

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

7.1 Conclusion

The following hypotheses were formulated in Chapter 1, namely:

1. The quality of pupil participation has an influence on L2 development.
2. The pupils have a very limited degree of control with regard to the interactions in the classroom.
3. The affective atmosphere in the classroom can have an effect on interaction.

The research conducted in this study supports all three hypotheses formulated.

This study has indicated that the current interaction in the observed L2 classrooms is not conducive to language acquisition. This can be ascribed to the fact that as mentioned in Chapter 1, the quality of pupil participation seems to be a variable affecting L2 acquisition. The results have indicated that the quality of pupil participation is limited to a responsive role. This explains the low frequency of pupil participations in comparison to teacher contributions. This is rather significant in view of the fact that the pupils are not practising genuine communicative skills, thereby honing their grasp of the language, but are merely giving automaton-like responses triggered by inflexible teachers.

It is obvious that pupils have limited control over the interaction which is a significant indicator of the poor quality of pupil contributions due to a lack of flexibility on behalf of the teachers. Teachers tend to merely acknowledge pupil contributions instead of integrating them into the lesson and thereby creating opportunities for further high level pupil contributions, which in turn promotes learning. The research supports the fact that it is not so much how often pupils participate, but rather how they participate that influences second language acquisition. Pupils can frequently give responses to teacher questions, but this does not mean that the pupil has improved his communication skills at all.

Affective atmosphere and language learning go hand in hand. As discussed previously, a pupil will not volunteer to contribute to the discussion unless he feels comfortable, secure and confident enough to do so. The research supports the relevance of the affective atmosphere. Park's VIA Instrument indicated that teachers merely acknowledge pupil contributions instead of integrating them into the lesson, this is supported by Tuckman's Teacher Feedback Form which indicates that the pupils perceived the teachers to be inflexible. Teachers are also perceived as being dull boring and having a lack of dynamism. These factors are crucial to encouraging pupil participation: it is vital to stimulate interest before one can expect a response..

7.2 Recommendations for Future Research

Due to the limited scope and nature of the study it is not possible to generalize beyond the confines of the study. Further research using a greater number of subjects from a greater number of schools would be necessary.

Additional research can be conducted to establish the nature of the interaction at primary school and at university level. By doing this one could gain a broader perspective regarding the quality of participation and interaction in South African schools and universities.

As mentioned previously, affective atmosphere and relationships between teacher and learner have a significant influence on second language acquisition. This field has great potential for future research.

BIBLIOGRAPHY

1. ABERCROMBIE, M.L.J. & TERRY, P.M. 1978. Talking to Learn. Improving Teaching and Learning in Small Groups. Bournemouth: Direct Design Ltd.
2. ALLWRIGHT, R.L. 1980. Abdication and Responsibility in the Language Classroom. (In VALDMAN, A. (ed) 1980. Papers in Second Language Acquisition. Bloomington: Indiana University Press.
3. ALLWRIGHT, R.L. 1984. Why don't Learners Learn What Teachers Teach?: The Interaction Hypothesis. (In SINGLETON, D. & LITTLE, D.G. (eds.) 1984. Language Learning in Formal and Informal Contexts. Dublin: RAAL).
4. ALLWRIGHT, R.L. & BAILEY, K.M. 1984. The Importance of Interaction in Classroom Language Learning. Applied Linguistics, 5 (2): 156 - 171.
5. ALLWRIGHT, R.L. & BAILEY, K.M. 1988. Observation in the Language Classroom. London: Longman.
6. ALLWRIGHT, R.L. & BAILEY, K.M. 1991. Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge: Cambridge University Press.

7. ARY, D., JACOBS, L.C. & RAZAVIEH, A. 1990. Introduction to Research in Education. New York: Harcourt Brace Jovanovich.
8. BERETTA, A. & DAVIES, A. 1985. Evaluation of the Bangalore Project. ELT Journal, 39/2: 121-127.
9. BURT, M.K. & DULAY, H.C. 1980. On Acquisition Orders (In FELIX, S. (ed.) Second Language Development: Trends and Issues. Tübingen: Gunter Narr.)
10. CATHCART, R. 1986. Situational Differences and the Sampling of Young Children's School Language (In DAY, R. (ed.) 1986. Talking to Learn: Conversation in Second Language Acquisition. Rowley Mass: Newbury House.)
11. COOK, V. 1991. Second Language Learning and Language Teaching. London: Edward Arnold.
12. CROSS, T. 1977. Mother's Speech Adjustments: The Contribution of Selected Child Listener Variables. Talking to Children: Language Input and Acquisition. Cambridge: Cambridge University Press.
13. DAY, R. (ed.). 1984. Talking to Learn: Conversation in Second Language Acquisition. Rowley Mass: Newbury House.

14. DREYER, C. 1990. Classroom Discourse in ESL: An Analysis. (Dissertation (M.A.) - P.U. for C.H.E.)
15. DULAY, H.C. & BURT, M.K. 1980. On Acquisition Orders. (In FELIX, S. (Ed.) Second Language Development: Trends and Issues. Narr: Tübingen.)
16. ELLIS, R. 1984. Classroom Second Language Development. Oxford: Pergamon.
17. ELLIS, R. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press.
18. ELLIS, R. 1990. Instructed Second Language Acquisition. London: Edward Arnold.
19. ELLIS, R. 1994. The Study of Second Language Acquisition. Oxford: Oxford University Press.
20. ELLIS, R. & WELLS, G. 1980. Enabling Factors in Adult-Child Discourse. First Language 1:1, 46-62.
21. HALLIDAY, M.A.K. 1980. Language as a Social Semiotic. London: Edward Arnold.

22. HATCH, E. 1978. Discourse Analysis and Second Language Acquisition. (In HATCH, E. (Ed.) Second Language Acquisition. Rowley MA: Newbury House.)
23. HOWELL, D.C. 1989. Fundamental Statistics for the Behavioral Sciences. California: Duxbury Press.
24. HOUSE, J. 1986. Learning to Talk: Talking to Learn. An Investigation of Learner Performance in Two Types of Discourse. (In KASPER, G. (Ed.). 1986. Learning, Teaching and Communication in the Foreign Language Classroom. Aarhus: Aarhus University Press.)
25. KRASHEN, S.D. 1981a. Second Language Acquisition and Second Language Learning. London: Edward Arnold.
26. KRASHEN, S.D. 1981b. The Fundamental Pedagogical Principle in Second Language Teaching. (In SIGURD, B. & SVARTVIK, J. (Eds.) 1981. AILA. CWK, Glerup.)
27. KRASHEN, S.D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon.
28. KRASHEN, S.D. 1985. The Input Hypothesis. London: Longman.

29. KRASHEN, S.D. & TERRELL, T.D. 1983. The Natural Approach. Oxford: Pergamon.

30. LONG, M.H. 1983. Does Second Language Instruction Make a Difference? A Review of the Research. TESOL Quarterly, 17, 359 - 382.

31. McLAUGHLIN, B. 1978. Theories of Second Language Acquisition and Learning. London: Edward Arnold.

32. NAIMAN, N., FROLICH, M., STERN, H.H. & TODESCO, A. 1978. The Good Language Learner. Toronto: Ontario Institute for Studies in Education.

33. NEWPORT, E.L. , GLEITMAN, H. & GLEITMAN, L.R. 1977. Mother, I'd Rather Do It Myself: Some Effects and Non-Effects of Maternal Speech Style. (In SNOW, C.E. & FERGUSON, C.A. (eds.) Talking to Children: Language Input and Acquisition. Cambridge: Cambridge University Press.)

