

## **Portrayal of the Different Types of the Feedback Move (F-Move) in University Classrooms**

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The Feedback Move (F-Move) is an important aspect of classroom interaction. The objective of this study is to find out how the different types of the F-Move contribute to the development of classroom talk. The Mixed Method Approach, consisting of Classroom and Systematic Observations were used to find out the different types of the F-Move which were used at University. These were administered to a convenience sample of seven Communication and Study Skills classes. The figures from the quantitative results indicate that various types of the F-Move were used by the lecturers during the classroom interaction. On the other hand, the outcome from the qualitative results illustrate that there was lecturer dominance of the F-Move during the teaching and learning process. This was shown by the high percentages of the “Accept” and “Comment” types of the foregoing move. The conclusion drawn from this study is that the lecturers take a considerable amount of time summing up the lesson by way of building more on what was said as a form of feedback (lecturer dominance).

*Keywords:* feedback move, dialog teaching and learning, mixed methods approach, quality classroom interaction

*The Feedback Move (F-Move) merupakan aspek penting dalam interaksi kelas. Tujuan penelitian ini adalah mencari tipe F-Move yang memberikan kontribusi terhadap perkembangan diskusi kelas. Penelitian campuran (The Mixed Method Approach) yang terdiri dari Classroom and Systematic Observations digunakan untuk mengetahui tipe F-Move yang digunakan di universitas. Penelitian ini dilakukan pada tujuh kelas Communication and Study Skills. Tabel data kuantitatif menunjukkan bahwa berbagai tipe F-Move digunakan selama interaksi kelas. Sebaliknya, hasil menunjukkan bahwa ada dosen yang mendominasi pembicaraan kelas selama proses belajar mengajar. Ini ditunjukkan oleh tingginya persentasi tipe “Accept” dan “Comment.” Kesimpulan penelitian ini adalah bahwa dosen menggunakan banyak waktu untuk menyimpulkan pelajaran dengan cara menjelaskan lebih banyak waktu sebagai bentuk feedback (dominasi dosen).*

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## **INTRODUCTION**

Classroom interaction, which the F-Move is part of, has for a number of years now been debated across the globe. According to some linguists, feedback is an instructional practice that concerns the ways of attending to learners' contributions in situ (Waring, 2008). When the F-Move is being used by the lecturers, it can provide quality classroom talk or it cannot. The quality of the classroom interaction is measured by whether the F-Move is extended or it is closed.

This study was carried out at the University of Botswana within the Communication and Study Skills classes. Communication and Study Skills Unit was established nineteen years ago with the aim of imparting the Academic and Professional Communication skills to the first year students (University of Botswana, 2006). For this research article, the need to investigate Botswana's classroom interaction has been in two fold. Firstly, classroom interaction has been studied for over two decades now and there is a need to further fill in the existing gap in the area (Arthur, 1996; Tabulawa, 1998; Galegane, 2015). Secondly, research has focused its attention in relation to classroom interaction from the use of the strict Initiation, Response and Feedback (IRF) to dialogic teaching and learning (Hall & Walsh, 2002; Hardman, 2016). However, how the F-Move, as a single entity, has been portrayed in terms of student-lecturer talk at the University of Botswana Communication and Study Skills (CSS) classes has not been studied.

Therefore, in studying the F-Move, this research article sought to establish whether there was quality classroom interaction in CSS classes or not. This study also seeks to fill the existing gap regarding interaction among mature students such as those at the University. Fassinger (1995) supports this argument by claiming that, "Research on classroom interaction is dominated by studies of children; less is known about the dynamics of classroom settings containing young adults and adults" (p. 82). Hardman (2016) shares the same argument as Fassinger (1995) as she pointed out that little research has been done on tutor-student interaction. Thus, it can be argued that there is still a dire need to investigate how adult learners interact at higher learning more especially in the Botswana context. The researcher was motivated to carry out this study because from her experience as a UB lecturer, little or no research has been carried out on the F-Move. It is therefore, hoped that through this research article, the educationists would be aware of how the F-Move can be used effectively in our classrooms. The said research problem was answered by the following research question: What kinds of the F-Move were portrayed by the lecturers in CSS classes? An investigation of the F-Move will help in identifying the best practises of interaction in the classrooms which will lead to quality classroom talk.

