FINAL DEGREE PROJECT

CREATING AND ORGANIZING AN "ENGLISH CLASS" IN PRIMARY EDUCATION: THE ROLE OF TEACHER TALK IN THE EFL AND CLIL CLASSES

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Data: 16-05-2014

Acknowledgments

I would like to thank Anna Vallbona for guiding me and helping me in the research; her help was fundamental for carrying out this final project. She faced my daily problems and tried to give me the best recommendations.

Moreover, I would like to express my gratitude to Àngel Raluy, who gave me the first directions in order to start designing my final project; he also showed me the important features that have to be taken into account during the research process.

Furthermore, I want to show my gratitude to PAIDOS school where I undertook my research. Especially to the school headmaster who permitted that my study was done, and also to the teacher who allowed that I was observing and recorded the sessions.

Finally, I want to thank Jordi Collet. His subject "Recerca educativa" gave me a clear insight on what doing a research entails; he also showed me the basic structure and important features of a real research project.

Abstract

Catalonia is a bilingual country where the presence of English in the social context is small; the amount of input received by the primary education pupils is very little and this input mainly comes from the English lessons at school. Consequently, this situation combined with the increasing demand for English and the fact that the new generations want to become communicatively competent in English place the role of English teachers in a relevant position. This research project analyses the role of the English teacher talk; in particular, the study focuses on the teacher's oral productions in foreign language lessons (EFL) and in content-based lessons (CLIL).

Key words: Foreign language classes (EFL), content-based lessons (CLIL), Teacher talk, comprehensible input.

Resum

Tenint en compte que Catalunya és un país bilingüe on la presencia de l'anglès en els contextos socials és mínima, es pot afirmar que l'input rebut pels alumnes d'educació primària és petit, aquest input majoritàriament prové de les classes d'anglès a l'escola. Per tant, aquesta situació, combinada amb la demanda creixent que les noves generacions esdevinguin competents en anglès, situa el mestre d'anglès en un lloc rellevant. Conseqüentment, aquesta recerca analitza el rol del mestre d'angles; particularment, l'estudi es centra en la producció oral del mestre d'anglès en les classes de llengua estrangera (EFL) i en classes de contingut (CLIL) impartides en anglès.

Paraules clau: Anglès com a llengua estrangera, AICLE, discurs del professor, *input* comprensible.

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1. <u>Introduction</u>

This piece of research has its main objective to analyse the teacher talk in a primary education context; this analysis will be done by comparing the teacher's performance in EFL[1] lessons and CLIL[2] lessons. In order to carry out the research, two EFL and two CLIL sessions were recorded, these sessions were taught by the same teacher in the same school. The data obtained through the recordings was transcribed and examined transferring the information to a chart with the aim of analysing six main features of teacher talk. These features were: providing communicative input, building background, giving clear explanations of the academic tasks, interacting, using teacher prompts and finally using teaching strategies.

Before starting the research, I designed the objectives I wanted to achieve. These main objectives are the following: to know what the relevant literature says about the role of teacher talk in the classroom and identify which strategies some authors purpose to improve the teacher's oral communication skills. Another main goal is to observe and analyse how teacher's oral productions is implemented in a real class. Another objective is to find out how oral teaching strategies can be applied into a particular school context. The final purpose of this research project is to understand the research process itself and carry it out successfully.

Following these main objectives, the following research question was posed. Do teachers use similar oral communication strategies when they are teaching EFL and when they are teaching content-based CLIL classes?

Finally, in order to construct a basis for supporting my research affirmations, a literature review about the topic researched was done. Firstly, the theoretical framework revises some general aspects that influence and condition teacher talk: how children learn a foreign language in general and in the school context. Secondly, the research is centred on and the role of the teacher talk in EFL and CLIL contexts.

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[1] EFL: English as a Foreign Language.
[2] CLIL: Content and Language Integrated Learning.

2. <u>Literature review</u>

2.1. <u>how children learn a foreign language</u>

2.1.1. <u>Essential factors in SLA[3]: input, processing of input, output.</u>

Leaning a new language is a complex process, Ellis (1997, cited in Straková, 2007: 121) defines second language acquisition as "the way in which people learn a language other than their mother tongue". There are different factors that can influence second language acquisition: Internal factors, such as, mental disposition to learn, or their aptitude. And the external factors that include the input the learner receive (Straková, 2007).

VanPatten (cited in Gass, 2003) argues that when the learners are acquiring a new language, they gradually move through different stages: input (language data) intake (input processing) and output (language production).

Input is defined by Smith (1993) as "the potentially processable language data which are made available by chance or by design to the language learner" (cited in Reinders, 2012: 15). Input plays an important role in children's language acquisition as sustained by Gregg (2001) "It is uncontroversial that learner needs input in order to acquire language" (cited in Reinders, 2012). But it is more complex to define how this input should be; Krashen argues that there appears to be a reasonable degree of consensus that certain types of input are more favourable to learning than others, and that input at the very least has to be comprehensible (1985, cited in Reinders (2012)). Comprehensible input means that students can understand the essence of what is being said to them.

Intake is defined by Krashen (Cited in Reinders 2012: 24) as "input that is understood". The author explains that intake is the intermediate step that helps to build acquisition. Faerch & Kasper (Cited in Reinders 2012) expose a new vision of intake called "Intake for learning" where the learners form hypotheses of the L2 rules and try to test them out; intake for learning requires a deep process because what is required from the learners is to make a comparison between the current knowledge and the new

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[3] SLA: Second Language Acquisition

information. Reinders (2012) also exposes that Intake establishes a link with long-term memory. Therefore, linguistic phenomenons are remembered, and when a pupil encounters a linguistic phenomenon detected before, the linguistic connections are strengthened.

Output is the third component that is required for successful second language learning, because as Gass (2003) explains, language production forces the students to move from a primary use of the language (the comprehension stage) to a more grammatically complex stage where syntactic structures are required. Thus, output has a significant role in language learning because it is through language production that students are able to receive feedback. Krashen (1987:60) explains it by saying that "the more you talk, the more people will talk to you". Therefore, output contributes to receive a higher quantity of input in order to learn. Conversations also assists language learning because the interlocutor regulates and manages the input depending on the leaner's language level in order to make input more comprehensible, but to participate in a conversation there must be at least some talk from each partner (Karshen, 1987).

2.1.2. <u>Learning a foreign language at school</u>

This section will describe the situation of English at school in Catalonia and it will mainly focus on the input Catalan learners receive in order to learn the target language, because the objective of my research is to analyze teacher talk, in other words, the input that the teachers provide to their students.

Catalonia is a bilingual country; the coexistent languages are Catalan and Spanish. English is not spoken as a first language, but it's the first foreign language that pupils learn. English is taught as a compulsory subject from six years old to sixteen. However, the educational system is not producing the desired results on children's language level; globalization and the increasing use demand that the growing generations become communicatively competent in English. The main purpose of the study of English in Catalonia is instrumental one, because English is considered a world lingua franca.

The presence of English in Catalonia as a foreign language implies that the language is not used for everyday communicative functions; as a consequence English is only learnt in the classroom (Siegel, 2003). Therefore, it is acquired in a minimal input situation, where the unique source of English input four young learners is, in most cases, the teacher; thus the amount of input the children receive is limited.

Krashen (1987: 37) affirms that the primary function of English language teaching "is to supply comprehensible input for those who cannot get it elsewhere", with this affirmation the author suggests that if students can get other sources of input outside the classroom they will increase their learning progress. However, some aspects of comprehensible input, provided to the students, can contribute to give tools to acquire and use the language and it can supply conscious learning (Krashen, 1987). Moreover, Larson (2008) through her study reflects that there is a relationship between the amount of input received by the students and their results.

From this affirmations, becomes evident the importance that the teachers' role has in a minimal input situations, because they have to supply a sufficient amount of input, which has to be comprehensible for the children and, at the same time, they also have to provide a rich and a good language model.

2.1.3. Instructed SLA

This section will provide an overview about how a foreign language should be taught, taking as starting point the students' learning process. Moreover, some recommendations for the teachers will be underlined.

In order to acquire a foreign language children start learning from nothing, they have to find out the language structure. Nevertheless, young learners have the capacity to rely upon the language heard in order to start segmentation and decipher the input they receive (Doughty, 2003).

Doughty (2003) explains that the main goal of instruction is to create a space where pupils can notice the cues from the input so as to help them to break the language code.

Ellis (2008) designed ten principles in order to support teachers in instructed SLA and give them a basis for argumentation and reflection. A summary of these ten general principles can be found below.

The first principle affirms that instructors need to ensure that pupils develop a repertoire of formulaic expressions. For example, don't know, No thank you, which will be the basis to establish their rule based competence. The children will be able to distinguish the different "chunks" of a sentence and develop rules of how language is grammatically used. The second and the third principle affirm that teaching needs to ensure that the learners focus on meaning but also on form. The fourth principle says that "Instruction needs to focus on developing implicit knowledge of the second language while not neglecting explicit knowledge" (2008: 2). The fifth statement denotes that instruction should follow the learners' natural sequence of acquisition. The author sixth principle tells that successful SLA requires a large amount of input. The two following affirmations denote the relevance of output and conversation in order to develop language proficiency. The ninth statement talks about the importance of taking into account the children's differences while teaching. Finally, the last principle refers to assessment and comments the importance of examining booth, free and controlled productions.

2.1.4. The role of the teacher in Minimal Input Situation

The teachers' role is very important in foreign language teaching because, as it was explained on the second section, the educator is the main, and nearly the unique, source of input for the learners. These considerations made several authors reflect upon which should be the teachers' role.

