Discoursal Features of Classroom Interaction: Yesterday vs. Today's EFL Teachers

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Abstract

In the present research the Initiation-Response-Feedback model developed by Sinclair and Coulthard (1975) was used to study types of moves and exchanges in the initiation and feedback phase of experienced and novice instructors. Additionally this study tried to describe the difference between various types of teacher-student and student-student interaction brought about and affected by different moves and exchanges used by teachers in initiation and feedback phases. A sample of 10 male and female teachers, 5 with more than 6 years of experience and 5 with less than 2 years of experience were chosen from the teachers teaching in language schools. The language classes were observed and audio-recorded. Then observations were transcribed and coded using Sinclair and Coulthard's (1975) model. It was revealed that experienced teachers make use of different moves and exchanges more than novice teachers. Based on the results of the Chi-square tests, the performance of novice and experienced teachers was significantly (.000, .008<.05) different from each other in different boundary exchanges (framing moves and focusing move) and teaching exchanges (opening move, responding move, follow-up move) of the initiation and feedback phases.

Keywords: Sinclair and Coulthard's (1975) IRF model, Experienced EFL teachers, Novice EFL teachers

INTRODUCTION

Classroom communication that involves interaction has been investigated by many researchers, and it has been shown that classroom interaction is crucial in building knowledge and improving skills. Allwright (1984) believes that keeping learners active in the classroom is important, thereby reducing the amount of teacher's talk and increasing the learner's talk time. One of the threats of classroom is that the learners may permanently talk to each other. Teachers usually try to prevent learners from talking to each other more than needed, and to get them to interact to the language teachers. Teachers and learners then should distinguish between 'interaction' and

'communication'; they should not consider them as synonyms. Thurmond and Wambach (2003) defines interaction as:

> The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment. (p. 4)

Therefore, it can be understood that there are four types of interactions: learner-course content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. According to Harmer (2009) teachers should focus on three factors when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e., they should provide an output that is comprehensible for students. Secondly, they must think about what they will say to their students; hence, the teacher speech is as a resource for learners. Finally, teachers have to identify some features such as voice, tone, and intonation in their speaking. Classroom interaction is worth further research based on an analysis of its discourse for two reasons. First, it gives a better picture of what occurs inside the EFL classroom; and second, it examines and describes the language used by teachers and students of EFL.

In the 1970s, Sinclair and Coulthard investigated the 'organization of linguistic units above the rank of clause and explored the intermediary levels of language between context and phonetic substance' (p. 1). Their discourse analysis (DA) method has been described as "a litmus test for whether or not a lesson is communicative" (Raine, 2010, p. 19), and it was not designed to handle pupil-pupil interactions and lessons which fit into the model tend to be overtly teacher-based. This model has served as a "basis for more current models" of DA (de Boer, 2007, p. 7), and "certainly appears to have been oft adopted by respected TEFL and linguistics researchers' (Raine, 2010, p. 19). However, Raine (2010) warns of the danger of allowing the strong reputation and tradition of usage of this model to influence the opinions of individual researchers such as this author on whether it is "useful for understanding classroom communication in our own contexts" (p. 19). It is worth noting that Sinclair and Coulthard applied their original model to data taken from teacher-lead primary school classroom settings in the 1970s.

Ellis and Foto (1999) believe that, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output" (p. 9). Interaction leads to meaning negotiation through which learners can receive feedback from their interlocutors. Ellis and Foto (1999) define negotiation of meaning as verbal exchanges occurring while speakers intend to prevent communication breakdown. They further point out that negotiation of meaning is the central discourse structure. The learners in the classroom should then make the linguistic output more comprehensible for the other learners in the class so that they can engage with them in the interaction.

Researchers such as Mackey (2007) and Ellis (2003) suggest that interaction is beneficial to language development. Students who interact and speak in classroom have better achievement in most cases than those who always keep silent. Language as a rule-

governed cultural activity, based on social interactionists view, can be learned in interaction with others. In fact, interactionists, as Ellis (2003) states, look at language learning as an outcome of participating in discourse, particularly face-to-face interaction. This interpersonal interaction is thought of as a fundamental requirement of second language acquisition (SLA) (Lightbown & Spada, 2006). As many classroom-oriented researchers have pointed out, it is only through a better understanding of classroom interaction process that teachers can render their teaching more profitable for learners (Boulima, 1999; Yanfen & Yuqin, 2010).