## **LITERATURE REVIEW**

The F-Move has been studied based on their functions. Chin (2006) has investigated the function of the F-Move in four ways. According to this scholar, the four ways are accepting the student's answer, commenting on the answer and then asking another related question, correcting the answer, providing no feedback and evaluating comments or reformulating the question. Interestingly, Chin above condenses the four advantages of the F-Move to two. The scholar believes that accepting and commenting on the details of the lesson does not provide for more student talk, whilst evaluating call for more student talk. It can be argued that Chin's

last two points relate to what the other scholars of linguistics have found out (Ackers and Hardman, 2001; Cullen, 2002; Hellermann, 2003) about the different F-Move types and how student talk is mostly developed. From the foregoing unanimity amongst the researchers, the F-Move still has two main advantages. These are that the F-move can be used at the end of the teaching exchange or to start a new teaching exchange.

The above two advantages, therefore, suggest that the F-Move plays a dual role in classroom interaction. These two advantages of feedback are very important in establishing that classroom interaction is tackled from all angles. Further, the importance lies in that the students will end up having ‘a larger contribution’ of the interaction and thus this dual role of interaction can minimize the lecturer’s domination of the spoken interaction. The preceding point is also supported by Siddig & Alkhouday (2018) who asserts that if the students effectively interact in the classroom, learning in universities would reach satisfaction.

Besides the advantages of the F-Move, the literature also reveals that teacher follow-up to student responses may foster or impede opportunities for interaction. This indicates that if learners do not make use of feedback, it is an indication of missed opportunities (Li, 2013). Teacher follow-up can impede opportunities for interaction if a strict IRF pattern is followed. This implies that there is no new information that builds from the F-move. New information can be provided by both teachers and students, and examples of this could be asking questions or making comments that will extend classroom talk. Generally, analysing the four aspects of the F-move could result in finding some interesting insights into whether the F-Move is used to provide quality classroom interaction in CSS classes or not.

Other studies from Botswana on classroom interaction suggest that there was teacher dominance in the classrooms (Prophet & Rowell, 1993; Arthur, 1996). It is important to highlight that since the country’s independence, UB has since been the only university in the republic. However, from 2005, the Republic of Botswana has experienced the birth of a number of universities such as Botswana International University of Science and Technology, Limkokwing and Botswana Open University.

In line with the foregoing background, the F-Move will be investigated to establish if there was lecturer dominance in CSS classes and how the whole teaching learning session contributed to the quality of classroom interaction.

## **THEORETICAL FRAMEWORK**

The findings from this research article were analysed using the Socio-Cultural Theory (SCT) developed by the Russian Psychologist, Psycholinguist and Educator, Lev S. Vygotsky (Vygotsky, 1978; Lantolf, 2000). Vygotsky suggests that that one of the important concepts of the SCT is the Zone of Proximal Development (ZPD). Lantolf (1994) maintains that the Zone of Proximal Development is, “an interpersonal configuration which brings into contact the individual's past learning and future development” (p. 419). This suggests that in the ZPD, the students use their past experience such as approaches to responding to the lecturer’s question, to build on the new knowledge.

The ZPD has been seen as an advantageous instrument in a number of ways. One of these is that in the classroom, the children learn better when they are led by a knowledgeable person such as a lecturer (Piaget, 2008). This means that when the lecturer teaches the students, they are bound to understand the information better and hence apply what they have learnt

during the teaching and learning process. Secondly, the ZPD is advantageous in assisting the students to participate in the classroom talk through the help of their lecturers who are more knowledgeable (Tappan, 1998). The said advantage ends up assisting the students to also show their maturity in terms of classroom talk.

