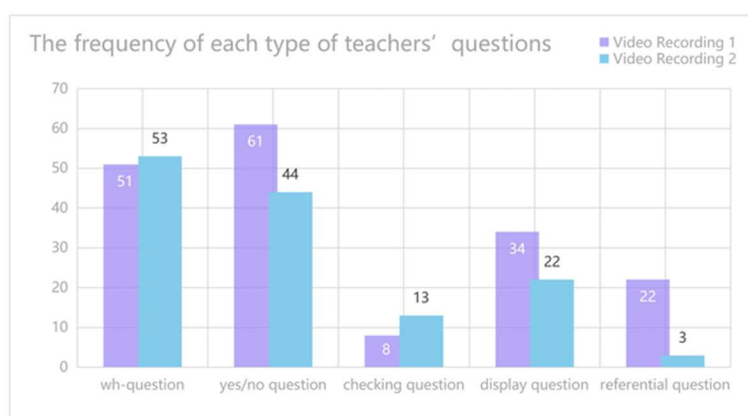


Figure 8. The frequency of each type of teachers' questions between the Two Videos

1) Wh-Questions

According the bar chart 3 above, the frequency of wh-question is very close in both video recordings. They are 51 and 53 times respectively. It shows that both teachers use wh-questions frequently in both video recordings. As mentioned

above (2.4.2), this kind of question is often used to guide learners to provide specific information, which can promote students critical thinking and expression. Therefore, the teachers emphasize the development of students' thinking and language skills in both video recordings.

2) Yes/No Questions

The yes/no question has a significant difference in frequency between both video recordings. The yes/no questions are asked 61 times in video recording 1, compared to 44 times in video recording 2. The higher frequency of yes/no questions in video recording 1 means that the teacher prefers to use them for confirming learners' comprehension quickly. It helps teachers to keep the pace of the classroom flowing. However, it may lead to a lack of depth in classroom interactions. In contrast, the lower frequency of yes/no questions in video recording 2 implies that the teacher focuses more on leading students to think critically by asking other types of questions.

3) Checking Questions

The frequency of the checking question also shows a significant difference between these two video recordings. There are 8 times in the video recording 1 and there are 13 times in video recording 2. The higher frequency of checking question reflects the teacher's emphasis on student comprehension, which ensures that learners can grasp what they have learned accurately. On the other hand, the lower frequency of checking question in video recording 1 shows that the teacher is less likely to confirm learners' understanding directly in the classroom. Instead, the teacher relies on other methods to check students' comprehension.

4) Display Questions

The frequency of the display question similarly differs between these two video recordings. The teacher uses display questions 34 times in video recording 1, while the teacher uses them 22 times in video recording 2. The higher frequency of display questions in video recording 1 shows the teacher is concerned with learners' retelling and consolidation of basic knowledge in this classroom. However, the relatively low frequency in video recording 2 implies that the teacher prefers to guide learners' thinking or expression through other types of questions.

5) Referential Questions

The most significant difference can be seen in the use of

the referential question, which occurs 22 times in video recording 1. However, the referential question is used only 3 times in the video recording 2. The presence of using referential questions in video recording 1 shows that the teacher wants to stimulate learners' interest through referential questions. It encourages them to relate the classroom content to their personal experience. Thus, it can increase learners' engagement and autonomy in language learning. On the other hand, the low frequency of applying referential questions in video recording 2 suggests that the teacher pays less attention to the development of students' individual expression and independent thinking skills, even though the teacher is more concerned with knowledge transfer.

These different strategies of questioning reflect teachers' different emphases in various classroom settings. The style of questioning in video recording 1 is more appropriate for a more open-ended classroom environment and it is also useful to encourage students to express their personal opinions. On the other hand, the questioning style in video recording 2 is more appropriate for a classroom environment designed to centre on knowledge transfer and accuracy of learner comprehension. Therefore, these data provide valuable insights that help us to understand how teachers can improve questioning strategies to develop the classroom interactions.

4.2.5. Proportion of Different Types of Teachers' Questions

In this section, there are two pie charts to show the proportion of different types of teachers' questions in both video recordings. According to the pie chart 5 and 6 below, it is clear to see the proportion of different types of teachers' questions in both video recordings. It provides important information about teachers' strategies of posing questions in the classroom discourse.

1) Proportion of Different Types of Teachers' Questions in Video Recording 1

The pie chart below presents the proportion of different types of teachers' questions in Video Recording 1.