Based on the observation of classroom discourse done in 1975 by Sinclair and Coulthard leading to the introduction of IRF model, classroom discourse can be divided into a series of levels including lesson, transaction, exchange, move, and act. In this study, the exchange and move patterns in classroom discourse are examined. As Nunan (1987) argues, the style of language used in the classroom environment may seriously affect a student's ability to cope in the real world. L2 teachers interact with learners mainly by asking questions and providing feedback (Holland & Shortall 1997). Focusing on these engaging methods can be expected to show useful findings which will contribute to deeper insights about the ways to improve L2 teaching and learning. Teaching experience, as emphasized by a lot of researchers (e.g. Gatbonton, 1999; Richards, Li & Tang, 1998; Tsui, 2003, 2005), seems a very significant factor deeply affecting the patterns of interaction in classroom.

Application of IRF model to classroom discourse and patterns of asking questions and providing feedback will yield useful results on how teachers with different teaching backgrounds use their spoken language in their classes and the effects of different types of exchanges and moves in their discourse. Additionally, regarding the discussions mentioned above, it seems, therefore, essential to see how the teacher-student and student-student interactions are different and in what way(s) different initiation and feedback phases affect student-student interaction in classroom. In EFL contexts like Iran, it seems that the interactions between language learners and language teachers are not balanced (Rashidi & Rafieefar, 2010). In other words, in language classes, some students are more talkative than others. The balance between teachers and students in their interactions guarantees optimum class output. Accordingly, further studies should be conducted in this field. In addition, not much research has so far been conducted in this area (Rashidi & Rafieefar, 2010). Therefore, this study intended to investigate the classroom the interaction patterns in Iranian EFL classrooms. To this end, this study intended to answer the following research questions:

- Are there any differences between the types of moves and exchanges in the initiation phase (I) of experienced teachers and those of novice teachers?

- Are there any differences between the types of moves and exchanges in the feedback phase (F) of experienced teachers differ from those of novice teachers?

LITERATURE REVIEW

A number of studies have so far been conducted on classroom interaction. For instance, Dabiri (2006) claims that the classroom interactions between Iranian teachers and

students are influenced by teachers' attitude and expectations from students with different genders. In addition, it was observed that teachers change their behavior, based on students' gender.

The classroom interaction has also been studied from students' point of view and teacher's role. Yousefi and Koosha (2013) aimed at investigating the degree of teacher- vs. student-centered classroom interaction in the MA courses of three different fields of TEFL, General Linguistic, and Translation Studies. Three different courses were randomly selected. The results showed that although the investigated fields differed from each other in terms of learner/ teacher interactions, the differences, except in the case of Responding Behavior, were not statistically significant.

On the contrary to the previous study, some studies have been done to investigate the amount of teacher and student talk. A recent study in the field of classroom interaction is the study by Farahian and Rezaee (2012) in which they investigated the amount of teacher talk in class and students' reactions. Twelve upper intermediate students were investigated in terms of their interactions with the teachers. At the end, a structured interview with 8 open-ended questions with the aim of getting the teacher's opinion about teacher talk. It was revealed that on average, 70 percent of the class time was allotted to teacher talk, 20 percent to student talk and about 10 percent to other activities. It was found that the allocation of such time to teacher talk has various advantages. Meanwhile, it supports the claim that a skilful teacher uses questions in his teacher talk to get feedback from the class.

The type and importance of questioning have also been the center of focus in some studies. Behnam and PourIran (2009) explored six classes at intermediate level. They explored patterns of questioning behavior. The results indicated that display questions were used by the teachers more frequently than referential questions.

In another study, Oberli (2003) investigated how an experienced teacher answers the weak/strong dichotomy with regard to questioning and feedback strategies in his interactive classroom during a 70-minute lesson. The question to which the answer would be sought was: What types of questions does he ask and how do these inform his strategies and their effectiveness? Oberli concludes:

The questions investigated have produced some unusual, seemingly conflicting findings ... we have, on the one hand, a teacher who mostly asks convergent questions, often just closed ones. These indicate that he is in «control», «manipulating», classroom interaction in a near «mechanical» way (Oberli, 2003, p.10).