This study therefore, sought to establish whether there was quality classroom interaction or not in CSS classes and this would be established by studying how the Zone of Proximal Development was used during the portrayal of the F-Move. It worth noting that the ZPD has been used in this research article to fill the existing research gap. This is because how the students were helped by the lecturers to develop more dialogue through the F-Move in the University of Botswana context has not yet been investigated. So, basing on the latter argument, how the lecturers provided the students with feedback will be investigated whether there was development of positive or negative feedback.

Even though there are the advantages of the ZPD as stated above, it is of great significance to indicate that there are some critics of the notion under discussion (ZPD). Valsiner, 1997 cited in Goos (2005) argued that there are a number of gaps between the past and the future experiences in the classroom that end up influencing activities such as classroom talk of which the F-Move is part of. This indicates that both the lecturers and the students can be successful in portraying the F-Move if a number of factors come into play. According to Goos above, there are some other teaching and learning zones such as the Zone of Free Movement (ZFM) and the Zone of Promoted Action (ZPA). According to Goos, the former refers to a contextual limitation which leads to an unsuccessful lesson. The latter type of zone is referred to a situation where the teacher promotes the skills that are being taught. Even though scholars such as Goos are for the view that the ZPD is not the only learning zone, it is used in this research article because it seems to be the overarching zone.

### **CONCEPTUAL FRAMEWORK: THE INITIATION, RESPONSE, FEEDBACK ANALYTICAL TOOL**

According to (Regoniel 2015), a conceptual framework acts as a map that guides the researcher to address the research questions. In their ground-breaking paper, Sinclair & Coulthard (1975) established the IRF analytic tool of classroom interaction. The IRF could be termed by what Sert (2019) calls a robust analytical tool that that unpacks social actions that teachers and students deploy in classrooms. Thus, foregoing tool emphasises that in the classroom, the lecturers start the classroom talk so that the students can respond and finally the lecturer provides feedback. The initiations will then be followed by the responses from the students and finally, there will be feedback from the lecturers. The function of the F-Move is as described by Hellermann (2003) that, “the move that follows a student verbal response is some kind of feedback from the teacher, which can accept or reject, evaluate, or comment on the student’s response” (p. 80). From the foregoing description of the F-Move, various types of the move are used by the lecturers. The feedback provided is meant to check whether the students are paying attention. Further, the feedback move is used to check if quality talk takes place in the classroom or not.

## **METHODOLOGY**

### **The Research Design**

The method used for this research paper was both qualitative and quantitative and because of the use of the foregoing two methods, the Mixed Methods was used. The said method(s) were used for a number of reasons. Firstly, they allowed for triangulation of the results. In their review Heale & Forbes (2013) affirms that triangulation is often used to describe research where two or more methods are used. Secondly, they helped to come up with a number of ideas regarding the portrayal of the F-Move in the pedagogical contexts such as the classrooms. Finally, the above method(s) helped to find out the numerical pattern regarding the different types of the F-Move. Generally, rich data came up as a result of using Mixed Methods. This helped in triangulating the findings to ensure the validity and reliability of the data.

### **The Participants**

Nine (9) classes and lecturers were used to collect data of which two (2) observed lecturers were visited twice because they taught Communication and Study Skills (CSS) in two faculties of the University of Botswana. In this research article the lecturers were given pseudonyms to give them anonymity. According to some research scholars (Chen, 1995; Beddows, 2008; Tracy, 2019), pseudonyms are used to protect the identity of those involved in the study. The said participants were selected through convenience sampling because it allowed the participants to provide data out of own accord. Convenience sampling is easy to use because the participants willingly indicate the interest to provide the researcher with the required data (Sedgwick; 2013).

