

: TEE-A

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Choi, Yu-Jung & Kim, Tae-Eun. (2016). An analysis of question types and discourse structure elementary English teachers use on the TEE-A Teaching Practice Test. *Modern English Education*, 17(3), 219-244.

The purpose of the study is to examine the nature of question types and discourse structure elementary school teachers use in their English instruction. The research questions are established as follows: (a) Which types of thinking skills are stimulated by the types of questions English teachers used and what are the characteristics of each type of question? and (b) Which type of discourse structure are used frequently by English teachers and what are the characteristics of each type of discourse structure? To answer these, eight English teachers who passed the Teaching Practice Test required for the TEE-Ace certificate were randomly selected. Classroom discourse contained in the video clips of their English instructions recorded during the Teaching Practice Test was analyzed. As for the findings of the study, execution questioning, was most frequently used. Recognition questioning was next frequently used. However, thinking skills of understanding, analysis, evaluation, and creation were scarcely stimulated by teachers' use of questioning. In addition, the most frequently used discourse structure was IRE structure followed by IRR and IRs. The study provides insights into the importance of teachers' careful use of questioning in order to stimulate a range of thinking skills and also suggests that teachers should have expertise in dealing with classroom discourse.

[questioning/discourse structure/thinking skills/feedback/
/ / /]

* 1

** 1 : , :

I.

가 ,

(questioning) (classroom discourse) 가

가 (, 2008)

가 , 가 Long Sato(1983)

가

가 가 (2010),

(2011)

(2015) 가

가

H. W. Lee

(2002) (2005), (2010)

, IR(Initiation-Response),
IRE(Initiation-Response-Evaluation), IRF(Initiation-Response-Feedback)

가
가

1) 가 가?

2)

가?

II.

1.

(, 2000).

2.

Bloom, Krathwohl Masia(1956)

Bloom (Bloom's taxonomy)

(knowledge), (comprehension), (application), (analysis), (synthesis), 가(evaluation) 6

Bloom Richard(1985)

가

Anderson Krathwohl(2001)

가

가

가
 '가
 가
 '가
 '가

3.

(Cook, 1999). Cazden(2001)

가

가
 (adjacency pair) IRE IRF Schegloff Sacks(1973)
 Sinclair Coulthard(1975)
 3 가
 가
 가(evaluation), (initiation), (response),
 (initiation), (response), (feedback)

4.

EFL 가
 , Schachter(1991)
 feedback) (explicit) (corrective implicit)

가
 (recast), (clarification)
 request), (metalinguistic feedback), (elicitation),
 (repetition)

가
 가
 가

(2010) - ; ‘ , ; ‘ 가
 95% 39.5 34
 3.5
 1.5 , 0.5 2 (2015)

() , () , (, ,) , (, 가)
 , 1,2
 ()
 53.5% , () 28.7% , 17.8% .
 가 , H. W. Lee(2002) 5
 IR
 (2005) 2 1
 IRF F
 가 IR (2010)
 IR 9 , IRE가 19.5 , IRF가 8 .

III.

1.

2013 Practice Test	2014	TEE-A TPT	가(TPT, Teaching) 가
		8 ,	2

2

A	5	2013
B	3	2014
C	5	2014
D	6	2014
E	3	2014
F	5	2014
G	3	2014
H	6	2014

3 , A, C, F , TEE-A 가 , B, E, G
 5 , D, H 6
 A 2013 TEE-A B-H
 2014 TEE-A

2.

가 8 TEE-A
 ,
 가
 (initiation)

Anderson Krathwohl(2011)
 가

3

3

I	Initiation	T : Do you get it? S : ()
IRs	Initiation-Response (Student)	T : What does Jay want to be? S : He wants to be a pilot. T : ()
IRt	Initiation-Response (Teacher)	T : What does Jay want to be? S : () T : He wants to be a pilot.
IRR	Initiation-Response - <i>Repetition</i>	T : What does Jay want to be? S : He wants to be a pilot. T : He wants to be a pilot.
IRE	Initiation-Response - <i>Evaluation</i>	T : What does Jay want to be? S : He wants to be a pilot. T : Great.
IRF	Initiation-Response - <i>Feedback</i>	T : What does Jay want to be? S : A pilot. T : He wants to be a pilot.
IRFR	Initiation-Response - <i>Feedback-Response</i>	T : What does Jay want to be? S : A pilot. T : He wants to..... S : He wants to be a pilot.
IRFRF	Initiation-Response - <i>Feedback-Response-Feedback</i>	T : What does Jay want to be? S : A pilot. T : He wants to..... S : He wants to be pilot. T : He wants to be a pilot.
IRFRE	Initiation-Response - <i>Feedback-Response-Evaluation</i>	T : What does Jay want to be? S : A pilot. T : He wants to..... S : He wants to be a pilot. T : Perfect.
IRFRFRE, IRFRFR, IRF(Initiation-Response- <i>Follow-up question</i>)		

I(Initiation), IRs(Initiation-Student's Response), IRt(Initiation-Teacher's Response), 3 IRR(Initiation-Response-*Repetition*), IRE(Initiation-Response-Evaluation), IRF(Initiation-Response-Feedback), 4 가 IRFR(Initiation-Response-Feedback-Response), IRFRF(Initiation-Response-Feedback-Response-Feedback), IRFRE(Initiation-Response-Feedback-Response-Evaluation)

, 'IRE', 'IRs'

3.