34. PARK, T. 1991. Onderrig Ontwikkeling der Didaktiese Analise. Stellenbosch: Clyson.

35. PRABHU, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.

36. SCARCELLA, R & OXFORD, R. 1992. A Tapestry of Language Learning: The Individual in the Communicative Classroom. Boston, M.A.: Heinle & Heinle.
37. SELIGER, H.W. & SHOHAMY, E. 1989. Second Language Research Methods. Oxford: Oxford University Press.
38. SINCLAIR, J. & COULTHARD, M. 1975. Towards Analysis of Discourse. Oxford: Oxford University Press.
39. SWAIN, M. 1983. Comprehensible Input and the Development of Communicative Competance. 5th Annual Second Language Research Forum. Los Angeles. 1983.
40. TUCKMAN, B.W. 1972. Conducting Educational Research. New York: Harcourt Brace Jovanovich.
41. TUCKMAN, B.W. 1979. Evaluating Instructional Programs. Boston: Allyn & Bacon.
42. TUCKMAN, B.W. 1988. Conducting Educational Research. San Diego: Harcourt Brace Jovanovich.

43. TUCKMAN, B.W. & YATES, D.S. 1980. Evaluating the Student Feedback Strategy for Changing Teacher Style. Journal of Educational Research, 74, 74 - 77.
44. WELLS, G. 1979. Apprenticeship in Meaning. (In *Children's Language*, Vol II. New York: Wiley.)

APPENDIX A

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	WRONG	ACCOMP	P/COMP	P/IMP	STC./I		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

93

Teacher 1
Class A
Lesson 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCORR	W/OUT	P/COMPL	P/COMPL	W/OUT	W/OUT		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
					1		1	1										A	
						1	1			1								B	
								1		1								C	
										1								D	
									1				1					E	
										1								F	
					1		1			1	1							G	
							1	1		1	1							H	
			1				1	1		1	1							I	
							1											J	
							1			1	1							K	
			1				1	1		1	1							L	
						1												M	
						1	1										1	N	
							1											O	
							1											P	
						1		1		1								Q	
								1										R	
							1											S	
						1	1											T	
						1		1										U	
								1										V	
																		W	
																		X	
																		Y	
																		Z	

Teacher 1 Class A Lesson 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	WIDENING	U/CORR	P/CORR	PRIMA II	SEC II		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

95

TEACHER 1
CLASS A: LESSON 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	W/REACT	INFORM	W/REACT	PUPIL	GROUP		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

Teacher 1: Class A: Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCORR	W/OUT	W/COMP	W/O COMP	PRIM II	SEC II		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
						1	1			1								A	
1							1	1										B	
						1	1											C	
						1												D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

Teacher 1
Class A
Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCORR	W/OUT	V/CORR	P/CORR	PRIM /I	SEC. /I		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

Teacher 1
Class R
Lesson 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE							↓ REM
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	IMPART	INSTRUCT	REACT	INSTRUCT	REACT	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
																		A
																		B
																		C
																		D
																		E
																		F
																		G
																		H
																		I
																		J
																		K
																		L
																		M
																		N
																		O
																		P
																		Q
																		R
																		S
																		T
																		U
																		V
																		W
																		X
																		Y
																		Z

Teacher 1
Class B
Lesson 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	ILLEGAL	WRONG	I/COULD	P/COULD	PPH/A //	'J' //		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

100

Teacher 1
Class B
Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

Teacher 1
Class B
Lesson 2

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	VAGUE	RECONFIRM	RECONFIRM	WHY //	HOW //		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

101

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	II/COM	VI/OLIG	I/CO/HP	P/CO/HP	PD/MA/JI	SI/CL/JI		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
													.					D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

102

Teacher 2
Class C
Lesson 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCOM	WRONG	T/COMIP	P/COMIP	PRIM /I	SEC. /I		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
				/		/		/		/								A	
							/	/										B	
								/		/								C	
								/										D	
								/										E	
							/	/										F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

103

TEACHER 2 CLASS 1 LESSON 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE							↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	W/REP.	I/COMPL	P/COMPL	PP/PA II	SC. II	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
																		A
																		B
																		C
																		D
																		E
																		F
																		G
																		H
																		I
																		J
																		K
																		L
																		M
																		N
																		O
																		P
																		Q
																		R
																		S
																		T
																		U
																		V
																		W
																		X
																		Y
																		Z

Teacher 2
Class 2
Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE							↓ REM
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INDUCT	PUPIL	GROUP	CORRECT	INFORM	INDUCT	REACTS	REACTS	PUPIL	GROUP	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
										I				I				A
				I			I		I						I			B
							I											C
							I		I		I							D
										I								E
									I		I			I				F
						I	I											G
							I			I								H
							I	I										I
								I										J
								I										K
							I	I		I								L
							I	I		I								M
								I										N
							I	I										O
						I		I										P
						I		I										Q
							I	I										R
						I	I	I										S
								I										T
							I											U
						I								I				V
					I					I								W
							I			I		I						X
							I	I		I								Y
							I											Z

Teacher 2
Class 2
Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE							↓ REM
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM.	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCOM	WRONG	U/CORR	P/CORR	PRIM./I	SEC./I	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
																		A
																		B
																		C
																		D
																		E
																		F
																		G
																		H
																		I
																		J
																		K
																		L
																		M
																		N
																		O
																		P
																		Q
																		R
																		S
																		T
																		U
																		V
																		W
																		X
																		Y
																		Z

Teacher 2
Class C
Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE							↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM.	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCORR	WRONG	W/CHILD	P/CHILD	W/ADULT	SEC. //	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
								/		/		/						A
	/					/				/								B
			/							/	/							C
									/		/							D
			/			/	/		/									E
/						/	/		/		/							F
/							/			/	/							G
			/				/		/		/							H
/							/			/			/					I
	/						/			/	/							J
							/			/	/							K
							/			/	/							L
				/			/			/	/							M
				/					/		/							N
				/						/								O
			/					/		/								P
									/			/						Q
					/		/			/	/							R
			/				/		/		/							S
		/					/		/		/							T
				/			/		/		/							U
				/			/	/	/		/			/				V
				/			/	/	/		/							W
				/			/	/	/		/							X
							/	/	/		/							Y
									/		/							Z

TEACHER 2 CLASS 2 LESSON 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM.	IMPART.	INSTRUCT.	PUPIL	GROUP	CORRECT	INCOR.	W/OUT	I/COULD	P/COULD	PRIM II	SEC II		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
	/																	E	
	/																	F	
	/																	G	
	/																	H	
	/																	I	
	/																	J	
	/																	K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

108

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCOM	WRONG	1/CORR	P/CORR	PRIM /1	SEC. /1		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

109

• VERBAL INTERACTION ANALYSIS •

MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCOM	WRONG	1/COHUP	2/COHUP	PRIM /I	SEC /I		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
								I										A	
								I						I				B	
			I					I		I		I						C	
										I								D	
	I									I	I							E	
			I				I			I	I							F	
			I				I			I								G	
	I									I								H	
	I					I								I				I	
			I							I	I							J	
				I			I		I									K	
	I									I	I							L	
			I				I											M	
		I				I				I	I							N	
			I							I	I							O	
			I							I	I							P	
				I		I	I											Q	
							I											R	
	I					I				I	I							S	
						I				I								T	
												I						U	
						I				I	I							V	
				I		I			I		I							W	
					I					I		I						X	
										I			I					Y	
					I								I					Z	

Teacher 2 Class 1 Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE							↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCOM	WRONG	1/CORR	2/CORR	PUPIL //	TECH //	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
																		A
																		B
																		C
																		D
																		E
																		F
																		G
																		H
																		I
																		J
																		K
																		L
																		M
																		N
																		O
																		P
																		Q
																		R
																		S
																		T
																		U
																		V
																		W
																		X
																		Y
																		Z

