





Understanding The Nature of Classroom Interaction: A Discourse Analysis Based on the Initiation-Response-Feedback Model

Sınıf Atmosferini Anlamak: Başlatma-Yanıt-Geribildirim Modeli ile Söylem Analizi

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Abstract. This study endeavors to investigate patterns in teacher-student interaction within an intermediate-level English as a Foreign Language (EFL) classroom in a state university in Türkiye. Employing classroom discourse analysis as the methodological framework, an English lesson delivered by an EFL instructor was meticulously audio-recorded and transcribed. The transcribed corpus was systematically analyzed utilizing the Initiation-Response-Feedback (IRF) model suggested by Sinclair and Coulthard (1975), focusing on delineating the number of turns taken, the depth of exchanges, and the distribution and characteristics of moves and acts within the instructional discourse. According to the findings, this investigation revealed a predominant utilization of teaching exchanges in the exchange level and a prevalence of opening moves, aligning closely with the structured IRF model, underscoring a proclivity towards teacher-led discourse patterns. Also, the number of turns taken was analyzed and it revealed a greater frequency of teacher turn-taking instances compared to student-initiated turns. Lastly, the reply act given by the student was the most frequently occurring act. These empirical insights collectively portray an instructional environment characterized by teacher dominance, and giving students the subordinate role. Finally, the study underscores a notable distinction between classroom discourse and authentic linguistic interactions in real life, which makes classroom conversation unnatural.

Keywords: Classroom interaction, Discourse analysis, IRF model.

Öz. Bu çalışma, Türkiye'de bir devlet üniversitesinde orta düzey Yabancı Dil Olarak İngilizce sınıflarında öğretmen-öğrenci etkileşimindeki örüntüleri araştırmayı amaçlamaktadır. Metodolojik çerçeve olarak sınıf söylem analizi kullanılarak, bir İngilizce eğitmeni tarafından verilen bir İngilizce dersi titizlikle ses kaydına alınmış ve yazıya dökülmüştür. Toplanan veri, Sinclair ve Coulthard (1975) tarafından önerilen Başlatma-Yanıt-Geri Bildirim (BYG) modeli kullanılarak sistematik olarak analiz edilmiş, sıra alma sıklıkları, değişimlerin derinliği ve öğretim söylemi içindeki hareketlerin ve eylemlerin dağılımı ve özelliklerinin tanımlanmasına odaklanılmıştır. Bulgulara göre, bu araştırma, değişim düzeyinde öğretim değişimlerinin ağırlıklı olarak kullanıldığını ve yapılandırılmış BYG modeliyle yakından uyumlu olarak, öğretmen liderliğindeki söylem kalıplarına yönelik bir eğilimin altını çizen başlatma hamlelerinin yaygınlığını ortaya koymuştur. Ayrıca, sıra alma miktarları analiz edilmiş ve öğrenci tarafından başlatılan sıralara kıyasla öğretmen tarafından yapılan sıra alma örneklerinin daha sık olduğu ortaya çıkmıştır. Son olarak, öğrenci tarafından verilen cevap eylemi en sık rastlanan eylem düzeyi olmuştur. Bu ampirik içgörüler toplu olarak, öğretmen hakimiyeti ile karakterize edilen ve öğrencilere ikincil rol veren bir öğretim ortamını tasvir etmektedir. Son olarak, çalışma, sınıf içi söylem ile gerçek hayattaki otantik dilsel etkileşimler arasındaki önemli bir farkın altını çizmekte ve bu da sınıf içi konuşmayı doğal olmaktan çıkarmaktadır.

Anahtar Kelimeler: Sınıf içi etkileşim, Söylem analizi, BYG modeli.



Genişletilmiş Özet

Giriş. Sınıf, yabancı dile birinci dereceden maruz kalınan bir ortam olduğu için sınıf içi söylemin incelenmesi yabancı dil öğrenimi ve öğretimi açısından elzemdir. Sınıf içi etkileşim pek çok araştırmacı tarafından farklı yöntemlerle incelenmiştir. Bunlardan bir tanesi ise Sinclair ve Coulthard (1975) tarafından geliştirilen Başlatma-Yanıtlanma-Geridönüt (BYG) yöntemidir. Sınıf içi etkileşimin doğasını anlamaya yardımcı olan bu yöntem, etkileşimin çoğunlukla öğretmen tarafından soru sorarak başlatıldığını (Başlatma), öğrencinin öğretmen tarafından sorulan soruyu yanıtladığını (Yanıtlanma) ve öğretmen tarafından öğrencinin yanıtına geribildirim verilerek (Geridönüt) iletişimin yönlendirildiğini öngörmektedir. Bu etkileşim türü, sınıf içi etkileşimi kolaylaştırmanın yanı sıra, sınıf içerisinde öğretmen rolünün çok baskın olma ihtimalini doğurabilmektedir ve bu durum ise öğrencinin etkileşimdeki rolünü engelleme veya kısıtlama gibi olumsuz etmenlere yol açabilmektedir. Nitekim Türkiye’de küçük yaşlardan itibaren yabancı dil olarak İngilizce öğrenen öğrencilerin arzu edilen konuşma becerisine sahip olmamalarının temelinde, öğretmen rolünün baskınlığı başlıca bir etmen olabilmektedir. Yaşanan bu problemler doğrultusunda, yabancı dil olarak İngilizce öğrenilen bir sınıftaki sınıf içi etkileşimin doğası merak konusu olmuştur. Dolayısıyla, bu çalışmada, doğal bir gözlem ortamı olarak, üniversitede işlenen bir İngilizce dersindeki sınıf içi etkileşimde öğretmenin ve öğrencinin etkileşimlerdeki rol dağılımı BYG modelinin analiz seviyeleri başlığında (karşılıklı konuşmalar, hamle ve eylem seviyeleri) incelenerek sınıf içi etkileşimin doğasını anlamak amaçlanmıştır.

Yöntem. Araştırma deseni olarak sınıf içi etkileşiminde doğal ve gerçek bir ortamda ortaya çıkan konuşma verilerini metin haline getirerek analiz etmeyi amaçladığı için nitel araştırma yöntemlerinden olan söylem analizi yöntemi bu çalışma için uygun görülmüştür (Hatch, 1992). Katılımcılar, 32 yaşında 5 yıldır üniversite düzeyinde İngilizce dersi veren bir İngilizce öğretim görevlisi ve sınıfta yer alan Mühendislik bölümü öğrencileridir. İngilizce sıfat cümlecisi yapılarının işlendiği dersin 29 dakikalık ses kaydı alınarak veri toplama işlemi gerçekleştirilmiştir. Söylem analizi yöntemi ile toplanan veriler metin haline getirilerek BYG yöntemine uygun olarak analiz düzeylerine göre kodlanan ve kategorilendirilen yapılar ait sonuçlar tablolar halinde gösterilmiş ve sınıf içi etkileşiminde yer alan cümlelerden örnek ifadelerle desteklenmiştir. Güvenilirlik için, kategorilendirme anadili İngilizce olan bir uzman tarafından daha yapılmıştır ve görüş farklılıkları giderilmiştir. Çalışmanın etik boyutu için, ilgili kurumdan etik kurul izni alınmıştır ve çalışmaya katılan katılımcı bilgileri ve kurum bilgileri gizli tutulmuştur.

Bulgular. Sınıf içi söylem BYG modeline göre analiz edildiğinde, karşılıklı etkileşim, hamle ve eylem seviyeleri açısından birbirini destekler sonuçlar bulunmuştur. Karşılıklı etkileşim seviyesinde, öğretme değişimleri ve bu değişimlerin arasında ise açılış hamlesi en çok başvurulan hamle olmuştur, bu değişim ve hamleler ise en çok öğretmen tarafından başlatıldığı ortaya çıkmıştır. Ek olarak, hamle seviyesi analizi sonucunda öğretmenin etkileşimdeki toplam sıra alma sıklığının öğrencilerin toplam sıra alma sıklığının iki katı olduğu gözlemlenmiştir. Bunun yanında, en çok ortaya çıkan etkileşim kombinasyonu ise üçlü BYG modeli (Başlatma – Yanıtlanma – Geridönüt) olmuştur, ki bu kombinasyon öğretmenin sınıf içi etkileşimi başlatıp öğrenciden aldığı yanıtı geridönüt vererek etkileşimi yönlendirdiği bir kombinasyon biçimidir. Eylem seviyesi analizinde ise, en çok ortaya çıkan eylem cevap verme eylemi olmuştur, bu eylem ise çoğunlukla öğrenciler tarafından gerçekleştirilmiştir. Tüm bu bulgular, sınıf içi



etkileşimde öğretmen rolünün baskın olduğunu ve öğrencilerin ise ikincil derecede rollere sahip olduğunu ortaya koymaktadır.

