The Second Language Classroom Modes
by Senior English Teacher at XYZ English Course in Surabaya

Yauwangsa. V.V.[1], Wijaya H.P.S.[2]
[1,2)] English Department, Faculty of Letters, Petra Christian University, Siwalankerto 121-131, Surabaya, East Java, Indonesia
Email: vinnav@ymail.co.id;hennypsw@petra.ac.id

ABSTRACT:
This study is intended to find out the pedagogic goals, interactional features, and L2 classroom modes appeared in the fourth graders' English classroom taught by senior English teacher. Conducting this study, I apply Walsh's (2006, 2011) SETT (Self-Evaluation of Teacher Talk) framework. The data was collected for two meetings. The findings of this study show that among 18 pedagogic goals, 16 of them appeared. Moreover, all of 14 interactional features and all of four modes appeared in this study. Among the four modes, managerial mode was the most frequent mode (54.54%). In conclusion, the teacher could make the class interactive because she allowed learners to formulate responses for seconds so that learners could contribute more. Moreover, the teacher rarely completed learners' contribution and corrected learners' mistakes directly so that the learners might feel confident to contribute in the activities.

Keywords: modes, the second language classroom, senior teacher

Interaction has a great value in the educational context, particularly the teacher-student interaction in the classroom. Van Lier (1996) in Walsh (2011, p.3), argues that "interaction is the most important thing on the curriculum." It is vital because it supports teaching, learning, managing students, and organizing activities in the classrooms. Hence, teachers need to understand and improve their choice of language.

The quality of interaction is determined by teachers – how they communicate with learners (Walsh, 2006). This view of interaction as learning raises important questions about classroom interaction, particularly teacher talk: in what ways teachers make their language help students learning in the classroom. Walsh (2011) argues that teacher talk features pedagogic goals and interaction, and they cannot be separated. "Pedagogic goals are manifested in the talk-in-interaction and the term *mode* encompasses the interrelatedness of language use and teaching purpose" (Walsh, 2011, p.111).

Looking at the importance of classroom interaction, in this study, I would like to find out the L2 classroom modes appearing in fourth grade of elementary school students' English classroom taught by a senior English teacher. Before that, I also analyze the pedagogic goals and interactional features appearing in the classroom taught by the teacher. Conducting this study, I use SETT (Self-Evaluation of Teacher Talk) framework proposed by Walsh (2006, 2011) to analyze the L2 classroom modes in teacher talk. This framework has emphasized the fact that the interaction and classroom activity are linked. Therefore, as the emphasis of the lesson changes, the interactional and pedagogic goals also change. SETT framework consists of four "classroom micro context (modes) and fourteen interactional features (interactures)" (2011, p.110).

McCarthy and Walsh (2003) interpret mode as the relationship between the pedagogic goals and teacher's language use in the classroom. Therefore, using the term "mode", Walsh tries to underline the concept of interconnection between interaction and classroom activity. Each mode is formulated by different "interactional features" and distinctive "pedagogic goals". The four modes are "managerial mode, classroom context mode, skill and systems mode, and materials mode" (Walsh, 2011, p.111).

The summary of four modes – together with pedagogic goals and interactional features can be seen in Appendix 1, and the description of each interactional feature can be seen in Appendix 2.

METHODS

In this study, I used qualitative approach, specifically conversation analysis. Walsh (2011) points out that conversation analysis aims to examine interaction in which an utterance is linked one

another and related to the context. Furthermore, the main role of conversation analysis approach is to interpret the data of utterances – or talk which is the same as what I did to analyze the modes appearing.

The data of this study was teacher's talk – related to pedagogic goals or aims of the lesson – during the teaching and learning process. This is because the term 'mode' refers solely to the link between language used and teaching goals (Walsh, 2006, 2011). Thus, teacher's talk that was not related to teaching goals was not considered as data. I analyzed the context to know the talk related to pedagogic goals. In so doing, I paid attention to students' responses in previous lines and/or teacher's previous line. In collecting the data, I used audio recorder to record teacher's talk as I just focused on the verbal language – language used.

