

Learning08: Methodologies and Practices for Approaching Learning as a Social Phenomenon Inside and Outside of School

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Repair in Greek nursery classrooms: interactional and pedagogic practices

Based on nursery classroom interaction data (twenty hours of audio-recordings in eleven Greek kindergartens) and past literature on classroom repair (McHoul 1990, Seedhouse 1997) and repetition (Schegloff 1997, Hellerman 2003), this paper adopts a conversation analytic perspective to explore cases of modulated other-corrections and correction initiations produced by teachers.

Analysis of nursery classroom talk reveals different interactional and instructional practices from formal primary and secondary education: to a large extent teachers' questions are not testing what pupils have acquired from previous lessons but appear to be checking the level of prior knowledge and introduce new information. In this context pupils are likely to produce erroneous answers and get corrected or at least receive correction initiation. Interactionally there is a structure of consecutive other-initiations/corrections which pedagogically appear to be "doing instruction", the type of repair that Schegloff et al. (1977: 381) referred to as a "vehicle for socialization". The modulation is preceded by a repetition of the pupil's utterance which marks that pupils' existing knowledge is taken into consideration (at least interactionally) but also provides a slot for possible correction by pupils themselves. The modulation itself incorporates the pupil's answer in the correction through lexical choice, thereby lifting the weight off the austerity of the correction.