Tartışma ve Sonuç. Araştırma bulgularına göre, doğal bir biçimde gerçekleşen sınıf içi etkileşimi söyleminde öğretmenin sınıf içi etkileşimi baskın bir biçimde yönettiği ortaya çıkmıştır. Bu bulgular, sınıf içi etkileşim çalışmaları literatüründe yer alan, sınıf içi etkileşimin çoğunlukla öğretmen güdümlü olduğunu ve öğrenci etkileşimi nispeten daha kısıtlı bir rol ile sınırlandığı yorumunu doğrulamaktadır (Domalewska, 2015; Jones, 2009) ve literatürde yer alan bu ‘baskın öğretmen – ikincil roldeki öğrenci’ kalıbının Türkiye’deki üniversite seviyesinde bir İngilizce dersinde de mevcut olduğunu gözler önüne sermektedir. BYG modelinin öğretmenler tarafından yoğun bir şekilde kullanılması, öğretmen ve sınıf arasındaki bilgi akışının kontrolünün altını çizmektedir. Öğretmen, yanıtlarına zaten sahip olduğu sorular sorarak ve öğrencilerin yanıtlarına meşru geri bildirimler sunarak sınıf dinamiklerini etkili bir şekilde yönetir (Fairclough, 2001). Öğretmenin sınıf içi etkileşimde baskın bir rolde olması, sınırlı bir zamanda sıkışık ve yoğun bir müfredat yetiştirme kaygısından kaygılanıyor olabilmektedir ve bu nedenle, öğretmenler öğrenim hedeflerini yerine getirme amacı ile öğrenci katılımını sınırlama eğiliminde olmaktadır (Lyle, 2008; Myhill, 2006). Öğrencinin sınıf içi etkileşimindeki rolü ise çoğunlukla öğretmen tarafından yöneltilen sorulara cevap verme şeklinde gerçekleşmektedir. Bu durum öğretmen rehberliğinin yaygınlığını pekiştirerek öğrencinin katılım fırsatlarını ve dolayısıyla yabancı dilde konuşma becerisi gelişimini potansiyel olarak engellemektedir (Nicholson, 2014). Sınıfta gerekli olmasına rağmen, öğretmenler aşırı kontrolden kaçınmalıdır çünkü Jones’a (2009) göre, sınıfı kontrol etmek için öğretim değişimlerini aşırı kullanmak, özerk öğrenenlerin gelişimini engelleyebilir, kavramlara meydan okumak ve müzakere etmek için bireysel eylemliliği sınırlayabilir ve öğrencilerin kendi kültürel öğelerini sınıfa sokarak kimliklerini ifade etmelerini engelleyebilir. Sınıf içi etkileşimin gerçek hayattaki etkileşimden farklılaşmasını önlemek adına, öğretmenler, daha fazla referans içeren ve kendilerinin de cevabını bilmediği sorular sormaya teşvik edilebilir (Nicholson, 2014; Karatepe ve Yılmaz, 2018). Bu şekilde, öğretmenler sınıf bağlamında gerçek bir bilgi alışverişini ateşleyebilirler.



Introduction

The classroom is the primary environment in which many EFL learners are exposed to English (Domalewska, 2015). For this reason, investigating classroom discourse is crucial for increasing the quality and effectiveness of classroom interaction to prepare learners for real-life interactions (Jones, 2009). Classroom discourse has been investigated by various researchers (Sinclair and Coulthard, 1975; 1992; Nicholson, 2014). Both for learners and EFL teachers, analyzing classroom discourse is valuable for showing the proportion of 'teacher-talk', which requires 'balance' to enhance student interaction. Moreover, analyzing classroom discourse helps teachers assess their own performance and the output of students (McCarthy, 1991). It helps teachers become aware of the components of classroom interaction and improve their pedagogical knowledge.

One of the most important characteristics of classroom interaction is that most of the time, it is initiated by a question asked by the teacher or a student. With the help of the questions they ask and the feedback they provide, teachers manage interaction in the classroom (Jones, 2009). The majority of research on classroom interaction has focused on the structure of dialogue, such as Sinclair and Coulthard's (1975) I-R-F format of initiation-response-feedback/ follow-up, and Mehan's (1979) I-R-E sequence replacing feedback with evaluation. Both IRE and IRF combinations indicate that teachers tend to steer the direction of the interaction, and the topic. These models show that classroom discourse contains predictable structures, such as initiation, response and feedback. This model proposed by Sinclair and Coulthard (1975) sheds light on the ways in which teachers and students communicate in the classroom. The IRF model provides a beneficial framework for researchers to understand the institutional nature of teacher-student interaction (Jones, 2009; Seedhouse, 1996).

Initiation-Response-Feedback Model

Initiation-Response-Feedback (IRF) model was developed by Sinclair and Coulthard in the 1970s. IRF is basically defined as the discussion patterns taking place between learner(s) and teacher in a classroom (Sinclair and Coulthard, 1975). When the teacher initiates conversation by asking a question (Initiation), a student replies to the teacher (Response) and the teacher gives positive or negative feedback to the student (Feedback). This three-turn interaction is at the heart of classroom interaction. Sinclair and Coulthard (1975) defined a five-rank scale including lessons, transactions, exchanges, moves and acts. Accordingly, lessons are the broadest term, which was eliminated later since it was accepted as a structural statement (Coulthard, 1985). Transactions are comprised of exchanges, which are classified by moves, which are identified by acts. Transactions are composed of exchanges, exchanges are composed of moves, and moves are composed of acts (Jones, 2009).

Level of exchanges

Discourse can be utilized for informing students, enhancing their motivation to do things, making them participate in lessons actively and evaluating their performance by teachers (Sinclair and Brazil, 1982). Exchanges are divided into two types: teaching and boundary exchanges. While teaching



exchanges include opening, answering, and follow-up moves, boundary exchanges involve framing and focusing moves (Jones, 2009).

Level of moves

Moves are used to initiate discourse and are created by acts. Specifically, a move is known as the basic component of the IRF model. Accordingly, the first move, initiation, is labelled as 'the opening move', the response to the initiation move is labelled as 'the answering move', and the feedback to the answer is labelled as 'the follow-up move' (Coulthard and Brazil, 1992). For instance, while a teacher is teaching the 'have/has got' structure, s/he can initiate conversation by asking "How many siblings have you got?" (opening move). This is actually an exchange of information by using the target structure. Additionally, the student will respond to this question by using the target structure (answering move). Finally, the teacher gives feedback on the student's answer (follow-up move). At this point, the teacher may extend the conversation by elaborating on the answer (e.g., Who is older, you or your brother?). By doing this, s/he creates a real-life-like interaction.

Apart from these moves, there are 'framing and focusing moves', which comprise boundary exchanges. While the framing move is related to determining the boundaries of the lesson, the focusing move is related to the action which the class is about to perform. In short, a boundary exchange may exist as either a framing move or focusing move.

Level of acts

Acts are accepted as the lowest rank on the scale in classroom discourse and contain individual words or clauses (Malouf, 1995). Acts determined by Sinclair and Coulthard are *metastatement, reply, elicitation, prompt, loop, comment, marker, starter, informative, conclusion, acknowledgment, react, directive, nomination, accept, clue, aside, check, evaluate, bid, cue* and *silent stress*. This model was based on observations and recordings of lessons where students spoke English as a first or second language and teachers were native speakers of English.

Later on, various studies were carried out in classrooms where students learned English as a foreign language. For example, Domalewska (2015) conducted a study in an elementary school in Thailand. It was observed that Thai students faced difficulties in speaking and writing in English. According to the results, teacher-initiated conversation was dominant in the classroom. The teacher generally initiated conversation by asking for comprehension or questions related to the target content (mostly grammar and vocabulary) and students responded to the questions. Both students and teachers had to code-switch to overcome communication problems emerging due to the low language proficiency level of students.

Jones (2009) conducted a study analyzing the IRF model developed by Sinclair and Coulthard (1975, 1992) with five college-aged Korean students and a Canadian EFL teacher. She aimed to investigate a possible lack of features of the IRF model in classroom discourse by analyzing interactions.



She video-recorded lessons, transcribed and coded the classroom interaction. The analysis revealed that the recorded classroom interaction was unlike real-world daily interaction.