3 , 728 가 93% , 37 가 95% , 5 가 742 가 5% , 00

IV.

1.

Anderson Krathwohl(2001)

4

4

	A	B	C	D	E	F	G	H	
	55	36	54	36	51	22	73	44	371
	(61.8%)	(33.6%)	(59.3%)	(36.0%)	(78.5%)	(26.5%)	(58.4%)	(53.7%)	(50.0%)
	1	1	1	3	0	3	4	1	14
	(1.2%)	(0.9%)	(1.1%)	(3.0%)	(0%)	(3.6%)	(3.2%)	(1.2%)	(1.9%)
	28	63	29	59	12	55	40	33	319
	(31.5%)	(58.9%)	(31.9%)	(59.0%)	(18.5%)	(66.3%)	(32.0%)	(40.2%)	(43%)
	0	0	0	0	1	0	0	0	1
	(0%)	(0%)	(0%)	(0%)	(1.5%)	(0%)	(0%)	(0%)	(0.1%)
가	0	0	0	0	0	0	1	0	1
	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0.8%)	(0%)	(0.1%)
	0	0	0	0	0	0	0	0	0
	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
	5	7	7	2	1	3	7	4	36
	(5.6%)	(6.5%)	(7.7%)	(2.0%)	(1.5%)	(3.6%)	(5.6%)	(4.9%)	(4.9%)
	89	107	91	100	65	83	125	82	742
	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

가 , E , G , H , A , C 가

가, B, D, F 가
 , F 가 B, D, F 가
 가 가 가
 50%(371) 가
 43%(319)
 1.9%(14) 가 1
 (5).

5

A	B	C	D	E	F	G	H	
54	22	54	28	50	20	49	35	312
(60.7%)	(20.6%)	(59.3%)	(28.0%)	(76.9%)	(24.1%)	(39.2%)	(42.7%)	(42.1%)
1	14	0	8	1	2	24	9	59
(1.2%)	(13.1%)	(0%)	(8.0%)	(1.5%)	(2.4%)	(19.2%)	(11.0%)	(8.0%)
55	36	54	36	51	22	73	44	371
(61.8%)	(33.6%)	(59.3%)	(36.0%)	(78.5%)	(26.5%)	(58.4%)	(53.7%)	(50.0%)

(2010)
 , 34 (86%)
 (2015)
 , 53.5%, , 28.7%
 (1)
 (2)

- (1) T: () Where are they? Do you know where they are?
 S: A park.
 T: A park. Right. They are at the park.
- (2) T: () How many friends do you meet?
 S: Three.
 T: After you're finished?
 S: Sit down.

(1)

(2)

가

가

(3) , (4)

(3) T: Do you remember this?

S: Baem Sadari [The Snake and the Ladder Game].

T: Yes. The Snake and the Ladder Game.

(4) T: () Do you know where this is?

S: Outback.

T: Outback. A restaurant. I have an appointment there.

(3)
Game

The Snake and the Ladder

, (4)

가

742

14

1.9%

(2010)

2 (5.1%)

6

6

A	B	C	D	E	F	G	H	
0	1	0	3	0	0	1	0	5
(0%)	(0.9%)	(0%)	(3.0%)	(0%)	(0%)	(0.8%)	(0%)	(0.7%)
0	0	0	0	0	0	0	0	0
(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
0	0	0	0	0	0	0	0	0
(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
0	0	0	0	0	0	0	0	0
(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
0	0	0	0	0	0	0	0	0
(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
0	0	0	0	0	0	0	0	0
(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
0	0	0	0	0	3	2	0	5
(0%)	(0%)	(0%)	(0%)	(0%)	(3.6%)	(1.6%)	(0%)	(0.7%)
1	0	1	0	0	0	1	1	4
(1.2%)	(0%)	(1.1%)	(0%)	(0%)	(0%)	(0.8%)	(1.2%)	(0.5%)
1	1	1	3	0	3	4	1	14
(1.2%)	(0.9%)	(1.1%)	(3.0%)	(0%)	(3.6%)	(3.2%)	(1.2%)	(1.9%)

가

. (5)-(7)

- (5) T: Who knows information? What does information mean?
 S: Jeong-bo [Information].
 T: Right. This means Jeong-bo [Information]. Jeong-bo Cha-i Hwal-dong [Information gap task].
- (6) T: There is one guy in New York today but he is Korean. He wants to go someplace but there is one problem. What problem do you think?
 S1: Money.
 T: Haha, money.
 S2: Don't know the direction.
 T: Ah, he doesn't know the direction. Maybe.
- (7) T: Can you guess what we are going to learn today?
 S: Big and small, long and short.