After doing the recording, I transcribed the audio recording. Then, I identified the teacher's talk and classified which mode appeared – based on the pedagogic goals and interactional features.Subsequently, I gave the numbering system of each dialogue line of teacher's talk. Each dialogue line means from the beginning until the end of one teacher's talk. It is "each turn or move of the ongoing discourse" (Van Dijk, 1985, p.5). Each dialogue line may consist of more than one utterances – silent pause duration is used to make decision about the end of utterance. Thus, in defining the pedagogic goals and interactional features, I also paid attention to each utterance within.

In analyzing the data, I applied two digits numbering system as explained in the following: 1.1: The first digit refers to the meeting, which meant "1" for the first meeting, and "2" for the second meeting. The second digit refers to the order of teacher's dialogue line in a meeting.

Afterwards, I put all the data into the table and started the data analysis based on pedagogic goals and interactional features in the SETT (Self Evaluation of Teacher Talk) framework proposed by Walsh (2006, 2011).

After analyzing the data, I calculated the frequency of every pedagogic goal/interactional feature/mode to know which one appeared the most in the second language classroom. Then, I made the percentage of pedagogic goal/interactional feature/L2 classroom mode appearing. Finally, I summarized the percentage of pedagogic goals/interactional features/modes appearing in the L2 classroom using charts.

FINDINGS AND DISCUSSION

The data of this study showed that among 18 pedagogic goals, there were two goals that did not appear. They were to organize the physical learning environment and to provide LL with practice in sub-skills.The reason why the goal to organize the physical learning environment did not appear might be explained this way. During the two meetings, T asked LL to share, answer question, discuss the material together, and other activities which did not require LL to form a group or pair-work. The other goal, to provide LL with practice in sub-skills also did not appear because T did not provide LL with practice in essential sub-skills, like skimming, listening for gist, etc. Therefore, these two goals did not appear during the two meeting of classroom interaction recording.

The finding of this study showed that the four most frequent pedagogic goals appeared in the L2 classroom are to enable learners to talk about feelings, emotions, experience, attitudes, reactions and personal relationships (13.67%), to promote oral fluency practice (13.67%), to provide language practice around a specific piece of material (12.33%), and to enable learners to manipulate the target language (12.06%). Meanwhile, the least frequent appearance pedagogic goals are to establish a context (0.27%), to refer learners to specific materials (0.81%), and to transmit information and to evaluate learner contributions (1.34%).

This study also found that all of 14 interactional features appeared.The four most frequent interactional features appeared in the L2 classroom are extended wait-time (13.36%), extended learner-turn (13.36%), scaffolding (11.91%), and teacher echo (10.11%). Meanwhile, the least frequent appearance interactional features are direct repair (1.44%), teacher completion (1.44%), content feedback (3.61%), and teacher interruption (3.61%).

The finding of this study showed that all of four modes appeared in the two meetings of teaching-and-learning process.The most frequent mode appeared in the L2 classroom is managerial mode (54.54%), while the least frequent mode are skills and systems mode(13.64%)and classroom context mode (13.64%).

The first mode is managerial mode. The appearance of managerial mode is important in as much as the main focus is setting on the activity in a lesson. As teacher's (T's) role is managing and controlling the classroom interaction, teacher (T) needs to set up the activity – including introducing and concluding the lessons for learners (LL).

Extract 1

61	T: Ya all your reasons are good (1) I think you have different reasons and all your reasons are right (1) It means that all of them are important kan(2) ok now (2) take out your book (1) your student book page 24 ayo open your student's book page 24 and 25 (2) page 24 and 25 (1) you get it? (3) ok now (1) we have one two there four (1) seven parts of body right? Now I want you to read it silently (1) after that we do the exercise on page 25 (1) later I will ask how your body works (2) you don't have to memorize it just make your own words

Extract 1 above captures the managerial mode appeared in the classroom. The first goal is to transmit information related to the management of learning as T described briefly what they would do after having done certain activity; T asked LL to read silently, and then did the activity in the book, after that answered T's questions. Other goals are to conclude the previous activity by giving feedback (when saying "ya all your reasons are good …") and introduce new activity by referring LL to specific materials ("ayo open your student's book page 24 and 25 …"). This utterance also links two different modes from asking LL's opinions (classroom context mode) to asking LL to read and answer questions related to material in the book (materials mode).