Classroom discourse

Classroom discourse involves the teacher asking questions, students' responses and the teacher's evaluation of students' responses (Nunan, 1999). This makes classroom discourse unique in terms of its settings and teacher-dominated approach (Jones, 2009). Teachers facilitate the flow of discussion and expanded thinking by including authentic questions, uptake questions, (Applebee et al., 2003; Nystrand et al., 2003), and revoicing (Caughlan et al., 2013; Michaels et al., 2008).

As a characteristic of classroom discourse, the interaction is controlled by the teacher and this causes asymmetrical interactions, which is also criticized by experts (Walsh, 2011). Since the teacher is mostly the one who initiates and manages the conversation, this results in unequal participation and roles in interaction. Additionally, since it limits student participation, teacher dominance may hinder natural and spontaneous interaction (Domalewska, 2015). However, to internalize and activate their cognitive resources, students need to be in meaningful interaction (Hatch, 1992; Thoms, 2012).

Despite many criticisms of the dominant role of teacher talk, it can also facilitate learning in the classroom, particularly in crowded ones. Initially, a teacher can support learners by asking questions aimed at the proper usage of the target form. According to McCormick and Donato (2000), questions initiated by the teacher not only develop collaboration, enhance comprehension, and scaffold L2 learning, but also help students develop positive social relations among themselves. These questions can also play a key role in contextualizing topics in the language classroom (Karatepe and Yilmaz, 2018).

Teacher-initiated classroom interaction is a contributing factor supporting the cognitive development of students. According to the socio-cultural theory developed by Vygotsky (1962; 1978), in the framework of zone of proximal development (ZPD), the interaction between a learner and more knowledgeable person provides cognitive development and learning (Donato, 1994; Hummel, 2014; Saville-Troike, 2012). This can involve making the task simpler, offering help to find solutions, negotiating meaning, and drawing attention of the learner to a crucial point in language, and so on. A teacher provides these opportunities via classroom discourse.

According to the Interaction Hypothesis, teacher-initiated classroom interaction helps students enhance their learning by giving feedback to students, drawing students' attention to the similarities and differences between the target and native languages (interlanguage), and also noticing the points that need to be improved by students (Hummel, 2014; Mackey et al., 2002).

According to the Comprehensible Output Hypothesis, in an interaction initiated by the teacher, students are expected to produce the target form and obtain feedback based on their utterances, which enhances language learning (Hummel, 2014). Swain (1985) points out that language production forces students to use their linguistic abilities and to be understood correctly, which is the way to



achieve linguistic development. Therefore, a teacher has the chance to lead students to contribute to controlled practice by initiating interaction with various questions. These can be genuine questions, comprehension-checking questions, rhetorical questions, and questions to facilitate learning (e.g., for scaffolding purposes) (Hatch, 1992).

Statement of problem

Teacher-student or student-student interaction is the key factor in learning a language, since classroom interaction not only provides EFL learners with engagement in the learning process, but also helps them to contextualize learning experiences by creating a learning community. On the other hand, whereas classroom interaction could be assisting learning, it could also hinder learning or teaching process (Sert, 2019). Therefore, understanding the nature of the classroom discourse is important for learning and teaching process.

Throughout their educational lives, Turkish EFL students are exposed to English for many years, yet their interaction skills fail to reach a desired level due to various reasons such as lack of practice and anxiety (Öztürk and Gürbüz, 2014; Demir, 2017). Language teachers face the challenge of a low level of active student participation in online or face-to-face lessons (Badem-Korkmaz and Balaman, 2022). Despite the rich amount of input, most learners find it difficult to speak English fluently and even accurately.

Additionally, as one of the main reasons of facing low level of student participation, no matter how many trends there exist in ELT literature and language classrooms on enhancing student-student interaction and minimizing teacher-initiated turn-takings, there exist a bunch of traditional practices following teacher-initiated and dominated classroom environments, which still requires further research on IRF interaction patterns to enhance student interaction (Sert and Seedhouse, 2011). Therefore, to understand the nature of classroom interaction based on teacher and student turn-takings distribution and various levels of analysis in the IRF model, therefore, the possible reasons for the undesired level of students' interaction skills, it is crucial to analyze classroom discourse.

Based on the gap and need in the literature, challenges in classroom interaction practices, and also the purposes, which are all cited above, the research questions are determined as:

- What is the nature of classroom discourse?
 - To what degree are exchanges manifested within the dataset?
 - To what extent are moves observed within the dataset?
 - To what extent are acts manifested within the dataset?

Methods

Research design

This study aims to analyze classroom interaction at the levels of exchanges, moves and acts in order to find answers to the research questions. In this study, a qualitative research design has been

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adopted since speech acts occur naturally in teacher talk and qualitative research methods are suitable for data occurring in a real and natural context (Bhandari, 2023). The discourse analysis method has been adopted for this study since it is a method which allows us to comprehend functions and forms in a written and spoken language text (Hatch, 1992). Lastly, this study is ethically appropriate to conduct based on the received ethics committee approval.

Participants

A Turkish EFL teacher volunteered to contribute to this study. She is 32 years old and has been teaching English for 5 years at a state university in Istanbul, Türkiye. The students she has been teaching are studying at the Engineering Faculty and their English level is determined as intermediate.

There are several reasons for choosing this particular teacher. Firstly, she teaches English well and is competent in English. Secondly, she believes that the more input that students are exposed to, the more progress they show in learning a foreign language. In addition, she believes in the necessity of speaking Turkish while teaching EFL and making connections between Turkish and English. Therefore, while teaching grammar in English, she also explains forms in Turkish.

This particular group of students has been chosen as they are eager to participate in class discussions and they have high motivation. Also, they are more successful in comparison to other classes, especially in English.

Data collection tools

The data consisted of a 29-minute audio recording of classroom interaction. The lesson topic, "Defining and Non-Defining Relative Clauses", was chosen based on the syllabus to avoid disrupting the lesson flow.

Data collection procedure

A colleague volunteered her class including 25 male students aged from 20 to 22. Their level of placement was determined as intermediate. The recorded lesson included a grammar structure named "Defining and Non-defining Relative Clauses". The materials were prepared with the characters of the Harry Potter movie series since Sert (2009) suggests that language teachers to use TV series providing valuable interactional, semiotic and linguistic resources. Students only watched the scenes in the first movie named "Harry Potter and The Philosopher's Stone". In order to do the worksheet, the students talked about their favorite characters as a warm-up activity and then watched scenes related to the characters including Harry Potter, Hermione Granger and Ron Weasley. Following this, they were asked to make sentences to define these characters by using the target forms (i.e., defining and non-defining relative clauses). The teacher asked the students to read out the sentences they had made. As each one was read out, she gave feedback. The whole lesson was audio-recorded.



Data analysis

To analyze data, the audio-recorded lesson was meticulously transcribed. The data were analyzed based on the IRF model of Sinclair and Coulthard (1975; 1992), and the level of exchanges (teaching exchanges and boundary exchanges), level of moves (opening/initiation, answering/response, follow-up/feedback, focusing and framing), and level of acts (metastatement, elicitation, reply, comment, marker, starter, informative, acknowledgment, react, directive, nomination, accept, clue, aside, check, evaluate, prompt, conclusion, bid, cue, silent stress and loop) were searched for carefully in the transcribed data. The results are shown in tables, and supported with samples. Also, as for credibility, the data were analyzed by the researchers and an expert. The different categorization was discussed to enhance interrater reliability.

Ethical committee approval

This research was conducted with the permission obtained by Bursa Uludağ University Scientific Research and Publication Ethics Social and Human Sciences Board's decision dated 31.03.2023 and numbered 2023-03.

Findings

The aim of this study is to analyze classroom discourse in terms of the IRF Model and understand to what extent the levels of exchanges, moves and acts occur in the data.

Level of exchanges

According to Sinclair and Coulthard's model, while boundary exchanges can be used as framing and focusing moves, teaching exchanges can be used as opening, answering and follow-up moves. The frequencies of exchange categories are presented in Table 1.

Table 1.

Level of exchanges and frequencies

Teaching Exchanges	Frequency	Boundary Exchanges	Frequency
Opening Move	151	Framing Move	15
Answering Move	105	Focusing Move	19
Follow-up Move	67		-
Total Frequency Of Teaching Exchanges	323	Total Frequency Of Boundary Exchanges	34

Table 1 shows exchanges occurred 357 times. The number of occurrences of teaching exchanges was 232 while boundary exchanges occurred 34 times. As for teaching exchanges, opening moves ($n=151$), answering moves ($n=105$) and follow-up moves ($n=67$) respectively occurred in the



data, which is the basic IRF model pattern. As for boundary exchanges, focusing moves ($n=19$) were used more than framing ones ($n=15$).