According to Kubanyiova the role of the language teachers is engaging students in learning, but this role is immensely complex because it concerns both, academic and social aspects. She believes that teachers have to use the classroom environment and motivate students to learn, because "teachers are responsible for creating and maximizing learning opportunities" (2006:2).

Kojima (2005) proposes learner-centred instruction as the teaching approach that fulfils children's learning needs because the students have a participatory role in their own learning. Following this methodology, he exposes the different roles teachers should have in order to teach.

The different roles are: information-gatherer (teachers observe and reflect on pupils progress as well as their own performance), decision-maker (instructors are the ones organizing the lessons, but pupils can contribute in some aspects), motivator, facilitator of groups and dynamics (strong skills on using different types of grouping and classroom routines), provider of opportunities for communicative and authentic language use, counselor (provide emotional support when required), promoter of a multicultural perspective and reflective practitioner and researcher (teacher evaluation of their own practice to improve the quality of teaching)

2.2. Teacher talk in EFL classes

According to Moon (2009: 132) teachers are "one of many factors which affect programme outcomes" but an important one, especially in low resourced schools and situations of minimal input, where the main source of input is the teacher. According to her four teaching factors can affect outcomes: the teacher's command of English, the type of teacher, the teacher pedagogy and discourse and the teacher's beliefs.

The teacher's proficiency in English is directly connected with the children's language achievements (Blondin, 1998; DJigunovic and Vilke, 2000; cited in Moon, 2009). Moon points out that teacher's command of English can affect the model of language provided and the methodology adopted, because if teachers have a lack of confidence and fluency it is unlikely that they can set up occasions for genuine interaction. It is suggested that an adequate English level for an English teacher would be ALTE[4] level 3 (Moon, 2009).

About the teacher profile, the qualifications that are required all over the world to be an English teacher vary considerably from country to country and in many cases are

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[4] ALTE: Association of Language Testers in Europe. ALTE level 3 is equivalent to B2 of CEF levels.

just recommendations. Moon (2009:314) argues that "one of the main reasons for this diversity is the growing expansion in the English Teaching sector and the move towards an every early start". However, she states that a good teacher has to be proficient in English, it has to be skilled at teaching and have a good English level, which in her opinion opens up a dilemma. The school teachers are normally skilled at teaching but they do not have a good command of English and the specialist English teachers have a background in English but they are not specialists in other areas. She concludes by saying that the English programs have to be designed taking into account the teachers that are going to teach the subject and their skills (Moon, 2009).

The teaching methodology used by the teacher also affects the students learning. Moon (2009) affirms that the teacher has to provide the right conditions to develop children's communicative abilities and produce novel utterances. This can be achieved using a cooperative student centred method or a combination of this method with the teacher centred approach. However, just using the teacher centred technique, the students may just reproduce memorized chunks instead of developing their communicative ability (Moon, 2009).

According to Moon (2009:316) teachers beliefs are "closely linked to their values and have a greater impact on classroom practice." This shows up an important problem, because if teachers' believes are not taken into consideration, the teacher practices may not change through training.

Additionally, she also considers that the classroom context influences the teacher's performance, such as the pressure to finish the book, time available, class size. Sociocultural factors, for instance norms of teaching young children, may also condition the implementation of English programmes (Moons, 2009). Cullen (1998) agrees with Moon when he affirms that classroom context can affect teacher talk, "because the classroom is a unique social environment with its own human activities and its own conventions" (1998:182). Therefore, Cullen suggests that teachers should concentrate on "how to provide feedback in a way which is as communicative as possible in the context of the classroom and assists the attainment of the pedagogical purposes" (1998:183).

Cullen (1998) defines four different features of talk which help the teacher to be communicative, the use of referential questions, content feedback, speech modifications and attempts to negotiate meaning.

Firstly, using referential questions the teacher asks something that he does not know the answer, Consequently this question has a genuine conversation purpose, as some research has revelled (Long and Sato, 1987, cited in Cullen 1998) referential questions have shown marked differences from the "display" questions where there is a set answer and the teacher just asks the pupils to display their understandings (Cullen, 1889).

Secondly, according to Cullen (1889) content feedback helps the teacher to establish a communicative conversation, when the teacher's response to the children's productions is based on the content the student says, not on the form, such as, grammatical or pronunciation aspects.

Speech modifications are an example of how language discourse could be moderated, they are used when the teacher rephrases and hesitates about his own talk, speech modifications enhance that the learning goals could be more successfully achieved (Cullen 1998)

Finally, if the teacher gives attempts to negotiate meaning with the students offering them opportunities to interrupt the teacher and ask for meaning negotiation. The teacher can provide this skill through requests for clarification and repetition.

The next section will concentrate on the characteristics of teacher talk in content language classrooms.

2.3. Teacher talk in content-based classes (CLIL).

According to Echevarría (Echevarría, Ellen and Short, 2010) teaching content in a language the students do not completely understand requires specialized teaching to make the message comprehensible. Guarino (Guarino, Echevarría, Short, Schick, Forbes and Rueda, 2001:79) adds to this affirmation that "teachers must be sensitive

to the fact that English learners have extraordinary cognitive burdens when learning new information in English", because teaching content in the pupil's foreign language implies higher-order thinking skills[5]. Therefore the teacher discourse must be adapted to the pupils' capacities and needs.

This author refers to three key aspects that teacher talk in EFL classes should reflect: appropriateness of talk, clear explanations and some techniques.

Firstly, I will refer to the appropriateness of teacher talk to the student's level, she argues that the educators should adequate the rate of speech and the use of pauses to the students. In this way, beginners would benefit from teachers that slow down their rate of speech and advanced learners from a normal rate of speech. Moreover she points out that teachers should "Carefully monitor the vocabulary and sentence structure they use with English learners in order to match them with student's proficiency levels" (2010:28). Consequently, the use of idioms and complex grammatical structures would help advanced students to learn, and the use of cognates (Languages and words that have the same origin, or that are related and in some way similar), paraphrasing and repetition techniques or reducing the complexity of the sentences would benefit beginners. However, Crossley et all (2007, cited in Echevarría et al (2010:83)) forewarns that "reducing the complexity of the language is effective but should be used judiciously; oversimplification of the spoken or written language eliminates exposure to a variety of sentence constructions and language forms".

Secondly, affirms that learners perform better when the teacher gives clear explanations and instructions, presenting activities and assignments in a step-by-step manner which is supported by an example of the finished product. Furthermore she argues that "oral directions should always be accompanied by written ones so English learners can refer back to them at a latter point" (2010: 83).

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[5] High Order Thinking Skills (HOTS): refers to the idea that some types of learning require more cognitive effort. HOTS "requires that we do something with the facts. We must understand them, connect them to each other, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems" (King, 1998:1)

Finally, the same author explains some techniques that can be used to make content concepts clear, such as using gestures and body language, pictures and objects to help students to make sense of the information and organize it. Another suggestion is providing a model of the activity process, this eliminates ambiguity on the tasks because the teacher is giving the instructions in more than one way. Moreover, providing a preview of the task the student is going to do is a good strategy to assist the student in accessing their prior knowledge. Another method is allowing alternative forms the students can express their understandings in order to reduce the linguistic exigency on pupils. The last technique explained is the use of power points and graphic organizers to provide more visual support and graphically show the key points.

Apart from these three aspects this author also affirms that "should be more balance between student talk and teacher talk to promote meaningful language learning opportunities for English learners"(Echevarría et al, 2010: 15). Echevarría taking as a basis his own research (Echevarría, Silver (1995), cited in Echevarría et al (2010)), affirms that teachers' questions normally drive the discussions in the classrooms and teachers normally ask questions with a pre-established answer, so educators just expect the pupil to guess what they are thinking. In contrast, the author suggests that open ended questions foster greater levels of expression and thinking. Therefore, a classroom discuses where the students could reason rather than memorizing, questioning one another, guessing outcomes and making generalizations will "not only engender higher level thinking about scientific phenomena but also provide an opportunity to grapple with ideas and express themselves using academic English"(p.15).

The author introduces some features that promote balanced interaction. For example, grouping configurations, enough wait time for student's responses, as many opportunities as needed for the students to explain key concepts in L1, work in groups or the teacher use of prompts to encourage elaborated responses.

Lastly, following Echevarría et al (2010) arguments, the advantages of a conversational approach to teaching are numerous. It provides exposure to new terms and information, conversations with other students about the learning concepts, help to

remember them, it provides repetitive opportunities to improve language skills and pupils are more likely to use English, this improves their language proficiency. Productive discussions are more likely to happen in small groups, because they are low-stressing and enable pupils to try out their ideas and express themselves more freely.

The following paragraphs will be dedicated to the strategies the educator should teach to students that facilitate the learning process. Guarino et al (2001: 80) gives the definition of learning strategy, "A learning strategy is a series of steps that can be repeated over and over to solve a problem or to complete a task".

Moreover, learning strategies are important because "Learners are effective, in part, because they have special ways of processing the new information they are learning". Echevarría et al (2010:98). There are some students that develop learning strategies on their own, and some do not. Consequently, the task of the teacher is to support the students that require it (Guarino et al, 2001).

To teach learning strategies Guarino et al (2001) suggest imparting "minilessons" on the skill, because it allows the student to practice in a controlled situation, and introduce gradually the use of the strategy in content area application. Echevarría et al (2010) explains the teaching of learning strategies using the Vygotsky's model of scaffolding through Zone of Proximal Development, where the teacher gives substantial support to the students at the earlier learning stages and then the supports decreases till the student acquires the skill.

Echevarría et al (2010) defines three types of scaffolding that effective teachers incorporate: verbal scaffolding (Such as, paraphrasing, using think-alouds, reinforcing contextual definitions, providing correct pronunciation by repeating students' responses or slowing speech, increasing pauses and speaking in phrases), procedural scaffolding (includes one to one teaching, small group interaction) and instructional scaffolding (to prepare the children for the content or to assist comprehending and organizing the content).