The four interactional features that characterized managerial mode also appeared. A single, extended teacher turn in the form of explanation/instruction appeared as T dominated the interaction by talking more than one clause; T gave instruction e.g. to open book ("ayo open your student's book page 24 and 25 …") and explanation of the classroom activity ("now I want you to read it … later I will ask how your body works"). Another feature, the transition markers "ya" "ok," and "now" toindicate the end of one part of the lesson and to indicate the movement of another part were also identified. Also, there is the use of confirmation checkwhen T checked "do you get it?" Since T dominated the interaction, an absence of L's contribution also appeared.

The second mode is materials mode. The current study found that materials mode also appeared in the classroom interaction; when the focus was on the material being used – specifically textbook.

Extract 2

65	T: finished? (3)udahyaabacanya (1) now (2) close your book and answer my questions ya (2) no problem just make your own sentence ok (2) Is everybody ready? (3) ok why do we always feel hungry at mealtime?
66	L: hmm you know (1) it's because of our digestion (1) when we feel hungry we eat and we feel full again
67	T: ok (1) because we digest
68	L: because we see
69	L1: hah because we see? What we see?
70	L: because we have already see some food and suddenly we think that
71	T: ya because we have already seen some food and suddenly we think that we need food **(laughter)** (1) that's why we feel hungry
72	L2: I know I know (1) maybe because we usually eat at that time and because some food have already digest and that's why we feel hungry
73	T: ya because some food have already digested (2) ok now what happens to all food that we eat?
74	L1: hmm digested
75	T: ok digested
76	LL: ((3))
77	T: ok now (1) how is your body growing and changing?
78	L: because (1) because the bones and muscle are growing
79	T: good (1) and then influence
80	L: then it influences our body to become bigger

Extract 2 shows that the interactions were focused on material. Asking LL to answer questions related to the passage in the book, T wanted to provide language practice around the material. T also wanted to elicit L's response related to the exercise in the book by asking questions while checking L's answer (in 65, 73, and 77). In most cases, T displayed the correct answers (in 67, 71, 73, and 79). T might think that L's response in line 68 was not that clear as another L seemed confused in line 69. Thus, T wanted to clarify L's contribution by extending and making it clearer (in line 71). Moreover, to evaluate/extend L's contribution, in line 79, T provided feedback "good," and gave a kind of another initiation – by giving chance for L to extend L's contribution.

Another interactional feature, teacher echo also appeared in the extract above. T repeated L's previous utterance in line 71, 73, and 75 as a feedback to show T's approval of LL's responses. Teacher-fronted predominated IRF pattern are observed – T's initiations appeared in the form of display questions – to check and elicit L's comprehension (in 65, 73, and 77); LL's responses are seen in line 66, 68, 70, 72, 75, 78, and 80; T's feedback/evaluation are seen in line 67, 71, 73, 75, and 79. There is also the appearance of form focused feedback as a corrective repair (in 71) as T corrected L's grammatical error. Moreover, scaffolding (extension) appeared in line 79 in which T tried to extend L's contribution so that L could contribute more (in 80).

The third mode is skills and systems mode. The main focus of skills and systems mode is on the specific skills (reading speaking, listening, writing) and/or language systems (phonology, grammar, vocabulary, discourse).

Extract 3

154 T: 8 sentences minimum (2) have you finished? (3) ok let's start (1) ayo close your book (1) ingatyaa pronunciation and grammar nya you have to pay attention to it (3) ayo Tin duluan(3)

155 L1: why do we need to exercise is because first (2) we should exercise because it makes us healthy and strong (2) there are many types of exercise (1) first is strength (2) training (2) it strengthen our bones and muscles (2) usually it likes gym or lifting weights (2) another type is aerobic (1) aerobic is like walking, running, climbing **(mispronounced)**

156 T: Climbing or climbing **(corrects pronunciation)**?

157 L1: climbing **(correct pronunciation)** (2) like climbing stairs, swimming, and things like that (2) and not only that, people also can exercise by playing basketball, football, or pingpong (2) so people can enjoy exercise differently (2) ok thank you

158 T: ok next Caca (1) you may use the whiteboard if you want (2) ayo Ca (3)

159 L2: now I'm going to explaining about why and how we exercise (2) exercise can make up keep healthy and it can also help us grow stronger (2) so there are a lot of choices when you want to exercise (2) first, aerobic exercises like walking, swimming, running, cycling and many others (2) they can make (1) our heart and lung works harder