TURN NO	PAT-TERNS	OPENING MOVE	ANSWERING MOVE	FOLLOW UP MOVE
1		(FOCUSING MOVE) T: First, we have err(^)		
2	T-IR	Who is it?(el)	S1: Harry Potter(rep)	
3	IRF	T: Huh?(l)	S1: Harry Potter(rep)	T: Harry Potter, yes(e)
4	IRF	T: Do you know where Potter comes from?(el) Pot, ne demek pot?(el)	S2: Çömlek değil mi pot?(ch)	T: Hı, evet, oradan geliyor.(acc) Çömlekçi demek asıl potter(i)
5	S-I	S3: Bizde çömlekçi diye bir soyadı yok,(i) çömlekçi deyince bir şey gelmiyor yani aklımıza		
6		(FRAMING MOVE) T: OK(m), Harry Potter.		

Figure 1. Sample for exchanges (Appendix C)

In Figure 1, all focusing and framing moves are used as the opening move only by the teacher for indicating students' boundaries in the lesson (e.g., Line 1 and 6). However, teaching exchanges are used by both the teacher and the students. For instance, a student initiates the conversation with an opening move in Line 5 and another student responds in Line 4 in Figure 1 above.

Level of moves

In order to portray a more detailed frame of the interaction between teacher and students, the turn-taking frequencies are provided below.

Table 2.

Teacher and student turn-taking frequencies

Turn-takings	Numbers
Teacher turn-taking	214
Student turn-taking	108
Total turn-takings	322

Out of 322 turns, the number of turns initiated by the teacher was 214, which constituted 66% of all the turns in the data. The number of turns including initiations by several students was 108 (44% of the total).

Next, the IRF pattern and its components' various combinations including S-IR (Student Initiation-Teacher Response), T-IR (Teacher Initiation-Student Response), T-I (Teacher Initiation) and S-I (Student-Initiation) are presented.



Table 3.

IRF pattern and its various combinations

Codes	Patterns	Frequency
IRF	Initiation-Response-Feedback Pattern*	55
S-IR	Student Initiation-Teacher Response**	20
T-IR	Teacher Initiation-Student Response***	16
S-I	Student Initiation****	3
T-I	Teacher Initiation*****	22

* Opening-Answering-Follow-up Moves

** Student's Opening-Teacher's Answering Moves

*** Teacher's Opening-Student's Answering Moves

**** Student's Opening Move

***** Teacher's Opening Move

Table 3 shows that the IRF pattern ($n=55$, 57%) occurred more frequently than its other combinations. Then, the T-I pattern, which is the teacher's opening move as mentioned earlier, occurred 22 times (23%). The pattern where students initiated talk (S-IR) where the teacher responded occurred 20 times (21%). In this combination, the student who initiated did not give feedback. The T-IR pattern, where the teacher initiated but did not give feedback occurred 16 times (16%). Lastly, the S-I pattern, where a student initiated but did not give feedback occurred the least with 3%.

11	IRF	T: That includes Relative Clause,(i) right?(ch)	S5: Non-defining(rep)	T: This is non-defining, yes(acc)
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Figure 2. An example of the IRF model (Appendix C)

Figure 2 presents an example of the IRF model, including opening, answering and follow-up moves, respectively. The teacher initiates conversation by asking a question, the student responds and the teacher gives feedback on the student's answers. The teacher accepts the student's answer in Line 11. The extract also presents the acts defined by Sinclair and Coulthard (1975).

26	S-IR	S2: Ben söyleyeyim mi?(b)	T: Yes, OK.(acc)
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Figure 3. An example of the S-IR pattern (Appendix C)

Figure 3 exemplifies the S-IR pattern, including the student's initiation of a desire to give an example on the target form and the teacher's response to allow the student. There is no follow-up move by the student in Line 26. In the S-IR pattern, students frequently initiated the conversation by asking questions, mostly for clarification, and the teacher answered them.

73	T-IR	T: Fourth one?(el)	Ss: Defining(rep)
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Figure 4. An example of the T-IR pattern (Appendix C)

Figure 4 shows an example of the T-IR pattern including the teacher's opening to initiate conversation by asking a question and students' response to answer the question. However, the



teacher neither gives further feedback, nor does she comment, correct or evaluate any student utterance. That is, she provides no follow-up move.

27	S-I	S2: Büyücüler diyor, Potter'ın insan dünyasında olduğunu, henüz onun orada olduğunu bilmiyorlardı diyor.(rep)		
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Figure 5. An example of the S-I pattern (Appendix C)

In Figure 5, an example of the S-I pattern is presented, where this particular student's opening is only for asking a question to the teacher. However, there occurs no response from her. Therefore, there is no follow-up move by the student. In this pattern, students mostly gave no feedback such as confirming to indicate that they understood. This pattern mostly took place in situations in which teachers did not hear the question.

84	T-I	T: This is extra information(el), right?(ch)		
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Figure 6. An example of the T-I pattern (Appendix C)

Figure 6 indicates the T-I pattern including the teacher's opening. She takes no response from students and, therefore, claims no follow-up moves. This pattern mostly took place in situations in which students did not hear the question or did not know the answer to the question.

The analysis shows that the IRF pattern was the most frequent one. This was followed by T-I, S-IR, T-IR and S-I patterns, respectively. Additionally, it is clear that teacher-initiated turns occurred more often than those of students.

Level of acts

The present study has also focused on acts, which present us with a more detailed picture of classroom interaction. Sinclair and Coulthard (1975) determined 22 acts which are *metastatement*, *elicitation*, *reply*, *comment*, *marker*, *starter*, *informative*, *acknowledgment*, *react*, *directive*, *nomination*, *accept*, *clue*, *aside*, *check*, *evaluate*, *prompt*, *conclusion*, *bid*, *cue*, *silent stress* and *loop*. Their frequencies are given below.



Chart 1.
Speech acts frequencies

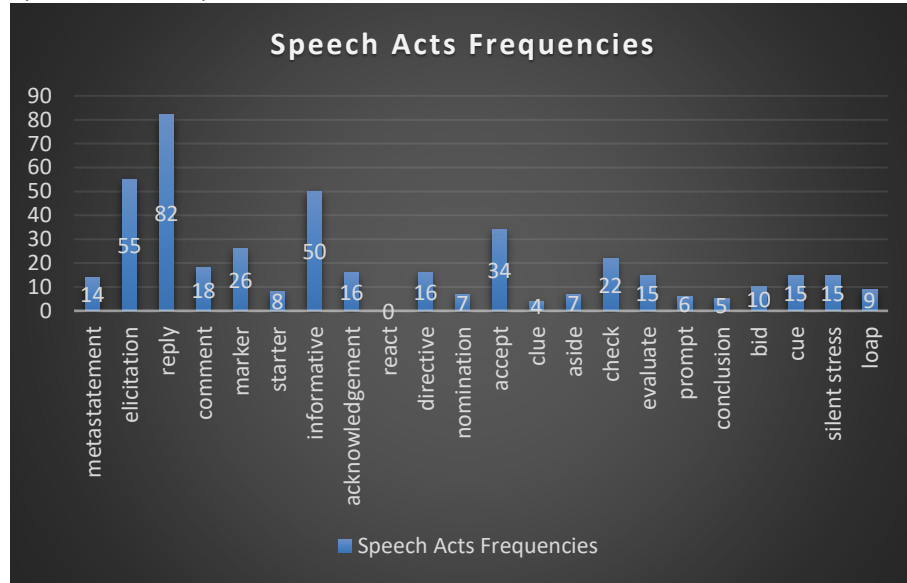


Chart 1 demonstrates that the most frequently occurring speech act was reply ($n=82$), mostly uttered by students. The acts used by the teacher the most were elicitation ($n=55$), informative ($n=50$), and directive ($n=16$), occurring mostly as opening moves. Similarly, accept ($n=34$), acknowledgement ($n=16$), comment ($n=18$), clue ($n=4$), evaluate ($n=15$), and conclusion ($n=5$) were mostly used by the teacher as follow-up moves. Marker ($n=26$) and silent stress ($n=15$) were used for framing and focusing moves. Therefore, the chart and the data transcript (Appendix C) show that the teacher used many types of acts dominantly and that students generally reacted to them.