Teacher 2
Class 2
Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	WRONG	1/2 CORRECT	1/2 CORRECT	PRIMA FI	SEC. FI		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

Teacher 3: Class E Lesson 1

• VERBAL INTERACTION ANALYSIS •

I PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	VERBAL	W/OUT	W/OUT	PHASE II	SEC II		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
																		A	
																		B	
																		C	
																		D	
																		E	
																		F	
																		G	
																		H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

Teacher 3
Class E: Lesson 1

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INFORM	WRONG	1/COHPP	P/COHPP	PPITA //	STC //		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
	1												1					A	
	1								1			1						B	
	1						1			1	1							C	
			1			1				1								D	
							1											E	
						1	1											F	
						1		1		1								G	
							1											H	
																		I	
																		J	
																		K	
																		L	
																		M	
																		N	
																		O	
																		P	
																		Q	
																		R	
																		S	
																		T	
																		U	
																		V	
																		W	
																		X	
																		Y	
																		Z	

114

Teacher 3: Class E Lesson 2

• VERBAL INTERACTION ANALYSIS •

T PARK (US)
MAY BE DUPLICATED WITH NECESSARY ACKNOWLEDGEMENT

TEACHER DISCOURSE											PUPIL DISCOURSE								↓
RESPONDS			REACTS			STRUCTURES			QUESTIONS		RESPONDS			REACTS		QUESTIONS		REM	
TERM.	CON.	CRIT.	ACCEPT	INTEGR.	REJECT	INFORM	IMPART	INSTRUCT	PUPIL	GROUP	CORRECT	INCOM	WRONG	U/CORR	P/CORR	PRIM II	SEC II		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
										1								A	
									1									B	
									1				1					C	
					1	1			1		1							D	
									1									E	
						1												F	
						1												G	
						1	1											H	
							1											I	
						1				1		1						J	
										1								K	
									1		1							L	
										1	1							M	
										1	1							N	
										1			1					O	
										1	1							P	
										1								Q	
									1		1							R	
				1						1		1						S	
	1						1			1			1					T	
			1							1		1						U	
																		V	
																		W	
																		X	
						1	1			1		1						Y	
								1	1			1						Z	

Teacher 3
Class E
Lesson 2

APPENDIX B

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: One Class: A Observer's Gender: Male		PUPIL SCORES																				A V G					
MY TEACHER IS: (On the following continuum)																											
1	2	3	4	5	6	7																					
1	DISORGANIZED	—	ORGANIZED																		5						
2	CLEAR	—	UNCLEAR																		3						
3	AGGRESSIVE	—	SOFT-SPOKEN																		5						
4	CONFIDENT	—	UNCERTAIN																		2						
5	COMMONPLACE	—	CLEVER																		6						
6	CREATIVE	—	ORDINARY																		4						
7	OLD FASHIONED	—	MODERN																		6						
8	LIKEABLE	—	"STUCK UP"																		3						
9	EXCITING	—	BORING																		4						
10	SENSITIVE	—	ROUGH																		4						
11	LIVELY	—	LIFELESS																		3						
12	ACCEPTS PEOPLE	—	CRITICAL																		3						
13	SNOBBY	—	MODEST																		5						
14	CONFUSED	—	ORDERLY																		5						
15	STRICT	—	LENIENT																		4						
16	IN CONTROL	—	ON THE RUN																		3						
17	TRADITIONAL	—	ORIGINAL																		5						
18	WARM	—	COLD																		3						
19	RUDE	—	POLITE																		5						
20	WITHDRAWN	—	OUTGOING																		5						
21	EASYGOING	—	DEMANDING																		4						
22	OUTSPOKEN	—	SHY																		2						
23	UNCHANGABLE	—	FLEXIBLE																		5						
24	QUIET	—	BUBBLY																		5						
25	AWARE	—	FORGETFUL																		2						
26	"NEW IDEAS"	—	SAME OLD THING																		3						
27	IMPATIENT	—	PATIENT																		5						
28	UNCARING	—	CARING																		5						
29	DEPENDENT	—	INDEPENDENT																		5						
30	UNPLANNED	—	EFFICIENT																		6						
DIMENSION SCORES																											
ORGANIZED DEMEANOR				24 30 19 17 23 23 33 28 20 32 16 27 21 19 31 23																				24			
DYNAMISM				14 12 10 15 14 11 12 14 13 15 7 11 8 8 15 14																				12			
FLEXIBILITY				10 8 9 12 13 16 19 19 11 8 11 10 9 14 19 11																				12			
WARMTH AND ACCEPTANCE				28 33 38 26 39 39 46 42 43 43 33 37 28 33 39 36																				36			
CREATIVITY				24 20 30 19 25 25 26 26 27 28 20 31 15 20 24 28																				24			

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: One Class: A Observer's Gender: Female		PUPIL SCORES																														A V G					
MY TEACHER IS: (On the following continuum)																																					
1	2	3	4	5	6	7																															
1	DISORGANIZED	—	ORGANIZED																																		
2	CLEAR	—	UNCLEAR																																		
3	AGGRESSIVE	—	SOFT-SPOKEN																																		
4	CONFIDENT	—	UNCERTAIN																																		
5	COMMONPLACE	—	CLEVER																																		
6	CREATIVE	—	ORDINARY																																		
7	OLD FASHIONED	—	MODERN																																		
8	LIKEABLE	—	"STUCK UP"																																		
9	EXCITING	—	BORING																																		
10	SENSITIVE	—	ROUGH																																		
11	LIVELY	—	LIFELESS																																		
12	ACCEPTS PEOPLE	—	CRITICAL																																		
13	SNOBBY	—	MODEST																																		
14	CONFUSED	—	ORDERLY																																		
15	STRICT	—	LENIENT																																		
16	IN CONTROL	—	ON THE RUN																																		
17	TRADITIONAL	—	ORIGINAL																																		
18	WARM	—	COLD																																		
19	RUDE	—	POLITE																																		
20	WITHDRAWN	—	OUTGOING																																		
21	EASYGOING	—	DEMANDING																																		
22	OUTSPOKEN	—	SHY																																		
23	UNCHANGEABLE	—	FLEXIBLE																																		
24	QUIET	—	BUBBLY																																		
25	AWARE	—	FORGETFUL																																		
26	"NEW IDEAS"	—	SAME OLD THING																																		
27	IMPATIENT	—	PATIENT																																		
28	UNCARING	—	CARING																																		
29	DEPENDENT	—	INDEPENDENT																																		
30	UNPLANNED	—	EFFICIENT																																		
DIMENSION SCORES																																					
ORGANIZED DEMEANOR				28 33 26 28 31 22 32 29 28 23 18 23 23 28 23 30 30 21 25 26																																	
DYNAMISM				13 10 9 14 11 13 14 9 12 10 10 8 11 10 16 17 12 7 13 10																																	
FLEXIBILITY				15 15 14 12 16 14 8 16 12 13 14 15 14 15 10 18 17 7 13 13																																	
WARMTH AND ACCEPTANCE				42 48 38 43 45 32 38 42 41 36 32 34 46 41 32 45 48 31 40 42																																	
CREATIVITY				32 25 23 34 27 29 26 29 28 32 26 29 30 26 31 35 32 27 29 26																																	