Along with the previous studies on interaction patterns in classrooms, some studies have made use of Sinclaire and Coulthards' model. For example, Jiang (2012) in a study focused on college English classroom discourse. Through a detailed description and analysis of the collected data by referring to Sinclair and Coulthard's classroom discourse analysis model, the discourse patterns and features were made clear and on the basis of which a few strategies for college English teachers are put forward by the author so as to improve college English teaching and learning

There are also other studies that focus on IRF, teacher feedback and error correction which are relevant to the present study. The difference in these studies, compared to the present study, is that the issue of teacher expertise has been ignored, in addition, none of them has focused on different phases of the IRF model separately. However, they are important examples of more recent research done in the field of classroom discourse.

Lee (2007) investigated the third turn in the IRF pattern. This study demonstrated that teachers not only respond to whether the student's second turn answers are correct, adequate or relevant but also to how they are produced: accurately, convincingly, or reluctantly. Even for correct answers, teachers often ask students to elaborate, reformulate or defend their answers. That is to say, what teachers do in the third turn position is not predictable. The question is if and how we can take into account, analytically, these local contingencies that surround the teacher's third turn? as these demands help us to see how classroom interactions become orderly, reliable and thus stable.

METHODOLOGY

Research Design

Given that the nature of the study determines the research design, and that there were three research questions addressed in the present study, this study adopted a qualitative design. The types of moves and exchanges in the initiation phase (I), feedback phase (F) and also the types of feedback are independent variables and experienced together with novice teachers are dependent variables.

Participants

According to previous research studies, experienced teachers are those who have taught for at least five years and novice teachers are would-be-teachers, or those who have taught very little and have less than two years of teaching experience (Gatbonton, 1999; Richards, Li, & Tang, 1998; Tsui, 2003). So, a sample of 10 male and female teachers, 5 with more than 6 years of experience and 5 with less than 2 years of experience were chosen from the teachers teaching in authorized and accredited language schools. The selection criterion was their demographic information and interviews with the teachers themselves and those in charge.

Instruments

The data for this study were gathered through voice recording and direct observation. The interaction between the teacher and students was recorded using a voice recorder and then it was transcribed. In addition, Sinclair and Coulthard's (1975) model was used to analyze the recorded data. A description of the instruments employed in the study is given as follows:

Observation

Researchers can obtain data on the physical setting, the human setting, the interactional setting and the program setting via observation. Observations are useful tools to provide direct information about language, language learning, or the language-learning situation

(Cohen, Manion & Morrison, 2000) and it is the best data collection technique to gain insight into the subjects in a natural environment. So, each and every session was completely audio-recorded using an mp3 recorder personally by the researcher. The researcher took notes whenever needed during the sessions.

The Transcription

Having completed each observation, each session which was recorded was carefully listened to and the interaction patterns were analyzed in terms of the types of moves and exchanges in the initiation phase (I), feedback phase (F) and also the types of feedback that experienced and novice teachers used. The notes for each audio-recorded class were written on a separate sheet. The researcher transcribed the recordings as accurately as possible; however, there were some cases which were difficult to transcribe with certainty. The interactions between teacher and students were transcribed according to Sinclair and Coulthard's model (see below); that is using IRF sequences (Teacher Initiation, Student Response, Teacher Feedback).

The Sinclair & Coulthard's model

In the 1970's, Sinclair and Coulthard set out to investigate the 'organization of linguistic units above the rank of clause,' and explore the intermediary levels of language 'between context and phonetic substance (Sinclair & Coulthard, 1975, p. 1). The S & C's model has served as a 'starting point' for discourse analysis (DA) and a 'basis for more current models' of DA (de Boer, 2007, p. 7), and 'certainly appears to have been oft adopted by respected TEFL and linguistics researchers' (Raine, 2010, p. 19). However, Raine (2010, p. 19) warns of the danger of allowing the strong reputation and tradition of usage of the S & C's model to influence the opinions of individual researchers such as this author on whether it is 'useful for understanding classroom communication in our own contexts'.

It is worth noting that Sinclair and Coulthard applied their original model to data taken from teacher-lead primary school classroom settings in the 1970's. This type of data was chosen because it represented 'a more simple type of spoken discourse' (Sinclair & Coulthard, 1975, p. 6) than other, less structured varieties of interaction, such as that of the more 'communicative' modern-day EFL classroom from which the data analyzed in this paper is taken. As a result of these narrow beginnings, many modifications of the original S & C's model have been proposed (de Boer, 2007).