### **Data Collection and Analysis**

The data was collected from each of the nine classes and the instruments for collecting data were the classroom observations and the systematic observations. The two research instruments were used because as indicated under the research Design section, they enabled the researcher to come up with rich data that would help in drawing conclusions regarding the portrayal of the F-Move in CSS classes. Data Analysis is used to understand the meaning of the variable(s) being studied (Elo & Kynga's, 2007). The classroom observations were transcribed and one lesson transaction was used in this research article to provide the relevant F-Moves examples. The data was also coded and later given the themes which help to come up with the information regarding the F-Move. Basing on the themes, the different types of the F-Move were discovered and used to establish whether there was quality classroom interaction in CSS or not. Alongside the classroom observations, the systematic observations were also used to come up with the numerical information on the types of the F-Move. The number of ticks within each observed talk category were counted and the numbers were later used to plot a table of the number of occurrences of F-Move types. The ZPD informed the above research methods because by using the Mixed Methods approach, the researcher would come up with the analysed themes that would reveal how the students were assisted by the lecturers to portray the F-Move.

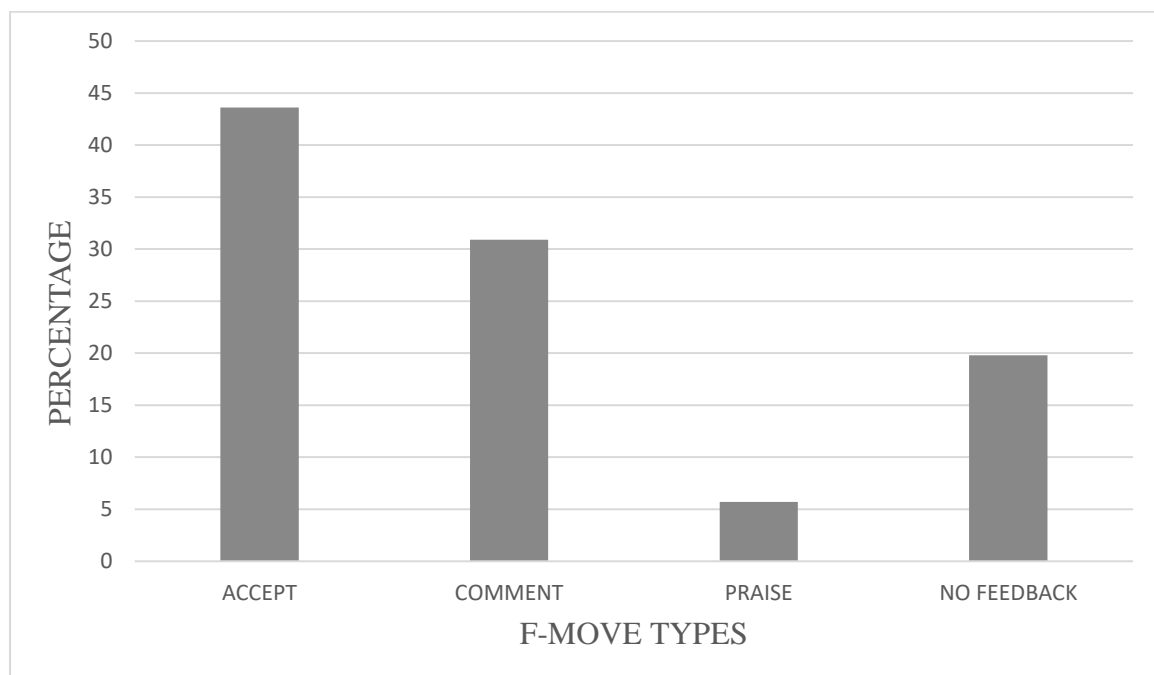
## FINDINGS

The study sought to find out the different types of the F-Move and whether they contributed to quality classroom talk or not.

### Types of the F-Move

The results indicate that there were four types of the F-Move that the lecturers used in CSS classes. The foregoing types were, “Accept”, “Comment”, “Praise” and the fourth one being referred to in this research article as “No Feedback”. The three types above will be explained as follows: Firstly, “Accept” is a form of classroom talk where the lecturer repeats the student’s response. This normally takes place when the lecturer repeats the information that the student has raised.