3. <u>Study</u>

3.1. <u>Introduction to the study</u>

The research project focuses on the teacher's oral communication in the primary classroom; the teachers' talk in foreign language classes and in content-based English classes carried out in English will be compared. This research project tries to identify the oral strategies teachers use to teach in EFL classes and in CLIL classes. For example, the use of background experience, scaffolding techniques or adapting the rate of search to student's level. Furthermore, this study investigates the output of a particular teacher and tries to find out the strategies she uses to solve the linguistic barriers in order to get the knowledge across the students. The investigation will compare the teacher talk in two sessions of CLIL and in two sessions of EFL classes to discover how teacher talk changes depending on the type of subject. It has to be explained that the content lessons that were observed were science classes done in English[6].

In the first place, I have chosen this topic because I am studding to be an English teacher and I am interested in expanding my knowledge about how English can be taught and learned at school level. Secondly, I decided to focus on the oral communication of the teacher because it has been an actively discussed topic in recent years, due to the low English level of English achievement among Catalan pupils in contrast with other European countries. The third reason is that I have been taught about the research topic in several subjects, but not directly, so I am interested in going deeper on to the importance of teacher's oral communication.

At the moment, Teaching in English is a hard task because there are so many things that have to be taken into account in comparison with teaching in your first language; such as, assuring that students can understand you, using the correct vocabulary and pronouncing it well and enhancing children to speak English among many others. Therefore, I thought researching about teacher's oral language could give me more

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[6] In the school the science CLIL classes were not part of the school curriculum. Therefore, this subject was not evaluated. The pupils were doing the compulsory science subject in Catalan.

knowledge about how to teach and which strategies I could use as a future English teacher.

3.2. Research question

The research question is the following one:

Do teachers use similar oral communication strategies when they are teaching EFL and when they are teaching content-based CLIL classes?

3.3. Research context and participants

The Research was carried out in the 4th grade class of a primary education school placed in a little town in the middle of Catalonia. The school is a grant-aided one and works as a cooperative; it has got 628 pupils. This school is highly interested in fostering English among the students. Three years ago, they strongly increased the level of English teaching; they started by changing the English books. Moreover, they promoted English by teaching the science subject in English and the school has a language assistant who helps children to improve their oral skills. Furthermore, they organize extra activities to enhance the use of English among the students, they organize an English day, a competition on English writing and English camps during the academic year.

The participants of the research were fourth grade students of the school and their tutor, who is the teacher that teaches both English and science to the group. The class group was composed by 25 students and they came from a medium or high social class.

The reason why this school was selected for my project was because it was the most convenient one for me, as it was the school I undertook my placement. Therefore, to choose the sample school I followed the "Convenience Sampling" method. In this procedure the participants selected are the available and accessible ones (Cardona, 2002:129). The decision of carrying out the research in fourth grade of primary education was also based on a convenience. The fourth graders were the unique

students that had the same teacher for English and Science lessons and I was going to observe them.

3.4. <u>Data gathering and instruments</u>

The instrument chosen to gather data was through recordings. This methodology is useful because it permits taping all the dialogic exchanges occurred during the classes and it allows analysing the data later on. The four researched lessons were recorded using a tape recorder; it was placed next to the teacher in order to be able to clearly tape all the teacher talk and also the children's contributions to the class.

Furthermore, to be able to analyze the data all the recordings[7] were transcribed, then a chart was designed with the objective of comparing and analyzing the transcriptions of the lessons. This chart was elaborated using as a reference the "The SIOP Model Observation Protocol" (Echevarría et al, 2010) and an adaptation that Florit (2009) made of it.

To elaborate the research table[8] firstly I had to plan how to design the research items in order to be able to gather the information I was interested in, Therefore, I needed to reflect on what I "wanted to measure" (Cohen, Manion, Morrison, 2011:415) and what were my objectives of the research. My process of elaborating the data gathering instruments was the following one: firstly I read in detail the theoretical framework and the examples of research chard I had. Secondly, I defined the research items and the structure of the chart.

The research items were designed from the mixture of theoretical framework information and the charts I had as a reference. The items were grouped in six general topics, each of this topics contained concrete items referring to particular situations or aspects form the session. For example, the first group of items in the chart talked about the appropriateness of the teachers' speech to the student's levels, and the sub-items referred to the rate of speech when the pupils do not understand the teacher, or about the uses of strategies; such as, repetition or paraphrasing to enhance understanding.

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[7] The transcription of the recordings can be found on "Appendices 1,2,3,4"
[8] The research table can be found on "Appendix 5"

In addition, to design the structure of the research table I used the "rating scales" method (Cohen et al, 2011). A gradation system was used to reflect the teachers' oral productions, but instead of using a numeric gradation system, as Echevaría et al (2010) and Florit (2009) did, I divided the gradation in "highly evident", "somewhat evident" and "not evident". The reason for taking this decision was that I considered difficult and not so realistic to evaluate the teacher's talk so precisely, due to the fact it was a qualitative research and my conclusions could be subjective. Moreover, I added an observation part in the chart, where I could reflect the reason why I selected one box or another in the gradation system.

The main reason for selecting this research method was because it permits to record all the interactions in the classroom and analyze them later on. This methodology gave me the opportunity of analyzing the teacher talk deeply and not rushing to fill up all the items and observations during the class, as some direct observation methodologies require. Another reason for choosing this method was that it gave me the chance to use parts of the recoding to provide examples and proofs of the conclusions taken in the research.

In fact, I would have preferred to video tape the sessions instead of just recording them, because you can capture non dialogical interaction, such as gestures and expressions, but for privacy reasons this couldn't be possible. This problem was partly solved because I was attending the classes while they were being taped and I could observe the gestural interactions.

However, a negative part of using this method is that this observation method requires a higher interference of the researcher in filling the research chart, because the researcher needs to make judgements about the events observed which can introduce elements of "unreliability" to the observation (Cohen et al, 2011:463).

The field work was done, as I mentioned before, in the school I undertook my placement. This gave me some facilities to collect the data. A positive point for the data collection is that when the research was done I already knew the pupils and the teacher, also I knew about the functioning of the school and how English was

organized. For this reason the days I chose to collect the data were at the end of my stay in the school.

The steps followed in the research were: The first day when I arrived in the school I asked the teacher if I could undertake the research in the school and in her classroom, also I wandered about if I had to ask for a school permission to do my research. Additionally, I explained to the teacher what my research was about and the reasons for doing it. Later on we talked about the details of the research and she said that she preferred not being videotaped, we also decided the days I could do my research. Finally I taped the recordings.

During the recordings the researcher's role was as "non participant", because I didn't want to influence the classroom dynamics. Therefore, I was sitting on the back of the classroom observing and taking notes of the relevant things that were occurring and about some important gestures and interactions that could be relevant for the research.

4. <u>Data analysis</u>

I decided to analyse the information gathered following a thematic segmentation of the information. As Rodríguez (2003) explains, this method consists on dividing the information following the different subject matters of the data.

I organized the data gathered using the six main topics elaborated in the research schedule. These emerging topics are:

- Speech appropriateness to the students' level.
- Building background.
- Clear explanations of the academic tasks.
- Interactions.
- Teacher prompts.
- Strategies.

From each of these main topics some subtopics were added, these subtopics are the items I focused on to in order to analyze the transcriptions, see the levels bellow.

<u>EFL lesson 1, irregular verbs</u>

Items	Highly evident	Somewhat Evident	Not evident	Observations
Speech appropriate to student's level.				
Adapt language to the level of the students.	■			She repeats the sentences when the children don't understand her, she gives examples and connects background knowledge with the lesson.
Slow down the rate of speech when pupils do not understand the teacher.		■		Sometimes, she often repeats the sentences if the children don't understand it.
Use repetition or paraphrasing to enhance understanding.	■			She uses repetition very often, she also uses paraphrasing, she asks for children's feedback using short questions, such as, Yes? ok?
Building background.				
Make clear links between student's past learning and new concepts.	■			She cites events that all the class know about. At the beginning of the class she makes a revision of what they were doing doing on the previous lessons.
Explicitly link concepts to students' background experience.	■			She links past experiences or knowledge with the content she is talking about. For example, the playground.
Emphasize key vocabulary.	■			She revises the main vocabulary at the beginning of the

	■			session and then she repeats it during the session, finally, they do some exercises about it.
Use supplementary materials to make lesson clear and meaningful.		■		She uses the material provided by the textbook and she projects it in the board.
Clear explanation of academic tasks.				
Give clear instructions for the activities and assignments.	■			Yes, she explains what they are she going to do. Moreover, she asks the pupils to read the headlines and clarifies some difficult words, she checks if the children understood the instructions. She starts doing the activity with the children in order they can understand it.
Present instructions step by step.	■			Yes, she reads a part of the instructions and explains them, then she checks if the children understood it and continues explaining.
Oral directions are accompanied by written ones.	■			The children have the written directions in the book which is normally projected on the interactive board.
Make expectations clear to students.		■		Not explicitly, but she tells them what they should know for the exam.
Interaction.				
Provide frequent opportunities for interaction and discussion.	■			She asks open ended questions that permits interaction and discussion, but the students do not have enough knowledge to construct sentences in English. The content of the session didn't propitiate a large amount of discussions. The children's interactions in English were short and following the teacher's questions. the children's questions are normally done in Catalan.
Use open ended questions.	■			Sometimes, but not as often as with content lessons.
Group students to support language and content objectives.			■	She does not group the students
Consistently afford sufficient wait time.	■			Yes, if she observes the students no not answer her question then she, give them clues to answer.
Give ample opportunities for clarification for concepts in L1.	■			She normally asks what is the meaning of...? She use L1 clarification and to explain complex concepts. The presence of Catalan in the teacher production is little, just when the teacher thinks it is necessary and she goes back to English after that. Sometimes the children translate what the teacher is saying in order the other pupils can understand it.
Teacher prompts.				
Prompts more thinking.	■			Prompts students to try to say some words in English. Prompts reflecting about the language.
Prompts to fortify or justify a response.	■			She helps the students to reflect about the grammatical rules. Example: why are we writing here "find" present and not "found" past?
Strategies.				
Use a variety of techniques to make content concepts clear.	■			Spells words, uses background experience, examples, anticipation (example: is he a doctor? yes he is no he isn't) She also asks a question to the group in general and if they don't answer she asks to a particular child. She

Items	Highly evident	Somewhat Evident	Not evident	Observations
	■			starts a saying the word the students don't remember.
Consistently use scaffolding techniques throughout lesson.	■			She asks a general question, if the student's don't answer she paraphrases it or asks a more concrete question.
Employ a variety of question types.	■			Is it..., which, what , who, where, can you..., are you.. do you...why...