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: One Class: A Observer's Gender: Female	PUPIL SCORES	A V G
MY TEACHER IS: (On the following continuum)		
1 2 3 4 5 6 7		
1 DISORGANIZED — ORGANIZED 2 CLEAR — UNCLEAR 3 AGGRESSIVE — SOFT-SPOKEN 4 CONFIDENT — UNCERTAIN 5 COMMONPLACE — CLEVER 6 CREATIVE — ORDINARY 7 OLD FASHIONED — MODERN 8 LIKEABLE — 'STUCK UP' 9 EXCITING — BORING 10 SENSITIVE — ROUGH 11 LIVELY — LIFELESS 12 ACCEPTS PEOPLE — CRITICAL 13 SNOBBY — MODEST 14 CONFUSED — ORDERLY 15 STRICT — LENIENT 16 IN CONTROL — ON THE RUN 17 TRADITIONAL — ORIGINAL 18 WARM — COLD 19 RUDE — POLITE 20 WITHDRAWN — OUTGOING 21 EASYGOING — DEMANDING 22 OUTSPOKEN — SHY 23 UNCHANGEABLE — FLEXIBLE 24 QUIET — BUBBLY 25 AWARE — FORGETFUL 26 'NEW IDEAS' — SAME OLD THING 27 IMPATIENT — PATIENT 28 UNCARING — CARING 29 DEPENDENT — INDEPENDENT 30 UNPLANNED — EFFICIENT	5 5 6 2 3 6 5 5 4 2 2 5 6 6 6 4 4 4 6 6 6 2 2 2 3 4 4 2 3 3 3 3 2 2 4 4 6 5 4 6 6 5 3 4 5 2 2 2 6 4 5 2 3 3 6 6 4 6 5 5 2 5 5 3 2 2 2 3 5 4 6 5 2 2 3 3 3 3 5 5 3 6 5 5 6 2 6 6 6 5	6 3 5 2 6 3 7 2 3 3 2 2 5 6 3 2 5 3 5 4 2 2 3 6 5 4 2 2 5 6 6 5 6
DIMENSION SCORES		
ORGANIZED DEMEANOR	26 25 17	26
DYNAMISM	10 12 13	11
FLEXIBILITY	13 11 14	13
WARMTH AND ACCEPTANCE	42 37 32	39
CREATIVITY	26 23 24	28

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: One Class: B Observer's Gender: Male		PUPIL SCORES																A V G					
MY TEACHER IS: (On the following continuum)																							
1	2	3	4	5	6	7																	
1	DISORGANIZED	—	ORGANIZED	3	5	3	7	6	5	6	6	6	7	6	6	3	6	6	5	6	5		
2	CLEAR	—	UNCLEAR	5	2	6	7	5	4	2	5	2	2	2	2	2	3	2	6	3	4		
3	AGGRESSIVE	—	SOFT-SPOKEN	2	5	3	2	5	4	5	2	3	2	5	5	1	6	6	2	4	4		
4	CONFIDENT	—	UNCERTAIN	2	2	4	1	6	3	2	3	1	2	6	2	2	4	2	5	2	3		
5	COMMONPLACE	—	CLEVER	6	6	3	7	6	4	6	4	6	6	2	5	4	6	6	7	5	5		
6	CREATIVE	—	ORDINARY	1	4	5	4	5	4	4	4	2	1	6	5	6	6	2	2	4	4		
7	OLD FASHIONED	—	MODERN	6	2	4	4	6	5	7	6	7	7	6	6	7	6	6	7	5	6		
8	LIKEABLE	—	"STUCK UP"	5	3	6	5	5	3	2	6	2	2	3	2	6	2	4	3	4	4		
9	EXCITING	—	BORING	6	4	5	7	6	5	4	5	3	3	3	2	6	4	7	2	3	4		
10	SENSITIVE	—	ROUGH	4	3	6	4	3	3	4	4	4	6	4	3	6	3	3	4	4	4		
11	LIVELY	—	LIFELESS	3	3	7	4	6	4	3	4	2	3	3	3	4	3	4	2	3	4		
12	ACCEPTS PEOPLE	—	CRITICAL	6	3	4	4	4	5	3	6	3	4	3	2	7	3	7	5	4	4		
13	SNOBBY	—	MODEST	3	4	3	5	6	2	6	3	5	6	6	5	1	6	5	6	4	4		
14	CONFUSED	—	ORDERLY	6	5	5	7	6	4	5	5	6	6	6	5	5	4	6	6	6	5		
15	STRICT	—	LENIENT	1	3	4	2	5	3	4	3	2	1	5	4	3	2	2	2	3	3		
16	IN CONTROL	—	ON THE RUN	2	2	4	2	5	4	2	3	2	1	4	3	4	2	2	2	2	3		
17	TRADITIONAL	—	ORIGINAL	6	5	4	1	5	5	5	4	7	7	5	4	4	4	6	6	2	5		
18	WARM	—	COLD	5	3	6	4	6	3	3	6	2	3	3	2	6	4	4	6	4	4		
19	RUDE	—	POLITE	5	4	4	4	6	4	6	4	7	4	6	5	2	4	5	4	5	5		
20	WITHDRAWN	—	OUTGOING	6	5	4	4	5	5	5	4	2	6	5	4	4	4	5	4	4	4		
21	EASYGOING	—	DEMANDING	6	5	4	7	4	3	4	6	3	6	4	4	6	5	5	4	5	5		
22	OUTSPOKEN	—	SHY	1	3	4	1	3	4	3	4	2	2	6	2	2	3	3	3	3	3		
23	UNCHANGEABLE	—	FLEXIBLE	3	5	4	1	5	3	4	3	6	3	4	4	4	4	4	4	2	4		
24	QUIET	—	BUBBLY	2	4	5	3	6	5	3	5	5	6	3	5	4	1	6	3	4	4		
25	AWARE	—	FORGETFUL	1	3	3	1	2	3	2	3	3	2	3	1	3	4	5	3	2	3		
26	"NEW IDEAS"	—	SAME OLD THING	2	6	6	3	5	4	5	4	1	2	5	3	5	3	2	5	4	4		
27	IMPATIENT	—	PATIENT	5	4	2	4	3	6	4	3	6	3	6	5	1	4	3	4	5	4		
28	UNCARING	—	CARING	5	5	2	4	5	5	5	3	5	4	4	5	1	6	5	4	4	4		
29	DEPENDENT	—	INDEPENDENT	4	5	4	7	4	2	6	6	3	6	6	5	4	5	5	4	6	5		
30	UNPLANNED	—	EFFICIENT	6	6	7	7	7	3	6	4	6	7	6	5	4	4	7	4	6	6		
DIMENSION SCORES																							
ORGANIZED DEMEANOR				22	24	15	27	18	15	26	18	27	30	20	25	18	18	25	16	26	22		
DYNAMISM				13	9	6	11	8	9	8	10	11	16	5	10	12	4	9	11	9	9		
FLEXIBILITY				6	12	10	4	15	12	12	8	13	4	13	13	7	10	10	10	8	10		
WARMTH AND ACCEPTANCE				27	33	20	29	30	31	38	20	41	33	38	39	11	36	28	29	31	30		
CREATIVITY				27	17	13	16	19	19	23	19	32	32	17	23	16	21	25	29	19	22		