There have been several criticisms of language classrooms whose discourse fits too neatly into the S & C's three-stage model. De Boer (2007) states that such discourse is heavy on teacher display questions, where the teacher knows the answer, but merely wants to know whether the student can correctly answer. This is counter-productive as their overuse deprives students of the opportunity for meaningful communication (Thornbury, 2000, cited in de Boer, 2007).

The Rank Scale

The S & C's model employs a hierarchical system, based on Halliday's model. The highest rank is lesson, which is made up of 'an unordered series of transactions' (Sinclair & Coulthard, 1975, p. 25). Due to the lack of restriction on the order of transactions in a

lesson, analysis of this rank is debatable. It would be impossible to arrive at a structural statement from such pursuit as 'ordering varies from teacher to teacher' (Sinclair & Coulthard, 1975, p. 60). Sinclair and Coulthard state that their work on the rank of transaction was insufficient to make its analysis a major part of their study. This leaves exchange as the highest rank useful for scrutiny. Exchanges are made up of moves, which are, in turn, made up from acts. It is these three ranks which this paper will focus on.

Exchanges and moves

Sinclair and Coulthard (1975) identify two types of exchange in classroom discourse; boundary exchanges and teaching exchanges. Boundary exchanges signal the transition from one section of the lesson to the next and are initiated by the teacher, whereas teaching exchanges are where questions are asked and answered, and feedback given on answers. Tables 1 and 2 below are taken from Sinclair and Coulthard (1975, p. 26) and show the possible structures of these exchange types. In the left hand side column, letters in parentheses represent the labeling symbols for the elements of structure. In the middle column, symbols in parentheses are not obligatory components of the structure, whereas symbols that are not in parentheses are required. The numbering in parentheses in the right hand column is the S & C's reference label for each class of move in their model.

Table 1. Rank III: Exchange (boundary)

Elements of structure	Structures	Classes of move
Frame (Fr) Focus (Fo)	(Fr) (Fo)	Fr: Framing (III.1) Fo: Focusing (III.2)

Adopted from Sinclair and Coulthard (1975)

Table 2. Rank III: IRF Exchange (teaching)

Elements of structure	Structures	Classes of move
Initiation (I) Response (R) Feedback (F)	I (R) (F)	I: Opening (III.3) R: Answering (III.4) F: Follow-up (III.5)

Adopted from Sinclair and Coulthard (1975)

As seen in Tables 1 and 2 above, there are five main classes of moves in the S & C's model; framing and focusing moves, which realize boundary exchanges; and opening, answering, and follow-up moves, which realize teaching exchanges. As elements of structure, these are labeled I, R, and F and the S & C's model is often referred to having an IRF, three-part structure.

Framing moves 'indicate boundaries in the lesson' and focusing moves are 'meta statements about the discourse' Sinclair and Coulthard (1975, p. 22), i.e., these moves signal the transition from one stage of the lesson to the next and provide information about the different stages of the lesson respectively. Teaching exchanges can be further divided into eleven sub-categories; six 'free' and five 'bound' exchanges (Sinclair & Coulthard, 1975, p. 49). Bound exchanges are tied to previous free exchanges, which they refer back to. These sub-categories can be found in Tables 3 and 4 below, which are based on Raine (2010, p. 7).

Table 3. Sub-categories of free exchange

Sub-class of exchange	Structures	Function of exchange
Teacher inform (Inform)	I (R)	to convey information to the pupils
Teacher direct (Direct)	I R (F)	to elicit a non-verbal response from the pupils
Teacher elicit (Elicit)	I R F	to elicit a verbal response from a pupil
Check (Check)	I R (F)	to discover how well students are getting on and identify any problems
Pupil elicit (P-Elicit)	I R	to elicit a verbal response from the teacher
Pupil inform (P-Inform)	I F	to convey information to the teacher

Adopted from Raine (2010)

Table 4. Sub-categories of bound exchanges

Sub-class of exchange	Structures	Function of exchange
Re-initiation (i) (Re-initiation)	I R I b R F	to induce a response to previously unwanted questions
Re-initiation (ii) (Re-initiation)	I R F (I b) R F	to induce a correct response to a previously incorrectly answered elicitation
Listing (Listing)	I R F (I b) R F	To withhold evaluation until two or more responses are received to an elicitation.
Reinforce (Reinforce)	I R I b R	to induce a (correct) response to a previously issued directive
Repeat (Repeat)	I R I b R F	to induce a repetition of a response

Adopted from Raine (2010)

RESULTS

Types of moves and exchanges in the initiation phase (I) of experienced and novice teachers

The first stage in our analysis was to look at the frequencies of occurrence of the various types of exchange and move to identify which functions are present and in what proportions in directing transactions. The frequencies and percentages are shown in Table 5 below.