EFL lesson 2, Yellowstone Park

Items	Highly evident	Somew hat Evident	Not evident	Observations
Speech appropriate to student's level.				
Adapt language to the level of the students.	■			She slows down the rate of speech in some occasions when some of the content that has to be explained is difficult to comprehend.
Slow down the rate of speech when pupils do not understand the teacher.	■			In some occasions, to make content more comprehensible.
Use repetition or paraphrasing to enhance understanding.	■			Very often
Building background.				
Make clear links between student's past learning and new concepts.	■			She refers to vocabulary children already know, but the learning concept is new, so they cannot link it with the topics done before.
Explicitly link concepts to students' background experience.	■			Example: she explains when she burnt her fingers. She also compares the mud in Yellowstone park with the mood in the playground.
Emphasize key vocabulary.	■			She repeats and uses in different situations the key words. She usually explains the words and she refers back to them. She uses questions like: what does it mean...? to check if the children comprehend the vocabulary.
Use supplementary materials to make lesson clear and meaningful.	■			She uses extra images to place Wyoming and Yellowstone park in the map.
Clear explanation of academic tasks.				
Give clear instructions for the activities and assignments.	■			In this lesson they do the activities all the class together. The children read the instructions, and the teacher repeats them, and asks for the meaning of some words.
Present instructions step by step.	■			She don't explain how to do the activity, it was so graphical and visual.
Oral directions are accompanied by written ones.	■			The written directions are in the textbook
Make expectations clear to students.		■		Not explicitly, but she gives them positive and negative feedbacks.
Interaction.				
Provide frequent opportunities for interaction and discussion.	■			Yes, the children can ask the concepts that do not understand, and the teacher normally asks if the children understood her explanations saying yes? Ok?

	Highly evident	Somewhat Evident	Not evident	Observations
	■			She permits and fosters discussion because the children can understand the complex content they are talking about. In this session the teacher spent a large amount of time in explanations and solving the children's doubts about the content.
Use open ended questions.	■			Very often, she asks open ended questions asking for children's opinions.
Group students to support language and content objectives.			■	In this lesson she don't do group activities.
Consistently afford sufficient wait time.	■			Yes, she waits for students' feedback
Give ample opportunities for clarification for concepts in L1.	■			She uses L1 in different purposes, to clarify concepts, to explain difficult thinks the children wouldn't understand, to check children's understanding, and children use L1 to check their comprehension and normally they talk to the teacher in Catalan.
Teacher prompts.				
Prompts more thinking.	■			Example: why is it called Yellowstone park? What is the meaning of Yellowstone? Prompts thinking the reason why these kind of natural events happen in the Park.
Prompts to fortify or justify a response.	■			She prompts giving justified answers to the open ended questions. Helps the children justify the cause of the natural factors that happen in Yellowstone park.
Strategies.				
Use a variety of techniques to make content concepts clear.	■			Examples: explanations in L3 and L1, repetition, paraphrasing, translating, prizing, questioning, asking for feedback. asking for the meaning of a word or sentence.
Consistently use scaffolding techniques throughout lesson.	■			First, she asks a general question, then she simplifies and explains them till the students can understand the questions.
Employ a variety of question types.	■			Examples: is it my park? What colour is the stone? How many states are there in the USA?

CLIL Lesson 1: Materials 1

Items	Highly evident	Somewhat Evident	Not evident	Observations
Speech appropriate to student's level.				
Adapt language to the level of the students.	■			She often uses scaffolding to adapt the language to the children. She also repeats the sentences of the students to make them available for the rest of the students.
Slow down the rate of speech when pupils do not understand the teacher.		■		When it is necessary, but she usually speaks at a normal rate. which students can understand.
Use repetition or paraphrasing to enhance understanding.	■			Very often, she also uses paraphrasing, she asks for children's feedback using short questions, such as, Yes? ok?

Building background.				
Make clear links between student's past learning and new concepts.	■			The teacher uses the background knowledge of the children about materials. The teacher made a revision of the content explained in the last unit and she introduced the new unit.
Explicitly link concepts to students' background experience.	■			Example: do you remember the necklaces you made of macaroni?
Emphasize key vocabulary.	■			A lot, she repeats and reviews the key vocabulary constantly.
Use supplementary materials to make lesson clear and meaningful.	■			Real Objects made of the target materials.
Clear explanation of academic tasks.				
Give clear instructions for the activities and assignments.	■			She explains what to do and reads the instructions, she does an example activity and lets the students continue. then they correct it together.
Present instructions step by step.	■			Yes, she gives an instruction and when the children have done it she keeps going.
Oral directions are accompanied by written ones.	■			The written directions are the headlines of the exercises.
Make expectations clear to students.		■		She explains what they are going to do but not why.
Interaction.				
Provide frequent opportunities for interaction and discussion.	■			She asks the students: which objects they think are made of...? And they discuss about the possible materials.
Use open ended questions.	■			Often, examples: which material is this made from?, can you see something else?
Group students to support language and content objectives.			■	Not in the session.
Consistently afford sufficient wait time.	■			When the students do not answer to her questions she asks for feedback, saying: yes? Ok? Or did you understand?
Give ample opportunities for clarification for concepts in L1.	■			Yes, to clarify concepts, to check understanding, she also uses Catalan when she don't have time for explaining something in English (at the end of the class). but not as often as in other sessions, the objects kelp to explain most part of the things.
Teacher prompts.				
Prompts more thinking.	■			She negotiates with the students the material of different objects. Examples: Do you know any other things made of wood? do you know any other materials?
Prompts to fortify or justify a response.	■			She gives some reasons supporting her affirmations. Example: the colour of the door is orange, right? But this is because there is something stuck on the wood, what is stuck?
Strategies.				
Use a variety of techniques to make content concepts	■			A new technique she uses in this lesson is to say something which is not true in order to realize if the

Items	Highly evident	Somewhat Evident	Not evident	Observations
clear.	■			children understood it. she starts the word the children cannot remember.
Consistently use scaffolding techniques throughout lesson.	■			Yes, she throws general questions and then more concrete ones till students can comprehend.
Employ a variety of question types.	■			Examples: why not? Which is the first unit we did? what is a had made of?

CLIL Lesson: materials 2

Items	Highly evident	Somewhat Evident	Not evident	Observations
Speech appropriate to student's level.				
Adapt language to the level of the students.	■			Yes, uses repetition, recasting , paraphrasing or asks and explains the meaning of the words.
Slow down the rate of speech when pupils do not understand the teacher.		■		Most of the time it is not necessary because the pupils can understand the teacher.
Use repetition or paraphrasing to enhance understanding.	■			Very often, they are one of the main strategies she uses.
Building background.				
Make clear links between student's past learning and new concepts.	■			She refers to the properties of the materials the children already know, and the vocabulary they have learnt on the previous session.
Explicitly link concepts to students' background experience.	■			Example: do you remember what C2, gave us for his birthday? That booklet with origami things.
Emphasize key vocabulary.	■			Constantly repeats and revises the vocabulary.
Use supplementary materials to make lesson clear and meaningful.	■			Real objects that are made from the different materials.
Clear explanation of academic tasks.				
Give clear instructions for the activities and assignments.	■			Yes she explains the exercises and the main concepts related to them, in this case they do the activities together.
Present instructions step by step.	■			Yes, she clearly explains the steps to follow.
Oral directions are accompanied by written ones.	■			The written instructions are in the book.
Make expectations clear to students.		■		Not explicitly.
Interaction.				
Provide frequent opportunities for interaction and discussion.	■			Yes she asks open ended questions like: do you know any other material that is resistant? And she lets the students make questions and she answers them and relates them to the lesson.
Use open ended questions.	■			Often, but normally there children do not know how to answer.

	Col1	Col2	Col3	Observations
Group students to support language and content objectives.		X		Not in this session. But in other occasions I could observe that the teacher programmed group activities.
Consistently afford sufficient wait time.	X			Yes, she waits for student's response.
Give ample opportunities for clarification for concepts in L1.	X			Yes, to clarify concepts, to check understanding, but not as often as in other sessions, the objects kelp to explain most part of the things. She also uses the recasting strategy and translates the children's productions in English. Children use translation to check comprehension.
Teacher prompts.				
Prompts more thinking.	X			She prompts the students to think about the properties of the materials, asking questions and simulating situations. Examples: where is this material coming from? Is wood resistant?, what happens if I do this?
Prompts to fortify or justify a response.	X			Very often, she asks why some materials have some properties and not have other properties. Examples: why is this material resistant?
Strategies.				
Use a variety of techniques to make content concepts clear.	X			Give examples, repetition, check comprehension, paraphrasing, scaffolding, to give clues, background experience. She says where the answer of the question can be found instead of just saying the answer.
Consistently use scaffolding techniques throughout lesson.	X			Yes, she asks several questions till the pupil can answer.
Employ a variety of question types.	X			Is it..., which, what , who, where, can you..., when.. do you.. why...does it..