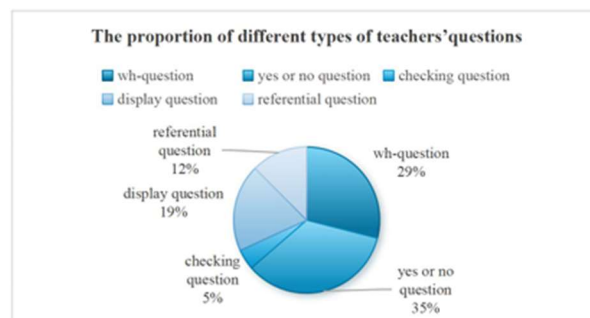


Figure 9. Proportion of different types of teachers' questions in Video Recording 1

First of all, yes/no questions have the highest percentage at 39% in video recording 1. This suggests that the teacher uses yes/no questions frequently in the classroom in order to check learners' comprehension of a specific concept quickly. While the yes/no questions help teachers to test students' understanding quickly, it cannot promote learners to think more deeply and it is also less likely to encourage further discussion in language classroom.

Then wh-question is the second most frequent of all question types, which is at 19%. The teacher can encourage learners to think more deeply and stimulate their interest in learning by asking such questions. The high proportion of wh-

question shows that the teacher is not only concerned with students' simple understanding of the concepts in the classroom. She also focuses on developing learners' analytical and presentation skills.

In addition, the display questions account for 19% of total interactions between the teacher and students. The high percentage of such questions demonstrates that the teacher pays attention to the repetition and consolidation of the concepts in the classroom. It ensures that learners are able to grasp basic concepts and content. This strategy helps to strengthen learners' memory and it can also improve students' effectiveness in language learning. However, it will make the

classroom less interactive if display questions are used too much. As such questions usually do not require learners to think independently or respond creatively.

The percentage of referential questions is 12%. The moderate use of referential questions suggests that the teacher value the development of learners' personal expression and critical thinking skills. This type of questioning not only stimulates learners' interest. It also helps them to relate what they have learned to their own experiences, which promotes deeper learning. Finally, checking questions account for the smallest proportion of all question types, which is 5%. Its presence still suggests that the teacher need to validate

learners' response to prevent misunderstanding, even if such question type represents a small percentage of the total teacher and students' interaction.

As we can see, the teacher questioning strategies show a balance in video recording 1. It can ensure the efficiency of knowledge transfer. At the same time, it can also cultivate learners' ability of thinking and expression, which provides a learning environment for students' all-round development.

2) Proportion of Different Types of Teachers' Questions in Video Recording 1

The pie chart below shows the proportion of various types of teachers' questions in video recording 2.

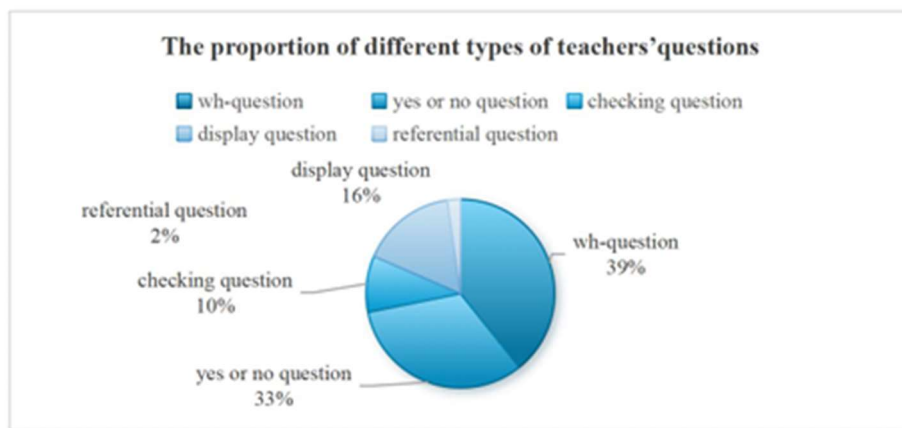


Figure 10. Proportion of different types of teachers' questions in Video Recording 2

Firstly, wh-questions is the most frequent of all question types at 40% in video recording 2. As mentioned in Section 2.4.2, wh-question usually requires students to provide a detailed answer. The teacher prefers to use such questions to check learners' comprehension of the story in video recording 2. It reflects the importance that the teacher place on developing learners' skills of higher-order thinking and expression. This strategy is effective in stimulating learners' interest in learning, and it also encourages them to learn and explore more deeply.

Secondly, yes/no question is the second most common type of question, which accounts for 33%. It plays an important role in classroom management and pace control, although the answer to the yes/no question is quite simple. However, it will limit learners' opportunities for expression if the teachers use too many yes/no questions.

In addition, the display question is 17% in video recording 2. Display question does not promote deep thinking as wh-question or checking question does. However, it acts a significant role in reviewing and consolidating basic concepts.

Furthermore, checking questions account for 10%, and it shows that the teacher uses such questions frequently in order to confirm the accuracy of learners' comprehension in video recording 2.