Table 5. Moves and Exchanges in the Initiation Phase (I) of Experienced and Novice Teachers

Exchange type	Move Type	Novice Teachers		Experienced Teachers	
		F	P (%)	F	P (%)
Boundary Exchange	Framing move	25	6.96	121	9.74
	Focusing move	27	7.52	175	14.09
Teaching Exchange	Opening move	112	31.19	423	34.05
	Responding move	186	51.81	459	36.95
	Follow-up move	9	2.50	64	5.15
	Total	359	100	1242	100

As shown in Table 1, the frequency of teaching exchange was more than boundary exchange for both novice and experienced teachers. Furthermore, novice teachers made use of boundary exchanges less than experienced teachers. Novice teachers made use of *framing move* with a percentage of 6.96% (25 cases), while the experienced teachers used this move with a percentage of 9.74% (121 cases). *Focusing move* was used with a frequency of 27 and a percentage of 7.52% by the novice teachers while the experienced teachers made use of this move in 175 cases (14.09%). The *opening move* was used with a percentage of 31.19% and a frequency of 122 by the novice teachers and a percentage of 34.05% (423) by the experienced teachers. The novice teachers used the *responding move* with a percentage of 51.81% and a frequency of 186 while the experienced teachers used this move with a percentage of 36.95% and a frequency of 159. The *follow-up move* was employed by novice teachers in initiation phase with a percentage of 2.50%, and a frequency of 9 while the experienced teachers made use of this strategy with a percentage of 5.15% and a frequency of 64. Accordingly, the frequency and percentage of four out of five moves were higher for experienced teachers compared with novice teachers. It means that experienced teachers are mightily more active than novice teachers. In addition, experienced teachers are more professional in managing classroom interactions. On the other hand, the only move in which the percentage and frequency for novice teachers was higher than the experienced teachers was the responding move which may mean that the experienced teachers tried to motivate learners to think critically rather than responding on the spot.

Figure 1 shows the percentage of different moves and exchanges used by novice and experienced teachers in initiation phase of the interaction patterns.
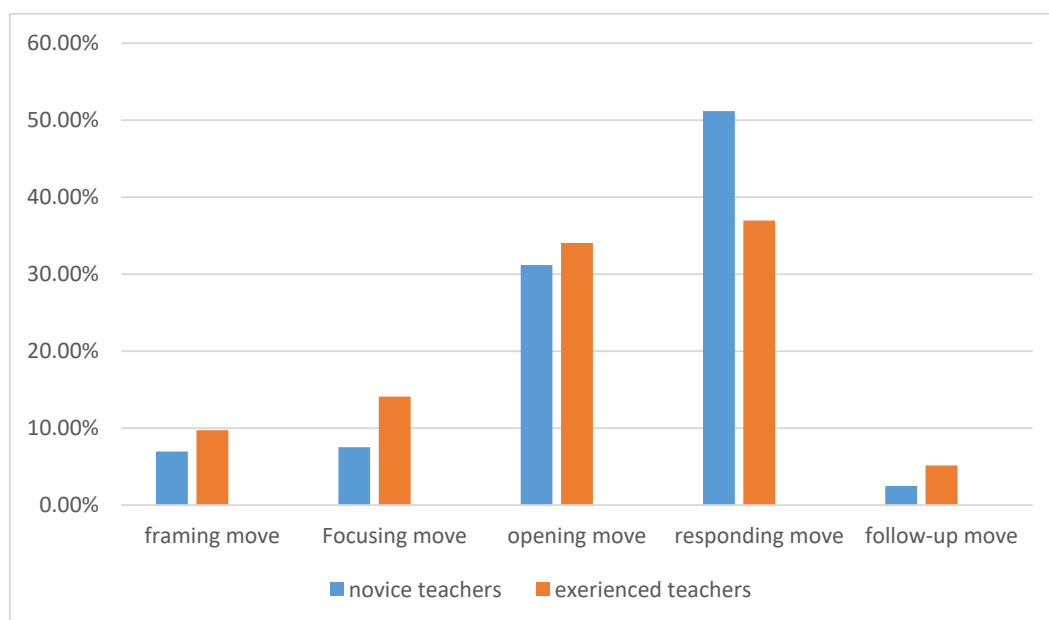