5. Results

In the research results, the data about each topic from the two EFL lessons and the two CLIL classes were compared. In order to analyze the results a graph was elaborated and also a table with comments taken from the recordings and the classroom observation.

The first lesson recorded in the research was an EFL class, they were revising and working on the formation of some irregular verbs, and constructing affirmative negative and interrogative sentences with them. The second EFL lesson talked about the Yellowstone Park and some natural phenomenon that occur there. The two CLIL lessons recorded were consecutive and they were looking at some materials, trying to find about what some objects were made from and whether these materials had a plant, mineral or animal origin.

The first topic in the research chard concerns the appropriateness of the teacher talk to the students' level. The results gathered were the following: (see Figure 1 and table 1)
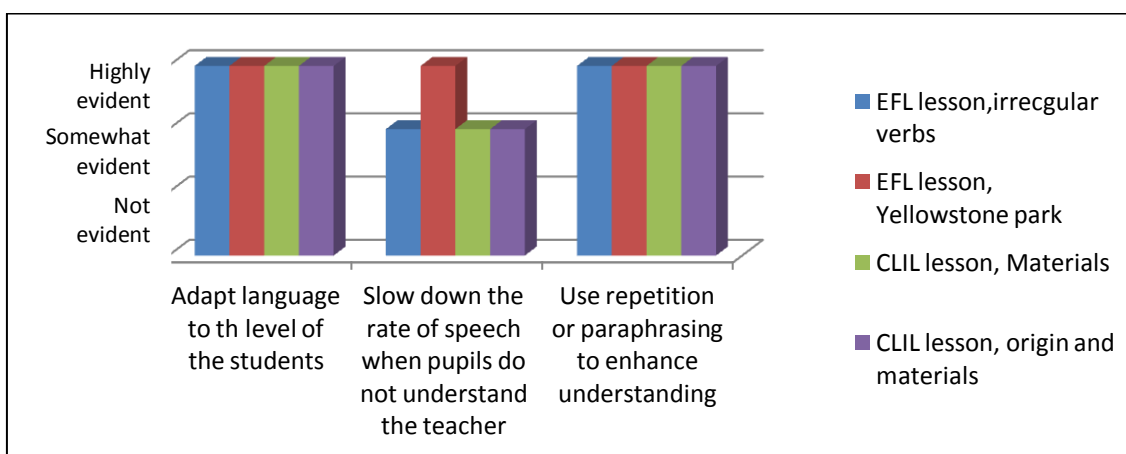

Figure 1: Speech appropriateness to the students' level.

Items	ELF lesson irregular verbs	EFL lesson Yellowstone Park	CLIL lesson materials 1	CLIL lesson materials 2
Speech appropriate to student's level.				
Adapt language to the level of the students.	She repeats the sentences when the children don't understand her, she gives examples and connects background knowledge with the lesson.	She slows down the rate of speech in some occasions when some of the content that has to be explained is difficult to comprehend.	She often uses scaffolding to adapt the language to the children. She also repeats the sentences of the students to make them available for the rest of the students.	Yes, uses repetition, recasting , paraphrasing or asks and explains the meaning of the words.
Slow down the rate of speech when pupils do not understand the teacher	Sometimes, she often repeats the sentences if the children don't understand it.	In some occasions, to make content more comprehensible.	When it is necessary, but she usually speaks at a normal rate. which students can understand.	Most of the time it is not necessary because the pupils can understand the teacher.
Use repetition or paraphrasing to enhance understanding.	She uses repetition very often, she also uses paraphrasing, she asks for children's feedback using short questions, such as, Yes? ok?	Very often	Very often, she also uses paraphrasing, she asks for children's feedback using short questions, such as, Yes? ok?	Very often, they are one of the main strategies she uses.

Table 1: Speech appropriateness to the students' level.

It can be seen in the graph and in the comments table that the teacher adapts her language to the student's level. She very often uses the repetition and paraphrasing strategies in order to accomplish this function. On the one hand, The teacher automatically repeats some of the student's answers to make them available to the rest of the class, when the pupils are not paying attention or do not answer the teacher's questions, she often uses repetition and paraphrasing in order to help the students understand what she is saying. On the other hand, it can be seen that the educator sometimes slows down the rate of speech, but it's not needed very often because the students can comprehend what the teacher is saying when she is talking at normal rate of speech. Moreover, she tends to use other strategies, instead of slowing down the rate of speech, such as paraphrasing and repetition to make the students understand what she is saying.

Comparing the EFL and CLIL lessons it can be seen that she uses the same strategies for both classes. However, it was observed that she slowed down the rate of speech more often in the EFL lesson when they were talking about the Yellowstone Park. This can

be due to the fact the content of the lesson was more difficult to explain and understand and it contained new vocabulary.

In conclusion, from the research data it can be said that the teacher adapted the rate of speech to the students, and the way of doing it was very similar in the content and foreign language lessons. There aren't very many differences between the teacher's performance in content and language lessons, it manly depends on what is being taught in each particular session. And it also depends very much on the difficulty of the contents taught. Difficult contents require more scaffolding and more adaptation of the input the students receive.

The second main theme wanders the teacher's use of children's background experience and knowledge to construct new knowledge. This is the information gathered about this topic:
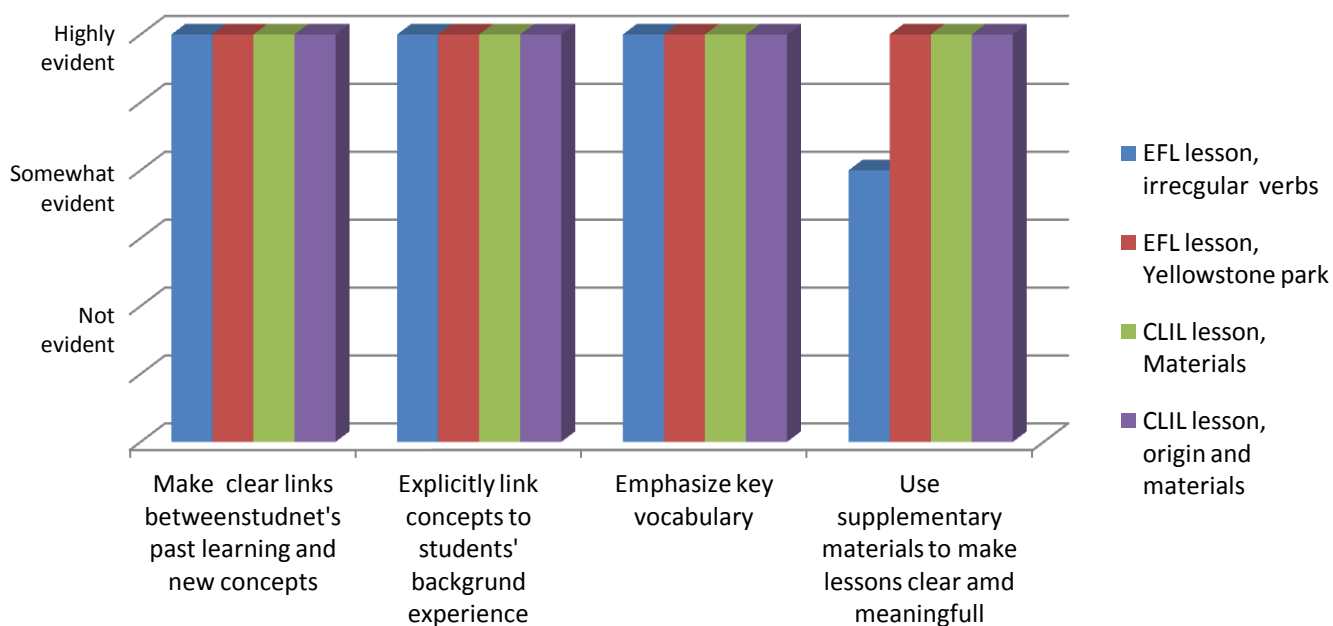

Figure 2: Building background.

Items	ELF lesson irregular verbs	EFL lesson Yellowstone Park	CLIL lesson materials 1	CLIL lesson materials 2
Building background				
Make clear links between student's past learning and new concepts	She cites events that all the class know about. At the beginning of the class she makes a revision of what they were doing doing on the previous lessons.	She refers to vocabulary children already know, but the learning concept is new, so they cannot link it with the topics done before.	The teacher uses the background knowledge of the children about materials. The teacher made a revision of the content explained in the last unit and she introduced the new unit.	She refers to the properties of the materials the children already know, and the vocabulary they have learnt on the previous session.
Explicitly link concepts to students' background experience	She links past experiences or knowledge with the content she is talking about. For example, the playground.	Example: she explains when she burnt her fingers. She also compares the mud in Yellowstone park with the mood in the playground.	Example: do you remember the necklaces you made of macaroni?	Example: do you remember what C2, gave us for his birthday? That booklet with origami things.
Emphasize key vocabulary	She revises the main vocabulary at the beginning of the session and then she repeats it during the session, finally, they do some exercises about it.	She repeats and uses in different situations the key words. She usually explains the words and she refers back to them. She uses questions like: what does it mean...? to check if the children comprehend the vocabulary.	A lot, she repeats and reviews the key vocabulary constantly.	Constantly repeats and revises the vocabulary.
Use supplementary materials to make lesson clear and meaningful.	She uses the material provided by the textbook and she projects it in the board.	She uses extra images to place Wyoming and Yellowstone park in the map.	Real Objects made of the target materials.	Real objects that are made from the different materials.