Secondly, “Comment” is where the lecturer goes over what the student has said and elaborates more on the idea under discussion. Thirdly, “Praise” is a type of the F-Move where the lecturer applauds the student’s responses. Finally, “No Feedback” is where the lecturer does not provide any feedback during the teaching and learning process. In this research article, where feedback was not provided, it will be narrated as “No Feedback”. It is also worth noting that the “No Feedback” example will, in this research article, be used as a type of the F-Move, as it will, together with the other three be used to explain the portrayal of the F-Move at the University of Botswana.



**Figure 1: The types of the Feedback Move in CSS classes**

Having discussed the overall types of the F-Move above, the following subsections discuss the types individually as follows:

### **Accept**

Generally, the results indicate that there were variations in the use of the four types of the F-Move. The most commonly used type was the “Accept” with a total of 130 (43.6%) occurrences among the nine classes (Refer to Figure 1). The reason for this high number could be because the lecturers find it fit to let the students know whether their answers were correct or not. In relation to the foregoing point, Waring (2008) asserts that, “In the language classroom, teachers routinely find themselves in the position of responding to learners' displays of knowledge” (p. 577). This suggests the university lecturers, in some instances, find themselves using the F-Move during classroom talk in order to display the knowledge that is known. From another related perspective, Naruemon (2013) terms the use of the “accept” type as ‘underlying cognition’ which influences the lecturers’ teaching styles. There is unanimity between Waring (2008) and Naruemon (2013) because the data claims that the lecturers follow a set pattern in the use of the F-Move which could be their general perception of how lessons should be conducted. This demonstrates that, the lecturers subscribe to some beliefs which guide them as they teach. These beliefs could be interesting to the students, if the students’ answer is confirmed to be correct and in some cases the aforementioned beliefs could be boring, in terms of contribution to quality classroom interaction. This is because the “Accept” type does not open the classroom interaction. It can also be argued that accepting the students’ responses also acts as a form of positive reinforcement to them. However, from a negative perspective, it can be claimed that using the “Accept” frequently, as it was the case in CSS classes, is disadvantageous in that when engaging in such an interaction, quality classroom interaction does not unfold. This is because if the lecturers repeat the students’ responses, the use of the F-Move would not only be boring but it would also fail to portray quality classroom talk. Tabak & Baumgartner (2004) stated that there is a distinction on the F-Move types and this determines the instructional consequences of the dialogue. The instructional consequences of the dialogue can contribute to the F-Move being advantageous or being disadvantageous as discussed above.

For the use of the “Accept” type of the F-Move in CSS classes, the lecturer repeated the student’s response. This was indicated by the students and the lecturer saying “I am still gathering my thoughts” and “You are still gathering your thoughts” respectively. Table 1 below shows an example of how the “Accept” F-Move type was used by the CSS lecturers.

**Lecturer: Princess**

**Faculty of Humanities**

**Lesson: Listening Skills**

<b>Exchanges</b>	<b>Participant</b>	<b>Classroom talk</b>	<b>Moves</b>	<b>Acts</b>
<b>Teaching 1</b>		Do you think the listening skill is important? Listening. Do you think it is important to talk about listening? Raise up your hand and say what you think. If you say ‘yes’ it is important tell us why, what makes it an important skill.	<b>I</b>	<b>el</b>    <b>P</b> <b>el</b>

		You wanted to say something there.		<b>n</b>
	<b>S</b>	I am still gathering my thoughts.	<b>R</b>	<b>rep</b>
	<b>L</b>	You are still gathering your thoughts. Please gather them fast so that you share with us.	<b>F</b>	<b>acc con</b>

