

## Toward a function-based taxonomy of teacher questions for 'story-asking' interaction

**Purpose:** TPRS literature tends to discuss teacher questions in terms of linguistic structure; "Circling" is defined in terms of yes-answer, no-answer, A-or-B-answer, and Wh- open-ended questions. These are typically defined in terms of the changing grammar of each question type, with the purpose being that students experience more grammatical variation in their input. I argue here that wide grammatical variation can still be achieved without a focus on the changes in grammar by either the teacher or the students, but instead with a focus on changes in communicative function. I propose the benefit of this change allows for (1) a greater focus on meaning (the people, places, things, and events) by both the instructor and learners, and (2) more (higher quantity of) options for questions. Whether this change helps teachers ask more questions more comfortably, for now, remains a question for future observations.

**Story-asking teacher question taxonomy:** (see page 2 for grid format)

- 1) *Recipient* (teacher directs question toward):
  - a) Actor
  - b) Audience
    - i) individual
    - ii) multiple members
- 2) Question type: *Confirming* (known facts) versus *Eliciting* (new facts)
  - a) Confirming (known facts)
    - i) facts as true (in the agreed-upon scenes and/or story)
      - (1) about recipient
        - (a) person
        - (b) place
        - (c) thing
        - (d) event (Vendler, 1967; in O'Grady, 2015)
          - (i) state
          - (ii) achievement
          - (iii) activity
          - (iv) accomplishment
      - (2) about other person
        - (a) (see above, "about recipient")
    - ii) facts as untrue
      - (1) (see above, "facts as true")
  - b) Eliciting (new facts)
    - i) facts as true
      - (1) 'fishing' for idea proposals
        - (a) (see 2.a.i.1 "about recipient")
      - (2) seeking confirmation from audience for approval
      - (3) politely rejecting propositions if not popular or teachers judges it to be inappropriate (discriminatory, personally troubling to one or more students)

## Function-based teacher questions for ‘story-asking’ interaction

TOWARD AUDIENCE		TOWARD ACTOR	
Confirming (known facts)	Eliciting (new facts)	Confirming (known facts)	Eliciting (new facts)
Facts as <u>TRUE</u>	Facts as <u>TRUE</u>	Facts as <u>TRUE</u>	Facts as <u>TRUE</u>
About ACTOR(S)/OTHER(S)	About ACTOR(S)/OTHER(S)	About Actor	About other person(s)
★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment	★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment	★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment	★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment
Facts as <u>UNTRUE</u>	Facts as <u>UNTRUE</u>	Facts as <u>UNTRUE</u>	Facts as <u>UNTRUE</u>
About ACTOR(S)/OTHER(S)	About ACTOR(S)/OTHER(S)	About Actor	About other person(s)
★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment	★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment	★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment	★ person ★ place ★ thing ★ event: ♦ State ♦ Achievement ♦ Activity ♦ Accomplishment

\*after the audience or actor answers a question, the teacher should repeat the full-form answer back to the audience to clarify the fact, and to provide more language input.