Discussion, Conclusion and Suggestions

The present study aimed to analyze classroom interaction based on the IRF model as proposed by Sinclair and Coulthard (1975). An English lesson with a Turkish EFL teacher and Turkish students were audio-recorded. It was transcribed and the levels of exchanges, moves and acts were analyzed. The findings indicate a consistent adherence to the IRF model. Teaching exchanges emerged as the predominant form in the analysis. The opening moves exhibit a notable prevalence. The reply act emerges as the most frequent one. Finally, the number of teacher turns surpasses that of students. These findings reveal teacher dominance in classroom interaction.

The findings of the analysis comply with those presented by Domalewska (2015) and Jones (2009), who asserted that classroom discourse is predominantly teacher-driven. The dialogue features were primarily teacher-fronted, with the teacher leading the lesson. The students were engaged in the interaction by replying, reacting and requesting further information. The students' responses are



followed by the repeating, reacting, commenting, concluding and evaluating acts. The outcomes of this analysis mirror the findings of Domalewska (2015) that highlight instances of code-switching.

Teachers often tend to curtail students' speaking opportunities by addressing numerous questions in their pursuit of fulfilling educational objectives. According to Smith et al. (2004), Lyle (2008), and Myhill (2006), classroom discourse tends to be teacher-centric, and due to limited time and an intense and demanding schedule, teachers initiate the conversation, allocate minimal response time and provide straightforward feedback without wasting time on scaffolding. Our findings also parallel these findings, emphasizing a higher frequency of teacher turns. Although the reply act was predominant in student talk time, the acts in the teacher-initiated opening moves, their corresponding answers and follow-up moves occurred more frequently than student-initiated patterns. In this respect, this overlaps with the findings reported by Nicholson (2014). Obviously, the reply act is given as a response to teacher's initiation. Therefore, the high frequency of teacher turns tends to reinforce the prevalence of teacher guidance, which may prevent opportunities for student participation. This situation can potentially hinder students' conversational development.

Beyond the frequent teacher turn-taking, analysis of the levels of exchanges and moves also reveals that teacher talk is a pervasive feature of classroom interaction. The extensive utilization of the IRF model by teachers underscores their control of the flow of knowledge between teacher and class. By posing questions that the teacher already possesses answers to, and offering legitimate feedback to students' responses, the teacher effectively manages the class dynamics (Fairclough, 2001). Although it is necessary in the classroom, teachers should avoid over-controlling since according to Jones (2009), over-using the teaching exchanges to control the class may hinder the development of autonomous learners, limit the individual agency to challenge and negotiate concepts, and deter students' identity expression by introducing their own cultural items into the classroom.

Within the context of classroom discourse, the aspects of the natural discourse including turn-taking, intonation, exchanges, moves and acts, undergo alterations (McCarthy, 1991). This situation leads the classroom discourse to be unnatural compared to real-life interactions, primarily due to its teacher-controlled nature (Brazil, 1995).

Divergences between real-life and classroom discourse are rooted in the structures implemented within the class and the role assumed by the teacher. Teachers tend to highlight the key points in a lesson, which leads to using exchanges, moves and acts based on these teaching priorities. These teacher-initiated exchanges, moves and acts, as in the IRF model, are inclined to restrict students' participation, which mostly involves the reply act asking for clarification and responding to teacher-initiated questions. All student questions are directed toward the teacher, not to their peers, which places students in a subordinate role (Jones, 2009).

A comparison between classroom discourse and real-life interactions reveals the artificial nature of classroom discourse. This discrepancy forms the basis for criticism of the IRF model. A teacher in the classroom generally desires to hear specific responses to questions and this is not the way people communicate in real life. This also tends to deviate students from the spontaneity inherent



in real-life communication. In order to overcome this, teachers can be encouraged to ask more referential questions and questions whose answers they also do not know (Nicholson, 2014; Karatepe and Yılmaz, 2018). In this way, they can ignite a real exchange of information in the classroom context.

The dominance of teacher talk may cause an asymmetrical relationship between teacher and pupil, invoking considerations of “Language and Power” (Fairclough, 2001). However, peer-to-peer communication is symmetrical and it fosters the formulation and expression of ideas through collaborative sharing among the essential partners. This shows how patterns of exchanges in a lesson play a pivotal role in shaping the evolving identities of students over time.

Finally, despite the criticisms of dominant teacher talk and the IRF model, it is crucial to remember that the IRF model provides a valuable framework for teachers and researchers to develop meaningful communication in a controlled educational environment. In other words, EFL classroom discourse can be regarded as institutional and successful for the purpose of learning and teaching English in EFL classrooms (Seedhouse, 1996). Top of Form

There are limitations in this study. Firstly, the lesson was audio-recorded, not video-recorded, which leads us not to include nonverbal labelling acts and it becomes harder to distinguish students’ voices in the audio-recording. Also, the lesson lasted 29 minutes. It is possible to access more generalizable and varied findings with more extensive data. By considering these limitations, this study can be conducted in an environment in which these limitations are eliminated in the future.

As for further studies, as Sert and Seedhouse (2011) suggested, it is possible to benefit from Conversation Analysis (CA) method, which could give a deeper portrayal on the nature of classroom interaction, instead of IRF, which basically relies on the teacher-initiated three-based-sequence. Additionally, Badem-Korkmaz and Balaman (2002) searched for the practices the teacher drew on to enhance student interaction, therefore, comparing methods through online tools that the teacher uses for maximizing student interaction could be investigated further.

Thanks to analysing classroom discourse, interaction types including student-teacher turn-takings distribution and levels of acts, moves and exchanges, this study kindly contributes to literature by portraying a picture on the nature of classroom interaction to EFL students and teachers to facilitate language awareness and create engaging classrooms. Especially for EFL teachers, it is necessary to gain Classroom Interactional Competence (CIC), which should be included into teacher education programs (Sert, 2019). Considering student learning is improved through teacher learning (Hall, 2001), it is important to understand teacher talk and classroom interaction discourse in classroom interaction.



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APPENDIX A

Acts and Definitions

Definitions and symbols as per Coulthard (2002: 22-24)

Symbol	Label	Definition
m	Marker	Realized by a closed class of items – ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’, ‘alright’. When a marker is acting as the head of a framing move it has a falling intonation, [1] or [1+], as well as a silent stress. Its function is to mark boundaries in the discourse.
s	Starter	Realized by a statement, question or command. Its function is to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely.
el	Elicitation	Realized by a question. Its function is to request a linguistic response.
ch	Check	Realized by a closed class of polar questions concerned with being ‘finished’ or ‘ready’, having ‘problems’ or ‘difficulties’, being able to ‘see’ or ‘hear’. They are ‘real’ questions, in that for once the teacher doesn’t know the answer. If he does know the answer to, for example, ‘have you finished’, it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
d	Directive	Realized by a command. Its function is to request a non-linguistic response.
p	Prompt	Realized by a closed class of items – ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, ‘have a guess’. Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
i	Informa- tive	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.
cl	Clue	Realized by a statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.
cu	Cue	Realized by a closed class of which we so far have only three exponents, ‘hands up’, ‘don’t call out’, ‘is John the only one’. Its sole function is to evoke an (appropriate) bid.
b	Bid	Realized by a closed class of verbal and non-verbal items – ‘Sir’, ‘Miss’, teacher’s name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.
n	Nomina- tion	Realized by a closed class consisting of the names of all the pupils, ‘you’ with contrastive stress, ‘anybody’, ‘yes’, and one or two idiosyncratic items such as ‘who hasn’t said anything yet’. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
ack	Acknow- ledgement	Realized by ‘yes’, ‘OK’, ‘cor’, ‘mm’, ‘wow’, and certain non-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
rep	Reply	Realized by a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response which is appropriate to the elicitation.
rea	React	Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.



com	Comment	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However, teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting
acc	Accept	Realized by a closed class of items – 'yes', 'no', 'good', 'fine', and repetition of pupil's reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
e	Evaluate	Realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition of the pupil's reply with either high-fall (positive), or a rise of any kind (negative evaluation).
^	Silent Stress	Realized by a pause, of the duration of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.
ms	Meta-statement	Realized by a statement which refers to some future time when what is described will occur. Its function is to help the pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
con	Conclusion	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so' or 'then'. In a way it is the converse of metastatement. Its function is again to help the pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
l	Loop	Realized by a closed class of items – 'pardon', 'you what', 'eh', 'again', with rising intonation and a few questions like 'did you say', 'do you mean'. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally
z	Aside	Realized by statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class. As we noted above, this category covers items we have difficulty in dealing with. It is really instances of the teacher talking to himself: 'It's freezing in here', 'Where did I put my chalk?'