**Table 1: An example of the portrayal of the “Accept” type of F-Move**

*Comment*

Regarding the “Comment” used by the lecturers as a form of feedback, there were 92 (30.9%) occurrences following the “Accept” in terms of the development of the F-Move (Refer to Figure 1 above). Just like the “Accepts”, this type of F-Move could be advantageous or disadvantageous in relation to portraying the type of F-Move. There were cases where the use of the F-Move portrayed the advantageous use of ‘comments’ in the classroom. This was realised by a prolonged classroom talk. Based on the reason that a single teaching exchange could not have a “strict IRF exchange” (Toth, 2011; Xie, 2009) or a triadic dialogue (Lemke, 1990 in Tabak & Baumgartner (2004), the said type of talk results in quality classroom talk. Other scholars of classroom interaction (e.g., Pontefract & Hardman, 2005) referred to this type of classroom talk as ‘diagnostic feedback’ which results in ‘high level evaluation’ (Kaya, 2014; Bakhove, 2018). Instead the F-Move would lead to the Initiation and the Response Moves.

Regarding the “Comment” type used by the CSS lecturers, table 2 below indicated a detailed form of feedback from the lecturer. This is because lecturer Star explained the “Direct quotation” in four sentences and this is a sign of an elaborate classroom talk. The table below is further an example of the “high level evaluation” which leads to quality classroom talk.

**Lecturer: Star**

**Faculty: Science**

**Lesson: Academic Writing Style**

<b>Exchanges</b>	<b>Participant</b>	<b>Classroom talk</b>	<b>Moves</b>	<b>Acts</b>
<b>5</b>	<b>L</b>	Now, talking about the difference between a direct quotation and paraphrasing; what is the difference between a direct quotation and paraphrasing? What is the difference between a direct quotation and paraphrasing? What is the difference between the two class? -direct quotation and paraphrasing. Yes please	<b>I</b>	<b>s el  n</b>
	<b>S</b>	Direct quotation is taking the exact words as they were and paraphrasing is not direct.	<b>R</b>	<b>rep</b>
<b>6</b>	<b>L</b>	What do you do instead?	<b>I</b>	<b>el</b>
	<b>S</b>	You get the main idea of what is said by the author.	<b>R</b>	<b>rep</b>



	<b>L</b>	Well, in a Direct quotation you use your own words in order to express what the author said. And at the end of it you indicate what the author was saying. Like for instance ‘one researcher found out that ‘this, this, this.’ You actually depict the meaning of what they were saying in your own words and then at the end of it you indicate the name of the author, surname of the author, year of publication.	<b>F</b>	<b>com</b>
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**Table 2: An example of the portrayal of the “Comment” type of F-Move in an advantageous manner**

From the above table, the comments led to quality classroom talk because the information elaborating the same point was covered in two teaching exchanges (5 and 6). Additionally, from a Socio-Cultural Perspective, the ZPD was used in the portrayal of the F-Move above. This is because the lecturer helped the students to talk about the Direct Quotation in two teaching exchanges. The foregoing use of the ZPD have also been noted by other scholars (e.g. Rajab, 2013) when he emphasised that different students engage in a dialogue in order to understand and apply what is being discussed.

On the other hand, the way the F-Move was used in the classroom does not have room for elaborated classroom talk but lecturer domination instead. This is because there were instances during the classroom talk where the lecturer did not open the dialogue but instead closed it with some long comments. As discussed under the “Comment” section above, a “strict IRF exchange” (Xie, 2009; Toth, 2011) or a triadic dialogue (Lemke, 1990 in Tabak & Baumgartner (2004) was followed. As found by Ackers & Hardman (2001), this type of F-Move restricts the classroom discourse and does not have access to the evaluation type of feedback. An example on the use of “Comment” by the lecturers in the just discussed negative way is illustrated below:

**Lecturer: Glorious**

**Faculty: Education**

**Lesson: Listening and Note-Making**

<b>Exchanges</b>	<b>Participant</b>	<b>Classroom Talk</b>	<b>Moves</b>	<b>Acts</b>
<b>2</b>	<b>L</b>	What else do we listen to; for entertainment-I mean?	<b>I</b>	<b>el</b>
	<b>S</b>	Music.	<b>R</b>	<b>rep</b>
	<b>L</b>	The composer of that song also has a purpose that they are putting across to you by means of that song. Therefore, we have to listen to that song and enjoy not only the lyrics but also enjoy the message that is being put across to us.	<b>F</b>	<b>com</b>

**Table 3: An example of the portrayal of the “Comment” type of F-Move in a disadvantageous manner**

***Praise***

This section presents the results that show how “Praise” was used as a type of the F-Move. In the CSS classrooms, there were instances where the lecturers praised the students for the correct answers they provided. Other studies of classroom talk (e.g. Casteel, 1998; Chin, 2006; Chafi., & Elkhousai, 2016) have also discovered that the teacher praises the student after a correct answer. It is worth pointing out that the type of ‘praise’ that was used by the CSS lecturers is what (Burnett & Mandel; 2010) termed “non-targetted praise”. The above scholars further stated that the non-targetted praise is ineffective during the teaching and learning process because it contains little task-related information. From another related point of view, Voerman., Meijer., Korthagen., & Simons (2012) assert that praise should be specific by providing more evaluative information in the classroom. According to the above two studies (Burnett & Mandel, 2010; Voerman., et al, 2012) on ‘praise’ as an aspect of the F-Move, there is an agreement that the ‘praise’ from the lecturers should clearly relate to the students’ contribution. Even though the type of praise under discussion is ‘not very effective’ according to (Burnett & Mandel; 2010 & Voerman.,et al; 2012), it can be claimed that praising the students by the lecturers, to a certain extent encouraged them in their learning.

As indicated in Table 4 below, lecturer Victor praised the student with a one word evaluation of ‘good’. As discussed in the above paragraph, it can be argued that the type of praise used was the “non-targetted” praise. This is because the praise was very short and for a student studying at university, it is not specific what the lecturer referred to as good (Voerman., Meijer., Korthagen., & Simons; 2012).

**Lecturer Victor**

**Faculty of Business**

**Topic: Academic Writing**

Exchanges	Participant	Classroom Talk	Moves	Acts
5	L	Anything else about format? Yes	I	el n
	S	The use of nominalised impressions.	R	rep
	L	Yes; good.	F	e

**Table 4: An example of the portrayal of the “Praise” type of F-Move**

***No Feedback***

Finally, the results of this research paper indicate the “No Feedback” type which displayed 59 occurrences (Refer to figure 1 above). The results could be interpreted as a type of the F-Move where the feedback was not provided by the lecturers during classroom talk (Galegane, 2015). This means that the lecturers thought that the students have provided adequate information as regards the point that was being discussed. This could also imply that the

lecturers do not want to provide the students with a lot of information given that the university students are mature students. Even though the foregoing could be a good teaching style, it can also be viewed as being disadvantageous because it can leave the students not knowing whether they have provided the correct answers or not.

As shown in Table 5 below, the “No Feedback” type is further displayed in teaching exchange 5 when lecturer Masterpiece asked the student a question. After the student’s response, the lecturer did not provide any feedback, instead she started another teaching exchange as illustrated by the question, “What else can you pick from the story?”

**Lecturer Masterpiece**

**Faculty of Business**

**Lesson: Critical Reading**

Exchanges	Participant	Classroom talk	Moves	Acts
5	L	What if the points raised in the article are not true?	I	el
	S	If it is not true? <b>“Ema pele” (Wait a minute) “Ke gore nkareng?” (What can I say?)</b> A lot of investigations still need to be done so as to clarify some issues.	R	rep
6	L	What else can you pick from the story?	I	el

**Table 5: An example of the portrayal of the “No Feedback” type of F-Move**

**DISCUSSION**

This research article sought to establish whether there was quality classroom interaction in CSS classes or not in terms of how the F-Move was used. The following research question attempted to answer the above purpose of the study: What kinds of feedback (if any) do the lecturers provide?

