

# Students´ reactions to types of questions and feedback in non-bilingual groups

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## **Abstract**

The interaction between teacher and students in class has been analysed as an important and fundamental feature in the learning process. The present paper explores the different answers and reactions students provide in two groups of second course of Baccalaureate. It consists on analysing students' reactions depending on the types of questions and feedback a teacher used in each case. Both groups belong to the same level and their teacher is the same one as well. A total number of eight lessons are going to be analysed taking into consideration the language skills used. The results concerning questions show that students replied more to display questions and to questions for reason, for opinion and metacognitive questions. The findings concerning feedback show that students reacted more to recast while the answer most used regarding learner uptake is 'no reaction' type, followed by repetition, which is a type of repair feedback. The paper concludes with an overview on classroom interaction and its likely consequences in teacher training.

Keywords: *classroom interaction (IRF), feedback, questions, learner uptake.*

## **Resumen**

La interacción entre el docente y el alumnado en las clases ha sido analizada como uno de los aspectos importantes y fundamentales en el proceso de aprendizaje. El objetivo de este estudio fue analizar el tipo de reacciones y las respuestas del alumnado en función del tipo de retroalimentación, en el caso de las reacciones, o preguntas, en el caso de las respuestas, del docente. Para ello se analizaron 8 sesiones de dos grupos de segundo de bachillerato que tenían clase con la misma profesora, centrándonos en distintas destrezas lingüísticas. Los resultados relativos a las preguntas de la docente mostraron que los estudiantes reaccionaron más a las preguntas llamadas *display* y a las preguntas de razón, de opinión y a las preguntas metacognitivas. Los resultados relativos a la retroalimentación de la docente demostraron que los alumnos reaccionaron más al tipo de retroalimentación denominado *recast* y el tipo de respuesta que más utilizaron fue la 'no reacción' seguido de la repetición, incluido dentro de reparación. Este trabajo concluye con una perspectiva de la interacción que tiene lugar en el aula y sus posibles consecuencias en la formación del profesorado.

Palabras clave: *interacción (IRF) en clase, retroalimentación, preguntas, respuestas de los estudiantes.*



## **1. Introduction**

Display and referential questions together with feedback are two topics that can be considered of interest nowadays. These are two issues experts are trying to study taking into account students' answers and reactions. Regarding display and referential questions, experts are trying to see to which type of questions students react to more and why. Regarding teacher's feedback, experts are trying to find out which type of feedback is more effective regarding learner's uptake.

In this study, I am going to compare which type of questions (display or referential) Baccalaureate students react to more and also how these students react to corrective feedback given by their English teacher in two groups where students have English as a Foreign Language. This research study compares these features in two Spanish second of Baccalaureate groups in the same secondary school, IES Joan Miró. In both groups, I am going to focus my attention on the students. The total number of sessions I am going to analyse is eight different lessons: four from one non-bilingual group and four from the other non-bilingual group. I have chosen these groups because I find it interesting to see how the eldest students from the high school react to different types of questions and feedback after the years they have been studying English. Moreover, since my school tutor taught two groups from the same level, I took advantage to do a global analysis. My objectives with this research are: first, to compare the reaction to different types of questions in both groups and, then, to compare the reaction to different types of feedback in both groups throughout different language skills in each feature.

This study is organized into six sections. After this introduction in which I present a brief summary of the study and the topics I am going to be focusing on, there is a theoretical framework. This theoretical framework is divided into five subsections: IRF pattern, display and referential questions, feedback, learner uptake and COLT scheme. Following the theoretical framework, there is the description of the study. This part is divided into four subsections: objectives and research questions, context and participants, data observed and the instrument I used for the analysis which is the COLT scheme. Then, it shows the analysis of the data together with the results and after this section there is a discussion of these findings. Finally, after the discussion, the conclusions show what type of questions is most answered and what type of feedback is most effective to students'

reactions/uptake. At the end of this study, there is the bibliography used and an appendix with all the data collected.

## **2. Theoretical framework**

This study is focused on the use of the Initiation- Response- Feedback pattern (henceforth IRF), the use of display and referential questions, the use of feedback, the use of learner uptake and finally the use of Communicative Orientation of Language Teaching (COLT). In this section, I am going to explain the meaning of each term, the different types of feedback and its definitions, different types of learner uptake and what COLT is and its functions.

### **2.1. IRF pattern**

“Interaction between teacher and students has led into classroom interaction” (Rustandi and Husni Mubarak, 2017: 240). Moreover, and related to interaction, “the term classroom interaction refers to interaction between teacher-students and students-students in terms of language use during teaching and learning process in classroom” (Rustandi and Husni Mubarak, 2017: 240). The pattern normally used to analyse classroom interaction is the IRF pattern. IRF is an abbreviation of a term created by Sinclair and Coulthard (1975) and this exchange is formed by three movements “an initiating (I) move by the teacher (e.g. elicitation, directive, questions); a responding (R) move by the student (e.g. reply, acknowledgment); and a follow-up (F) move by the teacher (e.g. evaluation, acceptance)” (Lyster, 2007: 89). According to Lemke (1990), the IRF pattern is also known as “initiation-response-evaluation (IRE) sequence or ‘triadic dialogue’” (in Lyster, 2007: 89). However, some experts have criticized the IRF pattern as they established that it engages “students only minimally and for maintaining unequal power relationships between teachers and students” (Lyster, 2007: 89). Notwithstanding, the IRF pattern “continues to permeate classroom discourse” (Lyster, 2007: 89). To make the class more dialogic by using this pattern, according to Nassaji and Wells (2000) the teacher can avoid “evaluation and instead draws out justifications and more explanations” (in Barekat and Mohammadi, 2014: 355).

According to Nassaji and Wells (2000), there is an importance in the initiation move as “the teacher’s opening move enabled both students and teachers alike to contribute substantively to understanding an issue for which there was no single answer and in which the goal was to consider a variety of alternatives” (in Lyster, 2007: 89). As previously mentioned, the initiation move is formed mostly by a question in order to make the students answer to it and so to start the IRF pattern.

According to Nunan (1991), between the initiation move done by the teacher and the response move done by the students there is a ‘wait time’ (Nunan, 1991). The “wait time research is predicted on the belief that it is important for students to have sufficient time to think about questions after they have been asked before attempting to answer them” (Nunan, 1991: 193). It is important to let students a few seconds just to think their answers (Nunan, 1991), “in those classrooms where teachers did manage to extend their wait time from three to five seconds after asking a question, there was more participation by more students” (Nunan, 1991: 193).

Regarding the last step of the IRF pattern, according to Seedhouse (2004), “the lack of the F turn [...] implies a positive assessment even though one is not explicitly given” (in Butterfield and Bhatta, 2015: 177). In other words, if the teacher does not give students any type of feedback, students will take it as positive because they did not receive any type of correction.

## **2.2. Display and Referential questions**

Display and referential questions are part of the IFP pattern and they are the first move, the initiation move (I) done by the teacher. These questions are part of epistemic questions (Lyster, 2007). Display questions are “questions to which the teacher knows the answer” (Suryati, 2015: 255) whereas referential questions are “questions in which the teacher does not know the answer” (Suryati, 2015: 255). Regarding this last type of questions, there are two types: “open (with many possible answers) or closed (with one possible answer)” (Lyster, 2007: 89).

According to Haneda (2005), display questions are “generally thought to limit the students’ possibilities to try out their own ideas, but teachers have been observed using

both display and referential questions with equal effectiveness” (in Lyster, 2007: 90). Some experts like Musumeci (1996) believe that display questions “served effectively to verify comprehension of subject matter delivered in the second language” (in Lyster, 2007: 90).

Moreover, there are also different types included in both types of questions (display and referential) and these types of questions are: questions for facts (what), reasons (why), opinions (what do you think) and metacognitive questions (why do you think that) (Long and Sato, 1983).

### **2.3. Feedback**

Feedback is “a generic term which disguises multiple purposes which are often not explicitly acknowledged” (Price, Handley, Millar and O’Donovan, 2010: 278). Feedback has five different categories according to the roles “correction, reinforcement, forensic diagnosis, bench-marking and longitudinal development (feed-forward)” (Price, Handley, Millar and O’Donovan, 2010: 278). Nevertheless, the category of “correction is central to the traditional definition of feedback” (Price, Handley, Millar and O’Donovan, 2010: 278).

Feedback, also called follow-up, is the third step in the IRF pattern mentioned before. This is a “move by the teacher (e.g. evaluation, acceptance)” (Lyster, 2007: 89). “In [...] behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning” (Ellis, 2009: 3). Moreover, “in [...] structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy” (Ellis, 2009: 3).

Feedback can be divided into two main categories: pedagogical feedback and interactional feedback. On the one hand, pedagogical feedback is the “acknowledgement or comment made by the teacher, with the purpose of correcting or evaluating the children’s performance” (Llinares, 2005: 12). On the other hand, interactional feedback is a “comment made by the teacher, with no evaluative or corrective purpose, which may enhance the learner’s linguistic production. This type [...] includes expressions of agreement, disagreement or acknowledgement” (Llinares, 2005: 12).

Furthermore, pedagogical feedback can be also classified as positive or negative. Positive feedback “affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance” (Ellis, 2009: 3). Continuing with positive feedback, this type is regarded as “important because it provides affective support to the learner and fosters motivation to continue learning” (Ellis, 2009: 3). However, negative feedback “signals that the learner’s utterance lacks veracity or is linguistically deviant” (Ellis, 2009: 3). Regarding negative feedback, one of the most used types of feedback is corrective feedback. Corrective feedback “takes the form of a response to a learner utterance containing a linguistic error” (Ellis, 2009: 3). Corrective feedback “can be simple, involving only one corrective strategy, or complex, involving a number of corrective moves” (Ellis, 2009: 4).

There has been a debate concerning the efficiency of corrective feedback. According to Harmer (1983), “when students are engaged in communicative activity, the teacher should not intervene” (in Ellis, 2009: 5). Nevertheless, “SLA researchers take a different view, arguing that CF works best when it occurs in context at the time the learner makes the error” (Ellis, 2009: 5).

Lyster and Ranta (1997) found “six different types of feedback: recasts, explicit correction, clarification requests, repetition of error, elicitation and metalinguistic clues” (in Lyster, 2007: 107). It has to be mentioned that the last ones (clarification requests, repetition of error, elicitation and metalinguistic clues) “were grouped together as ‘prompts’ because they withhold correct forms and instead offer learners an opportunity to self-repair by generating their own modified response” (Lyster, 2007: 108). Firstly, explicit correction occurs when “the teacher supplies the correct form and clearly indicates that what the student said was incorrect” (Ellis, Basturkmen, and Loewen, 2001: 288). Secondly, recasts “involve the teacher’s reformulation of all or part of a student’s utterance, minus the error” (Lyster, and Ranta, 1997). Thirdly, as previously mentioned, prompts are formed by clarification requests, elicitation, repetition of error and metalinguistic clues (Lyster, 2007). Clarification request is the type of feedback in which “the teacher indicates to the students by using phrases such as ‘pardon me’ [...], that the message has not been understood or that the utterance is ill-formed in some way, and that a repetition or a reformulation is required” (Lyster, 2007: 109). Repetition occurs when “the teacher repeats the student’s ill-formed utterance, adjusting intonation to

highlight the error” (Ellis, Basturkmen, and Loewen, 2001: 288). Elicitation occurs when “the teacher directly elicits correct forms from students by asking questions [...] or by pausing to allow students to complete the teacher’s utterance [...] or by asking students to reformulate their utterance” (Lyster, 2007: 110). Finally, metalinguistic clues occur when “the teacher provides comments, information or questions related to well-formedness of the student’s utterance, without providing the correct form” (Lyster, 2007: 110). In addition, metalinguistic clues “generally indicate that there is an error somewhere” (Lyster and Ranta, 1997: 47).

If the type of corrective feedback is one that needs a correction by the student, feedback movement will be followed by learner uptake.

#### **2.4. Learner Uptake**

Learner uptake is used with two meanings. On the one hand, “Allwright (1984) has used it to refer to what learners are able to report learning or at the end of the lesson” (in Ellis, Basturkmen, and Loewen, 2001: 285). On the other hand, Lyster “in a series of studies, [...] uses it to refer to learners’ response to the feedback they receive from teachers on their own efforts to communicate” (in Ellis, Basturkmen, and Loewen, 2001: 285). Moreover, learner uptake is linked to a “reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (Ellis, Basturkmen, and Loewen, 2001: 286). However, according to Ellis, Basturkmen, and Loewen, they “wish to acknowledge that uptake can occur even when the previous move does not involve corrective feedback” (Ellis, Basturkmen, and Loewen, 2001: 286). Learner uptake “can be considered successful when it demonstrates that a student can use a feature correctly or has understood a feature. [...] Such success does not indicate that the feature is acquired” (Ellis, Basturkmen, and Loewen, 2001: 286).

Nevertheless, regarding this last comment, there is a debate with some experts who believe that uptake helps the acquisition of the language. According to Lyster and Ranta (1997), “uptake helps learners to ‘practice’ using items and thus may help them to automatize retrieval of them” (in Ellis, Basturkmen, and Loewen, 2001: 287). Moreover, adding information to this comment from Lyster and Ranta (1997), Swain (1995) argued “that ‘comprehensible input’ is insufficient to achieve a high level of linguistic

competence and that ‘pushed output’ contributes to acquisition because it obliges learners to process syntactically’’ (in Ellis, Basturkmen, and Loewen, 2001: 287).

Learner uptake is placed in the IRF pattern after the teacher’s movement of feedback or follow-up. However, “if there is no uptake, then there is topic continuation, which is initiated by either the same or another student (in both cases, the teacher’s intention goes unheeded) or by the teacher (in which case the teacher has not provided an opportunity for uptake’’ (Lyster and Ranta, 1997: 49).

There are different types of uptake: “(a) uptake that results in ‘repair’ of the error on which the feedback focused and (b) uptake that results in an utterance that still needs repair’’ (Lyster and Ranta, 1997: 49). Repair, also called by Schegloff, Jefferson and Sacks (1977) “other-initiated repair’’ (in Lyster and Ranta, 1997: 49), “refers to the correct reformulation of an error as uttered in a single student turn and not to the sequence of turns [...] nor does it refer to self-initiated repair’’ (Lyster and Ranta, 1997: 49).