T: Big and small, long and short.

(5) , (information gap activity)
 ‘information’
 가 (6)
 ,
 ,
 ,
 , (7)
 , 가
 가 가
 ,
 (7).

7

A	B	C	D	E	F	G	H	
28	63	29	59	12	55	40	33	319
(31.5%)	(58.9%)	(31.9%)	(59%)	(18.5%)	(66.3%)	(32.0%)	(40.2%)	(43.0%)
0	0	0	0	0	0	0	0	0
(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
28	63	29	59	12	55	40	33	319
(31.5%)	(58.9%)	(31.9%)	(59.0%)	(18.5%)	(66.3%)	(32.0%)	(40.2%)	(43%)

(2015) ‘ ’ 17.8%
 43%
 가 ,

(8) , (9)

- (8) T: How are you today?
 S1: I’m good.
 T: Good. Ok. How are you doing today?
 S2: I’m fine.
 T: Fine. Thank you. How’s it going today?
 S3: Great.

- (9) T: What are you going to do?
 S1: I'm going to visit my grandparents.
 T: Good job. What are you going to do?
 S2: I'm going to watch a movie.
 T: Right.

(8) 가 (9)

What are you going to do?

8

1

8

A	B	C	D	E	F	G	H	
0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)	1 (0.1%)
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)	1 (0.1%)

(10) 가

- (10) T: What is the most important sentence in the song?
 S: I can make you happy.
 T: Great.

가 9 1

9

가

A	B	C	D	E	F	G	H
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.8%)	0 (0%)
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.8%)	0 (0%)
1 (0.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.1%)

(11)

CD-ROM

가

- (11) T: Ok. Let's check with your partner. Are you correct? Majatsseoyo?
 [Are you correct?]
 S: Yes./Ne [Yes].
 T: OK.

(12) 가

, (13)

- (12) T: Are you ready?
 S: Yes.
 T: Ok.

- (13) T: Any volunteer?
 S: (.)

가

EFL 가 가 가

2.

가 10 IRE IRF

10

	A	B	C	D	E	F	G	H	
I	4	4	11	10	7	5	2	6	49
	(4.7%)	(3.7%)	(12.1%)	(10.3%)	(10.6%)	(6.5%)	(1.6%)	(7.5%)	(6.7%)
IRs	36	23	14	3	23	8	19	10	136
	(41.9%)	(21.5%)	(15.4%)	(3.1%)	(34.8%)	(10.4%)	(15.2%)	(12.5%)	(18.7%)
IRt	0	0	1	1	0	2	1	1	6
	(0%)	(0%)	(1.1%)	(1.0%)	(0%)	(2.6%)	(0.8%)	(1.3%)	(0.8%)
IRR	12	34	16	21	8	15	36	5	147
	(14.0%)	(31.8%)	(17.6%)	(21.6%)	(12.1%)	(19.5%)	(28.8%)	(6.3%)	(20.2%)
IRE	28	28	23	46	16	26	53	45	265
	(32.6%)	(26.2%)	(25.3%)	(47.4%)	(24.2%)	(33.8%)	(42.4%)	(56.3%)	(36.4%)
IRF	2	16	12	7	6	4	10	8	65
	(2.3%)	(15.0%)	(13.2%)	(7.2%)	(9.1%)	(5.2%)	(8.0%)	(10.0%)	(8.9%)
IRFR	0	0	7	0	2	1	1	0	11
	(0%)	(0%)	(7.7%)	(0%)	(3.0%)	(1.3%)	(0.8%)	(0%)	(1.5%)
IRFRF	2	2	0	3	2	4	1	3	4
	(2.3%)	(1.9%)	(0%)	(3.1%)	(3.0%)	(5.2%)	(0.8%)	(3.8%)	(0.5%)
IRFRE	0	0	1	0	0	2	0	1	17
	(0%)	(0%)	(1.1%)	(0%)	(0%)	(2.6%)	(0%)	(1.3%)	(2.3%)
	2	0	6	6	2	10	2	1	29
	(2.3%)	(0%)	(6.6%)	(6.2%)	(3.0%)	(13.0%)	(1.6%)	(1.3%)	(4.0%)
	86	107	91	97	66	77	125	80	729
	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

, I 49 (6.7%)

IRs

36 (18.7%) IRt 6 (0.8%), IRR 147 (20.2%) IRE 265
 (36.4%) 가 IRF 65 (8.9%) IRFR 11
 (1.5%), IRFRF 4 (0.5%), IRFRE 17 (2.3%) 29 (4%)

IRE, IRR, IRs 가

가 IR

Lee(2002)

(2005)

IRR IRE

, IR 24.7%, IRE가 53.4%, IRF가 21.9%

(2010)

IR(IRs) IRF

IRE

가

I , 가

Ready?