APPENDIX B

Symbols and Definitions in Data Transcripts

Symbol	Significance
S1	Verbal contribution from student 1
S2	Verbal contribution from student 2
S3	Verbal contribution from student 3
S4	Verbal contribution from student 4
S5	Verbal contribution from student 5
S6	Verbal contribution from student 6
S7	Verbal contribution from student 7
S8	Verbal contribution from student 8
S9	Verbal contribution from student 9
S10	Verbal contribution from student 10

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S11	Verbal contribution from student 11
S12	Verbal contribution from student 12
S13	Verbal contribution from student 13
S14	Verbal contribution from student 14
S15	Verbal contribution from student 15
S16	Verbal contribution from student 16
S17	Verbal contribution from student 17
T	Verbal contribution from the teacher
...	Pauses in verbal language production
()	Explanation on non-verbal activity
Italicized	Sentences in the given worksheet on the target form

APPENDIX C

Transcribed Data

TU- RN NO	PAT - TER NS	OPENING MOVE	ANSWERING MOVE	FOLLOW UP MOVE
1		(FOCUSING MOVE) T: First, we have err(Λ)		
2	T-IR	Who is it?(el)	S1: Harry Potter(rep)	
3	IRF	T: Huh?(l)	S1: Harry Potter(rep)	T: Harry Potter, yes(e)
4	IRF	T: Do you know where Potter comes from?(el) Pot, ne demek pot?(el)	S2: Çömlek değil mi pot?(ch)	T: Hı, evet, oradan geliyor.(acc) Çömlekçi demek asıl potter(i)
5	S-I	S3: Bizde çömlekçi diye bir soyadı yok,(i) çömlekçi deyince bir şey gelmiyor yani aklımıza		
6		(FRAMING MOVE) T: OK(m), Harry Potter.		
7		(FOCUSING MOVE) T: OK, now we have some sentences. Let's check them(ms)		
8	T-IR	T: "Harry Potter, who is a wizard, does not know about his skills"(i)	S4: Potter, ki o bir büyücüdür(i)	
9	T-I	T: It kind of gives extra information about Harry Potter, right?(ch)		
10	T-I	T: OK,(m) so this is a relative clause sentence, right?(ch)		
11	IRF	T: That includes Relative Clause,(i) right?(ch)	S5: Non-defining(rep)	T: This is non-defining, yes(acc)
12		(FOCUSING MOVE) T: And the next one,(ms)		

Tukenmez Sahin, S. ve Karatepe, C. (2025). Understanding the nature of classroom interaction: A discourse analysis based on the initiation-response-feedback model. *Batı Anadolu Eğitim Bilimleri Dergisi*, 16(2), 3093-3124.

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13	IRF	T: We have err(^) "Potter, whose parents were killed by Voldemort, was an orphan child anymore"	S6: Yetim(rep)	T: Yes.(acc)
14	T-I	T: Anymore! Anymore burda yanlış olmuş,(i) was an orphan child (olmalıydı). 'From then on' olabilir belki o zamandan itibaren anlamında(i)		
15	T-I	T: "Potter, whose parents were killed by Voldemort." Bir bunun Türkçesini söyleyebilir miyiz?(el)		
16	T-I	T: Dur bakayım,(z) benim listem vardı, listeden bakayım		
17		(FRAMING MOVE) T: OK(^)(m), yes, who is answering?(cu)		
18	IRF	T: Who is going to answer it?(cu) Who is going to translate it?(cu)	S6: Çevirebilir miyiz? Ben çevirebilir miyim?(b)	T: Yes, söyle(acc)
19			S6: err(^) ebeveynleri Voldemort tarafından öldürülen Harry Potter(i)	T: Uh-huh(m)
20			S6: Yetim ve err(^)	T: Yetim bir(cl)
21			S6: Çocuktu	T: Çocuktu, demi, was an orphan child(acc)
22		(FOCUSING MOVE) T: OK, next oneeeee(ms)		
23		(FRAMING MOVE) T: OK(^)(m),		
24	IRF	T: we have "The wizard whom Potter doesn't know yet took him to the Dublins' house, which is located in muggle world"	S7: Potter'ın bilmediği büyücüler err(^)	T: Hımm(m)
25			S7: Bilmiyorum ben de anlamadım(com)	
26	S-IR	S2: Ben söyleyeyim mi?(b)	T: Yes, OK.(acc)	
27	S-I	S2: Büyücüler diyor, Potter'ın insan dünyasında olduğunu, henüz onun orada olduğunu bilmiyorlardı diyor.(rep)		
28	S-IR	S8: Ben de deneyeyim mi?(b)	T: OK(m)	
29	IRF	T: Go ahead(d)	S8: Potter'ı daha tanımayan büyücüler onu Dublinler'in evine götürdüler, ki	T: OK.(acc)



			Dublinler'in evi muggle dünyasında konuşlanmıştı ^(rep)	
30	T-I	T: So, ^(con) it would be easier if we put this in two sentences, right? ^(ch)		
31		(FOCUSING MOVE) T: First, think about "The wizard whom Potter doesn't know yet". Buraya kadar bi düşünelim. ^(d)		
32	T-I	T: "Potter'ın henüz tanımadığı, yet demi, henüz? ⁽ⁱ⁾		
33	T-I	T: Potter'ın henüz tanımadığı büyücüler onu götürdü diyor ⁽ⁱ⁾		
34	IRF	T: Şimdi nereye olduğunu söyleyeceksiniz ^(d)	Ss: Dublins' house ^(rep)	T: Dublins' house, yes. ^(acc)
35	S-IR	S5: Dublins' house neresi hocam, teyzesi değil mi? ^(el+com)	T: This is the first time I am hearing it. Büyük ihtimalle bu şey err özel isim olduğu için Dublins' house'a götürdüler ^(rep)	
36	S-IR	S5: Mavi bir yere giriyor ya hocam böyle ⁽ⁱ⁾	T: O şey, çatlak kazan dediği demi, leaky caldron İngilizcesi ^(rep)	
37	IRF	T: Leak, ne demek leak? ^(el)	S9: Yaprak değil miydi hocam? ^(rep)	T: Leaf o, bu leak, sızdırmak demek ^(com)
38	S-IR	S9: Leek ne hocam? ^(el)	T: O pırasa, leek, iki e ile. ⁽ⁱ⁾ For example, there is a leak, hurry up, hurry up! There is a leak in the bathroom ⁽ⁱ⁾	
39	IRF	S9: Hocam leak sadece o anlamda mı kullanılıyor? ^(el) Bilgi sızdırmak anlamında değil mi? ^(el)	T: Tamam o da sızdırmak, onu da kullanabilirsiniz ^(rep)	S9: Yok hocam, onun için kullanılmıyor. ^(e)
40	IRF	T: Ney ne için kullanılmıyor? ^(I) Leak mı? ^(el)	S9: Evet hocam sızdırmak ^(rep)	T: Ben ne dedim? ^(I) Sızdırmak dedim zaten ^(acc)
41	S-IR	S9: Yok, şey, ^(m) nasıl diyeyim, devlet başkanlarının gizli görevlerini sızdırmak. O değil mi sızdırmak? ^(i+ch)	T: Tamam, o da sızdırmak. O da olur. Onu da kullanabilirsiniz ^(rep) Mesela şöyle bir şey de var, paçalarından sızmak deyimi için de kullanabilirsiniz. Böyle de kullanıyorlar ⁽ⁱ⁾	
42	S-IR	S9: İroni olarak mı? ^(el)	T: Hayır ironi değil. ^(rep) İroni olarak da kullanabilirsin ama it depends. ⁽ⁱ⁾ For example, he	



			is leaking confidence demek paçalarından güven akıyor demek mesela. It can be a good thing(i)	
43		(FRAMING MOVE) T: OK(m)		
44		(FOCUSING MOVE) T: Next, what we have “The house where he is going to grow up was thought to be good for him by Dumbledore”(i)		
45	T-IR	T: Hiç söz vermediğim?(cu)	S10: Hocam ben çevireyim(b)	
46	IRF	T: OK, evet?(n)	S10: Burada diyor ki bunun büyüyeceği ev err(Λ) Dumbledore tarafından err evin içinde büyüyeceği düşünüldü(i)	T: Evet,(acc) içinde büyüyeceği ev,(i) demi?(com) Thought to be good for him by Dumbledore. Dumbledore tarafından onun için iyi olacağı düşünüldü, passive sentence, passive voice(i)
47		(FRAMING MOVE) T: OK(m)		
48		(FOCUSING MOVE) T: OK, next we have(ms)		
49	IRF	T: “They when he was saved from evilness changed his destiny forever”(i)	S11: Onlar Potter’ı kötülükten kurtarıldıklarında onun kaderini sonsuza kadar değiştirdi(rep)	T: Değiştirdi, evet.(acc) Kötülükten kurtarıldığı gün, he was saved(i)
50	S-IR	S11: Evilness, evil ile aynı şey mi hocam?(el)	T: Evil da isim olarak kullanılıyor. Evilness da olabilir.(i)	
51		(FRAMING MOVE) T: OK(m)		
52		(FOCUSING MOVE) T: And errr(Λ) let’s check, check check(ms)		
53	T-IR	T: What was your name?(el)	S11: 1XXXX**(rep)	
54	IRF	T: 1XXX is your number?(el)	S11: No, HXXXX(rep)	T: OK(acc)
55	S-IR	S7: Hocam benimkini de not ettiniz mi?(el)	T: Why?(el)	
56	S-IR	S7: Madam, biz de el kaldırdık ama bize cevap hakkı vermediniz(rep)	T: Uhh(m)	
57		(FOCUSING MOVE) T: OK,(m) we will continue(d)		