It is worth noting that the low proportion of referential question in video recording 2, which is only 2%. It shows that the teacher prefer to transfer knowledge and check confirmation rather than encourage learners to engage in discussion based on their own experiences.

Overall, the teacher questioning strategies show a focus on depth and accuracy of learner understanding in video recording 2. It is effective in supporting the achievement of instructional goals. However, it also suggests some potential limitations of classroom interaction and opportunities for learner expression.

4.3. Qualitative Analysis of 'I Move'

This concept was explained with relevant examples in Section 4.1.1.1 and 4.1.1.4. As discussed in Section 2.5, it is an important interactive strategy that teachers ask different types of questions in the classroom. As Chin [9] stated that teacher questioning is not only an effective tool for guiding learners' engagement in classroom activities, but also a significant way to assess learners' understanding. As mentioned in Section 2.3.1, the type and manner of teacher questioning has a direct impact on the quality of classroom interactions. In particular, it plays a crucial role in 'Opening moves'. Each question type will be analyzed qualitatively in the following session, including wh-questions, yes/no questions, checking questions, display questions and referential questions. This session aims to explore how these question can be used as 'act' to motivate learners' participation. Furthermore, it will give you insight into how teachers use different types of questions by analyzing the transcriptions of two video recordings. This section presents some additional examples as follows, and the following content is a selection of transcript 1 from the appendix 1.

Additional Examples from Transcript 1

Example 7:

(10:57)

(I) T: School fee. When you went to school, did your father pay for you?

(R)S: Yes.

(F)T: OK.

Example 8:

(06:31)

(I) T: What tense is that one?

(R)S: Past present.

(F)T: That's right. It's the past perfect.

Example 9:

(38:46)

(I) T: When do you begin to be interested in architecture?

(R)S: Four years before.

(F)T: OK, four years.

4.3.1. Wh-questions in Transcript 1

As mentioned above (2.4.2), wh-questions are often used to lead learners to think deeper, and students usually need more time to respond these types of questions as they need to provide a detailed answer. For instance, the question in example 8: "What tense is that one?" is a form of wh-questions because it both begin with 'what', and students need more time to think about the answers. In addition, the question in example 9: "When do you begin to be interested in architecture?" is also a form of wh-question as it begins with 'when'. However, students can answer it based on their own experience instead of thinking deeply, which is inconsistent with the definition of wh-question. This will be further discussed later (4.3.5).

4.3.2. Yes/No Questions in Transcript 1

As discussed in Section 2.4.1, yes/no questions are used to check quickly whether a student understand a concept or fact. In example 7, the teacher asks the question "did your father pay for you?" and learners only need to answer it with 'yes' or 'no', which helps the teacher to check students' comprehension of the phrase 'school fee'.

4.3.3. Checking Questions in Transcript 1

As mentioned in Section 2.4.3, concept checking questions are used to confirm that students has understood the concept correctly. In example 7, "When you went to school, did your father pay for you?" is a concept checking question. The teacher uses it to check whether students understand the phrase "school fee" instead of simply asking "do you understand?". It helps teachers to checking learners' understanding of the concept implicitly. However, we have seen that in Section 4.3.2, the question here is also a yes/no question. The same question has multiple functions, which is consistent with previous discussion in Section 2.5.

4.3.4. Display Questions in Transcript 1

As discussed in Section 2.4.4, display questions are questions to which the teacher already knows the answers. Their main purpose is to check students' memory or mastery of what they have learned. In example 8, the teacher initiates that "What tense is that one?" The 'I Move' here is display question as the answers to the question here are standardized and the teacher already knows the answer. The purpose of this question is to help learners to recall what they have learned before.

4.3.5. Referential Questions in Transcript 1

As discussed in Section 2.4.5, referential questions are those for which the teacher does not know the answer. These questions usually require learners to respond based on their personal experience or background knowledge. In example 9, the question "When do you begin to be interested in architecture?" is referential question since the teacher does not know the answer and the learner need to answer it based on their experience. The following content is a selection of transcript 2 from the appendix 2.

Additional Examples from Transcript 2

Example 10:

(06:29)

(I1) T: Which one do you think is correct? B or C think about the tense. When? When did this happen? Is it in the past?

(R1) S: In the past.

(F1) T: Yeah. So look at these two.

(I2) T: Which one is in the past?

(R2) S: We decide to choose 'I must have'.

(F2) S: Right.

Example 11:

(22:51)

(I) T: Where's the stress? Which word have got the stress?

(R)S: Shouldn't.

(F)T: Shouldn't.

Example 12:

(31:44)

(I) T: Do you think the pronunciation is important?

(R)S: Yeah, it's really important.

(F)T: Very important, yeah.