가

가

Any more

question?

가

가

IRs

(14)

Yes.

Do you agree?

Yes.

(14) T: Nice weather, isn't it?

(Initiation)

S: Yes.

(Response)

T: Do you agree?

(Initiation)

S: Yes.

(Response)

IRt 가

가

(15)

가

가

Good. Let's start.

(15) T: Are you ready?

(Initiation)

S: ()

T: Good. Let's start.

(Response)

IRR

가

가

, (16)

(16) T: What is he doing now? (Initiation)
 S: He's watching TV. (Response)
 T: Uh, he's watching TV. (Repetition)

IRE (17) 가
Great., Right., Yes., Good., Perfect., Good job., You're right.
 가
 가

(17) T: Can they play the violin? (Initiation)
 S: Suji can play the violin but Jiho can't. (Response)
 T: Great. (Evaluation)

IRF 65 가
 86%(59) 가 3.1%(2),
 1.6%(1)
 . (18)-(20) IRF

(18) T: How's the weather today? (Initiation)
 S: It's cloudy. (Response)
 T: It's cloudy today. (Feedback)

(19) T: How are you today? (Initiation)
 S1: I'm (???) (Response)
 T: I'm sorry? (Feedback)

(20) T: Who are they looking for? (Initiation)
 S1: Andy. (Response)
 T: Andy? (Feedback)

(18) ,
It's cloudy.

가 *It's cloudy today.* . (19)
 가

I'm sorry?

(20)

B

(turn-taking)가

(IRFRFRRR, IRFRFRFR, IRFRFRE)

가

가

가

(Follow up question)

IRF

(21)

(22) IRF

(21) T: What are you doing now?

(Initiation)

S1: Party.

(Response 1)

T: Mm-mm a party.

(Feedback 1)

S1: Playing a party.

(Response 2)

T: No.

(Feedback 2)

S1: Watching.

(Response 3)

T: It's having a party.

(Feedback 3)

S1: Having a party.

(Response 4)

(22) T: What are you going to do this weekend?

(Initiation)

S1: I'm going to go to the academy.

(Response 1)

T: Oh, you're going to go to the academy. Really? Why?

(Follow up Question)

S1: Ne. Hak-won [Yes. Private Academy Institute].

(Response 2)

(21)

가

(22)

가 *I'm*

going to go to the academy.

가

IRs

IRE

IRF

3

Cunningworth(1987)

가

가

(Walsh,

2011).

, IRE

가

Right., Ok., Great., Good., Good job., That's right.

가

가

, IRF

가

가

가

가 가

가
,

V.

TEE-A

가

가

43% 가

42.1%

, 가

EFL

TEE

가

가

IRE 36.4% 가

, 20.2% IRR 18.7% IRs가 IRE 36.4% 가 IRF 8.9%

I 6.7%, IRFRE 2.3%, IRFR 1.5%, IRt 0.8%, IRFRF 0.5%

IRE 가

IRF 가 86%

IRFRFRF 가 IRF 가

가

(2015)

가 , PPP(Presentation-Practice-Production)

가

가

, EFL

11 A 가

A

	<ul style="list-style-type: none"> · Do you like ()? · I like (). · - Do you like science? / Yes, I do. - Don't you like science? / Yes, I do.
	<p>Look at the board. Can you find the subject names? () What is this in English? What kind of subject names do you know?</p>
Watch and Practice	<p>Can you tell me about the dialogue in 3 sentences? Why does Andy like math?</p>
Guessing Game /	<p>Check your partner's paper. Is it correct?</p>
Survey	<p>How can you group these subjects? Can you draw a mind map using your survey? We will make a paper using the survey. What should we do?</p>
	<p>What did you learn today? Do you remember the key expression?</p>

가

‘ ’, ‘ ’

가

Watch and Practice

· Guessing Game

가

· Survey

가 . 가

. EFL

가

. (23) G

- (23) T: How are you today? (Initiation)
- S1: I'm excite. (Response)
- T: Excited! (Feedback)
- T: What's happening on your face? What's wrong? (Initiation)
- S1: Geune-tadaga-neomujeotsseoyo (Response)
- [I'm fallen from the swing]
- T: Oh, I'm sorry to hear that.

. EFL

. (23)

EFL

가

. IRE

Good., Ok.

가

가

. IRF

가

가

가

가

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(Examples in): English

- 가 (Applicable Languages): English
 가 (Applicable Levels): Elementary

16647
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12

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96

244

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