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: One Class: B Observer's Gender: Female	PUPIL SCORES	A V G
MY TEACHER IS: (On the following continuum)		
1 2 3 4 5 6 7		
1 DISORGANIZED — ORGANIZED	6 5 7 6 4 7 4 4 5 7 2 5 6 5 6 7	5
2 CLEAR — UNCLEAR	2 5 4 2 5 2 4 2 2 4 2 4 2 3 5 3	3
3 AGGRESSIVE — SOFT-SPOKEN	4 1 2 7 6 4 5 6 3 2 6 4 4 5 4 4	4
4 CONFIDENT — UNCERTAIN	4 6 6 2 1 4 3 3 1 1 6 3 3 2 4 1	3
5 COMMONPLACE — CLEVER	5 6 2 6 6 7 5 4 6 4 2 5 5 6 6 6	5
6 CREATIVE — ORDINARY	1 4 6 4 1 6 4 7 3 5 6 4 4 2 3 1	4
7 OLD FASHIONED — MODERN	7 5 2 5 7 7 7 5 6 2 7 4 6 6 6 7	6
8 LIKEABLE — "STUCK UP"	1 5 3 2 6 7 3 4 3 2 7 4 3 4 5 2	4
9 EXCITING — BORING	4 3 2 6 3 5 4 4 4 6 7 4 3 2 4 3	4
10 SENSITIVE — ROUGH	3 4 2 3 2 5 4 3 5 4 4 4 4 3 5 2	4
11 LIVELY — LIFELESS	2 3 4 3 4 7 4 5 4 3 4 2 3 3 3 2	4
12 ACCEPTS PEOPLE — CRITICAL	1 2 5 4 4 5 7 4 4 2 4 4 2 3 5 4	4
13 SNOBBY — MODEST	6 5 6 1 2 7 4 5 5 6 1 4 5 5 3 4	4
14 CONFUSED — ORDERLY	6 7 3 6 6 7 5 5 6 6 1 5 6 6 5 7	5
15 STRICT — LENIENT	2 6 1 6 3 6 4 3 1 1 4 4 1 4 2 1	3
16 IN CONTROL — ON THE RUN	2 4 6 2 2 6 4 4 1 2 4 2 2 2 4 1	3
17 TRADITIONAL — ORIGINAL	6 4 4 2 6 5 5 3 7 3 5 4 6 4 6 4	5
18 WARM — COLD	4 4 6 6 3 5 4 3 4 3 7 3 3 2 4 3	4
19 RUDE — POLITE	7 4 3 2 3 5 7 6 4 6 1 4 4 6 3 6	4
20 WITHDRAWN — OUTGOING	4 3 5 6 4 6 4 4 5 5 4 5 5 5 6 4	5
21 EASYGOING — DEMANDING	2 4 3 4 4 6 4 5 6 7 7 4 6 4 5 6	5
22 OUTSPOKEN — SHY	1 6 4 6 2 5 7 3 1 2 4 4 2 3 1 2	3
23 UNCHANGEABLE — FLEXIBLE	6 3 5 3 2 6 4 4 6 1 1 4 3 5 2 5	4
24 QUIET — BUBBLY	5 4 2 2 1 5 4 5 5 5 3 4 4 4 5 4	4
25 AWARE — FORGETFUL	7 3 1 2 3 5 4 5 4 2 4 3 1 2 4 1	3
26 "NEW IDEAS" — SAME OLD THING	1 5 6 3 1 6 5 5 7 2 4 4 3 2 2 3	4
27 IMPATIENT — PATIENT	7 3 6 6 3 6 7 4 4 4 1 4 4 4 3 4	4
28 UNCARING — CARING	7 5 2 6 4 4 4 5 4 6 1 4 4 5 5 7	5
29 DEPENDENT — INDEPENDENT	2 5 7 4 3 5 4 6 5 5 7 5 3 2 4 2	4
30 UNPLANNED — EFFICIENT	6 6 7 6 4 7 5 4 4 6 4 5 6 6 6 6	6
DIMENSION SCORES		
ORGANIZED DEMEANOR	20 17 17 27 20 21 16 16 24 27 8 20 27 25 17 31	21
DYNAMISM	13 8 8 3 4 6 3 6 13 14 4 10 11 9 14 11	9
FLEXIBILITY	15 13 13 14 11 13 12 11 8 3 6 12 6 14 6 10	10
WARMTH AND ACCEPTANCE	46 31 28 28 24 30 33 34 31 40 11 30 34 36 25 37	31
CREATIVITY	30 21 12 18 32 20 22 14 23 14 15 19 25 28 27 28	22

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: Two Class: C Observer's Gender: Male		PUPIL SCORES																				A V G					
MY TEACHER IS: (On the following continuum)																											
1	2	3	4	5	6	7																					
1	DISORGANIZED	—	ORGANIZED	4	4	4	6	5	7	7	3	4	5	7	6	7	6	4	7	7	5	5	6				
2	CLEAR	—	UNCLEAR	6	3	2	4	4	3	5	7	4	2	1	2	7	5	6	1	4	2	3	3				
3	AGGRESSIVE	—	SOFT-SPOKEN	5	4	3	5	4	4	1	2	5	4	6	4	5	3	6	7	4	1	5	2				
4	CONFIDENT	—	UNCERTAIN	5	3	4	4	3	1	5	4	5	2	1	2	5	4	7	2	1	2	3	6				
5	COMMONPLACE	—	CLEVER	5	6	6	5	2	6	5	5	4	6	7	7	7	5	5	7	7	7	7	7				
6	CREATIVE	—	ORDINARY	7	5	7	6	2	2	4	7	1	3	2	3	7	4	5	1	2	1	2	2				
7	OLD FASHIONED	—	MODERN	4	5	6	4	4	2	3	6	4	4	6	4	7	3	5	5	4	3	1	2				
8	LIKEABLE	—	"STUCK UP"	4	3	4	2	3	3	3	5	2	4	1	4	7	3	3	3	1	3	4	3				
9	EXCITING	—	BORING	4	3	2	2	2	4	6	7	4	4	2	4	6	5	1	3	1	3	6	4				
10	SENSITIVE	—	ROUGH	4	3	4	2	4	2	7	6	1	2	2	2	6	5	4	2	3	4	2	3				
11	LIVELY	—	LIFELESS	5	2	2	2	3	1	5	6	1	5	1	2	6	3	6	4	4	2	3	3				
12	ACCEPTS PEOPLE	—	CRITICAL	5	1	3	2	2	2	3	5	3	5	1	2	6	4	4	3	1	3	1	3				
13	SNOBBY	—	MODEST	1	3	4	7	7	6	3	4	5	4	7	4	7	4	3	6	4	4	5	2				
14	CONFUSED	—	ORDERLY	5	6	4	7	6	6	4	6	4	6	7	5	7	5	5	7	4	6	7	6				
15	STRICT	—	LENIENT	4	4	3	6	3	2	1	1	5	4	4	1	4	1	4	5	2	3	1	1				
16	IN CONTROL	—	ON THE RUN	6	2	2	2	4	2	4	7	3	2	1	1	6	4	7	1	1	3	3	3				
17	TRADITIONAL	—	ORIGINAL	4	5	2	6	3	5	3	7	4	5	6	4	6	5	4	7	4	4	3	2				
18	WARM	—	COLD	4	4	3	2	4	1	5	7	2	3	1	3	4	5	6	4	1	3	1	2				
19	RUDE	—	POLITE	4	3	3	7	6	5	3	2	6	5	7	7	1	5	6	4	7	6	5	4				
20	WITHDRAWN	—	OUTGOING	4	3	3	2	2	6	3	6	4	4	7	3	1	4	4	5	4	5	5	5				
21	EASYGOING	—	DEMANDING	4	2	4	7	4	6	5	6	4	2	1	4	7	5	5	4	2	3	4	7				
22	OUTSPOKEN	—	SHY	6	4	3	2	1	1	3	2	4	4	1	1	1	3	5	1	4	2	2	3				
23	UNCHANGEABLE	—	FLEXIBLE	6	4	5	6	5	1	2	2	5	4	5	3	1	4	4	7	4	4	4	3				
24	QUIET	—	BUBBLY	5	3	4	5	6	6	3	7	5	3	4	2	1	5	5	2	4	6	7	7				
25	AWARE	—	FORGETFUL	5	4	2	6	1	1	4	7	4	3	1	1	1	4	6	2	1	6	1	2				
26	"NEW IDEAS"	—	SAME OLD THING	4	2	1	2	2	2	1	3	3	2	1	1	4	6	2	2	2	1	3					
27	IMPATIENT	—	PATIENT	5	3	4	6	6	6	1	2	3	7	6	7	7	3	5	5	3	5	5	4				
28	UNCARING	—	CARING	4	5	6	6	7	6	4	6	4	7	7	7	7	6	5	6	7	5	7	4				
29	DEPENDENT	—	INDEPENDENT	4	2	3	5	3	6	3	2	4	4	7	3	7	3	6	3	4	2	1	3				
30	UNPLANNED	—	EFFICIENT	5	5	7	6	5	6	3	1	4	5	7	5	7	4	5	7	5	6	6	2				
DIMENSION SCORES																											
ORGANIZED DEMEANOR				9	20	22	20	21	29	13	2	13	24	34	27	19	15	5	32	26	21	25	17				
DYNAMISM				4	7	10	9	11	17	8	14	10	5	14	9	1	11	3	6	7	17	13	15				
FLEXIBILITY				14	15	12	15	12	7	3	3	17	16	18	10	4	7	11	18	13	12	11	6				
WARMTH AND ACCEPTANCE				26	31	32	45	42	42	25	22	36	36	49	41	30	31	31	36	43	36	41	31				
CREATIVITY				16	24	22	23	21	23	17	21	22	23	31	25	24	18	22	27	28	26	20	20				