Repair or other-initiated repair is divided into four types: repetition, incorporation, self-repair, peer-repair (Lyster and Ranta, 1997). First, repetition “refers to a student’s repetition of the teacher’s feedback when the latter includes the correct form’’ (Lyster and Ranta, 1997: 50). Second, incorporation “refers to a student’s repetition of the correct form provided by the teacher, which is then incorporated into a longer utterance produced by the student’’ (Lyster and Ranta, 1997: 50). Third, self-repair “refers to a self-correction, produced by the student who made the initial error, in response to the teacher’s feedback when the latter does not already provide the correct form’’ (Lyster and Ranta, 1997: 50). Fourth and last one, peer-repair “refers to peer-correction provided by a student, other than the one who made the initial error, in response to the teacher’s feedback’’ (Lyster and Ranta, 1997: 50).

Needs-repair is also divided into six categories: acknowledgement, same error, different error, off target, hesitation, partial repair (Lyster and Ranta, 1997). Firstly, acknowledgement “refers to a simple ‘yes’ on the part of the student in response to the teacher’s feedback. [...] Acknowledgement may include a ‘yes’ or ‘no’ on the part of the student’’ (Lyster and Ranta, 1997: 50). Secondly, same error “refers to uptake that includes a repetition of the student’s initial error’’ (Lyster and Ranta, 1997: 50). Thirdly,

different error “refers to a student’s uptake that is in response to the teacher’s feedback but that neither corrects nor repeats the initial error, instead, a different error is made” (Lyster and Ranta, 1997: 50). Fourthly, off target “refers to uptake that is clearly in response to the teacher’s feedback turn but that circumvents the teacher’s linguistic focus altogether, without including any further errors” (Lyster and Ranta, 1997: 50-51). Fifthly, hesitation “refers to a student’s hesitation in response to the teacher’s feedback” (Lyster and Ranta, 1997: 51). Sixthly and finally, partial repair “refers to uptake that includes a correction of only part of the initial error” (Lyster and Ranta, 1997: 51).

## 2.5. COLT

COLT is an observation instrument which “was derived from a model of communicative competence and a review of current issues in communicative language teaching” (Fröhlich, Spada and Allen, 1985: 50). This observation scheme “is hoped [...] that will assist in clarifying a number of issues relating to the current debate on the respective advantages of more communicative approaches versus more controlled, structure-based approaches to second language education” (Fröhlich, Spada and Allen, 1985: 50). Together with this, COLT was “designed to capture differences in the communicative orientation of L2 classroom interaction in a variety of settings” (Fröhlich, Spada and Allen, 1985: 27).

COLT scheme is divided into two parts: Part A and Part B. On the one hand, Part A “contains categories derived primarily from pedagogical issues in the communicative language teaching literature. [...] Part A describes classroom instruction in terms of the types of activities that take place” (Fröhlich, Spada and Allen, 1985: 29). On the other hand, Part B is formed by “the categories of which reflect issues in first and second language acquisition research. [...] Part B describes the verbal interactions which take place within activities” (Fröhlich, Spada and Allen, 1985: 29).

Moreover, Part A and Part B are divided into different categories and features. Part A “contains five major parameters: Activity, Participant Organization, Content, Student Modality, and Materials” (Fröhlich, Spada and Allen, 1985: 29). Whereas Part B is formed by seven categories “use of target language and the extent to which learners are given the opportunity to produce the language without teacher-imposed linguistic



### **3. Description of the study**

#### **3.1. Objectives and Research Questions**

As explained in section devoted to the theoretical framework, this study will take into account the use of the different types of questions and the different types of feedback. The objectives of this study are: on the one hand, this study will compare which type of questions is most associated with each feedback; on the other hand, this study will compare students' reactions to different types of questions and students' reactions to different types of feedback. Moreover, this study will also be observing which questions and feedback students react to more and also it will compare the reactions to both features in regards to each language skill.

This study will answer these research questions:

- Which type of question is most associated with feedback?
- How do students react to different types of questions? How do students react to different types of questions depending on the language skill practiced?
- How do students react to different types of feedback? How do students react to different types of feedback depending on the language skill practiced?

#### **3.2. Context and Participants**

I am going to analyse and compare two groups that belong to IES Joan Miró high school. It is placed in the northern town of San Sebastián de los Reyes, Madrid. This high school is bilingual for compulsory secondary students and for Baccalaureate students. These two groups belong to second of Baccalaureate. The students' age is between 17 and 18 years old. Both groups belong to the non-bilingual system (EFL system) although the high school is bilingual. The data I took belong to the same topics in both groups as they are in the same level, with the same teacher and they have the same goal which is to pass the EVAU. EVAU is the term that comprises the exams students have to do after high school in order to access to university. Moreover, the subject I am going to analyse is the subject of English.

In both groups, I am going to analyse four sessions. The first session focused on the speaking skill of the unit related to sports. The second session focused on the vocabulary related to food and the use of English related to illnesses. The third session focused on the listening skill of the unit related to exercise and injuries. Finally, the fourth session focused on the grammar of the unit which was related to unreal past.

Both groups have the same English teacher who is a native speaker of Spanish. On the one hand, one group is formed by 37 students which is a group related to science and humanities. On the other hand, the other group is formed by 26 students which is a group related to science and social science. I have chosen these groups, as I previously mentioned, because I would like to see how students react to different types of questions and different types of feedback after their years in the high school. I also took advantage of making a global analysis because my teacher had these two groups in the same level.

### **3.3. Data analysis**

As mentioned in the introduction section, this study will analyse the reaction to the different types of questions used by the teacher and also the reaction to different types of feedback used also by the teacher as well. The data consists of a total of eight lessons and all were taught by the same teacher. All of these lessons are English lessons as a subject (because, as I previously mentioned, students belong to an EFL program). The students of both groups belong to second course of Baccalaureate.

The lessons are focused on the different types of language skills. The first lesson in both groups was focused on speaking. In this class, the students had to talk about the different activities that appeared in their textbook and they had to argue whether they thought that one activity from the pictures they had in the book was guided to be done individually or in groups.

The second lesson in both groups was focused on vocabulary and use of English. In this class, the students had to deal with the vocabulary of the unit which was related to food (types of fruits, fish, meat, drinks and dairy products) and the use of English which was related to phrasal verbs and expressions related to feelings and illnesses.

The third lesson in both groups was focused on listening. In this class, the students had to listen to an audio related to people. In this listening, each person made exercise and they had problems or injuries and they talked about the solutions they thought about.

The fourth lesson in both groups was focused on grammar. In this class, the teacher explained the unreal past situations and the tenses along with structures such as *wish*, *if only*, *had better*, *it is about/high time*, *would prefer*, *prefer* and *would rather*.

### **3.4. Instrument for data analysis: an adaptation of COLT scheme**

The instrument I used to analyse the data I took from the high school is the COLT scheme. Nevertheless, I adapted it as explained below. I focused on Part B which includes the type of questions and feedback the teacher used and how students reacted to these features. The only information related to Part A that I took into account was the *Student Modality* as I think it is interesting to differentiate those features depending on the language skill students are practising. The *Student Modality* is “the particular skill or combination of skills involved in a classroom activity” (Fröhlich, Spada and Allen, 1985: 38). Moreover, *Student Modality* is formed by four categories which are “listening, speaking, reading and writing” (Fröhlich, Spada and Allen, 1985: 38). As it was just one single category, I decided to include it in Part B.

Part B, as I previously mentioned, “describes the verbal interactions which take place within activities” (Fröhlich, Spada and Allen, 1985: 29), in other words, it “analyzes the communicative features of verbal interaction during classroom activities” (Fröhlich, Spada and Allen, 1985: 41). I also made some modifications in this Part of the COLT scheme in order to focus on the features I am interested in. This Part is divided into two subsections: teacher verbal interaction and student verbal interaction. Teacher verbal interaction is formed by “Target Language (L1 and L2)” (Fröhlich, Spada and Allen, 1985: 41), types of questions used by the teacher (display questions [questions for facts, reason, opinion and metacognitive questions] and referential questions [questions for facts, reason, opinion and metacognitive questions]) and different types of feedback (positive feedback, negative feedback and corrective feedback [prompts, recast, metalinguistic feedback and explicit correction]). Regarding the first section of this part of teacher verbal interaction, the target language is the language used by the teacher

during the teaching time (Fröhlich, Spada and Allen, 1985). The target language is divided at the same time in two: L1 and L2. On the one hand, L1 is the teacher's mother tongue, in this case Spanish (Fröhlich, Spada and Allen, 1985). On the other hand, L2 is the language the teacher is teaching the students and it is not their mother tongue, which is in this case English (Fröhlich, Spada and Allen, 1985).

Regarding the second table of Part B, it is formed by the student verbal interaction. In this case, I have kept two features from the original COLT scheme as they are important for my analysis. These two features are: target language and incorporation of students' utterances. As I previously mentioned in teacher verbal interaction, target language is the language used by the students in this case to answer the teacher (Fröhlich, Spada and Allen, 1985). It is divided, as in the teacher verbal interaction, in two: L1 and L2. L1 is the students' mother tongue, in this case is Spanish (Fröhlich, Spada and Allen, 1985). L2 is the language students are learning and it is not their mother tongue, which in this case is English (Fröhlich, Spada and Allen, 1985).

The second feature is the incorporation of students' utterances. This feature is divided into six subcategories: no incorporation, repetition, paraphrase, comment, expansions and elaboration (which is divided at the same time into two subcategories: clarification request and confirmation checks). Firstly, no incorporation is done when students do not say anything or do not answer to the teacher's questions. Secondly, repetition is done when the students repeat exactly what the teacher has said. Thirdly, paraphrase is done when the students repeat what the teacher has said but not with the exact words as in the repetition, in this case, students make some changes. Fourthly, comment is done when students make a comment about what the teacher has previously said. Fifthly, expansion is done when students give more information to a topic the teacher has said or to what a student has said before. Sixthly and finally, elaboration is divided into two subcategories: clarification request and confirmation check. On the one hand, clarification requests are strategies done to clarify what the teacher has said in order for the students to have a better understanding of it (Fröhlich, Spada and Allen, 1985). On the other hand, confirmation checks are strategies done to corroborate whether what they had heard is correct or not (Fröhlich, Spada and Allen, 1985). These tables can be seen in tables 2 and 3 below.

Teacher Verbal Interaction

Target language	Types of questions				Feedback				
	L1	L2	Display questions	Referential questions	Metacognitive questions	Positive Feedback	Negative Feedback	Corrective Feedback	
Facts								Reason	Opinion

Table 2: Communicative Orientation of Language Teaching (COLT). Part B

Student Verbal Interaction

Target Language		Incorporation of S. Utterances						
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
							Clarification request	Confirmation checks

Table 3: Communicative Orientation of Language Teaching (COLT). Part B

**3.5. Types of questions**

This feature is added to Part B of the COLT scheme, precisely to the part of the teacher verbal interaction. I have added this feature because the focus of this study is on the students' reactions to the different types of questions the teacher may ask them in each lesson. The types of questions I have added are the ones I previously mentioned in Table

2 above: display questions (questions for facts, reason, opinion and metacognitive questions) and referential questions (questions for facts, reason, opinion and metacognitive questions).

### **3.6. Feedback**

This feature is added to Part B of the COLT scheme, specifically to the part of the teacher verbal interaction. I have added this feature to the table because another focus of this study is on the students' reactions to the different types of feedback the teacher uses in each lesson. The types of feedback I have added are the ones I previously mentioned in Table 2 above: positive feedback, negative feedback and corrective feedback (prompts, recast, metalinguistic feedback and explicit correction).

### **3.7. Learner Uptake**

This feature is not added in any part of the modified tables of the COLT scheme because I will explain it later on in the data analysis as I took down notes on the students' reactions to questions and feedback. There are two types of learner uptake: repair and needs-repair. On the one hand, repair is divided into four types: repetition, incorporation, self-repair and peer-repair. On the other hand, needs-repair is divided into six types: acknowledgement, same error, different error, off target, hesitation and partial repair.

## **4. Results**

This section is focused on showing the results of the data collected in the COLT scheme from the eight sessions of both groups (all the results will be analysed together as they have the same level and the same topics). This section is divided into four: the first part shows the students' global reactions regarding the types of questions and the types of feedback the teacher used in class in both groups. The second part shows the students' reactions taking into account the different types of questions and types of feedback used in class by the teacher depending on the language skill practiced. The third part shows the relationship between questions and feedback, which type of question is more associated with feedback. Finally, the fourth part shows some examples regarding students' reactions to the questions and feedback in class in both groups.

#### 4.1. Global results of students' reactions regarding the types of questions and feedback used.

This section shows the global results of the reactions to questions and feedback. This part of the study is going to be divided in two subsections: the first one is going to be about the global results regarding the general classification of questions and feedback; the second one is going to be about the global results regarding the specific classification of questions and feedback.

The first subsection contains the global results concerning the general classification of questions, following Lyster's classification (2007), and also concerning the general classification of feedback.

	Total Display Questions	Total Referential Questions
No Answer	5 (7.7%)	10 (14.7%)
Answer	60 (92.3%)	58 (85.3%)
Total	65 (100%)	68 (100%)

**Table 4: Total number of general types of questions regarding students' reactions.**

	Total Positive Feedback	Total Negative Feedback	Total Corrective Feedback
No Reaction	15 (71.4%)		5 (17.9%)
Repair - Repetition			16 (57.1%)
Repair - Self-Repair		6 (50%)	4 (14.3%)
Repair - Peer-Repair		4 (33.3%)	
Needs-Repair - Same Error		2 (16.7%)	2 (7.1%)
Reaction	6 (28.6%)		1 (3.6%)
Total	21 (100%)	12 (100%)	28 (100%)

**Table 5: Total number of general types of feedback regarding students' reactions.**

Tables 4 and 5 above show the global results of students' reactions in both groups regarding the topic of questions and the topic of feedback. In table 4, it can be seen the results regarding the general classification of questions (display and referential) which are included in the epistemic questions according to Lyster (2007). Table 4 shows the comparison between the times the students replied or not to these types of questions. Dealing with display questions, it can be noticed that students reacted more to these questions (92.3%) rather than not answering to them (7.7%). However, dealing with

referential questions, the same happened but in different percentages: students responded an 85.3% of the questions the teacher made and they did not answer to a 14.7% of them.

In regards with table 5, general results regarding feedback are shown. The general classification of feedback is formed by: positive feedback, negative feedback and corrective feedback. In this table of global results, students reacted more to negative feedback (divided in 83.3% which corresponded to repair and 16.7% corresponded to needs-repair). Continuing with students' reaction, corrective feedback received an 82.1% of reactions (71.4% corresponded to repair, 7.1% corresponded to needs-repair and 3.6% students just gave an answer letting the teacher understood that they got it). Finally, positive feedback was the feedback type to which students least reacted (28.6% corresponded to the replies students' made letting the teacher noticed that they understood and 71.4% corresponded to no reaction questions).