Table 2: building background

From the graphs above, it can be observed that the teacher used strategies to build knowledge using children's experiences and learning.

In relation to the links between the student's past learning and the new concepts, it could be noticed that in all the lessons she made reference to previous explanations or to activities already done and also to previous knowledge of the children. For example, in the CLIL sessions, she used the pupils' knowledge about materials to introduce the English vocabulary using recasting strategies. Actually, she normally did a revision of the topic at the beginning of the sessions and linked it with what they were going to do during the session; she used this strategy in every session except from the Yellowstone

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EFL lesson where the theme introduced was new for the children and difficult to be connected to the themes done before.

Concerning the item "Explicitly link concepts to student's background experience" it could be observed that the teacher, in all the lessons recorded, often referred to some past experiences all the class lived together, or to places and situations the class knew about. For example, she used to make reference to the school playground, a place all the children know very well.

Another of the items analyzed was the teacher's emphasis on key vocabulary; it could be detected that she used this strategy very often. She used questions like "what does it mean...?" to help the children know the meaning of the important words. Moreover, when she had explained some new words and the teacher wanted the children to remember them, she used to refer back to them or revise them during the class, often more than twice; this strategy could be observed during all the lessons observed, but mainly in the CLIL lessons and in the Yellowstone park EFL session.

Referring to the supplementary material used, it can be observed, that in this case, the teacher used extra material in the lessons that were talking about content information; on the contrary, on the irregular verbs lesson, where the teacher was talking about the language she just used the material supplied by the textbook.

To sum up, it could be observed that the teacher made reference to past learning and past experiences in all the sessions observed. However, in the content-based lessons the building background strategies were fostered.

The third theme I gathered information about is "clear explanations of the academic tasks". The information gathered and the results can be found below: (see figure 3 and table 3)
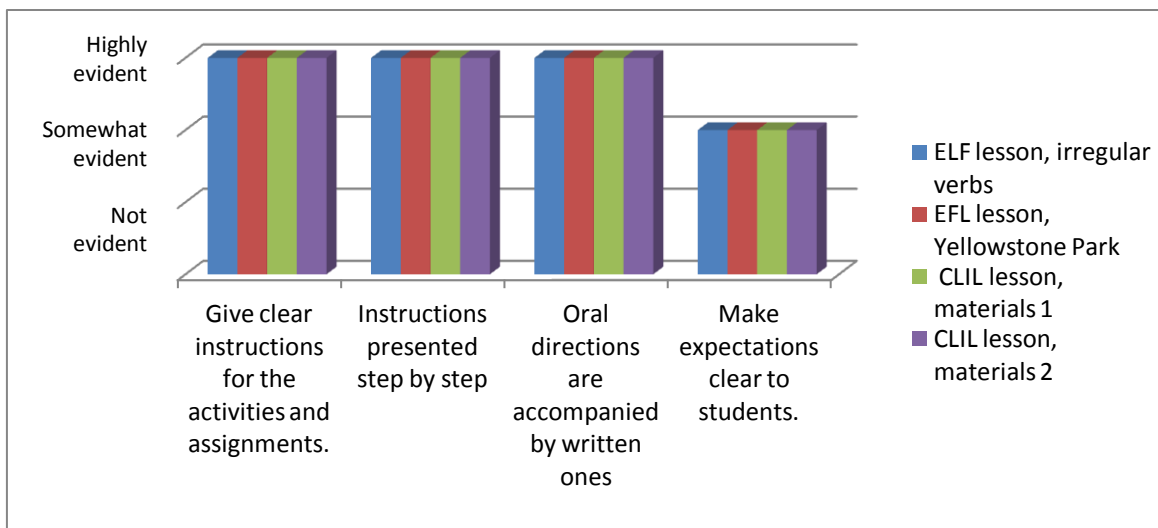
Figure 3: Clear explanations of the academic tasks

Items	ELF lesson, irregular verbs	EFL lesson, Yellowstone Park	CLIL lesson, materials 1	CLIL lesson, materials 2
Clear explanation of academic tasks.				
Give clear instructions for the activities and assignments.	Yes, she explains what they are she going to do. Moreover, she asks the pupils to read the headlines and clarifies some difficult words, she checks if the children understood the instructions. She starts doing the activity with the children in order they can understand it.	In this lesson they do the activities all the class together. The children read the instructions, and the teacher repeats them, and asks for the meaning of some words.	She explains what to do and reads the instructions, she does an example activity and lets the students continue. then they correct it together.	Yes she explains the exercises and the main concepts related to them, in this case they do the activities together.
Instructions presented step by step	Yes, she reads a part of the instructions and explains them, then she checks if the children understood it and continues explaining.	She don't explain how to do the activity, it was so graphical and visual.	Yes, she gives an instruction and when the children have done it she keeps going.	Yes, she clearly explains the steps to follow.
Oral directions are accompanied by written ones	The children have the written directions in the book which is normally projected on the interactive board.	The written directions are in the textbook	The written directions are the headlines of the exercises.	The written instructions are in the book.
Make expectations clear to students.	Not explicitly, but she tells them what they should know for the exam.	Not explicitly, but she gives them positive and negative feedbacks.	She explains what they are going to do but not why.	Not explicitly.

Table 3: Clear explanations of the academic tasks.

Form the graph and the comments table it can be seen that the teacher gives instructions in a clear way and step by step. But the type of activity conditions the way the teacher explains it. For example, the Yellowstone park activity was quite graphical and just observing the task you could realise what had to be done; therefore, in this case, she did not explain the activity step by step. However, when the activity requires clear explanations the teacher uses some strategies; the students or herself read the instructions, then she explains them and ask the children if they have understood it; if it's necessary she explains some concepts again and gives an example of how to do the activity. The way the teacher explains the activities does not significantly change from the EFL lessons to the CLIL lessons.

Referring to whether the oral directions are accompanied by written ones, it was observed that the teacher did not write the instruction on the board, but the instructions of the activities were available in the textbox and also were projected on the interactive board, therefore if some pupils needed a written support, they could easily obtain the information from the board or from the textbook.

Another item observed was whether the teacher made expectations clear to the students, as it can be seen in the comments table and in the graph, the teacher did not express the expectations of the students in a direct way, but they could perceived them from some comments she did. For example, when she was explaining what pupils had to study for the exams, she was saying to the students what it was required for them to know. Furthermore, she used to give them positive and negative feedback about their contributions to the class.

To sum up, the teacher assured in all the lessons observed the children understood the instructions she was giving and she used strategies, such as asking the meaning of some sentences, giving examples of what to do or accompanying with oral directions with written ones. However, the teacher does not make the expectations clear in a direct way. Comparing the results from EFL lessons and CLIL classes, significant differences cannot be distinguished.

The forth topic researched is the interaction between the students and the teacher and how this occurs in EFL and CLIL lessons (see Figure 4 and table 4).
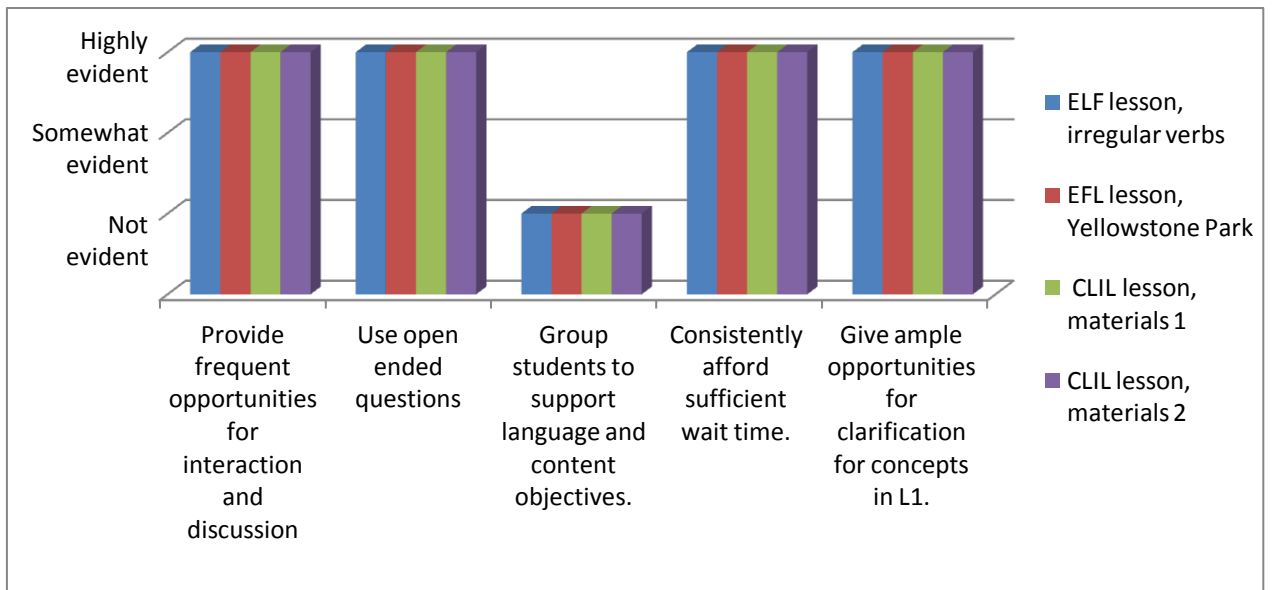
Figure 4: Interactions

Items	ELF lesson, irregular verbs	EFL lesson, Yellowstone Park	CLIL lesson, materials 1	CLIL lesson, materials 2
Interactions.				
Provide frequent opportunities for interaction and discussion	She asks open ended questions that permits interaction and discussion, but the students do not have enough knowledge to construct sentences in English. The content of the session didn't propitiate a large amount of discussions. The children's interactions in English were short and following the teacher's questions. the children's questions are normally done in Catalan.	Yes, the children can ask the concepts that do not understand, and the teacher normally asks if the children understood her explanations saying yes? Ok? She permits and fosters discussion because the children can understand the complex content they are talking about. In this session the teacher spents a large amount of time in explanations and solving the children's doubts about the content.	She asks the students: which objects they think are made of...? And they discuss about the possible materials.	Yes she asks open ended questions like: do you know any other material that is resistant? And she lets the students make questions and she answers them and relates them to the lesson.
Use open ended questions	Sometimes, but not as often as with content lessons.	Very often, she asks open ended questions asking for children's opinions.	Often, examples: which material is this made from?, can you see something else?	Often, but normally there children do not know how to answer.
Group students to support language and content objectives.	She does not group the students	In this lesson she don't do group activities.	Not in the session.	Not in this session. But in other occasions I could observe that the teacher programmed group activities.