Figure 1. The Percentage of Different Moves and Exchanges Used by Novice and Experienced Teachers in Initiation Phase

As shown in Figure 1, in all cases, the experienced teachers made use of moves and exchanges more than the novice ones except the *responding move*. This may signify that the experienced teachers responded with more patience, and they let the students to have

better opportunities. In order to find out if the difference between the novice and experienced teachers in terms of using boundary and teaching exchanges is statistically significant, a series of chi-square tests were run, the results of which of were presented in Table 6.

Table 6. Results of Chi-square Tests between Novice and Experienced Teachers in Terms of Boundary and Teaching Exchange

Exchange type	Move Type	Novice Teachers		Experienced Teachers		Chi-square	
		F	P (%)	F	P (%)	χ2	Sig.
Boundary Exchange	Framing move	25	6.96	121	9.74	17.000	.000
	Focusing move	27	7.52	175	14.09	22.000	.000
Teaching Exchange	Opening move	112	31.19	423	34.05	65.000	.000
	Responding move	186	51.81	459	36.95	89.000	.000
	Follow-up move	9	2.50	64	5.15	8.000	.005

According to the results presented in Table 6, the difference between novice and experienced teachers in using all types of moves and exchanges in the initiation phase of interaction is statistically significant (.000, .005<.05). That is to say, the experienced teachers probably performed better than the novice teachers in the initiation phase.

Types of moves and exchanges in the feedback phase (F) of experienced and novice teachers

The second research question intended to investigate how the types of moves and exchanges in the feedback phase (F) of experienced and novice teachers differ from each other. In order to answer this question, the type of moves and exchanges between novice and experienced teachers in the feedback phase of interaction were compared and contrasted. The results are presented in Table 7.

Table 7. Moves and Exchanges in the Feedback Phase (I) of Experienced and Novice Teachers

Exchange type	Move Type	Novice Teachers		Experienced Teachers	
		F	P	F	P
Boundary Exchange	Framing move	32	8.42	120	13.87
	Focusing move	26	6.84	91	10.52
Teaching Exchange	Opening move	79	20.78	239	27.63
	Responding move	231	60.78	380	43.93
	Follow-up move	12	3.15	35	4.04
	Total	380	100	865	100

According to the statistics presented in Table 7, in general the teaching exchanges were used more than boundary exchanges. The experienced teachers made use of the framing move in 13.87% that is 120 cases in feedback phases, while the novice teachers used this move with a percentage of 8.42% and a frequency of 32. Focusing move was the next category of boundary exchanges which was used with a percentage of 10.52% and a frequency of 91 by the experienced teachers and 6.84% and a frequency of 26 cases by novice teachers.

In terms of the first move of the teaching exchange, namely, opening move, the experienced teachers employed this move with a percentage of 27.63% and a frequency of 239 by the novice teachers used applied this strategy with a percentage of 20.78% and a frequency of 79. The opening move was to direct the students to participate in the discourse. In this regard, the experienced teachers tried to engage students in classroom discussion. They embarked on managing a learner-centered classroom.

The next move of the teaching exchange was responding move. This move was employed by the experienced teachers with a percentage of 43.93% and a frequency of 280, while the novice teachers used this move more than experienced teachers with a percentage of 60.78 and a frequency of 231. The novice teachers used the *responding move* more than the experienced teacher. The answering move, usually a response from the students, was determined by the head act within the opening move.

The last move of the teaching exchange based on Sinclaire and Coulthart's (1975) classification of classroom interaction pattern was *follow-up* move. The experienced teachers used this move with a percentage of 4.04% and a frequency of 35, while the novice teachers used this move less than the experienced teachers with a percentage of 3.15% and a frequency of 12.