160 T: they can make our heart and lungs work harder ok

161 L2: and the next is strength training (2) strength training make us have strong muscles (1) and bone

162 T: ok also our bones

163 L2: many people like to play soccer, basketball, volley, and other sports (2) many people really enjoy sports in their own way (1) ok thank you

164 T: thank you Caca (1) ok now Cliff you try

165 L3: hmmm (2) there are many ways to make us to be healthy (2) there are two types of exercise (2) the first is aerobic exercise (2) it's like (2) hmm cycling, walking, or (1) running (2) and then the next is strength training (1) it can build our muscle and bones stronger (2) it's like (2) mengangkatbeban

166 T: lifting weight

167 L3: like lifting weight at home (1) and then (2) there are may sport (1) hmm team games that we can do in team like volley, basketball, and football (2) hmm ok so you can try which one you like (1) thank you

168 T: ok thank you Cliff (3) now (1) Frans (3) ayoFrans

169 L4: hmmm (2) to grow up strong and stay healthy, we need exercise (1) we need to exercise regularly and there are many ways to do exercise hmm (1) the first is (2) the first is

170 T: the first is aerobic (1) and then the examples of aerobic

171 L4: aerobic (2) it makes our heart work harder (2) the examples are walking, skipping, and climbing the stairs (2) and then the second is strength training (2) hmm the example like (3)

172 T: the activities that you can do in gymnasium

173 L4: lifting weights and then we can do exercise with our friends (2) like football, volleyball, and basketball (1) thank you

The goals are to enable learners to produce strings of correct utterances (grammar) and to manipulate the target language (pronunciation) because in line 154,T asked LL to make sentences while paying attention to the grammar and pronunciation.Another goal is to provide corrective feedback (in 156, 160, and 162). The goal to display correct answers is also identified in line 160&162.

The interactional features appeared are likely to be related to the T's goals mentioned above. It is apparent from the extract that T used direct repair (in 160&162) as T corrected L's error quickly and directly. They were also classified into form focused feedback as the feedback was related to the form used by L.There is the existence of T echo in the form of direct repair (in 160). Clarification request and display question also appeared together (in 156) as T asked L to clarify what L had said – to make the pronunciation correct. The reason for this is because the goal is to enable LL to manipulate the target language.

What is interesting in this data is that one interactional feature, extended T turn which characterizes skills and systems mode was not detected; extended L turn appeared, instead. The observed correlation between the absence of extended T turn and the appearance of extended L turn might be explained in this way:The goals were to enable LL to produce correct utterances and manipulate target language. Thus, T gave chance for LL to formulate responses.

There is the appearance of three types of scaffolding in the extract. First, scaffolding appeared (in 166) as T provided linguistic support (vocabulary) when L addressed T as a 'resource' to help L continue L's contribution. By giving the scaffolding – the translation – to the L, T wanted to enable L to continue L's contribution. Second, in line 170, T interruption and T completion appeared as T interrupted L's contribution by completing L utterance. A possible explanation for this might be that T found the L forgot and might not be able to continue his contribution. Thus, T interrupted and completed it. However, this utterance acted as scaffolding as well. It is seen (in 170) that scaffolding (extension) in which T helped L to extend L's contribution by giving clue "the examples of aerobic" appeared. Third, another type of scaffolding appeared as T provided information related to the language needed – by describing it (in172). It was used to help L continue L's contribution (in 173).

To support these types of scaffolding, extended wait time appeared in which L was allowed to formulate response without any T interruption – indicated by long pause/length given in second. Thus, extended L turn, L contributed more than one clause, appeared (in 155, 157, 159, 161, 163, 165, 167, 169, and 171).

The fourth mode is classroom context mode. The main focus of classroom context mode is eliciting the students' personal thoughts, opinions, or feelings.

Extract 4

5 T: ok (1) today we are going to have speaking activity and then do the exercises in the book ya (2) our topic will be my weird dream **(writes on board)** (5) have you ever had a weird dream?