58	T-I	T: You have just read sentences including extra information about Harry.(con) Which ones are the defining ones?(el)		
59	T-IR	T: Do we know the difference between defining and non-defining?(el) What is the difference?(el)	S2: Birinde gerekli bilgi birinde extra bilgi(rep)	
60	IRF	T: OK(m) err(^) But, physically, how do we understand the difference?(el) Nasıl farkı anlıyoruz ilk baktığınızda cümleye?(el)	S2: Virgül geliyor(rep)	T: Yes,(acc) you see comma and you know that is extra information, not essential(i)
61	T-I	T: In Turkish we have two structures for it, for Relative Clause(i)		
62	S-IR	S2: Hangisi?(el)	T: Defining,(rep) adı üstünde, bu tanımlayan, ismi tanımlıyor.(i)	
63	T-I	T: Defining ne demek?(el)		
64	T-I	T: Tanımlayan,(i) bu sıfat tamlaması, demi?(com)		
65		T: Defining, tanımlayan. Bir şeyi birini tanımlıyor(i) But the other one, non-defining.(i)		
66	IRF	T: Bu Türkçede ne?(el)	S6: Ara cümle(rep)	T: Ara cümle, yani ekstra bilgi veriyor(acc)
67	T-I	T: Türkçede iki ayrı kullanım var. İngilizcede iki farklı relative clause ile yapılıyor, but they put commas to differentiate(i)		
68		(FRAMING MOVE) T: OK(m)		
69	T-I	T: So when we look at this, which one is defining?(el) Which one is non-defining?(el)		
70	T-IR	T: Is this one defining? First one, for example, is this defining?(el)	Ss: Non-defining(rep)	
71	IRF	T: Second one, defining or non-defining?(el)	Ss: Non-defining(rep)	T: Non-defining(acc)
72	IRF	T: Third one?(el)	Ss: Defining(rep)	T: Defining(acc)
73	T-IR	T: Fourth one?(el)	Ss: Defining(rep)	
74	IRF	T: Next?(el)	Ss: Defining(rep)	T: Dublins' house, defining, yes(acc)
75	IRF	T: Next?(el)	Ss: Defining(rep)	T: Yes.(acc)



76	T-I	T: So,(con) those are extra information.(con) For example, when we translate those, we use 'ki', ki kendisi şöyle bir insandı, ekstra bilgiyi böyle veriyorlar.(i)		
77	S-IR	S12: Hocam mesela Almanya'da yaşayan kardeşim(el)	T: Almanya'da yaşayan kardeşim dersin bu defining olur, de mi?(com) "kardeşim, ki kendisi Almanya'da yaşıyor." This is extra information, yes.(i) But the first one, "my brother who lives in Germany" is defining, OK?(ch)	
78	S-IR	S12: Ama hocam mesela virgül koyarsam değişiyor, demi?(ch)	T: Neyi değişiyor diyorsun?(l)	
79		S12: Yani virgül koyunca non-defining oluyor, virgülü kaldırıncı defining oluyor. Bu şekilde virgül ile kurarsak da oluyor, değil mi?(i+ch)	T: Kurabilirsin, tabi ki.(rep) Yani neyi söylemek, neyi öncelemek istediğine göre değişir(i)	
80		(FRAMING MOVE) T: OK(m)		
81		(FOCUSING MOVE) T: now we have, next one(ms)		
82		(FOCUSING MOVE) T: Now watch the scenes(d), it says, but I'm planning to show you the scenes in our next lesson.(ms) Let's first have a look at the first sentence for Hermione.(d)		
83	IRF	T: Which relative clause is this?(el)	Ss: Non-defining (rep)	T: This is non-defining.(i) it says, yes (acc)
84	T-I	T: This is extra information(el), right?(ch)		
85	S-IR	S11: Hocam bunun Türkçesi ne oluyor?(el)	T: Her şeyi biliyor gibi görünen(rep)	
86	T-I	T: OK, write a sentence with 'which' and I am going to ask you and give notes(d)		
87	S-IR	S11: Hocam bunu nasıl yapıcaz?(el)	T: You can write it with which.(rep)	
88	IRF	T: Yazamaz mısınız which ile?(el)	S11: Ya yanlış olursa?(rep)	T: Yok, doğru olmak zorunda değil. Kendiniz yazabilirsiniz



				ya da fotoğraftan bakabilirsiniz.(com)
89	T-I	T: But if you use 'which' you cannot use Hermione as a subject, right?(ch) Hermione and which, no, de mi?(ch) Çünkü Hermione insan olduğu için which diyemezsiniz. You can use 'wand'.(i)		
90	T-IR	T: Do you know what a 'wand' is?(el)	Ss: Sihir(rep)	
91	IRF	T: Wand?(el)	S2: asa(rep)	T: Evet, asa.(acc)
92	IRF	T: You can use a wand to do magic, it is a tool or you can use a staff, as well. It is the bigger one(i)	S2: staff(rep)	T: No, staff is the bigger one like Dumbledore's.(i)
93	S-IR	S2: Yine asa değil mi?(el) Çubuk?(el)	T: Hayır,(rep) o farklı oluyor, daha küçüğü(i)	
94	T-IR	T: Finished?(ch)	S13: Hocam yaptık.(rep)	
95	IRF	T: OK, let's hear it.(s) First, tell your number and read the sentence(d)	S13: Önce numaramı söyleyip sonra mı cevaplıyorum?(ch)	T: Yes(rep)
96			S13: "Hermione's book which is library in Hogwarts" errr(^)(rep)	T: Hermione's book which is in Hogwarts library.(I) Şimdi şöyle oldu err bu cümle olmadı ki, bu sıfat tamlaması.(com+i+e)
97	IRF	T: Devamı ne?(el)	S13: Devamı yok hocam(rep)	T: .. is about the history for example. Hani bir cümle ile tamamlaman lazım. Seninki tamlama oldu(cl)
98	IRF	T: Yes?(p) Another example?(cu)	S8: Hermione's wand err(^)(rep)	T: Wand,(acc) uh-huh(m)
99			S8: err is dangerous other people(rep)	T: Wand which is dangerous to other people.(acc) Ama senin yaptığın da tamlama oldu(com)
100	IRF	T: Sonra?(cl) Fiil nerede?(el)	S8: Ama tamlama oldu hocam, onun değneği(rep)	T: Let me write(z) (writing on the board)
101	IRF	T: "Her wand which is dangerous to other people". Söyle bunun Türkçe'sini bana(d)	S8: Onun değneği, asası insanlar için tehlikeli(rep)	T: Tehlikeli?(I) Öyle mi bu?(com) Ama öyle dersin her wand is dangerous, ama zaman which kullanmazsın ki(cl)
102	IRF	T: Ne oldu burada?(el) Başka insanlar için tehlikeli olan asası is expensive(i)	S8: Broken(rep)	T: Broken!(I) Şimdi oldu.(e)