The second subsection contains the global analysis regarding the specific categories from both, questions and feedback, in both groups.

	Total Questions For Facts	Total Questions For Reason	Total Questions For Opinion	Total Metacognitive Questions
No Answer	15 (13.8%)			
Answer	94 (86.2%)	9 (100%)	14 (100%)	1 (100%)
Total	109 (100%)	9 (100%)	14 (100%)	1 (100%)

**Table 6: Total number of specific types of questions regarding students' reactions.**

	Total Positive Feedback	Total Negative Feedback	Total Recast	Total Metalinguistic Feedback	Total Explicit Correction
No reaction	15 (71.4%)		3 (17.6%)		2 (33.3%)
Repair - Repetition			13 (76.5%)		3 (50%)
Repair - Self-Repair		6 (50%)	1 (5.9%)	3 (60%)	
Repair - Peer-Repair		4 (33.3%)			
Needs-Repair - Same Error		2 (16.7%)		2 (40%)	
Reaction	6 (28.6%)				1 (16.7%)
Total	21 (100%)	12 (100%)	17 (100%)	5 (100%)	6 (100%)

**Table 7: Total number of specific types of feedback regarding students' reactions.**

Table 6 and Table 7 above show the global results regarding the students' reactions in both groups. In table 6, it can be seen the global results regarding the specific classification of questions (questions for facts, for reason, for opinion and metacognitive questions) which represents the results according to the classification of Long and Sato (1983). Questions for reason, questions for opinion and metacognitive questions were the ones to which students replied more (all were replied in a 100%), whereas questions for facts were divided in two: 86.2% was directed to questions the students answered and 13.8% was directed to questions the students did not answer.

In table 7, it can be seen the results regarding the specific classification of feedback (positive feedback, negative feedback, prompts, recast, metalinguistic feedback and explicit correction) which represents the results according to Lyster and Ranta's classification (1997). This table shows, as in the previous general classification, that negative feedback is the feedback to which students most reacted (83.3% correspond to repair and 16.7% correspond to needs-repair) and, in this classification, metalinguistic feedback is also the feedback type to which students most reacted (60% correspond to repair and 40% to needs-repair). Following these types, recast is the next type to which student reacted (82.4% correspond to students' reactions and 17.6% to no reactions). Then, explicit correction received a 50% of reactions (specifically repair), 16.7% with just a reaction to let the teacher understood they got it and 33.3% with no reaction. Finally, positive feedback is the last feedback type with 71.4% with no reactions and 28.6% of reactions (taking into account that these replies were only answers to make the teacher noticed students understood what she said).

Figures 1 and 2 below show the results by the percentages of times the students reacted to a question or to a feedback and whether they reacted to it or not.

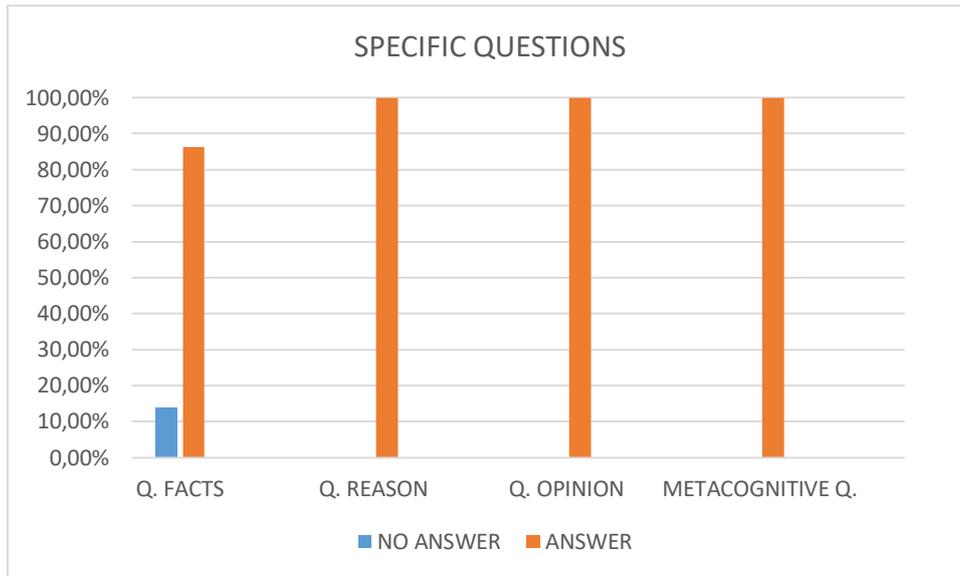


Figure 1: Global results of specific questions regarding students' reactions.

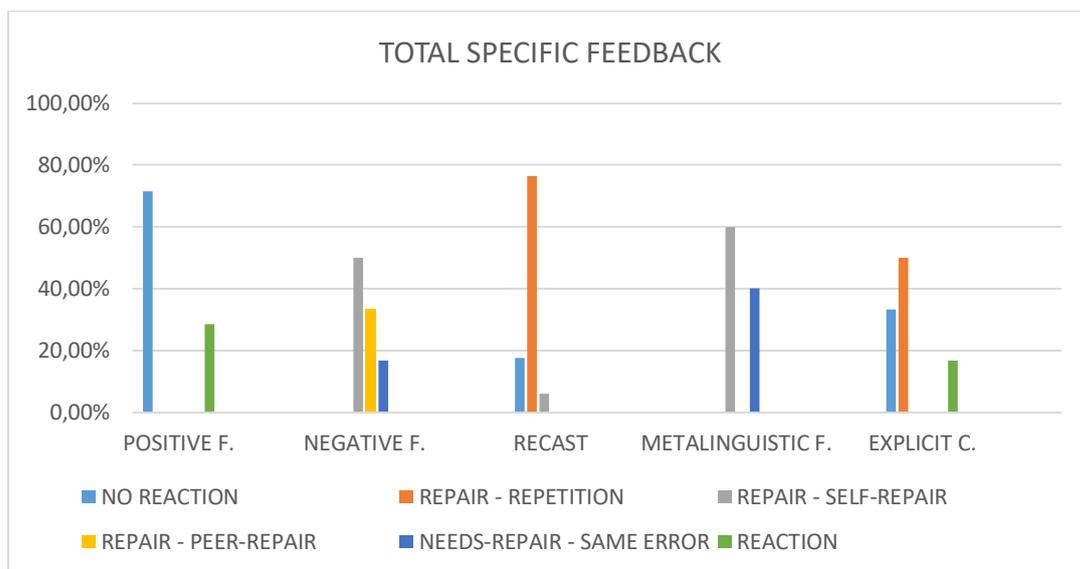


Figure 2: Global results of specific feedback regarding students' reactions.

#### 4.2. Results of students' reactions regarding the types of questions and feedback used depending on the language skill practiced.

This section shows the results of the students' reactions to questions and feedback depending on the language skill practiced. This section is going to be divided in four language skills and each skill will contain two subsections regarding reactions to questions and reactions to feedback.

The first skill in which I wrote down notes was speaking. In this class, students were talking about exercising and activities related to exercise.

	Display	Referential
No Answer	1 (12.5%)	4 (13.8%)
Answer	7 (87.5%)	25 (86.2%)
Total	8 (100%)	29 (100%)

**Table 8: General types of questions regarding students' reactions (speaking).**

	Q. Facts	Q. Reason	Q. Opinion	Metacognitive Questions
No Answer	5 (20%)			
Answer	20 (80%)	4 (100%)	7 (100%)	1 (100%)
Total	25 (100%)	4 (100%)	7 (100%)	1 (100%)

**Table 9: Specific types of questions regarding students' reactions (speaking).**

Tables 8 and 9 above show the results of students' reactions in both groups regarding the topic of questions. In table 8, it can be seen the results regarding the general classification of questions (display and referential) which are included in the epistemic questions according to Lyster (2007). In this case, the students react more or less the same to each type of questions as they answer an 87.5% to display questions and 86.2% to referential questions. Moreover, it can be seen also in this table 4 that students do not react to each questions more or less in the same percentage (12.5% to display questions and 13.8% to referential questions). This percentage is done with the total of each type of question, in other words, 12.5% is the non-answered questions regarding the total of 8 display questions and 13.8% is the non-answered questions regarding the total of 29 referential questions.

In table 9, it can be seen the results regarding the specific classification of questions (questions for facts, questions for reason, questions for opinion and metacognitive questions) which represents the results according to Long and Sato (1983). The types of question which received more reactions were questions for reason, questions for opinion and metacognitive questions (100%). The type of questions which received less reactions is the questions for facts (80% answered and 20% without answer).

	Positive Feedback	Negative Feedback	Corrective Feedback
No Reaction	2 (100%)		2 (20%)
Repair – Repetition			4 (40%)
Repair - Self Repair		2 (50%)	3 (30%)
Repair - Peer Repair		1 (25%)	
Needs-Repair - Same Error		1 (25%)	1 (10%)
Total	2 (100%)	4 (100%)	10 (100%)

**Table 10: General types of feedback regarding students' general reactions (speaking).**

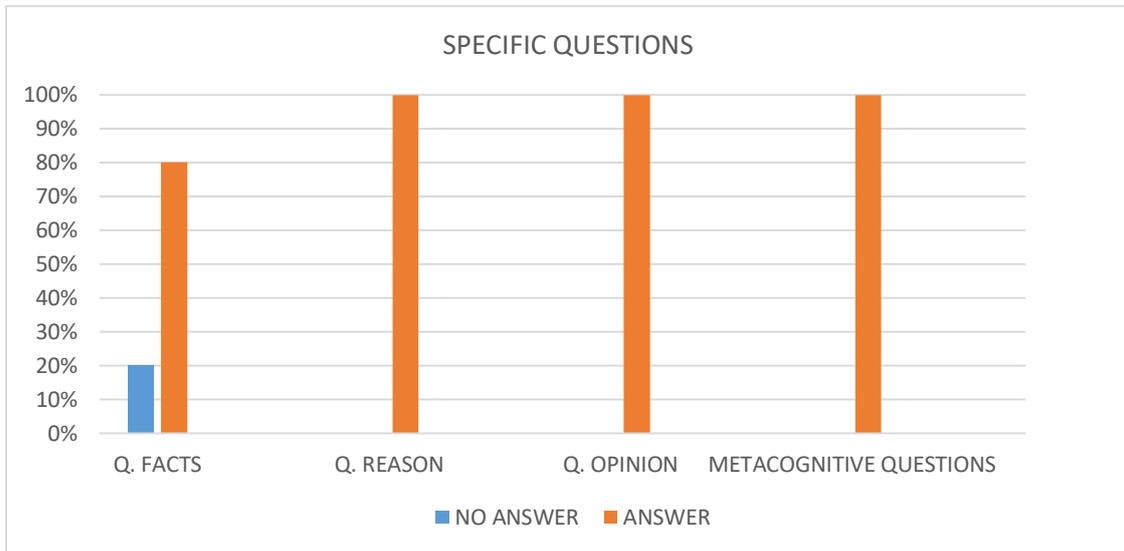
	Positive Feedback	Negative Feedback	Prompts	Recast	Metalinguistic Feedback	Explicit Correction
No Reaction	2 (100%)			1 (16.7%)		1 (100%)
Repair – Repetition				4 (66.6%)		
Repair - Self Repair		2 (50%)		1 (16.7%)	2 (66.7%)	
Repair - Peer Repair		1 (25%)				
Needs-Repair - Same Error		1 (25%)			1 (33.3%)	
Total	2 (100%)	4 (100%)		6 (100%)	3 (100%)	1 (100%)

**Table 11: Specific types of feedback regarding students' specific reactions (speaking).**

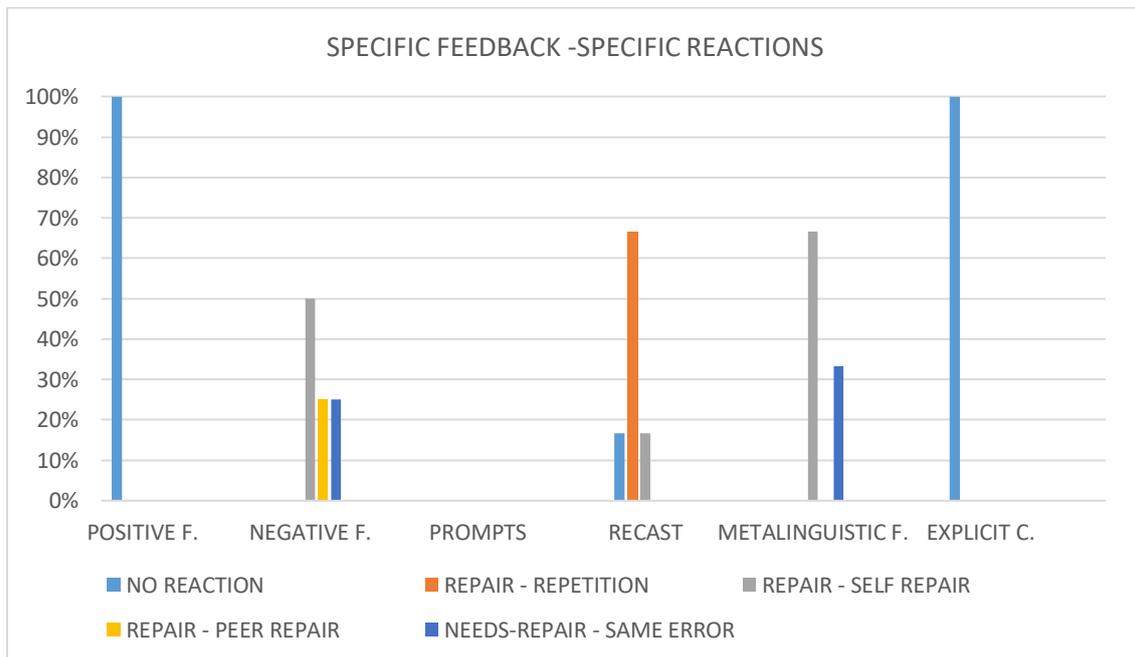
Tables 10 and 11 above show the results of students' reactions in both groups regarding the topic of feedback. In table 10, it can be seen the results regarding the general classification of feedback (positive, negative and corrective feedback). In this case, the students reacted to corrective feedback more rather than to negative feedback or to positive feedback in which students did not react at all (students reacted to corrective feedback 8 times whereas to negative feedback 4 times and they did not react to positive feedback). It is true that if students receive positive feedback they will never react to that because there is no need to do so.