6 L1: yes miss I dreamed about something weird yesterday

7 T: ok how was the story?

8 L1: ya (1) the dream is about (1) kingdom

9 LL: uwaaaa (amazed)

10 L: what kind of kingdom?

11 L1: you know about prince kingdom?

12 T: yes (1) and then what happened to the prince kingdom?
13 L1: so (1) I go to a kingdom and met a prince (1) yes I think he was a prince
14 L: you met a prince?
15 L1: yes and then that prince give me a crown (2) after that I (1) I (1) wear that crown (2)
16 L: what were you doing then?
17 L1: then (1) I wear that crown and walk in the yard (1) the yard was so beautiful.
18 T: ok
19 L1: yes but (1) in the yard I met many black dog (1) there are so many dogs
20 T: did the dogs chase you?
21 L1: nooo (screams) I can control that dogs
22 L: bisa?
23 L1: yaa I also meet many solders and they greet me very (1) hmm (1) very well (1) maybe because of that crown.
24 L: wahhkokbisaya
25 T: because of that crown?
26 L1: yaa because I wore the crown (1) I met many people in the kingdom and they (1) they greet me they also gave me many food on the table (2) and then (3) I eat together with the prince (1) weird right?
27 T: hmm yaa (1) but I think it was good dream actually (1) but it was little bit weird (1) it is weird because suddenly you become a princess (2) ok (1) so (1) we will talk more about weird dream (1) so whenever you have something in your mind about a weird dream (1) ok (1) mimpi yang aneh (1) you can share with us
28 L2: I also had a weird dream miss
29 T: ok (1) so how was your weird dream, Caca?
30 L2: I walk to my friends
31 L: she walked with her friends
32 L2: ya (1) I walked with my friends (2) and then I met a boy and a girl (1) but the girl really shy (2) she did not want to look at me (3)
33 T: ehemm
34 L2: and then we go to the (2) to the (3) market (3) and then (3)
35 T: ok and then?
36 L2: and then ((2)) we walk together (1) we bought fish and (1) and like (1) vegetables
37 T: fish and vegetable?
38 L2: after that there was a man looking at me no us he (1) he looks like a bad man and then my friends run away (1) and then (2) and then I run away too (1) and I asked the (1) the (3)I ask the shop (1) shop hmm (2)
39 T: the shopkeeper?
40 L2: yes
41 LL: oalah
42 L2: yes I asked the shopkeeper to help me (2) she was very kind (1)

Extract 4 above presents the interaction of T and LL in which LL are required to share their experiences. In line 5, T asked LL to talk about their personal experiences and to have oral fluency practice by sharing to the class. Another goal, to establish a context also appeared in line 27 in which T wanted to establish the context of "weird dream" based on L's dream; as T said it was weird because suddenly L became a princess. Overall, the interaction in the extract aims to enable LL to talk about experience and to promote oral fluency practice.

The focus of classroom context mode is on the personal thoughts rather than on linguistic forms. It is apparent from the extract above that LL dominated the interaction by talking more than one clause (in line 8, 13, 19, 21, 26, 30, 36, 38, and 40). Also, there was an absence of direct repair. For example, when L made error (in 30), T did not repair the error. The next T's utterance is in line 33, in which T did not attempt to correct the error.

In order to accomplish T's goals – to enable LL to talk about experience and to promote oral fluency practice, – T delivered many referential questions (in 5, 7, 12, 20, 29, and 35). Content feedback appeared once in line 27. Also, there are clarification request and confirmation check in line 25&37. Scaffolding also appeared (in 39) as T provided linguistic support (vocabulary) by filling the word that L did not know/forgot. In addition, extended wait time appeared in which LL were allowed to formulate responses without any T interruption – indicated by long pause/length given in second. These features are likely to be related to the T's goals – to enable LL to talk more about their experiences and therefore, had oral fluency practice. As a result, as shown in the extract, the interaction is dominated by LL in which LL contributed more than one clause.

To summarize, the results of this study found that almost all pedagogic goals appeared. The two pedagogic goals that did not appear were to organize the physical learning environment and to provide LL with practice in sub-skills. This is because in the two meetings, T asked LL to share, answer question, discuss the material, and other activities which did not require LL to form a group or pair-work. Also, T did not provide LL with practice in essential sub-skills, like skimming, listening for gist, etc. Therefore, these two goals did not appear during the two meeting of classroom interaction recording.Moreover, all of fourteen interactional features were used by T in the two meetings. Also, the results of this research showed that all of L2 classroom modes appeared in the two meetings of fourth grade of elementary school students' class. The conclusion of this study will be discussed in the next sub-heading.