103	IRF	T: Buraya kadar gelenlerin hepsi is the subject.(con)	S8: Ama nasıl tamamladım hocam(b)	T: Güzel(ack)
104		(FOCUSING MOVE) T: and the next one?(ms)		
105	IRF	T: Yes?(p)	S14: Hermione whom(rep)	T: Uhh,(ack) no,(acc) not whom, which.(com) Which'i yapıyoruz.(s)
106			S14: Onu daha yazmamıştım(rep)	T: Yazmadın mı daha, tamam, yes(acc)
107	IRF	T: Başka?(cu)	S14: Hermione's wand which makes magic(rep)	T: Hıııı,(ack) hermonies wand which does magic, not makes magic,(acc) does magic is powerful. Yes, very good(e)
108	T-I	T: Yes, next one?(p)		
109	IRF	T:Başka yok mu which ile yazan?(cu)	S10: Whose yaptım. Whose söyleyebilir miyim?(b)	T:No(rep), which'i soruyorum(cu)
110		(FOCUSING MOVE) T: Sonra whose'a geçebiliriz(ms)		
111	IRF	T: Anyway(z), tell me!(p)	S5: Hermione's books, which are used for make wizard.(rep)	T: Wizard, büyücü demek, do magic diyebilirsin belki(com)
112			S5: lift in the air(rep)	T: hııı(m), şimdi lift dersin birinin kaldırması lazım, fly in the air, hand in the air diyebilirsin(com)
113	S-IR	S15: Madam, madam ben söyleyebilir miyim?(b)	T: OK, yes(n)	
114	IRF	T: Yes, söyle(d)	S15: Harry Potter who is(rep)	T: But we are writing sentences about Hermione(s)
115			S15: Hıııı (nodding)(ack)	T: You can write it now maybe.(s)
116	S-I	S2: Hocam(b) Fransızca konuşuyor bu(z)		
117		(FRAMING MOVE) T: OK, yes(m)		
118	IRF	T: Another example?(cu)	S13: Şimdi yazdım, bir daha söyleyeceğim(b)	T: Tamam(acc)
119	IRF	T: Yes?(el)	S13: "Hermonie's books which is disappeared"(rep)	T: Again, Hermonie's books(l)
120			S13: Hermione's books(rep)	T: Books mu yazdın book mu?(ch)
121			S13: Book(rep)	T: Book yazdıysan is doğru(acc)
122	IRF	T: Tamam, evet?(n)	S13: In library in Hogwarts(rep)	T: Ama yine yarım oldu(acc)



123			S13: Disappear dedim işte hocam kayboldu(rep)	T: Ama is dedin,(e) which disappeared in Hogwarts. Hogwarts'ta kaybolan kitap oldu yani(com)
124			S13: Çok iyi(e)	T: Huh,(ack) was very old mesela.(i)
125	T-IR	T: Anladın mı ne demek istediğimi?(ch) Tamlamayı yapıyorsun.(s)	S13: Tamam hocam(ack)	
126	T-IR	T: Tamam mı?(ch)	S13: Tamam hocam(ack)	
127		(FOCUSING MOVE) T: OK(^), next.		
128	IRF	T: What was your name again?(el)	S13: AXXXX(rep)	T: OK(ack)
129		(FOCUSING MOVE) T: Can we move on to 'whom'?(m)		
130	IRF	T: Let's hear the sentences(d)	S16: "Hermione whom Potter and Ron were shocked by her wizard skills was underrated"(rep)	T: OK,(ack) there is a mistake but not a grammatical one. Men are called wizards, women are called witches,(i) right, OK?(ch)
131	IRF	T: Again(l), can you read it again slowly please?(d)	S16: "Hermione, whom Potter and Ron were shocked by her magic skills, was underrated"(rep)	T: OK, very good(e)
132		(FRAMING MOVE) T: OK(m)		
133		(FOCUSING MOVE) T: Next(ms), with whom(s), yes?(n)		
134	S-IR	S1: Whom mu whose mu?(el)	T: Whom(rep)	
135	T-I	T: Whose'a mı geçelim?(ms)		
136	T-IR	T: Var mı whose ile yazan?(cu)(p)	S1: Yes.(rep)	
137		(FRAMING MOVE) T: OK(m)		
138		(FOCUSING MOVE) T: Whose'a geçelim.(ms)		
139	IRF	T: Yes, whose ile cümle alayım(d)	S1: "Hermione whose friends were lovely is very intelligent"(rep)	T: Hermione whose friends were thought to be lovely is very intelligent, yes.(acc)
140	IRF	T: Ne demiş olduk?(el)	S1: Hocam şöyle, ara cümle söyledim yani, sevilen demek istedim(rep)	T: Hııı,(ack) yani Hermione, whose friends thought that she was lovely belki olabilir(com) to be dersin



				ama kendileri lovely olur,(com) thought her to be lovely gibi bir şey demen lazım.(i)
141	T-I	T: Tamam mı?(ch)		
142		(FRAMING MOVE) T: Yes(m)		
143		(FOCUSING MOVE) T: Whose'u yapıyoruz(s)		
144	IRF	T: Kim yapmak ister?(n)	S17: Hocam Harry whose father was died(rep)	T: And? evet?(cu) Died olmaz, die dersin kendin ölmüş olursun.(cu) Kill demek daha doğru(com)
145	IRF	T: Birini öldürürsen ne olur?(el)	S17: Kill(rep)	T: "Potter, whose parents were killed by Voldemort". Ama böyle yazmışsın, cümle değil ki bu(e)
146	T-I	T: Sonra?(el)		
147	IRF	T: is Harry's friends, for example.(i) Anladın mı ne dediğimi?(ch)	S17: Anladım hocam.(rep)	T:OK(acc)
148		(FOCUSING MOVE) T: Sıradan gidelim mi?(ms) Sıradan hepinize söz vericem(d)		
149	IRF	T: Bu sıradan var mı başka?(cu) OK(^), evet(n)	S7: "Hermione whose friends like her is beautiful"(rep)	T: "Hermione whose friends like her is beautiful", yes,(ack) very good(e)
150		(FRAMING MOVE) T: Yes(m)		
151	IRF	T: Evet başka?(cu)	S7: Hermione, whose wand is magic dedim, olur mu?(ch)	T: Hermione whose wand is magical(acc)
152	IRF	T: Cümlelerin devamı?(el)	S7: Err is beautiful(rep)	T: Is beautiful, tamam,(acc) şimdi oldu(e)
153		(FRAMING MOVE) T: Yes(m)		
154	T-IR	T: Next person?(cu) Buradan biri sonradan el mi kaldırdı?(n) Let's hear it(p)	S2: Hocam emin değilim ama(rep)	
155	IRF	T: Söyle bakalım(d)	S2: Hermione whose friends take help is successful(rep)	T: I think 'Hermione, whose friends received help from her' might be a better sentence.(e+i)
156	S-IR	S2: Hocam ama orada Hermione'yi tanımlıyor mu?(el)	T: OK,(ack) olur olur.(acc) Olur ama şöyle olur, evet, ben de öyle düşündüm çünkü onu tanımlamıyor,	



			cümleyi tamamlıyor sadece(rep)	
157	IRF	T: Evet,(ack) olmadı, çünkü neden olmadı?(el)	S2: Hocam saçma oldu demi?(rep)	T: Yooo saçma değil,(rep+e) gramer olarak doğru da, yine böyle anlam olmuyor sanki, onu nitelemiyor yani(rep)
158		(FRAMING MOVE) T: OK(^)(m), yes		
159	T-IR	T: Another one?(ms)	S14: <i>"Hermione whose friends were searching for help are looking for a book"</i> (rep)	
160	IRF	T: OK,(ack) again,(l) slowly. Hermione ...?	S14: <i>"Hermione whose friends were searching by evil people was a lonely girl"</i> (rep)	T: Hıh,(ack) şöyle demi?(ch) (T writing on the board) <i>"Hermione whose friends were searched for"</i> err looked for beynim yandı dur(z)
161	T-IR	T: Şimdi ben bunu yanlış yazacağım. Nasıl yazılıyor Hermione? Böyle mi?(z)	S5: Hocam çok önemli değil, anladık biz.(rep)	
162	IRF	T: <i>"Hermione whose friends"</i> , şimdi bunu pasif yapacağız,(d) <i>"who were looked for by evil people was"</i> (s)	S5: Only girl(rep)	T: Only değil de, lonely, a lonely girl.(e)
163	T-IR	T: Hala bana bu search for yanlış geliyor ama(i)	S5: Evet(acc), bana da yanlış geliyor(i+rep)	
164	IRF	T: Look after olur, peşine düşülen belki(i), ne dersiniz?(com)	S8: Hocam wanted olur mu?(rep)	T: Hıh,(ack) wanted olur, çok güzel olur(e)
165	S-IR	S9: Hocam(b), attention time, break time(z)	T: Break time? I didn't sign the class notebook.(el)	

*Italic sentences are written on the worksheet

**This information is hidden for the participants' privacy