The *follow-up move* was employed by novice teachers in initiation phase less than the experienced teachers. The *follow-up move*, which was typically produced by the teacher, took place after the answering move as a reaction to the student's response. This move was considered vital in telling the students whether they have done what the teacher wanted them to do. In general, experienced teachers were more sensitive and more reflective to students' responses, therefore, experienced teachers made use of this move more frequently. Similar to the initiation phase, in the feedback phase, the experienced teachers scored higher than the novice teachers in the framing move, focusing move, opening move and follow-up move. In addition, in the responding phase, the novice teachers scored higher than the experienced teachers. It shows that the experienced teachers are more active in class, and they can handle classroom issues more actively. Similar to the initiation phase, the results show that experienced teachers managed the interaction patterns more effectively in classes, meaning that the more experienced the teachers were, the better the interactions lead to learning.

The percentage of different moves and exchanges used by novice and experienced teachers in feedback phase of the interaction patterns is displayed on Figure 2.
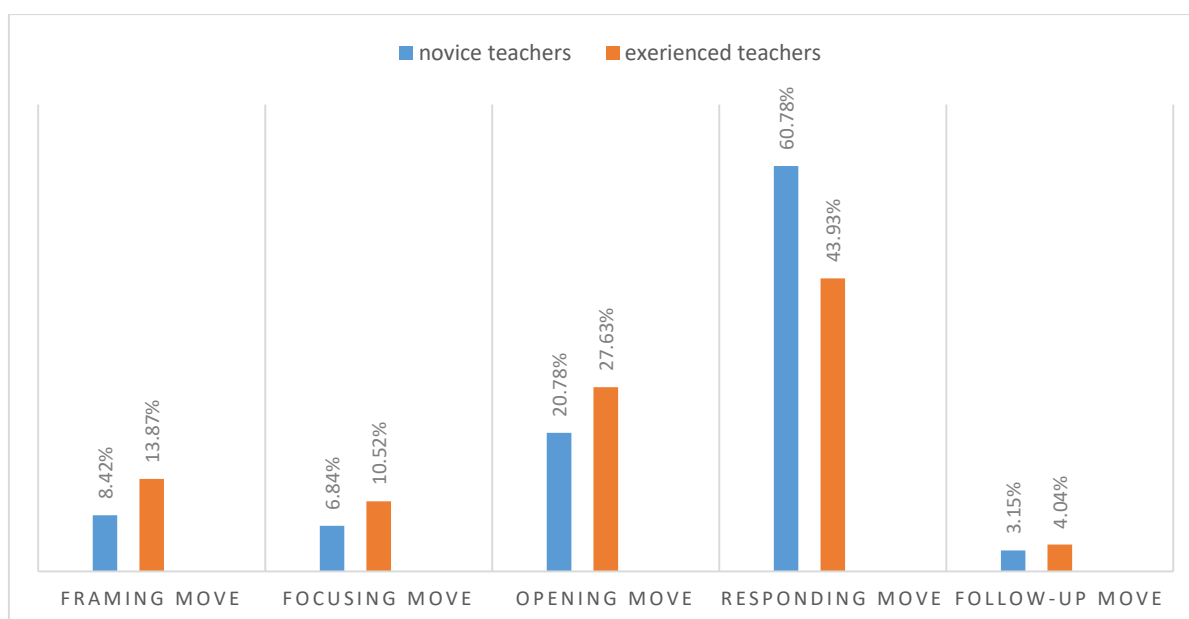
Figure 2. The Percentage of Different Moves and Exchanges Used by Novice and Experienced Teachers in Feedback Phase

Similar to the initiation phase, in the feedback phase, the experienced teachers made use of exchanges and moves more than the novice teachers, the only difference being the responding move in which the higher percentage was devoted to novice teachers. In order to investigate the issue more deeply, a series of Chi-square test was run between the different moves of boundary exchange and teaching exchange across novice and experienced teachers. The results are presented in Table 8.

Table 8. Results of Chi-square Tests between Novice and Experienced Teachers in Terms of Boundary and Teaching Exchange

Exchange type	Move Type	Novice Teachers		Experienced Teachers		Chi-square	
		F	P (%)	F	P (%)	χ2	Sig.
Boundary Exchange	Framing move	32	8.42	120	13.87	21.000	.000
	Focusing move	26	6.84	91	10.52	18.000	.000
Teaching Exchange	Opening move	79	20.78	239	27.63	49.000	.000
	Responding move	231	60.78	380	43.93	1.05	.000
	Follow-up move	12	3.15	35	4.04	7.000	.008

Based on the results of the Chi-square tests, the performance of novice and experienced teachers were significantly (p<.05) different from each other in different moves and exchanges of the feedback phase.