The findings of this research article indicate that the F-Move portrayed four types of the move in CSS classes and some of these had both positive and negative sides. From the results presented in this study, the four major assertion is that the F-Move was mainly portrayed by the use ‘Accept’; ‘Comment’; ‘Praise’ and ‘No Feedback’.

**The “Accept” type of F-Move**

The CSS lecturers mostly used a lot of “Accept” type of the F-Move as compared to the other three types. The portrayal of the “Accept” type in large numbers could foster or impede the opportunities for interaction. Contrary to what the ZPD promotes, the lecturers, generally, did not assist the students to participate in the classroom talk because they just ‘accepted’ what the students said. This was done by the lecturers repeating what the student(s) said, which was followed by moving on to the next teaching exchange.

### **The “Comment” type of F-Move**

Following the “Accept” type above, the “Comments” were the second commonly used in CSS classes and the results from this type of F-Move revealed two crucial points. One is that the classroom talk was evaluated by the lecturers and this led to quality classroom talk. The said results could be because of the lecturers’ teacher training which might have exposed the lecturers to expanding on the information provided by the students. The second point, which was negative, indicated a lack of prolonged classroom talk. This is because there were ‘missing opportunities’ (Beghetto, 2013; Whorrall & Cabell, 2016) regarding the use of important principles of classroom talk such as ‘evaluation’. The “Comment” type of F-Move could also indicate that the lecturers wanted to show the students that they have the knowledge of the subject matter. It is of utmost importance for the lecturers to be aware that the F-Move should be used to help the students to grow as regards classroom interaction. This is consistent with what some scholars of classroom interaction referred to as, “challenging students’ ideas” (Roslan., Panjang., Yusof & Shahrill, 2018).

### **The “Praise” type of F-Move**

There were some “Praise” type of F-Move in CSS classes as indicated in figure 1 and table 4 above. Even though praise motivates the student(s), it is important to use it in such a way that the student(s) would derive a lot of meaning from it. An example of praise such as “good” (table 4) is evaluated as ineffective because it contains little task related information as observed by Burnett & Mandel; 2010. An additional point to the “Praise” type of F-Move as suggested by Tappan (1998), is that the lecturers should praise the students in order to help them to take a leading role in the classroom interaction.

### **The “No Feedback” type of F-Move**

The final point regards the “No Feedback” which could be explained that the lecturers avoided ‘spoon feeding’ the students, more especially that the university students are mature. Another point worth mentioning is that where there was “No Feedback” in the classrooms, Sinclair & Coulthards (1975) IRF structure was not used. Based on the said analysis, it can thus be claimed that sometimes quality classroom interaction in the form of the F-Move was reflected and in some cases it was not.

## **CONCLUSION AND RECOMMENDATIONS**

The conclusions derived from this research article are a clear evidence that there is need for the CSS lecturers to use more evaluative types of the F-Move. The said type will help the lecturers to use the appropriate type of F-Move and ultimately develop dialogic teaching. Further, the “Accept” and the “Praise” types should be cautiously used by the lecturers. They should be used such that the talk will be more student-centred than lecturer-centred. Finally, this study has also shown that the CSSU lecturers have to minimise the amount of lecturer talk. By so doing, the students would be given a chance to talk more hence, quality teaching and learning. Based on the above conclusion, the following recommendations were made:

There is need for more

- Feedback in the form of praises to the students. The foregoing calls for the lecturers to be more knowledgeable on the different ways of giving the students praises. The lecturers need to frequently praise the students while clearly bearing in mind what the praise is for.
- Research on the F-Move in other higher institutions of Botswana. Other researchers of classroom interaction could extend the research to other tertiary institutions. This will help establish the existing state of affairs in Botswana's tertiary education.
- Learner centredness than the lecturers. Since the university students are mature, the lecturers could create a learning platform where the students can also provide feedback to their peers.

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