In table 11, it can be seen the results regarding the specific classification of feedback (positive feedback, negative feedback, prompts, recast, metalinguistic feedback and explicit correction) which represents the results according to the classification of Lyster and Ranta (1997). The type of feedback which received most reactions was recast which had 5 repairs (specifically the type of repair most used was repetition) and the least type of feedback which received no reaction was explicit correction and positive feedback.

These two figures below (Figure 3 and Figure 4) show the results by the percentage of times the teacher made a question or gave a feedback and whether the students reacted to it or not.



**Figure 3: Specific types of questions regarding students' reactions (speaking).**



**Figure 4: Specific types of feedback regarding students' specific reactions (speaking).**

The second skill in which I wrote down notes was centred in vocabulary and use of English. In this class, students were talking about two English features: vocabulary and use of English. Vocabulary was focused on different types of food and drinks whereas use of English was focused on different expressions in regards with mood and feelings.

	Display	Referential
No Answer	3 (23.1%)	2 (8.3%)
Answer	10 (76.9%)	22 (91.7%)
Total	13 (100%)	24 (100%)

**Table 12: General types of questions regarding students' reactions (vocabulary and use of English).**

	Q. Facts	Q. Reason	Q. Opinion	Metacognitive Questions
No Answer	5 (14.7%)			
Answer	29 (85.3%)	2 (100%)	1 (100%)	
Total	34 (100%)	2 (100%)	1 (100%)	

**Table 13: Specific types of questions regarding students' reactions (vocabulary and use of English).**

Tables 12 and 13 above show the results of students' reactions in both groups regarding the topic of questions. In table 12, it can be seen the results regarding the general classification of questions (display and referential) which are included in the epistemic questions according to Lyster (2007). In this case, it can be noticed that students reacted more to referential questions than to display questions as they did not answer to a 23.1% of the display questions whereas they did not answer to an 8.3% of referential questions. Furthermore, continuing with the results, it can be seen in the same table that the answered questions were higher in referential questions (91.7%) than in display questions (76.9%).

In table 13, it can be seen the results regarding the specific classification of questions (questions for facts, questions for reason, questions for opinion and metacognitive questions) which represents the results according to Long and Sato's classification (1983). Concerning the answered questions, the ones which received more reactions were questions for reasons and questions for opinions as questions for facts were made more than these last two, however questions for facts had a 14.7% without answer. In this case, students did not have the opportunity to react to metacognitive questions as the teacher did not ask any question of this type.

	Positive Feedback	Negative Feedback	Corrective Feedback
No Reaction	5 (83.3%)		1 (16.7%)
Repair - Repetition			5 (83.3%)
Repair - Self Repair		2 (100%)	
Repair - Peer Repair			
Needs-Repair - Same Error			
Reaction	1 (16.7%)		
Total	6 (100%)	2 (100%)	6 (100%)

**Table 14: General types of feedback regarding students' general reactions (vocabulary and use of English).**

	Positive Feedback	Negative Feedback	Prompts	Recast	Metalinguistic Feedback	Explicit Correction
No Reaction	5 (83.3%)			1 (20%)		
Repair - Repetition				4 (80%)		1 (100%)
Repair - Self Repair		2 (100%)				
Repair - Peer Repair						
Needs-Repair - Same Error						
Reaction	1 (16.7%)					
Total	6 (100%)	2 (100%)		5 (100%)		1 (100%)

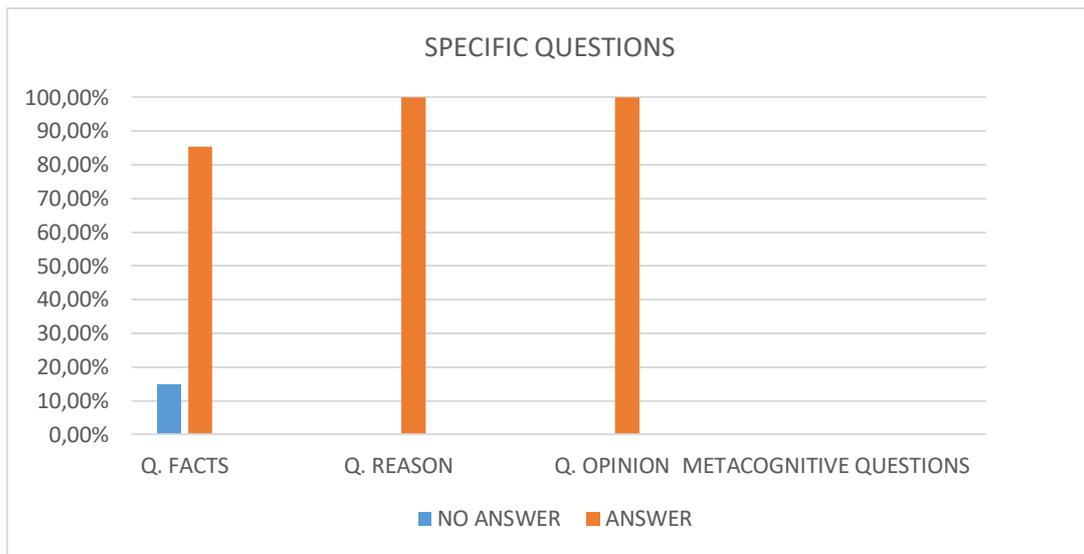
**Table 15: Specific types of feedback regarding students' specific reactions (vocabulary and use of English).**

Tables 14 and 15 above show the results of students' reactions in both groups regarding the topic of feedback. In table 14, it can be seen the results regarding the general classification of feedback (positive, negative and corrective feedback). In the first table, the students reacted to corrective feedback 5 times out of 6 times the teacher used it (83.3% repairs out of 100%), so the 16.7% remaining was unanswered. In regards with negative feedback, all of them (2 times) had a reaction from the students' part. Finally, positive feedback this time had an 83.3% of no answer. Nevertheless, in this case there was a reaction for positive feedback. This reaction was a simple 'okay' made by the student, but it counts as a reaction.

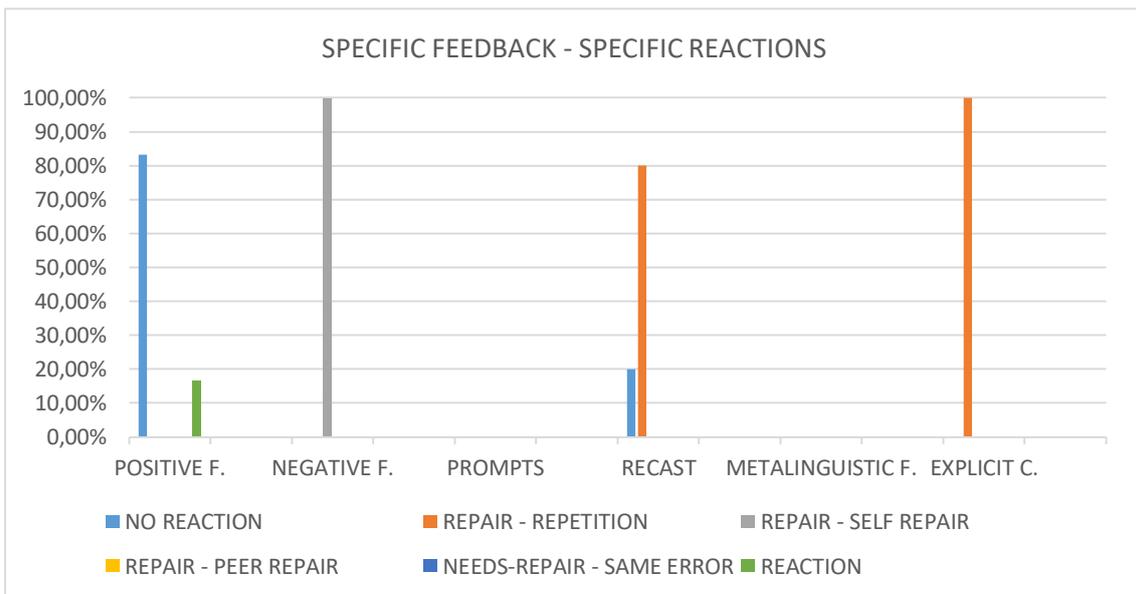
In table 15, it can be seen the results regarding the specific classification of feedback (positive feedback, negative feedback, prompts, recast, metalinguistic feedback and explicit correction) which represents the results according to the classification of Lyster

and Ranta (1997). As it is shown in this table, recast was the type of feedback which students reacted most (80% out of 100% of the times the teacher used recast). This was followed by negative feedback (2 reactions from students) and finally followed by explicit correction and positive feedback.

These two figures below (Figure 5 and Figure 6) show the results by the percentage of times the teacher made a question or gave a feedback and whether the students reacted to it or not.



**Figure 5: Specific types of questions regarding students' reactions (vocabulary and use of English).**



**Figure 6: Specific types of feedback regarding students' specific reactions (vocabulary and use of English).**

The third skill in which I wrote down notes was listening. In this class, students were asked to listen to an audio which was based on situations from different people. In these situations, people either did exercise or had to deal with an injury and found a solution to it.

	Display	Referential
No Answer		2 (16.7%)
Answer	19 (100%)	10 (83.3%)
Total	19 (100%)	12 (100%)

**Table 16: General types of questions regarding students' reactions (listening).**

	Q. Facts	Q. Reason	Q. Opinion	Metacognitive Questions
No Answer	2 (9.1%)			
Answer	20 (90.9%)	3 (100%)	6 (100%)	
Total	22 (100%)	3 (100%)	6 (100%)	

**Table 17: Specific types of questions regarding students' reactions (listening).**

Tables 16 and 17 above show the results of students' reactions in both groups regarding the topic of questions. In table 16, it can be seen the results regarding the general classification of questions (display and referential) which are included in the epistemic questions according to Lyster's classification (2007). In this case, it can be seen that students reacted more to display questions than to referential questions as students answered to all the display questions the teacher made. However, students just answered to an 83.3% in regards with referential questions. Moreover, regarding the questions the students did not react, as shown in table 16, they did not react to a 16.7% of referential questions whereas concerning display questions, as I previously mentioned, students reacted to all of them so there was no percentage of 'no reaction' type to them.

In table 17, it can be seen the results regarding the specific classification of questions (questions for facts, questions for reason, questions for opinion and metacognitive questions) which represents the results according to Long and Sato's classification (1983). Regarding the questions students reacted to, questions for reason and questions for opinion were the ones that students reacted to more (100% each type). However, questions for facts were the only ones students did not react to (9.1% without answer).

	Positive Feedback	Negative Feedback	Corrective Feedback
No Reaction	1 (33.3%)		1 (14.3%)
Repair - Repetition			5 (71.4%)
Repair - Self Repair		2 (100%)	
Repair - Peer Repair			
Needs-Repair - Same Error			1 (14.3%)
Reaction	2 (66.7%)		
Total	3 (100%)	2 (100%)	7 (100%)

**Table 18: General types of feedback regarding students' general reactions (listening).**

	Positive Feedback	Negative Feedback	Prompts	Recast	Metalinguistic Feedback	Explicit Correction
No Reaction	1 (33.3%)			1 (25%)		
Repair - Repetition				3 (75%)		2 (100%)
Repair - Self Repair		2 (100%)				
Repair - Peer Repair						
Needs-Repair - Same Error					1 (100%)	
Reaction	2 (66.7%)					
Total	3 (100%)	2 (100%)		4 (100%)	1 (100%)	2 (100%)

**Table 19: Specific types of feedback regarding students' specific reactions (listening).**

Tables 18 and 19 above show the results of students' reactions in both groups regarding the topic of feedback. In table 18, it can be seen the results regarding the general classification of feedback (positive, negative and corrective feedback). Table 18 shows that the type of feedback to which students replied most was negative feedback as they answered to all the times the teacher made a negative feedback (100%). This feedback is followed by corrective feedback to which students responded 71.4% regarding repair and 14.3% regarding needs-repair. Finally, the last feedback type to which students reacted was positive feedback as they replied to a 66.7%. However, students in this case did not respond to just two types of feedback: on the one hand: one was corrective feedback (14.3%) and on the other hand positive feedback (33.3%).

In table 19, it can be seen the results regarding the specific classification of feedback (positive feedback, negative feedback, prompts, recast, metalinguistic feedback and explicit correction) which represents the results according to the classification of Lyster

and Ranta (1997). It can be seen that explicit correction and negative feedback are the types of feedback students most used and there are not ‘no reactions type’. Following them, it is metalinguistic feedback and to this type students replied to all of the times the teacher used it. The next type of feedback to which students reacted was recast and in this case there is repair (75%) and also an unanswered recast (25%). Finally, it can be seen positive feedback which was answered 66.7% and it did not receive any answer once (33.3%).

Figure 7 and Figure 8 below show the results by the percentage of times the teacher made a question or gave a feedback and whether the students reacted to it or not.

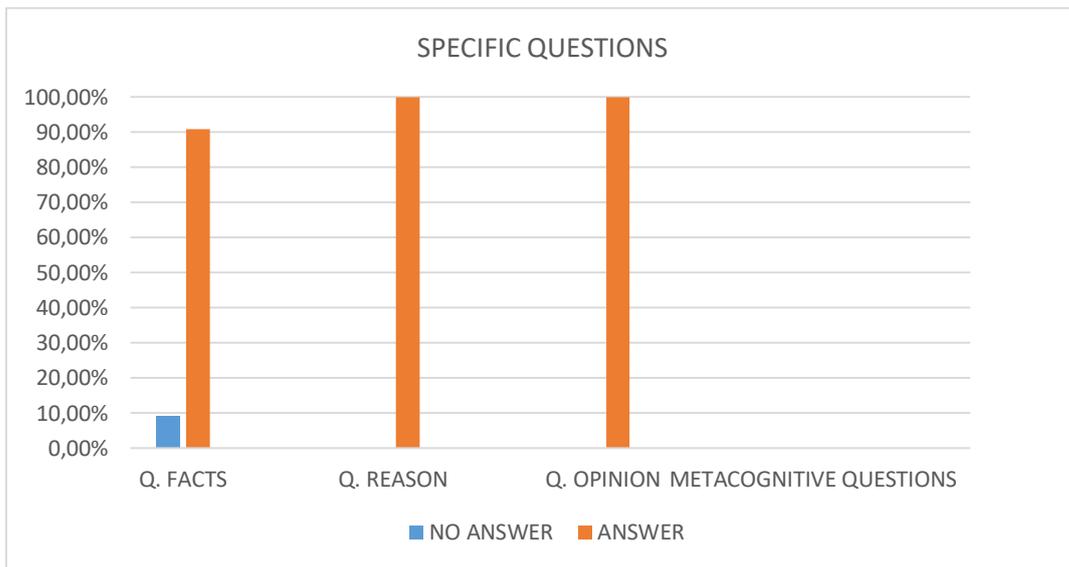


Figure 7: Specific types of questions regarding students’ reactions (listening).