4.3.6. Wh-questions in Transcript 2

There are three wh-questions in example 10 above. The first one is "What one do you think is correct?" and the students need to answer it through thinking. After that the teacher gives more prompts by using "When did this happen?". Finally, the teacher uses "Which one is in the past" to guide learners to find the correct answer.

The question in example 9: "When do you begin to be interested in architecture?" is a form of wh-question because these sentences all begin with 'when'. However, this question requires learner to answer it based on learners' experience, which is not consistent with the definition of wh-question. This will be further discussed later in Section 4.3.10.

4.3.7. Yes/No Questions in Transcript 2

In example 10, the question "Is it in the past?" is a yes/no question, which is used to check students' understanding of whether the event happened in the past. The teacher can confirm learners' comprehension of the tense from by asking this question, and it also helps the teacher to ensure that learners are on track before moving on. In example 12, the question "Do you think the pronunciation is important?" is also a yes/no question as it requires a simple 'yes' or 'no' response. Unlike the yes/no question in example 10, it seeks to understand learners' opinion on whether pronunciation is important. This question encourages learners to express their views, which can lead to further discussion, and it helps the teacher to facilitate learners reflection on the topic: pronunciation.

4.3.8. Checking Questions in Transcript 2

In example 7, "When you went to school, did your father pay for you?" is a concept checking question. The teacher uses this question to check whether students understand the phrase "school fee" instead of simply asking "do you understand?". It helps teachers to checking learners' understanding of the concept implicitly.

4.3.9. Display Questions in Transcript 2

In example 11, "Where's the stress? Which word have got the stress?" The 'I Move' here is display questions as the teacher already knows the answers, and the purpose of this question is to help learners to recall what they have learned before.

4.3.10. Referential Questions in Transcript 2

The question in example 12 is a referential question

because the teacher does not know learners' opinions, and there is no correct answer of it. This question helps to arouse learners' interest and keep the interaction moving on.

This chapter has analyzed and discussed the data in relation to different types of moves and the effectiveness of 'I Moves' in teacher talk. The final chapter concludes the study as follows.

5. Conclusion

This chapter summarizes the study, offers reflections, recommendations, limitations and further explorations.

5.1. Summary

This study shows the importance of understanding teacher-student interaction. It also finds that various questioning techniques are important for facilitating learning. In addition, this study also notes that a question can fit into multiple categories, which highlights the complexity of teacher questions. As described in Section 3.1, this study is designed to address the following questions:

- What types of Moves are identified in the data?
- Which of these Moves are 'I Moves'?

For the first research question, this study has addressed it based on IRF structure. As discussed in Section 4.1, three types of moves can be identified in both video recordings, including initiation, response and feedback. For the second research question, this study has identified the 'I Moves' from two aspects. Firstly, as analyzed in Section 4.2.1, 4.2.2 and 4.2.3, this research aims to understand the significance of 'I Moves' by analyzing two video recordings, such as open-ended, closed, probing questions and directive statements. Secondly, as discussed in Section 4.2.4, 4.2.5 and 4.3, it has examined different types of questions that teachers ask during the classroom interactions, particularly focusing on IRF framework. It also analyzes how different question types influence learner engagement and learning, which are wh-questions, yes/no questions, checking questions, display questions and referential questions.

5.2. Reflection and Recommendation

Reflecting on this research, while the IRF framework remains an important tool for analyzing classroom discourse, teachers must be aware of its limitations. Over-reliance on any single type of question may lead to a less dynamic classroom environment. Therefore, teachers should use multiple types of questions. There are also some recommendations for teachers, for example, teachers should balance checking factual comprehension with developing critical thinking and learner engagement. In addition, teachers should recognise the significance of adapting questioning strategies to suit the needs of students so that they can use different types of 'I Moves' more strategically. This also requires teachers to pay attention to the questions to ensure that they are clear and aligned with the learning objectives, and teachers also need to adapt questioning techniques to the context, the topic and the specific needs of the students. Furthermore, educators should also consider the balance between teacher talk and student talk, creating opportunities for learners to express themselves freely.

5.3. Limitations and Further Explorations

There are still some limitations to this research, even though it provides new insights by analysing 'I Moves' in teacher questioning. Firstly, the data is limited to two video

recordings, which may not be representative of the wider teaching and learning environment. Second, this study relies heavily on IRF framework, which may overlook more complex interaction dynamics. Therefore, further research can expand data sources and incorporate other frameworks to understand the significance of teacher questions in 'I Move' more deeply. It can also explore the long-term effect of different strategies on student achievement. In addition, it can investigate how cultural contexts affect the effectiveness of certain 'I Move'. Thus, teachers can have a better understanding and improve their teaching practices by continuing to explore these areas.

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