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: Two Class: C Observer's Gender: Male	PUPIL SCORES	A V G
MY TEACHER IS: (On the following continuum)		
1 2 3 4 5 6 7		
1 DISORGANIZED — ORGANIZED 2 CLEAR — UNCLEAR 3 AGGRESSIVE — SOFT-SPOKEN 4 CONFIDENT — UNCERTAIN 5 COMMONPLACE — CLEVER 6 CREATIVE — ORDINARY 7 OLD FASHIONED — MODERN 8 LIKEABLE — "STUCK UP" 9 EXCITING — BORING 10 SENSITIVE — ROUGH 11 LIVELY — LIFELESS 12 ACCEPTS PEOPLE — CRITICAL 13 SNOBBY — MODEST 14 CONFUSED — ORDERLY 15 STRICT — LENIENT 16 IN CONTROL — ON THE RUN 17 TRADITIONAL — ORIGINAL 18 WARM — COLD 19 RUDE — POLITE 20 WITHDRAWN — OUTGOING 21 EASYGOING — DEMANDING 22 OUTSPOKEN — SHY 23 UNCHANGEABLE — FLEXIBLE 24 QUIET — BUBBLY 25 AWARE — FORGETFUL 26 "NEW IDEAS" — SAME OLD THING 27 IMPATIENT — PATIENT 28 UNCARING — CARING 29 DEPENDENT — INDEPENDENT 30 UNPLANNED — EFFICIENT	6 3 7 6 3 4 3 3 2 1 4 5 6 4 1 6 7 4 6 3 2 6 2 5 2 1 6 4 3 6 2 6 4 5 4 2 3 4 4 4 3 4 2 1 3 5 3 5 2 4 4 6 6 4 4 3 1 1 3 2 3 3 1 4 2 4 4 3 2 6 3 6 4 1 4 4 5 3 4 6 7 7 5 1 3 3 1 3 3 1 4 5 7 5 5 2 2 5 2 2 3 6 2 4 4 2 4 5 4 2 4 4 3 3 2 5 2 3 4 4	5 4 4 4 6 4 4 3 4 3 3 3 4 5 3 4 3 5 3 3 3 5 4 3 5 4 5
DIMENSION SCORES		
ORGANIZED DEMEANOR	17 11 25 15	19
DYNAMISM	15 11 13 10	10
FLEXIBILITY	6 3 10 14	11
WARMTH AND ACCEPTANCE	31 17 33 27	34
CREATIVITY	20 10 26 17	22

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: Two Class: D Observer's Gender: Female		PUPIL SCORES																				A V G																					
MY TEACHER IS: (On the following continuum)																																											
1	2	3	4	5	6	7																																					
1	DISORGANIZED	—	ORGANIZED																		6	4	2	3	7	6	5	6	6	2	1	1	6	5	7	7	6	6	5	2			
2	CLEAR	—	UNCLEAR																		6	3	2	4	1	7	5	6	2	2	1	1	3	2	1	1	4	2	5	2			
3	AGGRESSIVE	—	SOFT-SPOKEN																		2	1	3	7	6	7	4	6	4	5	3	3	4	7	6	4	5	2	4	4			
4	CONFIDENT	—	UNCERTAIN																		7	2	3	6	1	2	5	7	4	2	1	1	4	2	2	1	3	2	5	3			
5	COMMONPLACE	—	CLEVER																		7	2	4	4	6	3	6	6	4	7	7	7	5	3	6	6	5	6	5	2			
6	CREATIVE	—	ORDINARY																		7	2	4	4	1	2	3	5	3	1	1	1	5	1	2	1	2	6	3	1			
7	OLD FASHIONED	—	MODERN																		4	3	3	3	5	5	4	6	3	6	4	4	7	4	6	4	4	5	4	3			
8	LIKEABLE	—	"STUCK UP"																		2	2	2	2	5	1	5	5	3	1	1	1	7	1	2	4	2	1	3	2			
9	EXCITING	—	BORING																		6	2	2	3	6	1	6	3	4	1	3	3	7	2	1	2	4	2	4	1			
10	SENSITIVE	—	ROUGH																		2	1	3	2	2	3	5	5	5	2	4	4	7	2	1	5	2	4	4	1			
11	LIVELY	—	LIFELESS																		7	1	3	1	2	2	1	4	4	2	1	1	7	1	2	1	4	3	3	1			
12	ACCEPTS PEOPLE	—	CRITICAL																		2	2	3	2	5	1	5	4	5	2	3	3	7	2	2	1	2	4	4	2			
13	SNOBBY	—	MODEST																		4	1	5	6	7	6	4	5	5	7	5	5	5	3	7	5	1	6	5	4			
14	CONFUSED	—	ORDERLY																		6	3	5	4	2	7	5	5	4	7	4	4	5	7	6	6	3	6	6	3			
15	STRICT	—	LENIENT																		6	1	2	4	1	4	5	5	4	2	2	2	4	1	6	4	3	3	3	4			
16	IN CONTROL	—	ON THE RUN																		6	3	2	3	3	2	4	6	4	2	1	1	5	1	1	1	2	3	3	1			
17	TRADITIONAL	—	ORIGINAL																		5	2	4	5	2	1	4	5	4	6	3	3	4	3	1	4	4	5	4	3			
18	WARM	—	COLD																		2	4	3	3	6	1	3	4	5	2	1	1	6	1	1	2	3	2	4	4			
19	RUDE	—	POLITE																		7	3	5	6	6	7	5	7	4	6	7	7	4	2	1	7	2	6	4	6			
20	WITHDRAWN	—	OUTGOING																		4	3	4	3	2	2	4	5	4	3	7	7	5	3	6	4	4	4	4	4			
21	EASYGOING	—	DEMANDING																		5	2	2	3	1	1	4	5	4	5	6	6	4	2	2	1	2	3	2	4			
22	OUTSPOKEN	—	SHY																		2	5	2	2	6	2	1	4	3	2	1	1	5	3	2	1	5	4	3	1			
23	UNCHANGABLE	—	FLEXIBLE																		7	2	2	5	7	4	4	5	4	2	5	6	6	4	2	2	4	5	3	3			
24	QUIET	—	BUBBLY																		4	1	4	4	1	7	6	6	6	6	7	7	5	5	6	5	3	3	5	3			
25	AWARE	—	FORGETFUL																		2	1	3	3	1	2	5	4	5	2	4	4	6	4	7	2	3	4	2	2			
26	"NEW IDEAS"	—	SAME OLD THING																		7	1	2	2	6	1	3	6	5	2	2	2	5	2	1	1	4	2	4	1			
27	IMPATIENT	—	PATIENT																		7	1	4	7	7	4	4	1	4	3	5	5	7	3	1	7	3	4	5	6			
28	UNCARING	—	CARING																		7	3	6	7	1	3	5	6	4	6	6	6	5	4	2	7	5	4	3	7			
29	DEPENDENT	—	INDEPENDENT																		7	3	5	6	7	1	4	4	4	7	7	7	6	5	7	1	2	3	2	4			
30	UNPLANNED	—	EFFICIENT																		7	3	6	1	7	1	4	4	5	7	7	7	4	3	2	4	2	4	1	7			
DIMENSION SCORES																																											
ORGANIZED DEMEANOR																								15	18	20	9	27	18	12	9	17	25	22	22	14	23	21	29	16	22	14	21
DYNAMISM																								8	8	11	8	0	9	15	8	10	11	20	20	5	8	13	14	4	9	10	12
FLEXIBILITY																								18	12	11	16	17	16	12	12	11	9	9	10	11	13	17	12	15	13	12	14
WARMTH AND ACCEPTANCE																								44	25	37	44	30	42	30	31	29	42	43	43	28	33	31	44	29	38	31	40
CREATIVITY																								14	20	21	21	18	23	20	21	17	33	26	26	17	23	27	28	21	24	20	23