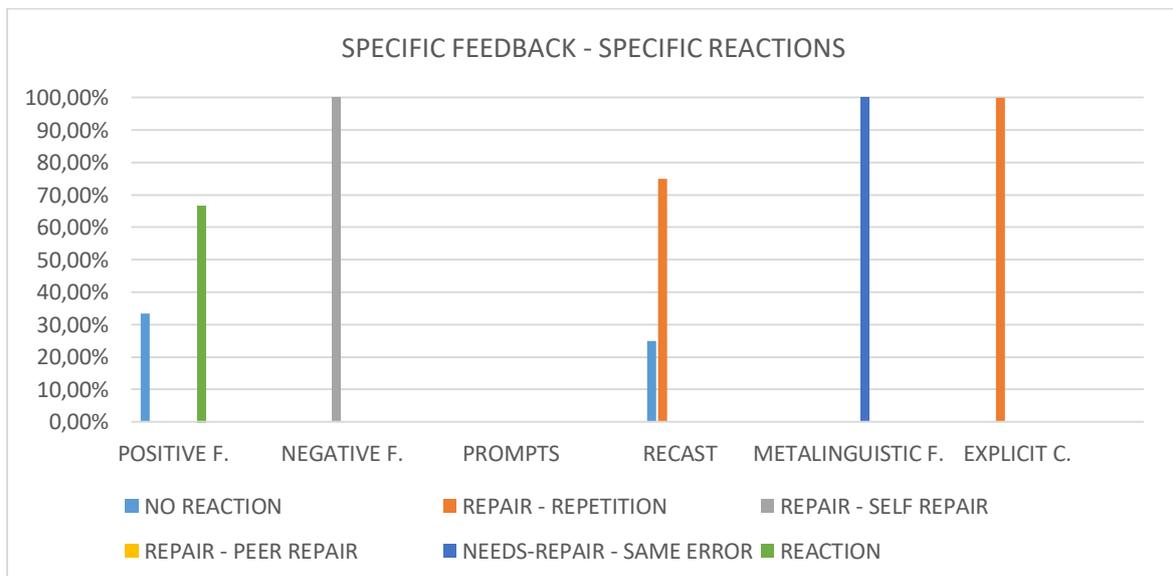


Figure 8: Specific types of feedback regarding students’ specific reactions (listening).

The fourth skill in which I wrote down notes was grammar. The topic of grammar for this unit was unreal past related to structures such as *wish, if only, had better, it is about/high time, would prefer, prefer* and *would rather*.

	Display	Referential
No Answer	1 (4%)	2 (66.7%)
Answer	24 (96%)	1 (33.3%)
Total	25 (100%)	4 (100%)

**Table 20: General types of questions regarding students' reactions (grammar).**

	Q. Facts	Q. Reason	Q. Opinion	Metacognitive Questions
No Answer	3 (10.7%)			
Answer	25 (89.3%)			
Total	28 (100%)			

**Table 21: Specific types of questions regarding students' reactions (grammar).**

Tables 20 and 21 above show the results of students' reactions in both groups regarding the topic of questions. In table 20, it can be seen the results regarding the general classification of questions (display and referential) which are included in the epistemic questions according to Lyster's classification (2007). Table 20 shows a different perspective regarding the previous results on referential questions. In this sense, students replied less to referential questions (66.7% was not answered and 33.3% was answered) than to display questions (96% was answered and 4% was not answered).

In table 21, it can be seen the results regarding the specific classification of questions (questions for facts, questions for reason, questions for opinion and metacognitive questions) which represents the results according to Long and Sato's classification (1983). This case also shows a different perspective because in this case the teacher used only questions for facts. These questions were answered an 89.3% whereas students did not reply to them a 10.7%.

	Positive Feedback	Negative Feedback	Corrective Feedback
No Reaction	7 (70%)		1 (20%)
Repair - Repetition			2 (40%)
Repair - Self Repair			1 (20%)
Repair - Peer Repair		3 (75%)	
Needs-Repair - Same Error		1 (25%)	
Reaction	3 (30%)		1 (20%)
Total	10 (100%)	4 (100%)	5 (100%)

**Table 22: General types of feedback regarding students' general reactions (grammar).**

	Positive Feedback	Negative Feedback	Prompts	Recast	Metalinguistic Feedback	Explicit Correction
No Reaction	7 (70%)					1 (50%)
Repair - Repetition				2 (100%)		
Repair - Self Repair					1 (100%)	
Repair - Peer Repair		3 (75%)				
Needs-Repair - Same Error		1 (25%)				
Reaction	3 (30%)					1 (50%)
Total	10 (100%)	4 (100%)		2 (100%)	1 (100%)	2 (100%)

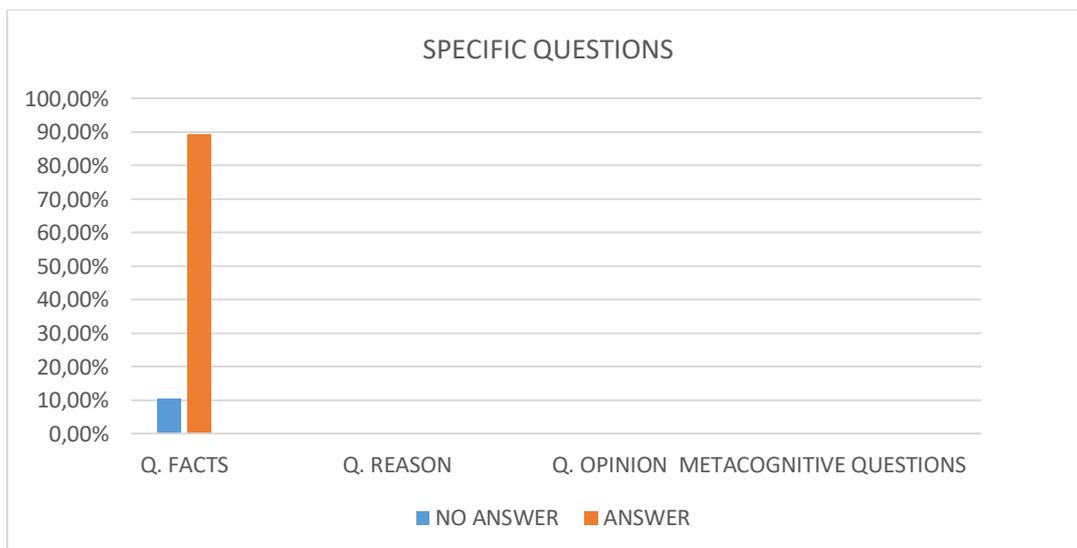
**Table 23: Specific types of feedback regarding students' specific reactions (grammar).**

Tables 22 and 23 above show the results of students' reactions in both groups regarding the topic of feedback. Table 22 shows that students reacted more to negative feedback than to corrective feedback or positive feedback. In the case of negative feedback, the students responded to all the times the teacher made it (75% corresponded to repair and 25% corresponded to needs-repair). In the case of corrective feedback, students reacted to 3 times out of 4 the teacher used it (60% corresponded to repair, 20% to no reaction and 20% to just a reaction but there was no need to be a repair or needs-repair). Finally, in the case of positive feedback, there were 3 times the students replied to it out of 10 times the teacher used it (30%). However, in this case, students did not respond to positive feedback in 7 times out of 10 the teacher used it (70%).

In table 23, it can be seen the results regarding the specific classification of feedback (positive feedback, negative feedback, prompts, recast, metalinguistic feedback and explicit correction) which represents the results according to the classification of Lyster and Ranta (1997). In this table, it can be noticed that, as previously said, students reacted more to negative feedback (75% corresponded to repair and 25% to needs-repair) and

also to recast as they responded to all the times the teacher used it (2 times which is a 100% of reactions to it). Moreover, metalinguistic feedback is the next type to which students replied all the times the teacher used it (1 time which is a 100% of reactions to it). Finally, there can be seen explicit correction and positive feedback, both of them with the same reactions. On the one hand, explicit correction is divided in 50% of no reactions from the students' part and a 50% of reactions but, as previously said, just showing that the student understood it. On the other hand, positive feedback is divided in 70% of no replies from the students and a 30% of reactions but, as previously mentioned, just showing they got that what they had said was correct.

These two figures (Figure 9 and Figure 10) below show the results by the percentage of times the teacher made a question or gave a feedback and whether the students reacted to it or not.



**Figure 9: Specific types of questions regarding students' reactions (grammar).**

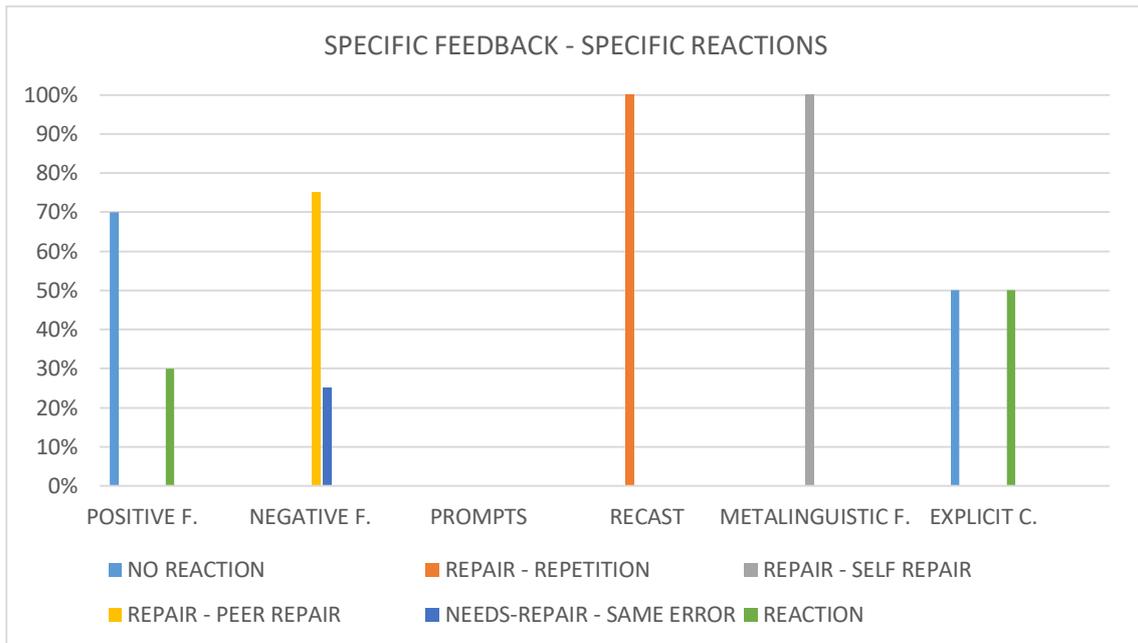


Figure 10: Specific types of feedback regarding students' specific reactions (grammar).

### 4.3. Connection between questions and feedback.

In this part, the study will focus on the relation between feedback and the different types of questions. In particular, this section will show how many times questions are followed by feedback because of the need of correcting what the students had said by the teacher.

This section is divided into two parts: the first part shows the total number of questions related to feedback; and the second part shows the relation between the specific types of questions and feedback.

	Feedback
Questions	39 (29,3%)
Total	133 (100%)

Table 24: Total relation between feedback and questions.

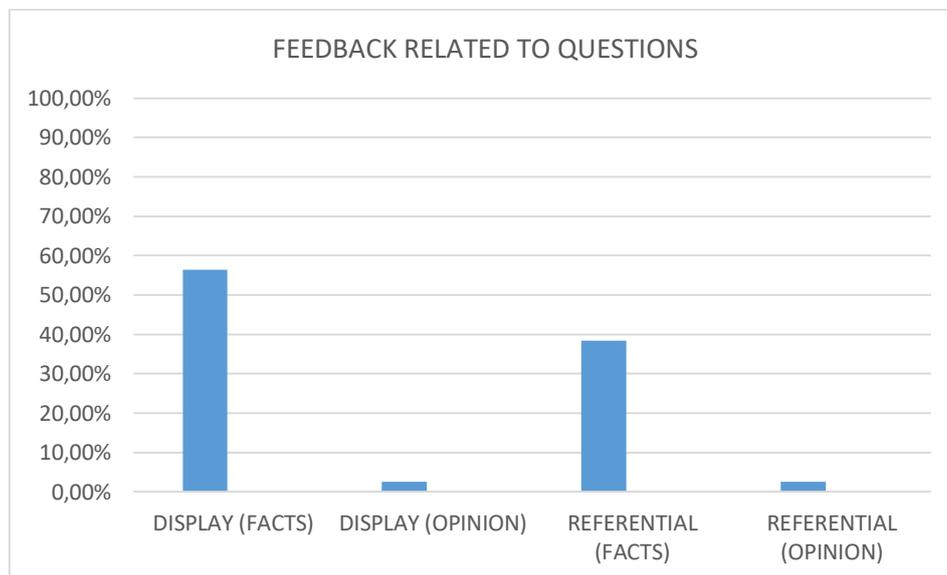
	Feedback
Display (Facts)	22 (56.4%)
Display (Opinion)	1 (2.6%)
Referential (Facts)	15 (38.4%)
Referential (Opinion)	1 (2.6%)
Total Questions	39 (100%)

Table 25: Specific relation between feedback and questions.

Firstly, table 24 above shows the results concerning the number of questions used and the ones that have feedback before finishing with that question. Out of 133 questions the teacher made in all the classes and regarding both groups, there were 39 questions (which is a 29.3%) in which corrections (feedback) were included.

Secondly and finally, table 25 above shows the specific classification of questions and which one had more feedback from the teacher's part. The question which received more corrections (feedback) from the teacher was display, specifically questions for facts (which contained 22 out of 39 of the total, 56.4%). After display (facts), referential questions, also questions for facts, were the ones that received more feedback within them (15 out of 39 of the total, 38.4%). Finally, questions for opinion (whether they are included in display questions or referential questions) are the last ones as each of them had just 1 question related to feedback out of 39 (2.6% each question).

Figure 11 below shows the results by the percentage of times the teacher used feedback and to which type of question belongs to.



**Figure 11: Relation between feedback and specific questions.**

It is also interesting to notice that L1 was hardly used either by the teacher or the students in the sessions analysed. This is positive in terms of EFL learning as there are more opportunities to practise L2 in class without the need of using their L1. Moreover, it can be seen that in the few occasions the students used their L1 the teacher either said 'No

Spanish' or 'No, that's not an answer' as it can be seen in table 26 below. In both cases the student repaired himself or herself.