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Consistently afford sufficient wait time.	Yes, if she observes the students no not answer her question then she, give them clues to answer.	Yes, she waits for students' feedback	When the students do not answer to her questions she asks for feedback, saying: yes? Ok? Or did you understand?	Yes, she waits for student's response.
Give ample opportunities for clarification for concepts in L1.	She normally asks what is the meaning of...? She use L1 clarification and to explain complex concepts. The presence of Catalan in the teacher production is little, just when the teacher thinks it is necessary and she goes back to English after that. Sometimes the children translate what the teacher is saying in order the other pupils can understand it.	She uses L1 in different purposes, to clarify concepts, to explain difficult thinks the children wouldn't understand, to check children's understanding, and children use L1 to check their comprehension and normally they talk to the teacher in Catalan.	Yes, to clarify concepts, to check understanding, she also uses Catalan when she don't have time for explaining something in English (at the end of the class). but not as often as in other sessions, the objects kelp to explain most part of the things.	Yes, to clarify concepts, to check understanding, but not as often as in other sessions, the objects kelp to explain most part of the things. She also uses the recasting strategy and translates the children's productions in English. Children use translation to check comprehension.

Table 4: Interactions.

From the graph and the table with comments it can be observed that the teacher fosters interaction and communication between the teacher and the students.

Referring to whether the teacher provides enough opportunities for interaction and discussion, it could be observed that, in the four lessons recorded, the teacher asks questions to the students, she asks for feedback about pupils' understandings and also she gives opportunities to the children to ask questions. Moreover, she uses questions, such as "yes? ok? Or did you understand?", to check if the students understood her explanations and, in case they did not, she explains the concepts again. Nevertheless, the children's command of English limits their oral productions. Therefore, they usually answer the teacher questions using one word answers or short sentences, and when they want to ask questions they normally do it in Catalan.

Comparing the interaction in EFL and CLIL lessons, it can be noticed that the interactions were different depending on the content of the lesson. In the CLIL lessons and in the Yellowstone EFL Park class, the teacher gave many more explanations, and the children also asked many questions in order to clarify their comprehension. On the

contrary, in the EFL session about the irregular verbs, the pupils' interactions were short and most of the time they were just answering the teacher's questions.

In relation to the teacher's use of open ended questions it could be observed that the teacher used them in all the lessons. But this kind of question was much more present in the EFL lesson about the Yellowstone Park, and there was little presence of them in the Irregular verbs lesson. This fact can be due to the fact that in the Yellowstone Park lesson there was a large amount of meaning to comprehend in comparison to the "verbs" lesson, because the children had been working on this concept in previous sessions.

Another item referred to "Group students to support language and content objectives"; in the sessions observed, the teacher did not plan any group activities. Even though, I could observe other lessons where she planed group activities, In fact, she used to program a group task at the end of each book topic in CLIL lessons.

Regarding the affordance of sufficient wait time, it could be noticed that the teacher, in all the lessons, when she asked a question, she waited for the children's answer, except from some rhetorical questions. Moreover, if the students were not answering her questions she asked again for feedback. For example, "saying yes? ok? or do you understand?". In the case the students were not answering the questions, because they did not know the answer, she used scaffolding strategies in order to help the students.

The last item in the interaction topic is if the teacher gives ample opportunities for clarification in L1 (first language). It could be observed that the teacher often uses the first language for three main purposes; the first one is to clarify the meaning of some vocabulary or explanations she is giving. She also uses L1 to check if the students comprehend what she is saying and she normally uses the questions "what is the meaning of...? or what does it mean?". Finally, she uses L1 to explain difficult and complex things that the pupils wouldn't understand otherwise.

The students also use L1 in different situations. They use L1 to check their comprehension, to make sure their understandings are right. They also use L1 to ask

questions to the teacher or to explain something, due to the fact that their command of English unables them to construct complex sentences. Moreover, occasionally they use the first language to translate what the teacher says, permitting their companions to understand what the teacher is explaining.

Comparing the different lessons observed it could be detected that in the content based lessons, where the content was more difficult to explain and understand, the teacher used more often the first language. But in the CLIL lessons the teacher used less often the L1 strategy than in the Yellowstone Park class. This could be due to the fact that the teacher was using objects and extra materials to do the class; this simplified the explanations and the need to use L1.

Furthermore, comparing the teacher's use of L1 and English it could be said that most of the time the teacher uses English and just turns to Catalan when she thinks it is necessary, like in the occasions mentioned above.

To conclude I would like to say that, as it could be observed, the teacher definitely fosters interaction between the teacher and the students. It also could be noticed that depending on the complexity of the content explained, the teacher uses more or less interaction strategies. Moreover, I realized that contrasting the four lessons the amount of teacher talk and pupils talk varied. On the content based lessons the teacher explanations were increased and the children's productions reduced a little, but these productions were more spontaneous and complex.

The next item that was analysed in this research project is the use of the teacher's prompts; the results can be found below.
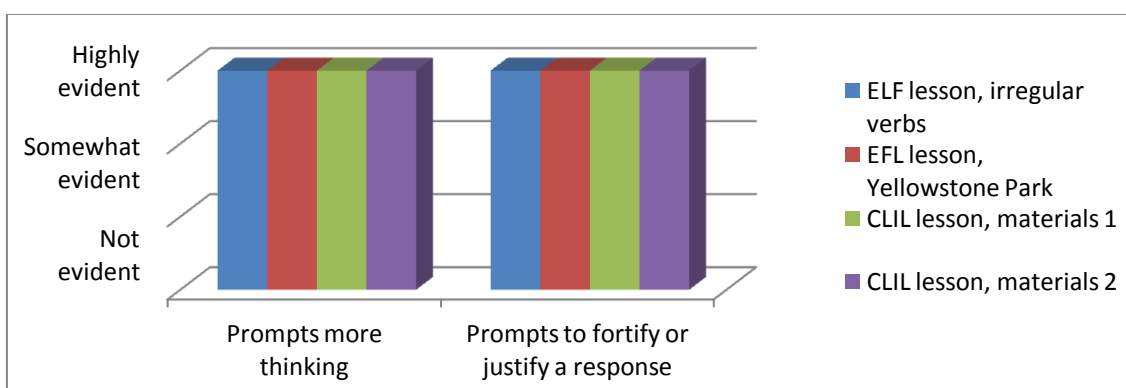

Figure 5: teacher prompts

Items	ELF lesson, irregular verbs	EFL lesson, Yellowstone Park	CLIL lesson, materials 1	CLIL lesson, materials 2
Teacher prompts				
Prompts more thinking	Prompts students to try to say some words in English. Prompts reflecting about the language.	Example: why is it called Yellowstone park? What is the meaning of Yellowstone? Prompts thinking the reason why these kind of natural events happen in the Park.	She negotiates with the students the material of different objects. Examples: Do you know any other things made of wood? do you know any other materials?	She prompts the students to think about the properties of the materials, asking questions and simulating situations. Examples: where is this material coming from? Is wood resistant?, what happens if I do this?
Prompts to fortify or justify a response	She helps the students to reflect about the grammatical rules. Example: why are we writing here "find" present and not "found" past?	She prompts giving justified answers to the open ended questions. Helps the children justify the cause of the natural factors that happen in Yellowstone park.	She gives some reasons supporting her affirmations. Example: the colour of the door is orange, right? But this is because there is something stuck on the wood, what is stuck?	Very often, she aska why some materials have some properties and not have other properties. Examples: why is this material resistant?

Table 5: Teacher prompts.

In the graph above it can be clearly noticed that the teacher prompts the student to think and also to justify and fortify a response.

In relation to "prompt thinking", it could be detected that the teacher enhanced thinking in the four lessons analyzed. But the reason why she was prompting thinking was different among the lessons. In the EFL lesson about the irregular verbs, the teacher was fostering metalinguistic reflection. For example, when she asked "quan fem servir "in the" o "To the" what is the difference?" she was asking the students about the language. On the contrary, in the other lessons, the teacher asked the students to reflect about the content they were talking about. For example, the properties of the materials and the reason why the Yellowstone park is called this way.

The second item refers to whether the teacher enhances the students to justify responses. In all the lessons, it could be perceived that the teacher asked for the reason of some events. These justifications could be about the language or about the content, as in the previous item analyzed. Furthermore, a part from asking the students to fortify a response, she normally justified the affirmation she was doing, for

example, when she explained why the door of the class was made of wood (see table 5).