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: Two Class: D Observer's Gender: Female	PUPIL SCORES	A V G
MY TEACHER IS: (On the following continuum)		
1 2 3 4 5 6 7		
1 DISORGANIZED — ORGANIZED 2 CLEAR — UNCLEAR 3 AGGRESSIVE — SOFT-SPOKEN 4 CONFIDENT — UNCERTAIN 5 COMMONPLACE — CLEVER 6 CREATIVE — ORDINARY 7 OLD FASHIONED — MODERN 8 LIKEABLE — "STUCK UP" 9 EXCITING — BORING 10 SENSITIVE — ROUGH 11 LIVELY — LIFELESS 12 ACCEPTS PEOPLE — CRITICAL 13 SNOBBY — MODEST 14 CONFUSED — ORDERLY 15 STRICT — LENIENT 16 IN CONTROL — ON THE RUN 17 TRADITIONAL — ORIGINAL 18 WARM — COLD 19 RUDE — POLITE 20 WITHDRAWN — OUTGOING 21 EASYGOING — DEMANDING 22 OUTSPOKEN — SHY 23 UNCHANGEABLE — FLEXIBLE 24 QUIET — BUBBLY 25 AWARE — FORGETFUL 26 "NEW IDEAS" — SAME OLD THING 27 IMPATIENT — PATIENT 28 UNCARING — CARING 29 DEPENDENT — INDEPENDENT 30 UNPLANNED — EFFICIENT	2 7 2 1 4 7 3 1 2 7 1 1 3 7 2 1 1 1 1 1 1 1 2 1 4 7 3 7 4 1 1 1 3 7 1 1 6 7 4 7 4 1 1 1 3 1 3 7 2 4 1 1 6 6 7 7 4 1 7 1	5 3 4 3 5 3 4 3 3 2 3 5 3 4 3 4 3 5 3 4 3 5 3 5 4 4 3 5 4 4
DIMENSION SCORES		
ORGANIZED DEMEANOR	21 25	19
DYNAMISM	12 16	11
FLEXIBILITY	14 12	13
WARMTH AND ACCEPTANCE	43 49	37
CREATIVITY	23 36	23

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: Three Class: E Observer's Gender: Male	PUPIL SCORES	A V G
MY TEACHER IS: (On the following continuum)		
1 2 3 4 5 6 7		
1 DISORGANIZED -- ORGANIZED 2 CLEAR -- UNCLEAR 3 AGGRESSIVE -- SOFT-SPOKEN 4 CONFIDENT -- UNCERTAIN 5 COMMONPLACE -- CLEVER 6 CREATIVE -- ORDINARY 7 OLD FASHIONED -- MODERN 8 LIKEABLE -- "STUCK UP" 9 EXCITING -- BORING 10 SENSITIVE -- ROUGH 11 LIVELY -- LIFELESS 12 ACCEPTS PEOPLE -- CRITICAL 13 SNOBBY -- MODEST 14 CONFUSED -- ORDERLY 15 STRICT -- LENIENT 16 IN CONTROL -- ON THE RUN 17 TRADITIONAL -- ORIGINAL 18 WARM -- COLD 19 RUDE -- POLITE 20 WITHDRAWN -- OUTGOING 21 EASYGOING -- DEMANDING 22 OUTSPOKEN -- SHY 23 UNCHANGEABLE -- FLEXIBLE 24 QUIET -- BUBBLY 25 AWARE -- FORGETFUL 26 "NEW IDEAS" -- SAME OLD THING 27 IMPATIENT -- PATIENT 28 UNCARING -- CARING 29 DEPENDENT -- INDEPENDENT 30 UNPLANNED -- EFFICIENT	6 3 6 2 3 5 5 3 6 5 2 3 1 2 1 3 2 2 2 1 7 4 2 2 5 3 5 4 2 5 1 4 4 6 1 6 3 2 3 2 4 3 4 4 2 3 3 7 3 3 4 6 5 6 7 7 2 3 5 3 6 3 1 2 4 3 4 1 2 3 2 3 2 7 1 1 2 2 2 2 5 6 6 3 2 5 6 2 6 4 2 6 4 1 1 4 4 3 4 3 4 4 4 3 4 4 4 1 4 4 3 2 4 4 4 7 3 3 2 4 6 4 5 2 6 6 5 1 4 4 3 5 4 2 2 1 5 4 6 4 4 4 2 2 5 2 2 3 5 4 2 2 4 6 6 1 5 3 3 4 4 5 4 3 6 3 3 1 3 4 4 2 5 6 3 1 4 3 2 5 6 5 5 4 5 3 4 4 6 5 5 4 4 4 5 3 5 5 5 5 2 4 4 3 4 2 6 1 2 5 3 6 7 5 3 3 3 4 3 4 6 4 3 3 6 2 6 1 6 5 6 3 4 6 3 1 6 3 5 3 5 5 6 3 3 4 5 1 2 4 2 4 6 2 7 7 2 4 2 4 4 5 6 4 5 6 4 1 6 5 2 6 2 1 5 2 6 5 6 2 6 1 2 2 1 2 5 1 2 5 2 3 7 7 1 7 1 1 1 1 5 2 1 2 2 2 5 7 2 6 2 2 5 6 1 1 2 2 2 1 3 4 5 2 5 4 3 1 4 5 4 4 4 2 1 7 4 4 3 3 5 3 4 3 6 2 7 1 6 5 4 2 4 6 1 7 4 4 5 4 3 4 5 4 2 5 6 1 5 4 3 3 4 4 7 7 3 5 4 4 5 5 4 3 6 4 5 1 4 4 3 5 4 4 3 4 4 4 5 3 4 7 5 3 7 2 6 1 6 6 2 3 4 2 1 7 5 5 5 2 6 1 4 1 1 2 5 1 2 1 1 2 4 4 1 1 3 2 2 1 4 2 4 3 1 3 4 7 1 3 2 4 3 5 1 7 2 1 4 1 3 4 5 2 4 5 6 7 7 5 4 3 6 2 7 7 6 4 5 2 6 1 3 3 5 3 2 1 2 3 2 3 6 6 7 2 2 1 2 2 4 4 4 2 4 3 4 1 7 4 5 2 4 6 3 4 3 3 1 3 3 3 3 3 2 5 5 4 1 4 3 5 4 4 7 7 3 2 5 3 5 4 5 4 4 4 5 1 2 5 3 5 6 2 7 7 3 4 5 4 5 3 4 3 6 4 6 1 4 5 4 4 4 5 4 4 6 4 4 3 5 6 5 3 4 5 3 1 4 4 2 5 4 2 1 3 4 4 5 3	
DIMENSION SCORES		
ORGANIZED DEMEANOR DYNAMISM FLEXIBILITY WARMTH AND ACCEPTANCE CREATIVITY	8 21 27 17 13 22 13 9 25 14 16 19 7 9 14 15 20 21 21 16 7 12 8 8 14 13 8 10 15 11 10 5 5 2 10 11 13 10 11 8 12 3 8 10 2 12 11 15 3 9 9 12 14 18 8 16 5 4 7 7 26 30 35 31 19 37 31 27 18 28 24 35 33 19 43 44 21 30 28 29 20 19 22 17 17 23 21 19 18 19 15 27 17 7 12 18 21 20 26 16	