#### 4.4. Examples of students' reactions to questions and feedback.

This part shows some examples concerning students' replies to both, questions and feedback. There are a variety of examples taken from all the session and both groups.

Types of Reactions	Students' Answers
Repair – Repetition	St: "My father love sports" T: "My father loves doing sports" St: "My father loves doing sports"
Repair – Self-repair	T: "Do you eat healthy food?" St: "Tampoco" T: "No, that's not an answer" St: "I don't eat healthy food all the time"
Repair – Peer-Repair	T: "What about the use?" St1: "It's to give advice" T: "No, that was <i>had better</i> " St2: "About something you should have done"
Needs-Repair – Same Error	St: "This makes a <i>major contribution</i> " (wrong pronunciation) T: "Do you want to say <i>major contribution</i> ?" St: "Yes, <i>major contribution</i> " (wrong pronunciation)
Reaction	T: "Yes, correct" St: "Okay, both full infinitive"
	T: "No, you don't have to say <i>etc</i> you better say <i>and so on</i> " St: "Okay, I will say <i>and so on</i> "

Table 26: Examples of students' reactions in both groups.

## 5. Discussion

This section is focused on discussing the results shown in the tables and graphics above to answer the research questions formulated in this study. The results will be discussed following the subsections in section 4: firstly, a global discussion regarding the reactions to the questions. Secondly, reactions to the different types of questions regarding the language skill practiced. Thirdly, a global discussion regarding the reactions to feedback. Fourthly and finally, reactions to the different types of feedback regarding the language skill practiced. Moreover, within the second and the fourth part, I will compare the reactions related to each language skill.

Regarding the first research question *Which type of question is most associated with feedback?* The total number of times feedback is involved with questions can be seen in table 24. As displayed in this table, the percentage of times feedback is involved in questions is less than the half of questions done by the teacher (29.3%).

Furthermore, looking at table 25 and figure 11 it can be seen how many times feedback was related to specific questions. As it can be seen in this table, questions for facts are the questions which are most involved with feedback (94.8%, considering display questions and referential questions together). If they are taken separately (on the one hand display questions and on the other hand referential questions), display questions are the ones most related with feedback (56.4%). Finally, questions for opinions are the ones which are less involved with feedback (5.2%). In this case, both types of questions had the same involvement regarding feedback (2.6% each type of question).

The second research question *How do students react to different types of questions? How do students react to different types of questions depending on the language skill practiced?* The total number of times the teacher used questions, regarding the general classification, can be seen in table 4. Nevertheless, in this section, I focus on the discussion of results concerning the times the teacher used each question and students' reactions to them. In this sense, students reacted more to display questions (92.3% of answers) than to referential ones (85.3% of answers). While on the contrary, if we look at the times the students did not answer to questions, in this case students did not reply to referential questions (14.7%) rather than to display questions (7.7%). From my point of view, this table analysis could mean that students prefer answering questions they know the answer rather than giving or expressing their opinion.

Regarding the speaking session, as shown in table 9 and in figure 3, it has to be taken into account that the number of times the teacher used each questions also influenced the number of times the students reacted to each type of questions. Table 9 and also figure 3 show that students responded more to questions for reason, questions for opinion and metacognitive questions, as students reacted to all the times the teacher used them. On the contrary, students replied more than a half of the times the teacher used questions for facts (80%) and they did not respond to a 20% of the times the teacher used it. If the

general classification is analysed, as in table 8, it can be seen that the percentages are quite alike: 87.5% taking into consideration the times the students answered display questions whereas 86.2% concerning the times the students answered referential questions.

Regarding the vocabulary and use of English session, as it can be seen in table 13 and in figure 5, in regards with the times the teacher used the questions, students responded more to questions for reason and questions for opinion as they answered to all of the questions the teacher made. On the other hand, questions for facts is the feedback type students replied the least, as this type of questions had a 14.7% of 'no answer' and a 85.3% of answers from the students' part. In this session, the teacher did not make any metacognitive questions so students did not have the opportunity to respond to them. Analysing table 12, it can be noticed that students reacted more to referential questions (91.7%) than to display questions (76.9%). In my view, this happened because in this session students had to talk about what they understood about some expressions' and phrasal verbs' meanings.

In regard to the listening session, table 17 and figure 7 reflect the results related to specific questions in both groups. Students replied more to questions for reason and questions for opinion as they are the ones that students answered totally. On the contrary, students did not react to a 9.1% to questions for facts. Concerning the general classification of questions, students answered more to display questions, with a 100% of answers, and hence, there was a 0% of 'no answer' type. However, referential questions had a 16.7% of 'no answer' type and an 83.3% of answers. From my view, students replied more to display questions as they had to correct the listening with the information they had heard and they did not have to express their opinion.

Finally, concerning the grammar session, as table 21 and figure 9 shown, it can be noticed that in this case the teacher just made questions for facts and that is why the students had just the opportunity to answer them. In this case, students replied an 89.3% of them and they did not respond to a 10.7% of these questions. In regards to table 20 which shows the general classification of questions, students answered more to display questions (96%) than to referential questions (33.3%). In my opinion, as it was a grammar lesson, students

reacted more to display questions because this type did not require expressing their opinion, it was rather about their knowledge (questions for facts).

To end with this part, I am going to make a comparison between the sessions. One aspect that can be highlighted is that metacognitive questions were hardly ever used, the only session in which this type of question was used and could have a reaction was in the speaking session because the teacher wanted her students to express their opinions about the topic. Another aspect to highlight can be that in all the sessions the questions that were most used were questions for facts, which were the only ones that received no answer in some occasions. Finally, an aspect I want to mention is that in the grammar session, as I previously mentioned, the teacher only used questions for facts because it was a theoretical lesson and that is why students only had the opportunity to answer to it and not the rest of question types.

In regards to the third research question *How do students react to different types of feedback? How do students react to different types of feedback depending on the language skill practiced?* The global results regarding the general classification of feedback is shown in table 5. It can be seen that students reacted more to negative feedback (100% of reactions) as they did not have any 'no reaction' to it whereas to corrective feedback they had a little percentage of 'no reaction' (17.9%). On the other hand, the percentage of 'no reaction' (71.4%) to positive feedback was higher than the percentage of reaction (28.6%). Moreover, if we look at table 7 and figure 2, it can be seen the specific classification of feedback and the graphic showing the results. It can be noticed that negative feedback and metalinguistic feedback (both 100% of reactions) are the ones students most reacted to whereas positive feedback is the one students least reacted to (28.6% of reactions). Between the most used feedback type and the least used feedback type, it can be found recast (with a 17.6% of 'no reactions') and explicit correction (with a 33.3% of 'no reactions').

Regarding the speaking session, as shown in table 11 and in figure 4, it has to be taken into account the same feature as in questions, the number of times the teacher used one feedback influenced the number of times the students may react to it. The types of feedback to which students reacted the most are metalinguistic feedback and negative feedback (100% of answers in both feedback types). It is surprising that students reacted

to negative feedback by repairing themselves rather than making the teacher repaired it for them. There were two types of feedback to which students reacted the least since they did not react neither to explicit correction nor to positive feedback. This last feedback type, from my point of view, is the most common for students not to react to because if they receive positive feedback they will never or hardly ever react to it. In this session, the type of reaction students used more was repair, specifically self- repair, and it is a feature to highlight because students, at least in this session, prefer correcting themselves rather than waiting for the teacher to correct them and repeat the answer.

In regard to the vocabulary and use of English session, table 15 and figure 6 show the results according to specific feedback types. Concerning this table, students reacted more to negative feedback and to explicit correction as both of them have reactions (specifically repairs). On the contrary, students replied less to positive feedback as the majority of answers were 'no reaction' types (83.3%). Recast type has the majority of percentage in reactions (80%) and a little percentage of 'no reaction' type (20%). In this session, the reaction type students used more was repair, specifically repetition, so this means that students in this session prefer repeating the teacher's correction rather than correcting themselves.

Concerning the listening session, as shown in table 19 and figure 8, it can be seen the percentage of students' reactions to specific feedback. Students replied more to explicit correction, negative feedback and metalinguistic feedback as in these cases they reacted to all the times the feedback was used (100%). After these three, recast is the next one as they reacted more than to positive feedback which is the last one (both of them have 'no reaction' types). In the case of recast, students reacted to a 75% and they did not reply to a 25% whereas students responded to a 66.7% to positive feedback, while they did not react to a 33.3% to it. In this session, students used more repair, specifically repetition and, as in the previous session (vocabulary and use of English), they prefer repeating their teacher rather than correcting themselves.

Finally, the last session to be analysed was grammar. As shown in table 23 and in figure 10, students replied more to negative feedback (specifically, they made 75% of repair [peer repair] and 25% of needs-repair [same error]), metalinguistic feedback (specifically 100% of repair [self repair]) and recast (specifically, they made 100% of repair

[repetition]). Following these types, explicit correction is the next one as students reacted with a simple answer but they did not further react to it. The last one in this classification is positive feedback as the 'no reactions' type is higher than the reaction one (70% to 'no reaction' and 30% to reactions). In this session, concerning the type of reactions, students used more repair, specifically peer repair, so in this case they prefer their partners' help.

To end with this part, I am going to make a comparison between the sessions and I am also going to make a summary of the different types of learner uptake the students used in all the sessions. Comparing the different sessions, starting with positive feedback, students reacted more to it in the listening session while they did not react to this feedback type in the speaking session. Continuing with negative feedback, students replied more to this feedback in two sessions: speaking and grammar sessions. Dealing with recast, students reacted more to it in the speaking session while they replied less to it in the grammar session. Regarding metalinguistic feedback, students responded more to it in the speaking session whereas they reacted less to it in the vocabulary and use of English session as the teacher did not use it. Finally, concerning explicit correction, students replied more to it in the listening and the vocabulary sessions whereas they did not react to it in the speaking session.

Finally, I am going to make a summary regarding the different types of learner uptake the students had used to reply to the different types of feedback. Firstly, the 'no reaction' type is the most used by students as they did not react 20 times to the teacher's feedback. Secondly, the repetition type, which is included in repair, is the next one students most used (16 times). Thirdly, the self-repair type, which is included in repair, is the next one students most used (10 times). Fourthly, the reaction type is the next one which is most used by students (7 times). This last one refers to the answers students gave the teacher to let her know that they understood it. Finally, the types of feedback least used were peer-repair, included in repair, and same error, included in needs-repair (4 times each one).

## 6. Conclusions

The present study has focused on the observation of two different but related features. One of them has to do with the type of question the teacher chose to use while the other one has to do with the type of feedback the teacher decided to use. Both of them are related by the learner uptake, in other words, the students' replies. This study has focused on the learners' uptake in both features.

Concerning the chosen questions and how students replied to them, results show that the teacher used more referential questions and that is why students reacted more to them. However, if it is taken into consideration the times the students did not respond to them, referential questions are the ones to which students had more 'no reaction' answers. Moreover, looking at the specific classification, the teacher used more questions for facts probably because this type of questions does not involve students' opinion as they sometimes feel insecure when expressing their views. Nevertheless, if the 'no answer' type is considered, students reacted more to the rest of question types as questions for reason, questions for opinion and metacognitive questions because these question types did not have any 'no reaction' answer type.

In regards to the types of feedback chosen and how students reacted to them, results show which is the type of feedback most used and responded to by students and which is the learner uptake answer most used. On the one hand, the feedback which was most reacted to was corrective feedback (more specifically recast) because, from my point of view, students get the idea that they said or made a mistake in their utterances if the teacher repeat their utterance but correcting the mistake. The feedback type which received less responds was positive feedback as, from my perspective, students do not react to it because they receive a positive comment and they feel they do not need to correct or to reply to it. However, there are some occasions in which students replied just with an answer for the teacher to understand that they had understood it.

On the other hand, one feature I would like to highlight is that students used more the repetition type included in repair in order to correct themselves. This repetition type (included in repair) is most used as it is linked directly to recast, so students repeated their teacher's corrections. Moreover, the next one which I think has to be highlighted is self-

repair, included in repair, as this type is the one used when students correct themselves after a feedback from the teacher. This self-repair type (included in repair) is linked to negative feedback which means that in the majority of times of this study when students received a negative feedback they were able to correct themselves rather than letting the teacher correct them.

Regarding the limits of this study, it needs to be said that the data collected was taken in observations schemes and maybe if these lessons had been recorded, more data would have been collected. Taking into consideration also this last point, if there was more data, some results might vary. However, in this case, the recording of the lessons was not possible.

Concerning further studies linked to the present one, one possibility could be focusing in depth on one type of questions (questions for fact, for reason, etc.) or feedback (recast, metalinguistic feedback, etc.) and see whether students react to it or not. In addition, another possible study could be comparing different ages and how each group react to different feedback types or just focusing on questions or in both again. Finally, this study has provided a specific overview of classroom discourse features that could be taken into account in teacher training and discourse analysis. Future teachers may benefit of a thorough understanding of the kind of teacher' and students' interaction that promotes learning and autonomy in the second language classroom.

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**Appendices: Observation schemes**

**1.1. Speaking session.**

**COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)**

Teacher Verbal Interaction.