DISCUSSION AND CONCLUSION

In this study, it was found out that in initiation phase novice teachers made use of *framing move* less than the experienced teachers. In addition, *Focusing move* was used by the novice teachers less than the experienced teachers. Similarly, the *opening move* was used by the novice teachers less than the experienced teachers. Sinclair and Coulthard (1992, p. 22) state that, "[t]he purpose of a given opening may be passing on information or directing an action or eliciting a fact." The opening move is to direct the students to

participate in the discourse. In this regard, the experienced teachers try to engage students in classroom discussion. They embark on managing a learner-centered classroom.

However, the novice teachers used the *responding move* more than the experienced teachers. The answering move, usually a response from the students, is determined by the head act within the opening move. Furthermore, the *follow-up move* was employed by novice teachers in initiation phase less than the experienced teachers. The *follow-up move*, which is typically produced by the teacher, takes place after the answering move as a reaction to the student's response. This move is considered vital in telling the students whether they have done what the teacher wanted them to do. In general, experienced teachers are more sensitive and more reflective to students' responses, therefore, experienced teachers made use of this move more frequently. The results of this study in this regard are in line with the study by McCarthy (1991).

In addition, the results of Chi-square tests showed a significant difference between the interactions of novice and experienced teachers in all moves and exchanges in initiation phase.   In the feedback phase, the experienced teachers made use of the *framing move* more than the novice teachers. In addition, *focusing move* and *opening move* were used by the experienced teachers more than novice teachers. Furthermore, the *responding move* and *follow-up move* were employed by the experienced teachers more than the novice teachers. The results of Chi-square tests showed significant differences between different moves and exchanges as used by novice and experienced teachers.

As far as the significant differences between different moves and exchanges as used by novice and experienced teachers is concerned, the results of the present study are in agreement with the findings of some previous studies. Oliver, 2000; Panova and Lyster, 2002; Seedhouse, 2004).

The present research used Sinclair and Coulthard's (1975) model to investigate classroom discourse by novice as well as experienced teachers; therefore, the findings can be useful in some aspects. First, this study investigated the discourse in layers of exchange and move which were sub-layers of initiation-feedback-response. Discourse patterns can be identified separately or in connection with the speech. Knowing the discourse patterns in class can show communicative patterns in the classroom discourse. This can determine the type of structure in the discourse, and therefore it can lead to better management of classroom interaction.

This study showed that experienced teachers make use of different moves and exchanges more than novice teachers. This has some implications for language teachers and the officials and managers of language institutes along with policy makers in the field of language teaching and learning. Language teachers can make use of the results of this study and employ moves and exchanges in order to provide a more comprehensible and efficient language classroom. With enough knowledge about various moves and exchanges in every phase of initiation-feedback and response, language teachers can manage to have a more communicative language class where learners can be more interactive. Language institutes, inspired by the results of this research, can provide some

educational programs so that they make a transition of knowledge from older generation language teachers to younger and less experienced ones. In fact, through holding various meetings between novice and experienced teachers, the institutes can manage a process of substitution of older teachers with younger ones. In addition, policy makers and officials can take advantage of the results of the present study and try to hold some in-service courses for novice teachers, in which the novice teachers work as sub-teachers next to experienced teachers, and in this way the acquire the needed expertise. Efficient classroom interaction results in efficient outcomes. Novice teachers should make use of experienced teachers' experience and try to improve their performance in classroom.

Analyzing discourse from this point of view helps to understand the interaction patterns in classroom, and how these patterns are achieved in classroom.

By breaking up the discourse in layers, the functions of each part become clear and by understanding these functions we can see how they combine to form classroom discourse. Examining discourse through Sinclair and Coulthard's model can provide a better understanding of the roles of the teacher and students, and how these roles are created and maintained by the language used. Once teachers understand how their language affects their role in the classroom they can begin to use language more consciously. Simply put, the language including the words and sentences used by teachers in class, shows their roles and responsibility as well as their knowledge. Accordingly, when teachers know about the impact of her/his language on their roles and responsibilities, they can use language more effectively, so that the class will be more fruitful.

This type of analysis can help teachers become aware of how communication is transferred from teacher to student as well as become conscious of the functions and structures of the language and as a result how language affects classroom discourse. By being aware of the language and its functions the teacher can structure the language for better communication.

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