TUCKMAN'S TEACHER FEEDBACK FORM
(Student Edition)

Person Observed: Three Class: E Observer's Gender: Male	PUPIL SCORES	A V G
MY TEACHER IS: (On the following continuum)		
1 2 3 4 5 6 7		
1 DISORGANIZED — ORGANIZED	2 3 6 2	3
2 CLEAR — UNCLEAR	4 6 2 3	4
3 AGGRESSIVE — SOFT-SPOKEN	6 1 4 2	4
4 CONFIDENT — UNCERTAIN	2 4 2 2	3
5 COMMONPLACE — CLEVER	4 4 6 3	4
6 CREATIVE — ORDINARY	1 3 2 4	3
7 OLD FASHIONED — MODERN	4 5 4 4	4
8 LIKEABLE — "STUCK UP"	6 7 3 4	4
9 EXCITING — BORING	4 7 5 4	4
10 SENSITIVE — ROUGH	4 6 5 3	5
11 LIVELY — LIFELESS	5 3 3 3	4
12 ACCEPTS PEOPLE — CRITICAL	3 3 2 5	4
13 SNOBBY — MODEST	5 2 5 2	4
14 CONFUSED — ORDERLY	2 6 7 1	4
15 STRICT — LENIENT	4 2 2 1	3
16 IN CONTROL — ON THE RUN	3 3 2 3	3
17 TRADITIONAL — ORIGINAL	2 1 4 5	4
18 WARM — COLD	4 7 5 3	4
19 RUDE — POLITE	6 1 6 3	4
20 WITHDRAWN — OUTGOING	1 4 4 2	4
21 EASYGOING — DEMANDING	3 7 6 2	4
22 OUTSPOKEN — SHY	2 3 1 3	2
23 UNCHANGEABLE — FLEXIBLE	4 1 1 3	3
24 QUIET — BUBBLY	4 4 4 2	5
25 AWARE — FORGETFUL	2 1 3 4	3
26 "NEW IDEAS" — SAME OLD THING	4 4 1 2	3
27 IMPATIENT — PATIENT	2 3 4 3	4
28 UNCARING — CARING	3 2 1 3	4
29 DEPENDENT — INDEPENDENT	2 1 7 2	4
30 UNPLANNED — EFFICIENT	6 7 4 2	4
DIMENSION SCORES		
ORGANIZED DEMEANOR	16 19 25 10	17
DYNAMISM	3 12 11 7	9
FLEXIBILITY	13 2 4 11	9
WARMTH AND ACCEPTANCE	28 16 31 24	29
CREATIVITY	19 14 24 20	19

SUMMARY

Recent research into classroom processes has been motivated by the recognition that the successful outcome of language lessons may depend on the interaction occurring in the classroom.

Literature dealing with the relevance of input and interaction in naturalistic language acquisition, both in first and second language acquisition, has been discussed. Important characteristics of “Motherese” and “Foreigner Talk”, used in naturalistic settings, as well as “Teacher Talk” and “Pupil Talk”, which occurs in the L2 classroom, were to be discussed to determine the similarities between L1 and L2 acquisition.

Regarding the L2 classroom, it has been hypothesized that classroom interaction can be a major variable affecting SLA. Despite the research, however, there seems to be no clear evidence that the quantity of pupil participation can account for improvement in communication proficiency. The quantity is not as important as the quality of participation. This quality of participation appears to be determined by the degree of control pupils have over the interaction.

This research indicates that the majority of pupil contributions are merely responses solicited by the teacher. Pupils also have a limited degree of control over the discourse.

Additionally, this study focussed on the affective atmosphere of the classroom as another factor which influences pupil participation. Tuckman's Teacher Feedback Form was used to gauge the affective atmosphere as perceived by the pupils. The results indicate that teachers, although generally warm and accepting, seem to be inflexible and lack dynamism when presenting the lesson content. This has a definite influence on pupil participation.

OPSOMMING

Die feit dat interaksie in die klaskamer die sukses al dan nie, van taal onderrig kan beïnvloed, het daartoe gelei dat navorsing op die taal en interaksie in die klaskamer fokus.

‘n Oorsig van literatuur oor die relevansie van insette en interaksie in naturalistiese taal verwerwing (eerste en tweede taal) is bespreek. Uitstaande kenmerke van “Motherese” en “Foreigner Talk” wat in naturalistiese omgewings plaasvind, sowel as “Teacher Talk” en “Pupil Talk” wat in die tweede taal klaskamer gevind word, word onder die loep gebring om ooreenkomste tussen eerste en tweede taalverwerwing te bepaal.

In terme van die tweede taal klaskamer, is die hipotese geformuleer dat klaskamer interaksie ‘n veranderlike is wat tweede taal verwerwing beïnvloed. Ten spyte van die navorsing is daar geen konkrete bewyse dat verbeterings in taalbevoegdheid, toegeskryf kan word aan kwantiteit van leerling deelname nie.

Dit wil voorkom of die kwaliteit van leerling deelname ‘n groter rol speel. Die graad van beheer wat leerlinge oor die interaksie het bepaal indirek die kwaliteit van die waarneembare interaksie.

Hierdie studie toon dat leerlinge baie min beheer oor die interaksie het en gevolglik is hulle bydraes net response op onderwyser vrae.

'n Verdere ontwikkeling wat leerling deelname beïnvloed is die heersende klaskamer klimaat (affektiewe atmosfeer). Tuckman se "Teacher Feedback Form" is gebruik om die affektiewe atmosfeer te meet soos die leerlinge dit ervaar. Die uitslae toon dat die leerlinge wel gemaklik voel, maar dat die onderwysers beleef word as onkreatief (vervelig) en onbuigsaam in die hantering van die lesinhoud. Die bevindings korreleer met die analise van verbale interaksie.

Dus wil dit voorkom of die affektiewe atmosfeer die kwaliteit van leerling bydraes positief of negatief beïnvloed.