To sum up, prompting thinking and justifying reposes are two techniques that the teacher used in all the class sessions observed and their use was adapted and modified depending on the content of the session.

The final item researched is the strategies that the teacher uses in order to teach and help children's learning (See figure 6 and Table 6).
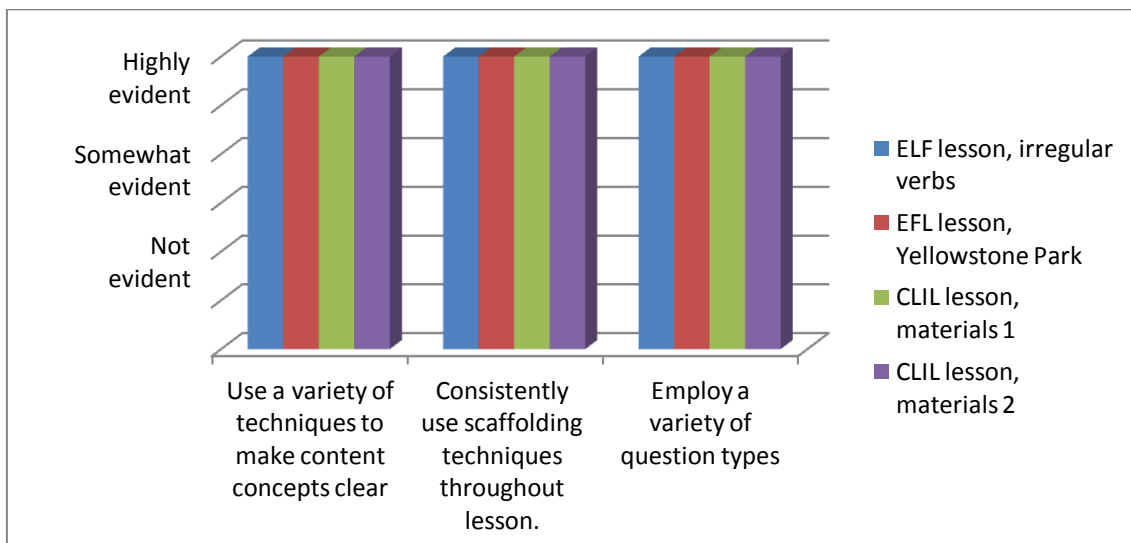

Figure 6: Strategies.

Items	ELF lesson, irregular verbs	EFL lesson, Yellowstone Park	CLIL lesson, materials 1	CLIL lesson, materials 2
Strategies				
Use a variety of techniques to make content concepts clear	Spells words, uses background experience, examples, anticipation (example: is he a doctor? yes he is no he isn't) She also asks a question to the group in general and if they don't answer she asks to a particular child. She starts a saying the word the students don't remember.	Examples: explanations in L3 and L1, repetition, paraphrasing, translating, prizing, questioning, asking for feedback. asking for the meaning of a word or sentence.	A new technique she uses in this lesson is to say something which is not true in order to realize if the children understood it. she starts the word the children cannot remember.	Give examples, repetition, check comprehension, paraphrasing, scaffolding, to give clues, background experience. She says where the answer of the question can be found instead of just saying the answer.
Consistently use scaffolding techniques throughout lesson.	She asks a general question, if the student's don't answer she paraphrases it or	First, she asks a general question, then she simplifies and explains them till	Yes, she throws general questions and then more concrete ones till	Yes, she asks several questions till the pupil can answer.

	asks a more concrete question.	the students can understand the questions.	students can comprehend.	
Employ a variety of question types	Is it…, which, what , who, where, can you…, are you.. do you…why…	Examples: is it my park? What colour is the stone? How many states are there in the USA?	Examples: why not? Which is the first unit we did? what is a had made of?	Is it…, which, what , who, where, can you…, when.. do you.. why…does it..

Table 6: Strategies.

As it can be seen in the graph above the teacher uses strategies to teach, in fact, in the table above it can be perceived that the teacher uses a large amount of strategies.

Concerning the item "use a variety of techniques to make content concepts clear" it could be noticed that the teacher uses a wide variety of strategies, most of them mentioned and explained before, such as: providing examples, asking and giving feedback, recasting, slowing down the rate of speech, repeating, paraphrasing and prizing. Some of strategies the teacher used, and had not been mentioned before, are the following ones. The teacher in some occasions that the pupils could not remember a word she started saying the word in order to jog children's memory. She also, in some occasions said a statement which wasn't true in order to check children's comprehension and attention. Moreover, in one occasion, the teacher asked a question and the children did not know how to answer it, and instead of giving the answer to the children, she told them where to find it.

Regarding through the scaffolding techniques it could be observed that she uses them very often. What she normally does is throw a general or open ended question to the students and if they do not know the answer she keeps asking more specific questions until the students can answer them. Another scaffolding strategy used is when she asks a question and the students do not have enough English to answer; then she asks simpler questions in order to answer the initial one. Another technique she uses when explaining something is the following: she starts the explanation, checks the understanding of the students and continues with the explanation. Finally, the last scaffolding technique detected is asking a question to the group in general and if no one answers, she asks the question to a particular student.

The last item analysed is the variety of question types used. It was observed that the teacher used a large amount of question types in all the lessons recorded, no matter if it was in EFL lessons or in CLIL lessons, as it can be seen in table 6.

In conclusion the teacher used a wide amount of strategies in order to foster children's comprehension and scaffolding techniques are some of the most used by the teacher.

6. Conclusions.

In this section the main results that emerged from the data analysis will be revised, and then the results will be compared with the literature review data in order to define how the talk of the researched teacher was like. Furthermore, the differences in teacher talk in EFL lessons and in CLIL lessons it will be defined.

As Guarino et al (2001) and Echevarría et al (2010) explained adapting the language to the students is very important, because learning content in English requires more cognitive effort for the children. Therefore, teachers have to use strategies to make the content comprehensible. As it could be observed in the research results, the teacher analyzed did use several strategies to make content comprehensible, such as, repetition, paraphrasing and slowing down the rate of speech; these strategies were used adapting them to the classroom situation and to the pupils' needs; consequently it can be affirmed that the teacher's productions were adapted to the children's needs.

Kubanyiova (2006) explained the importance of using children's background experiences and classroom environment to enhance children's learning. Moreover, Cullen (1998: 183) suggested the teachers should provide "feedback in a way it is as communicative as possible in the context of the classroom". In the research, it could be seen that the teacher related experiences all the children had lived together or common knowledge the children had in order to build knowledge; by using these "strategies" the teacher adapted the way of explaining the content to the children's social experiences.

Referring to giving clear explanations of the academic tasks, Echevarría et al (2010) explains that learners perform better when the teacher gives clear explanations and instructions. In the study, it became obvious that the teacher gave instruction to the students in a step by step manner, providing examples of the tasks that had to be done, and checking the students' comprehension of the instructions. Consequently, it can be affirmed that the teacher explained the tasks in a clear way.

The next item researched was the interaction between the teacher and the pupils. Echevarría et al (2010:15) affirms that is important that the teacher enhances a

balanced interaction to promote "meaningful language learning opportunities". The research shows that the teacher provided opportunities to the students to interact and discus by using open ended questions and pre-established answer questions, also by giving opportunities for clarification in L1 and by affording wait time to the students to answer her questions. However, during the lessons recorded, the teacher did not program group activities. Small group interaction is important for language acquisition because, as Echevarría et al (2010) affirms, productive discussions are more likely to happen in small groups and it provides exposure to new terms and information. Nonetheless, it cannot be affirmed that the teacher did not plan group activities because the researcher could observe some group activities the teacher did in other lessons.

Concerning the teacher prompts, Ehcevarría et al (2010) affirmed that prompts encourage the students to give elaborate reposes. The study verified that the teacher was using prompting in her lessons. She mainly used prompts to encourage the children to find explanations to the questions that emerged during the lesson or to find explanations to some natural features or to some language rules. Therefore, it can be affirmed that prompting is one of the strategies used by the teacher.

The final topic researched was the strategies used by the teacher. Echevarría et al (2010) denotes the importance of using scaffolding techniques because they allow the students to practice in controlled situations. The researched teacher, apart from other strategies, did use the scaffolding techniques in order to guide the students in answering questions, giving reasons or constructing language. As a result, it can be stated that the teacher used the scaffolding strategy in their lessons apart from many others mentioned in this study.

Furthermore, after analysing the teacher talk in the four sessions, I could have noticed that the teacher had an excellent command of English. She felt confident talking in English during the whole lesson. This good command of English is connected to the children's language achievements as Moon (2009) affirms, because she was able to set up occasions for genuine interaction. Consequently, it can be affirmed that the teacher researched is a good language model for her pupils.

These conclusions above affirm that the teacher talk of the teacher analysed followed the main directions given by the authors consulted in the theoretical framework of this report. This confirms that she positively contributes to the student's language learning and that she is a good language model for them.

The second part of the discussion concerns the comparison of the teacher talk in EFL and CLIL lessons. From this research several conclusions could be drawn.

Firstly, it could be noticed that the teacher had its particular way of teaching and that she maintained it, no matter the subject she was teaching. Consequently, the strategies used were the same in CLIL and EFL lessons. What varied was the frequency of and the use she made of these strategies.

Secondly, the data analysis reflected that the particular content that was taught in one session influenced the strategies the teacher used, more than the subject itself (EFL or CLIL).

The third conclusion is that what influences the strategies used and their frequency is whether the lessons are content-based or language based, that is, if the session talks about the language without a content base.

These observations drove me to the conclusion that EFL lessons are highly contextualized; sometimes it is difficult to distinguish the characteristics of the teachers' talk in CLIL lessons from the EFL lessons. An example of this is the lesson about the Yellowstone Park.

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