CONCLUSION

This study identified almost all pedagogic goals appear during two meetings of teaching-and-learning-process. The two pedagogic goals that did not appear were to organize the physical learning environment and to provide LL with practice in sub-skills. Moreover, this study found that all of 14 interactional features also delivered by T in teaching. Also, the results of this research showed that four of L2 classroom modes appeared in the two meetings of fourth grade of elementary school students' class.

This study found that generally the analysis of modes is in agreement with Walsh's (2006) framework which emphasizes the fact that the interaction and classroom activity are linked, and the interrelatedness of language use and teaching purpose is captured in mode. The findings of this study also showed that in the interactive class recorded, all of four modes appeared, and managerial mode was the most frequent mode appeared in the classroom interaction (54.54%).

In conclusion, the teacher could make the class interactive because she allowed learners to formulate responses for seconds so that learners could contribute more. It is shown from the percentage of extended wait time and extended learner turn that is the highest (13.36%). The teacher also rarely completed learners' contribution and corrected learners' mistakes directly. It is shown from the percentage of teacher completion and direct repair that is the lowest (1.44%). Therefore, the learners might feel confident to contribute in the activities. Moreover, the senior teacher could manage classroom interaction and activitiesthrough her talk – use of language. It is shown from the percentage of managerial mode that is the most dominant mode appearing in the classroom (54.54%).

BIBLIOGRAPHY
Van Dijk, T. (1985).*Handbook of discourse analysis, Vol.3*. London: Academic Press.
Walsh, S. (2003). Developing Interactional Awareness in the Second Language Classroom
    Through Teacher Self-evaluation. *Language Awareness*, *12*(2), 124-142.
    http://dx.doi.org/10.1080/09658410308667071
Walsh, S. (2006). *Investigating classroom discourse*. New York: Routledge.
Walsh, S. (2011). *Exploring classroom discourse: Language in action*. New York: Routledge.

Appendix 1: L2 Classroom Modes

Mode	Pedagogic goals	Interactional features
Managerial	To transmit information	A single, extended teacher turn which uses explanations and/or instructions
	To organize the physical learning environment	The use of transitional markers
	To refer learners to materials	The use of confirmation checks
	To introduce or conclude an activity	An absence of learner contributions
	To change from one mode of learning to another	
Materials	To provide language practice around a piece of material	Predominance of IRF pattern
	To elicit responses in relation to the material	Extensive use of display questions
	To check and display answers	Form-focused feedback
	To clarify when necessary	Corrective repair
	To evaluate contributions	The use of scaffolding
Skills and systems	To enable learners to produce correct forms	The use of direct repair
	To enable learners to manipulate the target language	The use of scaffolding
	To provide corrective feedback	Extended teacher turns
	To provide learners with practice in sub-skills	Display questions
	To display correct answers	Teacher echo
		Clarification requests
		Form-focused feedback
Classroom context	To enable learners to express themselves clearly	Extended learner turns,
	To establish a context	Short teacher turns
	To promote oral fluency	Minimal repair
		Content feedback
		Referential questions
		Scaffolding
		Clarification requests

Source: Walsh (2006), as cited in Walsh (2011, p. 113)

Appendix 2: Interactional Features

Interactional feature	Description
(A) Scaffolding	(1) Reformulation (rephrasing a learner's contribution). (2) Extension (extending a learner's contribution). (3) Modelling (correcting a learner's contribution).
(B) Direct repair	Correcting an error quickly and directly.
(C) Content feedback	Giving feedback to the message rather than the words used.
(D) Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
(E) Referential questions	Genuine questions to which the teacher does not know the answer.
(F) Seeking clarification	(1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
(G) Confirmation checks	Making sure that the teacher has correctly understood the learner's contribution.
(H) Extended learner turn	Learner turn of more than one clause.
(I) Teacher echo	(1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
(J) Teacher interruptions	Interrupting a learner's contribution.
(K) Extended teacher turn	Teacher turn of more than one clause.
(L) Turn completion	Completing a learner's contribution for the learner.
(M) Display questions	Asking questions to which the teacher knows the answer.
(N) Form-focused feedback	Giving feedback on the words used, not the message.

Source: Walsh (2006, p. 67)