Group: 2<sup>nd</sup> Bachillerato A/C Speaking Date observer: 40/04/18

Target language	Types of questions								Feedback						
	Display questions				Referential questions				Positive Feedback		Negative Feedback		Corrective Feedback		
L1	L2	Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback	Explicit correction
	✓✓	(40) (42)				(43) (44) (45)	(33) (22) (43.2)	(13)	(34)		(23) (53) (2.3)		(61) (8.3) (7.1) (11.1)	(42)	

- 1) T: "Did you look at it?" T  
(No incorporation): St
- 2) St: "I have ailments".
- 2.1 T: "How do you write it? I think it is not good".
- 2.2 St: "O-i-l-m-e-n-t-s". Needs-repair (same error)
- 2.3 T: "No, it is not written like that".
- 2.4 St: "How do we write it?"
- 2.5 St: "A-i-l-m-e-n-t-s". Repair (peer-repair)
- 2.6 St: "Ah, ok. Thank you".
- 3) T: "How many of you do regular exercises?"
- 3.1 St: "I do exercise all days of the week".
- 3.2 St: "I don't do exercise".
- 3.3 T: "Why?"
- 3.4 St: "I don't have time".
- 4) T: "How many do you exercise?"
- 4.1 St: "Like 2h each day".
- 5) St: "No he sale"
- 5.1 T: "No Spanish".
- 5.2 St: "I don't know how to say the word in English". Repair (self-repair)
- 5.3 T: "Any help?"
- 5.4 St: (no incorporation).
- 6) St: "My father love sports"
- 6.1 T: "My father loves doing sports"
- 6.2 St: "Okay. My father loves doing sports".  
↳ Repair (repetition)
- 7) St: "I went to ... the last weekend..."  
(this student did not know how to continue)
- 7.1 T: "Where did you go last weekend?"
- 7.2 St: "I went to Segovia walking last weekend".  
↳ Repair (self-repair)
- 8) St: "She walks 2 hours"
- 8.1 T: "She walks for 2 hours".
- 8.2 St: (no incorporation).
- 9) T: "Do your grandparents exercise?"
- 9.1 St: "They just walk".
- 10) T: "Which activities are better done in groups?"
- 10.1 St: "I think that walking on the mountains and doing are the best ones to do in groups".
- 11) St: "However, walking on the mountain has a risk".
- 11.1 T: "It is risky, yes".
- 11.2 St: "It is risky". Repair (repetition)
- 12) T: "Which is the best activity to be done individually?"
- 12.1 St: "I think that swimming".
- 12.2 T: "Why?"
- 12.3 St: "Because you don't need anyone and you can do it peacefully".
- 13) T: "Do you think we are obsessed with being fit?"
- 13.1 St: "Yes".
- 13.2 T: "Expand a little bit, it is opinion, why?"
- 13.3 St: "I think that yes, we are obsessed with it".
- 13.4 T: "A little bit more, why do you think that?"
- 13.5 St: "They show you that you have to love your body but in TV, ads..., they show you thin bodies".
- 14) T: "What do you do?"
- 14.1 St: "I don't do nothing".
- 14.2 T: "You don't do ...?"
- 14.3 St: "I don't do anything".  
↳ Repair (self-repair)
- 15) T: "How do you call the part that joins the bones?"
- 15.1 St: "Joints".

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachulento A/C

Speakers

Date observer: 10/04/18

Student Verbal Interaction.

Incorporation of S. Utterances

Target Language		Incorporation of S. Utterances					Elaboration	
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Clarification request	Confirmation checks
5 ✓	✓	5.4 8.2 1A.	6.2 11.2	7.2 14.3	2.2 2.5 3.1 4.4 5.2 6 7 8 9.1	2.4 3.2 3.4 4.2 4.3.3 13.5		
					10.1 13.1 14.1 15.1			

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bañuñero B/D

Speaker

Date observer: 10/04/18

Teacher Verbal Interaction.

Target language	Types of questions										Feedback				
	Display questions				Referential questions				Positive Feedback	Negative Feedback	Corrective Feedback		Explicit correction		
L1	L2	Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback	
	✓	3 5 5 2				1 2 4 4 2	4 3 2	5 4 7 8		5 2 10 2	1 5 2		2 2 6 2	8 4 16 4	1 6 6
		9 10				6 8 2 13 16 15 16 2		13 14 2							

- ① T: "Do your parents exercise?"  
 ①.1 St: "Yes, they do exercise."
- ② T: "What do they do?"  
 ②.1 St: "They go to the gym, they walk and they go jogging". (wrong pronunciation).  
 ②.2 T: "They go jogging."  
 ②.3 St: "They go jogging". (good pronunciation).  
↳ repair (repetition)
- ③ T: "Which were the three verbs for exercising?"  
 ③.1 St: (No incorporation).  
 ③.2 T: Okay, we move on then.
- ④ T: "Do your grandparents do exercise?"  
 ④.1 St: "Sorry teacher, I didn't hear the question, can you repeat please?"  
 ④.2 T: "Yes. Do your grandparents do exercise?"  
 ④.3 St: "Not really."
- ⑤ T: "What do we consider 'sports'?"  
 ⑤.1 St: "I think that sports are the ones that exercise your body."  
 ⑤.2 T: "So walking is a sport?"  
 ⑤.3 St: "What? Walking?"  
 ⑤.4 T: "Yes, walking. What do you think?"  
 ⑤.5 St: "Yes, because it makes your body move."
- ⑥ T: "How often do you exercise?"  
 ⑥.1 St: "... two a week".  
 ⑥.2 T: "Ah you hear twice a week".  
 ⑥.3 St: "Yes, twice a week".  
↳ repair (repetition)
- ⑦ T: "What do you think by going to the gym by car?"  
 ⑦.1 St: "I think that if they do it to save time it is okay".  
 ⑦.2 T: "Okay".  
 ⑦.3 St: (no incorporation).
- ⑧ T: "Do you think we live in a fitter society?"  
 ⑧.1 St: "I think that society can be fitter".
- ⑧.2 T: "More opinions?"  
 ⑧.3 St: "I think that we have to work on being more fit than what we are trying now".  
 ⑧.4 T: "Do you think your comparative is good?"  
 ⑧.5 St: "No, it is fitter".  
↳ repair (self-repair)
- ⑨ T: "Do we share health-care facilities with Alcobendas?"  
 ⑨.1 St: "Yes, one".  
 ⑩ T: "Which are those health-care facilities in here?"  
 ⑩.1 St: "There are two: Ventura and Rosa Luxemburgo".  
 ⑩.2 T: "Good".  
 ⑩.3 St: (no incorporation).  
 ⑪ T: "Done?"  
 ⑪.1 St: (no incorporation)
- ⑫ T: "How many of you choose swimming as an individual activity?"  
 ⑫.1 St: (no incorporation)
- ⑬ T: "What do you like from these activities?"  
 ⑬.1 St: "I like cooking".  
 ⑬.2 T: "Okay, why?"  
 ⑬.3 St: "Because you can do it peacefully and alone".
- ⑭ T: "Does anyone think different?"  
 ⑭.1 St: "I don't like cooking".  
 ⑭.2 T: "No? What do you think?"  
 ⑭.3 St: "I think that swimming is better individually".
- ⑮ T: "Do you eat healthy food?"  
 ⑮.1 St: "Tampoco".  
 ⑮.2 T: "No, that's not an answer".  
 ⑮.3 St: "I don't eat healthy food all the time".  
↳ repair (self-repair)
- ⑯ T: "Do you remember what we were talking about tests?"  
 ⑯.1 St: "Yes".  
 ⑯.2 T: "Okay, do you have any other tests?"  
 ⑯.3 St: "I have blood test and urine test".  
↳ repair (self-repair)
- ⑯.4 T: "Sorry, can you repeat the last one?"  
 ⑯.5 St: "Urine test". (wrong pronunciation)  
↳ needs-repair (same error)
- ⑯.6 T: "No, it is urine test".  
 ⑯.7 St: (no incorporation).

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillerato B/D

Spoken

Date observer: 10/09/18

Student Verbal Interaction.

Incorporation of S. Utterances

Target Language	L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
								Clarification request	Confirmation checks
		✓	(3.1) (7.3) (4.1) (10.3) (12.1) (16.5)	(2.3) (6.3) (16.5)	(15.3)	(1.1) (2.1) (4.3) (5.1) (5.5) (6.1)		(4.1) (5.3)	
	✓(15.1)		(16.7)			(7.1) (8.1) (8.3) (8.5) (9.1) (10.1)			
						(3.1) (13.3) (14.1) (14.3) (15.1) (16.1) (16.3)			

1.2. Vocabulary and use of English session.

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillerato A/C

Vocabulary / Use of English

Date observer: 14/04/18

Teacher Verbal Interaction.

Target language		Types of questions								Feedback						
L1	L2	Display questions				Referential questions				Positive Feedback		Negative Feedback		Corrective Feedback		
		Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback	Explicit correction	
	✓	4 9 9 10	4 9 2			1 1 2 2 5 6 7 8 9 11 12	1 1 2 2			3 4	1		2 2 4 2			

- ① T: "Have you found different types of fruit?"
- ①.1 St: (no incorporation)
- ①.2 T: "Anything?"
- ①.3 St: "I found apricot and blueberry."
- ② T: "Does anyone like blueberries?"
- ②.1 St: "Yes, I like blueberry" (wrong pronunciation)
- ②.2 T: "Blueberry"
- ②.3 St: "Blueberry"  
↳ repair (repetition)
- ③ T: "Do you have more fruits?"
- ③.1 St: "Avocado, cherry, cherimoya"
- ③.2 T: "Good"
- ③.3 St: (no incorporation)
- ④ T: "What are dairy products?"
- ④.1 St: "Products made by milk"
- ④.2 T: "Okay, can you tell me examples?"
- ④.3 St: "Yogurt, cheese, butter"
- ⑤ T: "More examples?"
- ⑤.1 St: "No"
- ⑥ T: "What about meat? What did you find?"
- ⑥.1 St: "Chicken, lamb, venison" (wrong pronunciation)
- ⑥.2 T: "Chicken, lamb and venison"
- ⑥.3 St: "Yes, chicken, lamb and venison"  
↳ repair (repetition) (good pronunciation)
- ⑦ T: "Okay, we move on to fish. What types of fish did you know?"
- ⑦.1 St: "Tuna, salmon, anchovies"
- ⑦.2 T: "More?"
- ⑦.3 St: (no incorporation)
- ⑧ T: "What about drinks?"
- ⑧.1 St: "Coffee, soda"
- ⑧.2 T: "No, those are not valid, there are more drinks which aren't common"
- ⑧.3 St: "Soft drinks, hot drinks like chocolate, tea" ↳ repair (self-repair)
- ⑨ T: "What is the meaning of the expressions you have there?"
- ⑨.1 St: (no incorporation)
- ⑨.2 T: "Okay, what is the meaning of the expression 'to fill the prescription'?"
- ⑨.3 St: "When you put in a paper personal information"
- ⑨.4 T: "Okay, but remember that you don't have to put always your personal information, sometimes is just information"
- ⑨.5 St: "Okay"
- ⑩ T: "When are you 'in bad shape'?"
- ⑩.1 St: "I am in bad shape when shape when I don't like the grade I had in an exam" (wrong pronunciation)
- ⑩.2 T: "Bad shape"
- ⑩.3 St: "Yes, bad shape"  
↳ repair (repetition)
- ⑪ T: "Are all of you in bad shape because of that?"
- ⑪.1 St: "Yes, one reason of bad shape is the grade of the exam"
- ⑪.2 T: "Why?"
- ⑪.3 St: "Because, in my case, I know that I studied more and then I saw the grade and I got angry"
- ⑫ T: "Is anyone in agony these days because of any reason?"
- ⑫.1 St: "Yes"
- ⑫.2 T: "Why?"
- ⑫.3 St: "Because I fell down the stairs"

**COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)**

Group: 2<sup>nd</sup> Bachillerato A/C

Vocabulary / Use of English

Date observer: 14/04/18

Student Verbal Interaction.

Target Language		Incorporation of S. Utterances						
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
							Clarification request	Confirmation checks
	✓	(4.4) (3.3) (7.3)	(9.4) (2.3) (6.3) (10.3)		(1.3) (2.4) (3.4) (4.4) (4.5) (5.4) (6.4) (7.1) (8.1)			
					(8.3) (9.3) (4.5) (10.1) (4.4) (11.3) (12.1)			
					(12.3)			

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillerato B/D

Vocabulary / Use of English 1

Date observer: 14/04/18

Teacher Verbal Interaction

Target language	Types of questions								Feedback							
	Display questions				Referential questions				Positive Feedback		Negative Feedback		Corrective Feedback			
L1	L2	Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback	Explicit correction	
	✓	4 3 5 4 7				2 2 2 3 2 6 9		12 4		4 2 7 2 13 4	2 2 2	4 3 2		3 4 6 2		8 1
		4 3 5 4 7				2 2 2 3 2 6 9		12 4		4 2 7 2 13 4	2 2 2	4 3 2		3 4 6 2		8 1
		4 3 5 4 7				2 2 2 3 2 6 9		12 4		4 2 7 2 13 4	2 2 2	4 3 2		3 4 6 2		8 1
		4 3 5 4 7				2 2 2 3 2 6 9		12 4		4 2 7 2 13 4	2 2 2	4 3 2		3 4 6 2		8 1

- ① T: "Which is the other name for that?"  
 ①.1 St: (no incorporation)
- ② T: "Do you like that?"  
 ②.1 St: "What? What do we like?"  
 ②.2 T: "Do you like strawberries?"  
 ②.3 St: "Yes, strawberries are great with sugar".
- ③ T: "Which is the name for a vegetable which is green and most of you don't like it?"  
 ③.1 St: (no incorporation)  
 ③.2 T: Do you know what I am talking about?  
 ③.3 St: "Asparagus" (wrong pronunciation)  
 ③.4 T: "Asparagus"  
 ③.5 St: (no incorporation)
- ④ T: "Which are the vegetables which are balls with green and red color?"  
 ④.1 St: "I think it is cabbage".  
 ④.2 T: "Yes! Good".  
 ④.3 St: (no incorporation)
- ⑤ T: "How do we call the citrus fruit?"  
 ⑤.1 St: "Orange, lemon and grapefruit".
- ⑥ T: "What types of meat do you know?"  
 ⑥.1 St: "Lamb" (wrong pronunciation)  
 ⑥.2 T: "Lamb"  
 ⑥.3 St: "Okay, lamb"  
 Lo Repair (repetition)
- ⑦ T: "More kinds of meat?"  
 ⑦.1 St: "Stew".  
 ⑦.2 T: "Okay".  
 ⑦.3 St: (no incorporation)
- ⑧ St: I wrote down "turkey" (wrong pronunciation)  
 ⑧.1 T: "No, the pronunciation is turkey".  
 ⑧.2 St: "Turkey, okay".  
 Lo Repair (repetition)
- ⑨ T: "What about fish? What do you have?"  
 ⑨.1 St: I wrote down tuna but I don't like it"  
 ⑨.2 T: "Don't you like tuna?"  
 ⑨.3 St: "No, I don't like it at all".
- ⑩ T: "Do you know more types of fish?"  
 ⑩.1 St: "Salmon, eel, anchovy".
- ⑪ T: Talking about drinks, what drinks do you know that are not the common ones?"  
 ⑪.1 St: "Milkshakes, tea, soft drinks".  
 ⑪.2 T: Okay, do you drink something more?"  
 ⑪.3 St: "The common drinks: soda, coffee".
- ⑫ T: "How many ways of cooking do you know?"  
 ⑫.1 St: "Bake, boil".  
 ⑫.2 T: "Okay, good".  
 ⑫.3 St: (No incorporation)  
 ⑫.4 T: "Which ones do you think you like most?"  
 ⑫.5 St: "I like fry and barbecue".
- ⑬ T: "Let's move on. What is the meaning of feeling under the weather?"  
 ⑬.1 St: "I think that feeling under the weather is when you feel well".  
 ⑬.2 T: "No, it is not that".  
 ⑬.3 St: "I think it is when you don't feel completely well". Lo Repair (self-repair)  
 ⑬.4 T: "That's it. You don't feel well".  
 ⑬.5 St: (no incorporation)
- ⑭ T: "What do you have to do with a cut or a burn?"  
 ⑭.1 St: "If it is not big, you can cure it on your own".  
 ⑭.2 T: "And, if it is big as you said, what do you do?"  
 ⑭.3 St: "You go to the hospital".

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillerato B/D

Vocabulary / Use of English

Date observer: 14/04/18

Student Verbal Interaction.

Target Language		Incorporation of S. Utterances						
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
							Clarification request	Confirmation checks
	✓	(1.1) (1.2.3) (3.1) (3.5) (4.3) (7.3)	(3.5) (6.3) (8.2)		(2.3) (3.3) (4.1) (5.1) (6.1) (7.1) (9.1) (9.1) (9.3)		(2.1)	
					(10.1) (11.1) (11.3) (12.1)			
					(12.5) (13.1) (13.3) (14.1) (14.3)			

1.3. Listening session.

**COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)**

Group: 2<sup>nd</sup> Bachillerato A/C Listening

Teacher Verbal Interaction.

Target language	Types of questions										Feedback					
	Display questions				Referential questions				Positive Feedback		Negative Feedback		Corrective Feedback		Explicit correction	
L1	L2	Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback		
	✓	(2) (5) (6) (8) (10) (11) (12)	(4) (12)	(7)		(6) (2)		(12)		(5) (2) (6) (5) (11) (12)			(1) (4) (3) (4) (10) (2)	(1) (1) (1)	(4) (3)	

① St: "Anglo-Saxon". (wrong pronunciation)

①.1 T: "Anglo-Saxon".

①.2 St: "Anglo-Saxon".  
↳ Repair (repetition)

② T: "Where were we?"

②.1 St: "We were in the listening part".

③ St: "lot of vitamin C".

③.1 T: "It contains a lot of vitamin C".

③.2 St: (no incorporation)

④ St: "This makes a major contribution"  
(wrong pronunciation)

④.1 T: "Do you want to say major contribution?"

④.2 St: "Yes, major contribution" (wrong pronunciation)  
↳ Needs-repair (same error)

④.3 T: "No, it is major contribution"

④.4 St: "Major contribution"  
↳ Repair (repetition)

⑤ T: "Where do you go if you need to buy a bandage?"

⑤.1 St: "We go to the drugstore".

⑤.2 T: "Yes, you can also call it chemists".

⑤.3 St: "Okay".

⑥ T: "What is to be in agony? We saw it the other day".

⑥.1 St: "When something hurts you too much".

⑥.2 T: "Okay, more?"

⑥.3 St: "It is what she said, when something hurts you very much. Like, for example, when something hits your head".

⑥.5 T: "Well, okay".

⑥.6 St: (no incorporation)

⑦ T: "Related to the listening, what do you think it is about?"

⑦.1 St: "I think it is related to exercise".

⑦.2 T: "But, can you be more precise?"

⑦.3 St: "Exercise and maybe injuries".

⑧ T: "What do you have to do for Monday?"

⑧.1 St: "We have to write a composition, well, an opinion essay".

⑨ T: "Why is it important to have breakfast?"

⑨.1 St: "Because it is the most important meal in a day".

⑨.2 T: "Why more?"

⑨.3 St: "Because it gives you energy".

⑩ T: "Which sensible ways without risk exist to lose weight?"

⑩.1 St: "To sleep 8h, to exercise and to do a control diet" (wrong pronunciation)

⑩.2 T: "Diet"

⑩.3 St: "Diet".  
↳ Repair (repetition)

⑪ T: "Which activities are directed to young people because they are good?"

⑪.1 St: "What? To young people?"

⑪.2 T: "Yes, under 16 years old".

⑪.3 St: "They cannot do weight-lifting".

⑪.4 T: "Is it good if they drink alcohol?"

⑪.5 St: "No".

⑫ T: "Do you think drinking alcohol (a high quantity) is good if you are under 18? Well, any age is good but I mean if you hadn't finished your development".

⑫.1 St: "I think it is not good as it will interrupt your development".

⑫.2 T: "And drinking if you are older?"

⑫.3 St: "It isn't good as it affects to your body and organs".

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillerato A/C

Listening

Date observer: 12/04/18

Student Verbal Interaction.

Incorporation of S. Utterances

Target Language		Incorporation of S. Utterances						
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
							Clarification request	Confirmation checks
	✓	3.2 6.6	4.2 4.4 10.3		1.1 2.1 3.3 4.4 4.2 5.4 5.3 6.4 6.3 7.4	9.3	11.1	
					7.3 8.3 9.1 10.4 11.3 14.5 12.1			

**COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)**

Group: 2<sup>nd</sup> Bachillerato B/D

*Listening*

Date observer: 12/04/18

Teacher Verbal Interaction.

Target language	Types of questions										Feedback				
	Display questions				Referential questions				Positive Feedback	Negative Feedback	Corrective Feedback				
L1	L2	Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback	Explicit correction
	✓	4 10.2 11 14 15		10 12		4 2 3 6 7 11 2	8 2	5 8			12.2 14.4		4.2		13

- ① T: "Who has ever been on a diet?"  
 1.1 St: (no incorporation)
- ② T: "Anyone?"  
 2.1 St: "Me, I lost 30kg"
- ③ T: "What did you do?"  
 3.1 St: "I went to the gym and I just ate chicken, fish and vegetables"
- ④ T: "Has anyone been on a diet to gain weight?"  
 4.1 St: (no incorporation)
- ⑤ T: "What do you consider important when you meet a person the first time?"  
 5.1 St: "From my point of view, it is the expression"
- ⑥ T: "Do you give people a chance?"  
 6.1 St: "Yes"
- ⑦ T: "Who was talking?"  
 7.1 St: "I was talking. I was saying that there are some typical topics about meeting the first time someone"
- ⑧ T: "Do you think that those miracle diets on the Internet are good?"  
 8.1 St: "No"  
 8.2 T: "Why?"  
 8.3 St: "Because we may have problems if they are not done by a specialist"
- ⑨ T: "Which ways of losing weight exist?"  
 9.1 St: "Exercising and doing a control diet"  
 9.2 T: "Diet"  
 9.3 St: "Diet" -repair (repetition)
- ⑩ T: "What do you think is going on in the picture?"  
 10.1 St: "A family is having breakfast"  
 10.2 T: "Why is it important to have breakfast?"  
 10.3 St: "Because with a good breakfast you will start the day with energy"
- ⑪ T: "According to the second picture, which activities are directed to young people (under 16)?"  
 11.1 St: "Swimming, gym but not soft gym"  
 11.2 T: "What do you mean by 'soft gym'?"  
 11.3 St: "Young people cannot lift weight" (wrong pronunciation)  
 11.4 T: "No weight"  
 11.5 St: "weight"  
 ↳ repair (self-repair)
- ⑫ T: "What do you think the listening is about?"  
 12.1 St: "I think it's about signs"  
 12.2 T: "No"  
 12.3 St: "About injuries and its solutions"  
 ↳ repair (self-repair)
- ⑬ T: "You don't have to say 'etc' you better say 'and so on'"  
 13.1 St: "Okay, so I will say 'and so on'"  
 ↳ repair (repetition)
- ⑭ T: "What is an opinion essay?"  
 14.1 St: "A composition in which you give your personal opinion"
- ⑮ T: "What do you have to do for Monday?"  
 15.1 St: "An opinion essay"

**COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)**

Group: 2<sup>nd</sup> Bachillerato B/D

Date observer: 12/04/18

Listense

Student Verbal Interaction.

Target Language		Incorporation of S. Utterances						
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
							Clarification request	Confirmation checks
	✓	(1.4) (4.1)	(9.3) (11.5)	(13.4)	(2.4) (3.4) (5.4) (6.4) (7.4) (8.4) (8.3) (9.4) (10.4)			
					(10.3) (11.1) (11.3) (12.4) (12.3) (14.4)			
					(15.4)			



- ① T: "Shall we start?"
- ①.1 St: (no incorporation).
- ② T: "Which tenses do we use to create unreal pasts?"
- ②.1 St: "I wish".
- ②.2 T: More?
- ②.3 St: "I'd only".
- ②.4 T: "Okay".
- ②.5 St: (no incorporation).
- ③ T: "Which is the structure for 'wish'?"
- ③.1 St: "The structure I think is 'wish' + past".
- ③.2 T: "What is it used for?"
- ③.3 St: "To talk about present situations you want them to be different".
- ③.4 T: "Okay, good".
- ③.5 St: (no incorporation).
- ④ T: "What about 'if only'? Which is its structure?"
- ④.1 St: "The structure is the same, with past simple".
- ④.2 T: "What is it used for?"
- ④.3 St: "For the same as 'wish'".
- ⑤ T: "More tenses for unreal pasts?"
- ⑤.1 St: "Have better".
- ⑤.2 T: "Not really".
- ⑤.3 St: (no incorporation)  
↳ Needs-repair (same error)
- ⑤.4 T: "Had better".
- ⑤.5 St: (no incorporation).
- ⑥ T: "Which is the structure of this one?"
- ⑥.1 St: "Had better + bare infinitive"  
(long, pronunciation).
- ⑥.2 T: "Bare infinitive".
- ⑥.3 St: "Bare".  
↳ Repair (repetition)
- ⑦ T: "What about 'it's about/high time'?"
- ⑦.1 St: (no incorporation).
- ⑦.2 T: "Come on. Which is the structure?"
- ⑦.3 St: "With past".
- ⑦.4 T: "What about the use?"
- ⑦.5 St: "It is to give advice".
- ⑦.6 T: "No, that was 'had better'".
- ⑦.7 St: "About something you should have done".  
↳ Repair (peer-repair)
- ⑧ T: Okay, as we don't have time to finish with the rest of tenses for unreal past, can you give me some examples for these tenses?"
- ⑧.1 St: "I wish I had time to relax".
- ⑧.2 T: "Okay".
- ⑧.3 St: "I had better not skip breakfast next time".
- ⑧.4 T: "Yes, I agree with you".
- ⑧.5 St: (no incorporation).
- ⑨ T: "What do you love to do for Monday?"
- ⑨.1 St: "We love to study the rest of the tense for unreal past".
- ⑨.2 T: "Is that all?"
- ⑨.3 St: "Yes".
- ⑨.4 T: "No".
- ⑨.5 St: "And the opinion essay".  
↳ Repair (peer-repair)
- ⑨.6 T: "Yes".
- ⑨.7 St: (no incorporation).

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillato A/C

*Gracia*

Date observer: 13/04/18

Student Verbal Interaction:

Target Language	Incorporation of S. Utterances								
	L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
								Clarification request	Confirmation checks
	✓	✓	1.4 5.3 2.5 5.5 3.5 7.4 8.5 9.7	6.3		2.2 2.3 3.4 3.3 4.4 4.3 5.4			
						6.4 7.3 7.5 7.7 8.1 8.5 9.4 9.3 9.5			

COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)

Group: 2<sup>nd</sup> Bachillerato B/D

*Grauer*

Date observer: 13/04/12

Teacher Verbal Interaction.

Target language	Types of questions										Feedback					
	Display questions					Referential questions					Positive Feedback		Negative Feedback		Corrective Feedback	
L1	L2	Facts	Reason	Opinion	Metacognitive questions	Facts	Reason	Opinion	Metacognitive questions			Prompts	Recast	Metalinguistic Feedback	Explicit correction	
	✓✓	3 2 2 2 4 4 5 6 4 4 10 14				3 2				3 2 6 2 4 4 10 2 10 4	4 2		5 2	4 2	8	

- ① T: "What do we use to create unreal pasts?"
- ①.1 St: "Wish, if only, had better"
- ② T: "We are going to start with 'wish' which is the structure?"
- ②.1 St: "Wish + past simple"
- ②.2 T: "And the use?"
- ②.3 St: "To talk about a present situation you would like to be different"
- ③ T: "And, what about 'if only'?"
- ③.1 St: "It has the same structure as 'wish' and the use it is also the same as 'wish'"
- ③.2 T: "Okay"
- ③.3 St: (no incorporation)
- ④ T: "What about 'had better'?"
- ④.1 St: "The structure is 'had better' + full infinitive"
- ④.2 T: "Are you sure?"
- ④.3 St: "Ah, no, bare infinitive"  
↳ repair (self-repair)
- ④.4 T: "Which is the use of 'had better'?"
- ④.5 St: "It is used to give advice"
- ⑤ T: "Are there more tense to show unreal pasts?"
- ⑤.1 St: "I think that 'it's about time' also"
- ⑤.2 T: "Yes, it's about/high time"
- ⑤.3 St: "It's about/high time"  
↳ repair (repetition)
- ⑥ T: "What is its use?"
- ⑥.1 St: "It is used to talk about something that should have already done"
- ⑥.2 T: "Good"
- ⑥.3 St: (no incorporation)
- ⑦ T: "Are these all the tense?"
- ⑦.1 St: "I think there are more but I don't remember"
- ⑦.2 T: "Anyone?"
- ⑦.3 St: (no incorporation)
- ⑧ T: "We have 'would prefer, prefer and would rather'"
- ⑧.1 St: "Ah yes"
- ⑨ T: "Which are the structures?"
- ⑨.1 St: "Would prefer + bare infinitive + than + full infinitive"
- ⑨.2 T: "Not at all"
- ⑨.3 St: "Would prefer + full infinitive + than + full infinitive"  
↳ Repair (peer-repair)
- ⑨.4 T: "Yes, correct"
- ⑨.5 St: "Okay, both full infinitive"
- ⑩ T: "What about 'prefer'?"
- ⑩.1 St: "'Prefer' I think it is followed by -ing + to + ing"
- ⑩.2 T: "Yes"
- ⑩.3 St: "So, it would be 'I prefer going to the pool to going to the beach'"
- ⑩.4 T: "Yes, that's it"
- ⑩.5 St: (no incorporation)
- ⑪ T: "What do you have to do for next week?"
- ⑪.1 St: "Study all this and the opinion essay"

**COMMUNICATIVE ORIENTATION OF LANGUAGE TEACHING (COLT)**

Group: 2<sup>nd</sup> Bachillerato B/D

*German*

Date observer: 13/04/18

Student Verbal Interaction.

Target Language		Incorporation of S. Utterances						
L1	L2	No Incorp.	Repetition	Paraphrase	Comment	Expansions	Elaboration	
							Clarification request	Confirmation checks
	✓	(33) (33) (73) (05)	(53)		(11) (23) (34) (43) (45) (54)	(61) (74) (93) (95) (103)	(91) (101) (82)	